

**EFFECTS OF ADVANCE ORGANIZERS ON STUDENTS' ACHIEVEMENT,  
PERCEPTION AND ATTITUDE TOWARDS THE LEARNING OF NARRATIVES IN  
LITERATURE IN ENGLISH IN SECONDARY SCHOOLS IN KILIFI DISTRICT,  
KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfillment of the Requirements for  
the Award of the Degree of Master of Education in Curriculum and Instruction of Egerton  
University**

**Egerton University**

**March, 2013**

## DECLARATION AND APPROVAL

### Declaration

This is my original work and has not been presented for an award of a degree or diploma in this or any other University.

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## **DEDICATION**

This thesis is dedicated with love to my daughter Lois Chao and my husband Japhet Mkuzi for their love, support and encouragement.

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The completion of this thesis was made possible by the support of several people in various institutions of learning. I am greatly indebted to my supervisors Prof. Joel K. Kiboss and Prof. James O. Onyango for their invaluable commitment, support and dedication to this work. They spared much of their time and energy to make this work a success. A special tribute goes to Mr. Leo Ogola of the Department of Curriculum, Instruction and Educational Management for his assistance during data analysis.

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## ABSTRACT

Oral literature is poorly performed in Kenyan secondary schools. It is evident from research that this is due to the conventional methods of teaching commonly used by most teachers of literature. Oral literature therefore requires appropriate teaching methods so as to attain the intended instructional goals. Research on the use of advance organizers on various subjects supports its usefulness in improving students' achievement, perception of the classroom environment and attitude towards the subject of study. This study aimed to investigate the effects of advance organizers on students' achievement, perception and attitude towards narratives in literature in English among secondary schools in Kilifi district, Kenya. The study also examined whether gender of the students influenced their understanding of narratives. The research design used was the Solomon Four non- equivalent control group design. The target population comprised of all form two learners countrywide while the accessible population was all the form two learners in Kilifi. Simple random sampling was used to obtain the study sample of four provincial co-educational secondary schools. Data was collected using the Narrative Achievement Test (NAT), the Students' Attitude Questionnaire (SAQ) and the Student Perception Questionnaire (SPQ). The validity of the instruments was determined using experts from the department of curriculum, instruction and educational management and English Language teachers to vet on the items. The reliability of the instruments was determined using the Kuder-Richardson K-R 21 for the NAT which yielded a coefficient of 0.78, Cronbach's alpha for SAQ and SPQ yielding a coefficient of 0.81 and 0.74 respectively. The TIS and SIS reliabilities were determined using the interrater formula which yielded a coefficient of 0.72 and 0.75 respectively. The t-test, one-way ANOVA and ANCOVA statistical techniques were used to analyze the data. An analysis of the findings indicates that the use of advance organizers caused an improvement of students' mean scores. The use of advance organizers helped boost students' attitudes towards oral narratives. It also enhanced the students' perception of their classroom environment during oral narrative lessons. The advance organizer strategy was also found to provide a student-centred learning environment. The results of this study will be helpful in enhancing the teaching and learning of narratives. As such this method is recommended for teachers of English and Literature as a complement to regular teaching methods. The Kenya Institute of Education should organize seminars, workshops and refresher courses for English and Literature in English teachers based on the use of advance organizers.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

ANCOVA	- Analysis of Covariance
ANOVA	-Analysis of Variance
K.C.P.E	-Kenya Certificate of Secondary Education
K.C.S.E	-Kenya Certificate of Secondary Education
K.I.E	-Kenya Institute of Education
KNEC	-Kenya National Examination Council
MOE	-Ministry of Education
NAT	-Narrative Achievement Test
SPQ	-Student Perception of the Classroom Environment Questionnaire
SAQ	-Students' Attitude Questionnaire
SIS	-Student Interview Schedule
TIS	-Teacher Interview Schedule

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

English is the official language of communication in Kenya as well as the medium of instruction in our schools, colleges and universities. It is also the pre-eminent language of international communication. Consequently, those who master English reap many academic, social and professional benefits (Kenya Institute of Education (KIE), 2005).

The current 8-4-4 English syllabus requires that English language and literature teaching be integrated in order to improve the learner's language acquisition (KIE, 2002). This means that language and literature in English should no longer be taught as separate subjects in all Kenyan secondary schools. In the integrated syllabus, no language skill should be taught in isolation. English is taught through the four language skills – speaking, listening, writing and reading in addition to English grammar (Ministry of Education (MOE), 2006). In the teaching of English, the emphasis should be on the acquisition of communicative competence and not simply on the passing of examinations. Listening and speaking skills play a primary role in the social and academic life of a person. These two skills also contribute significantly to the development of reading and writing skills (KIE, 2002). Literature in English in secondary education deals with poetry, oral literature and set books. It is meant to improve the pupils' development and growth in intellectual, emotional, and linguistic aspects; and thereby develop appropriate self-image and concepts of the communities they belong (Chemwei, Kiboss, Ilieva, 2005).

Literature education offers the best way of extensive reading skills. It offers a way of linking the emotional with the intellectual. If students are to learn effectively, they have to remember significant turns in plot, and this will only happen, if those turns have emotional impact (KIE, 2005). In the integrated syllabus, literature in English is covered under the four skills. For instance, in the teaching of listening and speaking skills, the teacher is required to use content from oral literature and poetry. The teacher in oral literature uses narratives that may be shared to provide content and interactions that are naturally oral (MOE, 2006). According to Museve (2002), oral literature refers to the collection of creative work of mankind expressed in the oral medium. Although oral literature is expressed by the spoken word, some of it has now been recorded in the written form. For example, stories which were originally expressed orally now

appear in various books (Mukulu, Indangasi, Mwangi, Gecaga & Okanga, 2010). Oral literature serves to make students understand their cultural and philosophical foundations as a people endowed with a rich culture and also makes them appreciate their history as handed down through oral tradition. An overwhelming majority of people still lives in the rural areas, and most of their day to day living depends almost entirely on the spoken word. Thus, if we are to relate to them meaningfully, we must approach them through a clear understanding of and interest in their way of life of which oral literature is a part (MOE, 2005).

According to Nandwa and Bukenya (1994) oral literature is studied in order to understand contemporary African society. Oral literature makes people aware of themselves, their fellow human beings, environment and history. The stories, songs, proverbs, riddles and jokes in oral literature use colourful words and vivid images to describe human beings, their feelings and their behaviour towards one another. By doing this, these performances stimulate the students' observation and their imagination. Thus, they begin to look at things in a new light and a better understanding (Nandwa, Bukenya & Gachanja, 2008).

Lessons in oral literature teach pupils social values. Most pieces of oral literature convey, in beautiful and lively form, the beliefs of societies, what is encouraged as good and decent behaviour, what is discouraged as bad and improper and what should be achieved (Museve, 2002). Thus, oral literature performances make students responsible members of society by instilling into them the beliefs, the morals, the concerns and the aspirations of the society (Nandwa et al., 2008). Various forms of social education are contained in oral literature. Historical information for example is contained in legends while myths provide religious education (Mukulu et al., 2010)

In most African countries, the teaching of oral literature, in which narratives is one of its categories, is either totally neglected or where it has been introduced it is done haphazardly (Miruka, 1999). In Kenya, for instance, the attempt to restructure the literature syllabus dates back to 1974 when the first conference of literature teachers was held at the Nairobi School. It was agreed then that literature teaching must have amongst others the objective of enabling students to recognize 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 (Akivaga & Odaga 2008). These scholars contend that oral literature is both a product and an image of

society and through the study of oral literature; students are able to grow both personally and intellectually.

While oral literature is important, the literature shows that the teaching and learning of oral literature in secondary schools is beset with many problems (Miruka, 2004). One of these is the feeling by most teachers that students do not find the subject relevant. If indeed this feeling is justified, then the question to ask is why is it not relevant? Is it a question of teaching the wrong subject for the right objectives, the right subject with the right objective but using the wrong method, or getting everything from the subject and objectives to the methods wrong? This, certainly, is an indication that the teaching of oral literature warrants a new approach.

Oral literature is one genre of literature that is taught and examined as an integrated subject in Kenyan secondary schools. Prior to this, literature in English was examined as a separate subject at the Kenya Certificate of Secondary Examination (KCSE) (KIE, 2002). In the current syllabus Literature in English is examined in all the three KCSE examination papers in English language. The English and literature examination consists of three main papers namely; Paper 1 – dealing with functional skills, Paper 2 – dealing with comprehension, literary appreciation and grammar, and Paper 3 – that assesses imaginative composition and essays based on set texts (MOE, 2006).

According to the Kenya National Examination Council (KNEC, 2007), Oral literature is not just part and parcel of language learning but a critical one in that the reading skill plays an important role of helping learners to develop vocabulary, comprehension and sentence construction. This is meant to enable the learners to handle examination papers that generally test their literary skills and ability to present clearly argued points in response (KNEC, 2003). An analysis of several KNEC reports (2007, 2008, 2009, 2010, and 2011) indicate that although the general performance of English is rising, the mean score is still very low compared to the maximum mean. This can be inferred from Table 1.



**Table 1: Candidates Overall Performance in English from 2007-2011.**

Year	Paper	Candidates	Maximum score	Mean score	SD
2007	1	273,066	60	26.11	6.86
	2		80	34.95	12.76
	3		60	18.34	7.34
2008	1	300,794	60	24.59	8.68
	2		80	22.71	11.54
	3		60	20.25	8.62
2009	1	335,415	60	30.75	8.05
	2		80	26.99	12.21
	3		60	20.81	7.97
2010	1	354,935	60	28.12	9.17
	2		80	31.07	11.61
	3		60	18.64	8.22
2011	1	410,949	60	25.73	8.41
	2		80	28.53	12.46
	3		60	18.60	7.04

Source: KNEC report (2011)

As can be seen in Table 1, the highest mean score recorded was 79.40 in 2007. In reality this performance is way below the maximum score which is 200 marks (KNEC, 2011). A further analysis of the KNEC report on individual items indicates that although questions requiring knowledge of the salient features such as performance aspects, oral delivery and audience participation keep recurring in examinations, many candidates do not get the answers correct.

From the above concerns, the teaching of narratives and oral literature in general may benefit through the use of advance organizers. An advance organizer refers to a complete set of ideas or concepts given to the learner before the material to be learnt is presented (Ausubel, 1968, 1977; Mayer, 2003). Advance organizers are instructional materials that help students use previous knowledge to make links with new information. They serve to bridge the gap between the existing cognitive structure of the learners and the new content that the students have to learn (Koscianski, Ribeiro, & Da Silva, 2012). According to Eggen, Kauchak, and Harder (2004),

there are two broad categories of advance organizers. One of them is the expository advance organizers which are used whenever the new material is totally unfamiliar; they link the essence of the new material with some relevant previously acquired concepts. The other one is the comparative advance organizers which are used when the material to be learnt is not entirely new. They are intended to point out ways in which that material resembles and differs from that which is already known (Curson, 2003). Advance organizers come in many formats, such as (i) expository advance organizers that describe new content in which students are to be exposed; (ii) narrative format in which information is presented to students in story format; (iii) an analogy; (iv) skimming, in which a teacher previews important information quickly by noting main points in a text; and (v) graphic organizers which are non-linguistic and which visually represent what students will learn. Advance organizers are super ordinate concepts within which learners can subsume the new materials and relate it to what they already know (Lefrancois, 1997). The use of advance organizers as a teaching strategy may be used to activate prior knowledge, which provides a conceptual framework for integrating new information. The advance organizers are meant to provide cognitive structures to which the learning can be anchored. A teacher prior to presenting a lesson may give an advance organizer by either stating clearly the objectives of the topic, its relevance and use in daily lives, explain his/her expectations of the students after learning a topic, make generalizations of the specific topic or give an analogy that compares closely to the content of the topic that is to be learned.

Ausubel (1967) advocated the use of advance organizers during instruction and indicated that it leads to meaningful learning as opposed to rote learning. To learn meaningfully learners must relate new knowledge to what they already know. According to Ausubel (1967) an organizing statement called advance organizer presented at the beginning of a lesson acts as a connection between material to be learned (Eggen, Kauchak & Harder, 2004). In this teaching model, a teacher helps learners break major concepts into smaller related concepts and to determine the relationships between new ideas and old among the new ideas themselves (Eggen et al., 2004). According to Good and Brophy (1995), this is integrative reconciliation of concepts. During the presentation of advance organizers, lessons are interactive and learners develop their own ideas and process their own information.

According to Mayer (2003), effective advance organizers are those that present key terms, principles, models or illustrations rather than characterizing the new material with reference to

previous knowledge or expository explanations. Generally concrete models, analogies or examples, sets of higher order rules or discussions of main themes are more effective organizers than specific factual pre-questions, outlines and summaries. Grippins and Peters (1997) indicated that the use of advance organizers makes a significant difference in recall and comprehension of subject matter. Mayer (1979) suggested that the most effective advance organizers are those that: (i) allow the learners to generate all or most of the logical relationships in the material to be learnt, (ii) point out relationships between familiar and less familiar material (iii) are relatively simple to learn, and (iv) are used in situations in which the learners would not spontaneously use an advance organizer. Advance organizers constitute the introduction of any lesson which must have a higher level of generality and inconclusiveness than the detailed subject matter of the lesson (Ausubel, 1968). This study therefore was designed to develop a module to teach narratives using the advance organizer teaching strategy that would provide students with the opportunity to make a link between what they already know and what they are going to learn in an effort to improve the learning of narratives in Kilifi District secondary schools.

## **1.2 Statement of the Problem**

English is of great importance in Kenya's education system. It is not only the official language but also the medium of instruction in our schools. Despite its importance, students' performance in English has over the years been persistently poor. This has been attributed to many factors one of which is the use of ineffective instructional approaches. The topic of narratives has consistently been difficult for pupils and yet it occupies a central place in the English syllabus. There is however inadequate documented information in research conducted in Kenya to investigate the effects of the use of advance organizers on students' learning of narratives. Therefore, this study attempts to fill this gap by investigating the effects of advance organizers on students' achievement, perception and attitude in narratives in literature in English in secondary schools in Kilifi District.

