

**A COMPARISON OF THE THEORETICAL AND FIELDWORK METHODS
ON THE TEACHING AND LEARNING OF ORAL LITERATURE IN
SECONDARY SCHOOLS IN LUGARI SUB-COUNTY, KAKAMEGA
COUNTY, KENYA**

BY

WEKULO TIMOTHY KISAKA

**A THESIS SUBMITTED TO THE DEPARTMENT OF CURRICULUM,
INSTRUCTION AND EDUCATIONAL MEDIA, SCHOOL OF EDUCATION
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE AWARD
OF DEGREE OF MASTER OF EDUCATION IN
LITERATURE EDUCATION**

MOI UNIVERSITY

2023

DECLARATION

Declaration by the Candidate

I declare that this thesis is my original work and has not been presented in any other University/Institution for consideration of any certification. This thesis has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, they have been specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Signature _____ Date _____

WEKULO TIMOTHY KISAKA

EDU/PGCM/1059/16

Declaration by Supervisors

This thesis has been submitted by our approval as university supervisors.

Signature _____ Date _____

Dr. Wafula Lorna

Department of Curriculum Instruction and Educational Media

School of Education

Moi University, Eldoret

Signature _____ Date _____

Dr. Tsindoli Silyvier

Department of Curriculum Instruction and Educational Media

School of Education

Moi University, Eldoret

DEDICATION

This work is dedicated to my parents Mr. Christopher Wafula Wekulo and Mrs. Eunice Wafula and my siblings, Mercy and Memba for their constant encouragement.

It is also dedicated to my Eursilah Chepkemboi for her prayers and support.

ACKNOWLEDGEMENT

First, I take this chance to thank the Almighty God for the strength during the entire period of my study. I am also greatly humbled to the following people for their support and contribution which made the writing of this thesis possible. First, I thank my supervisors Dr. Wafula Lorna and Dr. Tsindoli Silyvier for their continued support and guidance through this journey. I also take this chance to thank Prof. Khaemba Ongeti for his guidance and encouragement. I also want to extend my appreciation to the examiners both internal external for their extraordinary work they did to ensure that my work up to the required standards. I also thank the respondents who were part of this study for supporting and ensuring that this study was a success. Thank you all. God bless you.

ABSTRACT

Teaching and learning of oral literature plays an important role in students' lives. It instills in learners' values, knowledge and critical thinking. However, the teaching of oral literature has faced a myriad of challenges. Teachers have had to grapple with the numerous methods of instruction trying to figure out the best method to meet their lesson objectives. The purpose of this study was to make a comparison of the theoretical methods with respect to fieldwork methods on the teaching and learning of oral literature in secondary schools in Kenya. The objectives of this study included: to bring out the difference between fieldwork methods and theoretical methods in the teaching and learning oral literature, to analyze the activities carried out when fieldwork methods are used as compared to when theoretical methods are used in teaching and learning oral literature, to determine materials used during the use of fieldwork methods as compared to those used during the use of theoretical methods in the teaching and learning of oral literature and lastly to examine the opportunities and challenges of fieldwork and theoretical methods in the teaching and learning of oral literature. The study was guided by Robert Gagne's Hierarchy of learning theory. The study adopted the convergent parallel research design. The total population was 636. It comprised of form three students and teachers of English language from four schools in Lugari Sub County, Kakamega county. From the target population, the researcher used a sample size of 246. Purposive sampling was used to sample the schools and the teachers (12 out of 36). The researcher used Krejcie and Morgan table to give the sample size for students (234 out of 600) and then used simple random sampling to select the students. Qualitative data was collected using interviews and observation schedules while quantitative data was collected using tests. The data was analyzed descriptively and then triangulated. The findings indicated; that students who were taught using fieldwork methods scored highly in the post-tests, attaining a positive deviation of +11.55 as compared to those who were taught using theoretical methods who attained a positive deviation of +5.76, that the theoretical methods created a passive class where teachers had to blend a variety methods to teach different aspects of oral literature while fieldwork methods directly involved learners in the learning process, that fieldwork had readily available teaching aids while teachers had to improvise most of the teaching aids during the use of the theoretical methods and lastly that fieldwork had challenges of implementation while the theoretical methods were easy to implement. The study concluded that there is a difference in effectiveness when the two methods are used in the teaching of oral literature. Learners perform highly when fieldwork method is used in the teaching of oral literature than when theoretical method. The study recommended that schools should encourage teachers to use a variety of teaching methods in oral literature, teachers embrace change in their teaching methods and schools should equip their libraries with oral literature materials.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS AND ACRONYMS	xi
CHAPTER ONE	1
1.0 Introduction to Chapter One	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study	5
1.4 Research Objectives.....	6
1.5 Research Questions.....	6
1.6 Justification of the Study	7
1.7 Significance of the Study	7
1.8 Scope and Limitations of the Study	7
1.8.1 Scope of the Study.....	7
1.8.2 Limitations of the Study	8
1.9 Assumptions of the Study	8
1.10 Theoretical Framework.....	9
1.11 Conceptual Framework.....	10
1.12 Operational Definition of Terms.....	12
1.13 Summary	13
CHAPTER TWO	14
LITERATURE REVIEW	14
2.0 Introduction.....	14
2.1 The Concept of Teaching and Learning.....	14
2.2 Oral Literature.....	16
2.3 Theoretical Methods of Teaching Oral Literature	21
2.3.1 Lecture Method	22

2.3.3 Question and Answer Method.....	25
2.3.4 Discussion	30
2.4 Fieldwork Methods	33
2.5 Related Studies.....	38
2.6 Chapter Summary	44
CHAPTER THREE.....	45
RESEARCH DESIGN AND METHODOLOGY	45
3.0 Introduction.....	45
3.1 Research Design.....	45
3.2 Research Paradigm.....	46
3.3 Location of the Study.....	46
3.4 Target Population.....	47
3.5 Sampling Techniques and sample size	47
3.5.1 Sampling Techniques	47
3.5.2 Sample Size	48
3.6 Data Collection Instruments	52
3.6.1 Tests	52
3.6.2 Direct Observation	53
3.6.3 Interviews	54
3.7 Piloting of the Research Instruments	55
3.8 Validity and Reliability.....	56
3.8.1 Validity.....	56
3.8.2 Reliability	56
3.9 Data Analysis	57
3.10 Ethical Considerations	58
3.11 Summary.....	59
CHAPTER FOUR.....	60
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	60
4.0 Introduction.....	60
4.1 Data Presentation	60
4.1.1 Data from Interviews.....	60
4.1.2 Data from Test Analysis.....	65
4.1.3 Data from Observation Schedules.....	69
4.2 Summary	74

CHAPTER FIVE	75
DISCUSSIONS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	75
5.0 Introduction.....	75
5.1 Summary of Findings.....	75
5.1.1 The difference between fieldwork method and theoretical methods of learning.....	75
5.1.2 Activities that are carried out when fieldwork methods as compared to those carried out when theoretical methods are used	76
5.1.3 Materials that are used during fieldwork as compared to those used during the use of theoretical methods.....	77
5.1.4 Opportunities and challenges of fieldwork and theoretical methods in the teaching of oral literature	78
5.2 Conclusion	81
5.3 Recommendations of the Study	84
5.4 Suggestions for Further Research	84
REFERENCES	85
APPENDICES	92
Appendix I: Letter to Teachers of English.....	92
Appendix II: Oral Literature Tests for Learners	93
Appendix III: Observation Guide.....	104
Appendix IV: Observation Guide	105
Appendix V: Interview schedule for Teachers.....	106
Appendix VI: Research Letter from Moi University	107
Appendix VII: A Research Permit from NACOSTI	108
Appendix VIII: A Photo of Students Taking an Oral Literature Test.....	109
Appendix IX: A Photo of Initiates Practicising	110
Appendix X: Map of Lugari.....	111

LIST OF TABLES

Table 3.1: Teachers Sample Size	49
Table 3.2: Krejcie and Morgan table for Sample Size	50
Table 3.3: A Summary of the Sampling Process	51
Table 3.4: Teacher and student's sample size	51
Table 3.5: Summary of the Objectives, Tools and the Method	59
Table 4.1: Mean scores and Deviation for School A and B.....	67
Table 4.2: Test Mean scores and deviations for school C and D.....	68
Table 4.3: Comparison of mean deviations in school A and B vis-à-vis school C and D.....	69

LIST OF FIGURES

Figure 1.1: Conceptual Framework 11

ABBREVIATIONS AND ACRONYMS

KCSE	- Kenya Certificate of Secondary Education
KICD	- Kenya Institute of Curriculum Development
KNEC	- Kenya National Examination Council
MOE	- Ministry of Education
NACOSTI	- National Commission for Science, Technology and Innovation
QASO	- Quality Assurance and Standards Officers
TSC	- Teachers Service Commission

CHAPTER ONE

1.0 Introduction to Chapter One

This chapter looks at the background of the study which provides the basis of this study, a statement of the problem which points to the gap that exists in the literature, the purpose of the study, the objectives of the study, and research questions. It also describes the assumptions, limitations and theoretical framework of the study. It also carries the conceptual framework used in the study. Lastly, key terms that are used in this study have been operationalized.

1.1 Background of the Study

The teaching of oral literature is crucial in Kenyan secondary schools because it promotes integration and aids students in understanding the diversity of Kenyan cultures. To counter the western literature being taught in schools after independence, oral literature was added to the Kenyan curriculum. The importance of students learning their "own" genre of literature was recognized by academics. The academician so it prudent for Africans to appreciate and preserve their oral form of literature. They proposed that it should be imbedded in the then Kenyan syllabus.

The first Conference of Literature Teachers, held at Nairobi School in 1974, was a major step in promoting the inclusion of oral literature in the Kenyan curriculum. The conference attendees reached consensus on a number of issues relating to the dissemination and study of oral literature. They agreed that teaching literature should have amongst others the objective of enabling students to appreciate their culture so that they may look critically at their current society and appreciate their national pride. For this to be achieved, it was important that a study that focused on the African culture was to be placed at the center of their studies (Masinjila & Okoth-Okombo, 1994).

Oral literature was included as part of the secondary school literature curriculum in Kenya, according to Akivaga & Odaga (2018), because of its function in integrating the African experience into the curriculum.

According to Ettyang (1987), oral literature was formally incorporated into the secondary school curriculum in 1982. It was covered as a subject in literature classes. According to Wafula (2012), under the new 8-4-4 educational system, oral literature was later combined with English Language and treated as an integrated course. English language instruction and literary instruction were taught separately under the previous 7-4-2-3 system. English was under Languages while Literature came under humanities. As a result, teacher trainees trained English separately from literature.

The Integrated Approach is currently used to teach oral literature in secondary schools throughout Kenya. The approach aims to replace the memorization of isolated facts with a more constructivist view of learning that places an emphasis on in-depth subject knowledge and content mastery from the extensive English language. Because oral literature serves specific functions in a person's education, it is essential that secondary school students learn it (Syomwene, Nyandusi, & Yungungu, 2017).

Divergent opinions, however, exist regarding what constitutes oral literature. This is due to the fact that although it uses oral communication, literature generally refers to written works. Different writers have made attempts to define oral literature. For instance, Bukenya (2001) 'defines' oral literature as the proverbs, riddles, songs, and folktales that are passed down orally. The term "oral literature" has the same meaning as the terms "folk literature" or "folklore," according to Nnyangu (2017), because it encompasses ritual texts, healing chants, epic poems, musical genres, folktales, creation stories, songs, myths, spells, legends, proverbs, riddles, tongue twisters, word games,

recitations, life histories, or historical narratives. Oral literature is included in the larger category of literature that supports the psycholinguistic component of language learning, according to Masoumi-Moghaddam (2018). Reading comprehension and vocabulary growth are enhanced by oral literature that emphasizes form and discourse processing skills (Masoumi-Moghaddam, 2018).

On the other hand, Takuma (2013) offers a slightly different definition. He claims that verbal literature, such as oral literature, comes before written literature. He continues by saying that word of mouth is the primary method of transmission for this genre of literature. He claims in his conclusion that oral literature serves to teach people moral and ethical lessons in addition to containing folktales, ballads, dances, and myths.

Brunvand (as quoted by Sone (2018) has this definition of oral literature. He states that;

Folklore is the traditional, unofficial, non-institutional part of the culture. It encompasses all knowledge, understanding, values, assumptions, feelings, and beliefs transmitted in traditional forms by word of mouth or by customary examples. Many of these habits of thought are common to all human beings, but they always interact with and are influenced by the whole cultural context that surrounds them. Folklore manifests itself in many oral and verbal forms (verifacts), in kinesiological forms (customary behavior or social facts), and material forms (artifacts), but folklore itself is the tradition complex of thought, content, and process which ultimately can never be fixed or recorded in its entirety; it lives only in performance or communication as people interact with one another.

Although it is oral, this genre of literature is comparable to written literature in that it is the result of human imagination, observation, and interaction with his environment (Weche, 2009).

Several studies have recognized the value of teaching oral literature in Kenyan secondary schools. According to Syomwene, Nyandusi, and Yungungu (2017), teaching literature in Kenyan schools is a complement to teaching grammar and other

language skills. They continue by saying that oral literature directly contributes to the achievement of the country's educational objectives.

The objectives of teaching literature require the learner to display many skills. First, the learner should show an understanding of his or her culture both orally and written. Secondly, the learner should develop skills in critical assessment of both oral literature and literature in general. Thirdly, the learner should appreciate literature as part of his or her daily life experience. To add on, the learner should enjoy literature and its pursuit as a general cultural activity. Lastly, the learner should make sense of the literature from East Africa, Africa, the third world, and the rest of the world (K.I.E, 2002).

Turin, Wheler & Wilkinson (2013) state that oral literature is meaningful in many and different ways since it does not only comprise the art of the past but also deals with a great deal of new material that is being composed and performed today. Oral literature nowadays is depicted in make-up stories, jokes, sayings, and performances shared by people among their friends and family. Both old materials from the past and new materials performed by oral artists are useful to us in some ways.

KNEC (1993) states that oral literature is an important way of gaining an understanding of one's people, for oral literature is a people's sound educational policy. This is because it enables students to understand the culture and environment of their society before proceeding to learn about other cultures.

Wafula (2012) asserts that teachers of oral literature should expose their learners to a variety of oral literature materials regularly. She adds that due to the movement of children from one region to another leading them to be uprooted from their roots in traditions and cultures, the teacher of oral literature should provide the right atmosphere

in the classroom where learners share their oral literature experiences. This is a way of using discussion as an instructional method in teaching oral literature.

1.2 Statement of the Problem

Since oral literature is viewed as a means by which people express their worldview, values, and aspirations, learning it is seen as a way to develop a sympathetic understanding of people (Akivaga & Odaga, 2018).

The teaching of oral literature, which is included in the English subject of the current Kenyan Syllabus, is, however, beset by a number of difficulties (Ettyang, 1987). The use of subpar teaching and learning strategies by secondary school teachers is one of the issues (Okaye, 2013). Teachers have had to juggle a variety of methods with an aim of ensuring that the teaching and learning of oral literature is carried out effectively. The study thus compared the theoretical methods to the fieldwork methods in order to gauge the most effective method in the teaching of oral literature.

1.3 Purpose of the Study

The selection of methods in teaching and learning is influenced by a number of variables. These factors include aspects like classroom amenities, the cost of the proposed method, student readiness for learning, teacher skill, and the subject matter to be covered in class. However, the best learning outcomes will always be produced by the teachers' most effective method. This claim is supported by Hudson (2015), who claims that inappropriate classroom techniques like the use of teacher-centered methods, subpar in-class instruction, and a lack of teaching may prevent students from meeting lesson and subject objectives. He continues by saying that some approaches to teaching, information presentation, infusion, or dissemination are presumably superior to others in terms of assisting educators and students in achieving predetermined goals.

The purpose of this research was to make a comparison of the theoretical methods to the fieldwork method on the teaching and learning of oral literature in secondary schools in Kenya.

1.4 Research Objectives

The following were the objectives of this research;

1. To bring out the difference between fieldwork method and the theoretical methods of teaching and learning oral literature in Lugari Sub County, Kakamega County, Kenya.
2. To analyze the activities carried out when the fieldwork methods are used as compared to those used during the use of theoretical methods in the teaching of oral literature.
3. To determine the materials used during fieldwork as compared to those used during theoretical methods in the teaching of oral literature
4. To examine the opportunities and challenges of fieldwork and theoretical methods in teaching oral literature.

1.5 Research Questions

The following were the research questions of this study

1. What is the difference between fieldwork methods and theoretical methods of teaching oral literature in secondary schools in Lugari Sub County, Kakamega County, Kenya?
2. Which activities take place during fieldwork and the theoretical methods of teaching oral literature in Lugari Sub County, Kakamega County, Kenya?
3. Which materials are used during fieldwork lessons vis-à-vis theoretical lessons?
4. Which opportunities and challenges do teachers encounter when theoretical and fieldwork methods are used in the teaching and learning of oral literature?

1.6 Justification of the Study

The following justifications support this study. The study points out that there has been extensive global and local research on the nature, integration, and difficulties associated with teaching and learning oral literature in schools in Kenya. Etyyang (1987) conducted research on the methods and tools employed in the instruction of oral literature. Wafula (2012) has also conducted research on how teachers view oral literature and how students view oral literature instruction. The comparison of teaching strategies used in the instruction of oral literature, however, has not received much attention. In order to better understand the differences between theoretical and fieldwork methods used in the teaching and learning of oral literature, there is need for this study to be carried out.

1.7 Significance of the Study

The findings of the study aim at providing useful insights into the effectiveness of the fieldwork method vis-à-vis theoretical methods of teaching and learning oral literature. The study also aims at exposing teachers to a variety of teaching and learning. This study will help Quality Assurance and Standards Officers (QUASO) in their routine inspection to advise teachers on the best method to use when teaching oral literature. This study will also give insight to KICD on the appropriate methods to include when designing the literature curriculum and specifically on the teaching and learning of oral literature.

