

Teachers' Attitudes towards the Integrated Method of Teaching Oral Literature in Secondary Schools in Uasin-Gishu County, Kenya

Lorna Wafula

Department of Curriculum, Instruction and Educational Media,
Moi University, P.O. Box 3900, Eldoret, Kenya.

Abstract

The study investigated the challenges that teachers face while teaching Oral Literature using the integrated teaching method. This paper discusses the attitudes of the teachers towards the integrated method. The target population was the teachers of Literature and English in secondary schools in Eldoret Municipality Uasin Gishu County. All schools in the Municipality contributed towards the study by giving information through the questionnaire instrument. Out of these schools, a few were sampled out to participate in the interview and the observation schedules. Simple random sampling was used to select 12 secondary schools within Eldoret Municipality to participate in the interview schedule and 4 schools to participate in the observation and recording schedule. All the twenty-three schools in the Municipality participated. The Convenient sampling technique was used to select teachers to be observed while teaching in class. Instruments of data collection were the questionnaires, interviews and observation schedules. Descriptive statistical techniques such as frequencies and percentages were used in the analysis of the data collected. The teachers of Literature and English felt that the integrated approach had diluted oral literature. It had reduced it to a mere passage or to a listening and speaking skill. The study aimed at benefiting both the teachers and students of oral literature a by making recommendations aimed at improving the teachers' knowledge and use of the integrated method of teaching in Kenyan secondary schools.

Keywords: teachers' attitudes, integrated method, teaching oral literature, Uasin-Gishu county, Kenya.

INTRODUCTION

The teaching of Oral Literature in Kenyan Secondary Schools had no place in the Kenyan Secondary School syllabus before and immediately after independence. It was totally neglected or haphazardly taught where it had been introduced. According to Akivaga and Odaga (1985), the attempt to structure the Oral Literature syllabus dates back to 1974 when the first Conference of teachers of Literature was held at Nairobi School on 2nd-4th September 1974. The teachers agreed that the teaching of Oral Literature was to have amongst other subjects the objective of enabling students reorganize the positive stream in their culture so that they may look critically at their present day society, thereby developing a true sense of nationhood and national pride.

The study of Oral Literature is very important. One of Kenya's basic educational objectives, according to the Kenya National Examinations Council regulations and syllabus (1993), states that a sound educational policy is one that enables students to understand the culture and environment of their own society before proceeding to learn about other cultures. A sound grounding of the student in his/her people's culture helps him/her become a useful member of the society. Akivaga and Odaga (ibid.) further assert that the study of Oral Literature is an

important way of gaining a sympathetic understanding of one's people, for Oral Literature is a people's own means of expressing the way they see the world, their values and their aspirations.

The systematic relationship between Oral Literature and society is such that these two human institutions obviously evolve together and neither of them can exist in isolation from the other. People use the oral word to reflect on their every day experiences and concerns. They create stories, songs, proverbs, riddles and wise sayings which express emotions that concern them such as love, hate, happiness, anguish, hope and despair. Oral Literature reflects their life as a whole. Kabira and Mutahi (1988) argue that, in order to fully understand any community, it is important to look at their literature. Both Written and Oral Literature reflect and shape the lives and ideas of a people. Therefore, to understand the totality of a people's way of life, we must study Oral Literature.

In 1982, Oral Literature was fully introduced into the Kenyan education syllabus then merged with English Language and treated as an integrated course under the new education system 8-4-4. Previously, in the 7-4-2-3 system, English and Literature were taught independently. English Language fell under the category of Languages and Literature fell under

humanities. Teachers were therefore trained to teach either English or Literature. Contrary to the 7-4-2-3 system, the 8-4-4 system requires that the teacher teaches both English Language and Literature using the integrated method. This poses a major challenge to the teachers especially those who trained only in English and not in literature and vice versa. Jacobs (1989) describes integration as education that is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. He views learning and teaching in a holistic way and reflects the real world, which is interactive.

