

**SECONDARY SCHOOL TEACHERS' KNOWLEDGE AND SKILLS IN
PRESENTATION OF LESSONS BASED ON PROVERBS:
A STUDY OF ELDORET WEST SECONDARY SCHOOLS**

BY

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DECLARATION

Declaration by the student

This research report is my original work and has not been presented to any other institution of learning.

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DEDICATION

This research thesis is dedicated to the Emanuelah.

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I would like to express my deepest appreciation to all those who provided me with the possibility to complete this report. First of all, glory honour and thanks goes to the almighty God for giving me the health, strength, courage and will to write this research paper.

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ABSTRACT

The purpose of the study was to investigate secondary school teachers' knowledge and skills in presentation of lessons based on the proverb in secondary schools in Eldoret West Education District. The study sought to determine the role of the English teachers in description and mode of presentation of a proverb based lesson because little is known about their knowledge and skills. This was motivated by a trend of inability of the learners in English at K.C.S.E level to bring out clear answers in relation to questions set that relate to the proverb while doing the national examination as proverbs are tested in all the three English papers. This was accomplished through the study objectives formulated. This was with a view of improving performance in English in the integrated syllabus. The study was motivated by two theories; Calvin's theory of value which presupposes that value is innate in every human being and teachers, through instructions in proverb based lessons should guide the learners into value addition as they prepare them for the examination and The "post modern" semiotic theory which presupposed that through the proverb, language learning should permeate all aspects of life. The research

employed the descriptive survey research design. Questionnaires to teachers and Interview schedules were used in the collection of data. The area of study was Eldoret West District which has a total of 67 secondary schools. The schools were sampled using purposive sampling. A pilot study was carried out in two schools in the neighboring Eldoret East district to ensure the reliability and validity of the research instruments used in the study. Simple random sampling and convenient sampling was used to select teachers from the schools to help rate the teachers' knowledge and skills. Data was analyzed using computer software packages and results interpreted using descriptive and inferential statistics such as frequency tables, pie charts, cross tabulations and graphs and also textual presentation. The findings of the study are significant to the curriculum developers and implementers especially English and literature teachers who are directly mandated with implementation of the integrated syllabus. It will help to advice the teachers, school administrators, parents and the government on how the teachers can help children develop more in their life values as well as academic performance.

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CHAPTER ONE

1.1 INTRODUCTION

Proverbs are an aspect of culture cherished all over the world and preserved in language which is the medium in which they are expressed. Proverbs have a psychological, philosophical, cosmological and socio-cultural orientation. They have a special demand of interpretation by the persons they are directed to. This is because they require more than what their presentation is from the surface. The philosophical and deductive implications of proverbs makes them useful for teaching, especially language at any level of education. Olajide (2013), asserts that many factors, including teachers knowledge could affect the use of proverbs in the teaching – learning process. He reasoned that proverbs, being stably rooted in the world of the language learner, would motivate and stimulate him. However, he wondered how much knowledge of proverbs the teachers of English, particularly at the secondary school level possess to allow them teach the forms rewardingly. This study was carried out to find out if teachers of English in Kenya secondary schools possess the knowledge and skills of proverbs and their presentation in the classroom situation.

1.2 BACKGROUND OF THE STUDY

Language is a vital tool for communication, intellectual growth and development. As mother tongue, language is innate and is acquired unconsciously with no need of a teacher. In Kenya, English being a core language of instruction in the academic and social-economic world, has mostly been acquired as a second or third language. In spite of this dominance in our school curriculum, performance in English at KCSE has remained poor. During the release of the 2013 KCSE examination results in March 2014, the Education Cabinet Secretary, Jacob Kaimenyi reiterated the poor performance in English Country wide and instructed the quality assurance and standards to look into the problem.

In the quest to improve learner performance, teacher- learner strategies have to be employed. Lawal(1995) and Olajide (2006,2010) advocated for the use of proverbs in Language teaching and learning. They reasoned that proverbs, being stably rooted in the world of the language learner, would motivate and stimulate them. However Olajide wondered how much knowledge of proverbs the teachers of English, particularly at secondary school level possess to make them employ the forms rewardingly.

According to Abimbola (2009), Knowledge and skill of the proverb in itself has an intricate nature. Its acquisition and dissemination cannot be haphazard. It can be weakened if not enhanced and updated. Knowledge and skills of proverb presentation by the English teacher may be acquired in different ways. These include formal or informal interactions with experts in a given language and its literature by consultation with experts who have proven knowledge in folklore and also reading relevant Literature intensively and extensively.

In a study carried out in Nigeria, Babatunde, (2001), showed that Language is a vital tool for intellectual growth and development. As mother tongue, language is possessed unconsciously, with no need for a teacher. When contacted from a second position, language may become a great problem for man. Most Nigerians contact English from such a position and literature has offered so much concerning the status and role of the English Language in Nigeria, especially in education which is the focus of this paper. Obafemi, (2007). In a similar study, however, said that in spite of the dominance enjoyed by the language in the nation's school system, performance in it has remained worrisomely poor.

For the Kenyan teacher, the use of proverbs in the English lesson goes along with such factors as gender, qualification, working experience, access to relevant material and constant practice. Proper instructional methods on the proverbs based lesson could go a

long way in enhancing English language teaching and learning in the Integrated English Syllabus in the Kenyan curriculum. English teachers should meaningfully incorporate proverbs in their lesson. They should plan and use them rightly in the class room. The proverbs will reflect the learner's world view even if blended into the second or third language. This will make learning considerably refreshing. It will promote learning and consequently improve the performance of learners in the National examinations. The study looks into understanding ways of improving proverb based lessons bearing in mind what the teachers already know.

The teaching of the proverb cannot be viewed definitively outside the confines of the teaching of oral literature. According to Akivaga and Odaga (1982), proverbs are learning and teaching tool that should be researched on in oral Literature field work. Proverbs are taught in secondary schools as a genre under the broad topic of short forms in oral literature.

The teaching of proverbs in secondary schools has come a long way. Akivaga (1985), states that attempts to structure oral literature syllabus dates back to 1974 with the 1974 Nairobi school conference of teachers of English. Before then oral literature was not being taught in Kenyan secondary schools. The teachers at the conference agreed that the teaching of oral literature was to have objectives that enable students to organize the positive stream in their culture so that they may look critically at the present day society. Oral literature was a people's means of expressing the way they see the world, their values and aspirations. In 1982 oral literature was fully introduced into the Kenyan Education syllabus as humanity in the 7-4-2-3 system of education. It was then integrated with English in the 8-4-4 system of education.

In the integrated system, the teacher is required to teach both English and literature as one subject. This poses a challenge to the teachers who may have trained in only one of the subjects that is a combination like English / Geography. In this view the teaching of the proverbs in our schools has suffered a setback. It is now not clearly understood what it is and hence the teaching has become a challenge.

Achebe (1958), termed the proverb as the palm wine with which words are eaten. He said this referring to interactive communication where a proverb would aid in clarity of the message. According to Achebe, language is made rich when it is spoken, taught and learnt using proverbs. In the Kenyan examinations, the proverb is being used in evaluation as most of the composition questions set at KCSE are based on proverb topics like in the examples below;

3 (c) The Novel *Homestretch* by Velma Pollard; Write a story to illustrate the truth of the statement “East or West, home is best.” (KNEC English pp 3, 2010).

1 (a) Write a story to illustrate the saying “People who live in glass houses should not throw stones.” (KNEC English pp 3, 2012).

1 (a) Write a story to illustrate the saying “A stitch in time saves nine.”
(KNEC English pp 3, 2013).

1 (b) Write a story to illustrate the saying “Charity begins at home.”
(KNEC English pp 3, 2014).

Okot p Bitek (1986), views the proverb from a religious perspective. He relates the proverb to the major world religions. He proverbially speaks of Christian philosopher, St. Francis of Assisi, who referred to the Hermites as cowards who exile themselves from human society entering communion with the spirit world. He looks at proverbs from the view point of Hinduism, Budhism, Christianity and Islam and their outlook to natural images in the proverb like birds, flowers, animals, reptiles, trees, rocks and rivers which all helped to

conceal the filth of self denial. He emphasizes that all human aspects apart from just language, can be concealed in the beauty of the creative images of the proverb.

According to Nandwa (1976), A proverb is a deductive statement that is current in tradition or as an epigram that says, “the wisdom of many and the wit of one”; that is a proverb teaches something yet still remains a tradition that is passed down the generations. She says that each generation learns something and the next generation still finds it useful. She views the proverb as a complete story because it sums up a story in one moral.

The Longman Dictionary of Contemporary Learning, second impression (2003), defines the proverb as, ‘A well known statement that gives advice or expresses something that is generally true, wise and accepted .’ example ; “A penny saved is a penny earned”. Miruka (1999), defines the proverb as a brief statement full of hidden meaning accepted and used by a community as an expression of truth and wisdom, sometimes referred to as a “wise saying”. It is compact and mostly expressed as a single statement. They can be classified according to subject, function and content. It is performed both formally and informally and in many conventional cases, the performer matters.

The proverbs should be taught as intelligence based lesson to measure the cognitive ability of the learner. The proverb should be taught as a skill lesson to measure the psychomotor ability of the learner. It should also be taught as an appreciation lesson to measure the affective ability of the learner and give enthusiasm for the genre. Derson (1972), implied these in the memory aspect of folklore (cognitive), the performance aspect of folklore (psychomotor) and the aesthetics of the love (affective) in the genre development and human development as well.

Bronwell and Eison (1991), asserted that students on their part fail in their quest to get the right thing and need to be guided in the language learning class, in relevance to the short form genres of oral literature. This will help them to explore the creative images in the piece. This is not being accomplished as the teaching tends to lack motivation that is relevant to guide the learners through. Due to the nature of the education system, field work is minimal as well as practical work. These are in part due to the urgency to cover the many topics in the syllabus.

There is a lot that the English teachers need to know about a proverb lesson which they don't and are frustrating. Miruka, (1994), gives an analysis into the functions of oral literature genres like the proverb and more specifically the teaching constructs. He states them as follows:

Aesthetic function- the English teacher should build the aesthetic value of the proverb in relation to language learning. This will help the learner to accept the genre and the language as a whole.

Reflective function- the proverb acts as a mirror through which society views itself as it conveys its wisdom. The language class hence mirrors its benefits in the performance. The learners should use the proverb to reflect value in life. Normative function- the proverb reminds people of the norms of the society and the mitigation of deviance. In the language class proverbs will build moral norms in the learner hence foster great living within the community. Summative function- the proverb sums up experiences in a succinct way and helps them to foster proper communication.

Teaching and learning of the proverb as a short form should have an impact on effecting of the functions of the proverb as mentioned. The functions of the proverb if integrated well

with the daily classroom experience, not only language, will appeal to the learner and help improve the elusive good performance across the curriculum.

The teaching of the proverb in secondary schools has suffered a drawback with the introduction of the integrated English syllabus. Wafula (2009), attempted to define integration as the fusion of knowledge from different disciplines ... education that is organized in such a way that it cuts across subject matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. She states that integration assumes that English teachers have the mastery of language and a clear understanding of literature which may not be the case. Her findings showed that teachers were not adequately prepared to use the integrated approach and the time allocated for English and literature was not enough in the school time table. She also noted the challenge of lack of resource material for both learners and teachers as oral literature had been rendered subordinate in the language class.

Kenya National Examination council syllabus (2003), states that while some people have expressed concern about the integration of language and literature, it is important to realize that literature provides genuine and expressive samples of language in context where the learner acquires vocabulary and knowledge of the rich possibilities of language use; a factor language teachers may not be so keen to embrace in favour of the system.

With the many challenges integration has posed for the English teacher and the proverb presentation lessons, there has been support and discontent. Carter (1982), suggests that literature and language are distinct subjects of study and they have intrinsic value for the learner and teacher and ought to be treated independently. Indangasi (1991), on the other

hand favours integration. He says the two are of mutual benefit to each other and reinforce each other in the class. This has left the classroom teacher in a dilemma of presentation.

Scarcity of instructional material on the proverb has also been a challenge to the English teacher. Taban Lo Liyong (1973), lamented about the barrenness of East African oral literature due to scarcity of oral literature learning resources in East African secondary schools.

One of the goals of teaching oral literature is to provide respect for the development of Kenya's rich and varied cultures, (KIE, 2002). This can be achieved through proper teaching of genres like the proverb. This will only be possible with the teachers having the right skills and knowledge in presentation of oral literature lessons especially those based on the proverb.

Wetende (2013), in justifying her study, said that continued poor performance in secondary school English paper two where oral literature is an integrated component has attracted concern from education stake holders. According to Rotumoi (2006), this creates a need for a solution to the poor performance in view of the challenges that need be addressed from the most basic level.

At the most basic level not much has been done to ensure that the English teachers in our secondary schools are equipped with the relevant knowledge and skills in presenting a lesson based on a proverb topic. In the integrated English syllabus, proverbs are taught at various levels which include performance in Paper One, literary appreciation in Paper Two and interpretive writing in essays in Paper Three.

The research study closely looked into the problem of teachers knowledge and skills in presentation of lessons based on proverbs with a view to recommend improved teacher learner strategies that will go into improving performance in national examinations.

1.3 STATEMENT OF THE PROBLEM

A lot has been said and written about language being a very important medium of communication. (Mackay Report 1982; Wanjuki; 2000, Rotumoi 2006, Dahar and Faize 2011). Since oral literature creates an important opportunity for language use, it is important that oral literature and specifically the proverb, as a part of the English language be promoted in integration. This will be possible if the English teacher has the required knowledge and skills on the proverb as a teaching subset in the integrated English syllabus. There are various aspect of the proverb that the English teacher is supposed to master in knowledge and skill. As mentioned earlier, (Abimbola, 2009), knowledge in itself has an intricate nature and its acquisition cannot be haphazard. The teacher of English needs to acquire the right knowledge and skills so as to disseminate to the learners.

The topical areas mentioned above constitute fifty percent of the questions set in the KCSE English paper. If the learners are not well taught in the topical area of proverbs, the performance at the National Examination in English is likely to continue going on a downward trend. In this case teachers are required to have the mastery of knowledge and skills in the proverb and its presentation as a lesson. This study holds the view that through the improvement of the teaching of proverbs in the language class, the learners overall standards in English will improve. Ellis and Tomlinson (1980) and Mwanzi (1986), point out that pupils accuracy in the use of English depends on their ability to assimilate and use different integrated structures if well taught. This is because in our education system,

learners are quite dependent on class room instruction for correct form of language. Consequently, the classroom teacher is responsible for developing the learners' proficiency in the subject, (Ryanga 1986). This task cannot be accomplished effectively unless the teacher has relevant Knowledge and skills in the subject. It is with knowledge of content and skill in presentation that the teacher increases the learner's proportion of non deviance in the subject: (Fraser and O;Donnel 1969)

Onjiko (1997), maintains that the efficacy of a language teacher is demonstrated by their mastery of content and use of relevant skills in the presentation of a lesson. This being the case and with the challenges of integration in mind, the main question is:

Does the secondary school English teacher have the mastery of knowledge and skills in presentation of lessons based on proverbs because it is not clearly known if teachers have the required skills and knowledge.

1.4 PURPOSE OF THE STUDY

According to Olajide (2013), many factors, including the teachers knowledge could affect the use of proverbs in the teaching and learning process. The study was carried out to find out if English teachers in the area of study possessed the required knowledge and skills in proverb presentation while teaching lessons based on proverbs and whether their knowledge or lacks of it reflects teacher, school and policy related variables. This was done with the view of giving recommendations that can help to positively improve on the lesson presentation with the back drop of the integrated English syllabus.

1.5 OBJECTIVES OF THE STUDY

The specific objectives of this study were to:

1. Investigate the secondary school English teachers level of knowledge in the presentation of the proverb lesson
2. Asses the teachers description and mode of presentation of a proverb based lesson.
3. Analyse the teachers' presentation skills in a proverb based lesson.
4. Determine the use of proverbs in integration between English and Literature.
5. Determine the availability of teacher – learner resources on the proverb.

1.6 RESEARCH QUESTIONS

1. What is the level of secondary school English teachers knowledge of the proverb?
2. Are the teachers able to describe the mode of presentation of a proverb based lesson?
3. Does the teacher have the relevant skills of presenting a proverb based lesson?
4. Are the teachers able to integrate the proverb into other aspect of the language lesson?
5. Are there resources available for teachers and learners on the proverb?
- 6.

1.7 JUSTIFICATION OF THE STUDY

The continued poor performance in the high school English papers where oral literature is an integrated component has attracted concern from education stakeholders. (Rotumoi, 2006). According to the KNEC Syllabus and KIE syllabus (2002), the objectives stated therein show that moral value ought to be constructed, learnt and appreciated. This can be brought out if the learners are properly instructed. However because the education system is skewed towards examination performance, presentation of the proverb, which is a genre in oral literature has been swallowed up into the subtle integrated language constructions.

This in turn has led to poor performance in English KCSE. With these in mind, the research is justified because it will find out the corrective measures geared to improvement.

1.8 SIGNIFICANCE OF THE STUDY

This study sought to find ways of improving the teaching of proverbs in the English lessons in the secondary school class. This was of relevance because with the integrated English syllabus, the proverb, a genre in oral literature, is subordinate in lesson preparation. The study is significant to all education curriculum players in the ministry of education. More specifically the study is significant to the language teaching fraternity and curriculum implementers. This is because they will use the study recommendations to improve on what they already have. The study is also be relevant in a significant way to the publishers of education resource material. This is because, according to the study background, learning resources for teaching the proverb are limited on the market. The study may attract cause to revise the syllabus so as to include more information on the integration of the proverb into the English lesson. The study is important in that it sought to find ways of improving performance in English in the National Examination as well as learners knowledge of the same. The emphasis on knowledge and teaching of the proverb will add value to teaching in the English class.

1.9 SCOPE OF THE STUDY

The study was carried out in several secondary schools in Eldoret West District. The district has 67 secondary schools; 54 public and 13 private. The entire District is vast and part of it is remote and not easy to access.

The study looked into the teaching of lessons based on proverbs in the secondary school English class. The areas of focus in the study were concepts, knowledge and skills in

preparation of lessons on the proverb as a genre in oral literature in the integrated English syllabus. This was done with the integrated English syllabus in the background and the mode of instruction in the given schools.

The time frame of the study was from 2015 May to 2015 July. The study required a minimum of three months of the school term calendar to research, record, analyze data, give a synthesized report of the findings and give recommendations.

1.10 LIMITATIONS OF THE STUDY

The study experienced some limitations. Some issues not to be overlooked included financial constraints that were faced in reaching the study areas. Eldoret West District is vast and some schools are in remote areas away from mainstream communication. A good research study required time to search and research hence time factor was a challenge for the study to be completed on schedule. Also with the tight syllabus requirements it was a challenge for English teachers to give up their classes for the experiment. Suspicion of teachers on their own competence somehow failed to give the right result when using questionnaires and interviews. With the nature of data collected, it required financing to get the right packages to do the computer analysis. Also the skewed nature of our education institutions is that some schools enjoy better facilities and teacher commitment than others and therefore generalization may not depict accuracy. With all the mentioned limitations, this research study was successfully carried out.

1.11 THEORETICAL FRAME WORK

The research was done basing on model theories that are founded on Education, schooling, cultural and instruction framework.

According to Calvin's *Theory of Value*, advanced by Theologian John Calvin in the 19th century, there is human value planted in learning and knowledge acquisition. Every human being has an innate pre deposition to learn. As per the theory, children need to access learning in all its value and aesthetic outfit. The proverb, if well taught, with the right knowledge and skills should add moral and academic value in the learner and improve their performance not only in writing but also in life. This is in whichever context it is presented, that is in and out of the class.