1.8 Scope and Limitations of the Study

1.8.1 Scope of the Study

This study sought to make a comparison between the theoretical and fieldwork methods of teaching and learning oral literature in secondary schools in Kenya. The study was conducted in the Lugari sub-county, Kakamega County, Kenya. It focused on form three students from four secondary schools. Lugari Sub County has a cosmopolitan

population which was reason why it was deemed fit for the study to carried out in this area. It provided a rich field for studying oral literature. The teachers of English and form three students from four schools were respondents to this study. In terms of content, the study cover on the comparison of the theoretical (lecture, discussion, and question and answer methods) and fieldwork methods used in teaching oral literature in secondary schools. Lastly, the study used three data collection techniques to collect data from respondents; tests, interviews and observation schedules.

1.8.2 Limitations of the Study

This study had several limitations. The sample size was gotten from four schools from Lugari Sub County, Kakamega County. Thus, it limited the possibility of generalization the results to all secondary schools in Kenya.

Secondly, some students had fear for the tests. Others were reluctant to sit for the exams the post-test exam after getting their pretest results. They felt discouraged by the results they posted in the pretest. Some even deliberately absented themselves from the exam rooms.

The researcher addressed the limitations by ensuring that the schools chosen were representation of Kenyan secondary schools. On the issue of fear of the tests, the researcher elaborated to the students the reason why the study was being carried out and encouraged them to sit for the tests.

Despite the limitations, it is hoped that the study findings will be of value to the field of education.

1.9 Assumptions of the Study

The following were assumptions of the study

- (i) Teachers were well-versed in fieldwork and theoretical methods of teaching.

- (ii) Teachers vary the methods they use in the teaching and learning of oral literature.
- (iii) Both teachers and learners have adequate access to oral literature resources.

1.10 Theoretical Framework

The study was guided by Robert Gagne's Hierarchical theory. It consists of five categories of learning – verbal information, intellectual skills, cognitive strategies, attitudes, and motor skills. According to the theory, the teacher has to come up with the objectives of the lesson, the objectives then should be categorized into one of the five domains of learning outcomes. The teacher then uses the conditions of learning for the particular learning outcome to determine the conditions necessary for learning. Lastly, the events of instruction necessary to promote the internal process of learning are chosen (Chinda & Worokwu, 2022).

Gagne's emphasizes that there should be a practical analysis of concept, skills and knowledge of what should be taught. This idea informs this study since the study focuses on methodologies used by teachers during teaching and learning of oral literature. The teacher thus is required to analyze well a variety of methods available of instruction in order to select the best method that would meet the lesson objectives (Chinda & Worokwu, 2022).

Oral literature falls under what Gagne classifies as verbal information. It thus should be taught using methods that expose learners to materials to make them relate to the knowledge they previously learned. The teacher of oral literature, therefore, has the task to select and use instructional methods that enhance reciprocal teaching and peer collaboration to facilitate effective teaching and learning. The teacher of oral literature also has the task to blend the various theoretical methods of teaching with fieldwork

methods to gauge the method that best fits a specific subtopic of the oral literature syllabus. The use of both theoretical methods and fieldwork methods will foster interaction among students themselves, between students and their teacher or resource persons, and between students and the society they live in.

The exposure of learners to fieldwork enables them to participate in social interactions and culturally-organized activities. This, in turn, helps in their appreciation of oral literature and increases their knowledge of oral literature.

1.11 Conceptual Framework

Adom, Kamil & Agyem (2018) defines a conceptual framework as a design that the researcher believes can best explain the natural progression of the phenomenon to be studied.

The conceptual framework shows the relationship between the independent variable, the teaching of oral literature, and the dependent variables which are the theoretical and fieldwork methods. It also shows the learner's attitude as the intervening variable. Gagne as cited in Heshmatpanah (2011) states that Instruction (the focus of this study) consists of how external events are arranged to activate, support, and maintain the internal processing that constitutes a learning situation (Shan-Shan, 2013). A learning occurrence is assumed to take place when a stimulus situation (environment) together with the contents of memory and previously learned capabilities affect the learner in such a way that his or her performance changes from before the event to after the event. The stimulus situation in this study refers to the methods of teaching and learning oral literature, specifically fieldwork and theoretical methods.

Gagne as cited by Shen, Liu & Yuan (2011) further identifies four elements of learning: The learner, the stimulus or stimulus situation, memory, and the response. The stimuli

include all the external conditions of learning which can influence learning events that the student acquires. In this study, these conditions are the two categories of teaching methods used, that is, theoretical methods and fieldwork methods. The response in this framework is the achieved objectives by the end of a learning session.

The framework further highlights the comparison when the theoretical method is used by the teacher on the learner vis-à-vis when the fieldwork method is used by the teacher on the learner. Lastly, activities done in both the theoretical and the fieldwork classes are also highlighted.

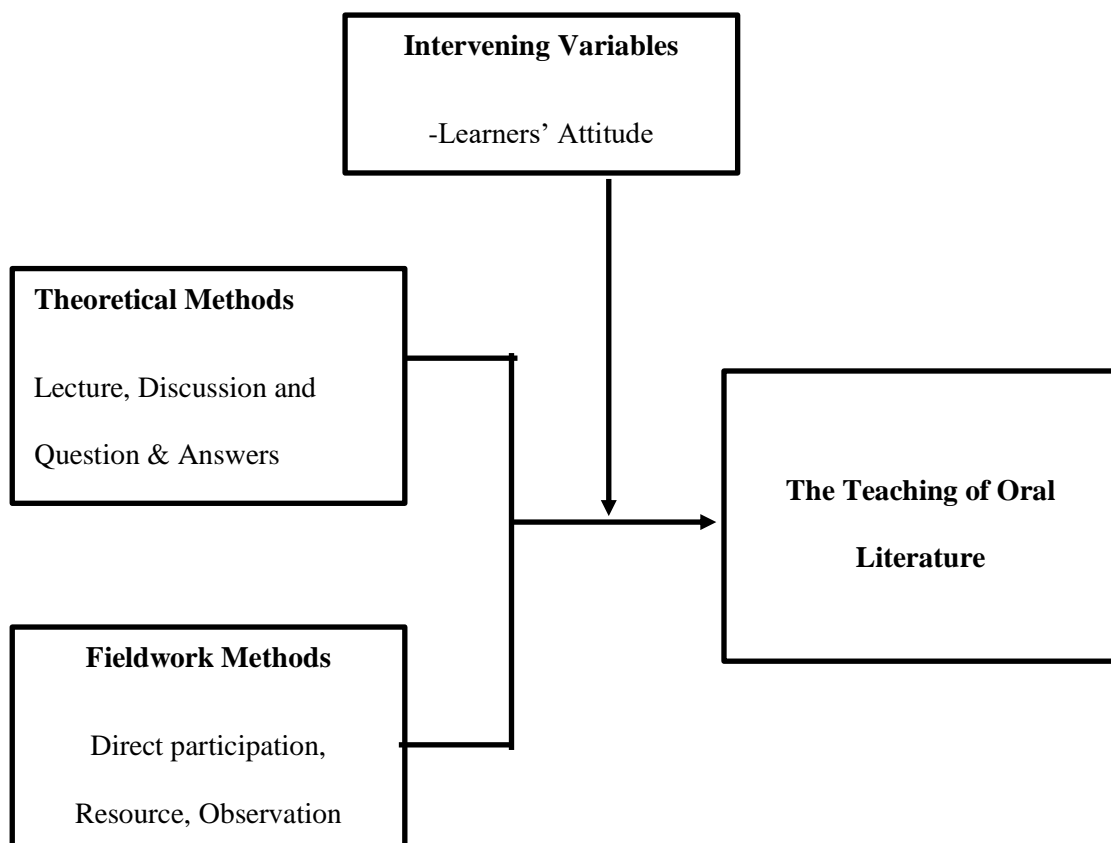


Figure 1.1: Conceptual Framework

Source: Researcher 2021.

1.12 Operational Definition of Terms

Fieldwork- A learning activity designed to accomplish specific predetermined objectives, related to an educational unit, in which the student leaves the school building for a period of time. The fieldtrip in this sense is used as one method of teaching.

Learning – The acquisition of knowledge that elicits permanent change of behavior.

Literature- Writing deemed to have artistic or intellectual value, often due to deploying language in ways that differ from ordinary usage.

Oral Literature – Oral literature is a performed art which in most cases uses words as a medium of communication (Akivaga & Odaga, 2010). In the study oral literature referred to genres such as narratives, oral songs and short forms.

Teaching- The process of transmitting knowledge from one generation to another

Theoretical methods- These are methods used by teachers in a class that involve the teachers being at the center of the dissemination of information. They include methods such as discussion, lecture, question and answers methods.

1.13 Summary

This chapter has provided the rationale for conducting this study through the background of the study, the definitions of terms, and the history of the teaching of oral literature in Kenya. It has also dealt with the statement of the problem, objectives of the study, research questions, purpose of the study, theoretical framework, conceptual framework, and definition of terms used in this study. The next chapter handles the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of literature related to the study based on the objectives of the study. It provides information on the existing research and debates relevant to this study. The subtopics in this section were categorized as follows: The concept of teaching and learning, oral literature, methods of teaching oral literature; theoretical methods and fieldwork, research on the teaching of oral literature, and lastly the chapter summary.

2.1 The Concept of Teaching and Learning

Teaching is a sequence of activities that take place away from the learner and are intended to aid in the internal process of learning. On the other hand, learning is the transformation that results from gaining knowledge, grasping novel ideas, and altering one's perspective (Sequeira, 2012).

According to Bidabadi, Nasrisfahani, and Khalili (2016), teaching and learning are also described as a process whose responsibilities are shared by the teacher and the learner to achieve success.

The most crucial goal of teaching is to significantly change a learner at any level. According to Ganyaupfu (2013), teachers must select the best teaching strategies from a variety of options to meet the lesson's specific goals.

It is crucial that the process of teaching and learning is successful. According to Thorburn (2018), the method used in the classroom affects how well students are taught and how well they learn. It describes that the most effective techniques will lead to greater understanding, which will then have a positive effect on the learning outcomes

of the students. The best option that will meet the needs of their students and help them achieve the stated objectives should be chosen by teachers using their professional judgment (Foundation Teaching and Learning Strategies, 2013). The common question of how people learn and how teachers can best promote learning among their students, according to Okaye (2013), is difficult to answer.

The understanding of the concepts of teaching and learning still depends heavily on the classroom. However, the teaching and learning activity is not confined entirely to the classroom context. If the conditions needed for the activity are present, teaching and learning can occur anywhere. According to Vygotsky (as cited in Kaur (2012)), the nature of instructional learning that occurs in a formal classroom setting differs significantly from that occurring as part of a student's everyday life in a particular cultural context.

The activities that take place in our classrooms should always be in line with the reality of the outside world. If instructional methods and learning activities are not appropriate for the desired skills, learning will be superficial (Callahan, Clark, & Kellough, 2002).

According to Callahan et al. (2002), teachers should recognize that learning is an active process as a fundamental truth. They continue by saying that education's objectives cover both knowledge acquisition and guiding each person to reach their full potential. They claim that such guidance entails the development of many skills, including those required for independent thought, problem-solving, critical thinking, and active participation in group activities.

According to Bidabadi et al. (2016), the best instruction should encourage students to challenge their assumptions. Additionally, it ought to try to inspire them to learn. By placing them in circumstances where they can see themselves as creators of solutions

and agents of change, this can be accomplished. They went on to assert that learners learn best when the following are provided; variability in teaching methods and materials, interest, clarity, task-oriented behavior, teacher use of structuring comments, student's opportunity to learn the materials, multiple levels of questions, and enthusiasm. Kellough & Kellough (2003) contribute to the study by stating that any teacher who, for all students, uses only one style of teaching in the same classroom setting daily, is shortchanging students who may otherwise learn better in a different way.

The teaching and learning of oral literature should be an enjoyable activity for both the teacher and the learner. This can only be achieved through varying the methods of instruction. The varying of the teaching and learning methods is possible since oral literature can both be taught in class (theoretically) or in the 'field' (practically).

In summary, the teaching of oral literature should aim at creating interest among learners to appreciate the uniqueness of oral literature as a genre. The learners should also be in a position to appreciate different communities and their rich cultures as sources of oral literature. The teacher, therefore, has an important role to play in ensuring that the success of teaching oral literature is realized.

2.2 Oral Literature

Oral Literature are those utterances, whether spoken, recited, or sung, whose composition and performance exhibit to a significant degree the artistic characteristics of accurate observation, vivid imagination, and inventive expression of a given people (Akivaga & Odaga, 2018).

Oral literature, according to Ben-Amos (2021), is an artistic activity that calls for both creativity and an aesthetic response, both of which are expressed in the art forms

themselves. He refers to oral literature as "folklore" in this sentence. In that sense, he continues, oral literature is distinct from other speaking and gesturing styles and is a form of social interaction through the arts. According to Wetende (2016), oral literature uses symbols, imagery, and sounds to evoke mental images.

Although there are many different ways to categorize oral literature, the most popular genres or divisions have been widely accepted. Folklore, according to Winick & Bartis (2016), is a term that is well-known to many people and encompasses oral traditions like stories, proverbs, and songs. Poetry, prose, and unique forms are three additional broad categories that can be used to classify oral literature. Panegyrics, elegiac poetry, religious poetry, purpose-specific poetry, lyric, topical and political songs, children's songs, and rhyme all fall under the category of poetry. Prose narratives, proverbs, riddles, oratory, formal speaking, and other styled forms can all be found in the prose. Last but not least, the special forms include drum drama and literature such as comedies, masquerades, and puppet shows (Finnegan, 2012).

According to Muhammad, Rapi, and Akmal (2018), oral literature includes stories or tales that are based on fictional opinions, while some are true accounts that discuss real-life experiences and impart moral lessons. Similar to Akivaga & Odaga (2018), who claim that the different types of oral literature include: Proverbs, tongue twisters, songs, oral narratives, and riddles.

Oral songs, oral narratives, and short forms are all included in Miruka's (1999) classification. Oral narratives fall into several categories, including trickster tales, ogre tales, myths, legends, explanatory tales, dilemma tales, fables, human tales, spirit tales, and travelers' tales. War songs, love songs, wedding songs, children's songs, lullabies, work songs, dirges, praise songs, and political songs all fall under the oral song

category. The short forms genre also includes proverbs, riddles, tongue twisters, puns, and jokes.

Owiti, Onchera & Kulo (2014) state that oral literature refers to traditional forms like oral narratives, songs, proverbs, riddles, and tongue twisters. Okaye (2013) asserts that the riddle is a genre of the short-forms in oral literature. The short form is known for the fixedness of the structural text, and for being formulaic. Riddling is preceded by a set formula. A proverb is a simple and concrete saying that expresses a truth based on common and intuitive knowledge or practical humanity. According to Nyangu (2017), a proverb uses indirection rather than outright statements to convey facts that are obvious to everyone.

Dirges, love songs, wedding songs, lullabies, children's songs, war songs, praise songs, work songs, and political songs are just a few of the many subgenres within the song genre (Gathumbi, Kimaliro, Harriet, Bwonya & Newman., 2004).

Narratives simply mean a story or a tale. Narratives define human experiences and thus influence our relationships and shape culture. Narratives are classified into: myths; legends; trickster stories; etiological stories; dilemma stories and monster stories. Myths and legends are about the past: myths are concerned with seeking explanations about a community's origins and its early history, and legends are about events and people in that community's history. Etiological stories offer imaginative explanations of why certain things happen or why they are the way they are. Trickster and dilemma stories are important for both their entertainment value and their teachings. And monster stories depict a world of strange fears (Akivaga & Odaga, 2018).

Chesaina (1997) asserts that oral literature is dynamic, can always be recreated, and thus will always be a new item to different audiences. She argues that oral literature has not

been handed down from generation to generation verbatim since it is always being recreated. She adds that each oral artist has his or her unique way of telling a story and thus as a committed custodian of the culture, the oral artist needs to be sensitive to the audience at hand. The artist has to identify his or her audience's needs and level of comprehension. Therefore, the story has to undergo different modifications to suit the audience. If it is an audience of young children, dramatization is mandatory. There is no formula or recipe for narration. A story inevitably gains new literary elements every time it is told while retaining its basic thematic motif.

In contrast to how the written word is imbedded on a page, oral literature is not "frozen." Self-expression, renewal, innovation, and creativity are all made possible by it (Akivaga & Odaga, 2018). Its primary medium of expression has always been performance. Thus, a crucial component of oral literature is performance. Finnegan, (2012) states that the significance of the actual performance is the first and most fundamental aspect of oral literature. Oral literature is formulated in the performer's own words on various occasions. The performance itself can bring a significant contribution to the impact of the particular literary.

Since it contains symbols and metaphors that have an impact when used, oral literature endures over time and draws attention to itself through both content and style (Dundes & Bronner, 2007).

Different cultures have different forms, methods, and narrative styles for telling folktales orally, which makes oral literature distinctive to each culture. Folktales are a significant oral art form that are used to instruct and amuse the populace of the culture in question (Maikano, 2019).

There are many reasons why oral literature is important to the society in which it is found. Its significance as an artistic and cultural indulgence is undeniable despite its history of being heavily reliant on traditions and cultures (Gany, 2014).

Akivaga and Odaga, (2018) assert that oral literature serves as a means of communication that transmits cultural values as well as wisdom, morality, philosophy, history, and knowledge-based skills. As a result, it has been claimed that oral literature is a conservative art form that teaches and reinforces the proper ways that society's members should act, behave, and think. Sone (2018) argues that folklore has a practical value because it fosters ethical values while also teaching analytical and critical thinking skills, as well as stimulating the imagination.

