



Use of oral literature in the teaching of English grammar in secondary schools in Bondo district- Kenya

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The mastery of grammar forms a basis for achieving proficiency in the four language skills: listening, speaking, reading and writing. Teachers of English language should therefore, aim at ensuring learners acquire adequate competence in grammar. In order to realize this, it is important to teach language in context. Thus, the use of oral literature in the teaching of grammar in secondary schools would provide the learners with a genuine learning context and a focus to communicate. Therefore, the present study sought to establish the use of oral literature in the teaching of English grammar in secondary schools in Bondo District. The objectives of the study were to: find out teachers' conceptualization of using oral literature in the teaching of English grammar and establish teachers' use of oral literature in the teaching of grammar. The study was based on the descriptive survey design. The sample consisted of all the 28 secondary schools in the district and 44 English language teachers. Data were collected by use of questionnaires, observation schedule and document analysis schedule. The study established that even though teachers appreciate the benefits of contextualized grammar teaching, majority do not exploit oral literature genres in the teaching of English grammar because they do not know how to integrate the genres in classroom teaching. The study recommends that all genres should be carefully selected and used in the teaching of grammar and that English grammar should not be taught in isolation with emphasis on rules as this would promote linguistic competence as opposed to communicative competence.

Keywords: Achieving proficiency, oral literature genres, teacher's conceptualization, contextualizing grammar.

INTRODUCTION

In Kenya, English is spoken as a second language by the indigenous inhabitants. Tomlinson and Ellis (1992) clarify that a speaker of English as a second language usually lives in a country where English is not the native language of the indigenous inhabitants, but it is used as a means of communication between speakers of different native languages and as the language of particular activities such as education, commerce and politics.

The definition above captures the central position occupied by English language in education in Kenya. Okwara and Shiundu (2009) acknowledge this view by arguing that English language plays a vital role in the language situation in Kenya. It is the medium of instruction in Kenya from primary four, through secondary

education, colleges and universities. This means that English is a service subject across the entire school curriculum. Teachers of English are therefore expected to employ appropriate teaching methods with an aim of producing learners who can be judged to be competent in expressing their ideas in English language. Tommaso (2005) observes that in academic settings, students are judged by their command of Standard English, and many students need to modify the way they customarily use language.

As a result of being the medium of instruction, English language is also the language of examinations. It is the official language in Kenya and, a language of regional communication, used in East African regional

forums. Moreover, English is an international language. It is one of the leading media for communication in international conferences and meetings.

Given the role of English language, appropriate teaching of grammar remains important if communicative competence is to be achieved. Grammar according to Lock (1996) is a set of rules that specify all possible grammatical structures of a language. He further suggests that teaching of grammar should focus on how language works to achieve a variety of different functional and communicative purposes. Harris & Rowan (1989) and Hillocks (1986) as cited in Tommaso (2005) disqualify teaching grammar as a set of rules by pointing out that research suggests that rote teaching of grammar does not serve students well. Students do not naturally transfer grammatical rules and patterns learning through worksheet drills into their own writing.

The argument above implies that grammar should be taught in context. Okwara and Shiundu (2009) support this view by arguing that integrated language teaching promotes the learning of real content and is highly motivating to learners because that is how language occurs in real life. Therefore, teaching grammar in context is extremely important and must not be ignored by teachers.

Oral literature therefore provides one such context for teaching grammar. Malimo (2009) define oral literature as traditional forms which are composed and performed through the word of mouth. These forms include: oral narratives, songs, proverbs, riddles and tongue twisters. According to Akivaga and Odaga (2004) oral literature refers to a spoken, acted art whose media, like that of written literature, is words.

