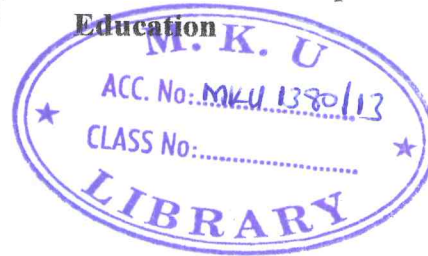


**Investigation about the effectiveness of Teaching and learning Oral literature in  
Secondary school in Muhoroni Division, Nyando County**

**By**

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## ABSTRACT

Despite the fact that oral literature has been taught as an academic discipline in the university since the late 1960s, and early 1980s in secondary schools, the teaching of oral literature in secondary schools in Kenya is beset with many problems. The general feeling is that the teaching is rather haphazard. The integration of English language and literature has further compounded the problem making some teachers de-emphasize oral literature. Several studies have been conducted on the implementation of the Integrated English curriculum. However, the studies done have not given attention to the teaching and learning of oral literature. Hence, the purpose of this study was to investigate about effectiveness of teaching and learning of oral literature. The study sought to determine to what extent the Integrated English syllabus has improved the teaching of oral literature, teacher qualification and competence, availability of teaching learning resources, appropriateness of the teaching learning resources as well as the teachers' and learners' attitudes towards oral literature. Finally, the researcher looked at ways of enhancing the teaching and learning of oral literature. The study used both survey and naturalistic designs. Four instruments: questionnaires for teachers and students, interview guides for the FIODs and the QASO, observation and document analysis schedules were employed to collect data. Stratified, purposive and simple random samplings were used to select 10 schools from a target population of 14 into the sample which comprised 165 students, 14 teachers, 10 MODs and one QASO. Data were analyzed using descriptive statistics and qualitative procedures. Three null hypotheses were tested at 0.05 level of significance using one way ANOVA and independent Sample T-test. The study established that the teaching and learning of oral literature is hampered by lack of proper modalities of integration, over emphasis on grammar, and inadequate teaching and learning resources- Teachers were found to heavily rely on the use of the lecture method. The study also found out that oral literature has been relegated to a small thing in the wide Integrated English curriculum and is thus not given the attention it deserves. Both teachers and students have a positive attitude towards oral literature with 63% of the teachers preferring to teach literature to English language. The results indicated that there was no significant difference in the mean attitude towards oral literature scores when students were categorized by sex. However there was a significant difference in the mean attitude towards oral literature scores of teachers when categorized by sex. On the basis of these Findings, the researcher recommends that the teaching and learning of oral literature can best be improved if teachers are regularly in-serviced, students engaged 'in fieldwork and teachers shift to learner centered approaches of teaching. The government should also expedite the disbursement of funds to the schools to aid in the acquisition of teaching and learning resources.

*Further*, the Kenya of Education (KE) needs to liaise with teacher training institutions in coming up with relevant courses for teachers of English.