## **1.3 Purpose of the Study**

The purpose of this study was to develop and determine the effects of an advance organizers module on students' academic achievement, perception and attitude in narratives in literature in English in Kilifi District, Kenya.

## **1.4 Objectives of the Study**

The study was guided by the following specific objectives:

- i. To determine the effects of advance organizers on students' achievement in narratives in oral literature in Kilifi district secondary schools.
- ii. To examine the effects of advance organizers on students' attitude in oral narratives in Kilifi district secondary schools.
- iii. To examine the effects of advance organizers on students' perception of the classroom environment in narratives in Kilifi district secondary schools.
- iv. To determine if there is any gender difference on students' achievement, attitude and perception of the classroom environment.

## **1.5 Hypotheses of the Study**

In order to achieve the stated objectives, the following hypotheses guided the study.

Ho1: There is no statistically significant difference in achievement between students exposed to the advance organizer and those not so exposed.

Ho2: There is no statistically significant difference in attitude between students exposed to the advance organizer and those not so exposed.

Ho3: There is no statistically significant difference in perception of the classroom environment between students exposed to the advance organizer and those not so exposed.

Ho4: There is no statistically significant gender difference in achievement, attitude and perception of the classroom environment between students exposed to the advance organizer and those not so exposed.

## **1.6 Significance of the Study**

This study was intended to develop an effective teaching strategy, which would make narrative learning easier and clearer to the learners. It is hoped that the findings of this study would provide useful information to support efforts directed at improving oral literature education in Kenyan secondary schools. In addition, the results may assist the teachers of literature in English to evaluate their methods of teaching literature in order to change students' attitude and hence improve their performance. Moreover, the results would be beneficial to teacher trainers in adopting and training teachers of English on the appropriate ways of handling the subject. The Kenya Institute of Education may use these results to improve the English curriculum through innovations such as in-service courses for teachers, seminars and workshops for oral

literature and literature teaching in general. At the same time, the English curriculum designers would find the results useful for recommending the appropriate instructional designs, while publishers of integrated English books may use them to develop appropriate teachers' guides. These findings are also anticipated to stimulate further research on the appropriate methodologies in English language and literature in general.

### **1.7 Assumptions of the Study**

The study made the following assumptions:

- i. Teachers and students in the selected schools cooperated during the course of study.
- ii. There was lack of the use of advance organizers in the teaching of narratives in oral literature in secondary schools in Kenya.

### **1.8 Limitations of the Study**

This kind of research would have benefited from the involvement of a wider population but because of time and financial constraints, only the identified variables and sampled schools were used. As such, the results of this study may only be generalised with caution to secondary schools in Kilifi District.

### **1.9 Scope of the Study**

This study was carried out in secondary schools in Kilifi district, Coast province. It targeted Provincial co-educational secondary schools that present candidates for the National Examinations under the revised 8-4-4 English syllabus. Co-educational schools were used for ease of comparison based on gender. The research involved 188 form two students because detailed learning of narratives usually takes places at this level. Four teachers of English were also used, one from each of the selected schools. The study focused on the teaching of the topic narratives in oral literature. Only two narratives namely Legends and Myths were studied.

### 1.10 Definition of terms

The following are definitions of terms according to their application in this study.

**Achievement:** Refers to the learner's ability to perform tasks in the area of recall, comprehension, application and higher order skills (Gronlund, 1981). In this study it refers to scores obtained by students on the narrative achievement tests.

**Advance organizer:** This is a small amount of verbal or visual information that is presented to the learner in advance of the new material (Mayer, 2003). In this study it refers to the teaching strategy that will be used in the teaching of narratives. It will involve a tape recording of legends and a handout with several myths.

**Advance organizer module:** Is used in this study to refer to strategy to be used by teachers to help students make connections between what they know and what is to be learnt.

**Attitude:** Refers to the students' acquired internal state or feeling influencing their choice towards learning (Wittrock, 1986). In this study, it will refer to the students' negative or positive orientation towards the narrative course which they were exposed to.

**Classroom learning environment:** Refers to the physical and affective tone or atmosphere in which teaching and learning takes place (Rothenberg & Fisher 2007). In this study it refers to students' response towards the teacher and the teaching strategy.

**Conventional methods:** Refers to classroom instructional methods that employ verbal explanations, discussions, demonstrations, talk and chalk (Mbutia, 1996). In this study, it is the traditional method of instruction, as opposed to the use of advance organizers during instruction where the teacher dominates.

**Form two:** Refers to the second level of the secondary education cycle in the Kenyan education system (Gichema et al., 2004).

**Gender:** This refers to the difference between male and female in socio-cultural aspects rather than physical differences only (Garret, 1992). In this study, gender will refer to the state of being a male or a female student.

**Genre:** Refers to the traditional divisions of literature of various kinds according to a particular criterion (Museve, 2002). In this study it refers to the categories of oral literature.

**Narrative:** Refers to a story or a tale, a prose account of people, events and places that may be factual or fictional (Miruka, 1999). In this study it refers to the myths and legends that were used.

**Perception:** Is the process of using the senses to acquire information about the surrounding environment or situation. In this study, it refers to the classroom atmosphere during the narrative lessons.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews various studies dealing with the aims of oral literature in the English curriculum, conventional methods and their effects on learning, the effects of advance organizers on students' learning. The literature discussed in this chapter is based on studies done mostly in the Western countries, especially the United States where numerous researches on this method have been conducted. In Kenya, several studies on the use of advance organizers have been done, but none has been done in relation to learning of narratives in Literature in English.

#### **2.2 The Teaching of English Language and Literature in Secondary Schools**

English is the official language of communication in Kenya as well as the medium of instruction in schools, colleges and universities. It is also the pre-eminent language of international communication. Consequently, in the school setting, proficiency in English will make the learning of other subjects much easier (KIE, 2005).

The 8-4-4 English syllabus requires the integration of English language and literature in English teaching in all our secondary schools. Integration means merging two autonomous but related entities in order to strengthen and enrich both (KIE, 2002). Through exposure to literature, the learner will improve their language skills enrich their vocabulary and also learn to use language in a variety of ways thus, improving the learners' language acquisition (Claessen, 1994). In the integrated syllabus, English will be taught through the four language skills and grammar. The content for language and literature is therefore covered under these skills. This means that the teacher will focus on both the skill and the content (Mwangi, Kisirikoi, Gichema & Yaa, 2007). In the teaching of listening and speaking for example, the teacher is required to use content from oral literature and Poetry to teach these skills. This is because these two provide content that is naturally oral (MOE, 2006). At the same time, the teacher will be expected to teach the features and the content of oral literature and poetry. By doing this, oral literature and poetry will be taught in a natural context thus making learning more meaningful and interesting (K.I.E, 2002).

Written literature is covered under the reading skill. The learner is first introduced to the reading skills: - silent reading, interpretive reading, and close reading among others. These skills prepare



the learner for intensive reading through which the learner will be expected to do a critical analysis of novels, plays, short stories and poems (MOE, 2006). English language papers test the candidates' knowledge of the language. They test the candidate's ability to comprehend the input, mainly the written word, and their mastery of grammar and communication skills, elicited in their written work as well as their ability to respond to literacy cues and to express response in writing. According to the Kenya National Examinations Council (KNEC, 2000), literature in the secondary school curriculum is part and parcel of language learning in that reading can help the learners to develop vocabulary, comprehension and sentence construction. Thus, the study of literature in English in the current educational system is expected to help the individual learner to develop an appropriate self-image and concepts of the community to which he/she belongs.

### **2.3 The Aims of Teaching Oral Literature in Secondary Schools**

Oral literature is one of the genres of literature that is taught and examined in secondary schools in Kenya. It plays a very important role in the secondary schools English curriculum. Often, oral literature is thought of as material from the past, things of long ago, and therefore not relevant to us here and now, and that it is studied only out of curiosity or simply for examination purposes (Adagala & Kabira, 2010). Oral literature is meaningful and useful in many different ways, and it is not only material from the past. True, it contains material from the past, but equally important, a great deal of new material is being composed and performed today (Nandwa et al., 2008).

People make up stories, sayings and songs about their experiences and they share them by performing them to one another. According to Nandwa and Bukenya (1994), oral literature is studied in order to understand contemporary African society. The overwhelming majority of people still live in the rural areas, and most of their day to day living depends almost entirely on the spoken word. Thus, to relate to these people meaningfully, they must be approached through a clear understanding of and interest in their way of life of which oral literature is a part. Bukenya and Gachanja (1996) further assert that oral literature makes people aware of themselves, their fellow human beings, environment and history. The stories, songs, proverbs, riddles and jokes in oral literature use colourful words and vivid images to describe human beings, their feelings and their behaviour towards one another. By doing this, these performances stimulate the students' observation and their imagination making them look at things in a new light and with a better understanding.

Another major aim of teaching oral literature is socialization. According to Okombo and Nandwa (1992) when students tell one another stories or sing songs together they are sharing not only their knowledge of the songs or stories but also their experiences and feelings and their enjoyment of the performances. Thus students begin to know one another and develop a sense of belonging together. Lessons in oral literature teach pupils social values. Most pieces of oral literature convey, in beautiful and lively form, the beliefs of societies, what society encourages as good and decent behaviour, what is discouraged as bad and improper and what society would like to achieve. Therefore, oral literature performances make students responsible members of society by instilling into them the beliefs, the morals, the concerns and the aspirations of the society (Miruka, 2004). Since oral literature is an utterance, taking part in it encourages students to improve their skills in speaking, reciting and singing (Nandwa et al., 2008). In addition the study of oral literature develops students' memory, ability to think fast and systematically and their confidence in communicating logically.

Finally, oral literature is taught for entertainment purposes. According to (Bukonya, Wanjiku & Okombo 1994) entertainment is a useful means of educating and informing students. Students are attracted to stories, proverbs or songs not only because they are enjoyable but they also contain useful information and skills which they learn, painlessly, as they enjoy themselves. On the basis of the above aims, oral literature has been described as a complete educational system in its own right. It entertains, informs, stimulates mental powers, brings students together to share, inculcates social values and trains them in practical skills. Thus it helps students develop as individuals and also become positive members of society (Nandwa et al., 2008).

#### **2.4 The Teaching and Learning of Oral Narratives in Kenyan Secondary Schools**

Narratives being a category of oral literature are generally taught like all the other literature genres (such as the novel, drama, the short stories and poetry). In the teaching of these genres thematic concerns and literary devices is considered. As such, literature is seen as an advanced stage of the teaching of extensive reading (Tomlison & Ellis, 2001). Appleman (1991) asserts that the teaching of literature can be an invitation to response rather than a mandate to memorize previously constructed interpretation. Although various books on oral narratives are recommended from time to time by the ministry of education, the learner is expected to study a variety of narratives and should be able to analyze and appreciate them for meaning, language

and literary devices (KNEC, 2008). It is the responsibility of the teacher to make sure that every student has access to the narratives being studied. However the learners should note that the narratives set for examination at the end of form four need not be taken from these texts, hence they should be able to apply what they learn to any other narrative. Usually narrative examinations test learners understanding of literary devices, thematic concerns, characterization, genre identification and identification of moral lessons (KNEC, 2006).

Most teachers adopt conventional methods of teaching because traditionally, a classroom is considered as a room with only one teacher and 30 to 40 students who are treated as one collective group. This is perhaps why Johnson and Johnson (1998) asserts that more than 85% of the instructions in schools consist of lectures, seatwork and competition in which students are isolated from one another and are not given the chance to interact. This promotes a situation in which the teacher is the centre of activity who controls all communication and present knowledge to pupils (Hartz-Lazarawits & Millers, 1995). Apparently, this contradicts Auta's (2002) suggestion that literature in general should not only be teacher centred but also should be made enjoyable for all learners.

## **2.5 Conventional Methods of Teaching and the Effects on the Learning of Literature in**

### **English**

Conventional teaching methods can be defined as instructional methods in which the interaction between the teacher and student is minimal (Mbuthia, 1996). They consist of oral communication on the part of the teachers. These methods are widely used in the teaching of narratives in Kenya. Although this is the predominant mode of teaching literature, it is teacher-centred and unmotivating (Okuni & Tembe, 1997). Klemm (2005) claims that effective teaching strategies require the student, and not the teacher, to do the conceptualizing, organizing and the theorizing about the subject matter. The most commonly used conventional methods in the teaching of narratives are the lecture, teacher-led discussions and demonstrations.

### **2.5.1 Lecture Method**

The lecture method is a process of verbally delivering a body of knowledge according to a pre-planned scheme. According to Ayot and Patel (1987), the lecture method is the most dominant and liked by majority of teachers. In this method, the teacher is the only active participant in the learning process while the pupils are passive. Ramsden (1992) claims that lecturing remains the

prominent method of teaching in most subjects at the university level. The majority of university lecturers seem to favour it, many timetables are organized around it, lecturers will argue that students are unable to learn without it and numerous authors have attempted to justify it and to improve it. The conventional one-hour lecture represents a rigidly quantitative conception of teaching and learning. To many of its adherents it is a way of transmitting information at relatively low cost (Brown & Atkins, 1994). Although the lecture method is economical in terms of time and materials, Hoover (2006) has listed some of its limitations such as:

- The method encourages retention of facts as ends in them.
- The method is inadequate for teaching certain types of concepts such as those in the area of attitude and psychomotor skills.
- Social learning is minimized during oral presentations.

Due to these limitations, secondary school language teachers are constantly admonished not to lecture to their students or at least to use it sparingly. In spite of this, the technique is widely used in Kenyan secondary schools (Onyango, 2000). The reasons for this situation could be that teachers find the alternative teaching methods more demanding than the lecture method or probably they enjoy the power that lecturing gives (Ramsden, 1992). Although the lecture is a method in itself, it may be used to supplement other teaching methods such as demonstration and small group discussion (Curzon, 2003).