Oral literature therefore refers to traditional forms such as oral narratives, songs, proverbs, riddles and tongue twisters which may be presented in written form or by word of mouth. Malimo (2009) contends that though the main medium of oral literature is the word of mouth, it is important to appreciate that with the advent of literacy, oral material is presented in concrete forms such as books, tapes and compact discs. Oral literature has been recognized as a vital tool for teaching language skills. This is in line with the re-organized English syllabus which requires that teachers effectively address the objectives of integrated English language teaching (KIE, 2006).

Teachers should always keep the objectives in mind and propagate the teaching of grammar in context since it is the framework on which English language structure rests. Oral literature therefore avails an opportunity for teachers in secondary schools to teach grammar in a natural context thus making learning more meaningful and interesting. It is upon this background that this study on the use of oral literature in the teaching of grammar in was carried out.

Study Objectives

The objectives of the study were: to find out teachers' conceptualization of the use of oral literature in the teaching of grammar in secondary schools, and establish teachers' use of oral literature in the teaching of grammar in secondary schools.

Related Literature

Contextualized Grammar Instruction

Yule (2003) advocates for teaching of grammar in context. The same view is held by Meyer (1986) and (Seliger, 1979) as quoted in Tommaso (2005) who observes that traditional approaches to teaching grammar taught rules out of context, including rote drills and labeling of sentence parts in workbook exercises. Research has shown that these approaches have little or no effect on improving student's writing.

Tommaso (2005) argues that instead of teaching grammar only with worksheets of drill and practice, contextualized grammar instruction uses authentic and longer texts to teach grammatical rules and sentence structure. The argument behind teaching grammar in context states that because students have difficulty transferring what they learn in drills to their writing, grammar should be taught through the writing itself. Various methods of contextualizing grammatical concepts can be used to improve the writing ability of learners. Thus, this paper examines the use of oral literature in the teaching of grammar in secondary schools in Kenya.

Integration and Grammar Teaching

According to Akabway (1997) the integrated course was originally conceived as a means of solving problems of separate, uncoordinated subjects which overcrowded the school time table, and the deficiencies in language mastery which resulted from that. It was not surprising then that integration was originally envisaged, as it still is in many integrated courses on the market, as marriage of sorts between language and literature.

Integration means merging two autonomous but related entities in order to strengthen and enrich both. For example, in secondary schools, teachers of English language can use poetry, short stories, novels and plays to enrich the teaching of grammar. However, the focus of this paper is on the use of oral literature in the teaching of grammar in secondary schools. Through exposure to literature the learner will improve their language skills (KIE, 2006). Grammar can also be taught using literary and non literary material hence teaching grammar in context. For example, a grammar lesson on adjectives may be linked with description of characters in the analysis of an oral narrative. Byrd, (1998) cautions

teachers against assuming that students absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know. In short, grammar teaching should provide an opportunity to put grammar to use, and relate grammar instruction to real life situations.

According to Krashen (1982) as quoted in Shang (2006), to achieve the goal of language skills improvement, the focus of the teaching should be on the authentic and meaningful input, not on the grammatical form. The input should be texts which are at an appropriate level of complexity and the topic has to hold students' interest to increase their motivation for learning.

Baker and Westrup (2000) advise that grammar should be taught in a context so that meaning is clear and students know when to use the structure. This means that when a new language item is presented to learners, they must understand what it means. They must know when to use this language and how it is formed grammatically. The teacher should use prepared sentences or texts which contain the grammatical structure. Volosinov (1973) as quoted in Tann (1991) argues against objectifying language teaching by focusing on structures and forms from where meaning is derived.

The use of texts such as oral narratives is more significant and appealing for students in order to comprehend how the spoken mode functions in real contexts (Brenes, 2005). He further advises that teachers of language should use real life texts in their lessons because they include valuable samples of natural and spontaneous speech form native of the target language.