According to Weche (2009), exposure to oral literature is a beneficial educational experience that promotes a person's overall development and sense of fulfillment. Additionally, it gives a developing person useful cognitive abilities and practical skills that enable them to lead fulfilling lives and contribute to their communities. Oral narrative, or individuals knowing right from wrong, is a powerful genre for teaching moral values to children, according to Chesaina (1997). In the society they are raised in, the kids will be able to make moral decisions. Children are taught through the stories that there are a variety of people in society, both good and bad, and that it is important to exercise caution.

Chesaina (1997) further asserts that there is a variety of oral literature genres. The oral narrative provides an avenue for more than one genre to be performed in the course of narration. There is room for songs, proverbs, and even riddles during a story-telling session. The song, in particular, conveys emotions and facilitates the bridging of the gap between the narrator and the audience.

On the importance of oral literature, Kelin (2007) adds that it teaches important lessons about life, culture, and interpersonal relationships in fun, creative ways. He continues by saying that narratives draw the listener in and leave a lasting impression because they feature characters who are representative of the listener. The stories, he continues, are rich with important cultural understandings and beliefs, serving as non-didactic role models for the younger generation as they learn how to act and behave in their families, villages, communities, and societies. Finally, due to its ability to uphold morals, entertain and educate, and preserve traditional knowledge and cultural identity, oral literature has remained active and relevant in both preliterate and modern literate societies (Wasamba, 2015).

For today's Kenyan secondary school students, oral literature has remained an important field of study. Due to its integration into the English curriculum, teachers should adopt a multidisciplinary approach to its instruction to guarantee that it stays relevant to the learner and society. This is so because learners are dynamic and subject to change, just like education is.

2.3 Theoretical Methods of Teaching Oral Literature

A theoretical method is a teaching strategy that instructors use to support and strengthen students' mastery of English and literature for long-term student success. Teaching oral literature using theoretical methods has advantages for listening and meaningful interaction where students use their language resources throughout the teaching and learning process, claim Salaberry and Comajoan (2013). According to Stephanie & Kahn (2017), the theoretical approach to teaching and learning is successful at inspiring students and fostering self-esteem in non-threatening settings for increased student achievement.

In support of this claim, Hudson (2015) notes that ineffective classroom practices like the use of teacher-centered methods, subpar in-class instruction, and a lack of teaching may prevent students from achieving the subject objectives. Furthermore, he asserted that some techniques for instructing, presenting, infusing, or disseminating information are ostensibly superior to others, making their use difficult. According to Akivaga & Odaga (2018), oral literature is found in the field and cannot be found in books. As a result, students can learn much more effectively if they consciously "tune in" to the oral literature that is present all around them.

2.3.1 Lecture Method

According to Amartei (2014), a lecture is any situation in which someone speaks to others about a specific subject. He goes on to describe it as an instructional approach where the instructor serves as the primary vehicle for information transfer. They typically address students while standing in front of a class. For audio-visual lessons, the instructor can also use a projector and a board. In this situation, students are expected to listen to the lecture while taking notes.

According to Omoro & Nato (2014), there are two different types of lectures: formal lectures, in which the teacher or lecturer speaks while the students listen, and informal lectures, in which there is two-way communication between the teacher and the students.

Major, Harris, and Zakrajsek (2015) focused on the categorization of lecture methods into four categories. Initially, there is a formal lecture. They claim that in this one, the instructor gives a polished, well-organized lecture. They also point out that formal lectures are effective when there is a sizable student body. They claim that the Socratic lecture is the second and most typical type of lecture. It is a kind of semi-formal lecture

where the speaker asks the audience a question as they listen to the presentation. The interactive lecture is the third. In this one, the instructor uses 20-minute mini-lectures and breaks them up with a variety of quick content-related activities. The interaction could take place between students and teachers. The final one is a lecture and discussion. In comparison to the other three types, this type has a higher level of student participation. The teacher presents the material, but she or he also gives the students time to read the materials and engage in discussion about what they have learned.

Given that there are few activities involved, the lecture sessions that were recorded on video can be presented to an entire class. The advantage of the videos is that they give students the ability to choose which lessons they want to watch. Additionally, they are lightweight and portable, making them simple to transport and use anywhere. Additionally, watching videos gives the students a chance to pause the lecture and reflect on what they have seen. They can also change the lecture's pace to suit their learning style and interests by skipping topics they find to be redundant (Brecht, 2012).

The lecture can be captured on video. Teaching is more interactive thanks to these video lectures. They begin by filling the void left by the absence of students during the lecture. Second, they assist language-challenged students in catching up to the rest of the class. Thirdly, they give the students a chance to go over important material and double-check their notes. Finally, they provide a chance to make up lectures missed because of unavoidable or deliberate absence (Ronchetti, 2010).

Adding interactive windows to lectures is another way to improve their efficacy as a teaching strategy. These are brief classes where the instructor and the students go over what they have learned thus far. To increase the impact of lectures, interactive windows should be used. The lecture method is still common among teachers because it can be

used in promoting the basic knowledge of the subject material (Omelicheva & Avdeyeva, 2008). The lecture method has a concrete advantage. The memorization of the content taught is among the few learning outcomes that have been attributed to the lecture method (Omelicheva & Avdeyeva, 2008).

Large groups can benefit from lectures when learning a lot of information. Such knowledge could be a brand-new fact or an original theory. A skilled speaker can simulate listeners and explain how processes operate using the lecture method (Hulse & Dowd, 1997).

Given that they can cover a wide range of subjects and accommodate large groups, lectures are cost-effective. In addition, the lecture method enables instructors to present material using a variety of techniques, including research and hands-on activities. Accordingly, lecture methods can make a lesson more enjoyable (Viswanathan & Viswanathan, 2017).

The following justifications explain why the lecture method is still widely used. First, lectures are effective at managing both time and content. Second, they are adaptable and flexible to different subjects. Last but not least, planning and implementing are simple for the teacher (Zakirman, Lufri, & Khairani, 2018).

According to Gurpreet (2011), the lecture method is more frequently used than other types of instruction because it has the following benefits. The lecture method first highlights the subject's outlines and range. Second, since the lecture method presents the material in a condensed amount of time, it is time efficient. Thirdly, students are very drawn to the spoken word as an art. A final benefit of the lecture method is that it piques students' interest in the subject or topic. However, lectures have a number of drawbacks. First, because students are overly reliant on their teachers to explain how to

solve problems in a subject, they undermine their attitude toward problem-solving. Second, a less active class results from the lecture method. Third, it results leads to a less interactive session. Lastly, the teacher is prone to repeating the content to learners in the process of speaking.

The oral literature syllabus is wide and encompasses both theoretical and practical activities. The lecture method, being a theoretical method, can be effectively used to deliver thematic aspects of the oral literature syllabus. It can also be used to carry out recaps of lessons whether taught theoretically or by use of the fieldwork method.

The lecture approach does have drawbacks, though. In the beginning, it permits a certain amount of collaborative learning. Simply listening to the instructors prevents students from taking part in activities like telling folktales, performing songs, posing proverbs, and participating in riddle sessions. Second, it has drawbacks when it comes to the analysis component of oral literature. To assess thematic concerns and settings, a thorough evaluation and analysis of narratives and oral songs is necessary. But because the students' participation is almost always passive, the lecture method cannot transmit them. Finally, students of oral literature cannot fully acquire research skills through the theoretical methods alone. The learners must possess abilities that can enable them do research because oral literature is situated in the "field."

2.3.3 Question and Answer Method

It's been a cornerstone of education for centuries to use questions to teach students. Questions are frequently used to promote comprehension, stimulate the recall of prior knowledge, and develop critical-thinking abilities. Teachers ask questions to encourage discussion and peer interaction, to help students fully explore the material, and to help them discover what they have learned. By requiring students to analyze data that

connects seemingly unrelated concepts and express their ideas, student-initiated questions promote higher-order learning (Tafade, Elsner, & Harness, 2013).

The preferred method for teaching and learning in secondary schools in Kenya is questioning. According to Omoro and Nato (2014), this approach involves the teacher posing queries and the students responding with their knowledge. The purpose of a question is to elicit information, to uncover relationships, to find something that is not there, and to conjure up hypothetical possibilities. Asking questions also involves speculating about potential outcomes, both known and hypothetical, real and unreal. Students develop a deeper level of care for the bodies of knowledge they examine by asking questions they want to have answered (Bowker, 2010).

The question-and-answer approach, according to Rammah (2017), can aid students in developing their reading abilities. He claims that teachers should inform students about the reading assignments. He continues by saying that having students demonstrate their understanding in front of the class builds their confidence. Where students are having trouble understanding, questions and answers can be used.

The key to learning is the capacity for questioning and responding. Since Socrates, the question-and-answer format has played a significant role in education. Students can use question and answer as a skill to analyze real-life riddles in both the classroom and outside of it. (Lewis, 1988). The creation of excitement, meaning, and value is the fundamental condition for a question-centered approach to be successful. 2010 (Bowker).

The learners' brains are involved in the learning process. Good questions give students the chance to interact with the material using a variety of cognitive processes, enhancing their learning (British Columbia Institute of Technology, 2005).

According to Kipper (2019), focused questions should target a specific area. The lesson's stage and the students' level of understanding should guide the choice of question. Additionally, the students should be familiar with the material being tested. Thus, a clear question formulation, avoiding run-on sentences, and stating the prerequisite for the response are all necessary for an effective teacher. This will prompt students to think critically and elicit clarification from them. Although responses are acknowledged, he adds that it is best to exercise caution when using praise as a means of encouraging those who respond.

An effective questioning session is guided by five principles. The teacher must first prepare questions that promote critical thinking and reasoning. Second, when posing questions, include each and every learner. Thirdly, give the class some time to reflect and respond. Fourthly, refrain from evaluating the students' input. Last but not least, respond to the students' responses in a way that promotes more in-depth thought (Centre for Research in Mathematics Education, 2014). Two steps are highlighted by Long, Butani, and Blackenburg (2014) prior to a question-and-answer lesson. The best objectives for each stage of the learner's development should be considered when developing an effective questioning strategy. The teacher should first let the students know that there will be a question and answer period.

Common question stems for higher-order questions include "why," "what caused," and "how does occur"? What if, how does it compare, or what is the evidence? Teachers can support students' independent learning by asking higher-order questions, encouraging explanations, and encouraging students to ask questions on their own. The key to learning is asking good questions, which are occasionally even more crucial than

knowing the answers because they help students develop their critical thinking skills. It's crucial for students to assess their own learning through self-questioning.

Poorly written questions can obstruct learning in a variety of ways. They perplex students, intimidate them, and restrict their ability to think creatively. On the other hand, properly constructed questions greatly aid in students' learning. This is accomplished by fostering understanding, fostering creativity, fostering critical thought, and boosting confidence. Lower-order questions are those that elicit answers in the knowledge, comprehension, and applications domains, whereas higher-order questions are those that elicit answers in the analysis, synthesis, and evaluation domains. Teachers should be encouraged to ask questions in these domains because higher-order questions elicit more in-depth and critical thinking (Tafade, Elsner, & Harness, 2013).

Teachers should work to improve their questioning strategies. They must also allow students ample time and space to respond to questions that have been posted. This will challenge their thinking and motivate them to participate more actively in a class discussion (Farahian & Rezaek, 2012).

It is believed that questioning is a universal tactic. Questions are used by teachers to assess students' knowledge retention, interpret unofficial communication, direct the development of concepts or skills, encourage critical thinking, evaluate learning, and assess the lesson. Questions also help students stay focused (Kipper, 2019).

If a teacher utilizes questions effectively, students will discover that questioning is a very valuable learning tool. It is a device through which they can organize their thinking to achieve certain objectives. Students who ask themselves questions as they deal with various learning situations will provide themselves with data and will develop an

awareness of where there are deficits in data. This type of knowledge is essential if students assume major roles in their learning process (Lewis, 1988).

The question-and-answer method is suitable for teaching oral literature. However, it is effective if the learner has prior knowledge of the areas being questioned. A learner who may be coming into contact with an idea for the first time may not benefit much from the question-and-answer method.

The use of questions and answers fosters discussion about oral literature between the instructor and the learner. First of all, it gives students the chance to question teachers about the various materials and sources they have used in an oral literature class. Their thinking is subsequently stimulated, and their analytical abilities are enhanced. The best way to teach short form subgenres like proverbs and riddles is through question-and-answer sessions. This is so that a lot can be covered in a short period of time because the subject matter is not extensive. Additionally, it fosters students' enthusiasm for studying oral literature. This is due to the fact that they end up actively participating in the dissemination and study of oral literature. Finally, the teachers benefit from the technique.

However, there are a number of drawbacks to using question and answer in the teaching of oral literature. First off, due to the extensive content of oral narratives and songs, the technique is not suitable for them. Oral narrative question and answer sessions take a long time because stories need to be read or narrated first before being analyzed. On the other hand, a strong presentation is necessary before analyzing oral songs. The question and answer period might not fit into one lesson because this takes time. Second, it necessitates thorough preparation on the part of both the teacher and the

students. The teacher finds this to be demanding. The students who don't prepare well enough will sit passively through the oral literature lesson.

2.3.4 Discussion

The use of discussion as a teaching strategy allows for teacher and student interaction. Students themselves may also engage in conversation. It is a tactic that emphasizes group discussions and idea sharing in a classroom. In essence, the discussion strategy promotes collaborative teamwork among students and between teachers. Since the students won't be passive listeners or the teacher the only performer, the discussion method encourages active learning. Students learn to evaluate ideas, concepts, and principles, procedures, as well as programs and policies using specific criteria when the teacher uses discussion.

In essence, it promotes collaboration between the teacher and the student as well as among the students themselves. This leads to collaborative work and positive societal interactions. For instance, a student who learns through discussion develops the ability to rationally and factually support his ideas (Omatseye, 1989).

According to Welty (1989), the discussion method energises the class, sparks excitement, and enhances their education.

According to Muthusamy, Modh, Salleh, Subrayan, and Arumugam (2017), class discussion improves students' understanding and knowledge. Discussion is a powerful tool for promoting learning. It can give the teacher a chance to assess how well the students have understood the course material. Additionally, by posing their own questions, students can thoroughly explore concepts. Most importantly, discussion enables students to take an active role in their education. When students are actively

engaged in using the course material, learning is more interesting and they are frequently more motivated.

According to Larson (1997), teaching students how to interact verbally with others and using classroom discussion as a method of instruction is nothing new. Because it is a distinct type of classroom talk and has a very unique group dynamic, classroom discussion serves a variety of educational purposes. Discussion is regarded as an effective teaching method for fostering higher-order thinking abilities in students, abilities that allow them to interpret, analyze, and manipulate data.

The discussion approach offers opportunities for teacher and student interaction. It is focused on discussions, debates, and the sharing of ideas in the classroom. According to Ogheneovo and Otaigbe (2015), the teacher in this approach serves as a manager, guide, initiator, referee, and summarizer.

The discussion method fosters critical thinking in students and has the potential to be more interactive than other approaches like the lecture method. Additionally, it might promote character development, personal expression, and intellectual growth. It gives students the chance to express their ideas and opinions to one another. Through ongoing practice and reinforcement, it also increases language proficiency (Abdulmalik, Suhaimi, Alsaqqaf, & Jawad, 2018).

The purpose of the discussion method, according to Larson (2000), is dual. The first is that it improves students' content learning, and the second is that it helps them become better communicators and problem solvers.

According to Wafula (2012), teachers of oral literature should regularly expose their students to a variety of oral literature materials due to the limited opportunities for

exposure to oral literature materials in their homes. The teacher of oral literature should create the ideal classroom environment where students can share their oral literature experiences, she continues, as moving children from one region to another causes them to lose touch with their traditions. This is a strategy for promoting conversation as a teaching strategy when teaching oral literature.

There are many benefits to using discussion in the instruction of oral literature. First, the discussion method develops learners' capacity for reflective thought. This is crucial when instructing students in the genres of oral literature because it gives them a chance to reflect. Second, because discussion fosters the learners' ability to express themselves, it enhances their capacity to tell engaging stories and perform oral songs in front of the class. The students develop their skills at posing riddles and coming up with puns and jokes. Finally, the discussion method gives students the best opportunity to access oral literature from various ethnic backgrounds. The students end up enhancing one another's knowledge of oral literature by comparing various genres from their respective communities. The learners are thus instilled with a spirit of tolerance and appreciation for various cultures.

However, when used to teach oral literature, discussion has the following drawbacks. First, dominance by some students may prevent others from contributing to the conversation. Second, the discussion method, like other theoretical approaches, fails to highlight the usefulness of oral literature. As a result, learners tend to view the idea of oral literature as passive and theoretical. The discussion method also needs a teacher to monitor it closely. This is due to some students' tendency to veer off the topic of conversation and discuss unrelated subjects. Since oral literature discussions often

involve the narration of stories and the mentioning of specific genres in various or regional dialects, this is likely to happen.

2.4 Fieldwork Methods

The ancient Greeks invented the first field trips. Because Aristotle used to take his students on field trips where wolves could be found, schools in Greece were given the name Lyceum, which translates to "little wolf." Field trips as we know them today have their roots in Europe. European students participated in such excursions prior to 1900. These field trips varied greatly in terms of both type and duration. Others focused on physical fitness, while still others were taken for their educational value. Some of the field trips were primarily recreational in nature.

Instead of treating students as passive recipients of knowledge, teachers' methods for teaching should encourage active participation on the part of the students (Okwara, Shiundu, & Indoshi, 2009).

According to Kingsley (1970), a person's level of comprehensiveness depends on the experiences they have already had. In addition, he says that words only make sense when you understand what they mean and that ideas develop from actual experiences. He goes on to say that all comprehension begins with the perception of concrete things. This suggests that a student who engages in fieldwork benefits more than one who only uses theoretical approaches.

According to Brown (1975), field trips give students the chance to satisfy their inquiring minds by exposing them to reality, from which they can gather and organize materials to answer their questions. He continues by saying that youngsters have inquisitive minds and that educators in the past have erred by trying to stifle independent thought by "talk and chalk" by having them cram knowledge, instead of presenting them with

the opportunity of satisfying their curiosity by finding out the answers themselves. This can be changed by engaging the students in fieldwork activities.