### **2.5.2 Discussion Method**

Teacher-led discussion is another method commonly used by most classroom teachers to present objectives, explain the learning activity, demonstrate it and invite questions from students before concluding the teaching activity (Mukwa & Jowi, 1986). Large group discussions in which the teacher asks students to instantly interpret a text are prevalently used. However, they allow little time for students to experience the story. In essence, students are more likely to revise and reflect on their responses if they share them in small groups or with dialogue (Appleman, 1991). But cases where teachers leave students to carry out discussions in small groups and arrive at a conclusion are rarely practiced. This is because teachers fear that they might not cover the syllabus adequately. Despite the fact that discussions provide verbal interchange between students and the teacher, a great deal of participation on the part of the students is passive (Ayot & Patel, 1987; Mbutia, 1996).

### **2.5.3 Demonstration Method**

This refers to an activity in which the teacher uses examples, experiments or other actual performances to illustrate something. Demonstrations as teaching techniques may provide students with concrete experiences of real life situations (Mukwa & Jowi, 1986). This technique however requires careful preparation and organization on the part of the teacher. Like the lecture method, demonstration has an element of passive learning and some students may not observe all the necessary details as required (Maundu, Sambili & Muthwii, 1998). In spite of the limitations noted above, conventional methods of instructions continue to be embraced by most teachers of literature. There is therefore, need to explore other methods of instruction such as the use of advance organizers, which has proved to be useful in the Western countries (Ausubel, 1968; Tamir, 1992; Mayer, 2003).

### **2.6 Effects of Advance Organizers on Students' Performance**

Using advance organizers based on students' daily experiences and interests can facilitate the learning of process skills. According to Ausubel (1968), the function of advance organizers is to provide a bridge between the existing cognitive structure of the learners and the new content that they have to learn. Linn (1979) asserts that students acquire intuitive knowledge through their life experiences, which is incorporated in their cognitive structure and can be applied to solving problems encountered in familiar everyday context.

The use of advance organizers is one method which could enhance students understanding in narratives. The instruction model that has been widely used with advance organizers for organizing instruction is the Ausubel model. It is designed to teach interrelated bodies of content. It is an information processing model in which the broader or more inclusive ideas are presented first followed by less inclusive ideas. The comparative advance organizer, usually an analogy, is a very effective type of advance organizer (Eggen et al., 2004). It can be adapted to fit the background of a particular student population. The value of an analogy advance organizer is dependent upon two factors: the familiarity of the analogy to students and the degree of an overlap between the ideas taught and the analogy used. The more familiar the analogy, the easier it will be to use in order to retrieve information (Eggen et al., 2004). Analogies help link the new to the familiar concepts (Good & Brophy, 1995).

The advance organizer also enhances the students' motivation to learn. It reinforces and directs students' thinking. The advance organizer is an efficient instructional strategy since the learner is able to know beforehand what is going to be learned (Mayer, 2003). Advance organizers are especially useful when the material is not well organized and the learners lack knowledge needed to be able to organize it well for themselves (Ausubel, 1968). The use of advance organizers may therefore be called for under two circumstances. The first is when learners have no relevant information to which they can relate the new learning while the second one is when relevant subsuming information is already present but is not likely to be recognized as relevant by the learner (Ausubel, 1977; Mayer, 2003).

Advance organizers have been effective for a variety of forms and for a multitude of learning tasks. Mayer (2003) reported a series of studies supporting the positive but conditional effects of advance organizers. These conditions included occasions where learners lack prerequisite skills or knowledge, the material to learn is poorly organized or where generalized outcomes will be measured. A study involving ninth grade students in investigative laboratories indicated a substantial improvement in both paper and pencil pre-test score among the advance organizer students (Tamir, 1992). Further analysis indicated that the effect of the advance organizer was strongest on the weaker students. A study by Nyabwa (2005) involving form three students in the topic commercial arithmetic in mathematics found out that the group that was taught using advance organizers had a higher mean grade than the control group. This therefore proves that using the advance organizer strategy improves the performance more than when the students are taught using the conventional way. A similar study by Shihusa (2006) found out that students taught using the advance organizers got significantly higher scores than those taught in the conventional way.

The effects of advance organizers on transfer of learning have been documented in a series of studies. A study by Mayer (1975) involving naïve students being taught a simple computer programming language found out that the group that received the orienting model performed better on far transfer items, while the control group performed better on near transfer items. Mayer suggested that the orienting model group assimilated the material into a broader set of past experiences, which were activated through the use of the model. A second study was conducted to discount the possibility that the advance organizer groups demonstrated superior transfer simply because they received more information (Mayer, 1976). Again the group

receiving the organizer before instruction performed better on far transfer items than those receiving the organizer after instructions. Other studies by Klein and Pridemore (1994), Cavalier and Klein (1998), show that students who received orienting activities are more task-oriented than those who do not. Examples of orienting activity include advance organizers. As the structure of the material to be learnt decreases, the advantage of using an advance organizer as an orienting activity increases (Cavalier & Klein, 1998). Tucker (1990) found out that students who are provided with advance organizers while navigating through ICT packages are in a better position to organize the new information that is learnt. This supports Gagne and Driscoll's (1988) claim that advance organizers provide students with a frame work that allows for the integrative relationships to be formed between new and existing knowledge, and hence, knowledge that is acquired goes beyond an isolated fact or concept and is integrated into a larger scheme.

Some controversy exists in relation to the effectiveness of advance organizers with students of different learning abilities. Luiten, Ames and Ackerson (1980) in an analysis of 135 studies, found that advance organizers were almost twice as effective with high ability students in comparison to that of low ability participants. Devesta (1987) asserts that advance organizers are advantageous provided the material is meaningful to the learner. This entails that the learner has the background necessary to understand the material as it is presented, is motivated to learn the material in a meaningful way, attends to critical points in the material and actively uses the structure provided as a context. Another study by Thompson and Diefenderfer (1986) involving older readers found out that irrespective of age, participants with low verbal ability performed significantly better if they had the advance organizer than if they did not. Although this method seems to be academically appropriate for the Kenyan situation, it is still at its embryonic stage. This is perhaps due to the fact that teachers lack refresher courses in the use of advance organizers which makes it difficult for them to analyze and arrange material logically, provide the requisite cognitive structures where these are not available and to provide advance organizers where these will be needed (Woolfolk, 1996). Another reason may be the lack of data regarding the effectiveness of the use of the advance organizer approach to learning. There is therefore, a need for a study to determine the effectiveness of advance organizers in the teaching of narratives.

## 2.7 Effects of Advance Organizers on Students' Attitude

The development of a positive attitude towards literature plays an important role in students' success in school. According to Beach (1994), a favourable attitude towards reading is related to success in school and a positive students' self-concept. Some students have highly positive attitudes towards literature whereas others do not. This can be due to the influence of instruction, social and cultural attitudes and ability on attitude responses and interests. Beach (1994) further argues that the type of instruction can actually influence attitudes towards literature. He maintains that literature instruction involves eliciting students' responses to the texts in the hope that through responding, they will develop a fuller understanding of their reading. This is because many attitudes are learned in the stages of reading development.

Woolfolk and Nicollich (1996) found that as students begin a lesson or class they bring with them particular attitudes and needs but during the lesson, the immediate stimulation of the activities and the students' feelings about the experience itself often results in powerful effects on motivation. Moore and Wade (1995) assert that attitudes towards school subjects can be determined by good or poor teaching methods. Such attitudes do affect school learning. It is important to note here that somebody's attitude towards something or somebody will determine the importance they hold for that thing or person.

## 2.8 Theoretical Framework

In this study, Ausubel's theory of Meaningful Verbal Learning formed the basic theoretical framework. Ausubel (1963, 1977) sees the teacher as playing a central role in a learning situation. He thus insists that it is the teacher's responsibility to convey meaningful learning through actual teaching. He stresses the fact that material is easily learnt if it is arranged in a logical sequence. What Ausubel implies is, therefore, that before presenting any material, a teacher must carefully study, analyze, and take notes of the concepts and terminologies that are contained in it and arrange all these in an order of priority. Noting down of these points involves careful planning and scheming. During the actual presentation of the subject matter, the teacher must move slowly from what the learners know to what they do not know. Ausubel (1977) goes on to say that the learners must be ready for the ideas to be presented to them. The ideas must not be so strange or foreign that the learner cannot subsume them. Meaningful verbal learning requires firstly, that the material to be learnt must be relatable to some hypothetical cognitive structure, some kind of framework or model.

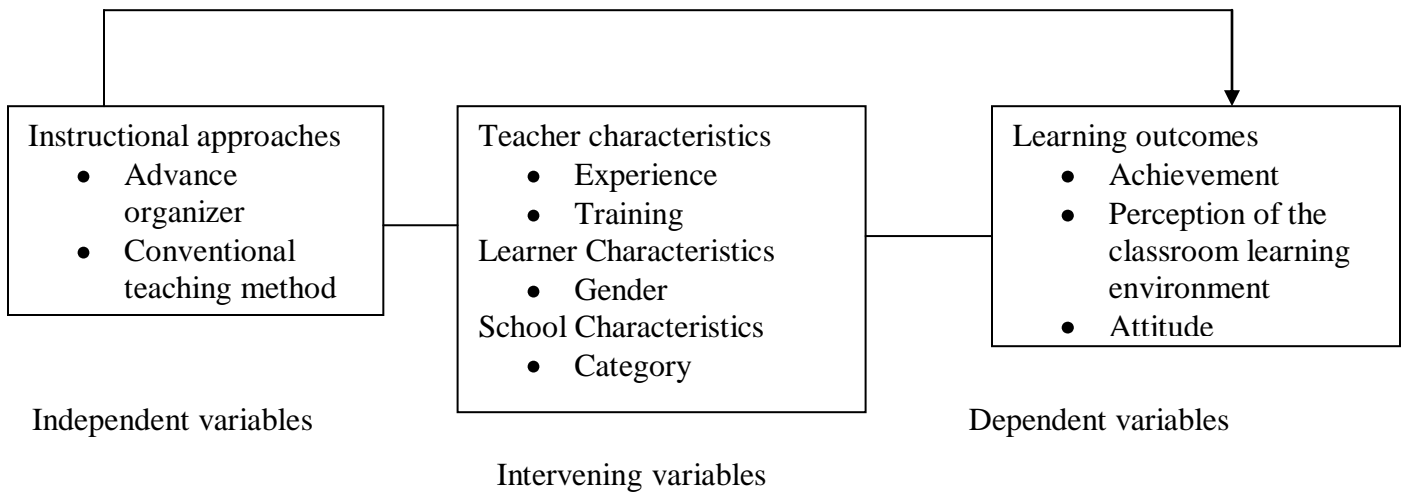


In relation to cognitive structure, Ausubel thinks that learning of new material cannot be meaningful unless it is related to the learners past experience. The learner must possess the desire or intent to relate the ideas from his past experience to the cognitive structure. Ausubel (1977) juxtaposes meaningful verbal learning with rote learning. In the words of Woolfolk (1995, p.319) “Rote memorization is not considered meaningful learning, since material learnt by rote is not connected with existing knowledge.” Ausubel is of the view that pupils resort to rote learning in situations where the material to be learnt lacks logical meaningfulness. Rote learning occurs when the learner lacks relevant ideas in his own cognitive structure. Meaningful learning enables the learner to relate the new concept to knowledge acquired previously. There has to be intent on the part of the learner to relate his/her previous ideas or knowledge to the material in an organized manner. When presenting new learning material, the teacher may discover that some of the pupils do not already have relevant subsumers. In such an event the teacher must provide subsumers. Where the material is completely new, Ausubel suggests that the teacher must provide advance organizers before the learning of new material can take place. Thus, this theory is relevant to the present study because advance organizers enhance meaningful learning as students are able to relate previous knowledge to the new material that is to be learned.

## **2.9 Conceptual Framework**

The conceptual framework used in this study was derived from Ausubel’s theory of meaningful learning. In this section, the framework shows how Ausubel’s advance organizers were used as the intervention in the teaching and learning process of the topic of narratives. Ausubel’s advance organizers can aid in improving performance of narratives and also make a student’s attitude positive. The dependent variables in this study were the student’s achievement, attitude and the students’ perception of the classroom learning environment. The researcher tried to establish if the use of advance organizers as a teaching strategy influenced the students’ performance and attitude as compared to conventional teaching methods. In addition to these variables and noting that the outcome of the study was likely to be influenced by the students’ characteristics, teacher characteristics and school characteristics, the researcher considered three intervening variables in the study. One of this was the gender variable. For this purpose the study was undertaken in provincial co-educational secondary schools. The other intervening variable was the teacher’s training and experience. The researcher used teachers who had a

minimum qualification of a diploma in education, and who had taught a form two class for a minimum of two years. The school characteristics were also studied to check if they would influence the outcome of the experiment. The school characteristic was the school category. This was controlled by using provincial secondary schools which have students with the same mean grade at form one entry. It was proposed that these three sets of variables were interrelated in that the intervening variables would have an influence on the teaching learning process, which ultimately influences the students' performance, attitude and their perception of the classroom learning environment. The Figure 1 below shows the representation of the relationships among variables.



**Figure 1: Conceptual framework showing the relationships among variables**

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

**3.1 Introduction**

This chapter discusses the relevant research design that was used, the location of the study, the population and sample, instrumentation, data collection procedures and data analysis.

**3.2 Research Design**

The research design that was used in this study was the Solomon Four non- equivalent control group design (Fraenkel & Wallen, 2003). The design is appropriate because once the secondary schools classes are constituted, they exist as intact groups and school authorities do not normally allow such classes to be broken up and re-constituted for research purposes. The research design may be represented as follows:

Table 2: A representation of Solomon Four Non- equivalent Control Group Design

Group	Notation		
E <sub>1</sub>	O <sub>1</sub>	X	O <sub>2</sub>
C <sub>1</sub>	O <sub>3</sub>	-	O <sub>4</sub>
E <sub>2</sub>	-	X	O <sub>5</sub>
C <sub>2</sub>	-	-	O <sub>6</sub>

source: Adapted from Gall and Borg, 2006

Key :

X = Experimental treatment

O<sub>1</sub> & O<sub>3</sub> = Pre-tests scores

O<sub>2</sub>, O<sub>4</sub>, O<sub>5</sub>, & O<sub>6</sub> = Post test scores.