The use of Oral Literature in Teaching Grammar

Shang (2006) quotes Langer (1997) who asserts that because it taps what they know and who they are, literature is a particularly inviting context for learning both a second/foreign language and literacy. The implication is that literature can be a vehicle to improving learners' overall language skills. This is because it exposes students to a wide variety of styles and genres. Moreover, it is in literature that the resources of the language are most fully and skillfully used. This collaboration between literature and language teaching enable learners to acquire English abilities, not only to communicate, but also to use as a tool to comprehend the subject matter in school. Because the course of literature emphasizes the exploration of themes more than other courses, students can learn more about how to express their ideas through language (Shang, 2006). Malimo (2009: 1) observes the following on oral literature:

The core function of oral literature is to entertain, educate, warn, caution, advice, teach and chronicle a

people's history while at the same time persuading an audience to appreciate the beauty of their lives... it is therefore true to say that oral literature is people's way of life and beliefs presented through the various genres of oral literature.

The entertainment aspect in oral literature is a useful means of educating and informing people. We are attracted to stories, proverbs or songs because they are enjoyable. But they also contain useful information and skills which we learn, painlessly as we enjoy ourselves (Bukonya, 1998).

While some people have expressed concern about the integration of language and literature, it is important to realize that oral literature provides genuine and expressive samples of language in context. The use of oral literature in the teaching of grammar will not only expose learners to vocabulary but also facilitate their use of language in a variety of ways. This argument is supported by Carter and Long (1987) as quoted in MOE (1992) who assert that language and literature should be allowed to coexist in order to stimulate students' language development and at the same time enhance sensitivity to the use of language in literature. For example, the extensive reading experience gained in oral literature just like any other literary text offers a genuine learning context and focus for learners' efforts to communicate. However, English language teachers should select carefully the oral literature material which contains the grammatical item that is intended to be taught to the learners.

Benefits of using Literature in the Teaching of English Language

Brinton et al (1989) as quoted in Shang (2006) asserts that integration of literature and language teaching has several benefits. For example, students can gain knowledge of vocabulary, grammar, and paragraph structure, interactive communication skills, and types and styles of writing. Besides, because literature is a valuable language tool (with authentic texts), it can help learners increase their motivation, explore prior knowledge, and promote literacy development. Abulhaija (1987) as cited in Shang (2006) further supports that language and literature cannot be separated because each has something important to offer in the development of a well-rounded student. In addition, Erkaya (2005) as cited in Shang (2006) states that by integrating literature in the curricula, students can learn the four skills – listening, speaking, reading, and writing – more effectively because of the literary, cultural, higher-order thinking, and motivational benefits.

An integrated approach to learning attempts to follow the child's natural ways of learning, viewing the world as a whole, the teacher's role being to provide experiences and to assist the process by suggesting further lines that may be followed (Adeyemi, 2010).

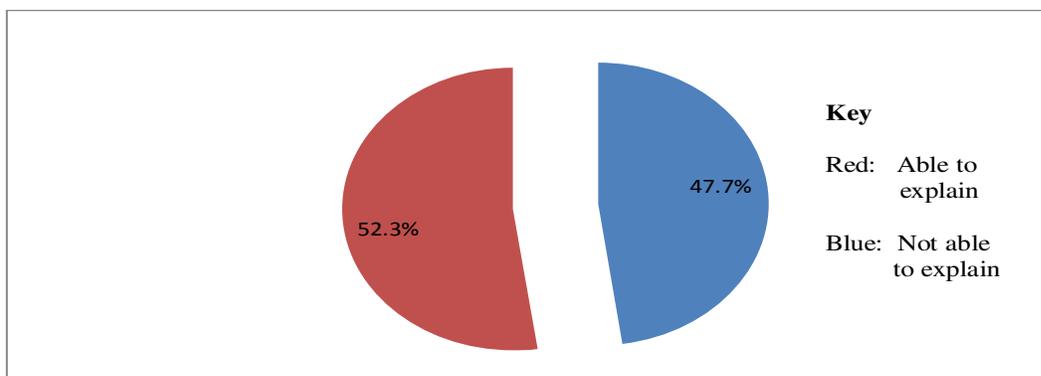


Figure 1. Teachers Conceptualization of the use of Oral Literature in the Teaching of Grammar

Indeed, teachers of English language should use the best literature available as a model of masterful language usage. In other words, language and literature cannot be separated. Teaching language in isolation from literature will not move students toward mastery of the four language skills (Abulhaija, 1987) as quoted in (Shang, 2006). Tommaso (2005) supports the argument above by pointing out that after a great deal of debate in the last century over whether to teach grammar at all, most researchers now agree that grammar instruction can improve student writing if the grammar is taught in context.