According to Barts (2002), fieldwork is academic work that necessitates on-site observation, recording, or documentation of what is heard or seen anywhere. After that, data gathering, analysis, and preservation come next. He goes on to say that not everyone is a good resource for oral literature. He defines a resource person as someone with good memory, performance abilities, or knowledge of particular social roles. The resource person plays the role of the 'field' being brought to the learners. The resource person will be cost and time effective to those teachers who feel that taking their students to the 'field' is costly and time wasting.

According to Winick & Bartis (2016), conducting fieldwork entails speaking with the greatest living authorities on the traditions and customs we are interested in, the majority of whom are not well-known outside of their own communities and are not wealthy or famous. They go on to claim that one can tell many different stories about a particular community using fieldwork to gather information. According to them, the data collected from fieldwork may be used to produce a scholarly work, a TV show, an essay, or an exhibit. At the same time, they can be stored for future use.

Kelin (2007) emphasizes the value of fieldwork as well. He contends that students will appreciate the subject even more because they will learn a lot when they participate in fieldwork activities like data collection and analysis.

The field trip strategy, according to Thungu et al. (2008), is crucial because it motivates students to seek out more firsthand information. They discount it because of the price. According to Tuna (2014), students gain an understanding of what life is like by putting theory into practice.

The argument made by Akivaga & Odaga (2018), who further support the idea of sending students on field trips, is that oral literature is found in the real world, not in books. If a teacher enjoys oral literature from his or her immediate environment, they contend, teaching oral literature is exciting. According to Miruka (1999), an oral literature course is focused on the real world. Therefore, he claims that resources and materials appropriate for oral literature can be found in the field. As a result, the oral literature instructor must always take his or her class on a field trip.

According to Syomwene et al. (2017), literature instruction can be conducted in outdoor laboratories. Learners go on organized field trips to museums, villages, towns, beaches, and other off-campus locations. Then, students will absorb knowledge from the surroundings and other people in the field. They continue by saying that teachers should let students take the lead in the learning process because they serve as facilitators in such situations. They claim that early planning by a teacher will eventually result in effective fieldwork lessons. The locations to visit should be planned ahead of time. The instructor should then go on a reconnaissance mission to identify specific problems. To maximize efficiency during the field study, an observation schedule should be created as soon as possible.

Collecting oral literature resources makes it possible to experience the captivating features of oral literature firsthand. One can observe, for instance, how a story or song varies geographically, sometimes even changing its meaning (Akivaga & Odaga, 2018).

According to Miruka (1999), fieldwork is the process of visiting a community to gather oral history and related information for research and analysis. Regarding the value of fieldwork, he says that it allows students to observe and participate in performances, which helps them develop their understanding.

Oral literature is both text and performance, so in order to fully appreciate the audience interaction, emotional atmosphere, and artist's individuality, among other things, one needs to hear, see, feel, and participate in it. Fieldwork enables the recording of the history, wisdom beliefs, traditions, and general worldview of the community as expressed in the community's oral art. It gives students the chance to interact with the source community and its culture, serving as a cultural bridge between the student and the artists. With changing lifestyles, this is imperative.

Oral literature fieldwork is a collaborative endeavor that shouldn't be restricted to the communities under study. It's also important to consider the resources and fieldwork methodology (Wasamba, 2015).

The following methods of gathering oral literature materials are suggested by Akivaga & Odaga (2018): listening, participating, writing down, and recording on tape/video. They go on to say that gathering oral literature resources and attempting to understand their significance and worth are enjoyable activities. Therefore, they suggest that students go outside during breaks and gather any materials they are particularly interested in before organizing and classifying them into different categories and starting their studies.

According to Syomwene et al. (2017), fieldwork has many benefits, including bridging the gap between the school and the community, providing a scenery of theory as practiced, making learning more meaningful because the content is related to real-life situations, allowing for the integration of various subjects, and giving students first-hand learning materials that may not be available in school textbooks.

According to Miruka (1999), challenges that must be overcome when planning a fieldwork lesson include lack of time, money, transportation issues, inadequate

supervision, and insurance against accidents. He asserts, however, that if the teacher is tenacious and committed to his or her subject, then these challenges can be surmounted.

According to Wafula (2010), English teachers have a liking to theoretically teach oral literature. This may be attributed to a number of elements that have an impact on the process of teaching and learning. Most teachers always want to give their literature students the best instruction possible, but a number of obstacles have emerged that make it more difficult to teach, learn, and master oral literature. These issues include students' negative attitudes toward oral literature, a lack of teaching materials and resources as a result of Kenya's education system's sudden and rapid expansion to keep up with population growth, a lack of time allotted for thoroughly covering oral literature, and a lack of funding for activities like fieldwork and research.

It is important to expose students to as many oral literature fieldwork sessions as possible. Fieldwork is useful in dispelling myths about oral literature. Additionally, it exposes students to encounters with live performances, exposing them to real text. Finally, fieldwork gives students the chance to put their knowledge of using research tools to use. Their ability to conduct research will subsequently improve, and their interest in doing so will be sparked.

Different parties involved in the teaching of English have placed less emphasis on using fieldwork as a method of teaching oral literature. Both teachers and students of oral literature have yet to fully recognize and appreciate its relevance. Less fieldwork is used as a teaching strategy as a result of how teachers and students feel about it. Most educators think it is a waste of time. On the other hand, students believe it to be an excessively involved activity. This is untrue, though, as it is the most engaging and practical approach to using when teaching oral literature.

2.5 Related Studies

The study's main objective was to compare theoretical and fieldwork approaches to teaching oral literature. Three students and English teachers made up the target population. 234 students made up the student sample, while 12 teachers did. Data were gathered by the researcher using tests, observations, and interviews. The study's conclusions showed that fieldwork was a more effective way to teach oral literature than theoretical approaches.

Using Ghanaian folklore, Coverdale (2014) created a folklore curriculum for junior high schools. A fourteen-step research process was included in the curriculum, but it was developed as it was being created. Finding the effectiveness of the folklore curriculum among the sample's students was the study's primary goal. The study used a test and a questionnaire to gather its data. The study's conclusions showed that the curriculum failed to fulfill the intended goals. The study suggested that additional testing of the current folklore materials in other classrooms and schools be done for the Ghanaian Folklore Curriculum. The researcher suggested that the Ghanaian Folklore Curriculum be integrated into a framework for education that is more inclusive of different cultures.

Five methods of incorporating folklore into a college English curriculum were investigated by Clements (1974). The study discovered five methods that are frequently employed in college courses on folklore: nostalgic, subliterate, descriptive, functional, and behavioral. Folklore is a versatile field that may fit various pedagogical and philosophical approaches to teaching it, according to the study's conclusion. The isolation of the five approaches to teaching folklore in college English demonstrated this.

Merolla (2016) conducted research on the connections between African oral literature and education, focusing on how oral literature is used in African communities to facilitate teaching and learning. The research revealed a wide range of oral literature's educational goals. It also recognized the significance of context in examining and comprehending "education" across domains that shape and are shaped by it.

Research on the performance of teaching and specific links between folklore and education was conducted by Morgan-Fleming in 1999. She talked about five ideas from performance-centered folklore that appeared to be relevant to curriculum studies. The study concluded that viewing teaching as a performance could facilitate the shift in attention from discrete teacher behaviors to the verbal processes and management strategies employed by teachers. Additionally, it concluded that examining how folklore is taught in relation to social context, cultural attitude, rhetorical situation, and individual aptitude may help to improve teaching and teacher education by providing a deeper understanding of what teachers do. More research on oral performance in the classroom is encouraged by the study. The study suggests that colleges and universities should prepare teachers to use field work as a key method of teaching oral literature.

Sone (2018) investigated the history, development, and emergence of African folklore (oral literature) as a field of study and its role in the humanities. The study concluded that because African oral literature was not given enough attention, the discussion of African literature would be lacking and irrelevant. The study recommended that a new curriculum and pedagogy be created, especially in African tertiary institutions, to give folklore and oral literature pride of place as the best repository of cultural norms and values.

Mzimela (2016) investigated the function and importance of teaching with folklore in expanding students' skill sets in their mother tongue. A desktop study research methodology was used for the study. It is a methodology that only obtains information from secondary sources, such as journals. According to the study, folklore gives students the chance to participate in interactive storytelling and brainteasers. The study also discovered that by engaging in various interactive activities, folklore gives students the chance to improve their command of the language they already know. According to the study, teachers of Grade R should maintain a collection of folklore genres for both their preservation and their value in the growth of language skills.

The use of oral literature in primary schools was examined by Obiweluzo (2011). A descriptive survey design was used for the study. The study discovered that teachers recognized the advantages of oral literature for education. According to the study, tongue twisters and riddles should be used by teachers to help students learn and teach native languages. To keep kids' attention and enhance their language learning, it was also advised that teachers use storytelling when teaching.

Ettyang (1987) conducted research on oral literature teaching and learning methods and media. For expository teaching, he suggested that a teacher should drill, lecture, demonstrate, and dictate. He suggested a variety of inquiry strategies, including discussions, projects, dramatization, and field trips. Additionally, he argued that the best media should be chosen in accordance with the strategies and techniques that will be employed and should support the achievement of the goal.

The goal of Otieno's (2013) research was to ascertain the degree to which the Integrated English Syllabus has enhanced the instruction of oral literature, teacher competence and qualification, the accessibility of teaching and learning resources, and the

appropriateness of those resources. Both survey and naturalistic research designs were used. Data collection methods included the use of a questionnaire, interviewing scripts, observation, and document analysis. The study's conclusions are as follows: a lack of appropriate integration modalities, an emphasis on grammar, and insufficient teaching and learning resources all hinder the teaching and learning of oral literature. The study also revealed that lecturing is overused by teachers. The researcher suggested more fieldwork lessons for students, in-service training for teachers, and a shift in curriculum to emphasize oral literature.

Okaye (2013) conducted research on the variables influencing oral literature teaching and learning. The descriptive research design was used. Data was gathered using questionnaires and observational guides. The study discovered that teachers had various subject combinations but pertinent university training. It was also discovered that the majority of teachers did not employ the proper teaching strategies, assessment tools, or learning materials. To help teachers effectively implement fieldwork lessons, he suggested that schools aid English teachers in planning and carrying out fieldwork activities. The study suggests that teachers should also gather and use the best instructional materials, change up their teaching strategies, and properly assess their students.

Ndung'u (2015) conducted research on the use of educational media in oral literature instruction and their preservation. The research used a descriptive survey methodology. Additionally, it employed questionnaires and interview guides for data collection. The study discovered that teaching oral literature did not frequently use educational media. The study suggested that the government give the purchase of educational media for school's top priority.

The accessibility and application of audio-visual teaching resources for the instruction of oral literature in high schools was studied by Wetende (2016). A self-administered questionnaire, interview guides, and an observation checklist were used as the data collection tools. The study discovered that many schools lacked access to the majority of audio-visual teaching resources. The study suggested that educational institutions should spend more money buying contemporary audiovisual equipment.

The Wafula (2012) researched on how prepared and knowledgeable teachers were to use integrated methods to teach oral language in schools. Data were gathered for the study using questionnaires, interviews, and schedules for observation. The study found out that some teachers had a thorough understanding of the integrated method, while others had a fair understanding and others had the least. Additionally, it was discovered that none of the seminars they attended were designed specifically for oral literature. According to the study, in-service course instructors should be proficient in both English and Literature methodology as well as both fields' methodologies in order to increase teachers' exposure to and professional preparedness for using the integrated method of teaching oral literature. The study additionally suggested that teachers should take more frequent, longer, and well-organized. The study lastly recommended that universities should make the integrated course part of their training for student teachers of English and Literature.

Chepkemboi, Chemwei, and Awino (2018) conducted research on the difficulties encountered in Kenyan secondary schools when implementing integrated oral literature curricula. Their overall finding is that there are difficulties in implementing the oral literature curriculum. The attitudes of the students and the instructional methods were a couple of the difficulties mentioned. To ensure that the syllabus is implemented

properly, the study suggested that English teachers be directly involved in the process. In order to ensure that the syllabus was followed, it was also advised that English teachers use more direct approaches when teaching oral literature. Finally, it was suggested that English teachers should encourage students to view oral literature favorably.

Numerous studies have been conducted to determine the most effective way to teach narratives. To determine which method the learner prefers, Langa (1984) compared two approaches to teaching narratives (reading texts and performing the narratives). They all agreed upon performance. He claimed that this was the case because students enjoyed performances.

According to the reviewed literature, there hasn't been much research done on the subject of teaching oral literature. The majority of research and writings have focused on oral literature as a distinct genre of literature. The majority of studies have concentrated on categorizing oral literature, the value of oral literature to learners and society at large, teaching and learning techniques for oral literature, and the integration of oral literature into other disciplines. Comparatively to fieldwork, there is little discussion of theoretical approaches that are specific to the teaching of oral literature. Studies on fieldwork have demonstrated its significance as a tool for researching oral literature. Even less has been said about how to conduct a fruitful fieldwork lesson in oral literature.

Few studies have examined the teaching and learning of oral literature, according to the reviewed literature. There is still more to learn about this topic. This study compared theoretical methods and fieldwork methods to see how well they worked for teaching oral literature.

2.6 Chapter Summary

The chapter has presented a literature review obtained from the latest sources at the time of research. The review has discussed the broad concept of teaching and learning including the activities involved in teaching and learning, the importance of the collaboration between the teacher and the learner, and the impact of the classroom environment on teaching and learning. It has also discussed oral literature as a subject and a concept. This involves the genres and specific sub-genres of oral literature. The chapter has gone on to discuss methods of teaching oral literature that is theoretical methods and fieldwork methods. It has also handled studies on the teaching of oral literature and lastly, the chapter summary. Chapter three will handle the research design and methodology used in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the research design and empirical techniques that were used in this study. It explains the components involved in conducting this research. It presents the discussions on; research design, research methodology, location of the study, target population, sampling techniques, sample size, research instruments, piloting, validity and reliability, data collection techniques, data analysis, and lastly ethical considerations.

3.1 Research Design

This study employed the convergent parallel research design to provide a comprehensive analysis of the research problem by merging quantitative and qualitative data. The researcher collected both quantitative and qualitative data, analyzed the data independently, mixed the results during interpretation, and sought out convergence. According to Razali, Abdul Aziz, Rasli, Zulkefly, & Salim (2019), parallel research design involves an analysis of two independent quantitative and qualitative data in a single phase.

Direct observation was used in collecting data in the two schools where theoretical methods were used in teaching. It was also used in the two schools that went for fieldwork. A comparison was made between the groups that were taught using theoretical methods and those that used fieldwork methods. The students first sat for a pre-test on oral literature. After that, one group was subjected to learning oral literature through theoretical methods while the other group was taught through fieldwork. The

two groups took a post-test examination and a comparison of the results was made. The data was then analyzed descriptively by comparing mean scores and deviations.

Quantitative data was collected using tests, while qualitative data was collected using observation schedules and interviews. The data was collected from form three students and teachers of English from four schools in Lugari Sub County. The schools were divided into two. Two of the schools were taught using theoretical methods while the other two were taught using fieldwork. The two schools that were taught using theoretical methods were named the school as A and B while the other two that were taught using fieldwork were named the school as C and D respectively.

3.2 Research Paradigm

A research paradigm is the conceptual lens through which researchers examines the methodological aspects of their research project to determine the research methods that will be used and how data will be analyzed (Kivunja & Kuyini, 2017).

This study was guided by pragmatic research paradigm. This is because it employed a mixed method research design where both quantitative and qualitative methods of collecting data . A pragmatic paradigm advocates for relational epistemology, a non-singular reality, ontology, a mixed methods methodology and a value-laden axiology. This paradigm seeks to utilize the best approaches of gaining knowledge using every methodology that helps that knowledge discovery. The pragmatism does not only justify the mixed method research approach but also opens all methodological choices in front of a researcher (Maarouf, 2019).

3.3 Location of the Study

The study was carried out in Lugari Sub County, one of the sub-counties in Kakamega county of Kenya. Lugari Sub County has three educational zones; Lugari north zone,

Lugari central, and Lugari south. This study involved four schools. Two schools were from Lugari south, one from Lugari central, and one from Lugari north. The researcher picked two schools from Lugari South zone because it is a zone with highest number of schools as per the report from the Subcounty education office. The researcher picked two schools purposively because of their cosmopolitan nature. Lugari Sub County is a cosmopolitan region which is inhabited by people from different ethnic backgrounds. This is seen as a rich source of culture that is a resource for oral literature classes and thus it was deemed good for the study.

3.4 Target Population

Creswell (2011) defines a target population as members of a real hypothetical set of people, events, or objects that the researcher uses to generalize the results of the research. The target population involved the form three students and teachers of English from four secondary schools in Lugari sub-county, Kakamega County. The researcher picked on the form three students because they have covered a lot in oral literature compared to form ones and twos and do not have a busy schedule as the candidate class. They were thus fit to be participants in this study. The teachers provided qualitative data on the teaching methods used when teaching oral literature. The students provided quantitative data from their test results.

3.5 Sampling Techniques and sample size

3.5.1 Sampling Techniques

According to Taherdoost (2016), sampling is the choosing of a subset of the total population to provide data in such a way that the information gained is representative of the total population under study.

The researcher first purposively chose four schools for the study. The researcher then sought to get information on the total population of both the teachers and the students from the four schools which was 36 and 600 respectively.

The researcher used purposive sampling to sample teachers. Tongco (2007) defines the purposive sampling technique as a non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts within.

The researcher then used the Krejcie and Morgan table to get sample students from the total population. Ajay & Masuku (2014) assert that one way of determining a sample size is by the use of published tables that give a sample size for a certain criterion. The researcher then proceeded to use a simple random sampling sample of the students.