The "*post modem*" *semiotic theory*, advanced in classical times by Semiotic proponents, states that when reading into the poetic world of proverbs, you immediately encounter a strange new world that demands an orientation into a world that is different in form and function. Disjointed syntax, paucity of words and terse indirect language, all mark the invisible form of the artistic yet meaningful reality. Analyzing the theory in relation to the language of the proverb in written work, it should be realized that the proverb permeates all aspects of life and language learning even in their figurative form and musical symmetry and should be properly taught.

1.12 OPERATIONAL DEFINITION OF KEY TERMS.

Aesthetic: Refers to the beauty that appeals to language affection when we use the proverb in lesson presentation.

Convenience: Being useful for a particular purpose especially to make something easier. The proverb is used with convenience in class and outside class

Curriculum: What has been planned for and set for studies.

Embroidered: Permanently sewn onto a piece of cloth. The proverb may be permanently sewn into the language skill.

Essay: Open ended writing based on a given topical issue.

Genre: Type of oral or spoken literature. The proverb is a genre among the short forms of oral literature.

Human values: Norms that guide our daily living and interactions as human beings.

Integration: a synthesis of language and literature into one entity.

Linguistic: The scientific study of language and all its related aspects.

Moral Aspect: A lesson we learn on human principles how we should live in harmony with one another and the environment.

Proverb: A short well known statement that gives advice or expresses something that is generally true. Proverbs are the subject of study in this research.

Resources: What is required in monetary and material terms to send Children to school and improve school facilities.

Sayings: Short statements that are generally true. They are synonymous to the proverb though the proverb is symmetrical.

Syllabus: A plan of subject or course that states exactly what the students ought to do in line with stated objectives. Usually extracted from the curriculum.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The review of related literature involved the systematic identification and analysis of documents containing information related to the research problem. (Mugenda and Mugenda, 2003). It helps to determine what has already been done in relation to the research problem under study. This chapter reviewed and discussed literature related to teachers' knowledge of the proverbs and skills of presenting a lesson based on the proverb in the secondary school class.

According to the research problem, there are different factors that will influence and impact on the teaching of the proverb in the language class today. This review of related literature was important as it helped the researcher to know the various factors and theoretical issues as concerns the genre and its place in the language class; an area in which the problem is unique.

2.2 THE CONCEPT OF THE PROVERB

This literature review begins with general definitions to the research problem. In the 12th century, Mathieu de Vendome of Hungary (quoted by Bautier, 1984), wrote that, "a proverb is a phrase, accredited by custom, accepted by general opinion, expressing a truth that has been proved genuine." Bartlett Jere Whiting (1932), said that a proverb is an expression which, owing its birth to the people, testifies its origin in form and phrase, expresses what is apparently a fundamental truth, that is a truism, in homely language, often adorned, however with alliteration and rhyme. He continues to say that it is usually short, but need not be; it is usually true but need not be. Some proverbs have literal meaning as they are stated. Other proverbs have figurative meaning which makes sense.

What is important is that the proverb always carries a moral lesson to be learnt and more so to be presented in a language class assignment.

Oba (2012), says the proverb has been and remains a most powerful and effective instrument for the transmission of culture, social morality, manners and ideas of a people from one generation to another. The reason behind the efficacy of the proverb is that it is an aphorism, a wise saying based upon people's experience, and is a reflection of the social values and sensibility of the people. according to Oba, a collection of the proverbs of a community or nation is in a real sense an ethnography of the people, which if systematized can give a penetrating picture of the people's way of life, their philosophy, their criticism of life, moral truths and social values.

Collectively and in an important general sense, African proverbs are literary forms which offer the traditional artist, speaker, philosopher and priest a veritable medium for the projection and fulfillment of a variety of socially desired goals. Whenever there is doubt about an accepted pattern of behaviour, a stipulated line of action, whenever traditional norms are threatened, there are always proverbs and indeed tales or myths to vouch, illuminate and buttress the wisdom of the traditional code of conduct. The value of the corpus of societal proverbs lies not only in the way they strengthen tradition, but in the variety of ways in which they may and do contribute to the life continuity of the given society, and the individual who lives in it. The proverb conveys its meaning through the use of aphorisms, which is a wise saying based upon people's experience and is a reflection of the social values and sensibility of the people.

In terms of form, the proverb is a graphic statement that expresses a truth of experience. Its beauty and source of delight is that what it says is readily perceived and accepted as an

incontrovertible truth. The truth presented in the proverb is not a logical, a priori or intuitive truth; it is often an empirical fact based upon and derived from the people's experience of life, human relationship and interaction with the world of nature.

The proverb, as a short popular saying in form, expresses a truth of experience or an observation in a strikingly figurative language. It is marked by its epigrammatic terseness and by the readily acceptance of its truth. This is important, just as stated by Oba. This is what ought to be presented in the written composition but as the study suggests, purpose gets lost in the written text or is buried in form.

2.3 GLOBAL LITERATURE

The beginning of paroemiography dates back to the 16th century when in 1515 Erasmus of Rotterdam published his first collection of proverbs and proverbial sayings. Since that time people have been interested in all kinds of proverbial locutions because, as Jerzy Glusky states quoting the English philosopher Francis Bacon, 'The genius, wit, and spirit of a nation are discovered in its proverbs. (Jerzy Glusky 1971).

One of the most effective indicators of proverbiality is metaphor. The sudden shift in topics that disrupts the normal conversational flow and signals by its 'out-of-context' quality that the statement in question is to be interpreted figuratively and not literally leads to its identification as a proverb. Most proverbs are inherently metaphorical in meaning, however, in some instances the proverb is simply a statement that becomes metaphorical only within a context that rules out a literal interpretation.

Proverb research was in a relatively poor state not so long ago. Scholars and writers claimed that proverbial language had passed from usage in contemporary culture. It seemed

to be true that 'The proverb and related forms have long been objects of general interest and the occasion for many books, but they have attracted little serious and thorough study' (Taylor, 1931).

Taylor (1931), in his attempt to define and describe the language and grammar of the proverb stated that there is an incommunicable quality in the genre which tells the difference between a proverb and a sentence. That is, in communicating a proverb, the orator may present it either as a mere sentence or as a proverb. This agrees with the "Post Modern" semiotic theory of proverbs that a proverb can be represented poetically or in its musicality. The teacher of language in our context of study should know and present the genre as it is so that the recipient, that is the learner appreciates it as a proverb.

Barley (1972), said that a proverb is a statement of moral and colloquial imperatives in mixed metaphorical paradigms detailed with fundamental logical relationships. In his statement, as was commented in 1996 by Professor Mieder in a discussion of the Tokyo International Proverb Forum, the proverb has a language as is used in semiotic rules. It calls for the user to know the language rules in relation to use of the proverb in the language class. To them the proverb should be used to describe language as it is housed with descriptive qualities.

Paczolay (1996) and Mieder (1991), argued in economic terms that a proverb has a currency value. It is quoted among small or large groups of one or more linguistic communities in part or as a whole. They are known in several languages and continents and are internationally disseminated. Proverbs may be common in some regions like in Africa and not common in others like Balkans.

The metaphor and the symbol of the proverb. In this discussion, he discusses the language of the proverb and how the language teacher can teach the genre using the figures of speech as used in the language of instruction. Metaphors and symbols of the proverb will borrow from the immediate environment hence familiarity will not fail the test, (Gibbs, 1996).

Achebe, (1958), uses the proverb to develop the character of Okonkwo in *Things Fall Apart*. For example, when he says “when a child washes his hands, he can eat with kings,” referring to Okonkwo who had worked so hard in a nemesis of fear to be a failure. He now had a place to dine with what would be said to be the noble class because of his character as a hard working person.

People’s perception of the proverbs today is trivial. According to Arora (1995), the most consistently accepted generalization concerning proverbs, in virtually any language, is that they are "traditional", and that is their traditionality, the sense of historically derived authority or of community sanctioned wisdom that they convey that makes them "work". However, it would be a mistake to assume that all proverbs in circulation at present time must, by definition, be old bits of wisdom. According to Wolfgang Mieder (1993), the time of proverb creation is by no means over. While we continue to use many of the proverbs that can be traced back to classical times, the wisdom literature of the Jewish and Christian tradition, or the widely disseminated vernacular wisdom of the Middle Ages, we must not forget that the proverbs have been created at all times. This is also true for a modern society characterized by technology, mass culture and rapid urbanization.

Proverbs were and are used nowadays as an effective spoken or written tool of expressing various meanings and intentions. They include wisdom, knowledge and truth which is manifested in a few colourful words. In spite of the fact the proverbs have figurative

meaning, the message they carry is delivered very quickly and to the point which makes it very functional while used in spoken language, political speeches, newspaper headlines, cartoon titles and slogans in the advertisements. Proverbs can be used to manoeuvre people politically and economically and they may be very serious tool as 'expressions of stereotypical invectives or unfounded generalizations' (Mieder, 1993).

In an article published over the internet on May, 26th 2008, Lynch (2007), a teacher and trainer, and intellectual specialist, author and speaker, said that the grammar and semantics of language may be better encoded in the metaphor and symbolic creativity of the short form genre. He said that there are such constructs that one needs to learn if they want to teach English abroad.

Hoogstad (2007), a freelance business English and a legal English teacher, with eighteen years experience in ELT and particularly keen on teaching advanced learners, designed material on intercultural communication that could help in creative thinking and teaching while having fun in the two way teacher learner oscillation. She said that, you can lose your customer just by your way of approach in language- especially proverbial language that would irritate your client. Benjamin Franklin, as quoted by Monica Hoogstad, said that verbal communication devoid of cultural knowledge is not sufficient to keep companies at the cutting edge of today's exigencies. He mentioned the teacher and business person user of proverbs in their appropriate way to the benefit of use and clientele.

Zona, (1996), said the proverb is the piece of art that will help in its growth and relationship aspect of language learning. It hence should be employed in the language class. He encouraged cultural responsive pedagogy in the teaching of citizenship education. This according to him again would be possible using African proverbs as a tool for teaching in urban schools.

Grant (2006), says in one of her lesson abstracts, “preparing today’s children to be tomorrow’s global citizens will require social educators who have the knowledge of the histories, experiences, and cultural practices of the children they teach. These issues were also agreed on by the association of English language teachers of Galicia, Spain in a 2006 annual conference titled “Moving Shaking.”

The Asian proverb cannot ignore China. The proverb in China is as old as its people’s wisdom. Many proverbial quotes used today come from the oriental Chinese sayings. In what is called the 10th grade advanced philosophy (2008), the Chinese say that teaching the proverb on ethnics and lifestyle through studying proverb knowledge and mannerism in cultural interaction would help in the wholesome being of the human soul, mind and body, (Arora, 1983).

2.4 CONTINENTAL LITERATURE

Asika (2011), in “Telling the African side of the Story: Proverb as a Crucial Element in Uchenna Nwosu’s *The Rejected Stone*,” says the Proverb is one of the elements of folklore. Like some other elements of folklore, the proverb plays several significant and important roles in the literary works of writers who chose to blend their works with the touch of African oral tradition and also to give their creative works a stamp of uniqueness, authenticity, and identity as they reflect and project their culture, tradition, outlook, views and perceptions of a community that conditioned them even though they communicate in a language alien to them.

A justification of this view could be clearly seen in Bernth Lindfors’ assertion on Achebe and his use of proverbs in his famous essay. He believes that Achebe uses proverbs to reinforce the image of Okonkwo as a man who struggles with his chi (79). He went ahead

to illustrate with copious examples from his novels *Things Fall Apart*, *Arrow of God* *No Longer at Ease* and *A Man of the People*.

In *A Man of the People*, as in Achebe's other novels; proverbs are used to sound and reiterate major themes, to sharpen characterization, to clarify conflict and to focus on the values of the society Achebe is portraying. By studying the proverbs in a novel, we gain insight into the moral issues with which the actions of characters can be measured and evaluated.

Linfors also studied the proverbs used in the drama of Wole Soyinka. He critically examined one after the other in line with the personality of the character who made use of it. On Wole Soyinka's use of proverbs, he concludes Soyinka's proverbs are capable of carrying us to the heart of his drama. By studying how they function and what they mean in a play, we can gain not only a better understanding of his intentions but also a deeper appreciation of his art and craft as a playwright.

Ngozi Ohakanma in her study of the significance of oral tradition in the works of Achebe observes that through proverbs, Achebe depicts the communal nature of the Igbo traditional society ... This accounts for why we have this proverb in *Arrow of God*: "When a man sees a snake all by himself, he may wonder whether it is an ordinary snake or the untouchable python ... (253)." These and many more proverbs abound in *Arrow of God*.

African writers have been able to use proverbs in telling the African side of the story and several writers, like Chinua Achebe, Cyprian Ekwensi, John Munonye, Onuoha Nzekwu, Obi Egbuna, Flora Nwapa, Akachi Adimora- Ezeigbo, J.O.J Nwachukwu-Agbada, Rems Umuasiegbu among others incorporate proverbs in their works to reflect their unique

culture, values, traditions and norms of the people they write about. This argument is only a part, a little insight on the author's use of proverbs.

Africa could subjectively be described as the home of the proverb. The proverb in Africa comes in its traditional, conventional and creative outfit. Proverbs in Africa add color and aesthesis to everyday language. Achebe (1958), in his legendary novel, *Things Fall Apart* says that a proverb is the palm wine in which words are eaten. In Africa, proverbs will also add status to the user. Achebe, in the same novel says of his character Okonkwo: "looking at a king's mouth one would not realize he suckled at his mother's breast." This proverb referred to the status and standing of the character at the time in context.

There is a fear that the proverb if not well integrated in the education system suffers vanishing. The heritage, according to research never seems to find a home in the modern world especially in the imported systems of education. The genre needs to find room where it belongs and be studied to better language which is a means to learning. The central intellectual problem of Africa today is how to integrate rather than leave the next generation spread-eagled between missing out on the genre. According to Wolfgang Mieder, (2004), proverbs have been used and should be used in teaching as didactic tools because of their content of educational wisdom. He argues that since they belong to the common knowledge of basically all native speakers, they are indeed very effective teaching devices to communicate wisdom and knowledge about human nature and the world at large.

2.5 KENYAN CASE

Proverbs, according to Akivaga and Odaga, (1982), are learning and teaching tool that should be researched on in Oral Literature field work. It is effective for the language class.

They are taught as formality for the sake of syllabus coverage. Children or learners are not given room for field work and deeper research into the genre. Teachers do not go into the deep aspects of teaching what constructs the proverb and its meaning and impact to the teaching and learning of language.

In the past, proverbs were effective in teaching and learning for all languages, including our first languages. In the recent past, most of our curriculum establishment is exam oriented. The genre will as it were merely be looked at as an examinable item in the English or Kiswahili syllabus.

According to Miruka, (1999),

“A proverb is a brief statement, full of hidden meaning, accepted and used by a community as an expression of truth and wisdom, sometimes referred to as “wise Sayings.”

It is compact and mostly expressed as a single statement. Proverbs can be classified according to subject function and content. Its performed both formally and informally and in many conventional cases, the performer matters; that is, the person who uses the proverb. Through these definitions and comments on the proverb, it should hence be realized by the language practitioners that the genre is acceptable to all hence no forum will reject its applicative use.

In his book, *Encounters with Oral Literature*, (1994) Okumba Miruka gives an analysis into the functions of oral literature and more specifically to the teaching constructs. Teaching and learning of the proverb as a short form should impact on effecting of the functions of the proverb as mentioned. Learning should take place in such a precinct. This will make the proverb as a genre pleasurable. The Functions and language of the proverb, if

integrated well with the daily classroom experience, not only in language, will appeal to the learner and help improve performance across the curriculum.

With the introduction of the integrated English syllabus in the Kenyan education curriculum, this research study sought to find ways in which the genre will impact on better performance in the language learning class. The language class should be full of creativity, actions and beauty of speech. Apart from these, teachers of language should teach the proverb better than just mentioning it in passive and passing. These will help students to improve in oratory and in examinations performance.

2.6 CRITICAL REVIEW

According to the research problem presented in chapter one, there is a close relationship between the teaching of proverbs and their performance in the language class in any district and in any school in Kenya. There is cause for worry to know that instruction of the genre could be going out of focus. This is especially with the near deliberate attempt to remove oral literature from the syllabus in the name of integration.

According to the Education goals in Kenya, education should foster among other things sound moral and religious values as shown in the goals below:-

- a) Foster nationalism, patriotism and promote national unity
- b) Promote social, economic, technological and industrial needs for national development

Social needs: Prepare children for the changes in attitudes and relationships which are necessary for the smooth process of a rapidly developing modern economy

Economic needs: Produce citizens with skills, knowledge, expertise and personal qualities that are required to support a growing economy

Technological and industrial needs: Provide the learners with the necessary skills and attitudes for industrial development to

- i. Promote individual development and self-fulfillment.
- ii. Promote sound moral and religious values.
- iii. Promote social equality and Responsibility.
- iv. Promote respect for and development of Kenya's rich and varied cultures.
- v. Promote international consciousness and foster positive attitude towards other nations.
- vi. Promote positive attitudes towards good health and environmental protection.

This is as per the Kenya education syllabus, 2005.

According to the English language syllabus, 2002 and 2005; students should learn when reading, writing, listening, or speaking to analyze rhetorical situations so as to understand that different purposes and contexts call for different strategies, different conventions, and different techniques. They learn to recognize and discuss propositions in proverb topics that cannot be merely demonstrated. Students learn to develop effective processes for writing in different contexts and to use a variety of strategies for discovering, developing, and analyzing data and ideas, for making sense, for revising, and for editing. and finally learn to produce writing that:

- Establishes and maintains an appropriate purpose or coherent set of purposes in relation to the assignment and the audience.
- Employs appropriate strategies of development that accomplish their purpose in relation to the assignment, its context, and its audience.

- Uses sources' information and ideas accurately and effectively and cites sources appropriately.
- Communicates in accurate, appropriate, effective prose.

Students learn strategies for becoming accurate readers and critical analysts of all texts including their own.

Students learn how to collaborate with others (including their peers) in doing research, generating and evaluating ideas, and revising texts.

According to the Ministry of Education Science and Technology secondary Educational Syllabus Volume one, 2002, the English syllabus adopts the integrated approach to the teaching of language and literature. Through exposure to literature, the learner will not only improve their language skills and enrich their vocabulary, but also use language in a variety of ways. Literature provides genuine and expressive examples of language in context. It helps the student to gain familiarity with many different linguistic used, forms and conventions of the written mode. Literary works help to develop the learners critical thinking that is a crucial element in intellectual and moral development.

The syllabus continues to state in the introduction that literature is about life (values, conflicts and human nature) and it is an important avenue for suggestions on how to resolve some of the challenges people face. In order to speak naturally and expressively, the learner must acquire the ability to use expressions such as idioms and proverbs which are an inalienable part of the language. Language is not learnt in a vacuum but revolves around issues and concerns that affect us on a daily basis. The language teacher is therefore expected to expose the learner to all this aspects through language and literature aspects.

Under the subheading on writing skills, the syllabus states that learners should be helped to acquire skills that will help them to express themselves clearly and effectively in writing because it influences our chances to succeed in personal development and our relation with other people. The syllabus gives general language objectives that are relevant to this study. They include:

The learner being able to appreciate their own and other peoples cultures and able to communicate appropriately in functional and creative writing, able to use correct grammatical and idiomatic forms of English., think creatively and critically in writing.

The learner being able to appreciate the special way in which literary writers use language the universal human values contained in literature. by use figurative language correctly and appropriately.

As they make the transition from writing in the schools to writing in a variety of academic and professional contexts, students learn to apply rhetorical principles that build up to moral values. They also experience and come to understand the connections among composing, thinking, and learning.

Students in composition build on their progress in composition writing by learning strategies for becoming more effective readers, writers, and speakers in the context of assignments that require independent research and presentation. They deepen their comprehension of how their writing and that of others can add to the understanding of vital issues and sustain meaningful inquiry through responsible persuasion.