This definition supports the view that integration of related subjects is an educational approach that prepares children for life-long learning. There is a strong belief among those who support subject integration that the school must look at education as a process of developing abilities required by life rather than a discrete departmentalized subject matter. Kelly & Smith (1987) are of the opinion that integration comes in a variety of forms and they are convinced that anything that breaks subject barriers and makes knowledge more meaningful, relevant and stimulating for children must be in the interest of effective education.

However, a number of problems have arisen as a result of the integration of Literature and English language. It has been a source of great debate by educationists and there has been no consensus on the issue. In March 1998, a report from the Presidential Working Party on Education and Manpower Training revealed the views from the public about the 8-4-4 system. It stated that there were too many subjects being covered and that the time allocated for those subjects could not meet the depth of the content. For example, English Language and Literature in Forms One and Two are allocated only six lessons in a week and in Forms Three and Four they have eight lessons in a week. This time is not adequate for syllabus coverage since so much content, such as Literary texts, the short story, poetry, grammar, comprehension, summary writing and oral literature, have to be covered within this limited time.

The Kenya National Examination Council syllabus (2003) recommended that as a result of the introduction of the integrated method, more hours were to be devoted to the teaching of English Language and Literature in the secondary school curriculum. The integration of Literature and Language assumes that teachers have mastery of language, a clear understanding and appreciation of Literature, and are able to teach effectively. This means that teachers are expected to teach Oral Literature using various aspects of Language such as grammar, comprehension, summary, composition,

speaking, listening, reading and writing and literary texts.

The Kenya National Examination Council syllabus (2006) states that, while some people have expressed concern about the integration of Language and Literature, it is important to realize that Literature provides genuine and expressive samples of Language in context. It helps the students to gain familiarity with many different linguistic uses, forms and conventions of the written mode. Reading Oral Literature articles such as songs and narratives provide a rich context in which learners can acquire new vocabulary and knowledge of the rich possibilities of Language use. Therefore teaching oral literature in isolation is not only boring but also tends to produce learners who lack communicative competence.

Not all educationists favour the integration of Language and Literature. For example, Carter (1986) thinks that Literature and Language are distinct subjects of study and that they have intrinsic values for the learners and the teachers. He therefore favours approaches which preserve the distinctiveness of each discipline of study. However, not everyone holds this view. Indangasi (1991), for example, favours integration. He states that Literature and Language are of mutual benefit to each other and reinforce each other in the classroom situation.

Teacher's Attitude towards the Integrated Method

The attitude held by implementers about a certain subject plays a very important role in determining how that subject is taught. Hawes (1979) asserts that the need to change a people's attitude to favour the implementation of any particular innovation is very important. Therefore, the task of curriculum implementation can be said to involve changing the attitude of policy makers, teachers, administrators and pupils. Many curriculum developers agree that the teacher is the main agent in any curriculum implementation and therefore should have a positive attitude towards the subject for effective implementation to take place (Groux, 1988).

Teachers may have a negative attitude towards the integrated method of teaching English and Literature but gradually change when provided with enough knowledge on the integrated method. Edgerton (1990), in a study of Integrated Mathematics Curriculum, found out that after one year of exposure to the integrated method of teaching, 83% of the teachers involved in the use of the method prefer to continue with the integrated programme rather than go back to the traditional curriculum. He also found out that teachers appreciate the social support of working together and feel that they are able to teach more effectively when they integrate their subjects

with other subjects. They discover new interests and teaching techniques that revitalize their teaching.

The Need to Enhance Teachers' Knowledge on the Use of the Integrated Method

According to Miruka (2002), teaching and learning Oral Literature in secondary schools is beset with many problems experienced by both students and teachers. One of these is the feeling by teachers that students do not find the subject relevant. For this reason, Oral Literature has been neglected and very little time allocated to it.