STUDY DESIGN AND METHODOLOGY

This study was carried out in Bondo District in Siaya County. According to Bondo District Education Office staffing records (2010) there were 28 secondary schools at the time of the study. The same source indicated that the district had 53 teachers of English employed by the Teachers Service Commission (TSC). The district therefore had trained teachers of English language. However, it was noted that the performance of English language in the district has been on the decline with English subject means of between 51.46 and 51.27 registered from 2006 to 2011, Bondo District KCSE report (2011:13). It was for these reasons that the district was chosen for the study.

This study was based on descriptive survey design. Kothari, (2003) says that descriptive survey design is survey of people who have had practical experience with the problem to be studied. It allows people who are competent and can contribute to new ideas to be selected. For this study, all the 28 secondary schools in Bondo District were involved in the study because the number was manageable and a smaller sample than this would not provide more generalized results for the entire district. Out of the 53 teachers of English language in Bondo District, 44 formed the sample for the study.

Purposive sampling was used to select the teachers of English, because they were trained in the teaching of English language at secondary school level and were therefore assumed to be well versed with the expectation of integrated English language syllabus. In this study, questionnaires, observation schedule and document analysis were used to collect data. To ensure reliability in the study, the researchers conducted a pilot study in one school which was excluded from the actual study.

Study findings

Teachers' Conceptualization of the use of Oral Literature in the Teaching of Grammar

The first objective was to find out teachers' conception of using oral literature in the teaching of grammar in secondary schools. In order to establish teachers' conceptualization of the use of oral literature in the teaching of grammar, the respondents were required to explain briefly, what they understand by the use of oral literature in the teaching of grammar. It was found out that out of 44 teachers who participated in the study, 23 (52.3%) were able to explain plausibly what is understood by the use of oral literature in the teaching of grammar, however, 21 (47.7%) could not provide convincing answers. The data is presented in Figure 1.

It was again noted that out of the 23 (52.3%) teachers who correctly explained what is meant by the use of oral literature in the teaching of grammar, 10 (22.7%) could not explain how this strategy would benefit the learners. However, 13 (29.6%) did concur that this strategy of using oral literature in the teaching of grammar would make the teaching of grammar interesting in a language classroom. They also pointed out that this strategy would enable the learners to benefit from both disciplines because there is a sense of reciprocity since they said the learning of one another for better understanding.

In order to establish further teachers' conception of

Table 1. Teacher's use of different Genres in the Teaching Grammar

Option	Frequency	Percentage
Able to provide examples	24	54.5
Not able to provide examples	20	45.5
Total	44	100