Mwiria, (1995) when looking at quantitative research studies singles out on quality of performance trends. In the Kenyan secondary schools, even acceptance of English and

Kiswahili proverb in the day – to – day communication is hindered. Basic communication is in localized Standard English. There is need to study the psychology of the concerned clientele who are our students and teachers in influencing them into accepting to use proverbs as a mode of instruction in school and especially in the language class.

Benaars (1994), says there are conception problems and moral issues to education that a learning community needs to see. Then they will know the aesthetic value of education. He says people need to be allowed to think on logical ground and with open minds. This will help them not to be locked up in rigidity.

The teaching of the proverb cannot be viewed definitively outside the confines of the teaching of oral literature. According to Akivaga and Odaga, (1982), proverbs are a learning and teaching tool that should be researched on in oral Literature field work. Proverbs are taught in our secondary schools as a genres under the broad topic of short forms in oral literature.

The teaching of proverbs in our secondary schools has come a long way. Akivaga (1985), states that attempts to structure oral literature syllabus dates back to 1974 with the 1974 conference of teachers in Nairobi. Before then literature was not being taught in Kenyan secondary schools. The teachers at the conference agreed that the teaching of oral literature was to have objectives that enable students to organize the positive stream in their culture so that they may look critically at the present day society. He asserted that oral literature was a people's means of expressing the way they see the world, their values and aspirations. In 1982 oral literature was fully introduced into Kenyan Education syllabus as a humanity in the 7-4-2-3 system of education. It was then integrated with English in the 8-4-4 system of education.

In the integrated system the teacher is required to teach both English and literature as one subject. This poses a challenge to the teachers who may have trained in only one of the subjects. In this view the teaching of the proverbs in our schools has suffered a set back. It is now not clearly understood what it is and hence the teaching has become a challenge.

In the Kenyan examinations, the proverb is also being used in evaluation as most of the composition questions set at KCSE are based on proverb topic (KNEC English paper 3,2014).

Miruka (1999), defines the proverb as A brief statement full of hidden meaning accepted and used by a community as an expression of truth and wisdom, sometimes referred to as “wise sayings”. It is compact and mostly expressed as a single statement. They can be classified according to subject, function and content. It is performed both formally and informally and in many conventional cases, the performer matters.

The proverbs should be taught as a knowledge lesson to measure the cognitive ability of the learner. The proverb should be taught as a skill lesson to measure the psychomotor ability of the learner. It should also be taught as an appreciation lesson to measure the affective ability of the learner and give enthusiasm for the genre. Derson,(1972), implied these in the memory aspect of folklore (cognitive) the performance aspect of folklore (psychomotor) and the aesthetics of the love (affective) in the genre development and human development as well.

Bronwell and Eison (1991), asserted that students on their part fail in their quest to get the right thing. Students need to be guided in the language learning class, in relevance to the short form genres of oral literature. This will help them to explore the creative images in the piece. This is not being accomplished as the teaching tends to lack motivation that is

relevant to guide the learners through. Due to the nature of the education system, field work is minimal as well as practical work. This is in part due to the urgency to cover the many topics in the syllabus.

There is a lot that the English teachers need to know about a proverb lesson which they don't. Miruka (1994), gives an analysis into the functions of oral literature genres like the proverb and more specifically the teaching constructs. He states them as follows: Aesthetic function- the English teacher should build the aesthetic value of the proverb in relation to language learning. This will help the learner to accept the genre and the language as a whole.

Reflective function- the proverb acts as a mirror through which society views itself as it conveys its wisdom. The language class hence mirrors its benefits in the performance. The learners should use the proverb to reflect value in life.

Normative function- the proverb reminds people of the norms of the society and the mitigation of deviance. In the language class proverbs will build moral norms in the learner hence foster great living within the community.

Summative function- the proverb sums up experiences in a succinct way and helps them to foster proper communication.

Teaching and learning of the proverb as a short form should impact on the effecting of the functions of the proverb as mentioned. The functions of the proverb if integrated well with the daily classroom experience, not only language, will appeal to the learner and help improve the elusive good performance across the curriculum.

The teaching of the proverb in secondary schools has suffered a drawback with the introduction of the integrated English syllabus. Wafula (2009), attempted to define

integration as the fusion of knowledge from different disciplines ... education that is organized in such a way that it cuts across subject matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. In her unpublished thesis. She states that integration assumes that English teachers have the mastery of language and a clear understanding of literature which may not be the case. Her findings showed that teachers were not adequately prepared to use the integrated approach and the time allocated for English and literature was not enough in the school time table. She also noted the challenge of lack of resource material for both learners and teachers as oral literature had been rendered subordinate in the language class.

Kenya National Examination council syllabus (2003), states that while some people have expressed concern about the integration of language and literature, it is important to realize that literature provides genuine and expressive samples of language in context where the learner acquires vocabulary and knowledge of the rich possibilities of language use; A factor language teachers may not be so keen to embrace in favour of the system.

With the many challenges integration has posed for the English teacher and the proverb presentation lessons, it has attracted content and discontent: Carter (1982), suggests that literature and language are distinct subjects of study and they have intrinsic value for the learner and teacher and ought to be treated independently. Indangasi (1991), on the other hand favours integration. He says the two are of mutual benefit to each other and reinforce each other in the class. This has left the classroom teacher in a dilemma of presentation.

Scarcity of instructional material on the proverb has also been a challenge to the English teacher. Taban Lo Liyong (1973), lamented about the barrenness of East African oral literature due to scarcity of oral literature learning resources in East African secondary schools.

One of the goals of teaching oral literature is to provide respect for the development of Kenya's rich and varied cultures, (KIE.2002). This can be achieved through proper teaching of genres like the proverb. This will be only possible with the teachers having the right skills and knowledge in presentation of oral literature lessons especially those based on the proverb.

Wetende (2013), in justifying her study, said that continued poor performance in High school English paper two where oral literature is an integrated component has attracted concern from education stake holders. According to Rotumoi (2006), this creates a need for a solution to the poor performance in view of the challenges that need be addressed from the most basic level.

This research study closely looks into this problem with a view to recommend improved teacher learner strategies that will go into improving performance in national examinations.

2.7 RESEARCH GAP

This study holds the view that through the improvement of the teaching of proverbs in the language class, the learners overall standards in English will improve. Ellis and Tomlinson (1980), point out that pupils accuracy in the use of English depends on their ability to assimilate and use different integrated structures if well taught. This is because in our Education system, learners are quite dependent on class room instruction for correct form of language.

Consequently, the class teacher is responsible for developing the learners proficiency in the subject, (Ryanga 1986). This task cannot be accomplished effectively unless the teacher has relevant Knowledge and skills in the subject. It is with knowledge of content and skill

in presentation that the teacher increases the learner's proportion of non deviance in the subject: (Fraser and O'Donnell 1969).

Onjiko (1997), maintains that the efficacy of a language teacher is demonstrated by their mastery of content and use of relevant skills in the presentation of a lesson. This being the case and with the challenges of integration in mind, the main question is:

Does the secondary school English teacher have the Mastery of knowledge and skills in presentation of lessons based on proverbs?

Little is known about teachers knowledge and skills in presentation of lessons based on the proverb. Much more needs to be written in this specific study area as has been recommended in the concluding chapter.

2.8 SUMMARY

The literature review stated sources of works in the study area. That is the teachers and knowledge and skills in presentation of lessons based on proverbs in Kenya, Africa and the global arena. More should be written as concerns this study area giving particularity to the genre and its teaching strategies in our schools. It will help to improve on the teaching and learning points in the area of proverbs in the integrated English syllabus.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter covers the study area, the research methodology, research design, study population, sample and sampling techniques, data collection instrument, validity and reliability of research instruments, data collection procedures, instrumentation and data analysis.

3.2 RESEARCH METHODOLOGY

The study applied a mixed method technology of both quantitative and qualitative techniques. Creswell (2011), says that the mixed method is the emergent methodology that advances the systematic integration of qualitative and quantitative data within a single investigation. The integration permits a more complete and synergetic utilization of data than doing a separate qualitative and quantitative data collection and analysis.

This study used both qualitative and quantitative data collection and analysis. Quantitative data was collected using questionnaires while qualitative data is collected using interview schedules.

3.3 RESEARCH DESIGN

The research study employed a descriptive survey design. Cohan and Manion (2008), observe that a survey research design reports status of issues at a particular time and applies to the existing condition. This study sought to establish the current knowledge and skills of the English teachers in presenting lessons based on proverbs in secondary schools in the

large population of schools from two education division in the study area. Neumann, (2007) says that this design is a useful fact finding method that determines and reports on things as they are including behaviour, attitudes, opinions, values, perceptions and characteristics as they are presented. This design was considered appropriate for the study as it facilitated collection of a wide range of information from a large population with different characteristics and from different geographical backgrounds, (McBurney, 2007, Frankel and Wallen 2002).

The use of both the qualitative and quantitative methodologies was employed to encompass the different aspects of social science in the area of classroom instruction. According to Lynch (2006), to address the diversity and complexity of classroom instruction patterns, a mixed methodology will be necessary. It is my believe that with the research design and methodology employed in this study, when generalized reflects the wider picture of the proverb lesson as taught in the entire district and the country as a whole.

3.4 STUDY AREA

The study was conducted in Eldoret West District Uasin Gishu County, Republic of Kenya. The district has got two education administration divisions. The district, which has a significant part of it touching the Eldoret central business district is a cosmopolitan inhabited by all Kenyan Communities, but largely the Kalenjin community especially in the peri-urban and rural areas. Their cultural practices are a rich source of proverbs. The cultural orientation in their children's upbringing and thought System is rich and unique.

Statistics from the Eldoret West District education office show that there are 67 secondary schools; 54 Public and 13 Private as at November 2014.

3.5 STUDY POPULATION

The study targeted secondary schools in Eldoret West District of Uasin Gishu County. According to statistics from the D.E.O there are 67 Secondary schools; 54 Public 13 Private. The study population entailed all English teachers in the district who number 67 from all schools.

Table3.1 Number of schools and teachers

	Schools	Teachers
Public	54	54
Private	13	13
Total	67	67

3.6 SAMPLE AND SAMPLING PROCEDURE

Sample size depends on considerations of the research related to the purpose of the study, usefulness and credibility of the selected cases and availability of time and resources (Pallon, 2002). Sample size is influenced by factors such as access overall population size and number of study variable. Mugenda and Mugenda (2003), hold that bigger numbers of respondents yield superior findings. For a small population size, large proportions of the population need to be selected into the sample to enhanced representativeness. In this study schools constituted the sampling units. Krejeie and Morgan (1970), table for sample determination, (table3.2) below was used to establish the sampling frame for the study. table 3.3 below, shows the sample size and sampling procedure. From the table, the sample size was determined.

Table 3.2: Table for Determining Sample Size for a Finite Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Table 3.3 sample size

Respondents	Population(N)	Sample size (S)	Sampling procedure
-------------	---------------	-----------------	--------------------

English teachers	67	56	Proportionate
			Random sampling
Total	67	56	

Source: Edoret West DEO 2014

From the table 3.3 above (Krejere and Morgan) 67 English teachers gave a sample size of 56. which made the sample size for the study. Proportionate stratified random sampling was used to select the teachers. Mugenda (2008), wrote that stratified random sampling helps the researcher achieve the desired representation of various subgroups in the population. It enhances representativeness in a study of this kind that involves a sub-group of respondents from different geographical areas. Here, teachers are classified into two stratus basing on their education division for example, 40 teachers from Turbo Division and 30 teachers from Soy Division. There after simple Random sampling was applied to select the final respondents as per the education division they come from, for example, 34 teachers selected from a population of 40 in this case the number of teachers is put in a basket and shuffled then individual teacher numbers are selected to participate in the study. Simple random sampling gave equal opportunity to each of the targeted respondents to be included in the study.

3.7 Data Collection instruments

In this study questionnaires and interview schedules were developed by the research and used to collect data.

3.7.1 Questionnaires for teachers

A questionnaire was developed for the English teachers based on the objectives of the study. It was referred to as English teachers' questionnaire. Close ended questions were

used to provide for both personal and specific details from the respondents. According to Neumann (2007), close ended questions facilitate and regulate data collection based on multiple choices from which respondents select. The questions are given in a form that is immediately analyzable on the basis of multiple choices. They are time economical.

The first section of the questionnaire comprised the background information of the respondents.

The second section comprised of focus questions on the frequency in which teachers handle proverb related lessons.

The third section comprised of questions on teacher's knowledge and skills in the presentation of lessons based on proverbs.

The fourth section comprised of questions on mode of presentation of a proverb based lesson.

The fifth section comprised questions on opinion on the challenge of integration of literature aspects in the English language class.

The sixth section asked for suggestions for improvement in the proverb based lessons.

The seventh and last section sought the teachers personal opinion on the ability of the teachers clearly brings out the proverb based lesson.

3.7.2 Interview Schedule

An interview schedule is a set of questions that interviewers ask when interviewing. It makes it possible to obtain data required to meet specific objectives of study (Neumann, 2007). An interview schedule was designed to get the teachers views on knowledge and skills in the presentation of lessons based on proverb in the English class. The Questions asked were based on the objectives of the study.

3.7.3 Observation Checklist.

An observation checklist was prepared for use to assess the mode of lesson presentation used by the English teacher. It was to be used to assess the learners' responsiveness to the lessons. Observation checklist facilitated for physical assessment of items targeted in the study. In this study, it was to assess the teachers' mode of presentation and the learners' responsiveness to the lesson, that is whether the teachers have the knowledge and skills or not and whether the learners respond positively to the lesson. However, due to unavoidable constraints, the researcher did not use the observation checklist in this study.

3.8 Reliability and validity of the Research instruments

3.8.1 Reliability

According to Lynch (2006), to address the diversity and complexity of classroom instruction patterns, a mixed methodology was necessary to get reliable data. It was my believe that with the research design and methodology employed in this study, when generalized would reflect the wider picture of the proverb lesson as taught in the entire district and the country as a whole

According to Neumann (2007), reliability means dependability or consistency. It suggests that the same item is repeated or recurs under the same identical or very similar conditions. Numerical results produced by an indicator do not vary because of the characteristics of the measurement process or measurement instrument itself. Reliability in this study was established through a test retest process carried out in two secondary schools in the neighbouring Eldoret East District. The two schools were selected and labeled as A1-5 and

B1-5 where 5 respondents were picked from each school to make a total of 10 from the two schools. Questionnaires were administered to them. After two weeks, the some questionnaires were given to the same respondents to fill again. The score for objectives was tested. Cronbach Alpha Coefficient was used to establish the reliability of the instruments based on items tested. Cronbach Alpha Coefficient was used to establish the reliability of the instruments = 0.83 showed the test consistent.

3.8.2 Validity

Validity is simply the truthfulness. It refers to the Match between a construct as conceptualized by the researcher in the conceptual definition and measure (Neumann, 2007), that is how the idea of reality fits with the actual reality. Validity addresses the question of how well the social reality being measured through research matches with the constructs the researcher uses to understand it. In this study, validity of the instrument was measured through expert judgment on face value based on critical assessment by two post graduate supervisors experienced in social science research and two colleagues currently involved in a similar study process. According to Neumann (2007), content validity through expert judgment is the easiest and most basic kind of validity.

3.9 Data collection procedure

The data for this study was collected using questionnaires and interviews schedules.

An introduction letter was acquired from the Post Graduate School Moi University to facilitate acquisition of a research permit from the National Council of Science Technology and Innovation (NACOSTI) in the Ministry of Education. It was followed with a formal appointment with the provincial Administration and Secondary school Principals for permission to carry out research in their schools. Consent from English teachers was sought

to participate in the study. Questionnaires were given to the teachers who were given three days to respond after which the researcher collected those that could be collected. The researcher then sought a session in class with the teacher for the observation checklist data collection and also an interview session for fifteen teachers which lasted not longer than 40 minutes and was recorded.

3.10 Data Analysis Procedure

Since the researcher used a mixed method, quantitative and qualitative data analysis methods were used. In qualitative data, information collected from questionnaires was arranged and sorted to remove errors. Thereafter, data collected from the teachers and the classrooms via questionnaires and interview schedules was analyzed using descriptive statistic (frequencies and percentiles) done with the help of computer software Ms- Excel 2007. Tables, pie charts, bar graphs, histograms, were used to present quantitative data. Qualitative data from interviews was given in narrative format. This enables them to retain a richness and authenticity from their original data source (Neumann 2007).

3.11 Ethical Considerations

Permission to conduct this study was sought from NACOSTI, school principals and English teachers. The DEO Eldoret West and Provincial administration were informed about the study. A research consent form was presented to the respondents before administering the research instruments. The responses were assured of confidentiality of the responses they were going to give by being requested not to give their names or school in the research instruments. All ethical procedures, that is informed consent, anonymity and confidentiality, pertaining to research were observed during the data collection period. All participants who helped make this study successful have been properly acknowledged in

the acknowledgement section of the paper. Literature and all the cited texts have been given standard citation and listed in the reference section of this research paper.

3.12 Chapter Summary

This chapter presented the methodology and procedures that were followed during this study. It entailed the identification of the target population for the study, sampling procedures, Data collection, Data collection instruments and data analysis. The next chapter presents the finding of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter details the Presentation, Analysis and Interpretation of data obtained from administering the instruments of the study. The specific objectives of this study were to:

Investigate the secondary school English teachers level of knowledge in the presentation of the proverb lesson.

- 1) Asses the teachers description and mode of presentation of a proverb based lesson.
- 2) Analyse the teachers' presentation skills in a proverb based lesson.
- 3) Determine the use of proverbs in integration between English and Literature.
- 4) Determine the availability of teacher – learner resources on the proverb.

The responses and results based on the objectives stated are as follows:

4.2 Section A: Personal Data

4.2.1 Gender of the respondents

The researcher sought to know the gender distribution of the English teachers in our schools and the findings were as presented in table 4.1 below:

Table 4.1 Gender of the respondents

Response	Frequency	Percentage
Male	23	44.3
Female	29	55.77
Total	52	100

Source: Researcher's survey data (2015)

From table 4.1 above, it was apparent that majority of the teachers who responded were female as represented by 55.77% against their male counterparts who were 44.30% of the total respondents. However this distribution was fair enough for an equitable response.

4.2.2 Age of the respondents

The researcher sought to know the age distribution of the English teachers in our schools and the findings were as presented in table 4.2 below:

Table 4.2 Age of the respondents

Response	Frequency	Percentage
0-25	8	15.38
26-35	16	30.76
36-45	19	36.54
Over 45	9	17.31
Total	52	100

Source: Researcher's survey data (2015)

From table 4.2 above, it was apparent that majority of the teachers are between the ages of 36 and 45 as represented by 36.54%. 17.31% were over the age of 45. 30.76% were teachers between 26 and 35 years old while 15.38% were teachers below the age of 25. This showed the respondents were mature enough to respond to the research instruments.

4.2.3 Academic qualification of the respondents

The researcher sought to know the Academic qualification of the English teachers in the schools and the findings were as presented in table 4.3 below:

Table 4.3 Academic qualification of the respondents

Response	Frequency	Percentage
Diploma	10	19.23
First Degree	33	63.46
Masters Degree	9	17.31
PHD	0	0
Total	52	100

Source: Researcher's survey data (2015)

From table 4.3 above, it was apparent that majority of the teachers had a first degree as their highest qualification as represented by 63.46%. 19.23% had a diploma as their highest qualification while 17.31% had a Masters degree as their highest qualification. This showed that the teachers had the required qualifications to teach the lessons

4.2.4 Teaching experience of the respondents

The researcher sought to know the Teaching experience of the English teachers in the schools and the findings were as presented in table 4.4 below:

Table 4.4 Teaching experience of the respondents

Response	Frequency	Percentage
0 to 2	12	23.08
3 to 5	10	19.23
6 to 10	12	23.08
Over 10	18	34.61
Total	52	100

Source: Researcher's survey data (2015)

From table 4.4 above, it was apparent that majority of the teachers had a teaching experience of over 10 years as represented by 34.61%. Teachers with a teaching experience of two years and below and those had taught for a period of 6 to 9 years both poled at 23.08% while 19.23% had a teaching experience of 3 to 5 years.