3.5.2 Sample Size

The sample size is the minimum number of cases that the researcher plans to use to form a statistical analysis of their data (Cohen, Manion, & Morrisson, 2005). The sample size of 12 teachers was obtained by first creating a sampling frame of the total population of 36 teachers. Taherdoost (2016), states that a sampling frame is a list of the actual cases from which the sample will be drawn. The teachers were group according to schools they came from. They were then given numbers from 1 up to 36. The numbers were allocated continuously from the first to the fourth school. The numbers were then placed in a table into 4 columns. The columns were named School A, School B, School C, and School D. The list was made in a manner that numbers of teachers from the same school followed each other concurrently to ensure that each school produced 3 teachers for the study. Three digits were picked from each column in an alternating order to represent the sample size as presented below.

The sampling frame below indicates how the teachers were picked.

Table 3.1: Teachers Sample Size

School A	School B	School C	School D
<u>1</u>	<u>10</u>	<u>19</u>	<u>28</u>
2	11	20	29
3	12	21	30
4	13	22	31
<u>5</u>	<u>14</u>	<u>23</u>	<u>32</u>
6	15	24	33
7	16	25	34
8	17	26	35
<u>9</u>	<u>18</u>	<u>27</u>	<u>36</u>

Bukhari (2021) states that Krejcie and Morgan's sample sizes are calculated from the total population using the following formula.

$$s = \frac{X^2 NP (1 - P)}{d^2(N - 1) + X^2 P(1 - P)}$$

s = required sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level

(3.841)

N = the population size

P = the population proportion (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (0.5)

Table 3.2: Krejcie and Morgan table for Sample Size

<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

Source: *Krejcie and Morgan, 1970.*

Using the formula, Krejcie and Morgan came up with the table above matching population size to their respective sample sizes as shown in Table 3.2

Using the table, the researcher got 234 as a sample size from a total population of 600 from three students from the four schools. The sample size thus consisted of 12 teachers and 234 students making a total of 246 participants as shown in the table below. The students were later sampled using simple random sampling in order to get the group that was to participate in the study from each school.

Table 3.3: A Summary of the Sampling Process

	Total Population	Sampling Technique	Sample Size
Number of teachers	36	Purposive Sampling	12
Number of students	600	Krejcie and Morgan Sampling Table	234

To select the students who were to form the sample size from the four secondary schools, the researcher used simple random sampling. The researcher divided 234 by four to ensure that each school gets an equal representation. This led to a quotient of 58.5 students from each school. The schools were named schools A, B, C, and D respectively. Schools A and B produced 59 each while schools C and D produced 58 students each. To sample the students, pieces of paper equivalent to the number of students in each school were used. The pieces of paper were churned into a box and each student picked one piece without replacement. In schools A and C, 59 students picked a yes response, while the rest had no responses. Subsequently, in schools B and D, 58 students picked a yes while the rest had no responses. The ones who picked the yes response formed part of the sample of the study giving a total of 234 students. This was done so as to give every student an equal chance of being selected to participate in the study.

Table 3.4: Teacher and student's sample size

School	No. of Teachers	No. of Students
A	3	59
B	3	58
C	3	59
D	3	58
Total	12	234

3.6 Data Collection Instruments

The researcher used tests, observation schedules, and interviews as instruments for data collection.

3.6.1 Tests

Tests are tools designed to assess variety of human abilities, potentials achievements and behavior tendencies. They are also used to describe and measure sample of aspects of human behavior (Marwat, 2010).

Creswell (2014) states that pre-test and post-test are administered at two points in time. He adds that they offer a rigorous, ready-made context for documenting improvement and that they allow comparison across programs.

Tests were administered to the learners to gauge the effectiveness of the teaching methods. Tests were used to get quantitative data. The test covered the first objective of the study which sought to establish the difference between the fieldwork method vis-à-vis the theoretical methods of teaching and learning oral literature. A pre-test was administered to both groups to gauge their understanding of oral literature. The test was out of 100 marks. The test observed the Kenya National Examination Council mode of testing and was also within the Secondary School English Syllabus. It consisted of five sections **A**, **B**, **C**, **D**, and **E**. Section **A** was made up of an oral song. Section **B** was made up of an oral narrative. Section **C** was made up of a riddle. Section **D** was made up of a tongue twister and section **E** was made up of a proverb. To ensure proper recording of the results, the scripts were numbered 1 to 234. Each student was requested to write down and master the code written on his or her script because they were to fill in the scripts with the same code in the post-test. The test was done in two hours under keen supervision from the teachers and the researcher. The scripts were collected and

marked. A list was made indicating the codes 1 up to 234. The marks were recorded on the list against each number using the number on top of the script.

After undergoing teaching, schools A and B theoretically and schools C and D through fieldwork, they were subjected to a post-test. The post-test had questions that were closely related to the pre-test. The researcher put it so to ensure that the increase of knowledge if any, was significantly noted. The scripts had been coded 1 up to 234 as in the pre-test. The students were asked about their codes and each was given a script bearing his or her code. It was invigilated and after two hours collected. The scripts were marked and marks recorded.

3.6.2 Direct Observation

Direct observation is when the researcher looks at the events unraveling in front of his or her eyes at the moment them occurring (Ciesielska, Bostrom, & Ohlander, 2018).

Observational studies assist in comprehending complex issues through direct observation, sometimes asking a question to seek clarification of various issues that appear technical (Osang, Udoimuk, Etta, Ushie, & Offion, 2013).

Direct observation was used both in the two schools that used the theoretical methods and the other two that used fieldwork in their teaching of oral literature. Direct observation covered the second and third objectives. The second objective sort to analyze the activities used during the teaching of oral literature when the theoretical methods were used vis-à-vis when fieldwork was used. The third objective sort to determine the materials used in teaching oral literature theoretically vis-à-vis the ones used in the teaching of oral literature using fieldwork. In schools A and B, the researcher accompanied the teachers to class for three 40-minutes oral literature lessons. The activities of lessons were observed and captured by the researcher using an observation

guide. The observation guide had three columns namely; the observation areas, activities to be observed, and lastly what was observed. The guide was also divided into two rows which sought to check the teaching methods and the teaching aids used.

In schools C and D, the researcher accompanied the students and their teachers for fieldwork. Each school had two fieldwork sessions. The teachers ensured that the students had carried all the materials required for the fieldwork lesson. The first session was carried out in primary schools near the schools. The researcher liaised with teachers at the primary schools who acted as resource persons to the students. The teacher also prepared a group of pupils to perform oral literature genres for their high school counterparts. Children's songs, riddles, and tongue twisters were collected. The researcher noted down how the students collected data during the sessions. In the second session, the students visited the home of a group of initiates who had started preparing for circumcision. They observed the songs and dances performed and asked questions to the adults who were guiding the initiates. They also recorded performances using a digital camera. The researcher observed the activities and recorded them using an observation guide. The observation guide had three columns namely; the observation areas, activities to be observed, and lastly what was observed. It was divided into three rows that had the preparation for fieldwork, fieldwork activities, and after-field activities.

3.6.3 Interviews

According to Osang et.al (2013), interviews are a series of questions a researcher addresses personally to a participant or respondent. He adds that they provide rich data, and offer the opportunity to establish a good relationship with the participant thus helping in exploring complex issues that need lengthy discussions. Creswell (2014)

adds that interviews involve open-ended questions which are always few and are intended to elicit views and opinions from participants.

Their searcher developed a structured interview where all teachers were required to respond to the same type of questions. A sample of the interview questions is attached in appendix v. According to Kabir (2016), structured interviews involve the interviewer asking each respondent the same series of questions. He also adds that face-to-face interviews are advantageous because detailed questions can be asked. There can be further probing in a face-to-face interview and it confirms a high return rate. Coughlan & Cronin (2009) add that face-to-face or one-on-one interviews offer the researcher the opportunity to understand non-verbal communication from the interviewee. This is through observation of body language, facial expression, and maintaining eye contact. This thus is seen to enhance the interviewer's understanding of what the interviewee says. The interviews were carried out immediately after carrying out an observation of the theoretical class and the fieldwork class. All 12 teachers participated in the interview schedule.

3.7 Piloting of the Research Instruments

The researcher conducted a pilot study in two schools; Matunda secondary school and Kisigame secondary school in Likuyani Sub County. The researcher picked these two schools from Likuyani Sub-County because just like Lugari Sub County, Likuyani Sub County is a cosmopolitan area. The population characteristics are similar to those of Lugari Sub County. Simple random Sampling was used to select 50 students from form three in each school to participate in the tests. They also participated in the teaching and learning class session where Kisigame was taught theoretically while students from Matunda secondary were taught through fieldwork. They went for fieldwork and collected data. 4 teachers, two from each school were interviewed. The schools then sat

for a post-test. The school that were taken for fieldwork posted a higher improved mean of +6.43 while the one that was taught theoretically posted a lower positive deviation of +4.31. The main reasons for carrying out the pilot study were to test the instruments concerning ambiguity, sensitivity, and appropriateness. Apart from providing accuracy to the tools, the preliminary study helped to estimate the time it would take to complete an interview session test and observation schedule.

3.8 Validity and Reliability

3.8.1 Validity

Ghuri & Gronhag as cited by Taherdoost (2016) state that validity explains how well the collected data covers the actual area of investigation. He adds that content validity is the degree to which items in an instrument reflect the content universe to which the research instruments will be generalized. Cohen, Manion & Morrison (2005) state that content validity is where the instruments used show that they cover the items that they purport to cover fairly and comprehensively. The researcher used content validity. The researcher ensured that the questions in the test covered all three genres of oral literature. The researcher also ensured that the observation schedules covered all activities required to be carried out by a teacher in a specific lesson. The interview questions also targeted areas of the teaching of oral literature that the study focused on.

3.8.2 Reliability

Reliability is the degree to which research instruments yield the same results or data after repeated trials (Mugenda, 2003). Taherdoost (2016) states that reliability is the extent to which a measurement of a phenomenon provides stable and consistent results. The researcher carried out a pilot study in two schools from the neighboring Likuyani Sub County. One was used to test theoretical methods while the other was used to test

the fieldwork method. This helped the researcher gauge the reliability of the research instruments. According to Bell (1993), piloting is one way of checking the reliability of research instruments. This was important as it helped in eliminating; ambiguity and misunderstanding.

3.9 Data Analysis

Data from tests were analyzed using triangulation. The numerical data from tests were analyzed by calculating the mean scores of the pre-test and post-test exams of each of the four schools. Secondly, the researcher calculated the deviations in the mean by getting the difference in the mean scores of the pre-test and the post-test results. The deviations from the schools that were taught theoretically were put side by side with the deviations from schools that were taken for fieldwork to gauge the difference. Lastly, the researcher discussed the results descriptively using tables. Data from interviews and observation guides were analyzed using content analysis. The interview questions provide the basis (themes) in which the interviews were to be analyzed. Data from the observation schedule were also analysed based on the subsection provided in the observation schedules. The subsections were the themes that data was categorized under.

The researcher used the triangulation approach in analysing the final data after the collection of both qualitative and quantitative data.

Triangulation increases the credibility and validity of research findings. It obtains different but complementary data on the same topic to best understand the topic. Triangulations can be brought to the analytic stage through the combination of the conversion of quantitative and qualitative data (Mertens & Hesse-Biber, 2012).

3.10 Ethical Considerations

Ethical consideration is the awareness of the researcher on moral issues and the need to meet their obligations concerning those involved in, or affected by, their investigations (Cohen, Manion, & Morrison, 2005).

The researcher ensured that ethical standards were adhered to during the study. The researcher first obtained an introductory letter from Moi University. The researcher then applied for a research permit from the National Council of Science and Technology (NaCOSTI) before commencing the research. The researcher then sought permission from the county director of education to carry out the research in the county. The researcher also sought permission from the various principals and head teachers to carry out research in their schools. This was made official through letters written to the principals of the schools. The researcher sought consent from both the teachers and the students before he carried out the research. The tests were given and supervised by the researcher. The tests did not require the learner to indicate their names, admission numbers, or the names of the schools. The observation guides did not carry any personal information regarding the teacher. The researcher also assured the respondents of the anonymity and confidentiality of all the information they had given and that the information given by them would not be used in any way against them. Before the students went for the fieldwork lesson, the school administration was informed and permission was granted.

Table 3.5: Summary of the Objectives, Tools and the Method

S/NO	OBJECTIVE	TOOL/S	METHODS
1.	To find out the difference between the field work method vis-à-vis the theoretical methods of teaching and learning of oral literature.	-Tests -Interview	Descriptive analysis
2.	To analyze the activities carried out when fieldwork methods are used vis-à-vis theoretical methods in teaching oral literature.	Observations Interviews	Content analysis
3.	To determine the materials used during fieldwork vis-à-vis the theoretical methods in the teaching of oral literature.	Observation	Content analysis
4.	To examine the opportunities and challenges of fieldwork and theoretical methods in teaching oral literature.	Interviews	Content analysis

3.11 Summary

This chapter has discussed several issues. The first is the study area which was Lugari Sub- County. The second was the research design under which the researcher discussed the descriptive research design. The researcher has also discussed the research method, the sample population the sample size and sampling techniques used in this research. Lastly, the researcher has discussed research instruments used, validity, the pilot study and the data analysis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the research finding, analysis, and interpretation of data from four schools in the Lugari sub-County of Kakamega County. This study investigated a comparison of theoretical and fieldwork methods in the teaching and learning of oral literature in secondary schools in Kenya. Both qualitative data and quantitative data collected were analyzed using mixed methods. The analysis and presentation of data were done in line with the tools used in data generation.

4.1 Data Presentation

Data has been presented analyzed, and interpreted in terms of the tools used in collecting data that is; interviews, tests and observation schedules.

4.1.1 Data from Interviews

Question one of the interviews required teachers about the kind of methods they used when teaching oral literature.

From the interviews, 10 out of 12 respondents identified four theoretical methods they used when teaching oral literature in their schools. These methods include; discussions, lectures, question and answer, and class presentations. Respondents 6 and 7 stated that they used a variety of methods to teach oral literature theoretically.

Respondent 6;

I use the discussion lecture method, question and answer, peer teaching, and class presentations.

Respondent 7;

You know teaching oral literature is so involving so during my teaching I try to use almost all the theoretical methods to teach literature. This ranges from song and dance, to lecture, dramatization

and discussion in employing these methods you will realize learners understand well.

Question two of the interview schedule inquired teachers about the kind of activities they involved themselves in when carrying out field trips.

When the teachers were asked about the activities that they were involved in while carrying out oral literature trips, they had several answers relating to this. 9 out of 12 respondents said that they prepare learners by guiding them on how to collect data and ensuring they have the right tools, such as video recording, interviews, observation participation, and lastly discussion and presentation of data. According to Ongeti & Wasike (2017), teachers should always plan a fields trip in advance and notify the learners should be aware of the places to visit before they visit them.

The teachers also said they assisted learners by taking them through how fieldwork is carried out.

Respondent 7;

I always ensure that I carry out pre-visit. I then prepare the students on the methods and tools to be used especially the observation method, participation, and video recording. After the fieldwork session, groups are always formed where what was learned is discussed and then presented to the class.

Respondent 9 said;

I prepare learners by guiding them on how to collect data. I also ensure that they have the right tools for data collection. Lastly, I check that they are versed in methods of data collection like using video recording, interviews, and observation. After the collection of data is done, I ensure that they discuss and present the data.

Respondent 10 stated;

I prepare learners by taking them through how to carry out fieldwork. I then assist the students to assemble tools to be used in the field. They are then taken to the field where, observation, interviews, participation, and video recording.

Three respondents denied having used fieldwork in their teaching of oral literature in a normal class. They, however, stated that they sometimes give learners oral literature tasks to carry out during school holidays. They would then collect the tasks, mark them and hold discussions with learners on the genres collected.

Question three of the interview schedule asked teachers about the most effective method teaching of oral literature.

The interview question also sought to find out from the teachers which of the theoretical and fieldwork methods was more effective in the teaching of oral literature. From the interview results teachers had different opinions 7 out of 12 teachers said that the fieldwork method was more effective. These findings concur with Wafula (2012) who assert that although teachers tend to teach oral literature theoretically, fieldwork is a better method.

Respondent 1 said;

Fieldwork is more effective since it de-mystifies oral literature concepts.

Respondent 4 added;

Fieldwork, if well-organized can be more effective than theoretical methods since one session can be used to cover concepts that would otherwise be covered by several theoretical lessons.

Respondent 5 stated;

Fieldwork is more effective compared to theoretical methods since the student learns by coming into contact with first-hand information and thus won't forget the content easily.

Respondent 9 stated;

Fieldwork is adventurous and insightful to the learner. The adventure creates learning moments that the learner hardly forgets.

Out of 12 respondents, 5 preferred the theoretical method when teaching oral literature.

Respondent 2 said;

Theoretical methods are more effective since fieldwork requires a lot of preparation and other subjects are always inconvenienced.

Respondent 3 stated;

Theoretical methods are more effective compared to fieldwork since the learners require less induction on skills like discussion, question and answer, and class presentation. Fieldwork on the other hand requires the teacher to prepare learners adequately on how to carry out fieldwork.

Responded 4, added

Theoretical methods are time-effective.

Respondent 6

Theoretical methods are better since fieldwork is not conclusive. It needs a good backing of theoretical lessons to accomplish its objectives.

Question four asked teachers to state the benefits of using fieldwork in the teaching of oral literature.

Teachers stated different benefits for each method of teaching oral literature.

Respondents 1, 2, and 3 argued that the use of fieldwork breaks classroom monotony, references, and pieces of evidence are readily available, stimulates learners' interest to learn, is interesting as it keeps the learner attentive, provides chances for clarifications, it is a reliable method that equips learners with a variety of examples of different genres.

These findings agree with Ongeti & Wasike (2017) who asserted that field trips help in bridging the gap between school and the community.

Respondent 4 said;

One session can be used to cover a large content. They added that it equips learners with research skills and learners experience the practical aspect of oral literature.