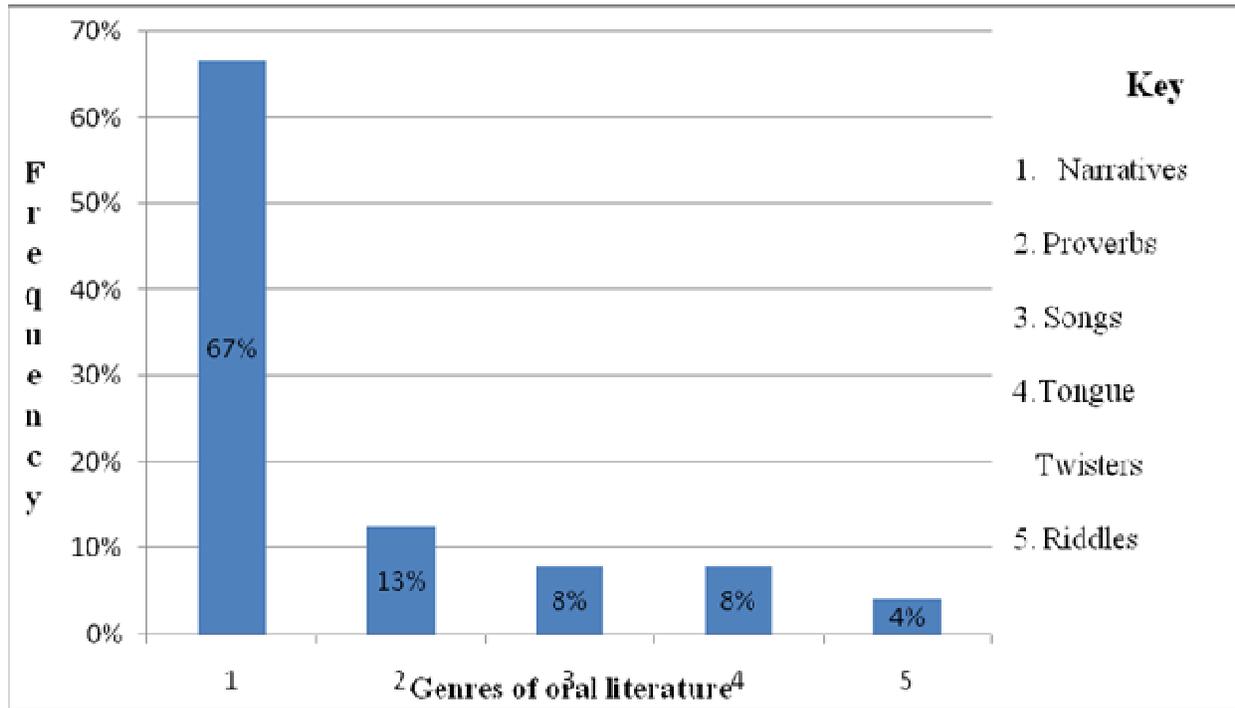


Figure 2. Teachers Preference in using Oral Literature Genres

using oral literature in the teaching of grammar, the respondents were asked to provide their own appropriate examples of how they would use a specific genre in the teaching of an aspect of grammar. Out of 44 teachers, 24 (54.5%) were able to give appropriate examples whereas 20 (45.5%) could not give relevant examples. The distribution is presented in Table 1

Out of the 24 teachers who provided relevant examples, 16 (66.7%) preferred using narratives in the teaching of grammar, 3 (12.5%) proverbs, 2 (8.3%) songs, 2 (8.3%) tongue twisters and 1(4.2%) riddles. This meant that narratives were the most preferred by teachers in the teaching of grammar. It is presented graphically in Figure 2.

In order to establish the appropriateness of each genre in the teaching of aspects of grammar , and still basing on the 24 (54.6%) respondents who could provide relevant examples of how oral literature could be used in the teaching of grammar the following ditribution was obtained as presented in Table 3.

The distribution above shows that narratives were the most popular in the teaching of grammar with 58.3% of

the respondents preferring it. Those who would use it in the teaching of parts of speech and clauses accounted for 37.5% and 20.8 % respectively. Proverbs were the second most preferred genre accounting for 16.7% response with majority (12.5%) indicating they would use it in the teaching of clauses and sentence structure, however, 4.2% preferred it in the teaching of parts of speech. Tongue twisters, songs and riddles scored 12.5%, 8.3% and 4.2% respectively in terms of their suitability in the teaching of grammar.