4.3 Section B: Focus Questions

This section asked focus questions on the number of lessons the respondents taught on a weekly basis and the frequency with which they handled literature related lessons including the proverb as a genre in literature and the findings were as presented below:

4.3.1 Number of English Lessons taught by the Teacher in a week

The researcher sought to know the number of English Lessons taught by each teacher in a week and the findings were as presented in Table 4.5 below:

Table 4.5 Number of English Lessons taught in a week

Response	Frequency	Percentage
0 to 10	3	5.77
11 to 20	24	46.15
21 to 30	25	48.08
Total	52	100

Source: Researcher's survey data (2015)

From table 4.5 above, it was apparent that most of the teachers taught between 21to30 lessons in a week as represented by 48.08% of the respondents. There were many teachers who taught between 11to20 lessons as represented by 46.15% while 5.77% taught 10 lessons and below.

4.3.2 If the respondent taught literature as part of their English lessons.

The researcher sought to know if the respondents taught literature as part of their English lessons and the findings were as presented in Table 4.6 below:

Table 4.6 If the respondent taught literature as part of their English lessons.

Response	Frequency	Percentage
-----------------	------------------	-------------------

Yes	48	92.31
No	4	7.69
Total	52	100

Source: Researcher's survey data (2015)

From table 4.6 above, It was apparent that majority of the teachers taught literature as part of their English lessons as represented by 92.31% of the respondents while 7.69% responded that they did not teach literature as part of their English lessons.

4.3.3 If the respondent taught the proverb as part of their English lesson

The researcher sought to know if the respondents taught the proverb as part of their English lessons and the findings were as presented in Table 4.7 below:

Table 4.7 If the respondent taught the proverb as part of their English lesson.

Response	Frequency	Percentage
Yes	49	94.23
No	3	5.77
Total	52	100

Source: Researcher's survey data (2015)

From table 4.7 above, It was apparent that majority of the teachers taught the proverb as part of their English lessons as represented by 94.23% of the respondents while 5.77% responded that they did not teach the proverb as part of their English lessons.

4.3.4 The frequency the respondent handled proverb related lessons

The researcher wanted to know the frequency with which the respondents handled proverb related lessons and the findings were as presented in Table 4.8 below:

Table 4.8 frequency the respondent handled proverb related lessons

Response	Frequency	Percentage
Daily	0	0
Weekly	19	38
Fortnight	10	20
Monthly	21	42
Total	50	100

Source: Researcher's survey data (2015)

From table 4.8 above, It was apparent that majority of the teachers handled proverb related lessons on a monthly basis as represented by 42% of the respondents. 32% responded that they handled the lessons on a weekly basis while only 20% responded to handling the proverb related lesson on a weekly basis. None of the respondents handled the proverb related lesson on a daily basis.

4.4 Section C: Teachers Knowledge and skills in the Proverb

This section asked questions on the respondents' opinion about their knowledge and skills on the proverb based lesson. The findings were as presented below.

4.4.1 If there is less emphasis on teaching literature topics in the English class

The researcher wanted to know if there was less emphasis on teaching literature topics in the English class and the findings were as presented in Chart 4.1 below:

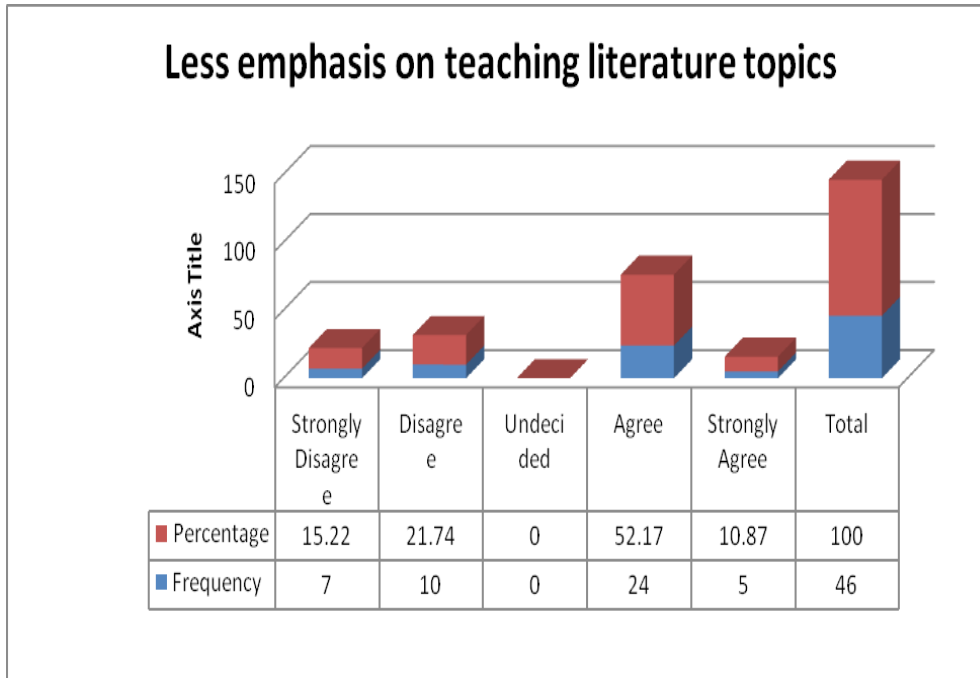


Chart 4.1 less emphasis on teaching literature topics in the English class

Source: Researcher's survey data (2015)

From Chart 4.1 above, it was apparent that most of the teachers put less emphasis on teaching literature topics in the English class. This was as represented by 51.17% of the teachers who agreed to the statement with 10.87% who strongly agreed. 21.74% disagreed while 15.22% strongly disagreed.

4.4.2 If Proverbs are rarely taught as a lesson.

The researcher wanted to know if proverbs are rarely taught as a lesson and the findings were as presented in Chart 4.2 below:

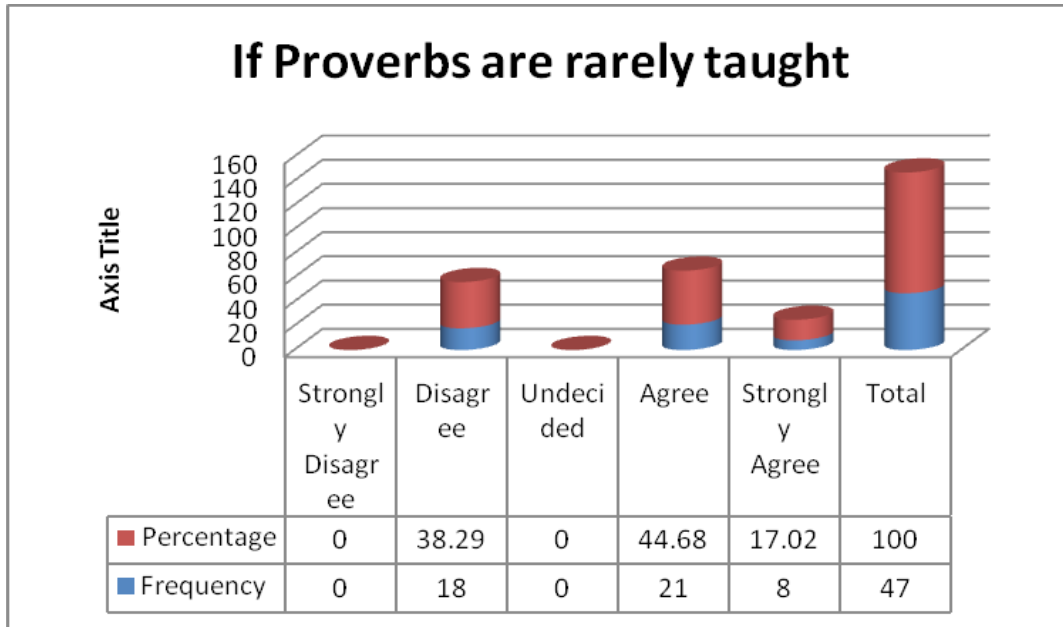


Chart 4.2 Proverbs are rarely taught as a lesson.

Source: Researcher's survey data (2015)

From Chart 4.2 above, it was apparent that most of the teachers rarely taught the proverb as a lesson. This was as represented by 44.68% of the teachers who agreed to the statement with 17.02% who strongly agreed. 38.29% disagreed.

4.4.3 Difficult in presenting the requirements of a proverb in a lesson.

The researcher wanted to know if the teachers found it difficult to present the requirements of a proverb in a lesson. The findings were as presented in Chart 4.3 below:

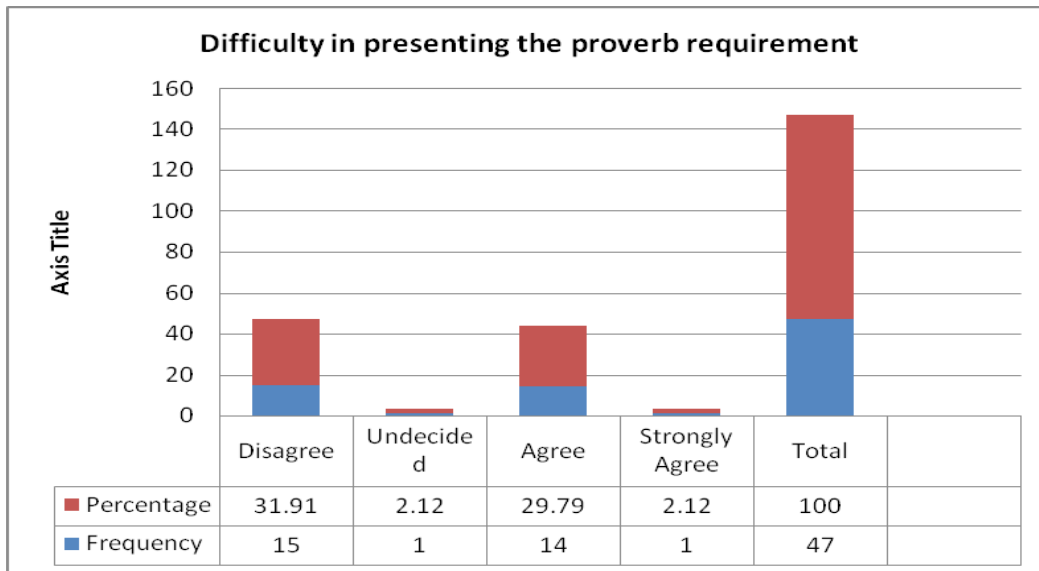


Chart 4.3 Difficult in presenting the requirements of a proverb in a lesson.

Source: Researcher's survey data (2015)

From Chart 4.3 above, it was apparent that most of the teachers did not find it difficult to present the requirements of a proverb in a lesson. This was as represented by 34.04% of the teachers who strongly disagreed to the statement with 31.91% who disagreed. 29.79% agreed together with 2.12% who disagreed. 2.12% were undecided.

4.4.4 Whether the contents of a proverb are clear to the teacher

The researcher wanted to know if the contents of a proverb are not clear to the teachers.

The findings were as presented in Chart 4.4 below:

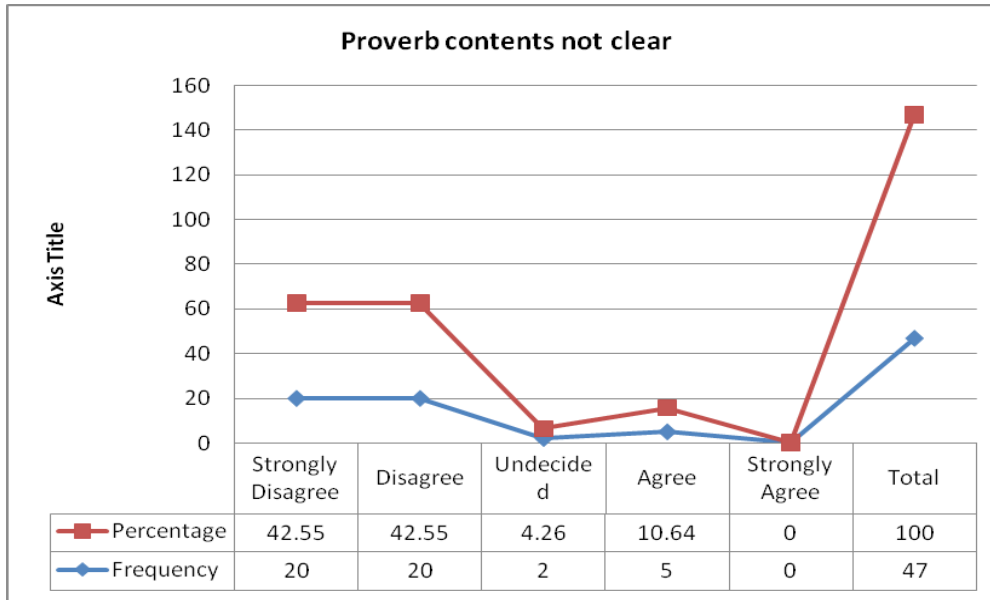


Chart 4.4 If the contents of a proverb are clear to the teachers.

Source: Researcher's survey data (2015)

From Chart 4.4 above, it was apparent that most of the teachers found the contents of a proverb clear to them. This was as represented by 42.55% of the teachers who strongly disagreed to the statement that the contents of a proverb were not clear to them with 42.55% who disagreed. 10.64% agreed while 4.26% were undecided.

4.4.5 Difficulty in defining the proverb.

The researcher wanted to know if the teachers found difficulty in defining the proverb. The findings were as presented in Chart 4.5 below:

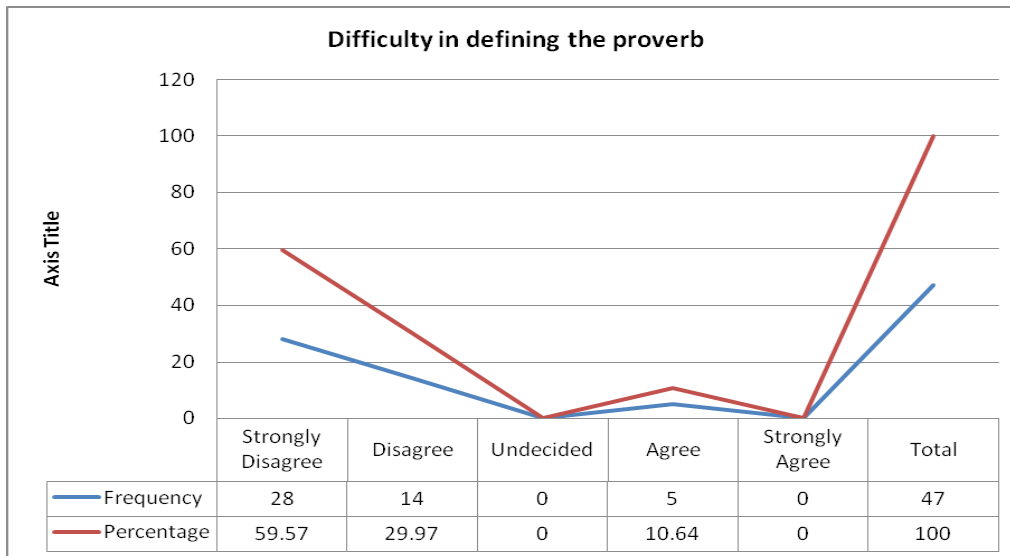


Chart 4.5 Difficulty in defining the proverb.

Source: Researcher's survey data (2015)

From Chart 4.5 above, it was apparent that most of the teachers found no difficulty in defining the proverb. This was as represented by 59.57% of the teachers who strongly disagreed to the statement that they found it difficult to define the proverb with 29.97% who disagreed. Only 10.64% of the teachers agreed to the statement.

4.4.6 Difficulty in understanding the language of the proverb

The researcher wanted to know if the teachers found difficulty in understanding the language of the proverb. The findings were as presented in Chart 4.6 below:

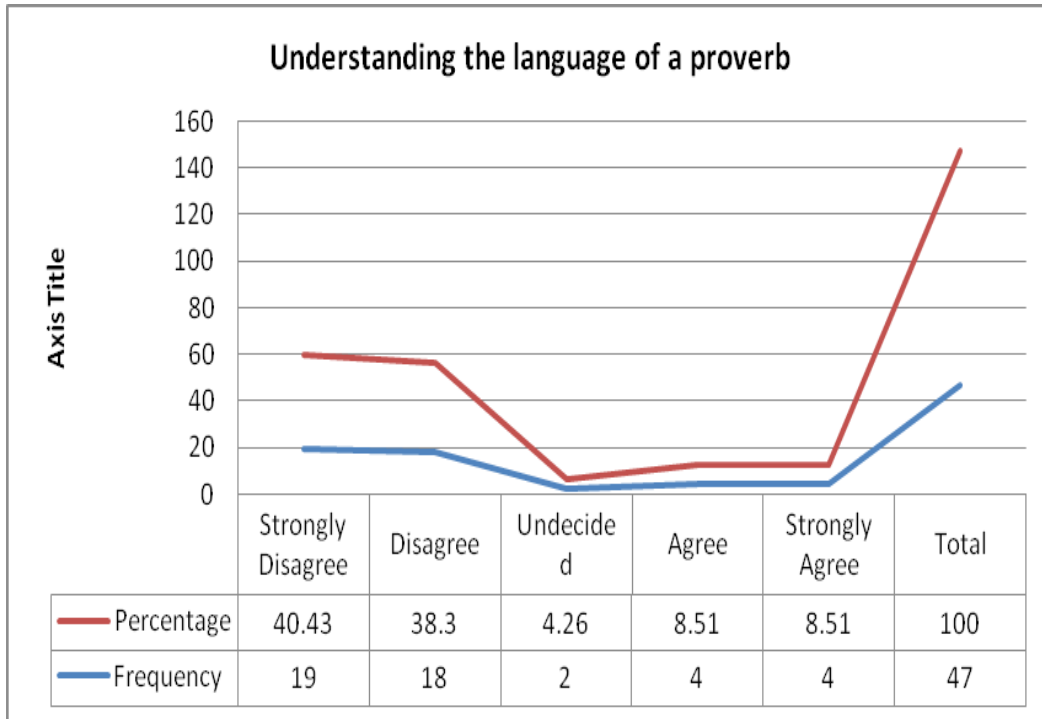


Chart 4.6 Difficulty in understanding the language of the proverb.

Source: Researcher's survey data (2015)

From Chart 4.6 above, it was apparent that most of the teachers found no difficulty in understanding the language of the proverb. This was as represented by 40.43% of the teachers who strongly disagreed to the statement that they found it difficult to understand the language of the proverb together with 38.3% who disagreed. 8.51% agreed to the statement while 8.51% strongly agreed. 4.26 were undecided.