Respondent 5 said;

Fieldwork is essential in equipping learners with practical and research skills.

Respondent 6 said;

Learners enjoy the out-of-class sessions since they break class monotony.

Respondent 8 also concurred with respondent 6 that Fieldwork breaks the classroom monotony and added that learners get to appreciate their cultures and those of others by experiencing them. He also added that it is more learner-centered.

Still, on the benefits of fieldwork as a method of teaching oral literature, 2 out of 12 respondents said that they use fieldwork as a method of teaching oral literature. Respondent 10 said that fieldwork breaks classroom monotony, exposes learners to research skills, and is a learner-centered method.

Teachers were asked about the benefits of theoretical methods in teaching oral literature and 8 out of 12 listed several benefits ranging from time-saving since it simply requires a learner and a teacher, no resource person, enabling learners to get prior information about the community's way of life before actual interaction. Teachers also mentioned that the method was less involved and convenient compared to fieldwork. Teachers do not allow learners to interact with the community to learn more in oral literature (Chepkemboi, Chemwei, & Awino, 2018) . Respondent 11 noted that the theoretical method is exam-oriented and helps in syllabus coverage. Respondent 12 added that it is easier to plan and integrate. The theoretical method is a teaching method used by teachers to promote and strengthen mastery of the English Language for sustained learners' achievement.

On challenges faced when using fieldwork in teaching oral literature, 10 out of 12 respondents mentioned the following challenges. To start with, they stated that

controlling learners, especially a large population is always a challenge. Secondly, for an effective class, at least two teachers are required which creates inconveniences. Thirdly, they stated that fieldwork as a teaching method is time-consuming. Lastly, they stated that most school administrations are always unwilling to support fieldwork activities. These findings go hand in hand with Wafula (2010) who asserted that teachers will tend to teach oral literature theoretically because of several challenges including lack of funding for field work lessons.

Respondents listed several challenges facing teachers when using theoretical methods in the teaching of oral literature. First, they cited the challenge of inadequate materials for teaching and learning. Secondly, they stated that learners take oral literature as a hard concept. Thirdly, they said that learners put focus on other aspects of English neglecting oral literature due to the integration of the English and literature syllabus. Respondent 5 stated that when using the fieldwork method, one may experience financial challenges when planning. There is an aspect of controlling students in the field. In the case of a large class, teachers find it hard to manage and execute a successful fieldwork class. Again, it becomes hard for one to store collected data and this interferes with normal school programs.

4.1.2 Data from Test Analysis

The tests collected data on the first objective which stated “To make a comparison between the theoretical methods vis-à-vis fieldwork method of teaching oral literature’. The following were test results from the students presented in four tables. The tables have similar features. They all have three columns. The first **column** contains the script number which also represented the students’ code. The second column contains the pre-test results while the third column carries the post-test results. Tables 4.1 and 4.2 contain results for schools A and B which were taught using theoretical methods. Tables

4.3 and 4.4 contain results from schools C and D which were taught using the fieldwork method.

Data from school A which was taught theoretically, results indicate significant improvements in the post test results when placed side by side with the pre-test results. For example, respondent **57** added an extra 21 marks by improving from 59% to 80%.

Data from school B which was also taught theoretically, the results indicate that most of the respondents had a significant improvement in their post-test results. Respondent **82** for example improved from 34% to 56% adding 22 extra marks after being taught theoretically

Data from school C which was taken for a fieldwork lesson indicates that the learners had improvement in their post-test results. Respondent 168, for example, added 24 marks to the previous score, moving from 34 to 58%.

Data from school D which was also taken for a field study. The results also show that the respondents had a positive change in their post-test results after being taken for fieldwork lessons. Respondent **230** particularly improved from 13% to 52%.

The respondent used arithmetic mean the means that the schools attained in their pre-test and post-test. The researcher worked the means out by adding the values of all entries and dividing by the number of entries as stated by (Brase & Brase, 2003).

The researcher sought to get the difference in mean scores of schools that were taught theoretically vis-à-vis those that were taken for fieldwork lessons. The difference in performance between schools was analyzed by comparing the arithmetic mean scores of the schools that were taught using theoretical methods vis-à-vis those that were taught using fieldwork.

From the test results, School A had a mean of 49.00 in their pre-test exam. The highest student scored 72% while the lowest scored 32%. In their post-test exam, they got a mean of 55.23. The highest student scored 83% while the lowest had 18%. There was a positive deviation of + 6.23.

School B scored a mean of 51.60 on their pre-test exam. The highest student scored 80% while the lowest student scored 20%. In their post-test exam, they got a mean of 56.90. The highest student scored 91% while the lowest had 28%. There was a positive deviation of +5.30.

When combined, schools A and B which were taught using theoretical methods had a mean of 50.27. In their post-test exam, they had a mean of 56.03. They thus posted a positive deviation of +5.76. This shows that there was improvement when the students were taught using theoretical methods. This means that average, the learners improved their oral literature performance.

Table 4.1: Mean scores and Deviation for School A and B

Schools	Pre-test Mean Scores	Posttest Mean Scores	Deviation
A	49.00	55.23	+6.23
B	51.60	56.90	+5.30
Combined Mean	50.27	56.03	+5.76

From the test results, School C had a mean of 51.15 in their pre-test exam. The highest student scored 77% while the lowest student scored 20. In their posttest exam, the highest student scored 88% while the lowest scored 28%. They got a mean of 62.86. There was a positive deviation of +11.71.

School D got a mean of 33.85 on their pre-test exam. The highest student scored 78% while the lowest student got 2%. In their posttest exam, the highest student scored 89%

while the lowest student scored 20%. They got a mean of 45.23 having a positive deviation of +11.38.

Schools C and D which were taken for fieldwork had a mean of 42.72 in their pre-test exam. In their posttest exam, they scored a mean of 54.27. They posted a positive deviation of +11.55.

Table 4.2: Test Mean scores and deviations for school C and D

Schools	Pre-test	Post test	Deviation
C	51.19	62.86	+11.71
D	33.85	45.23	+11.38
Combined Mean	42.72	54.27	+11.55

From the test results, School C had a mean of 51.15 in their pre-test exam. The highest student scored 77% while the lowest student scored 20. In their posttest exam, the highest student scored 88% while the lowest scored 28%. They got a mean of 62.86. There was a positive deviation of +11.71.

School D got a mean of 33.85 on their pre-test exam. The highest student scored 78% while the lowest student got 2%. In their posttest exam, the highest student scored 89% while the lowest student scored 20%. They got a mean of 45.23 having a positive deviation of +11.38.

Schools C and D which were taken for fieldwork had a mean of 42.72 in their pre-test exam. In their posttest exam, they scored a mean of 54.27. They posted a positive deviation of +11.55.

Table 4.3: Comparison of mean deviations in school A and B vis-à-vis school C and D

Mean deviations of the four schools						
Schools	A	B	Combined Deviations	C	D	Combined Deviations
Deviations	+6.23	+5.30	+5.76	+11.71	+11.38	+11.55

Table 4.3 shows the mean deviations of individual schools and combined means. It displays the comparison of the mean deviation between the two schools. The means deviations are from the difference between the mean of the pretest and posttest of the individual schools. The first combined mean deviation is the mean of the two schools that were taught theoretically while the second combined mean is that of schools taught through fieldwork.

From the table, it is clear that schools that were taught theoretically had a lower mean deviation compared to those that were taught through fieldwork. According to Miruka (1999), oral literature resides in the field thus a student of oral literature has to go to the field if he or she wants to be equipped with first-hand knowledge in oral literature.

4.1.3 Data from Observation Schedules

The researcher, on observing the teaching methods used by the teachers, found out that teachers used many methods alongside lecture, discussion and question and answer during their lessons.

Data from the observation schedule addressed the second and third objectives.

The second objective was “To analyze the activities carried out when fieldwork methods are used vis-à-vis theoretical methods in the teaching of oral literature.”

In school A, the researcher observed that the teacher employed hot-seating in the teaching of riddles. He also used discussions and presentations when handling the

functions of riddles. When teaching oral narratives, the teacher used the lecture method and question and answer method. In the third lesson, the teacher used song and dance and discussion methods to teach circumcision songs. The researcher observed that the teachers used a variety of theoretical methods to suit the sub-genre of oral literature that was taught in each specific lesson.

In school B, the researcher observed that the teacher used dramatization and discussion methods to teach oral narratives. When teaching tongue twisters, the teacher used recitation and discussion methods. The teacher used song and dance accompanied by discussion in the third lesson where initiation songs were taught. Just like in school A, the teacher also used a variety of methods that suited the sub-genre of oral literature that the teacher was teaching. Hot-seating, discussion, and presentations were used in the teaching of oral literature. The researcher however observed that the methods of teaching were not exhaustively used by the teacher because of the time allocated to individual lessons.

The findings from the observation schedules in school A and B go hand in hand with what Ongeti and Wasike (2017) assert that dramatization, questioning, role-playing, discussion, singing, assignments and debates are among the many effective methods that a teacher of literature should use during the teaching and learning of oral literature.

Observation of fieldwork was discussed based on Preparations, Fieldwork Activities, and After-field Activities.

In schools C and D, the teachers briefed learners on the subtopics they were going to handle. They also took them through the methods of collecting and recording data which included observation, tape recording, video recording, and direct participation. The learners collected tools to be used in the field including pens, books, and phones.

They then formed working groups. The teachers then briefed learners on how they were to behave while in the field which included; maintaining discipline, using polite language, being appreciative of the information given to them by the respondent however little it may be, observing and saving time, and lastly working in groups. This happened before they embarked on the two trips.

In the first fieldwork trip, students from school C sat and listened to narratives from the resource person who was a teacher from a primary school. The narration was recorded using a digital camera. The students then watched a children's song performed by the primary school pupils. They recorded it using a digital camera too. The learners also took part in riddling sessions and recitations of the tongue twisters.

The students from school D actively participated in the collection of children's songs. The activity was recorded using a video recorder. The learners listened to a narrative from a teacher at a primary who acted as a resource person. The students also listened to riddles and proverbs performed by the children. They wrote the performance in their notebooks.

On the second fieldwork trip, learners from both schools C and D each visited homes where initiates were preparing for circumcision. They recorded the songs and dances performed by the initiates. They also had a short interview with the guides to the initiates which they recorded using their teachers' mobile phones.

After fieldwork, it was observed that the learners went into their groups and compiled notes on riddles and tongue twisters. They later sat and listened to the narratives, translated the songs, tongue twisters, and riddles, and did a transliteration of the genres. In another group, the learners together with their teachers went through the recorded videos. They wrote down notes. The notes included characteristics of initiation songs.

They also noted down features of oral performance present in the circumcision songs, for example, repetition. The learners also recorded down riddling sessions and how to respond to riddles and proverbs. Each group presented their work in front of the class through group leaders. The presentation is based on the act of the performance of the genres collected, and the features of the specific genres as the rest of the class noted down key points. The teachers summarized the presentation by learners. They reiterated the key points that were presented by the students. Teachers also mentioned key areas commonly tested in exams. They finalized the lesson by giving out assignments and follow-up activities. The activities include comparing the song, riddle, and proverb collected with the same genre from other communities over the school holidays.

Based on what was observed in the teacher's preparation for fieldwork, most of the teachers briefed learners on the sub-topics to be handled in the field, and the methods that were to be used in collecting and recording data. It was also observed that learners collected tools to be used in the field including pens, books, and phones. Working groups were formed by learners. Teachers also briefed learners on how they were to behave while in the field. From this, it is observed that teachers prepared well for fieldwork making it easier for smooth fieldwork.

From these observations, it is clear that when using fieldwork, there is prior planning for the class thus making it easier to comprehend.

The third objective was "To determine the materials used during fieldwork vis-à-vis the ones used during theoretical methods in the teaching oral literature."

The use of appropriate teaching aids is critical in any literature class. Appropriate teaching aids make teachers and learners attain their lesson objectives (Shikha, 2018). From observations made, the majority of the teachers didn't carry teaching aids during

class lessons. The use of teaching aids was only observed in a few classes. In school A, the teacher used charts to teach features of oral narratives. The teacher also used a drum and improvised costumes to teach initiation songs.

In school B, the teacher used a chart having features of oral narratives. The teacher also used charts when teaching tongue twisters. The chart contained a list of examples of tongue twisters. When teaching songs, the teacher carried a horn and an improvised spear.

Engaging students in the learning process increases learners' attention and focus which motivates them to work hard and promote meaningful learning experiences. Learner involvement is very important in class since active learning requires students' participation as opposed to sitting and listening quietly. The researcher observed that teachers summarized the lessons and gave assignments to the students.

In school C, the teacher carried a phone to record the fieldwork activities. He also carried along a camera to take pictures of the class proceedings during the session.

In school D, the teacher carried a digital camera to the two fieldwork sessions. It was used to record the field activities in both fieldwork sessions.

From the observations, the researcher noted that several teachers carried with them teaching aids to class. Few had charts. Teaching aids like drums, whistles, dancing costumes, and horns were not utilized at all by the teachers. This means that appropriate teaching aids specifically for oral literature lessons were not adequately utilized by teachers.

The researcher observed that the teachers had limited teaching aids during fieldwork lessons. This was attributed to the fact that the 'field' is itself full of teaching aids.

Common teaching aids used in theoretical oral literature lessons are naturally found in the 'field'. These are horns, drums, dancing costumes, spears, whistles, and jingles.

The researcher triangulated both quantitative and quantitative data. The data from the interviews (qualitative) indicated that 7 out of 12 teachers stated that fieldwork was a more effective method than theoretical methods in the teaching of oral literature. The data from the tests (quantitative) indicated that students who were taught using fieldwork had a higher positive deviation (+11.75) than those who were taught using theoretical methods (+5.76).

4.2 Summary

This chapter handled data analysis, presentation, and discussion. It specifically focused on data collected through interviews, tests, and observation schedules. The next chapter will handle the summary, conclusions, and recommendations.

CHAPTER FIVE

DISCUSSIONS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the discussion of findings, conclusions drawn from the findings, and recommendations made thereto. The discussions, conclusions, and recommendations drawn were based on the objectives of the study.

5.1 Summary of Findings

This section presents a summary of the findings of the study. This section has four subheadings that presented data seeking to answer the question raised by the four objectives of this study.

5.1.1 The difference between fieldwork method and theoretical methods of learning

This section handles data that sought to answer the question in the first objective which stated; What is the difference between fieldwork methods and theoretical methods of teaching oral literature in secondary schools in Kenya?

Analyzed mean scores from the test revealed that the fieldwork method was more effective in the teaching of oral literature than the theoretical method. The study found that although both groups had a positive deviation in their means, schools C and D which were taken for fieldwork had a higher positive deviation individually and combined than schools A and B. School C had +11.71 while school D had +11.38. Their average was +11.55. On the other hand, school A had +6.23 while school B had +5.30. Their average was +5.76. The findings thus indicated that there was a difference in effectiveness when fieldwork method was used as compared to when theoretical methods were used. This is because the schools that were taken for fieldwork posted

a higher mean deviation as compared to those that were taught using the theoretical methods.

The study also established that teachers acknowledged the fieldwork method as a more effective method of teaching oral literature compared to the theoretical methods. Respondents said that fieldwork was more effective since it de-mystified concepts of oral literature such as features of a good narrator; performance in oral songs and the functions of types of songs like the initiation song, if well-organized was more effective than theoretical methods. The study also revealed that fieldwork was adventurous and insightful to learners.

The data from the interviews revealed that theoretical methods were used by most of the teachers. The observation of all the class lessons that were observed showed that the teachers displayed great mastery of the content. For most teachers, content delivery remained a key focus. This included facts, ideas, principles, and descriptions of the procedures.

5.1.2 Activities that are carried out when fieldwork methods as compared to those carried out when theoretical methods are used

This section displays data that sought to answer the question in the second objective which stated; What is the difference between fieldwork methods and theoretical methods of teaching oral literature in secondary schools in Kenya?

The study established those theoretical methods used when teaching oral literature in their schools including discussions, lecture methods, song and dance, dramatizations, peer teaching, class presentations, hot-seating, and question and answer. It was however noted that due to the time allocated for individual lessons, the methods selected by the teachers were not exhaustively used to cover the intended content.

From the study, it was also established that most teachers appreciated the task of preparing students adequately for a fieldwork lesson. 9 out of 12 respondents mentioned the importance of preparing learners by ensuring that they had the right tools before going for a fieldwork lesson in oral literature. Teachers prepared well for field work by letting the students assemble tools to be used in the field. Learners then went to the field for data collection in relation to the learning of oral literature.

The study established that learners were briefed on methods of data collection, the tools to be used in data collection, and how data from the field is recorded and stored. The learners were then placed into working groups that were to be maintained for and after the fieldwork lessons. In oral literature classes where fieldwork was used as a method of instruction, learners used interviews, observation, participation, discussion, and presentation of the data in learning oral literature. Some sessions had a resource person who narrated and explained to learners certain specific genres of oral literature. Learners participated in the learning process themselves. The teachers played the role of a facilitator as learners took the leading role of learning.

It was also observed that after fieldwork, learners used discussion groups to compile notes on what they had learned in the fieldwork. The discussion groups were also used to do translation and transliteration. Taking notes and class presentation was used to summarize the task.

5.1.3 Materials that are used during fieldwork as compared to those used during the use of theoretical methods

This section displays data that sought to answer the question in the third objective which stated; What are the materials used during fieldwork vis-à-vis theoretical lessons?

In this study, the researcher identified various teaching and learning resources used in the teaching and learning of oral literature. The researcher observed that teachers used drums, charts, improvised costumes, horns, and improvised spears as teaching aids in the theoretical classes.

In the fieldwork classes, the researcher observed that there was a variety of teaching aids for the learners to use. The learners were exposed to how horns, drums, dancing costumes, spears whistles, and jingles are used in performing different genres of oral literature. The observation of the live performance of the initiates gave learners an experience of how musical instruments are used. The researcher also noted the role of a resource person as a teaching and learning resource.