Little effort is made by teachers to teach Oral Literature using the integrated method because they lack initial and continuing training to do so. Miruka (ibid.) has reported that most teachers do not perceive the integrated method as good for teaching, thus the failure of classroom practices to reflect the integrated method in teaching Oral Literature. Failure to use the integrated method has also been associated with lack of adequate training by teachers of English Language and literature. Verspoor (1989) believes that the teacher and his training are two faces of the same coin. One cannot be seen in isolation from the other. Therefore, well trained teachers are important for a successful curriculum, and it follows that, a well trained teacher will always have a positive attitude towards his/her work.

In 2002, the Minister of Education, Mr. Henry Kosgey, lamented about the declining performance in English Language/Literature and Kiswahili, when releasing the KCSE results in February. He added that:

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

In relation to the minister's statement, there has been an outcry from the educationists on the falling standards of Literature and English language. According to the analysis of the KNEC Examinations performance in the years 2000 to 2003, the results of these subjects were very poor. The mean score for Literature was as follows:

1. 2000 mean score was 17.43, which is a mean grade of E (Plain)
2. 2001 mean score 18.26 a mean grade of E (Plain) or D- (Minus)
3. 2002 mean score 15.75 a mean grade of E (Plain)
4. 2003 mean score 21.05 a mean grade of D- (Minus)

This poor performance is partly attributed to the attitude of the teachers towards integration, lack of adequate training on the use of the integrated method and the methods used by the teachers in imparting

knowledge, since these methods are mainly teacher-centred. It is hoped that with adequate knowledge on integration students will achieve the desired performance since this method is Student-centred. A number of researches done across the world have proven the superiority of the integrated method over the traditional methods of teaching in addition to the realization that curriculum integration may be an effective element in making education both manageable and relevant. Cain (1991) supports this view on integration. He states that the search for meaning and patterns is a basic process in the human brain and sometimes the brain may resist learning fragmented facts that are presented in isolation. This means that the integration of Language and Literature is a meaningful endeavour to most students, since brain research points towards interdisciplinary learning.

In relation to the above, the purpose of this paper is to establish information on the attitude-related challenges that teachers of Oral Literature face when teaching using the integrated method.

LIMITATIONS

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

MATERIALS AND METHODS

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

public. Out of the 23, one belongs to the National category, four to the provincial, six to the district and twelve to the private category.

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

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

For data analysis, the author transcribed the recorded lessons with the help of the observation notes, then typed and carried out content analysis. The transcripts were read several times to decide which categories to use in analysis and also to note which parts of the

transcripts were to be considered as part of the data. The author decided that all utterances made by the teacher or students were to be looked at critically and given consideration as part of research data in relation to their relevance to the subject of study. The author settled on the sentence as a unit of analysis. Two types of lesson categories were developed: one type included Oral Literature elements occurring in language oriented lessons and the other included Oral Literature elements occurring in literature oriented lessons. The teachers' classifications of topics or sub-topics for each lesson were used to determine the naming of a lesson as language or literature. The categories were coded using letters and the type of schools using numbers.

The scripts were read through several times and the categories applied to analyze the content. The points at which the Oral Literature elements or Language elements occurred were marked with the relevant code and a total of all elements occurring in each lesson were found. Tables of elements occurring in each lesson were drawn and interpreted. The responses from both the questionnaires and the interview schedules were coded. Frequency counts of behaviour reported were tallied and calculation of percentages of total responses was done from the frequency distributions. Conclusions were drawn from the questionnaire, interview, observation and recording schedules. Some of the responses from the interviews were quoted as views from the respondents.

RESULTS

Teachers' Attitudes towards the Teaching of Oral Literature using the Integrated Method

In order to determine the attitudes of Literature and English language teachers towards the integrated method, a Likert type of trial test of attitude was used. It required the respondents to tick one of the five alternatives namely: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). The responses are presented on Table 1.