4.4.7 If the requirements of a proverb in paper One Two and Three are not clear..

The researcher wanted to know if the requirements of a proverb in paper One Two and Three are clear or not and the findings were as presented in Chart 4.7 below:

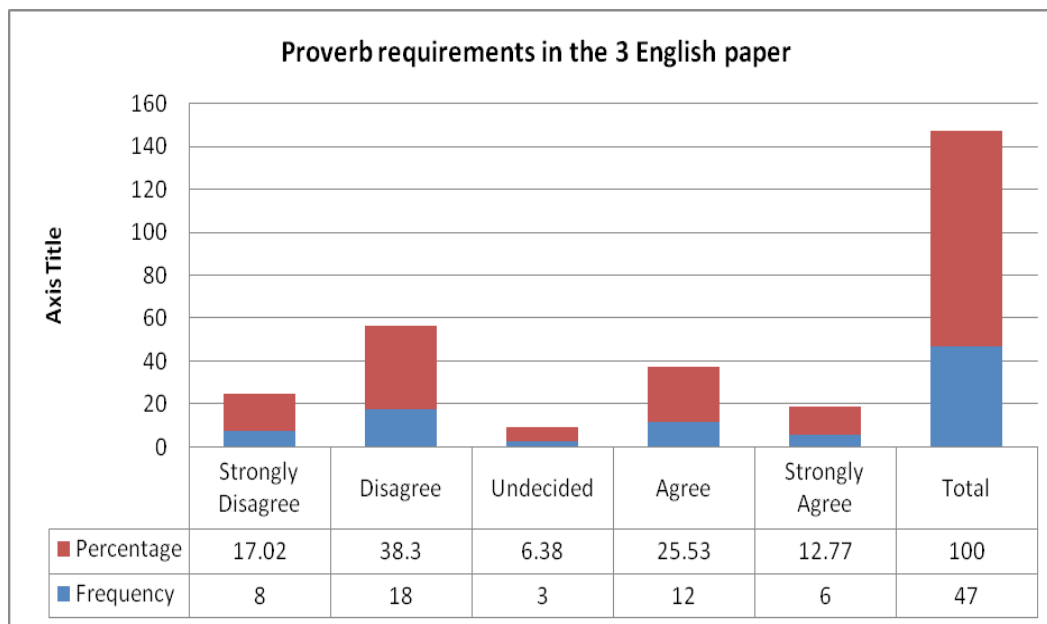


Chart 4.7 If the requirements of a proverb in paper One Two and Three are clear

Source: Researcher's survey data (2015)

From Chart 4.7 above, it was apparent that most of the teachers were clear with the requirements of paper one, two and three. This was as represented by 17.02% of the teachers who strongly disagreed to the statement that the requirements of the proverb in the three papers were not clear with 38.3% who disagreed. 25.53% agreed to the statement while 12.77% strongly agreed. 6.38% were undecided.

4.5 SECTION D: MODE OF PRESENTATION OF A PROVERB BASED

LESSONS

This section asked questions on the respondents mode of presentation of a proverb based lesson and the findings were as presented below.

4.5.1 If the teachers prepare thoroughly for the lesson.

The researcher wanted to know If the teachers prepare thoroughly for the proverb lesson.

The findings were as presented in Table 4.9 below:

Table 4.9 If the teachers prepare thoroughly for the lesson.

Response	Frequency	Percentage
Strongly Disagree	3	6.38
Disagree	8	17.02
Undecided	0	0
Agree	24	51.06
Strongly Agree	12	25.54
Total	47	100

Source: Researcher's survey data (2015)

From table 4.9 above, it was apparent that most of the teachers prepare thoroughly for the lesson. This was as represented by 51.06% of the teachers who agreed to the statement that they prepare thoroughly for the lesson with 25.54% who strongly agreed. 17.02% disagreed to the statement while 6.38% strongly disagreed.

4.5.2 If the teachers use visual aids in the presentation.

The researcher wanted to know if the teachers use visual aids in their presentation and the findings were as presented in Table 4.10 below:

Table 4.10 If the teachers use visual aids in the presentation.

Response	Frequency	Percentage
Strongly Disagree	7	14.89
Disagree	26	55.32
Undecided	5	10.64
Agree	7	14.89
Strongly Agree	2	4.26
Total	47	100

Source: Researcher's survey data (2015)

From table 4.10 above, it was apparent that most of the teachers do not use visual aids in their lesson presentation. This was as represented by 55.32% of the teachers who disagreed to the statement that they use visual aids in their presentation with 14.89% who strongly

disagreed. 14.89% agreed to the statement while 4.26% strongly agreed. 10.64 were undecided.

4.5.2 If the teachers use the lecture method in presentation of the proverb lesson.

The researcher wanted to know if the teachers use the lecture method in presentation of the proverb lesson and the findings were as presented in Table 4.11 below:

Table 4.11 If the teachers use the lecture method in presentation of the proverb lesson.

Response	Frequency	Percentage
Strongly Disagree	3	6.38
Disagree	21	44.68
Undecided	0	0
Agree	16	34.04
Strongly Agree	7	14.89
Total	47	100

Source: Researcher's survey data (2015)

From table 4.11 above, it was apparent that most of the teachers do not use the lecture method in presentation of the proverb lesson. This was as represented by 44.68% of the teachers who disagreed to the statement that they use the lecture method in presentation of the proverb lesson with 6.38% who strongly disagreed. 34.04% agreed to the statement while 14.89% strongly agreed.

4.5.3 If the teachers use learner participation in the lesson presentation.

The researcher wanted to know if the teachers use learner participation in lesson presentation. The findings were as presented in Table 4.12 below:

Table 4.12 Use of learner participation in lesson presentation

Response	Frequency	Percentage
Strongly Disagree	2	4.26
Disagree	0	0
Undecided	0	0
Agree	23	48.94
Strongly Agree	22	46.81
Total	47	100

Source: Researcher's survey data (2015)

From table 4.12 above, it was apparent that most of the teachers do use learner participation in lesson presentation. This was as represented by 48.94% of the teachers who agreed to the statement that they use learner participation in lesson presentation with 46.81% who strongly agreed. only 4.26% strongly disagreed to the statement.

4.5.4 If the teachers use a resource person when presenting proverb based lessons.

The researcher wanted to know if the teachers use a resource person when presenting proverb based lessons. The findings were as presented in Table 4.13 below:

Table 4.13 Use of a resource person when presenting proverb based lessons.

Response	Frequency	Percentage
Strongly Disagree	13	27.66

Disagree	27	57.45
Undecided	2	4.26
Agree	1	2.12
Strongly Agree	4	8.51
Total	47	100

Source: Researcher's survey data (2015)

From table 4.13 above, it was apparent that most of the teachers do not use resource person when presenting proverb based lessons. This was as represented by 57.45% of the teachers who disagreed to the statement that they use resource person when presenting proverb based lessons with 27.66% who strongly disagreed. 2.12% agreed with 8.51% who strongly agreed. 4.26% remained undecided.

4.5.5 If the teachers use team teaching when presenting the proverb based lesson

The researcher wanted to know if the teachers use team teaching when presenting the proverb based lesson. The findings were as presented in Table 4.14 below

:

Table 4.14 Use of team teaching when presenting the proverb based lesson

Response	Frequency	Percentage
Strongly Disagree	10	21.28
Disagree	24	51.06
Undecided	0	0
Agree	12	25.54
Strongly Agree	1	2.12
Total	47	100

Source: Researcher's survey data (2015)

From table 4.14 above, it was apparent that most of the teachers do not use team teaching when presenting the proverb based lesson. This was as represented by 51.06% of the

teachers who disagreed to the statement that they use team teaching when presenting the proverb based lesson with 21.28% who strongly disagreed. 25.54% agreed with 2.12% who strongly agreed.

4.5.6 If the teachers use the Question and Answer method in presenting proverb lessons.

The researcher wanted to know if the teachers use the Question and Answer method in presenting proverb lessons. The findings were as presented in Table 4.15 below:

Table 4.15 Use of the Question and Answer method in presenting proverb lessons

Response	Frequency	Percentage
Strongly Disagree	4	7.84
Disagree	6	11.76
Undecided	2	3.92
Agree	28	54.9
Strongly Agree	11	21.57
Total	51	100

Source: Researcher's survey data (2015)

From table 4.15 above, it was apparent that most of the teachers use the Question and Answer method in presenting proverb lessons. This was as represented by 54.9% of the teachers who agreed to the statement that they use the Question and Answer method in presenting proverb lessons with 21.57% who strongly agreed. 11.76% disagreed with 7.84% who strongly disagreed. 3.92% remained undecided.

4.5.7 If the teachers use the text book and other written books.

The researcher wanted to know if the teachers use the text book and other written books.

The findings were as presented in Table 4.16 below:

Table 4.16 Use of text books and other written books

Response	Frequency	Percentage
Strongly Disagree	0	0
Disagree	2	3.85
Undecided	0	0
Agree	34	65.38
Strongly Agree	16	30.77
Total	52	100

Source: Researcher's survey data (2015)

From table 4.16 above, it was apparent that most of the teachers use the text book and other written books. This was as represented by 65.38% of the teachers who agreed to the statement that they use the text book and other written books in presenting proverb lessons with 30.77% who strongly agreed. Only 3.85% disagreed.

4.5.8 If the teachers give lots of class exercises based on the proverb lesson

The researcher wanted to know if the teachers give lots of class exercises based on the proverb lesson. The findings were as presented in Table 4.17 below:

Table 4.17 Giving lots of class exercises based on the proverb lesson.

Response	Frequency	Percentage
Strongly Disagree	14	26.92
Disagree	17	32.69
Undecided	0	0
Agree	21	40.38
Strongly Agree	0	0
Total	52	100

Source: Researcher's survey data (2015)

From table 4.17 above, it was apparent that most of the teachers did not give lots of class exercises based on the proverb. This was as represented by 32.69% of the teachers who disagreed to the statement that they give lots of class exercises based on the proverb with 26.92% who strongly disagreed. Only 40.38% agreed.

4.6 SECTION E: THE CHALLENGE OF INTEGRATION

This section asked the respondents opinion on the integration of literature aspects in the English language class and the findings were as presented below.

4.6.1 If the teacher preferred to teach literature aspects separately

The researcher wanted to know if the teachers preferred to teach literature aspects separately and the findings were as presented in Chart 4.8 below:

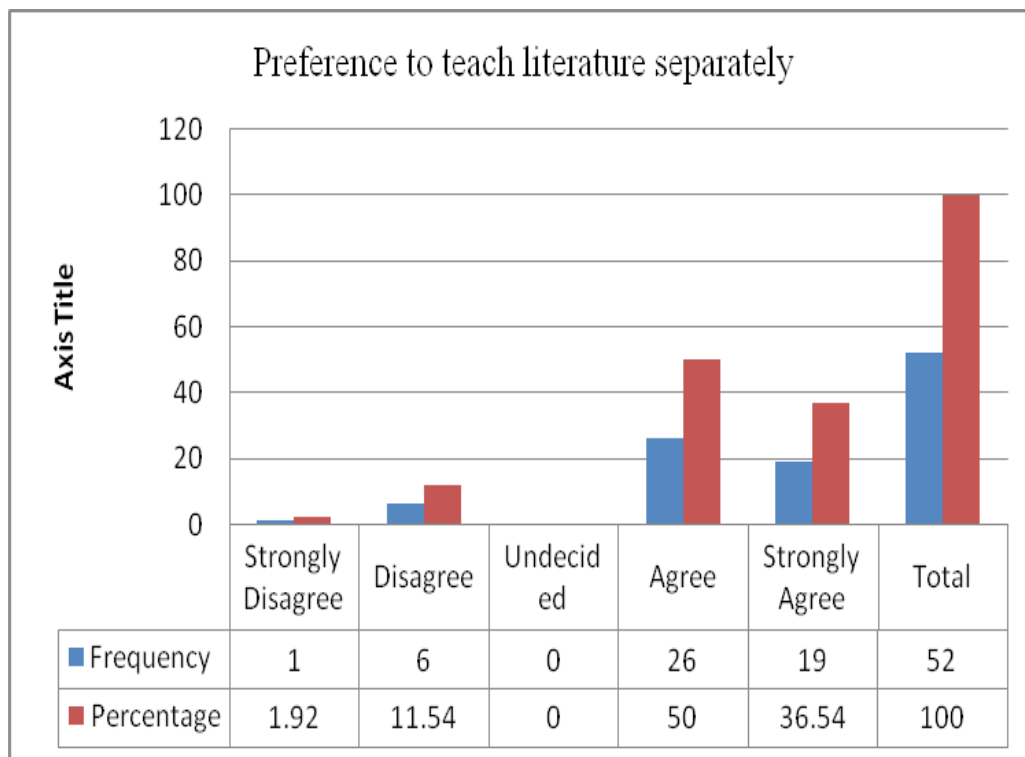


Chart 4.8 If the teacher preferred to teach literature aspects separately.

Source: Researcher's survey data (2015)

From Chart 4.8 above, it was apparent that most of the teachers preferred to teach literature aspects separately. This was as represented by 50% of the teachers who strongly agreed to the statement that they preferred to teach literature aspects separately with 36.69% who strongly agreed. 11.54% disagreed while only 1.92% strongly disagreed.

4.6.2 Difficult in relating the proverb to other aspects of English

The researcher wanted to know if the teachers had any difficulty in relating the proverb to other aspects of English and the findings were as presented in Chart 4.9 below:

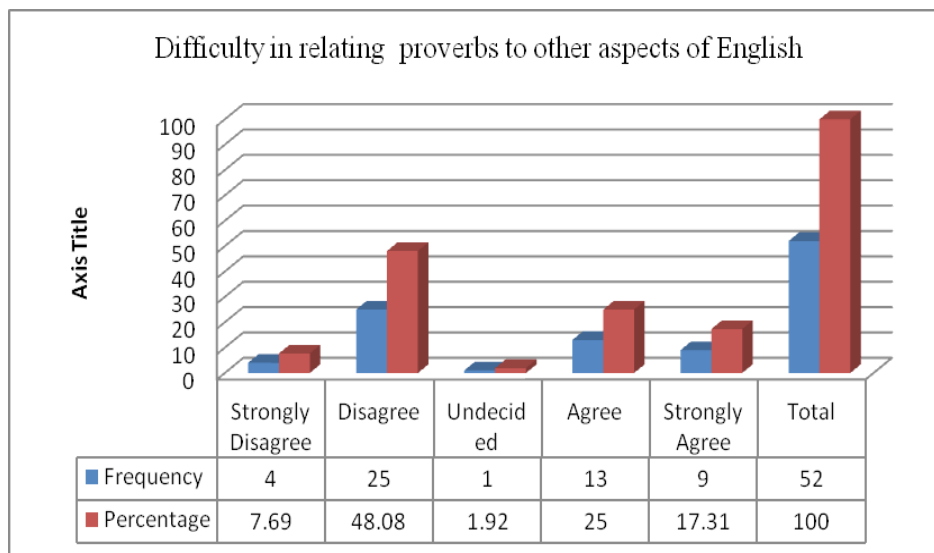


Chart 4.9 Difficult in relating the proverb to other aspects of English.

Source: Researcher's survey data (2015)

From Chart 4.9 above, it was apparent that most of the teachers did not find difficulty in relating the proverb to other aspects of English. This was as represented by 48.08% of the teachers who disagreed to the statement that they found difficulty in relating the proverb to other aspects of English preferred to teach literature aspects with 7.69% who strongly disagreed. 25% agreed while 17.31% strongly agreed. Only 1.92% remained undecided.

4.6.3 If integrating literature and language is a challenge.

The researcher wanted to know if integrating literature and language was a challenge to the teachers. The findings were as presented in Chart 4.10 below:

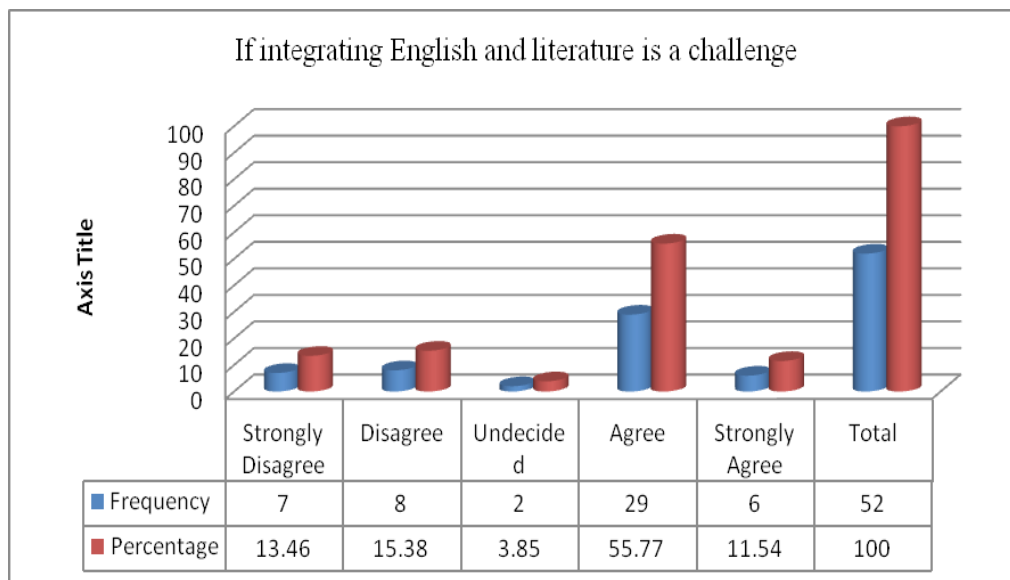


Chart 4.10 Challenge in integrating Literature and Language

Source: Researcher's survey data (2015)

From Chart 4.10 above, it was apparent that most of the teachers found it challenging to integrate English and Literature. This was as represented by 55.77% of the teachers who agreed to the statement that they found integrating literature and language a challenge with 11.54% who strongly agreed. 15.38% disagreed while 13.46% strongly disagreed. Only 3.85% remained undecided.

4.6.4 There is scarcity of teacher learner resources on integration.

The researcher wanted to know if there is scarcity of teacher learner resources on integration. The findings were as presented in Chart 4.11 below:

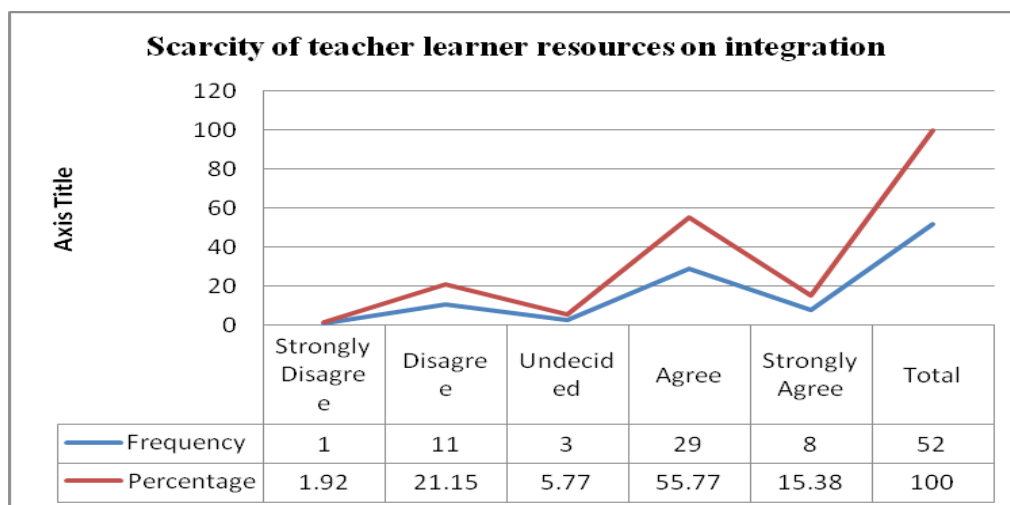


Chart 4.11 Scarcity of teacher learner resources on integration

Source: Researcher's survey data (2015)

From chart 4.11 above, it was apparent from most of the teachers that there was scarcity of teacher learner resources on integration. This was as represented by 55.77% of the teachers who agreed to the statement that they there is scarcity of teacher learner resources on integration with 15.38% who strongly agreed. 21.15% disagreed while 1.92% strongly disagreed. Only 5.77% remained undecided.

