

TUTORS' LESSON PREPARATION IN THE IMPLEMENTATION OF INTEGRATED LITERATURE AT PUBLIC PRIMARY TEACHER TRAINING COLLEGES IN KENYA

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ABSTRACT

Preparation of lessons is an inevitable first step in a school teaching activity because it gives the teacher an opportunity to formulate lesson objectives. Subsequently, the teacher selects the content and determines the learning activities which will lead to the achievement of these objectives. In Kenya, English is taught as a second-language. English is both a compulsory subject in primary and secondary schools and a language of instruction for all the other school subjects except Kiswahili at all levels of education in Kenya. It is therefore, a prestigious language and students' prowess in it is highly valued. For this reason, effectiveness on how it is taught is critical both for teachers and policymakers. Literature is used in English language classrooms as a resource for availing students with contextual backgrounds for studying the English language. This also explains why it was introduced in Kenyan primary teacher training colleges in 2006 and integrated into English subject. Whereas many scholars in Kenya have researched on the other factors influencing students' performance in English, very little has been mentioned about the influence of preparation of literature lessons particularly in teacher training colleges. The purpose of this study is therefore, an attempt to fill this gap by investigating the tutor preparation of literature lessons at public Primary Teacher Training Colleges (PTTCs) in Kenya. Data for the study was collected by administration of questionnaires to teachers' college's tutors teaching literature, interview of English subject heads and observation of literature lessons. Analysis of data was done using descriptive statistics of frequency and percentage and presented in the text. The study concluded that failure by college tutors teaching literature to prepare literature lessons well and prior to teaching bedevils integrated literature implementation. The study recommends regular in-service training of teachers' colleges tutors teaching literature to enlighten them on the learning objectives of literature and equip them with the necessary knowledge and skills in the preparation of literature lessons. Further, the study recommends vibrancy and tutor-administrator collaboration in the monitoring of literature implementation in public PTTCs in Kenya

KEYWORDS: Curriculum Implementation, Lesson Preparation, Literature, Teacher Training Colleges, Tutors,