Table 1: Teachers' attitudes towards the Teaching of Oral Literature Using the Integrated Method

Item	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. The content of oral literature Syllabus is relevant to learners.	36	53.7	22	32.8	5	7.5	3	4.5	1	1.5	0	0	67	100
2. The oral literature syllabus is relevant to needs of the Kenyan society	17	25.4	18	26.9	4	6	21	31.3	7	10.4	0	0	67	100
3. I enjoy teaching oral literature	15	22.4	15	22.4	7	10.4	26	38.8	4	6	0	0	67	100
4. Learners enjoy oral literature	16	23.9	11	16.4	8	11.9	26	38.8	6	9	0	0	67	100
5. The integrated approach makes the teaching of oral literature easy	26	38.8	12	17.9	3	4.5	16	23.9	10	14.9	0	0	67	100
6. Oral literature and other skills of English / literature should be taught separately	32	47.8	17	25.4	3	4.5	5	7.5	10	14.9	0	0	67	100

Key: N – number of respondents

The responses as portrayed in Table 1 indicate the different reactions by the Literature and English language teachers towards the teaching of Oral Literature using the integrated method. Thirty-six teachers (53.7%) strongly agreed that the Oral Literature syllabus is relevant to learners; 22(32.8%) agreed, 5(7.5%) were uncertain, 3disagreed and 1(1.5%) strongly disagreed. Seventeen teachers (25.4%) strongly agreed that the Oral Literature syllabus is relevant to the needs of the Kenyan society, 18(26.9%) agreed, 4(6%) were uncertain, 21(31.3%) disagreed and 7(10.4 %) strongly disagreed. This contradicts their earlier response on the relevance of the Oral Literature content. If the content is relevant to the learners, then it automatically becomes relevant to society since it is the learners who eventually make up the society.

In response to whether they enjoyed teaching Oral Literature or not, 15 teachers (22.4%) strongly agreed, 15(22.4%) agreed, 7(10.4%) were uncertain, 26(38.8%) disagreed and 6 teachers (9%) strongly disagreed. In response to whether learners enjoyed Oral Literature or not, 16 teachers (24%) strongly agreed, 11(16.4%) agreed, 8(11.9%) were uncertain, 26(38%) disagreed and 4 teachers (6%) strongly disagreed. Twenty-six teachers (38.8%) strongly agreed with the fact that the integrated approach made the teaching of Oral Literature easy, 12(17.9%) agreed, 12(17.9%) were uncertain, 16(23.9%) disagreed and 10 teachers (14.9%) strongly disagreed. Thirty-two teachers (47.8%) strongly agreed with the fact that Oral Literature and other skills of English and Literature should be taught separately; 17 teachers (25.4%) agreed, 3(4.5%) were uncertain, 5(7.5%) disagreed and 10 teachers (14.9%) strongly disagreed.

Values or scores for positive statements were: strongly agree (SA = 5) Agree (A = 4) uncertain (U = 3) disagree (D = 2) and strongly disagree (SD = 1) Scores were computed for all the respondents for each of the items. It happened that the neutral score was 4 and this was used to determine the attitude of the teachers. Any score of less than four was regarded as negative or unfavourable, while a score of 4 or more than 4 was regarded as positive or favourable. The teachers' mean attitude score is presented in Table 2. If the number of respondents happens to be more than half (34) and above, then the attitude is positive. If it happens to be less than 34 then the attitude is negative. The information in Table 2 indicates that the teachers generally had a positive attitude towards the teaching of Oral Literature using the integrated method.

In response to whether or not they were in favour of the integrated approach in the teaching of Oral Literature, 26 teachers (38%) indicated positive (Yes) while 41 teachers (61%) indicated negative (No).

This clearly contradicts with their earlier response on the attitude towards the teaching of Oral Literature using the integrated method, where majority of the teachers had a positive attitude.