4.6.5 Teachers have not been properly in-serviced on the integrated English syllabus

The researcher wanted to know if Teachers have been properly in-serviced on the integrated English syllabus. The findings were as presented in Chart 4.12 below:

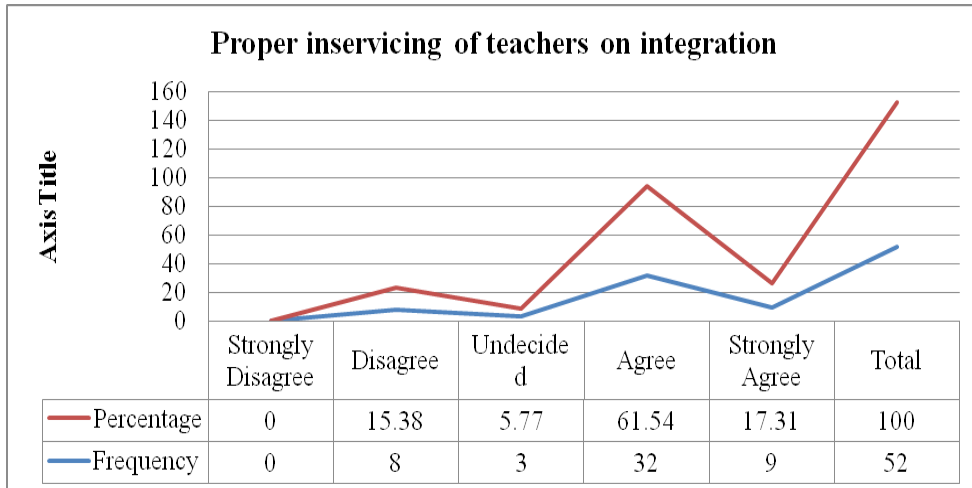


Chart 4.12 If Teachers have been properly in-serviced on the integrated English syllabus

Source: Researcher's survey data (2015)

From Chart 4.12 above, it was apparent from most of the teachers had not been properly in-serviced on the integrated English syllabus. This was as represented by 61.54% of the teachers who agreed to the statement that teachers had not been properly in-serviced on the integrated English syllabus with 17.31% who strongly agreed. 15.38% disagreed while only 5.77% remained undecided.

4.6.6 More should be written on teaching the proverb in the English class.

The researcher wanted to know from the teachers if more should be written on teaching the proverb in the English class. The findings were as presented in Chart 4.13 below:

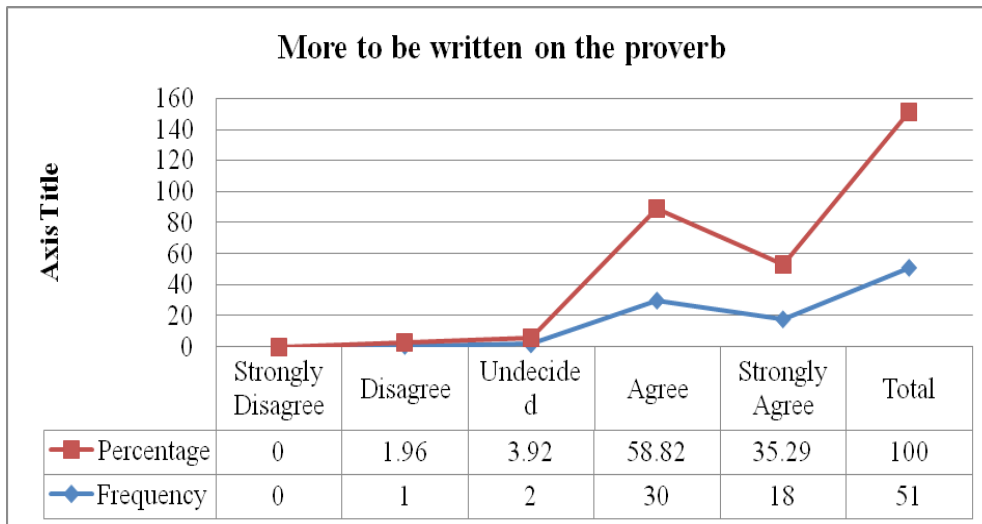


Chart 4.13 More should be written on teaching the proverb in the English class.

Source: Researcher's survey data (2015)

From Chart 4.13 above, it was apparent from most of the teachers that more should be written on teaching the proverb in the English class. This was as represented by 58.82% of the teachers who agreed to the statement that more should be written on teaching the proverb in the English class with 35.29% who strongly agreed. 1.96% disagreed while only 3.29% remained undecided.

4.6.7 Examination questions in the three English papers challenge the learner because of integration.

The researcher wanted to know from the teachers if examination questions in the three English papers challenge the learner because of integration. The findings were as presented in Chart 4.14 below:

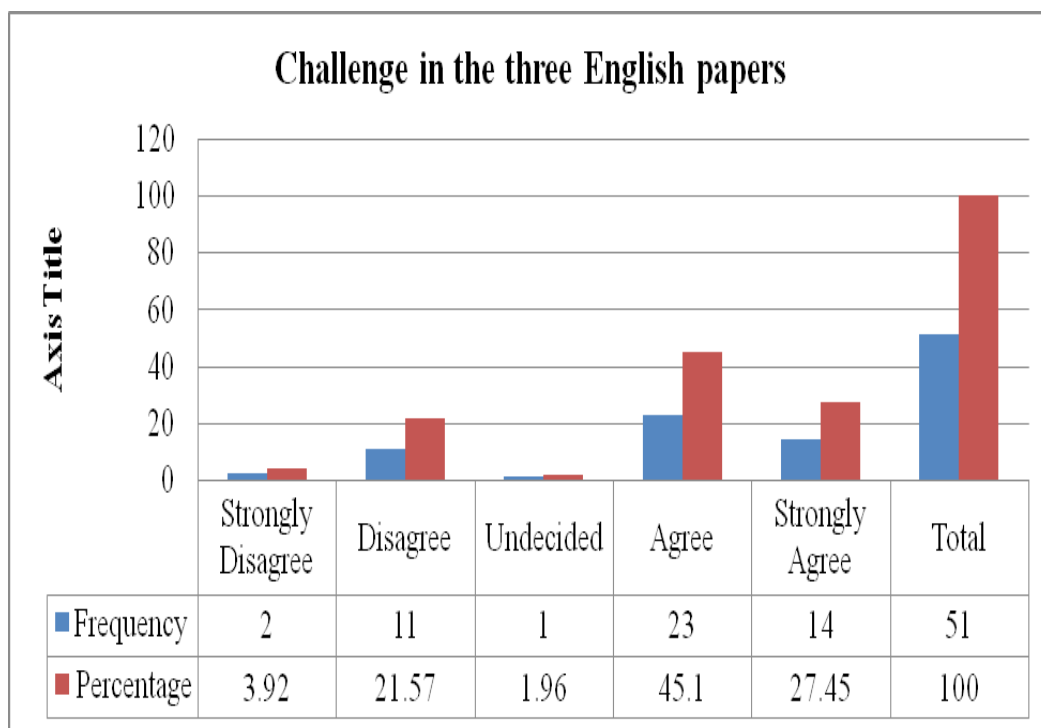


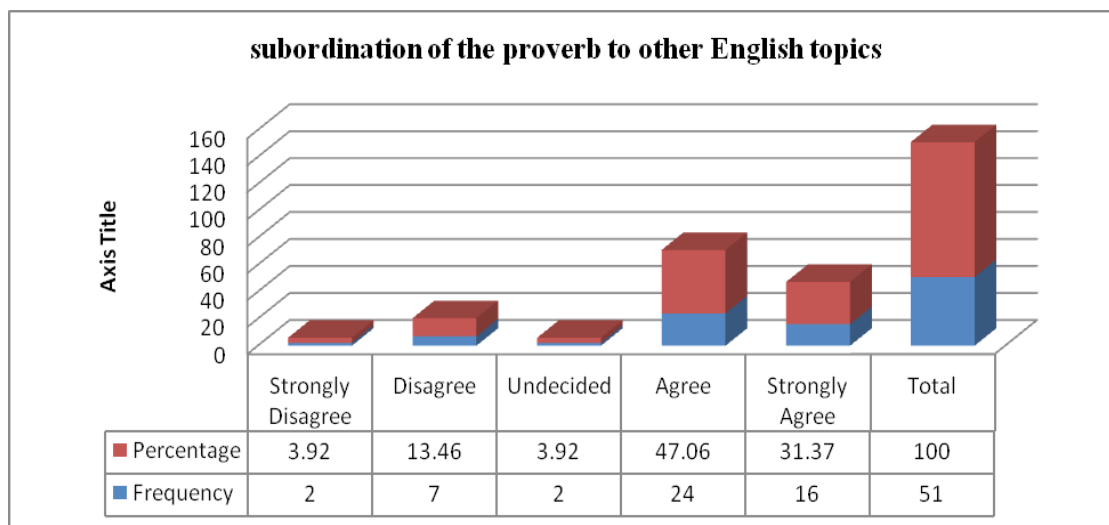
Chart 4.14 Examination questions in the three English papers challenge the learner because of integration.

Source: *Researcher's survey data (2015)*

From Chart 4.14 above, it was apparent from most of the teachers that examination questions in the three English papers challenge the learner because of integration. This was as represented by 45.1% of the teachers who agreed to the statement that examination questions in the three English papers challenge the learner because of with 27.45% who strongly agreed. 21.57% disagreed while 3.92% strongly disagreed. Only 1.96% remained undecided.

4.6.8 The proverb is considered subordinate to other topics in the English syllabus

The researcher wanted to know from the teachers if the proverb is considered subordinate to other topics in the English syllabus. The findings were as presented in Chart 4.15 below:



Chat 4.15 The proverb is considered subordinate to other topics in the English syllabus.

Source: Researcher's survey data (2015)

From Chart 4.15 above, it was apparent from most of the teachers that the proverb is considered subordinate to other topics in the English syllabus. This was as represented by 47.06% of the teachers who agreed to the statement that the proverb is considered subordinate to other topics in the English syllabus with 31.37% who strongly agreed. 13.46% disagreed while 3.92% strongly disagreed. Only 3.92% remained undecided.

4.7 SECTION F: SUGGESTIONS FOR IMPROVEMENT

This section asked questions on the respondents' suggestions for improvement in the proverb based lessons. The findings were as presented below.

4.7.1 Teachers should be in-serviced on the aspects of integration in the English syllabus

The researcher wanted to know from the respondents if teachers should be in-serviced on the aspects of integration in the English syllabus. The findings were as presented in Table 4.18 below:

Table 4.18 Teachers should be in-serviced on the aspects of integration in the English syllabus.

Response	Frequency	Percentage
Strongly Disagree	0	0
Disagree	2	3.85
Undecided	1	1.92
Agree	19	36.54
Strongly Agree	30	57.69
Total	52	100

Source: Researcher's survey data (2015)

From table 4.18 above, it was apparent from most of the respondents that teachers should be in-serviced on the aspects of integration in the English syllabus. This was as represented by 36.54% of the teachers who agreed to the statement that teachers should be in-serviced on the aspects of integration in the English syllabus with 57.69% who strongly agreed. 3.85% disagreed while 1.92% remained undecided.

4.7.2 Teachers should be in-serviced on teaching the proverb based lesson.

The researcher wanted to know from the respondents if teachers should be in-serviced on teaching the proverb based lesson. The findings were as presented in Table 4.19 below:

Table 4.19 Teachers should be in-serviced on teaching the proverb based lesson.

Response	Frequency	Percentage
Strongly Disagree	0	0
Disagree	2	3.85
Undecided	2	3.85
Agree	23	44.23

Strongly Agree	25	48.08
Total	52	100

Source: Researcher's survey data (2015)

From table 4.19 above, it was apparent from most of the respondents that teachers should be in-serviced on teaching the proverb based lesson. This was as represented by 44.23% of the teachers who agreed to the statement that teachers should be in-serviced on teaching the proverb based lesson with 48.08% who strongly agreed. 3.85% disagreed while only 3.85% strongly disagreed.

4.7.3 There should be improvement in the production of learning resources on proverbs.

The researcher wanted to know from the respondents if there should be improvement in the production of learning resources on proverbs. The findings were as presented in Table 4.20 below:

Table 4.20 There should be improvement in the production of learning resources on proverbs.

Response	Frequency	Percentage
Strongly Disagree	0	0
Disagree	2	3.85
Undecided	0	0
Agree	29	55.77
Strongly Agree	21	40.38
Total	52	100

Source: Researcher's survey data (2015)

From table 4.20 above, it was apparent from most of the respondents that there should be improvement in the production of learning resources on proverbs. This was as represented by 55.77% of the teachers who agreed to the statement that there should be improvement in the production of learning resources on proverbs with 40.38% who strongly agreed. 3.85% disagreed.

4.7.4 There are plenty of teacher learner resources on the proverb in the market.

The researcher wanted to know from the respondents if there are plenty of teacher learner resources on the proverb in the market. The findings were as presented in Table 4.21 below:

Table 4.21 There are plenty of teacher learner resources on the proverb in the market.

Response	Frequency	Percentage
Strongly Disagree	14	26.92
Disagree	16	30.77
Undecided	4	7.69
Agree	12	23.08
Strongly Agree	6	11.54
Total	52	100

Source: Researcher's survey data (2015)

From table 4.21 above, it was apparent from most of the respondents that there are few teacher learner resources on the proverb in the market. This was as represented by 30.77% of the teachers who disagreed to the statement that there are plenty of teacher learner resources on the proverb in the market with 26.92% who strongly disagreed. 23.08% agreed while 11.54% strongly agreed. 7.69% remained undecided.

4.7.5 More lessons should be allocated literature aspects like the proverb.

The researcher wanted to know from the respondents if more lessons should be allocated literature aspects like the proverb and the findings were as presented in Table 4.22 below:

Table 4.22 More lessons should be allocated literature aspects like the proverb.

Response	Frequency	Percentage
Strongly Disagree	6	11.54
Disagree	6	11.54

Undecided	0	0
Agree	31	59.62
Strongly Agree	9	17.31
Total	52	100

Source: Researcher's survey data (2015)

From table 4.22 above, it was apparent from most of the respondents that more lessons should be allocated literature aspects like the proverb. This was as represented by 59.62% of the teachers who agreed to the statement that more lessons should be allocated literature aspects like the proverb with 17.31% who strongly agreed. 11.54% disagreed while 11.54% strongly disagreed.

4.7.6 Literature should be taught as a separate entity as before.

The researcher wanted to know from the respondents if Literature should be taught as a separate entity as before and the findings were as presented in Table 4.23 below:

Table 4.23 Literature should be taught as a separate entity as before.

Response	Frequency	Percentage
Strongly Disagree	2	3.85
Disagree	10	19.23
Undecided	2	3.85
Agree	11	21.15
Strongly Agree	27	51.92
Total	52	100

Source: Researcher's survey data (2015)

From table 4.23 above, it was apparent from most of the respondents that Literature should be taught as a separate entity as before. This was as represented by 21.15% of the teachers who agreed to the statement that Literature should be taught as a separate entity as before with 51.92% who strongly agreed. 19.23% disagreed while 3.85% strongly disagreed. 3.85% remained undecided.

4.8 SECTION G: PERSONAL COMMENTS.

This section asked the respondents to give personal comments on the ability of the secondary school English teacher to bring out the proverb based lesson and their comments and suggestions were as presented below.

- The teacher is able to deliver the message if sensitized.
- The teachers should be in-serviced on proverb lesson. Poor in-service facilities greatly challenge effective lesson delivery.
- Teachers should be supported fully in the integration of proverb based lessons in secondary schools.
- More written work and resources on the proverb and related features should be produced as it will make the proverb lesson enjoyable and easy to handle.
- The written work produced should be adequate, relevant and come from variety of languages for effective delivery.
- Presenting the proverb based lesson is challenging but it is possible. Teachers are competent enough to handle the lesson and their ability is sufficient if well facilitated.
- Time factor has remained a challenged as there has not been enough time allocated the proverb and other literature aspects in the integrated syllabus.
- Teachers should ensure full learner participation for greater learner fulfillment.
- The proverb has been given a peripheral role in the syllabus coverage and this makes it appear like a foreign entity in the teaching of English. Most emphasis has been placed on grammar and linguistic abilities at the expense of literature and its auxiliaries.
- The designers of the syllabus should consider literature entities with greater importance and allocate more of the sub-topics across from form one to form four so as to give them the emphasis they deserve.

- Literature should be taught separately as it was in the past so as to improve lesson delivery.
- Improve the context in which the proverb lesson is presented so that it is not given in isolation.
- Teachers should increase the use of the proverb in their day to day communication.
- Most aspects of the proverb are overlooked by many teachers. This contributes to less content delivery during the lesson.
- Amidst the many challenges, teachers should think outside the box and do what is in their ability to improve the proverb based lesson.

4.9 INTERVIEW SCHEDULE RESPONSES

An interview schedule was prepared and interviews administered to English teachers in fifteen schools. The interview sought the respondents' opinion on the teachers knowledge and skills in presenting lessons based on the proverb and the responses were as presented below.

4.9.1 Times oral literature is taught in a week.

On the number of times the teachers taught oral literature, most of the teachers said that they taught oral literature once in a week. In interview S1, the teacher says:

“I often teach oral literature once a week but sometimes two times in a week. At certain times I discover like two weeks have gone by without handling any oral literature topic.”

Some of the teachers said that they taught oral literature topics twice in a week as shown in interview S12 where the teacher says:

“I am able to teach oral literature twice in a week.”

4.9.2 Times short forms in literature are taught in a week

On the number of times the teachers taught short forms in oral literature. Some of the teachers said that they taught the short forms by coincidence as the lesson would allow while for others the number of times would be determined by the learners need. This was as shown in interview S2 where the teacher says:

“I usually teach oral literature as often as is required by the learners – so that if the learners do not raise the need then I will ignore the sub-topic.”

Some of the respondents said that they taught short forms when they appeared in the syllabus and when the scheme of work demanded. This was as shown by the respondent in interview S11 who said:

“I manage to teach short forms in oral literature only when the scheme of work demands and at times when it appears in the text book as an exercise.”

Other respondents said that because of integration, they were not sure when they taught the short forms. However, majority said that they taught the short forms occasionally once or twice a week during the times they would teach oral literature topics as responded in interview S2 above.

4.9.3 Frequency with which the proverb is taught.

On the frequency with which the teachers taught the proverb, the teachers responded that it was circumstantial and taught it when teaching other language aspects like composition. In interview S1 the respondent says:

“I usually teach the proverb when I am teaching it as a topic in oral literature. I also teach proverbs when I am teaching compositions based on a proverb topic and also in contextual environments when they appear in a comprehension passages.”

Others responded that they taught the proverb occasionally like monthly or when it appeared as a topic in the syllabus. Few teachers said they rarely taught the proverb. They reported that it was only taught when there was urgent need. In interview S11 the teacher says:

“It is very rare for me to teach anything related to the proverb. Sometimes I am forced to teach it as a revision strategy for exams but I rarely plan for it.”

One teacher said that she taught the proverb once a week during the time she taught literature. Others however responded that they taught the proverb once a month.

4.9.4 Teaching methods used in presenting the proverb based lesson.

On the teaching methods use in presenting the proverb based lesson, all the teachers agreed that they used the lecture method and student participation especially in the giving of examples. In interview S1 the teacher says:

“I use the lecture method whereby I explain to the students the proverb and its related issues. After that I get examples from the students who willingly participate.”

Others said that they used the ‘question and answer’ method but ensured that the lesson was learner centered. In interview S2 the teacher says:

“I use the lecture method as well as the question and answer method but I ensure the lesson is learner centered. I do this because I know that the learner is a rich resource when it comes to proverbs and wise sayings.”

The teachers also used the class discussion method when teaching the proverb lesson. They then allowed the learners to give a presentation of the discussion.

One of the teachers said that he used the written books and short stories in teaching the proverb lesson.