X is the treatment where students were taught using the advance organizer.

E<sub>1</sub> is the experimental group which received a pre-test, the treatment X and a post test.

C<sub>1</sub> is the true control group, which received a pre-test followed by the control condition and finally a post-test.

E<sub>2</sub> received the treatment X and a post-test. It did not receive a pre-test.

C<sub>2</sub> received the post-test only.

C<sub>1</sub> and C<sub>2</sub> were taught using the regular teaching method.

The Solomon four-group design helped to achieve three main purposes:-

- i) To assess the effect of the experimental treatment relative to the control treatment;
- ii) To assess the interaction between pre-test and treatment conditions and
- iii) To assess the effect of the pre-test relative to no pre-test (Borg & Gall, 2006)

### **3.3 Population**

The target population comprised of all form two learners countrywide while the accessible population was all the form two learners in Kilifi District. The district has thirty eight secondary schools of which eight are provincial secondary schools. Out of the eight provincial secondary schools six are provincial co-educational secondary schools. Co-educational schools were used for easy of comparison in terms of gender. Four teachers of English were also used in the study, one from each of the four schools.

### **3.4 Location of the Study**

Kilifi District is an administrative district in the coast region of Kenya. Its capital is the coastal town of Kilifi. It is located north and northeast of Mombasa. The district covers an area of over 12,464square kilometres including 109 square kilometres of water surface in the Indian Ocean. Kilifi district was selected because it has been recording very low achievements in English at the Kenya Certificate of Secondary Education. It was also chosen because of its proximity to the researcher and it has a large number of co-educational schools compared to neighbouring districts. Four provincial mixed secondary schools were selected in Kilifi district which met the following conditions: must be provincial schools and must be co-educational. Co-educational schools were selected for ease of comparison based on gender. Information on secondary school type was obtained from the Kilifi district education office. Form two learners were selected because this is the level where a detailed study of oral narratives is done (KIE, 2006).

### **3.5 Sampling Procedures and Sample Size**

The study sample was drawn from a population of six provincial co-educational schools in Kilifi district. Simple random sampling was used to obtain the study sample of four provincial co-educational secondary schools. The unit of sampling was the secondary school rather than the

individual learners. The reason for this is that secondary school learners operate as intact groups. The sampling process involved drawing a list of all provincial co-educational secondary schools in Kilifi district. Names of these schools were written on pieces of paper, put in a bowl and a sample of the four schools drawn from them. Four out of the six co-educational schools were chosen because the Solomon Four non-equivalent group design requires four groups. Therefore, each school provided only one class of about forty five students to participate in the study. The four classes from each school were randomly assigned to the treatment and control conditions. The sample size was calculated as follows: A normal classroom contains about 45 students and one class was used in each school, the sample size was therefore 45 students times 4 schools giving a total of 180 students. This sample size is appropriate for experimental designs as recommended by Mugenda and Mugenda (1999). The required size is at least 30 cases per group. The classes that were used had 45 students.

### **3.6 Teacher Training Session**

The teachers that were used in the study were trained teachers with qualifications of diploma level and above and also had a teaching experience of more than two years. Four teachers were used, one from each of the four schools. Two of the teachers were introduced and trained in the use of advance organizers, which is the experimental variable while the other two were to teach using the conventional methods. The training took a period of one week. The teachers then taught using the advance organizer strategy and also the conventional way depending on the group of the study. The teaching exercise took four weeks.

### **3.7 Instrumentation**

Three instruments were used to collect quantitative data namely; (1) Narrative Achievement Test (NAT), (2) Student Attitude Questionnaire (SAQ), and (3) Students Perception of the Classroom Environment Questionnaire (SPQ). Two instruments were also used to collect qualitative data that may not be captured by quantitative measures. These were- (1) Teacher Interview Schedule (TIS) and (2) Student Interview Schedule (SIS).

#### **3.7.1 Narrative Achievement Test (NAT)**

The narrative achievement test was used to measure students' achievement. The test had ten-structured items which carried different scores ranging from 1-5. The instrument was developed by the researcher and was based on the topic narratives. It was used to assess the students'

performance before and after the treatment. This allowed for comparison between pre-test and post-test results. The items tested knowledge, comprehension, application, analysis, synthesis and evaluation abilities. Three experts from the Faculty of Education, Egerton University and two language teachers assessed the content validity of the instrument. Their corrections were incorporated before the instrument was pilot- tested in a school in Kwale District, which did not participate in the actual study. The reliability coefficient of NAT was determined using Kuder-Richardson (K-R) 21. K-R 21 was chosen because it is easy to use and is amenable to questions with a right or wrong answer. A reliability coefficient of 0.70 and above is usually recommended for consistency levels (Koul, 1993). In this study, the results yielded a coefficient alpha of 0.78 which is acceptable for research purposes. A pre-test on NAT was used to determine the entry achievement level of the learners in both experimental and control groups before their exposure to the narrative course. Furthermore, the NAT was administered to all students (both the experimental and control groups) at the same time.

### **3.7.2 Student Attitude Questionnaire (SAQ)**

The student Attitude Questionnaire was used to assess students' attitudes towards narratives. The researcher adopted and modified the questionnaire developed by Kiboss (1997). The items were constructed on a five point Likert scale. The positive items were scored from 1,2,3,4,5 while the negative items, the scoring was 5,4,3,2,1. The items were based on Form Two course on narratives. The reliability coefficient of SAQ was determined using the Cronbach's alpha formula. The Cronbach's alpha is useful for questions that do not have a right or wrong answer. The results yielded a coefficient alpha of 0.81.

### **3.7.3 Student Interview Schedule (SIS)**

Interview schedule was used to collect qualitative data to supplement the quantitative data from the students. Student Interview Schedule, which contained ten structured questions, was used to acquire students' views about the new learning strategy. The SIS's reliability was determined using interrator reliability formula. Three teachers of English observed the lessons and their ratings were calculated and they yielded a coefficient alpha of 0.75.

### **3.7.4 Teacher Interview Schedule (TIS)**

The Teacher Interview Schedule contained seven structured questions that were used to get the teachers' reactions to the new strategy. This instrument was used to capture what was really

happening when the teachers used the new strategy. The reliability of the instrument was determined using interrator reliability. Three teachers of English were used to rate the interactions to determine their agreement. The interrator reliability result was 0.72.

### **3.7.5 Students Perception of the Classroom Learning Environment Questionnaire (SPQ)**

The Perception of the Classroom Environment Questionnaire contained ten questions that used the 5 point Likert scale to establish the students' perception of the classroom learning environment. This instrument had questions about the general atmosphere in the classroom during the oral literature lessons. The researcher adopted the questionnaire by Kiboss (1997) and this was modified to suit the study. The reliability coefficient of SPQ was determined using the Cronbach's alpha formula. This was chosen because it is recommended for questionnaire items that do not have a right or wrong answer. The results yielded a coefficient alpha of 0.74 which is acceptable for research purposes.

### **3.8 Piloting of Instruments**

The pilot study was done in one of the provincial co-educational schools that was not used in the study. The purpose was to check and ascertain the validity of the items in the questionnaires to ensure that the instruments accurately obtain the data they intended to collect.

#### **3.9.1 Validity of Research Instruments**

The validity of an instrument is how accurate the instrument is in obtaining the data it intends to collect (Mugenda & Mugenda, 1999). Testing validity was done by availing instruments to three experienced researchers in the department of curriculum and instruction, Egerton University and two language teachers for review. Their comments and suggestions were incorporated in the final instrument before it was piloted.

#### **3.9.2 Reliability of Research Instruments**

In order to eliminate bias in the results, the research instruments were systematically evaluated to ensure their reliability. A reliable instrument is one which is consistent: that is one that will provide the same results if used with the same respondents on different occasions. (Abouserie, 1992; Mugenda & Mugenda, 1999). The instruments were availed to experts in the department of Curriculum, Instruction and Educational Management, Egerton University for review. Comments and suggestions from the experts were incorporated. The instruments were then

piloted in one school that did not participate in the study. The data was collated and analysed using K-R 21 for NAT and Cronbach's alpha formula for SAQ and SPQ. The results for NAT yielded a reliability coefficient of 0.78 while that of SAQ and SPQ yielded a coefficient of 0.81 and 0.74 respectively.

### **3.10 Advance Organizers Module**

The advance organizers that were used in the study were a tape recording of Legends and a handout with several myths. The tape recording ran for about twenty minutes. The tape recording had four Legends. Students focused their attention on issues of performance, pronunciation and the features of legends. The handout had four myths. The students read the myths silently at first. A good reader was then selected and read the myths loudly to the class. After the reading students were then required to come up with the features of myths and the differences between myths and legends. The advance organizers were presented to the learners prior to the actual classroom instruction

### **3.11 Data Collection Procedures**

Before carrying out the study, got a research permit from The National Research Council and Technology which allowed the researcher to carry out the proposed study. The researcher also sought permission from The Provincial Director of Education, Coast Province and the District Education Officer before carrying out research in Kilifi district. The researcher then got permission from the Principals of the selected schools. Through a letter of introduction from the D.E.O, the researcher explained the purpose of the study to all the participating literature in English teachers. The researcher then embarked on the training of the teachers on how to implement the programme. The NAT, SAQ and SPQ were then administered to both the experimental and control groups to ascertain their equivalence prior to the commencement of the narrative course. The experimental groups were then taught narratives using the advance organizer teaching strategy while the control groups were taught using the conventional methods. Thereafter, a post-test was administered to all students in all groups. The researcher also interviewed students and teachers to get their opinions about the use of advance organizers. The researcher finally scored and coded the data for analysis.



### **3.12 Data Analysis**

At the end of the experimental exercise the Narrative Achievement Test was administered to the four groups. The teachers did the administration of the test, while the scoring was done by the researcher. Data was analyzed using descriptive statistics, that is, the mean, percentages and the standard deviation were used to describe and summarize raw data. Also the inferential statistics: t-test, Analysis of Variance (ANOVA) and the Analysis of Covariance (ANCOVA) were used. The ANOVA was used to determine if the four groups differed significantly among themselves on experimental variables. ANCOVA was used to cater for the initial differences among the groups. A t-test was used to test differences between the pre-test mean scores because of its superior quality in detecting differences between two groups (Gall, Borg & Gall, 1996). All tests of significance were computed at the 0.05 alpha level of significance. The qualitative data was analyzed descriptively on the information collected through interviews. Details of data analysis and their discussions are presented in Chapter Four.

## CHAPTER FOUR

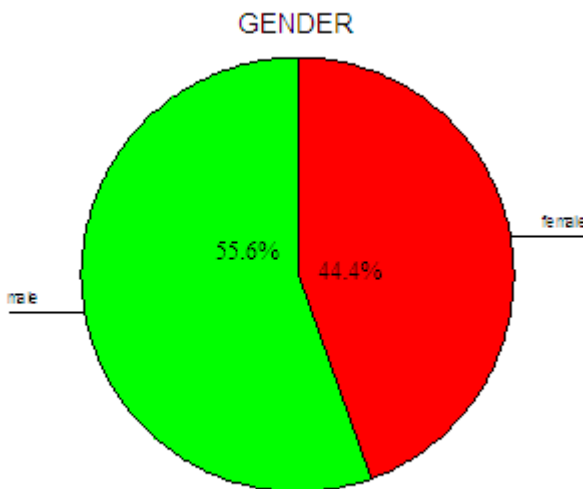
### RESULTS AND DISCUSSION

#### 4.1 Introduction

Analytical results for the study are presented and discussed in this chapter. Results are presented and discussed in the order of the objectives. In the discussions, supporting or conflicting findings of other studies have been reviewed. This chapter is the basis of the conclusions and recommendations of the study.

#### 4.2 The Composition of the Class by Gender

As shown in figure.2, the experimental class consisted of 25 male students who formed 55.6% of the class and 20 female students who formed 44.4% of the class.



**Figure2: Composition of the Class by Gender**

From the figure above, it seems that there are more male students than female students. Although the study did not focus on the reasons for the low number of female students as compared to the male students, this finding supports Mensch et al., (1999) study which found that female students were more likely to drop out of school than male students in Kenya, due to pre-marital sex resulting to pregnancy.

#### 4. 2. 1 Pre-test Analysis by Learning Strategy

At the beginning of this study the assumption was that the groups to be used in the study were similar. The researcher, therefore, sought to assess the homogeneity of the groups before the application of treatment as recommended by Gall, Borg and Gall (2003); Wiersma and Jurs (2005). A pre-test was administered to all subjects prior to the commencement of the narrative course using three dependent measures namely: - the Narrative Achievement Test (NAT), the Students' Attitude Questionnaire (SAQ) and the Students' Perception Questionnaire (SPQ). This pre-test was helpful in establishing the initial equivalence of the groups. The data obtained from both the experimental and the control groups on the NAT, SAQ and SPQ are summarized in Table 3.

**Table 3: Comparison of Students' Pre-test Mean Scores and Standard Deviation on NAT, SAQ and SPQ**

Scale	Control 1			Experimental 1		
	N	Mean	SD	N	Mean	SD
NAT	45	9.18	2.07	43	10.30	2.20
SAQ	45	3.42	0.64	33	2.88	0.45
SPQ	43	3.73	0.55	36	3.65	0.55

An analysis of the results in Table 3 above indicates that the mean scores and standard deviation (S.D.) for both experimental and control groups on the NAT, SAQ and SPQ are slightly different in favour of the experimental group in the NAT while in the SAQ and SPQ the mean difference is in favour of the control group. However, a t- test was undertaken to ascertain whether the mean difference was statistically significant or not.