5.1.4 Opportunities and challenges of fieldwork and theoretical methods in the teaching of oral literature

This section discussed data that sought to answer the question in the fourth objective which stated; Which opportunities and challenges do teachers encounter when theoretical and fieldwork methods are used in the teaching and learning of oral literature?

Data from the interviews established that there many several benefits of using fieldwork in teaching oral literature. Data established that fieldwork breaks classroom monotony, boosts the learners' interest in learning, kept the learners attentive, provided chances for clarification, and equipped learners with a variety of examples of different genres. It was also found that fieldwork was so beneficial since one session could be used to cover wide content. The method was also found to equip learners with research skills since learners experienced the practical aspect of oral literature. Learners also enjoyed the out-of-class session.

The study also established the benefits of using theoretical methods in teaching oral literature from the data from interviews. They were as follows: time-saving and enabled learners to get prior information on different community ways of life before the actual interaction. The study also established those theoretical methods were less involved and convenient compared to fieldwork and that theoretical method promoted and strengthened mastery of English Language content.

Challenges faced when using fieldwork in teaching oral literature were also highlighted. The first challenge was the difficulties encountered when controlling a class with a big population during a fieldwork lesson. This required more than one teacher to handle the class which was in it an inconvenience to the school program. Secondly, most school administrations were unwilling to support fieldwork activities since they see them as an interruption to the normal school program. Administrators would prefer theoretical methods arguing that fieldwork required a lot of logistics to be followed. This included asking for permission from the 'field', organizing transport means for the class, and catering for the learners' meals while in the field. Thirdly, fieldwork was termed by teachers as being time-wasting when it came to syllabus coverage. They argued that the integration of oral literature in English ensured that aspects of oral literature are taught quickly as they are embedded among other parts of the English syllabus. However, fieldwork ensured that oral literature was taught separately thus slowing down the speed at which teachers covered the syllabus. The teachers also pointed out that when using fieldwork as a method, teachers experienced sabotage from their respective administrations due to the financial requirements that were associated with planning for fieldwork. According to the teachers, school administrators could either finance a small number of students to attend the fieldwork session or ask the teacher involved to change the venue to suit the transport budget. Lastly, storing oral literature data after fieldwork

was a challenge to the teachers due to inadequate storage facilities and space in the schools. They said that English as a subject in secondary school has no laboratory. Thus, keeping data collected both in soft and hard copy was a challenge to teachers. Most teachers had to devise their own individual ways of keeping the data. This would lead to the data getting lost.

The challenges encountered when theoretical methods were used in teaching oral literature were also highlighted by the teachers. The first one was inadequate materials for use when mixing several theoretical methods. The second challenge was about learners' attitudes toward oral literature. Teachers noted that most learners viewed oral literature as not important. This made them shift focus to other sections of the English syllabus while neglecting oral literature. Lastly, teachers noted that theoretical methods presented oral literature as an abstract concept to learners.

According to Okaye, (2013), the teaching of oral literature which falls under English in the current Kenyan Syllabus is experiencing many challenges which include poor methods used by the teachers in teaching and learning in secondary schools. He further added that in teaching oral literature, a choice of methods for teaching and learning mostly depended on the teaching facilities, the cost of the method to be used, the willingness of the learners to learn, teacher competence, and the content to be taught. He thus asserted that oral literature should involve fieldwork as a sole teaching method but the teacher should focus on getting data from his immediate environment to reduce cost and ease planning and preparation. The most efficient method used by the teachers will always bring out the best learning outcomes. This aligns with the findings of the tests where the fieldwork method elicited high improvement in scores than theoretical methods.

Hudson (2015) asserts that inappropriate classroom skills such as the use of teacher-centered methods, poor classroom instruction, and lack of teaching may hinder the achievement of the subject objectives. He further claimed that there are certain methods of teaching, presentation, infusion, or dissemination of information that are presumably, superior to others. Such methods are those that focused on the learner learning the concept by doing rather than by listening. Oral literature, being practical in nature definitely is superior to other methods of teaching oral literature. It is thus recommended over other methods like a lecture, discussion, or question-and-answer method. This can be related to the findings when theoretical methods were used. Learners had a slightly low improvement in performance in their post tests as compared to the schools that were thought using fieldwork.

5.2 Conclusion

The study made a comparison of the theoretical method vis-à-vis the fieldwork method on the teaching and learning of oral literature in secondary schools in Kenya.

Drawing from the tests and the interviews, the study concluded that the fieldwork method of teaching was more effective in teaching oral literature than theoretical methods. From the test, the positive deviation of +11.55 for the schools that were taught using fieldwork was higher than the positive deviation of +5.76 for the schools that were taught using theoretical methods. This means that there was a greater improvement in scores of students taught using fieldwork as compared to those taught using theoretical methods. Students performed better when taught using fieldwork as compared to when taught using theoretical methods.

The study also concluded that there were various theoretical methods used by teachers when teaching oral literature in Secondary schools in Lugari sub-county, Kakamega

County. These included discussions, lectures, song and dance, dramatizations, peer teaching, and Class presentations. It was also found that teachers used a variety of theoretical methods in teaching oral literature, ranging from lecture method, discussion, and question-and-answer methods.

From the findings, the study concluded that fieldwork in teaching was not frequently utilized by teachers; however, it was mentioned as the best way of teaching oral literature. This, unequivocally, means that oral literature is taught as an abstract subject making it difficult for learners to comprehend. The reasons given by teachers for not using the fieldwork method in teaching oral literature were that first, controlling learners especially a big population posed a challenge. Secondly, for an effective class session, at least two teachers were required. This was seen as a way of inconveniencing other teachers in terms of lesson attendance and the running of the school program thus the unwillingness of the administration to support such activities. Thirdly, fieldwork was seen as time-wasting since learners would take nearly a whole day out studying only one lesson and subject.

The study also revealed that there were more teachers who stated that fieldwork is a more effective method in the teaching of oral literature than theoretical methods. A number of them, however, used theoretical methods more easily than they used fieldwork methods. The findings revealed that most teachers preferred theoretical methods of teaching to fieldwork because of the following: lack of resources in the schools to support exclusive fieldwork lessons, teachers of oral literature lacked support from their respective school administrations, lack of preparedness by the teachers in terms of planning for fieldwork lessons and negative attitude towards fieldwork thus making teachers more comfortable with the use of theoretical methods other than the fieldwork method.

The study also concluded that fieldwork had several benefits. Some of the benefits included the following; fieldwork broke classroom monotony, boosted learners' interest to learn, was interesting since it kept the learners attentive, provided chances for clarifications, and equipped learners with a variety of examples of different genres. Fieldwork was found to be beneficial since one session could be used to cover wide content and it equipped learners with research skills thus learners experienced the practical aspect of oral literature. Learners enjoyed the out-of-class session since it broke class monotony. As much as it was the least utilized method, teachers viewed fieldwork as the method that would result in improved performance. This meant that the teachers knew considerably well the importance of using fieldwork but were not able to use it due to the constrain of time and limited resources.

Drawing from the findings, theoretical methods of teaching oral literature were found to be time-saving since they required the presence of the learner and the teacher only. Teachers preferred theoretical methods as compared to the fieldwork method of teaching. Theoretical methods enabled learners to get prior information on different communities' way of life before the actual interaction. Teachers also mentioned that the theoretical methods were less involved and convenient compared to the fieldwork method. Teachers displayed great mastery of content when teaching using theoretical methods however, they didn't use appropriate teaching aids while teaching oral literature.

The study also concluded that fieldwork was an effective method of teaching oral literature in secondary schools; however, teachers did not use it regularly. The fieldwork method when used appropriately encouraged active students' involvement all through the fieldwork process. This was from the preparation stage, information gathering, preparation of data collection instruments like questionnaires, data

collection, recording of information, and even after fieldwork that is during report writing and presentation.

5.3 Recommendations of the Study

On the basis of the findings of this study and conclusions drawn, the following are recommendations made regarding the comparison between fieldwork and theoretical methods of teaching and learning oral literature:

- Schools should encourage teachers to use a variety of teaching methods in oral literature including fieldwork. This can be done by organizing field trips and studies, especially in the immediate surroundings of the school
- Schools should also involve inviting resource persons to school. This may work well in cutting the expenses of going for field trips for the same reason.
- Schools should enrich their libraries with more oral literature materials to support the teaching and learning of oral literature.

5.4 Suggestions for Further Research

The researcher recommends further research to be carried out on:

- a) The teaching experience of a teacher and its influence on the utilization of theoretical and fieldwork methods in teaching and learning oral literature.
- b) The influence of teachers' attitudes on the exposure of learners to fieldwork as a method of teaching/learning.

REFERENCES

- Abdulmalik, K., Suhaimi, M., Alsaqqaf, A., & Jawad, W. (2018, December). The use of Discussion Method at University: Enhancement of Teaching and Learning. *International Journal of Higher Education*, 7(6), 118-128.
- Adom, D., Kamil, H. E., & Agyem, A. J. (2018, January). Theoretical and Conceptual Framework: Manatory Ingredients of a Quality Research. *International Journal of Science and Research*, 7(1), 438-441.
- Ajay, S., & Masuku, M. (2014). Sampling Techniques Determination of Sample Size in Applied Statistics Research: An Overview. *International Journal of Economics Commerce and Mnagement*, 2(2), 1-22.
- Akivaga, S., & Odaga, A. B. (2018). *Oral Literature: A School Certificate Course*. (4th ed.). Nairobi: East African Educational Publishers.
- Allan, D., & Bronner, S. T. (2007). *The Meaning of Folklore; The Analytical Essays of Allan Dundes*. Logain: Utah State University Press.
- Amartei, J. M. (2014). Student's Perception about the Lecture as a Method of Teaching in Tertiary Institutes. Views of Students from College of Technology Eduaction, Kumasi.(COTEK). *International Journal of Education and Research*, 601-612.
- Barts, P. (2002). *Folklife and Fieldwork- An Introduction to Field Techniques* . Washington: Library of Congress.
- Bidabadi, N. S., Fahani, A. N., Amir, R., & Roya, K. (2016). Effective Teaching Methods in Higher Education: Requirements and Barriers. *Journal of Advances in Medical Education and Professionalism*, 4(4).
- Bowker, M. H. (2010). Teaching Students Ask Questions Instead of Answering. *The NEA Higher Education Journal*, 127-134.
- Brecht, D. H. (2012). Learning from Online Video Lectures. *Journal of Information Technology Education: Innovations In Practice*, 11, 227-250.
- Brown, T. (1975). *A Guide to Fieldwork in Kenya*. Nairobi: Acacia Publishers.
- Bukenya, A. S. (2001). *Oral Literature a Senior Course Form 3 and Form 4*. Narobi: Longhorn Publishers.
- Bukhari, S. A. (2021, February). Samplr Size Determination Using Krejcie and Morgan Table.
- Centre for Research in Mathematics Education. (2014). *Formative Assesment in Science and Mathematics Education*. Nottingham: University of Nottingham.
- Cheng, M. (2007). Student Prceptions of Interactive Drama Activities. 2.3(3).
- Chepkemboi, C., Chemwei, B., & Awino, J. O. (2018, October). Challenges Facing Implementation Of Integrated Oral Literature Syllabus in Secondary Schools in Nakuru Town East Sub County. *Journal of Research & Methods in Education*, 8(5), 51-62.

- Chesaina, C. (1997). *Oral Literature of the Embu and Mbeere*. Nairobi: East African Educational Publishers.
- Chuan, L. C. (2006). Sample Size Estimation Using Krejcie and Mogan and Cohen Statistical Power Analysis: A Comparison. *Penyelidikan Journal*, 7.
- Ciesielska, M., Bostrom, K. W., & Ohlander, M. (2018). *Qualitative Methodologies in Organization Studies*. Middlesborough: Teesside University.
- Clark, E. (1943). An experimental evaluation of the school excursions. *Journal of Experimental Education*, 1(12), 10-19. Retrieved 2019
- Clements, W. M. (1974). Five Approaches to Teaching Folklore in a College English Curriculum. *The Annual Meeting of the National Council of Teachers of English* (pp. 28-30). New Orleans: Arkansas State University.
- Cohen, L., Manion, L., & Morriison, K. (2005). *Research Methods cin Education* (5th ed.). London: Taylor & Francis e- Library.
- Comajoan, C., & Lloren. (2013). *Tense and Aspect in Second Language Spanish*.
- Coughlan, R. F., & Cronin, P. (2009). Interviewing in qualitative research: the one-to-one interview. *International Journal of Therapy and Rehabilitation*, 309-314.
- Creswell, J. W. (2014). *Research Design- Qualitative, Quantitave and Mixed Methods Approaches* (4th ed.). London: Sage Publications.
- Dundes, A., & Bronner, J. S. (2007). *The Meaning of Folklore*. Logan: Utah State University Press.
- Ettyang, E. (1987). *Strategies and Media for Teaching and Learning Oral Literature in Kenya*. Nairobi: Kenyatta University.
- Farahian, M., & Rezaek, M. (2012). A Case Study of an EFL Teacher's type of questions: an investigation into classroom interaction. *Procedia Social and Behavioural Sciences*, 47, 161-167.
- Finnegan, R. (2012). *Oral Literature in Africa*. Cambridge: Open Book Publishers.
- Gagne, R. (1985). *The Conditions of Learning*. New York: Holf Renhart and Winston.
- Gany, F. M. (2014). Orality literacy and pedagogical implications in traditional African societies: The Bakor experience in Cross River state, Nigeria. *Isola Conference*. University of Abdjan, Ivory Coast: Department of English and Literary Studies, University of Calabar.
- Ganyaupfu, E. M. (2013). Teaching Methods and Students Academic Performance. *International Journal of Humanities and Social, Science invention*, 29-35.
- Gathumbi, A., Kimaliro, E., Harriet, M., Bwonya, J., Newman, J., & Kiio, N. (2004). *New Integrated English Student's Book 2*. Nairobi: The Jomo Keyatta Foundation.
- Gurpreet, K. (2011). Study and Analysis of Lecture Model of Teaching. *International Journal of Educational Planning and Administration*, 1(1), 9-13.
- Heshmatpanah, J. N. (2011, June 27). E_Learning Effects on Teaching at ALBORZ High School (IRAN). *Creative Education*, 2(2).

- Hudson, S. (2015). Effective Teaching Methods. *Journal of Instructional Research*, 4.
- Hulse, S. F., & Dowd, S. B. (1997). *Teaching by Lecture in the Radiology Class* (Vol. 60). Albuquerque: American Society of Radiologic Technologies.
- K.I.E. (2002). *Secondary Education Syllabus* (Vol. 1). Nairobi: Jomo Kenyatta Foundation.
- Kabir, S. M. (2016). Basic Guidelines for Research. *Research Gate Publication*, 201-276.
- Kaur, G. (2011). Study and Analysis of Lecture Method of Teaching. *International Journal of Educational Planning and Administration*, 9-13.
- Kelin, D. A. (2007). The Drama of Folklore: Stories as Teachers. *Indian Folklore Research Journal*, 4, 64-76.
- Kellough, R., & Kellough, N. G. (2003). *Secondary School Teaching: A Guide to Methods and Resources*. Upper Saddle River, New Jersey, Columbus, Ohio: Merrill Prentice Hall.
- KIE. (2008). *Geography Syllabus*. Nairobi: Kenya Institute of Education.
- Kipper, H. T. (2019). Strategies and Techniques of Questioning Effectively Thinking and Deep Understanding in Teaching Engineer at Estonian Centre for Engineering Pedagogy. *Problems of Education in the 21st Century*, 19, 36-45.
- KNEC. (1993). *Kenya National Examination Council Regulations and Syllabus*. Nairobi: Jomo Kenyatta Foundation.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Sizes for Research Activities. *Educational and Psychological Measurement*, 1-2.
- Langa, B. (1984). *Oral narratives in the classroom*. Doctorial Dissertations: University of Massachusetts.
- Larson, B. (1997). *Social Studies Teachers' Conceptions of Discussion: A grounded Theory Study*. Washington: Western Washington University.
- Larson, B. E. (1997). *Teacher Conceptions of discussion as method and outcome*. Washington: Western Washington University.
- Larson, B. E. (2000). Classroom Discussion: a method of instruction and a curriculum outcome. *Teacher and Teacher Education*, 16, 661-667.
- Lewis, K. G. (1988). Developing Questioning Skills. In C. f. Effectiveness, *Teachers and Student- Sourcebook* (pp. 1-7). Austin: The University Of Texas at Austin.
- Long, M., Butani, L., & Blackenburg, R. (2014). Questioning as a Tool. *Pediatrics Official Journal of the American Academy*, 1-5.
- Maikano, L. A. (2019). *Oral traditions as alternative literature: An examination of techniques and narrative features in Tangle folktales*. Retrieved December 8th, 2019, from Wikipedia: <https://docplayer.net/102713275-Oral-traditions-as-alternative-an-examination-of-techniques-and-narrative-features-in-tangle-folktales.html>

- Major, C., Harris, M. S., & Zakrajsek, T. (2015). *Teaching for Learning: 101 Intentionally designed educational activities to put students on the path to success*. New York: Routledge.
- Masinjila, M., & Okoth-Okombo, D. (1994). *Teaching oral literature. Kenya Oral Literature*. Nairobi: University of Nairobi, Department of Linguistic and Languages.
- Masoumi-Moghaddam, S. (2018). Using Drama and Drama Techniques to English Conversations to English as A Foreign Language Learners. *International Journal of Applied Linguistics & English Literature*, 7(6), 63-68.
- Merolla, D. (2016). African Oral Literature: Education Interactions and Intersections. *Nordic Journal of African Studies*, 25(3&4), 167-174.
- Miruka, O. (1999). *Study of Oral Literature*. Nairobi: Acacia Stantex Publishers.
- Morgan-Fleming, B. (1999). Teaching a Performance: Connections between Folklore and Education. *Curriculum Inquiry*, 273-291.
- Muhamad, M., Rapi, T., & Akmal, H. (2018). The Development of Teaching Materials of Archipelago Point of View Based Folklore Writing Using Picture and Picture Method for Elementary Schools in Pang Kep Regency. *Journal of Humanities and Social Science*, 23(2), 20-26.
- Muthusamy, C., Modh.Salleh, S., Subrayan, M. A., & Arumugam, N. A. (2017). Methods used in Teaching and Learning of Literature in the ESL Classroom and Adult Learners' Attitude. *Journal of Applied Linguistic And Language Research*, 4(2), 17-25.
- Mzimela, J. (2016). Exploring the Role of Teaching Folklore in Developing Grade R Learner's Mother Tongue. *Stuud Tribes Tribals*, 129-137.
- Ndung'u, E. (2015). *Preservation and use of Educationzl Media in Teaching Oral*. Eldoret: Moi University.
- Ndung'u, E. W. (2015). *Preservation and Use of Educational Media in Teaching of Oral Literature n Bungoma South*. Eldoret: Moi University.
- Nnyangu, U. (2017). The Nature of Oral Litrature: Concepts and Genres. *Scholars urnal of Arts, Humanities and Social Sciences*, 5(9A), 1149-1155.
- Obiweluzo, E. P. (2011). Perception of Primary School Teachers on the Use of Oral Literature. *International Journal of Research in Arts and Social Sciences*, 3, 202-211.
- Ogheneovo, A. A., & Otaigbe, O. A. (2015). A Review of Methods and Strategies Appropriate to the Teaching and Learning of Office Technology and Mnanagement in the 21st Century. *Gloobala Journal of Interdisciplinary Social Sciences*, 4(2), 28-32.
- Okaye, F. O. (2013). *Factors Affecting the Teaching and Learning of Oral Literature in Turkana South District , Kenya*. Kenya: Moi University.