4.9.5 Learner response to the proverb lesson

On the learner response to the proverb lesson, most of the respondents said that it was fair while others said that it was good. According to the teachers, the learners got excited with the lesson. In interview S11 the teacher says:

“The learners’ response is good. They appear to know many proverbs from their localities. They quickly get excited when they are asked to give their contribution. This is mostly when we request them to give proverbs from their communities.”

4.9.6 Resources used in the lessons.

About the resources the teachers used in the presentation of the proverb lesson, the teachers said that they used text books, other oral literature books and visual teaching aids. One teacher said that she relied on the students solely as her resource persons when it comes to proverbs. In interview S4 she says:

“For resources, I use oral literature books and the students’ knowledge of proverbs from their native languages.”

There was a teacher who said that when to come to oral literature topics under which the proverb falls, she always employed a resource person to teach her lessons. Others said that they improvised locally available resources like learners and charts.

4.9.7 Teacher learner resources sufficiency and efficiency

On the efficiency of teacher learner resources, all the teachers said that the resources, though available, were not enough. There was need to make more resources available to help in teaching proverb related lessons. In interview S3 the teacher says:

“The resource material that can be used by both teachers and learners are not sufficient enough. I think there should be production of more resources. This will help to improve lesson presentation.”

4.9.8 Challenges encountered with the integrated syllabus.

On the challenges encountered with the integrated syllabus, the teachers said that the challenges with integration were many. The learners were rarely in the know on issues to do with integration. The teachers said that there was a lapse on the issue of integration. In interview S2 the respondent says:

“Sometimes there is just no relationship between the language and literature aspects hence the lapse which over the few years of integration has created challenges.”

The respondents said that there is less time in the handling of issues to do with integration. The content is not sufficient enough, sometimes to cover the particular topics. The teachers said that the essence of integration is rather confusing. Some of the learners get it while others don't. All the teachers agreed that integration is a challenge. This has led to the lack of exhaustive completion of the aspects of the proverb. Also students prefer grammar to literature. The teachers hence suggested that the aspects of integration be passed on the learners.

4.9.9 If literature should be taught separately from conventional English.

The teachers interviewed were asked if they felt that literature should be taught separately from the conventional English and the response was that we should revert to how it was in the past where literature was taught separately. This would give greater concentration to topics under study. All the teachers agreed literature should be taught separately since most of the challenges experienced in presenting the proverb based lesson stem mostly from integration. S1/4.

4.9.10 Urgent actions the teachers would want taken for purposes of improvement.

The teachers interviewed were asked if there was any urgent action they would want taken for the purpose of improving the proverb based lesson and their responses were as follows: All the teachers agreed that there are many urgent measures that can be taken. Some have been summarized from the interviews as given below:-

- Teachers should be given further in-service training on the preparation of literature based lessons.

- The teachers of English should be given fewer lessons so that they can mark compositions.
- More lessons on literature topics should be organized.
- Review the integrated syllabus and separate grammar and literature to be taught as separate entities as was done in the past.
- From interview S11, there should be more training given to the teachers on the aspects of integration and emphasis put on the teaching of proverbs and other short forms in oral literature as it would help improve the teaching.
- More current and relevant books and teacher learner resources in literature and its many aspects to be published. Also to improve on what is already there.
- Design the curriculum in such a way that oral literature has a compulsory section in the national examination.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the main findings of the study which looked into the secondary school teachers' knowledge and skills in presentation of lessons based on the proverb in Eldoret west secondary schools. It also gives the conclusion of the study and offers recommendations that would be of benefit to the language teaching fraternity and other stakeholders in the field of syllabus and curriculum development.

5.2 Summary of findings

5.2.1 Summary

The overriding purpose of this study was to assess the teacher's knowledge and skills in presentation of lessons based on proverbs in Eldoret West secondary schools. There is little known about the teaching of proverb in our secondary schools. According to Olajide (2013), many factors, including the teachers' knowledge could affect the use of proverbs in the teaching and learning process.

This study was carried out with the aim of improving lesson presentation. This would go a long way in improving learners' performance in the national examinations.

The study had its specific objectives to:

1. Investigate the secondary school English teachers level of knowledge in the presentation of the proverb lesson.
2. Asses the teachers description and mode of presentation of a proverb based lesson.
3. Analyse the teachers' presentation skills in a proverb based lesson.
4. Determine the use of proverbs in integration between English and Literature.
5. Determine the availability of teacher – learner resources on the proverb.

Questionnaires and interview schedules were constructed to collect data from schools and specifically from English teachers. This was done for a period of three months.

The respondents were asked to provide information in the basic areas of the study namely:

Personal Data

Frequency of lesson presentation

Teachers knowledge and skills on the proverb lesson

Mode of presentation of a proverb based lessons

The challenge of integration

Suggestions for improvement.

Personal comment on the ability of the secondary school English teacher to bring out a proverb based lesson

The data collected was analyzed and presented in chapter four of this research paper.

5.2.2. Findings and discussion

The findings from the data collected and presented were as follows:

5.2.3 Personal Data

According to the response given by the teachers, the findings showed that there was a fair gender distribution among the teachers of English in the district. The findings showed that majority of the English teachers are over the age of 26. This showed that the teachers are competent to deliver the required content. This was also in line with the teachers working experience which showed that majority of the teachers had a teaching experience of over 10 years. This showed that all the teachers had the relevant teaching experience. The level of the teachers' education was investigated and the findings showed that majority of the teachers had a first degree as their highest qualification. This agrees with Olajide (2013), who asserted that teachers have knowledge and skills in the proverb lesson basing on gender, qualification and experience.

5.2.3 Secondary school English teachers knowledge of the proverb.

The first objective sought to find out the secondary school English teachers knowledge of the proverb. From the findings in, it was apparent that majority of the teachers taught literature as part of their English lessons. The teachers were found to have had the requisite skills to handle the proverb lesson as required by the syllabus. The teachers also responded that they taught the proverb in their literature lessons. However, majority of the teachers

handled proverb related lessons on a monthly basis as opposed to others who handled it on a weekly basis. This shows that the frequency with which the genre was handled was not sufficient enough. Olajide (2013), asserts that many factors, including teachers knowledge could affect the use of proverbs in the teaching – learning process. He reasoned that proverbs, being stably rooted in the world of the language learner, would motivate and stimulate him. However, he wondered how much knowledge of proverbs the teachers of English, particularly at the secondary school level possess to make them employ the forms frequently and rewardingly.

The findings also showed that most of the teachers put less emphasis on teaching literature topics in the English class. The teachers however did not find it difficult to present the requirements of a proverb in a lesson. They however failed in laying more emphasis on the teaching of the genre.

Most of the teachers found the contents of a proverb clear to them. The teachers also found no difficulty in defining the proverb and also found no difficulty in understanding the language of the proverb.

The findings showed that most of the teachers were clear with the requirements of the proverb in paper one, two and three and therefore could properly handle examination tasks with students. This would help improve learner performance in national examinations. It agrees with Lawal (1995), who asserted that in the quest to improve learner performance, teacher- learner strategies have to be employed through knowledge and experience.

From the personal comments on the ability of the secondary school English teacher to bring out the proverb based lesson, the teachers' comments and suggestions showed that the teachers are able to deliver the message as required by the proverb lesson. They also said

that presenting the proverb based lesson is challenging but it is possible. Teachers are competent enough to handle the lesson and their ability is sufficient if well facilitated. Teachers should increase the use of the proverb in their day to day communication. Most aspects of the proverb are overlooked by many teachers. This contributed to less content delivery during the lesson. Amidst the many challenges, teachers suggested that they should think outside the box and do what is in their ability to improve the proverb based lesson and their own delivery skills. According to Abimbola (2009), Knowledge and skill of the proverb in itself has an intricate nature. Its acquisition and dissemination cannot be haphazard. It can be weakened if not enhanced and updated.

From the interview schedule, the responses showed that Teachers should be given further in-service training on the preparation of literature based lessons. From interview S11, there should be more training given to the teachers on the aspects of integration and emphasis put on the teaching of proverbs and other short forms in oral literature as it would help improve the teaching.

From the findings shown on the secondary school English teachers knowledge of the proverb, it was clear that the teachers had the requisite knowledge and experience to handle lessons based on the proverb.

5.2.4 The teachers description and mode of presentation of a proverb based lesson.

The second objective sought to find out the teachers description and mode of presentation of a proverb based lesson. From the findings it was apparent that most of the teachers prepare thoroughly for the lessons. However, most of the teachers did not use visual aids in their lesson presentation. It was also apparent that most of the teachers use learner participation in lesson presentation. This agrees with Barasa (2005), who asserted that the

teachers trained have the literary skills and are least interested in this aspect of English are likely to give a weak presentation.

Also the findings showed that most of the teachers did not use resource persons when presenting proverb based lessons. The teachers also did not use team teaching when presenting the proverb based lesson. It was clear from the findings that most of the teachers use the Question and Answer method in presenting proverb lessons. It was also clear that most of the teachers use the text book and other written books. Bronwell and Eison (1991), asserted that students on their part fail in their quest to get the right thing and need to be guided in the language learning class, in relevance to the short form genres of oral literature. This will help them to explore the creative images in the piece. This is not being accomplished as the teaching tends to lack motivation that is relevant to guide the learners through. Due to the nature of the education system, field work is minimal as well as practical work. These are in part due to the urgency to cover the many topics in the syllabus.

Most of the teachers did not give lots of class exercises based on the proverb. From the teachers personal comments on description and lesson presentation, the teachers said that presenting the proverb based lesson is challenging but it is possible. Teachers are competent enough to handle the lesson and their ability is sufficient if well facilitated. Time factor has remained a challenged as there has not been enough time allocated the proverb and other literature aspects in the integrated syllabus. Wafula (2009), observed that negative attitude of teachers and learners are challenges that impede success of integration in most secondary schools.

Teachers should ensure full learner participation for greater learner fulfillment. They should also improve the context in which the proverb lesson is presented so that it is not given in isolation.

Teachers should increase the use of the proverb in their day to day communication. Amidst the many challenges, teachers said they had the ability to improve the presentation of the proverb based lesson. This agrees with Adeyemi (2010) who asserted that the trend is rapidly changing because teachers and researchers are today arguing for the use of more than one discipline to teach or clarify a concept or an issue by bringing forth the relationship and the contribution of various disciplines and varied resource persons for a better understanding of the topic, theme or the content under study.

From the interview schedule, the responses showed on the teaching methods use in presenting the proverb based lesson, all the teachers agreed that they used the lecture method and student participation especially in the giving of examples. Others said that they used the 'question and answer' method but ensured that the lesson was learner centered. The teachers also used the class discussion method when teaching the proverb lesson. They then allowed the learners to give a presentation of the discussion. One of the teachers said that he used the written books and short stories in teaching the proverb lesson.

On the learner response to the proverb lesson, most of the respondents said that it was fair while others said that it was good. According to the teachers, the learners got excited with the lesson. This argument is supported by Brown (2001) as quoted in Pekoz (2008) who asserts that learners of English language should not be overwhelmed with linguistic terminology and that topics should be taught in digestible segments bearing in mind the cognitive process of the mind. Teachers should accord learners an open field of participation for better understanding of the proverb lesson. Farrel and Particia (2005)

support the idea of explaining rules to the learners because if they have the ability to apply the rules, it would translate into fewer errors in their speech and in writing.

5.2.5. Analysis of teachers' presentation skills in a proverb based lesson.

The third objective sought to analyze the teachers' presentation skills in a proverb based lesson and how they could improve on the same. The findings showed that teachers should be in-serviced on the aspects of integration in the English syllabus as this would help improve their presentation skills. Teachers should also be in-serviced on teaching the proverb based lesson. It was apparently clear from most of the respondents that there should be improvement in the production of learning resources on proverbs to aid the teachers in their lesson presentation.

The findings also showed that there are few teacher learner resources on the proverb in the market. From most of the respondents it was clear that more lessons should be allocated literature aspects like the proverb. From the personal comments given by the respondents, the teachers are able to deliver the message of the lesson if sensitized. The teachers should be in-serviced on proverb lessons. Poor in-service facilities greatly challenge effective lesson delivery. Teachers should be supported fully in the integration of proverb based lessons in secondary schools.

More written work and resources on the proverb and related features should be produced as it will make the proverb lesson enjoyable and easy to handle. The written work produced should be adequate, relevant and come from variety of languages for effective delivery. This would aid the teacher in correct lesson delivery.

Presenting the proverb based lesson is challenging but it is possible. Teachers are competent enough to handle the lesson and their ability is sufficient if well facilitated.

Teachers should increase the use of the proverb in their day to day communication. Most aspects of the proverb are overlooked by many teachers. This contributes to less content delivery during the lesson.

From the interview schedule on the frequency with which the teachers taught the proverb, the teachers responded that it was circumstantial and taught it when teaching other language aspects like composition.

On the learner response to the proverb lesson, most of the respondents said that it was fair while others said that it was good. According to the teachers, the learners got excited with the lesson.

On the efficiency of teacher learner resources, all the teachers said that the resources, though available, were not enough. There was need to make more resources available to help in teaching proverb related lessons.

5.2.6 The use of proverbs in integration.

The fourth objective sought to determine the use of the proverb in integration and the findings showed that the integration process was a challenge. It was apparent that most of the teachers preferred to teach literature aspects separately. This failed to agree with Okwara and Shiundu (2009) who supported the view that integrated language teaching promotes the learning of real content and is highly motivating to learners because that is how language occurs in real life. Therefore, teaching literature and grammar in context is extremely important and must not be ignored by teachers.

The findings showed that the teachers did not find difficulty in relating the proverb to other aspects of English. The KIE syllabus (2006) stated that through exposure to literature the learner will improve their language skills. It was apparent that most of the teachers found it

challenging to integrate English and Literature. They also said that there was scarcity of teacher learner resources on integration. The teachers had also not been properly in-serviced on the integrated English syllabus. These assertions agree with the findings of Wafula (2009), and Adeyemi (2010), who said that an integrated approach to learning attempts to follow the child's natural ways of learning, viewing the world as a whole, the teacher's role being to provide experiences and to assist the process by suggesting further lines that may be followed. They observed that negative attitude of teachers and learners are challenges that impede success of integration in most secondary schools. Most teachers prefer using narratives in the teaching of grammar as opposed to other genres, which means that other oral literature genres like songs, proverbs, tongue twisters and riddles are yet to be fully exploited in the teaching of grammar.

More should be written on teaching the proverb in the English class. Also, examination questions in the three English papers challenge the learner because of integration and the proverb is considered subordinate to other topics in the English syllabus.

On suggestions of improvement teachers should be in-serviced on the aspects of integration in the English syllabus. Also more lessons should be allocated literature aspects like the proverb and that Literature should be taught as a separate entity as before. This agrees with Carter (1982), who suggests that literature and language are distinct subjects of study and they have intrinsic value for the learner and teacher and ought to be treated independently.

From personal comments Teachers should be supported fully in the integration of proverb based lessons in secondary schools.

- Time factor has remained a challenged as there has not been enough time allocated the proverb and other literature aspects in the integrated syllabus. The proverb has been given a peripheral role in the syllabus coverage and this makes it appear like a foreign entity in the

teaching of English. Most emphasis has been placed on grammar and linguistic abilities at the expense of literature and its auxiliaries.

- The designers of the syllabus should consider literature entities with greater importance and allocate more of the sub-topics across from form one to form four so as to give them the emphasis they deserve.

-

- Literature should be taught separately as it was in the past so as to improve lesson delivery. Improve the context in which the proverb lesson is presented so that it is not given in isolation.

-

An interview schedule on the challenges encountered with the integrated syllabus, the teachers said that the challenges with integration were many. The learners were rarely in the know on issues to do with integration. The teachers said that there was a lapse on the issue of integration. In interview S2 the respondent says:

“Sometimes there is just no relationship between the language and literature aspects hence the lapse which over the few years of integration has created challenges.”

The respondents said that there is less time in the handling of issues to do with integration. The content is not sufficient enough, sometimes to cover the particular topics. The teachers said that the essence of integration is rather confusing. Some of the learners get it while others don't. All the teachers agreed that integration is a challenge. This has led to the lack of exhaustive completion of the aspects of the proverb. Also students prefer grammar to literature. The teachers hence suggested that the aspects of integration be passed on the learners.

The teachers interviewed were asked if they felt that literature should be taught separately from the conventional English and the response was that we should revert to how it was in the past where literature was taught separately. This would give greater concentration to

topics under study. All the teachers agreed literature should be taught separately since most of the challenges experienced in presenting the proverb based lesson stem mostly from integration.

From interview S11, there should be more training given to the teachers on the aspects of integration and emphasis put on the teaching of proverbs and other short forms in oral literature as it would help improve the teaching.

5.2.7. Availability of teacher – learner resources on the proverb.

The fourth objective sought to determine the availability of teacher – learner resources on the proverb. The findings showed that most of the teachers do not use visual aids in their lesson presentation. This agrees with Dogbe and Wango (2012) who asserted that the method of interpretation of proverbs currently used in secondary schools is a linguistic one; meaning the usage of text alone. Their study, therefore, recommended the introduction of visual illustrations in the interpretation of proverbs in secondary schools.

The study showed that most of the teachers do not use resource person when presenting proverb based lessons. Most of the teachers use the text book and other written books. There was scarcity of teacher learner resources on integration. More should be written on teaching the proverb in the English class. This was in line with Brenes (2005), who advises that the use of texts such as oral narratives is more significant and appealing for students in order to comprehend how the spoken mode functions in real contexts. He further advises that teachers of language should use real life texts in their lessons because they include valuable samples of natural and spontaneous speech form native of the target language.

On the suggestions for improvement, there should be improvement in the production of learning resources on proverbs because there are few teacher learner resources on the proverb in the market. More written work and resources on the proverb and related features

should be produced as it will make the proverb lesson enjoyable and easy to handle. The written work produced should be adequate, relevant and come from variety of languages for effective delivery.

There should be more current and relevant books and teacher learner resources in literature and its many aspects to be published. Also to improve on what is already there in use.

5.3 CONCLUSION

The research was done basing on model theories that are founded on Education, schooling, cultural and instruction framework. According to Calvin's *Theory of Value*, there is human value planted in learning and knowledge acquisition. The proverb, if well taught, will add moral and academic value in the learner and improve their performance not only in writing and examinations but also in life. This is in whichever context it is presented in and out of the class.

Realizing that the proverb permeates all aspects of life and language learning even in their figurative form and musical symmetry, should be properly taught according to the "*post modem*" *semiotic theory*, advanced in classical times. There is a positive contribution by the teachers in the teaching of proverbs in English in our secondary school syllabus. This was shown by the teachers' aptitude in teaching the requirements of the syllabus. In this case the teachers had the requisite knowledge and skills to teach the proverb in secondary schools as the integrated English syllabus requires. Though there are many challenges, the teachers teach as the curriculum requires. They however needed more practice, training and in service courses on the proverb and the integrated English syllabus. This will allow them to be vast in the knowledge and skills needed to effectively teach the proverb in the secondary school class.

There are no adequate teacher/ learner material for the teaching of the proverb in the integrated syllabus. This has made it difficult for the teachers and the learners to capture the requirements of the course. Also proverbs are rarely used in the day to day communication in and out of the class. This has made performance go down in areas where the proverb is involved. In this case, the three English papers set in the national examinations.

The proverb is a good teaching tool for morals and a value builder in life. It should be therefore used more in spoken and written work. The teachers should therefore strive to acquire the relevant knowledge and skills needed to effectively present a proverb based lesson.

5.4 RECOMMENDATIONS

5.4.1 Research Recommendations

This research study recommends the following:

- The teachers should be in-serviced on proverb lesson. Poor in-service facilities greatly challenge effective lesson delivery.
- Teachers should be supported fully in the integration of proverb based lessons in secondary schools.
- More written work and resources on the proverb and related features should be produced as it will make the proverb lesson enjoyable and easy to handle.
- The written work produced should be adequate, relevant and come from variety of language nativity for effective delivery.