**Table 4: Comparison of Students' Pre-test Mean Scores on NAT, SAQ and SPQ by Learning Strategy**

Scale	t-value	DF	p-value
NAT	2.471	86	0.015*
SAQ	4.235	76	0.000*
SPQ	0.690	77	0.492

Critical t (86, 77, 76) = 1.671; \* statistically significant at 0.05 level

An analysis of the results in Table 4 indicates that the pre-test mean scores on both the NAT and SAQ are significant. The t-value of 0.492 on the SPQ indicates that a statistically difference exists between the two means. The difference necessitated the researcher to use ANCOVA on the pre-test scores to analyze the effects of initial difference among the groups. The groups used in this study exhibited similar characteristics and were therefore found to be suitable for the study.

#### 4.2.2 Pre-test Analysis by Gender

Another purpose of this pre-test analysis was to assess any possible differential effect of the advance organizer teaching strategy that may exist in relation to the gender of the students' achievement, attitude and perception prior to the commencement of the programme.

**Table 5: Students' Pre-test Mean Scores and Standard Deviation on NAT, SAQ and SPQ by Gender**

Scale	Male			Female		
	N	Mean	SD	N	Mean	SD
NAT	48	9.98	2.13	40	9.43	2.26
SAQ	48	3.10	0.66	29	3.34	0.56
SPQ	35	3.63	0.55	44	3.75	0.54

The results in Table 5 above indicate that the performance of male students in the NAT was slightly better than that of the female students. However, the pre-test mean scores on SAQ and SPQ was higher for the female students. It was therefore necessary to determine using a t-test whether these differences were statistically significant.

**Table 6: Comparison of Students' Pre-test Mean Scores on NAT, SAQ and SPQ by Gender**

Scale	t-value	DF	p-value
NAT	1.182	86	0.241
SAQ	1.673	75	0.099
SPQ	0.945	77	0.348

Critical t (86, 77, 75) = 1.671

From the results shown in Table 6, it is evident that there is no statistically significant difference between the scores of the male and female students on the NAT, SAQ and SPQ. This indicates that both the boys and the girls had similar characteristics at the beginning of the narrative course. This could also be attributed to the fact that the students in provincial secondary schools are admitted to the schools with almost the same marks which could be used to indicate that they were of equal intelligence.

#### 4.3 Effects of Advance Organizers on Students' Achievement in Narratives

The objective of the Narrative Achievement Test (NAT) was to collect data for use in determining whether or not there would be any significant difference between the achievement of the students exposed to advance organizers and those not so exposed. In Table 7, the results show that there is a slight difference in the pre-test and post-test scores in both the control and the experimental groups.

**Table 7: Comparison of students' Achievement Mean Gain by Learning Strategy**

Scale		Group	
		Control	Experimental
Pre-test	Mean	9.18	10.30
	SD	2.07	2.12
Post-test	Mean	11.29	13.95
	SD	2.31	2.29
Mean Gain		2.11	3.65

It is evident here that a higher mean score (10.30) was observed in favour of the experimental group. This is because the mean gain (3.65) obtained on the post-test mean score by the experimental group is higher than (2.11) of the control group. In order to ascertain whether the difference in mean gains between the experimental and control groups was significant a t-test was done and the results are shown in Table 8.

**Table 8: t-test statistics of Achievement Mean Gain by Learning Strategy**

Scale	t-value	df	p-value
NAT	3.192	86	0.002

Critical t (86, 77, 75) = 1.671; \* statistically significant at 0.05 level

The results above show that the difference in mean gains is statistically significant at the 0.05 level. This significance could be as a result of the use of advance organizers by the experimental group. This finding corroborates earlier findings by Tamir (1982), whose study involving ninth grade students in investigative laboratories indicated a substantial improvement in both paper and pencil pre-test score among the advance organizer students. Also, an analysis of the achievement post-test mean scores and standard deviations of the four groups was done and the results are shown in Table 9.

**Table 9: Results of Students' Achievement Post-test Means and Standard Deviations of Groups by Teaching Strategy**

Group	N	Mean	SD
C <sub>1</sub>	45	11.29	2.31
C <sub>2</sub>	41	11.20	2.04
E <sub>1</sub>	43	13.95	2.29
E <sub>2</sub>	44	12.25	2.46

A comparison of the mean scores of the four groups shows that the experimental groups (E<sub>1</sub> and E<sub>2</sub>) posted higher mean scores of 13.95 and 12.25 respectively than the control groups (C<sub>1</sub> and C<sub>2</sub>) with 11.29 and 11.20 respectively. However this observation is not sufficient to show

whether the differences in mean scores are statistically significant at the 0.05 level. Thus, an ANOVA test was carried out to determine this significance.

**Table 10: Results of One-way ANOVA Performed on Students' Post-test Mean Scores on Achievement**

Source	Sum of square	df	Mean square	F-ratio	p-value
Between groups	210.957	3	70.319	13.476	.000
Within groups	881.840	169	5.218		
Total	1092.798	172			

Statistically significant at the 0.05 level

The one- way ANOVA results (Table 10), yielded F ratios of  $F(3, 169) = 13.476$ ,  $p < 0.05$  on the post-test which clearly reveal that there is a statistically significant difference between the performance of experimental groups and that of the control groups. This therefore is a clear suggestion that subjects exposed to advance organizers outperformed their counterparts who were not exposed to advance organizers. This is in line with Nyabwa's (2005) findings that students taught using advance organizers performed better than those taught in the conventional way. However, this test was not enough to determine which of the experimental group was significant. It was therefore necessary to carry out a post hoc test to determine where the significance lies. Usually there are four post hoc tests namely; Dunnet's, Fisher's, Scheffe's, and Tukey's. Since the number of subjects was not similar in the groups Scheffe's post hoc test was deemed the most appropriate. Results of the post hoc test performed on students' post-test achievement scores using Scheffe's multiple comparisons are shown on Table 11.

**Table 11: Scheffe's Multiple Comparisons of Students' Post-test Mean Scores on Achievement**

(I) Programme	(J) Programme	Mean Difference (I – J)	Significance
E <sub>1</sub>	E <sub>2</sub>	-.96	.272
	C <sub>1</sub>	2.66*	.000
	C <sub>2</sub>	2.76*	.000
E <sub>2</sub>	E <sub>1</sub>	.96	.272
	C <sub>1</sub>	-1.70*	.008
	C <sub>2</sub>	1.05	.214
C <sub>1</sub>	E <sub>1</sub>	-2.66*	.000
	E <sub>2</sub>	1.70*	.008
	C <sub>2</sub>	.09	.998
C <sub>2</sub>	E <sub>1</sub>	-2.76*	.000
	E <sub>2</sub>	-1.05	.214
	C <sub>1</sub>	-.09	.998

\*The mean difference is significant at the .05 level.

An analysis of the results shown in Table 11 indicates that the experimental groups performed better than the control groups. This higher performance by the experimental groups could be as a result of the treatment given to the two experimental groups. Though the results are significant, this significance cannot fully be attributed to the treatment given. This is because the groups were not given the same treatment at the beginning of the programme. For instance two groups (E<sub>1</sub> and C<sub>1</sub>) were given a pre-test at the beginning and a post-test at the end of the programme, while the other two groups (E<sub>2</sub> and C<sub>2</sub>) received only a post-test at the end of the programme. Initially the students seemed to be different in their performance prior to the commencement of the programme, and since ANOVA test does not have features that can deal with differences at the point of entry, it is necessary to carry out an ANCOVA test. By using a covariate the ANCOVA test is able to deal with entry behaviour differences by adjusting the post-test means. In this study, the students' KCPE results were used as the covariate. The adjusted means results are shown in Table 12.



**Table 12: Results of ANCOVA Analysis Performed on the Students' Achievement Post-test Scores**

Teaching Method	Mean	Std Error
C <sub>1</sub>	11.311	.341
C <sub>2</sub>	11.199	.356
E <sub>1</sub>	13.934	.348
E <sub>2</sub>	12.242	.344

The results in the above table show the adjustment of means as follows: C<sub>1</sub> 11.311 from 11.29, C<sub>2</sub> 11.199 from 11.20, E<sub>1</sub> 13.934 from 13.95 and E<sub>2</sub> 12.242 from 12.25. From the above results it can be seen that the experimental groups scored slightly higher than the control groups. An Analysis of Covariance was carried out to adjust for the pre-existing differences between the groups. These results are shown on Table 13.

**Table 13: Results of ANCOVA Analysis of the Students' Achievement Post-test Scores**

	Sum of squares	df	Mean Square	F	Sig.
Contrast	205.075	3	68.358	13.130	.000
Error	874.655	168	5.206		

An analysis of the ANCOVA results reveal an F-ratio of  $F(3,168) = 13.130$ ,  $p < 0.05$ . It appears from the above findings that using advance organizers was effective in enhancing students' achievement. A Pairwise comparison was also done to ascertain where the significance lay in the different groups. This is shown in Table 14.

**Table 14: Pairwise Comparisons of Dependent Variable on Achievement Post test Score**

(I)Teaching Method	(J) Teaching Method	Mean Difference (I-J)	Std. Error	Sig. <sup>a</sup>
C <sub>1</sub>	C <sub>2</sub>	.133	.493	.820
	E <sub>1</sub>	-2.623*	.488	.000
	E <sub>2</sub>	1.692*	.489	.001
C <sub>2</sub>	C <sub>1</sub>	-.133	.493	.820
	E <sub>1</sub>	-2.736*	.498	.000
	E <sub>2</sub>	-1.044*	.495	.037
E <sub>1</sub>	C <sub>1</sub>	2.623*	.488	.000
	C <sub>2</sub>	2.736*	.498	.000
	E <sub>2</sub>	-.931	.484	.056
E <sub>2</sub>	C <sub>1</sub>	-1.692*	.489	.001
	C <sub>2</sub>	1.044*	.495	.037
	E <sub>1</sub>	.931	.484	.056

Based on estimated marginal means, \*the mean difference is significant at the .05 level.

An analysis of the results in the Table 14 shows that the experimental groups performed better than the control groups. This is because the mean difference of the experimental groups is significant at the 0.05 level. This therefore, is an indication that the use of advance organizers improves performance as seen in Shihusa's (2006) study which found out that students taught using advance organizers got significantly higher scores than those taught in the conventional way.

#### **4.4 Effects of Advance Organizers on Students' Attitude towards Narratives**

The effect of advance organizers on the students' attitude towards narratives was ascertained by comparing the students' mean scores on the pre-test and post-test on the Student Attitude Questionnaire (SAQ) and eventually the mean differences by using the ANOVA test.

**Table 15: Students' Attitude Mean Gain by Learning Strategy**

Scale	Group		
		Experimental 1	Control 1
Pre-test	Mean	3.4247	2.8754
	SD	.63511	.45369
Post-test	Mean	3.5841	2.3636
	SD	.69615	.39554
Mean Gain		.1594	-.5118

A perusal of the results presented in Table 15 indicates that the pre-test mean scores obtained by students in the control and experimental groups on the SAQ were identical prior to the start of the programme. These findings imply that the groups had similar attitudes towards narrative learning before the commencement of the course. The post-test results indicate that after their exposure to advance organizers there is a slight difference between the mean scores of the two groups in favour of the experimental group. The results however, do not indicate whether this difference is statistically significant or not. Thus, a further analysis was undertaken to prove whether the difference was significant or not. This is shown by the t-test in Table 16.

**Table 16: Results of t-test Statistics Performed on Students' Attitudes Mean Gain by Learning Strategy**

Scale	t-value	df	p-value
SAQ	3.827	74	.000

Critical t (86, 77, 75) = 1.671; \* statistically significant at 0.05 level

The results in Table 16 show that the difference in mean gains is statistically significant at the 0.05 level. This significance could be as a result of the use of advance organizers by the experimental group.

An analysis of the achievement post-test mean scores and standard deviations of the four groups was done and the results are shown in Table 17.

**Table 17: Comparison of Students' Attitudes Post-test Means and Standard Deviations by Teaching Strategy**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>E<sub>1</sub></b>	44	3.5841	.69615
<b>E<sub>2</sub></b>	46	3.6576	.64351
<b>C<sub>1</sub></b>	33	2.3636	.39554
<b>C<sub>2</sub></b>	37	2.2081	.38793

A comparison of the mean scores of the four groups shows that the experimental groups (E<sub>1</sub> and E<sub>2</sub>) posted higher mean scores of 3.5841 and 3.6576 respectively than the control groups (C<sub>1</sub> and C<sub>2</sub>) with 2.3636 and 2.2081 respectively. However this observation is not sufficient to show whether the differences in mean scores are statistically significant at the 0.05 level. Thus, these results need a one - way ANOVA test to establish whether the mean scores obtained by the students in the experimental and control groups are statistically significantly different at the 0.05 level.

**Table 18: Results of One-way ANOVA on Students' Post-test Mean Scores on Attitudes**

<b>Source</b>	<b>Sum of square</b>	<b>df</b>	<b>Mean square</b>	<b>F-ratio</b>	<b>p-value</b>
Between groups	71.270	3	23.757	74.273	.000
Within groups	49.898	156	.320		
Total	121.168	159			

The ANOVA test results show that the F ratio of  $F(3,159) = 74.273$ ,  $p < 0.05$  is statistically significant in favour of the experimental group. This suggests that the advance organizers had a positive influence on the attitudes of the students. However, this test was not enough to determine which experimental or control groups was significant. It was therefore necessary to carry out a post hoc test to determine where the significance lies. There are four post hoc tests namely; Dunnet's, Fisher's, Scheffe's, and Tukey's. Since the number of subjects was not similar in the groups Scheffe's post hoc test was deemed the most appropriate. Results of the

students' post-test achievement scores using Scheffe's multiple comparisons are shown on Table 19.