Table 2: Mean Attitude Scores for Teachers of Literature and English

Item No.	Mean Scores		Attitude towards the integrated approach
	Above 4	Below 4	
1	58	9	Positive
2	35	32	Positive
3	30	37	Negative
4	27	40	Negative
5	38	29	Positive
6	49	18	Positive

In response to why they indicated Yes or No, those who indicated yes (in favour of teaching oral literature using the integrated method) gave the following reasons:

- ❖ It makes learning enjoyable.
- ❖ It gives learners a great learning opportunity.
- ❖ It develops an all round student in all the skills of English Language and Literature.
- ❖ It enables learners to learn a variety of Language skills in a session.
- ❖ It provides other skills with a basis on which to derive learning and teaching material.
- ❖ It complements the teaching and learning of other aspects of Language and Literature.
- ❖ The method is learner-centred and therefore appropriate for the learning process.
- ❖ It gives a touch of completeness to English and Literature as a unified subject.
- ❖ Helps learners to see the link between Literature and Language.
- ❖ It caters for the different needs of learners who have varied abilities.
- ❖ With the integrated method, English and Literature are given an equal opportunity.

The teachers who were not in favour of teaching Oral Literature using the integrated method gave the following reasons:

- ❖ Teaching Oral Literature using the integrated method is like killing two birds using one stone, therefore you don't achieve the purpose of effective teaching of Oral Literature.
- ❖ Oral Literature is neglected since the Literature and English syllabus is wide and teachers tend to concentrate on other skills.
- ❖ Oral Literature is overshadowed by other aspects of Literature and English such as poetry, grammar, comprehension, summary, oral skills, cloze tests, writing, the novel, the short story and the play.
- ❖ It makes the teaching of Oral Literature boring since other aspects of Language and Literature are used and the learner is only required to pick out aspects of oral literature used in these skills.

- ❖ Learners may not recognize the difference between English and Literature.
- ❖ The method makes the Literature and English lesson complex.
- ❖ There is no enjoyment derived from the Oral Literature lesson for both teacher and learner since the opportunity is always seized by other aspects of Language and Literature.

When asked to give their opinion on how the teaching of Oral Literature could be improved, the teachers gave the following responses:

- ❖ There is need for a well-defined Oral Literature syllabus.
- ❖ Oral Literature should be taught independently to enable learners have a deeper understanding of their own cultural backgrounds.
- ❖ Oral Literature should be allocated more time for learners to participate in activities like fieldwork, which result into ones exposure to the community that is the source of oral literature material.
- ❖ Teachers should have regular seminars and workshops on the teaching of Oral Literature.
- ❖ The integrated method should be complimented by performance since Oral Literature is an art that is better realized through performance.
- ❖ More research and teaching materials should be published to enrich the Oral Literature field such as textbooks, guides and handbooks.
- ❖ Teachers should be encouraged to use resource persons who are well versed with the people's culture and have enough to offer in Oral Literature.
- ❖ Visual and audio-visual materials should be used to enhance the teaching of Oral Literature.
- ❖ Teachers should get involved in research work on readily available and cheap resources within their communities and develop them for use in the classroom.
- ❖ The Ministry of Education should endeavour to establish at least a learning resource centre in each county, if not in each division to provide access to teaching and learning resources.

When asked for the recommendations they would give to the Ministry of Education and the KIE as far as the integrated method is concerned, the teachers gave the following recommendations:

- ❖ Literature should be separated from Language so that its constituent parts such as Oral Literature can receive adequate focus.
- ❖ Frequent seminars and workshops should be organized by the Ministry and KIE to enable teachers cope with the new challenges of the integrated syllabus.
- ❖ More textbooks and guides on the integrated syllabus should be published.

- ❖ Teachers should be given a clear scope of what should be covered in Oral Literature from Form One to Form Four.
- ❖ The Ministry of Education should ensure that teachers in teacher training colleges are adequately prepared to teach using the integrated method.