- The designers of the syllabus should consider literature entities with greater importance and allocate more time more of the sub-topics across from form one to form four so as to give them the emphasis they deserve.
- Review the integrated syllabus and separate Literature from grammar so that they are taught separately as it was in the past so as to improve lesson delivery.
- Teachers should increase the use of the proverb in their day to day communication.

5.4.2 Suggestions for further studies

The researcher recommends further studies in this topic area. More books, novels, journals and related documents need to be written and studied on the proverb and how teachers can improve in knowledge and skills in presentation of lessons based on the proverb in our schools.

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APPENDIX I: QUESTIONNAIRE FOR TEACHERS

This questionnaire seeks your opinion on the teachers' knowledge and skills in presenting lessons based on the proverb. Kindly read the questions carefully and respond to the option that best suits you. All information collected will be used for the purpose of this research and will not be disclosed.

SECTION A: PERSONAL DATA

1. Please indicate gender

Male Female

2. Please indicate your age

0 – 25 years 25 – 35 years

35 – 45 years over 45 years

3. Please indicate your highest academic qualification.

Diploma First degree

Masters degree PhD

4. Please indicate your teaching experience

0 – 2 years 2 – 5 years

5 – 10 years over 10 years

SECTION B: FOCUS QUESTIONS

1. How many English lessons do you have in a week?

1 - 11- 21-

2. Do you teach literature as part of your English lessons?

Yes No

3. Do you teach the proverb as a topic in your English lessons?

Yes No

4. How frequent do you handle proverb related lessons?

Daily Weekly Fortnigh Monthl

SECTION C: TEACHERS KNOWLEDGE AND SKILLS ON THE PROVERB.

1. The table below asks some questions on your opinion about knowledge and skills on the proverb based lesson. Please indicate your views by ticking.

SD- Strongly Disagree, **D-** Disagree, **U-** Undecided, **A-** Agree, **SA-** Strongly Agree.

	Statement	SD	D	U	A	SA
1	There is less emphasis on teaching literature topics in the English class.					
2	Proverbs are rarely taught as a lesson.					
3	I find it difficult to present the requirements of a proverb in a lesson.					
4	As a teacher, the contents of a proverb are not clear to me.					
5	As a teacher, I find it difficult to define a proverb.					
6	As a teacher, I find it difficult to understand the language of a proverb.					
7	The requirements of a proverb in paper One Two and Three are not clear.					

SECTION D: MODE OF PRESENTATION OF A PROVERB BASED LESSONS.

2. The table below asks questions on your mode of presentation of a proverb based lesson.

SD- Strongly Disagree, **D-** Disagree, **U-** Undecided, **A-** Agree, **SA-** Strongly Agree.

Srl	Suggestion	SD	D	U	A	SA
1	I prepare thoroughly for the lesson					

2	I use visual aids in the presentation					
3	I use the lecture method in my presentation of the proverb lesson.					
4	I use learner participation in lesson presentation.					
5	I use a resource person when presenting proverb based lessons.					
6	I use team teaching when presenting the proverb based lesson.					
7	I use the Question and Answer method in presenting proverb lessons					
8	I use the text book and other written books.					
9	I give lots of class exercises based on the proverb lesson.					

SECTION E: THE CHALLENGE OF INTEGRATION.

3. The table below asks your opinion on the integration of literature aspects in the English language class.

SD- Strongly Disagree, **D-** Disagree, **U-** Undecided, **A-** Agree, **SA-** Strongly Agree.

	Suggestion	SD	D	U	A	SA
1	I prefer to teach literature aspects separately.					
2	I find it difficult to relate the proverb to other aspects of English.					
3	Integrating literature and language is a challenge.					
4	There is scarcity of teacher learner resources on integration.					

5	Teachers have not been properly in-serviced on the integrated English syllabus					
6	More should be written on teaching the proverb in the English class.					
7	Examination questions in the three English papers challenge the learner because of integration.					
8	The proverb is considered subordinate to other topics in the English syllabus.					

SECTION F: SUGGESTIONS FOR IMPROVEMENT.

4. This section asks questions on your suggestions for improvement in the proverb based lessons.

SD- Strongly Disagree, **D-** Disagree, **U-** Undecided, **A-** Agree, **SA-** Strongly Agree.

	Suggestion	SD	D	U	A	SA
1	Teachers should be in-serviced on the aspects of integration in the English syllabus					
2	Teachers should be in-serviced on teaching the proverb based lesson.					
3	There should be improvement in the production of learning resources on proverbs.					
4	There are plenty of teacher learner resources on the proverb in the market.					
5	More lessons should be allocated literature aspects like the proverb.					
6	Literature should be taught as a separate entity as before.					

SECTION G: PERSONAL COMMENT.

What is your comment on the ability of the secondary school English teacher to bring out a proverb based lesson?

.....

Thank you for your participation in responding to this questionnaire.

APPENDIX II: INTERVIEW SCHEDULE

This Interview schedule seeks your opinion on the teachers' knowledge and skills in presenting lessons based on the proverb.

Interviewer: How many times do you teach oral literature in a week?.....

Teacher:

Interviewer: How many times do you teach the short forms in literature?

Teacher:

Interviewer: How frequent do you teach the proverb?

Teacher:

Interviewer: What teaching methods do you use in presenting the proverb based lesson?

Teacher:

Interviewer: Is the learner response to the proverb lesson good fair or weak?

Teacher:

Interviewer: what resources do you use in your lessons

Teacher:

Interviewer: Are your teacher learner resources sufficient and efficient enough?

Teacher:

Interviewer: What challenges do you encounter with the integrated syllabus?

Teacher:

Interviewer: Do you feel literature should be taught separately from the conventional English lessons?

Teacher:

Interviewer: Is there any urgent action you would want taken for purposes of improvement?

Teacher:

Interviewer: Thank you very much for sparing your time to respond to this interview.

APPENDIX III: INTERVIEW SCHEDULE RESPONSE S1

5 (12)

INTERVIEW SCHEDULE

This Interview schedule seeks your opinion on the teachers' knowledge and skills in presenting lessons based on the proverb.

Interviewer: How many times do you teach oral literature in a week?

Teacher: Twice in a week

Interviewer: How many times do you teach the short forms in literature?

Teacher: Once in a week.

Interviewer: How frequent do you teach the proverb?

Teacher: Once in a week, especially during the time of teaching literature.

Interviewer: What teaching methods do you use in presenting the proverb based lesson?

Teacher: Discussions in groups and presentation from students.

Interviewer: Is the learner response to the proverb lesson good fair or weak?

Teacher: Fair.

Interviewer: what resources do you use in your lessons

Teacher: Relevant resource books (literature).

Interviewer: Are your teacher learner resources efficient enough?

Teacher: No, they are not.

Interviewer: What challenges do you encounter with the integrated syllabus?

Teacher: Lack of exhaustive completion of an aspect independently.

Interviewer: Do you feel literature should be taught separately from the conventional English lessons?

Teacher: Yes, I do.

Interviewer: Is there any urgent action you would want taken for purposes of improvement?

Teacher: Publishing of more current and relevant literature on it.

Interviewer: Thank you very much for sparing your time to respond to this interview.

APPENDIX IV: INTERVIEW SCHEDULE RESPONSE S2

5 (2)

INTERVIEW SCHEDULE

This Interview schedule seeks your opinion on the teachers' knowledge and skills in presenting lessons based on the proverb.

Interviewer: How many times do you teach oral literature in a week?
 Teacher: Once - two lessons

Interviewer: How many times do you teach the short forms in literature?
 Teacher: ~~once~~ As often as is required by learner.

Interviewer: How frequent do you teach the proverb?
 Teacher: Monthly.

Interviewer: What teaching methods do you use in presenting the proverb based lesson?
 Teacher: lecture - question and answer.

Interviewer: Is the learner response to the proverb lesson good fair or weak?
 Teacher: It's good

Interviewer: what resources do you use in your lessons
 Teacher: Textbooks and other written books

Interviewer: Are your teacher learner resources efficient enough?
 Teacher: Not really.

Interviewer: What challenges do you encounter with the integrated syllabus?
 Teacher: Sometimes there's ^{direct} no relationship ^{hence} ^{of} ^{the} ^{topic}

Interviewer: Do you feel literature should be taught separately from the conventional English lessons?
 Teacher: Yes I do.

Interviewer: Is there any urgent action you would want taken for purposes of improvement?
 Teacher: That teachers of English be given fewer lessons ^{so that they can mark compositions}

Interviewer: Thank you very much for sparing your time to respond to this interview.

APPENDIX V: INTERVIEW SCHEDULE RESPONSE S3

S (3)

INTERVIEW SCHEDULE

This Interview schedule seeks your opinion on the teachers' knowledge and skills in presenting lessons based on the proverb.

Interviewer: How many times do you teach oral literature in a week?
 Teacher: Once

Interviewer: How many times do you teach the short forms in literature?
 Teacher: Once in two weeks

Interviewer: How frequent do you teach the proverb?
 Teacher: Occasionally

Interviewer: What teaching methods do you use in presenting the proverb based lesson?
 Teacher: Learner centred

Interviewer: Is the learner response to the proverb lesson good fair or weak?
 Teacher: Fair

Interviewer: what resources do you use in your lessons
 Teacher: Teaching Aids

Interviewer: Are your teacher learner resources efficient enough?
 Teacher: Not enough

Interviewer: What challenges do you encounter with the integrated syllabus?
 Teacher: Lack of enough time

Interviewer: Do you feel literature should be taught separately from the conventional English lessons?
 Teacher: Yes

Interviewer: Is there any urgent action you would want taken for purposes of improvement?
 Teacher: Yes, lets organise more lessons on let classes.

Interviewer: Thank you very much for sparing your time to respond to this interview.

APPENDIX VI: INTERVIEW SCHEDULE RESPONSE S4

S (A)

INTERVIEW SCHEDULE

This Interview schedule seeks your opinion on the teachers' knowledge and skills in presenting lessons based on the proverb.

Interviewer: How many times do you teach oral literature in a week?
 Teacher: One

Interviewer: How many times do you teach the short forms in literature?
 Teacher: As it appear in the Syllabus

Interviewer: How frequent do you teach the proverb?
 Teacher: Rarely

Interviewer: What teaching methods do you use in presenting the proverb based lesson?
 Teacher: Clear discussion

Interviewer: Is the learner response to the proverb lesson good fair or weak?
 Teacher: Fair

Interviewer: what resources do you use in your lessons
 Teacher: Oral literature books - Students knowledge i.e. Proverbs from the mother language

Interviewer: Are your teacher learner resources efficient enough?
 Teacher: No

Interviewer: What challenges do you encounter with the integrated syllabus?
 Teacher: The content is not sufficient: sometimes to cover all Particular topics

Interviewer: Do you feel literature should be taught separately from the conventional English lessons?
 Teacher: Like before I think literature should be taught separately from grammar

Interviewer: Is there any urgent action you would want taken for purposes of improvement?
 Teacher: Review of the Integrated syllabus and separation of Grammar & literature to be taught as separate subjects

Interviewer: Thank you very much for sparing your time to respond to this interview.

APPENDIX VII: INTERVIEW SCHEDULE RESPONSE S11

S (11)

INTERVIEW SCHEDULE

This Interview schedule seeks your opinion on the teachers' knowledge and skills in presenting lessons based on the proverb.

Interviewer: How many times do you teach oral literature in a week?

Teacher: I rarely teach oral literature except when the scheme demands.

Interviewer: How many times do you teach the short forms in literature?

Teacher: Only when the scheme or work demands and at times when it appears in the text book as an exercise.

Interviewer: How frequent do you teach the proverb?

Teacher: Very rare, sometimes I am forced to teach as a revision strategy for exam but I rarely plan for it.

Interviewer: What teaching methods do you use in presenting the proverb based lesson?

Teacher: - lecture method, Questions and Answers, Sometimes learners participation.

Interviewer: Is the learner response to the proverb lesson good fair or weak?

Teacher: - Good - they appear to know them from their locality and they quickly get excited.

Interviewer: what resources do you use in your lessons

Teacher: Text books and Examples from learners'

Interviewer: Are your teacher learner resources efficient enough?

Teacher: No

Interviewer: What challenges do you encounter with the integrated syllabus?

Teacher: Fitting in literature items into the English language class is difficult - it like a mixture of - issues. Some get confused others get it.

Interviewer: Do you feel literature should be taught separately from the conventional English lessons?

Teacher: Yes, just as it was taught in the past - independently that is.

Interviewer: Is there any urgent action you would want taken for purposes of improvement?

Teacher: More training on integration and Emphasis on teaching proverbs and other short forms - will help improve the teaching.

Interviewer: Thank you very much for sparing your time to respond to this interview.

5 (12)

INTERVIEW SCHEDULE

This Interview schedule seeks your opinion on the teachers' knowledge and skills in presenting lessons based on the proverb.

Interviewer: How many times do you teach oral literature in a week?

Teacher: Twice in a week

Interviewer: How many times do you teach the short forms in literature?

Teacher: Once in a week

Interviewer: How frequent do you teach the proverb?

Teacher: Once in a week, especially in time of teaching (lessons) ^{directly}

Interviewer: What teaching methods do you use in presenting the proverb based lesson?

Teacher: Discussions in groups and presentation from students

Interviewer: Is the learner response to the proverb lesson good fair or weak?

Teacher: Fair

Interviewer: what resources do you use in your lessons

Teacher: Relevant resource books (literature)

Interviewer: Are your teacher learner resources efficient enough?

Teacher: No, they are not.

Interviewer: What challenges do you encounter with the integrated syllabus?

Teacher: Lack of exhaustive completion of an aspect independently

Interviewer: Do you feel literature should be taught separately from the conventional English lessons?

Teacher: Yes, I do.

Interviewer: Is there any urgent action you would want taken for purposes of improvement?

Teacher: Publishing of more current and relative literature on it.

Interviewer: Thank you very much for sparing your time to respond to this interview.

Either

(a) **The Short Story** (20 marks)

Macmillan (Ed.), *Half a Day and other stories*.

"When people of different races decide to have a relationship, they must be prepared to encounter difficulties."

Write an essay in support of this statement using illustrations from Vassanji's short story 'Breaking Loose'.

Or

(b) **Drama** (20 marks)

John Ruganda, *Shreds of Tenderness*

"Even when it seems impossible we should not give up trying to reconcile people."

Write an essay in support of this statement drawing your illustrations from Ruganda's play *Shreds of Tenderness*.

Or

(c) **The Novel** (20 marks)

Velma Pollard, *Homestretch*

"Racism breeds racism: victims of racism also become racists."

Write an essay illustrating the truth of this statement drawing examples from Velma Pollard's novel *Homestretch*.

APPENDIX IX: SAMPLE KCSE PAPERS

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Answer **three** questions only.

- 1 **Imaginative Composition (compulsory)** (20 marks)

Either

(a) Write a composition illustrating the fact that crime does not pay.

Or

(b) Write a composition explaining how young people can overcome tribalism in Kenya.

- 2 **The Compulsory Set Text** (20 marks)

Henrik Ibsen, *An Enemy of the People*.

Write an essay supporting the proposition that: "Katherine Stockmann is the embodiment of reason in Ibsen's play *An Enemy of the People*."

- 3 **The Optional Set Texts** (20 marks)

Answer any **one** of the following three questions.

Either

(a) **The Short Story**

Macmillan (Ed.), *Half a Day and other stories*

Using Honwana's short story 'Hands of the Blacks' for illustration, write an essay on racial prejudice.

Or

(b) **Drama**

John Ruganda, *Shreds of Tenderness*

"Sibling rivalry should never be allowed to get out of hand."

Using the characters in John Ruganda's play *Shreds of Tenderness* write an essay in support of this statement.

Or

(c) **The Novel**

Velma Pollard, *Homestretch*

"East or West, home is best."

Drawing examples from the lives of Edith and David in *Homestretch*, write an essay illustrating the truth of this statement.

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Kenya Certificate of Secondary Education
ENGLISH
Paper 3
11005

0014

①

OBSERVATION SCHEDULE /CHECKLIST
PROVERB LESSON

School KAPSAOS SEC. Date 8/5/2015
Form 2.B Time 11:50 - 12:30
Reference Oral literature for schools Observer Researcher
Signature [Signature]

Mastery Of Content

1. Explanation
Accurate Simple Explicit

2. Example/ Demonstrations
Relevant Familiar

Skills Used To Elicit Learning

1. Questions
Clear Involving Prompting

2. Debates
Clear Involving Prompting

3. Discussions
Clear Involving Prompting

Comments/ participation

(a) Involving students
Good fair weak

(b) reinforce students to comment
Good fair weak

(c) correct errors
Good fair weak

(d) lead students to correct themselves
Good fair weak

Teaching aids

(a) charts
None Irrelevant fair relevant

(b) Pictures
None Irrelevant fair relevant

(c) books
None Irrelevant fair relevant

(d) Language games
None Irrelevant fair relevant

Organization Ability

(a) Weak (b) Fair (c) Good

Unplanned Activities

students own examples and exercises based on the proverb as given by the teacher.

APPENDIX XI: INTRODUCTION LETTER TO RESPONDENTS

MOI UNIVERSITY,
P.O. BOX 3900,
ELDORET.
1st MAY, 2015.

Dear Participant,

I am a Master of Education student at Moi University Eldoret. As part of my course requirement, I am undertaking a research on ***Secondary School Teachers' Knowledge And Skills In Presentation Of Lessons Based On The Proverb: A Study Of Eldoret West Secondary Schools.***

I humbly request you to participate in this study by kindly providing the required information to the best of your knowledge by responding to the questionnaire attached.

All information obtained is for this study and nothing else. You are assured that the information obtained will be treated with at most confidentiality.

Your participation will be highly appreciated.

Yours sincerely

Denis Kisembe

ED/PGCM/1010/07

Moi University School of Education

APPENDIX XII: INTRODUCTION FOR RESEARCH PERMIT



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8 P.O. Box 3900
(053) 43555 Eldoret, Kenya
Fax: (053) 43555

REF: MU/SE/PGS/54

DATE: 21st April, 2015

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF DENIS KISEMBE -
(EDU/PGCM/1010/07)**

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of his M.Ed Studies that he conducts research and produces a thesis. His research is entitled:

“Secondary School Teachers’ Knowledge and Skills in Presentation of Lessons Based on the Proverb: A Study of Eldoret West Secondary Schools.”

Any assistance given to him to enable him conduct his research successfully will be highly appreciated.

MOI UNIVERSITY
SCHOOL OF EDUCATION
DEAN

APR 21 2015
PROF. J. N. KINDIKI
DEAN, SCHOOL OF EDUCATION

JNK/46

APPENDIX XIII: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date: 15th June, 2015

NACOSTI/P/15/1454/5986

Denis Webo Kisembe
Moi University
P.O Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Secondary school teachers' knowledge and skills in presentation of lessons based on the proverb: A study of Eldoret West Secondary Schools,*" I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for a period ending **20th November, 2015.**

You are advised to report **the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.



APPENDIX XIV: RESEARCH PERMIT

Permit No : **NACOSTI/P/15/1454/5986**
 Date Of Issue : **15th June,2015**
 Fee Received : **Ksh 1,000**


THIS IS TO CERTIFY THAT:
MR. DENIS WEBO KISEMBE
of MOI UNIVERSITY, 0-30100 Eldoret, has
been permitted to conduct research in
Uasin-Gishu County

on the topic: SECONDARY SCHOOL
TEACHERS' KNOWLEDGE AND SKILLS IN
PRESENTATION OF LESSONS BASED ON
THE PROVERB: A STUDY OF ELDORET
WEST SECONDARY SCHOOLS

For the period ending:
20th November,2015

Applicant's Signature


File Director General
National Commission for Science,
Technology & Innovation




CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA



NACOSTI



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 5351

CONDITIONS: see back page