**Table 19: Scheffe's Multiple Comparisons of Students Post-test Mean Scores on Attitudes**

(I) Programme	(J) Programme	Mean Difference (I – J)	Significance
E <sub>1</sub>	E <sub>2</sub>	.1555	.725
	C <sub>1</sub>	-1.2205*	.000
	C <sub>2</sub>	-1.2940*	.000
E <sub>2</sub>	E <sub>1</sub>	-.1555	.725
	C <sub>1</sub>	-1.3760*	.000
	C <sub>2</sub>	-1.4495*	.000
C <sub>1</sub>	E <sub>1</sub>	1.2205*	.000
	E <sub>2</sub>	1.3760*	.000
	C <sub>2</sub>	-.0735	.944
C <sub>2</sub>	E <sub>1</sub>	1.2940*	.000
	E <sub>2</sub>	1.4495*	.000
	C <sub>1</sub>	.0735	.944

\*Statistically significant at the 0.05 level

An analysis of the results shown in Table 19 indicates that the experimental groups performed better than the control groups. This higher performance by the experimental groups could be as a result of the treatment given to the two experimental groups. Though the results are significant we cannot fully attribute this significance to the treatment given. This is because the groups were not given the same treatment at the beginning of the programme. For instance two groups (E<sub>1</sub> and C<sub>1</sub>) were given a pre-test at the beginning and a post-test at the end of the programme, while the other two groups (E<sub>2</sub> and C<sub>2</sub>) received only a post-test at the end of the programme. Because ANOVA does not have features that can deal with differences at the point of entry it was necessary to carry out an ANCOVA test. By using a covariate the ANCOVA test is able to deal with entry behaviour differences by adjusting the post-test means. The students' KCPE results were used as the covariate. The adjusted means results are shown in Table 20.

**Table 20: Results of ANCOVA Analysis of the Students' Attitude Post-test Scores**

Teaching Method	Mean	Std Error
E <sub>1</sub>	3.552 <sup>a</sup>	.083
E <sub>2</sub>	3.633 <sup>a</sup>	.084
C <sub>1</sub>	2.408 <sup>a</sup>	.096
C <sub>2</sub>	2.230 <sup>a</sup>	.090

<sup>a</sup> Covariates appearing in the model are evaluated at the following values: KCPE covariate=330.65.

The results in the above table show the adjustment of means as follows: C<sub>1</sub> 2.408 from 2.3636, C<sub>2</sub> 2.230 from 2.2081, E<sub>1</sub> 3.552 from 3.5841 and E<sub>2</sub> 3.633 from 3.6576. From the above results it can be seen that the experimental groups scored slightly higher than the control groups. A univariate Analysis of Covariance was carried out to adjust for the pre-existing differences between the groups. These results are shown in Table 21.

**Table 21: Dependent Variable: Attitude Post-test Mean Score**

	Sum of squares	df	Mean Square	F	Sig.
Contrast	59.831	3	19.944	67.267	.000
Error	44.769	151	.296		

A close scrutiny of the ANCOVA results reveal an F-ratio of  $F(3,151) = 67.267$ ,  $p < 0.05$ . It appears from the above findings that using advance organizers was effective in enhancing students' attitudes towards narratives. A Pair wise Comparison was also done to ascertain where the significance lay in the different groups. This is shown in Table 22.

**Table 22: Pairwise Comparisons of Dependent Variable on Students' Attitude Post-test Mean Scores**

(I)Teaching Method	(J) Teaching Method	Mean Difference (I-J)	Std. Error	Sig. <sup>a</sup>
C <sub>1</sub>	C <sub>2</sub>	-.081	.188	.491
	E <sub>1</sub>	1.144*	.128	.000
	E <sub>2</sub>	1.322*	.123	.000
C <sub>2</sub>	C <sub>1</sub>	1.081	.118	.491
	E <sub>1</sub>	1.226*	.130	.000
	E <sub>2</sub>	1.403*	.124	.000
E <sub>1</sub>	C <sub>1</sub>	-1.144*	.128	.000
	C <sub>2</sub>	-1.226*	.130	.000
	E <sub>2</sub>	.178	.131	.176
E <sub>2</sub>	C <sub>1</sub>	-1.322*	.123	.000
	C <sub>2</sub>	-1.403*	.124	.000
	E <sub>1</sub>	-.178	.131	.176

Based on estimated marginal means, \* the mean difference is significant at the .05 level.

An analysis of the results in Table 22 shows that the experimental groups performed better than the control groups. This is because the mean differences of the experimental groups are significant at the 0.05 level. This is a clear indication that the use of advance organizers enhanced students' attitudes towards narratives in oral literature.

#### **4.5. Effects of Advance Organizers on Students' Perceptions of the Classroom**

##### **Environment**

The effect of advance organizers on the students' perception of the classroom environment was ascertained by comparing the students' mean scores on the pre-test and post-test on the Student Perception Questionnaire (SPQ) and eventually the mean differences by using the ANOVA test.

**Table 23: Results of Students' Perception Mean Gain by Learning Strategy**

Scale	Group				
	Overall	E <sup>1</sup> (n=36)	E <sup>2</sup> (n=36)	C <sup>1</sup> (n=43)	C <sup>2</sup> (n=37)
Pre-test mean	3.6899	3.7326	-	3.6472	-
SD	1.0950	.54804	-	.54693	-
Post-test Mean	3.5825	3.8279	3.6611	3.6111	3.2297
SD	0.5405	.48419	.54735	.55846	.57197
Mean Gain	0.0592	.0953	-	-.0361	-

An analysis of the results presented in Table 23 indicates that the pre-test mean scores obtained by students in the control and experimental groups on the SAQ were identical prior to the start of the programme. These findings imply that the groups had similar perceptions of the classroom environment before the commencement of the course. The post-test results indicate that after their exposure to advance organizers there is a slight difference between the mean scores of the two groups in favour of the experimental group. For instance, the post-test mean scores of students in experimental group 1 (E<sub>1</sub>) of .0953 indicates a greater gain as compared to that of the control group 1 of -.0361, which is lower than the overall mean gain of 0.0592. This higher score may be attributed to the use of advance organizers. The results however, do not indicate whether this difference is statistically significant or not. Thus, a further analysis was undertaken to prove whether the difference was significant or not. This is shown by the t-test below.

**Table 24: Results of t-test Statistics Performed on Students' Perceptions Mean Gain by Learning Strategy**

Scale	t-value	df	p-value
SPQ	-.690	77	.049

Critical t (86, 77, 75) = 1.671

The results in Table 24 show that the difference in mean gains is statistically significant at the 0.05 level. This significance could be as a result of the use of advance organizers by the experimental group. A further analysis of the achievement post-test mean scores and standard deviations of the four groups was done and the results are shown in Table 25.



**Table 25: Comparison of Students' Perceptions Post-test Means and Standard Deviations by Teaching Strategy**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>E<sub>1</sub></b>	36	3.8279	.48419
<b>E<sub>2</sub></b>	36	3.6611	.54735
<b>C<sub>1</sub></b>	43	3.6111	.55846
<b>C<sub>2</sub></b>	37	3.2297	.57197

A comparison of the mean scores of the four groups shows that the experimental groups (E<sub>1</sub> and E<sub>2</sub>) posted higher mean scores of 3.8279 and 3.6611 respectively than the control groups (C<sub>1</sub> and C<sub>2</sub>) with 3.6111 and 3.2297 respectively. However this observation is not sufficient to show whether the differences in mean scores are statistically significant at the 0.05 level. Thus, these results were further analysed using a One-way ANOVA test to establish whether the mean scores obtained by the students in the experimental and control groups are statistically significantly different at the 0.05 level.

**Table 26: Results of One-way ANOVA on Students' Post-test Mean Scores on Perceptions**

<b>Source</b>	<b>Sum of square</b>	<b>df</b>	<b>Mean square</b>	<b>F-ratio</b>	<b>p-value</b>
Between groups	7.434	3	2.478	8.524	.000
Within groups	43.025	148	.291		
Total	50.459	151			

The ANOVA test results show that the F ratio of  $F(3,151) = 8.524$ ,  $p < 0.05$  is statistically significant in favour of the experimental group. This suggests that the advance organizers had a positive influence on the students' perception of the classroom environment. However, this test was not enough to determine which of the experimental groups was significant. It was therefore necessary to carry out a post hoc test to determine where the significance lies. Scheffe's post hoc test was deemed the most appropriate since the number of subjects was not similar in the groups

Results of the students' post-test achievement scores using Scheffe's multiple comparisons are shown on Table 27.

**Table 27: Scheffe's Multiple Comparisons of Students' Post-test Mean Scores on Perceptions**

(I) Programme	(J) Programme	Mean Difference (I-J)	Significance
E <sub>1</sub>	E <sub>2</sub>	-.0500	.984
	C <sub>1</sub>	-.2168	.370
	C <sub>2</sub>	.3814*	.031
E <sub>2</sub>	E <sub>1</sub>	.0500	.984
	C <sub>1</sub>	-.1668	.600
	C <sub>2</sub>	.4314*	.010
C <sub>1</sub>	E <sub>1</sub>	.5982*	.000
	E <sub>2</sub>	-.5982*	.000
	C <sub>2</sub>	.2168	.370
C <sub>2</sub>	E <sub>1</sub>	-.3814*	.031
	E <sub>2</sub>	-.4314*	.010
	C <sub>1</sub>	.1668	.600

\*Statistically significant at the 0.05 level

An analysis of the results shown in Table 27 indicates that the experimental groups performed better than the control groups. This higher performance by the experimental groups could be as a result of the treatment given to the two experimental groups. Though the results are significant we cannot fully attribute this significance to the treatment given. This is because the groups were not given the same treatment at the beginning of the programme. For instance two groups (E<sub>1</sub> and C<sub>1</sub>) were given a pre-test at the beginning and a post-test at the end of the programme, while the other two groups (E<sub>2</sub> and C<sub>2</sub>) received only a post-test at the end of the programme. Since ANOVA does not have features that can deal with differences at the point of entry it was necessary to carry out an ANCOVA test. By using a covariate the ANCOVA test is able to deal with entry behaviour differences by adjusting the post-test means. The students' KCPE results were used as the covariate. The adjusted means results are shown in Table 28.

**Table 28: Results of ANCOVA Analysis of the Students' Perceptions Post-test Scores**

Teaching Method	Mean	Std Error
E <sub>1</sub>	3.822 <sup>a</sup>	.083
E <sub>2</sub>	3.665 <sup>a</sup>	.090
C <sub>1</sub>	3.616 <sup>a</sup>	.091
C <sub>2</sub>	3.227 <sup>a</sup>	.089

<sup>a</sup> Covariates appearing in the model are evaluated at the following values: KCPE covariate=331.97

The results in the above table show the adjustment of means as follows: E<sub>1</sub> 3.822 from 3.8279, E<sub>2</sub> 3.665 from 3.6611, C<sub>1</sub> 3.616 from 3.6111 and C<sub>2</sub> 3.227 from 3.2297. From the above results it can be seen that the experimental groups scored slightly higher than the control groups. A univariate Analysis of Covariance was carried out to adjust for the pre-existing differences between the groups. These results are shown in Table 29.

**Table 29: Results of ANCOVA Analysis of the students' Perceptions Post-test Scores**

	Sum of squares	df	Mean Square	F	Sig.
Contrast	7.417	3	2.472	8.462	.000
Error	42.952	147	.292		

A close scrutiny of the ANCOVA results reveal an F-ratio of  $F(3,147) = 8.462$ ,  $p < 0.05$ . It appears from the above findings that using advance organizers was effective in improving the students' perception of the narrative classroom environment. A Pair wise Comparison was also done to ascertain where the significance lay in the different groups. This is shown in Table 22.

**Table 30: Pair wise Comparisons of Dependent Variable: Perception Post-test Mean Scores**

(I)Teaching Method	(J) Teaching Method	Mean Difference (I-J)	Std. Error	Sig. <sup>a</sup>
E <sub>1</sub>	C <sub>1</sub>	.595*	.121	.000
	C <sub>2</sub>	.157	.124	.204
	E <sub>2</sub>	.206	.124	.098
E <sub>2</sub>	E <sub>1</sub>	-.206	.124	.098
	C <sub>1</sub>	-.389*	.127	.003
	C <sub>2</sub>	-.438*	.127	.001
C <sub>1</sub>	E <sub>1</sub>	-.595*	.121	.000
	E <sub>2</sub>	.389*	.127	.003
	C <sub>2</sub>	-.049	.127	.701
C <sub>2</sub>	E <sub>1</sub>	-.157	.124	.206
	E <sub>2</sub>	.438*	.127	.001
	C <sub>1</sub>	.049	.127	.701

Based on estimated marginal means; \* the mean difference is significant at the 0.05 level

An analysis of the results in the Table above shows that the experimental groups performed better than the control groups. This is because the mean differences of the experimental groups are significant at the 0.05 level. This is a clear indication that the use of advance organizers enhanced the students' perception of the classroom environment during oral narratives lessons.

#### 4.6 Gender Differential on Students' Achievement, Attitudes and Perceptions

**Table 31: Comparison of Students' Post-test Mean Scores and Standard Deviations on NAT, SAQ and SPQ by Gender**

Scale		N	Mean	SD
NAT	Male	102	12.48	2.54
	Female	71	11.73	2.45
SAQ	Male	108	2.91	.86
	Female	51	3.29	.86
SPQ	Male	100	3.53	.59
	Female	51	3.71	.55

While the findings of this study have demonstrated superior performance and a positive attitude for the experimental groups, it was deemed necessary to determine whether the effect observed was gender related. This was done in order to attribute it to the advance organizer strategy and not other prevailing factors such as gender. A close scrutiny of the results shown in Table 31 above indicates that the post-test mean scores obtained by the male students are higher than those of the female students on the NAT. However, the post-test mean scores of the female students are higher than those of the male students on both the SAQ and SPQ. To determine whether these differences are significant or not a t-test was undertaken and results are shown in Table 32.

**Table 32: Comparison of t-test Results Performed on Students Post-test Mean Scores by Gender on NAT, SAQ and SPQ**

Scale	df	t-value	p-value
NAT	171	1.935	0.055
SAQ	157	2.595	0.010*
SPQ	149	1.827	0.07

An analysis of the results above indicates that the post-test differences on both the NAT and SPQ are not significant as shown in Table 32 above. However, the post-test difference on the SAQ is significant. This shows that the female students had a positive attitude than their male counterparts.