DISCUSSION

In reference to the study findings, most of the sampled teachers did not favour the teaching of Oral Literature through the integrated method while a significant number was in favour. This response concurs with the response of the teachers during the interview schedule. Most of them confirmed that on most occasions, they taught Oral Literature separately from other aspects of English and Literature. This was so because of the following reasons:

- ❖ The teachers were not adequately prepared to use the integrated approach.
- ❖ The teachers raised the question of time as another reason. They felt the time allocated to the integrated English and Literature syllabus was not enough to allow adequate coverage of the content.
- ❖ Both learners and teachers do not enjoy Oral Literature when it is integrated with other skills of Literature and English Language.
- ❖ Integration complicates Oral Literature and gives it another look that is not natural.

With the above reasons, teachers therefore, did not see why they needed to use the integrated method. This could also have been a clear indication that the teachers did not have a clear understanding of the method.

The author also observed that some teachers were very good in one area of teaching and not the other, that is, either English or Literature. This therefore impedes the teaching and learning process since the teacher may not be able to help the students in an area he/she is not good at. The teachers interviewed were of the opinion that the old syllabus of separating Literature from English was more effective than the integrated one. In their lessons, however, the author found some extent of integration taking place. As much as the teachers preferred the old ways of teaching Oral Literature, they, in the process unconsciously integrated Oral Literature with other aspects of English and Literature.

In addition, the interview revealed that some teachers felt that Oral Literature was not being taught adequately with the introduction of the integrated method. These teachers gave the following reasons for their responses:

- ❖ Integration has made the teaching and learning of Oral Literature shallow. This is so because a lot of time has been allocated to other aspects of

Language and Literature. For example, in Forms Three and Four, emphasis is on the set texts (the play, the novel and the short story).

- ❖ Oral Literature has been rendered subordinate to other areas of English and Literature. It is now taught under listening and speaking skills.
- ❖ A lot of Oral Literature material is not exposed to learners since the use of this method does not allow a comprehensive coverage of Oral Literature.
- ❖ There is too much work to be covered so teachers hardly have time to look at Oral Literature. They leave with the assumption that the learners already know what Oral Literature is, since it comes from the communities from which they originate.

However, there were a number of teachers who felt that integration of oral literature with other aspects of Language and Literature was of great importance. They gave the following reasons:

1. Integration helps revive Oral Literature, which had either been neglected or taught haphazardly.
2. It helps learners to socialize and also come in touch with their often long forgotten cultures.
3. It acts as a source through which Language can be learnt and mastered thus giving learners an opportunity to improve their ability to communicate.

CONCLUSION AND RECOMMENDATIONS

According to the findings, most of the teachers enjoyed teaching using the integrated method. However, when interviewed, majority of them were not enthusiastic about this method. They appeared indifferent and negative towards it. They generally favoured the old method of teaching Literature and English language separately. They also consider the work load heavy and too much to cover within the specified time. Moreover, teachers of Literature and English felt that the integrated approach has diluted Oral Literature. It has reduced it to a mere passage or to a listening and speaking skill.

From the foregoing discussion and conclusion, the author recommends that teachers should be trained and encouraged to improvise resources. They should also be encouraged to go out to the surrounding community for resource persons so as they are able to teach Oral Literature using the integrated method adequately. In most cases, funds may not be required in the use of the immediate environment, especially within and around the school. Learners should be encouraged to make use of their immediate environment to acquire knowledge. They can collect Oral Literature material on their own from friends, teachers, guardians, and even from the school subordinate staff.

In addition, the Kenya institute of Education (KIE) should carry out an evaluation study in schools in order to find out factors hindering the implementation of the integrated method. This can be done at an interval of two years since the method is relatively new to most educators. This is in line with the advantages and need for curriculum evaluation in education. Both formative and summative evaluation is essential to avoid mistakes. It is therefore crucial for KIE to evaluate the integrated English and Literature syllabus in order to make corrections early enough in every stage of its development.

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