- Okwara, M. O., Shiundu, J. O., & Indoshi, F. C. (2009). Towards a model of integrated English language curriculum for secondary schools in Kenya. *Educational Research and Review*, 301-309.
- Omatseye, B. O. (1989). The Discussion Teaching Method: An Interactive Strategy in Tertiary Learning. *Education*, 126(1), 88-94.
- Omelicheva, M. Y., & Avdeyeva, O. (2008, July). Teaching with Lecture or Debate? Testing the Effectiveness of Traditional Versus Active Learning Methods of Instruction. *PS: Political Science and Politics*, 603.
- Omoru, B., & Nato, L. W. (2014, January). Determining Methods used in Teaching Geography in Secondary School in Rongo District, Kenya. *International Journal of Academic Research Progressive Education and Development*, 3(1), 220-232.
- Osang, J. E., Udoimuk, A. B., Etta, E. B., Ushie, P. G., & Offion, N. E. (2013, December). Methods of Gathering Data for Research Purpose and Application Using IJSER Acceptance Rate of Monthly Paper Publication. *IOSR Journal of Computer Engineering*, 15(2), 59-65.
- Otieno, L. A. (2013). *Investigation about the Effectiveness of Teaching and Learning Oral Literature in Secondary*. Thika: Mount Kenya University.
- Owiti, T. O., Onchera, P. O., & Kulo, S. O. (2014, July). Use of Oral Literature in the Teaching of English grammar in secondary schools in Bondo district- Kenya. *Educational Research*, 5(6), 183-191.
- Rahmah, S. N. (2017). *The Use of Question and Answer Method to Improve Students Reading Comprehension in Recount Text*. State Institute for Islamic Studies, English Education Department of Method to Improve Students. Salatida: Education Faculty .
- Ronchetti, M. (2010). Using Video Lectures to Make Teaching More Interactive. *IJET*, 5(2), 45-48.
- Sequeira, A. H. (2012, September). Introduction to Concepts of Teaching and Learning. *National Institute of Technology Kamataka*.
- Shan-Shan, K. (2013, November 25). Exploring the Useful Reading Strategies among EFL College Students in Taiwan. *Chinese Studies*, 2(4).
- Shen, W., Liu, C., & Yuan, Y. (2011). Social Cognitive Neuroscience Perspective for Unification Psychology. *Psychology*, 2(8), 841-845.
- Sone, E. M. (2018). African Oral Literature and the Humanistic Challenges and Prospects. *Humanities*.
- Stephanie, J. M., & Kahn, J. (2017). *The Evidence Base for How We Learn: Social, Emotional and Academic Development*. Michigan: The Aspen Institute.
- Syomwene, A., Nyandusi, C., & Yungungu, A. M. (2017). *Core Principles in Curriculum*. Eloret: Utafiti Foundation.

- Tafade, T., Elsner, J., & Harness, S. T. (2013). Best Practice Strategies for Effective Use of Questions as a Teaching Tool. *American Journal of Pharmaceutical Education*, 77(7), 1-9.
- Taherdoost, H. (2016). Sampling Methods in Research Methodology; How To Choose a Sampling Technique For Research. *International Journal of Academic Research in Management*, 5(2), 18-27.
- Taherdoost, H. (2016). Validity and Reliability of the Research Instrument: of a Questionnaire/ Survey in a Research. *International Journal of Academic Research in Management*, 5(3), 28-36.
- Thorburn, M. (2018). *Learning, Culture and Interaction*. <https://doi.org/10.1016/j.lcs.2018.04.0001>.
- Tikumah, I. H. (2013). African Literature in the Making: From Pre-colonialism to post. *First Uni-CV Literarture workshop*. Praia: University of Cape Verde.
- Tuna, A. B. (2014, March). The Effects of Fieldwork Practices on Studet's Self Efficacy Perceptions in Geography Education. *International Journal of Academic Research in Business and Social Sciences.*, 4(3).
- Turin, M., Wheler, C., & Wilkinson, E. (2013). *Oral Literature in the Digital Age: Archiving Orality and Connecting with Communities*. Devon Shire Road, Cambridge: Open Book Publishers.
- Viswanathan, M., & Viswanathan, K. V. (2017, December 12). Effectiveness of Didactic Lecture in Imparting Knowledge in Medical Education. *International Journal of Medical Science and Education*, 4(3), 247-251.
- Wafula, L. (2012). Teachers Exposure, Training and Professional Preparedness on the use of the Intergrated Method in Teaching Oral Literature in Uasin-Gishu County Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*(3), 410-418.
- Wasamba, P. A. (2015). *Contemporary Oral Literature Fieldwork: A Researcher's Guide*. Nairobi: Nairobi University Press.
- Weche, M. (2009). *Bantu and Nilotic children's singing games: a comparative study of theirvalue communication*. Cape Town: University of Cape Town.
- Welty, W. M. (1989). Discussion Method Tecahing- How to make it work. *Faculty Teaching Excellence Programme*. Colorado: University of Colorado.
- Wetende, C. M. (2016, November). Utilisation of Educational Media in Teaching and Learning. *International Journal of Science*, 5(11), 757-765.
- Wetende, C. M. (2016, November). Utilization of Educational Media in Teaching and Learning of Oral Literature in Butere Sub-county Secondary, Kenya. *International Journal of Science and Research*, 5(11).
- Winick, S., & Bartis, P. (2016). *Folklife and Fieldwork- An Introduction to Cultural Documentation*. Washington DC: Library of Congress.
- Yang, C. C. (2010). Teachers questios in second language classrooms: An investigatio of three case studies. *EFL Journal*, 12(1).

Zakirman, Lufri, & Khairani. (2018). Factors Influencing the Use of Lecture Methods in Learning Activities. *Advances in Social Science, Education and Humanities Research, 178*, 1-3.

APPENDICES

Appendix I: Letter to Teachers of English

P.O BOX 124,

Matunda.

6th January, 2020.

To

The Principal,

Dear Sir/Madam,

RE: REQUEST TO BE A PARTNER IN MY RESEARCH

I am a post-graduate student at Moi University. I request you allow me to carry out research in your school. My research is a comparative study of field work vis-à-vis theoretical methods on the teaching and learning of oral literature.

The activities will involve lesson observation interviews and observing a fieldwork lesson. The interviews will involve teachers of English while the fieldwork and theoretical lessons will involve both teachers of English and form three students.

I will be grateful if accorded assistance.

Thank you.

Yours faithfully,

Wekulo Timothy Kisaka.

0718615695

Appendix II: Oral Literature Tests for Learners

a) Read the poem below and answer the questions that follow (20 marks)

BABUYA

Soloist Response

Eh mother to the child come and see	Aah
Eh mother to child come see	O mother to the child come and see the Aah
Eh father to child come and see	O mother to the child come see the child Aah
The child resembles a fox	mother to the child come and see the child Aah
The child resembles <i>ututu</i>	O mother to the child come and see the child Aah
The child resembles <i>ututu</i>	O mother to the child come and see the child Aah
The child resembles <i>lukiki</i>	O mother to the child come and see the child Aah
The child has carried meat	O mother to the child come and see the child Aah
The child resembles fox	O mother to the child come and see the child Aah

Question

i) Identify the features that make this genre an oral poem. (2marks)

.....
.....

ii) Explain one social activity of the community that the genre emanates from.

(2marks)

.....
.....

iii) How would you say the last line of this poem and why? (2marks)?

.....
.....
.....

iv) How would you perform the response part of the poem? (3 marks)

.....
.....
.....
.....

v) Who is the suitable audience to this song? (2marks)

.....
.....
.....

vi) When performing the above genre, what will show that the audience is enjoying the presentation? (3 marks)

.....
.....
.....
.....

vii) State and illustrate two economic activities done by the community from which the genre comes from. (4 marks)

.....
.....
.....

viii) You have been asked to collect the above genre from the field. Which methods will you use? (2 marks)

.....
.....
.....

b) ORAL NARRATIVES

Read the narrative below and answer the questions that follow. (20 marks)

There lived a wicked chief. Nobody liked him, because of his wickedness. He was wicked to old men and women. By pretending to be kind he tried to be popular with all the young men who lived in that country. When the chief won over the young men, they all liked him.

One day, the chief called all the young men and told them, “My friends, don’t you see?” They asked, “What? “You should kill all of them. Everybody should kill his father.” Ah! (That they should kill their fathers). As result, everybody whose father was old brought him to be killed. This one went and brought his father to be killed the other went and brought his father to be killed. They killed all the old men leaving only one.

He was the father of a man who said no. “Why should the chief kill all old men and why should I send my old father to be killed?” He got down and went and dug a

large hole and concealed it nicely. He sent his father there, where he had dug, he fetched wood and put it across and covered it with soil, making a small hole for air to pass through. At that time, they had finished killing all the old men.

When the chief finished executing them, he then called all the young men. “My friends, we have now finished killing all our old men. This is a cow I am giving to you. I am so happy we have got rid of all these old men, so go and kill the cow. When you have killed the cow, cut the best part of its meat and bring it to me. If you don’t bring it, you yourselves are not safe.” (That is all right) Eh!

The young men rushed out and slaughtered the cow. Which is the best part of the meat of a cow? They were worried. They went and cut the liver and sent it to him. He asked whether or not that was the best part of the meat. They answered yes. They added part of the bile. He said that wasn’t the best part of the meat and that they should go and find it quickly. The people became more worried.

Every night the young man secretly took food to his father. One day he took food to his father, who asked about the news of the town. He said, “My father, now we are suffering. When we killed all the old men, the chief gave us a cow to go and kill. When we killed the cow, he said we must find both the sweetest and bitterest part of the meat and bring it to him. That if we do not bring it, we are not safe ourselves. This is what is worrying us.” The old man laughed, but asked him if he knew the sweetest part of the meat. He said no. He again asked if he know the bitterest part. He said no. “Then the sweetest and bitterest part is the tongue. When you go, cut the tongue and send it to him and say that the sweetest part of the meat is also the bitterest.”

The man rushed home while all the people sat down, undecided about what to do. If something had not happened, they might have thrown the whole meat away and

run away. When the boy arrived, he said, “My friends take the tongue of the cow”. They cut the tongue for him and took it to the chief’s palace. He went and threw it down and said. “Chief see the sweetest part of the meat and the bitterest part also.”

The chief sat down quietly and finally said, “You did not kill your father, speak the truth. I didn’t kill him. When all the other young men were killing their fathers, I went and hid mine.”

He said, “You are the son of a wise old man. The sweetest and bitterest part of the meat is the tongue. As for that all these young men are big fools. Why should somebody send his father to be killed? But if you want the sweetest part of the meat, find the tongue. Were it not for the tongue, you would not have an enemy, and it is also because of your tongue that you will not have a friend?”

Questions

a) State the sub- genre that the above narrative originates from. {2 marks}

b) Which features of oral narratives are evident in this narrative? {4 marks}

c) While performing the above narrative, how will you ensure that your audience enjoy the performance? {2 marks}

d) Who is the hero in this narrative? Give reasons. {2 marks}

e) What moral lesson do we learn from this narrative? {2 marks}

f) Apart from paradox, identify and illustrate any two styles used in the narrative. {4 marks}

g) Identify any two social activities practiced by this community. {2 marks}

h) Identify any two economic activities practiced by this community. {2 marks}

Read the riddle below and answer the questions that follow. (20mks)

Challenger: Riddle! Riddle!

Respondents: Riddle come.

Challenger: I have a wife who never returns to where she came from.

Respondent: A leaf from a tree.

i) What do you think is likely to take place after this particular riddling session?
(3mks)

i) What are the functions of the above genre? (3mks)

ii) State two aspects of style evident in this genre (4mks)

iii) Explain two social activities of the community from which this genre originates from. (4 marks)

iv) State the stages of a riddling session (6mks)

Akawalaa kaawa Kaawa kaawaa kaawa kawa? (20mks)

(The girl who gave Kaawa bitter coffee, where is she from?)

i) Identify the above genre. (1mk)

ii) What are the functions of the above genre? (2mk)

iii) Describe three aspects of style evident in this genre. (6mks)

iv) The above genre has been translated into English. What two things have been lost in the translation? (2mks)

v) State four methods you will use to collect the above genre from the field. (4 marks)

- vi) Mention five materials you will use to enable you collect the above genre from the field (5mks)

Si vyote ving'avyo nidhahabu (20mks)

(Not all that glitters is gold)

- i) Classify the above genre. (2mks)

- ii) Identify the and explain two parts that make the above genre (2mks)

- iii) State one aspect of style evident in the above genre (2mks)

- iv) Explain the meaning of the above genre. (3mks)

- v) State two functions of this genre. (2mks)

- vi) Describe the economic activity from the community which this item comes from. (2mks)

- vii) Identify two things that are lost during the translation of this genre. (2mks)

- viii) State five challenges you may encounter when collecting the above genre from the field. (5mks)

Appendix III: Observation Guide

This guide was used in observing activities that went on within the classroom when the theoretical methods of teaching and learning of oral literature were being used. Detailed information was recorded during the observation activity.

General Information

Topic _____ Sub- topic _____

Observation Areas	Activities to be observed	What was observed
A. Teaching Methods	Use of any of these methods in teaching and learning. a) Question and Answer b) Lecture method c) Discussion	- Use of a variety of methods including question and answer, lecture and discussion
B. Use of appropriate teaching aids.	- Use of appropriate props - Use of costumes - Use of musical instruments	- Use of charts in limited scenarios -No use of props costumes nor any musical instrument

Appendix IV: Observation Guide

This guide was used in observing activities that went on during fieldwork lessons.

Detailed information was recorded during the observation activity.

	Observation Areas	Activities to be observed	What was observed
A	Preparation for fieldwork	<p>Teachers taking learners through what is needed at the field, for example.</p> <ul style="list-style-type: none"> -Staying and working in groups -Paying attention to the presentation - Using appropriate method of data collection. -Taking down notes 	-Taking learners through fieldwork expectations
B	Fieldwork Activities	<p>Activities during data collection</p> <ul style="list-style-type: none"> a) Participation b) Observation c) Audio-visual Recording d) Interviews 	<p>-Observation of oral literature sessions</p> <ul style="list-style-type: none"> - Active participation in some of the genres - Recording of genres
C	After-field Activities	<p>Transcribing the data from the field</p> <p>Giving assignments and follow-up activities</p>	

Appendix V: Interview schedule for Teachers

1. What methods do you use when teaching Oral Literature?
2. What activities do you engage in during fieldworks?
3. From your own assessment of theoretical and fieldwork methods of teaching oral literature, which is the most effective method?
4. What are the benefits of using;
 - a) Fieldwork in teaching oral literature
 - b) Theoretical methods in teaching oral literature
5. What challenges do you face when using;
 - a) Fieldwork in teaching oral literature
 - b) Theoretical methods in teaching oral literature

Appendix VI: Research Letter from Moi University



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: EDU/PGCM/1059/16

DATE: 17th November, 2019

The Executive Secretary

National Council for Science and Technology
P.O. Box 30623-00100

NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF WEKULO TIMOTHY KISAKA - (EDU/PGCM/1059/16)


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, School of Education.

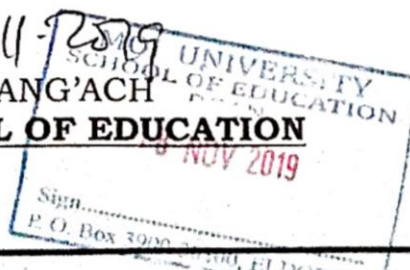
It is a requirement of his M.Ed Studies that he conducts research and produces a thesis. His research is entitled:

“A Comparison of the Theoretical and Fieldwork Methods on Teaching and Learning Oral Literature in Secondary Schools in Kenya.”

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

Yours faithfully,

 18-11-2019
PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION



(ISO 9001 – 2015 Certified Institution)

Appendix VII: A Research Permit from NACOSTI



Appendix VIII: A Photo of Students Taking an Oral Literature Test

Appendix IX: A Photo of Initiates Practising

Appendix X: Map of Lugari