#### **4.7 Qualitative Descriptions of the Effectiveness of Advance Organizers on Students' Achievement in Narratives.**

There is consensus in the recent literature that a combination of quantitative and qualitative studies used together can provide better insight than just a single research paradigm used in isolation (Kiboss, 2000; Reading Today, 2003). During the study, the students in both experimental and control groups were interviewed. They were asked questions regarding their learning experiences so as to get more insight on how the use of advance organizers was helping them understand narratives.

#### 4.7.1 Students' Views on the Use of Advance Organizers in the Learning of Narratives.

The data in Table 33 and the subsequent excerpts illustrate the students' reactions during the learning of narratives.

**Table 33: Students' Responses and Experiences with the use of Advance Organizers**

Variable	Group	
	Experimental	Control
Helped aid understanding	78.6	21.4
Enhanced active participation	88.5	11.5
Increased my self confidence	88	12
Difficult to follow	18.2	81.8
Boring and a waste of time	6.8	93.2

The data show that the experiences of the experimental groups were more positive as compared with those of their counterparts in the control groups. For instance:

1. 78.6% of the students in the experimental group agreed that it helped aid their understanding of narratives as compared to only 21.4% of students in the control group.
2. 88.5 of students in the experimental group felt that it enhanced active participation while only 11.5% of students in the control group had the same view.
3. Almost a similar number (88%) said it increased their self confidence compared to 12% of the students in the control group.
4. A small number (18.2%) of students in the experimental group claim that the course was difficult against 81.8% of students in the control group with the same view.
5. An even smaller number (6.8%) of students in the experimental group say that the use of advance organizers strategy wasted the students' time and was also boring compared to a high number (93.2%) of students in the control group who agreed that the method they used was boring and a waste of their time.

From the foregoing, it is clear that a majority of students in the experimental group felt that the use of advance organizers enhanced their understanding of narratives, encouraged active

participation and helped increase their self confidence. In contrast, their counterparts in the control group using the conventional method were of a contrary view. These findings are also supported by the following excerpts from the students:

### **Excerpt 1**

**Researcher:** Did the use of advance organizers helped you improve your knowledge and understanding of narratives?

**Kombe:** Yes... the lessons were very interesting especially when we started by listening to various narratives from the resource person. I also learned a lot from the teacher and my fellow students as we discussed the stories we had listened to (Student Interview, Experimental group I, 8/2/2011)

### **Excerpt 2**

**Magdalene:** Since we began using advance organizers, there has been a steady rise in my understanding of narratives. This is because there was a high level of cooperation among students in class and we discussed issues as a team.

**Justus:** I learned to listen to the ideas of my classmates and was also ready to answer questions in front of the class, something I could not do initially. Therefore, I can say the use of advance organizers helped remove fear in me.

**Christine:** I liked the new method because it helped me understand narratives better and I cannot easily forget what I learnt because all I have to do is remember the stories from the tape recorder and everything the teacher said comes back (Student Interview, Experimental Group 2, 16/2/2011).

An analysis of these anecdotes from excerpts 1 and 2 indicate that the students in the experimental groups said that the use of advance organizers made their lessons more lively and interesting. They also participated actively and challenged each others responses until they could reach the correct answer. Others felt that the strategy stimulated their thinking. At the same time, a majority of them experienced an increase in self confidence. This supports Lane et al. (1988) studies which found that students' interest appeared to be affected positively by the presence of an advance organizer. As a result of student interaction in the class as well as their exchange of ideas and positive feedback, most students in the experimental groups acquired new ideas from their colleagues and also from their teacher.

### **Excerpt 3**

**Researcher:** How did you find the oral narrative lessons taught by your teacher?

**Eustiner:** I found such lessons difficult because I couldn't understand some of the narratives given as examples. When the teacher was explaining, some students would shout that they had understood yet to me I had not. The teacher would go ahead assuming that everybody had understood

**Mwamuye:** Quite difficult. The lessons were difficult and I couldn't understand much, but the teacher helped us understand some of the terms used thus enabled us to enjoy the lessons (Student Interview, Control Group 2, 19/2/2011).

### **Excerpt 4**

**Boniface:** The way the teacher explained was not easy to follow. We had no class discussions thus, I couldn't get any help from my fellow students. Furthermore, there were no oral narrative textbooks that one could refer to (Student Interview, Control Group 1, 16/2/2011).

The anecdotes in Excerpts 3 and 4 revealed that unlike the views of their counterparts in the experimental group, the narrative lessons taught using the conventional method encouraged students to depend solely on their teacher more. From the students' comments, there appears to be a general feeling that the students taught using advance organizers understood the narratives better than those in the control group. This is because the advance organizers enhanced their understanding of narratives which in turn enabled them to perform well in the test. The responses from the students in the control groups demonstrate the students' dependency on the teacher's explanation and not their effort.

From the above, it becomes evident that the teacher's dominance of classroom dynamics tends to limit the development of certain socially mediated competencies that students need to fully participate in the socio-cultural environment (Ogunniyi & Ramogo, 1994). Moreover, studies say that teaching methods in literature that employ lecture often make students to easily forget what verbalised and to hate the whole experience (Froomkin, 1990). This is because it gives them little time for reflection and discussion of their errors and misconceptions (Panitz, 2000).



#### **4.7.2 Teachers Experiences with the Use of Advance Organizers in Teaching Narratives.**

All the four teachers who participated in the study were interviewed using the Teacher Interview Schedule (TIS) in order to get their views about the teaching of narratives using advance organizers. From their comments, there is a general consensus that the students in the experimental groups showed a better understanding of narratives than their counterparts in the control groups. An interview which asked the teachers to share their feelings about teaching narratives revealed the following:

##### **Excerpt 5**

**Researcher:** What was your experience of having to teach narratives to your form two class?

**Teacher 1:** My experience of having to teach narratives using advance organizers created a lot of anxiety in me at first. This because I didn't know how my students would react to it (Teacher Interview, Experimental Group 2, 16/2/2011).

**Teacher 2:** It was assuring and optimistic because it gave my students a chance to go about analysing the narratives without my being the only person to do it (Teacher Interview, Experimental Group1, 8/2/2011).

##### **Excerpt 6**

**Teacher 3:** It was frightening and a source of anxiety because narratives are challenging and my students view them as things from the past that have no relevance in their lives today (Teacher Interview, Control Group 1, 17/2/2011).

**Teacher 4:** It was a source of anxiety for me because most of my students dislike oral literature more so narratives (Teacher Interview, Control Group 2, 19/2/2011).

From these two excerpts, it appears that the teachers' views in the experimental groups portray that the use of advance organizers provided an opportunity for their students to interact and learn narratives from one another. Similarly, the information supports the students' view of conventional narratives lessons which were more disliked by the students.

### 4.7.3 Teacher's Views about their Role in Teaching Narratives Using Advance Organizers

It was also observed that the teacher plays a crucial role in teaching narratives using advance organizers. This is illustrated by the information given in excerpts 7 and 8 which show the teachers' responses on the role they played between those teaching narratives using advance organizers and those in the conventional classes.

#### Excerpt 7

**Researcher:** What do you think your role should be while teaching narratives?

**Teacher 1:** It should be that of a facilitator that is guiding students on what they are supposed to do (Teacher Interview, Experimental Group 2, 8/2/2011).

**Teacher 2:** My role should be that of a guide and observer. I should come in to shade light where students fail to get the aspects of a given narrative (Teacher Interview, Experimental Group 1, 16/2/2011).

#### Excerpt 8

**Teacher 3:** Guiding students to learn. After presenting the narratives to the learners I gave them questions that would help them understand the narratives and guide them to arrive at the correct answers (Teacher Interview, Control Group 1, 17/2/2011).

**Teacher 4:** Explaining and discussing with them. This is because if you leave the students to work on their own, they will take so much time which hinders syllabus coverage (Teacher Interview, Control Group 2, 19/2/2011).

From the teachers' views in excerpt 7, it is clear that the role of the teacher when teaching using the advance organizers has changed from that of a source of knowledge to that of a facilitator. However, in the control groups represented in excerpt 8, the teachers view their role to be that of provider of content information. This finding supports McCurdy's (1996) suggestion that conventional methods of teaching do not motivate learners because they do not have time for reflection and discussion of students' errors and misconceptions.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of major findings, conclusions, implications of the study, the recommendations made and suggestions or areas that need further research in future.

#### 5.2 Summary of Major Findings of the Study

The following are the major findings of the study:

1. Pre-test analysis results indicate that the students were from similar groups before the implementation of the programme as seen by the ANCOVA test performed using the KCPE results to determine their entry behaviour.
2. Both the male and female students had similar characteristics at the beginning of the narrative course.
3. Significant learning gains were achieved by students exposed to advance organizers as compared to those who were not. This is seen by the higher mean scores posted by the students in the experimental groups in the NAT.
4. The use of advance organizers helped boost students' attitudes towards oral narratives. It also enhanced the students' perception of their classroom environment during oral narrative lessons.
5. Qualitative findings showed that the advance organizer strategy provides a dramatic shift from the standard classroom teaching approach where the teacher's talk usually dominates, to a student-centred learning environment where student-student interaction and student-teacher interactions are paramount.
6. The use of advance organizers results in a change of the teacher's role from that of a sole source and transmitter of knowledge to that of a facilitator and evaluator of the learning process as revealed by the qualitative data.

#### 5.3 Conclusion

Based on the study findings, the following conclusions have been made:

- i) The use of advance organizer when properly implemented enhances students' achievement in narratives more than the conventional methods.

- ii) Students taught using advance organizers developed a positive attitude towards narratives.
- iii) The advance organizer strategy changes the classroom teaching approach from that dominated by the teacher's talk to that of student-student and student-teacher interactions.
- iv) The use of advance organizers demonstrated that gender did not have any significant influence on the students' achievement and perception of the classroom environment.

#### **5.4 Implication of the Study**

A close scrutiny of the findings of this study advances the following implications:

- i) The use of advance organizers has the capability to enhance students' achievement, foster a positive attitude and also influences students' perception of the classroom environment. Therefore, teachers should be encouraged to embrace the use of this new approach.
- ii) The study has also demonstrated the great potential of the use of advance organizers in promoting cognitive and affective skills in learners. This implies that the problem of oral literature being a difficult genre of literature and an area with a declining performance in national exams can indeed be arrested through the use of advance organizers.

#### **5.5 Recommendations**

Based on the results of this study, it is recommended that:

- i) Teacher trainers should include the use of advance organizers in both pre-service and in-service teacher education curriculum in Kenya. This will enable teachers of English and Literature to adopt group activities that involve the use of advance organizers.
- ii) Publishers of English language and Literature books should make advance organizer learning activities part and parcel of the instructional materials for teachers such as teachers' guides as well as hand books for teachers of English which accompany instructional materials for students.
- iii) Educational authorities should encourage teachers of English and Literature to use advance organizers in their teaching.

## **5.6 Suggestions for Future Research**

- i) A long-term study involving the use of advance organizers in different schools including more narrative classes should be undertaken in order to determine whether the results on the effectiveness of advance organizers may persist over time.
- i) A study should also be carried out to investigate the effects of advance organizers on students' achievement, attitude and perception of the classroom environment in other areas in literature in English.
- ii) Additional research should be conducted to increase the generalizability of the findings to literature education as a whole.
- iii) Future research should also compare the effects of advance organizers versus other strategies such as cooperative learning on students' achievement, attitudes and perception of the classroom environment.

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## APPENDIX A

### NARRATIVE ACHIEVEMENT TEST (NAT)

#### ADMISSION

NUMBER \_\_\_\_\_ CLASS \_\_\_\_\_ GENDER \_\_\_\_\_

#### INSTRUCTIONS:

1. Please read the narrative below and try to answer all the questions that follow.
2. Take your time but do not spend too much time on one question.
3. Read each question carefully and try to understand before answering.
4. If you do not understand something, please ask for help from the teacher.

Read the Myth below and answer the questions that follow.

#### **The Origin of Death: A kalenjin myth**

The number of hunters had increased in a certain forest so much that the wild animals had been virtually wiped out. These hunters decided to hunt animals of the plain. One day, one of them stopped to drink from a pool. He put down the quiver, his bow and the arrow he had in hand. While he was drinking from the pool he noticed a reflection in the water. The reflection was very lovely. It looked like a cock. The feathers were very beautiful but instead of having two legs this queer image had four. The head was unusually large and had a blue comb.

The hunter wondered what the image was. He had never seen such an animal or bird in his life. He thought he was dreaming. Somehow he finished drinking his water. When he rose he saw that it was real. The creature moved to a vantage point to watch the hunter. The hunter in turn watched the creature. Certainly, the creature was strange. The hunter decided to aim an arrow at it perhaps the meat of this unknown creature was very tasty. He shot and was not sure whether he had hit it or not. All that he remembers was that the arrow had left the bow.

There followed rain that was heavier than had ever been experienced before. This rain was very thundery. Nobody knows where the hunter went. All that is known is that he never returned to his family. From the day of the heavy rain there came a time in the lives of the people when a long sleep enveloped them, a long sleep that nobody had experienced before. Thunder angry at the shooting of his son, roared, "I am sending very heavy rain and long sleep. Before today, you have slept and woken up the following morning. From now henceforth, you will sleep and not wake up."

Thus the long sleep known as death was brought about by the curiosity of the hunter.

## QUESTIONS

- 1: What is a myth? (2mks).
  
- 2: What features of this story makes it a myth? (2mks).
  
- 3: Why, according to this story do people die? (2mks).
  
- 4: Identify one economic activity of the community from which this story is taken. ((2mks).
  
- 5: Did the hunter hit the strange creature with an arrow? Why? Or why not? (2mks).
  
- 6: State the physical features of the strange creature (4mks).
  
- 7: The following words are found in the story. For each of them, give another that is pronounced in the same way (4mks).  
a} Been ..... d} Rain .....  
g} There.....  
  
b} To ..... e} Four .....  
h} Plain.....  
  
c} Seen ..... f} Meat .....
  
- 8: Identify and explain at least two differences between myths and legends. (2mks)

## APPENDIX B

### STUDENT ATTITUDE TOWARDS NARRATIVES QUESTIONNAIRE (SAQ)

CLASS \_\_\_\_\_ GEND`ER \_\_\_\_\_

We are interested to know how you feel about this oral literature course.

#### INSTRUCTIONS:

This is not a test and there are no **RIGHT** or **WRONG** answers.

It is important that you tell us your **HONEST** feeling

Read the items carefully and try to understand before choosing what truly reflects your honest opinion

Circle around the letter that corresponds with how you really feel towards the advanced organizer course.

The letter CHOICES are SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, U = Undecided

- |  |    |   |   |    |   |
|--|----|---|---|----|---|
| 1. The oral literature lessons were understandable                             | SA | A | D | SD | U |
| 2. The oral literature lessons were dull                                       | SA | A | D | SD | U |
| 3. The oral literature lessons were friendly                                   | SA | A | D | SD | U |
| 4. The oral literature lessons were useful                                     | SA | A | D | SD | U |
| 5. The oral literature lessons were meaningless                                | SA | A | D | SD | U |
| 6. The oral literature lessons were unimportant                                | SA | A | D | SD | U |
| 7. The oral literature lessons were difficult                                  | SA | A | D | SD | U |
| 8. The oral literature lessons taught by the teacher were easy                 |    |   |   |    |   |
|  | SA | A | D | SD | U |
| 9. The oral literature lessons taught by the teacher were interesting          |    |   |   |    |   |
|  | SA | A | D | SD | U |
| 10. The oral literature lessons taught by the teacher were friendly            |    |   |   |    |   |
|  | SA | A | D | SD | U |
| 11. The oral literature lessons taught by the teacher were simple              |    |   |   |    |   |
|  | SA | A | D | SD | U |
| 12. I was uncomfortable with the literature lessons taught by the teacher      |    |   |   |    |   |
|  | SA | A | D | SD | U |
| 13. The oral literature lessons taught using advance organizers were difficult |    |   |   |    |   |

	SA	A	D	SD	U
14. The oral literature lessons were useless	SA	A	D	SD	U
15. The oral literature lessons taught using advance organizers were interesting					
	SA	A	D	SD	U
16. The oral literature lessons taught using advance organizers were clear					
	SA	A	D	SD	U
17. The oral literature lessons taught using advance organizers were unfriendly					
	SA	A	D	SD	U
18. The oral literature lessons were important	SA	A	D	SD	U
19. The oral literature lessons taught using advance organizers were meaningful					
	SA	A	D	SD	U
20. I like the oral literature lessons taught without the use of advance organizers					
	SA	A	D	SD	U

## APPENDIX C

### STUDENT PERCEPTION OF THE CLASSROOM ENVIRONMENT QUESTIONNAIRE

CLASS \_\_\_\_\_ GENDER \_\_\_\_\_

**INSTRUCTIONS:** Students should note that this is **NOT** a test. Hence, there are no correct or wrong answers.

It is important that you give your honest view.

Read the items with care in order to understand before making your choice.

Tick the word that represents your feelings about learning narratives in this course. The choices are SA-Strongly Agree, A- Agree, D – Disagree, SD- Strongly Disagree, U- Undecided

ITEM	CHOICE
1. The teacher allowed us to ask questions during the course.	<input type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/> U
2. The teacher told us how good we were in our work.	<input type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/> U
3. The teacher explained using examples	<input type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/> U
4. Students made noise and fought in class.	<input type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/> U
5. We had enough time to finish our work	<input type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/> U
6. Each student answered questions individually	<input type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/> U
7. We relied more upon each other than on the teacher	<input type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/> U
8. Boys got more help from the teacher than girls.	<input type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/> U
9. We competed against each other in class	<input type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/> U
10. Students were friendly and worked together as a class.	<input type="checkbox"/> SA <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/> U



**APPENDIX D**

**THE STUDENT INTERVIEW SCHEDULE (SIS)**

**CLASS** \_\_\_\_\_ **GENDER** \_\_\_\_\_ **DATE** \_\_\_\_\_

1. My first feeling about learning oral literature was: -

- (a) Exciting
- (b) Depressing
- (c) Fun
- (d) Confusing

2. What would you say your teacher should do when you are learning the oral literature course?

- (a) Leave us alone and help us when we need his/ her help.
- (b) Tell us what we should be doing.
- (c) Discuss with us.
- (d) Supervise our work.
- (e) Other - explain.....

3. What do you think of the way the oral literature lessons were presented?

- (a) Easy to understand
- (b) Confusing and not easy to learn
- (c) Made me want to learn more about narratives
- (d) Made me hate the course.

4. Learning oral literature through the new method was:-

- (a) A source of anxiety for me
- (b) Something to look forward to.
- (c) Not exciting for me
- (e) Other – explain.....

5. How do you feel about narratives since you started learning through the new method.....?

6. Did you like the presentations before the beginning of each lesson?  Yes  No

7. What do you think was the best thing about the presentations?  
.....

8. Do you think the other students liked the presentations  Yes  No  No idea

9. What do you think they liked about these presentations.....?

.....  
10. Do you get your work done better now since you started learning using the new method?

Yes     No

11. Would you like to continue learning using the new method?  Yes     No

**APPENDIX E**

**THE TEACHERS' INTERVIEW SCHEDULE (TIS)**

**SCHOOL** \_\_\_\_\_ **DATE** \_\_\_\_\_

1. What was your first experience of having to use the advance organizers to teach narratives?

(a) Frightening and a source of anxiety – why?.....

.....

(b) Assuring and optimistic – explain.....

.....

(c) Other – explain.....

2. What do you think your role should be when teaching the narrative course using advance organizers? .....

.....

3. How has using the advance organizers affected the teaching – learning of oral literature lessons in your school.....?

4. Compared to the students who never used advance organizers, do you think the students who used advance organizers learnt well?

(a) Nothing – explain.....

(b) A little – explain.....

(c) A fair amount – explain.....

(d) A lot – explain.....

5. If you were asked to, would you use advance organizers in your other courses?

(a) Certainly – why? .....

(b) Never – why not? .....

6. Do you think the use of advance organizers had an influence on the way the students learnt the narrative course?

(a) A lot – explain.....

(b) Some – explain.....

(c) No – explain.....

7. Describe in five sentences your view about the use of advance organizers.

(i).....

(ii).....

(iii).....

(iv) .....

(v) .....

**APPENDIX F**

**INSTRUCTOR'S MANUAL**

**AN ADVANCE ORGANISER LEARNING MODULE**

**FOR FORM TWO NARRATIVE LEARNING**

Compiled by Rachel Mshenga

March, 2013

## INTRODUCTION

The following module aims to illustrate ways in which advance organizers can be incorporated into a conventionally taught secondary school narrative class .A five week module using advance organizers strategy is designed to supplement the normal lecturers and discussions in teaching form two students .It is meant to guide teachers and students in the study of narratives. The focus of module will be on two types of narratives, namely:-myths and legends. However, it can be applied to all other types of narratives taught in school .The course content is based on the Kenya National Examination Council (KNEC) (2006). KCSE Regulations and syllabuses.

### **Principles of Implementing Advance Organizers in the learning of Narratives**

The following are the specific student-learning outcome objectives that the students are expected to attain at the end of the course.

1. Read narratives for enjoyment
2. Study a variety of narratives for subject matter
3. Analyze and appreciate narratives for meaning.
4. Relate narratives to real life experience

## NARRATIVE 1-MYTHS

### LESSON PLANS

#### Lesson 1

**Topic: Listening and speaking**

**Subtopic: Listening and responding to myths**

**Lesson objectives:** By the end of the lesson, the learner should be able to:-

- (i) Explain what a myth is
- (ii) Narrate a myth using facial expressions, gestures and eye contact effectively

#### **Learning Resources**

A handout with the following Myths: Origin of death by the Akamba people.

: Origin of death- A Kalenjin Myth.

#### **1:- Origin of death by the kamba people**

A long time ago God created human beings. He did not wish them to die and if they died they were to rise again. God lived far away from people and wished to send a messenger to them. He

studied chameleon and weaver bird for three days. He realized that chameleon was reliable though slow. He called him and said “chameleon go to the earth and tell people that after they die they will rise again”

Chameleon replied in a wavering voice “Yes—es, I will go and de..li..ver Your me..ss..age” chameleon went slowly but finally reached the earth. He called people together and started stammering, “I was to..l..d I.. was, was to..ld..”

Weaver bird, who had been listening all along, got impatient and asked God for permission to go and quickly deliver the message. Granted permission, he was soon on earth with people and he told them, “God has said that people shall die for ever and perish like the roots of aloe” Chameleon tried to interrupt “But----but---we---were told----that----pe—people shall---die---and---ri—se again”.

Then magpie, the bird rose and said “The first speech is always the wise one” . And so people die and never rise again.

## **2: The Origin of Death: A kalenjini myth**

The number of hunters had increased in a certain forest so much that the wild animals had been virtually wiped out. These hunters decided to hunt animals of the plain. One day, one of them stopped to drink from a pool. He put down the quiver, his bow and the arrow he had in hand. While he was drinking from the pool he noticed a reflection in the water. The reflection was very lovely. It looked like a cock. The feathers were very beautiful but instead of having two legs this queer image had four. The head was unusually large and had a blue comb.

The hunter wondered what the image was. He had never seen such an animal or bird in his life. He thought he was dreaming. Somehow he finished drinking his water. When he rose he saw that it was real. The creature moved to a vantage point to watch the hunter. The hunter in turn watched the creature. Certainly, the creature was strange. The hunter decided to aim an arrow at it perhaps the meat of this unknown creature was very tasty. He shot and was not sure whether he had hit it or not. All that he remembers was that the arrow had left the bow.

There followed rain that was heavier than had ever been experienced before. This rain was very thundery. Nobody knows where the hunter went. All that is known is that he never returned to his family. From the day of the heavy rain there came a time in the lives of the people when a long sleep enveloped them, a long sleep that nobody had experienced before.

Thunder angry at the shooting of his son, roared, “I am sending very heavy rain and long sleep. Before today, you have slept and woken up the following morning. From now henceforth, you will sleep and not wake up.”

Thus the long sleep known as death was brought about by the curiosity of the hunter.

## **Method**

Students will study the myths given in the handout especially that on the origin of death among the Akamba.

## **Lesson Development**

**Step 1:** Teacher explains that human beings have stories to explain some phenomena or where particular communities came from.

**Step 2:** Teacher gives handouts with myths to the students and asks the students to read the myths quietly.

**Step 3:** The teacher uses the Akamba and Kalenjin myth about the origin of death to help learners identify the features of a myth. For example:

- (i) A myth always explains the origin of a community or phenomena
- (ii) A myth always involves some supernatural being or force
- (iii) Myths mostly involve outstanding features in the environment like huge rocks, rivers, mountains, lakes, trees e.t.c

**Step 4:** The teacher asks the learner to identify non-verbal skills that were used to make the narration of the myth effective these should zero down to facial expressions, gestures and eye contact.

**Step 5:** The teacher summaries the features of a myth

## **LESSON 2**

**Lesson Topic:** Analyzing the content of the myth

**Lesson objectives:** By the end of the lesson, learners should be able to:-

- (i) Discuss the reasons that brought about death to the Akamba and Kalenjin people
- (ii) Identify the different characters in the myth.
- (iii) Discuss the character traits of the various characters identified

## **Learning Resources**

Copies of the myths.

## **Lesson Development**

**Step 1:** Teacher guides students into a discussion about the reasons that brought about death to the Akamba and Kalenjin people.

**Step 2:** Students briefly discuss the reasons that brought about death to the Akamba and the Kalenjin people.

**Step 3:** Teacher explains the terms character and character traits to the students and asks Students to identify the various characters in the myth.



**Step 4:** Teacher asks students to identify and illustrate the character traits of the various characters.

**Step 5:** Teachers gives a summary on characterization and asks each students to write a myth they know

## **NARRATIVE 2: LEGENDS**

### **LESSON PLANS**

#### **Lesson 1**

**Topic:** Listening and speaking

**SUB TOPIC:** Listening and responding to legends.

**Lesson objectives:** By the end of the lesson, learners should be able to:-

- i. Define a legend
- ii. Recognize a legend
- iii. Narrate a legend

#### **Learning resources**

Recorded Legends from a resource person.

#### **Lesson development:**

**Step 1:** Teacher brainstorms students by asking them to identify historic figures that they know. This should lead to a discussion of historical figures such as Jomo Kenyatta, Dedan Kimathi and Mekatilili wa menza.

**Step 2:** Students listen to the recorded legends.

**Step 3:** Teacher guides students into a discussion about legends.

**Step 4:** Teacher summarizes by giving more examples of legends.

#### **Lesson 2**

**Topic:** Analyzing the content of the legend

**Lesson objective:** By end of the lesson, the learner should be able to:-

- i. Identify the features of a legend.

#### **Learning Resources**

Recorded Legends from a resource person.

#### **Lesson Development**

**Step 1:** Ask students to share with each other information about Lwanda Magere that they have. They can also talk about other important personalities in their communities.

**Step 2:** Prompt the students to talk about legends by asking them questions like:-

- i. Who in your community is said to have had super human qualities?
- ii. What were these qualities
- iii. In what way did this person help the community?

**Step 3:** Students discuss the features of style and explain their effectiveness

**Step 4:** Teacher gives a summary of the stylistic devices and shows the learners their effectiveness.

**Step 5:** Teacher summarizes by giving the features of legends.

### **LESSON 3:**

**Lesson Topic:** Differences between Myths and Legends.

**Lesson Objectives:** By the end of the lesson, the learners should be able to:-

Identify the differences between myths and legends.

#### **Learning resources**

A handout with both myths and legends

#### **Lesson Development:**

**Step 1:** Teacher asks one student to read a myth and another student to read a legend while the rest listen attentively.

**Step2:** With reference to earlier discussions on myths and legends, students identify the differences between myths and legends.

**Step 3:** Teacher gives a summary of the differences between myths and legends.