Apart from using the questionnaires, the researchers carried out document analysis to further investigate teachers' conception of using oral literature in the teaching of grammar, teachers' use of oral literature in the teaching of grammar and teachers' strategies for using oral literature in the teaching of grammar in secondary schools. Out of the 44 English language teachers who were involved in the study, the researcher accessed and analyzed documents of 41 teachers (93.2%) which included schemes of work, lesson plans and lesson notes. On the day of document analysis, 3 teachers (6.8%) who had been selected for the study

Table 3. Appropriateness of the Genres in the Teaching of Grammar

Genre	Aspects of Grammar	Frequency	Percentage
Narratives	Parts of speech	9	37.5
	Clauses/ sentence structure phrases	5	20.8
Total		14	58.3
songs	Parts of speech	2	8.3
	Clauses/ sentence structure phrases	-	-
Total		2	8.3
proverbs	Parts of speech	1	4.2
	Clauses/ sentence structure phrases	3	12.5
Total		4	16.7
riddles	Parts of speech	1	4.2
	Clauses/ sentence structure phrases	-	-
Total		1	4.2
tongue twisters	Parts of speech	1	4.2
	Clauses/ sentence structure phrases	2	8.3
Total		3	12.5
Grand Total		24	100

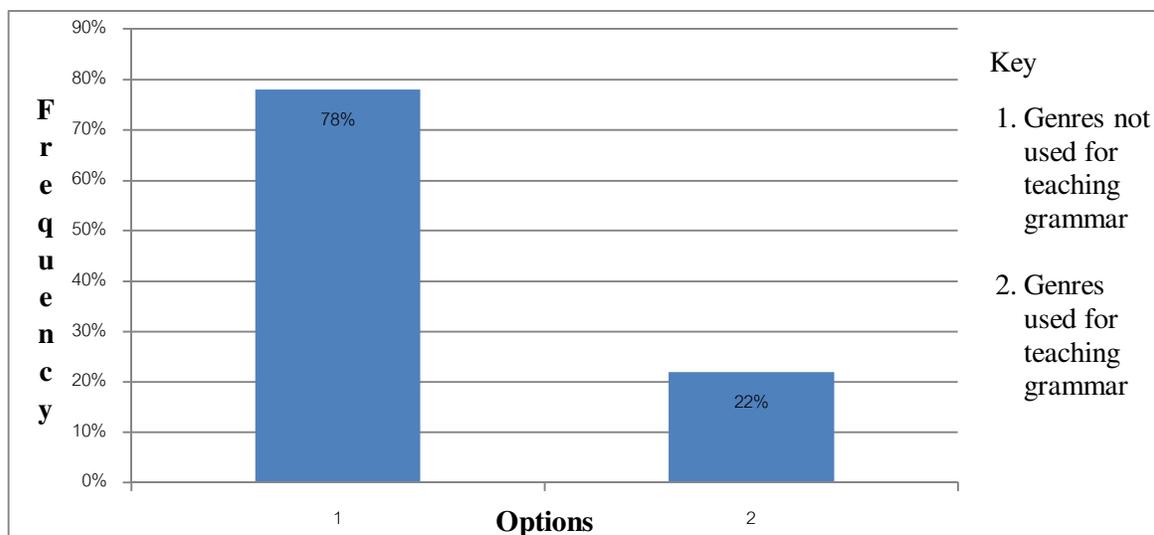


Figure 3. Schemes of Work and use of the Genres in the Teaching of Grammar

were not available in their respective schools thus their documents were not analyzed. It was established that all the 41 teachers whose documents were analyzed had English language schemes of work. However, 32 (78.0%) did not scheme for oral literature with an aim of using it to teach grammar. The objectives were not tailored towards using oral literature in the teaching of any aspect

of grammar. It was noted that only 9 (22.0%) schemed for the use of the genres in the teaching of grammar. The objectives were also relevantly stated. The distribution is presented in Figure 3.

Out of the 9 teachers whose schemes of work reflected the use of the genres in the teaching of grammar, 5 (12.2%) preferred using narratives, 2 (4.9%)

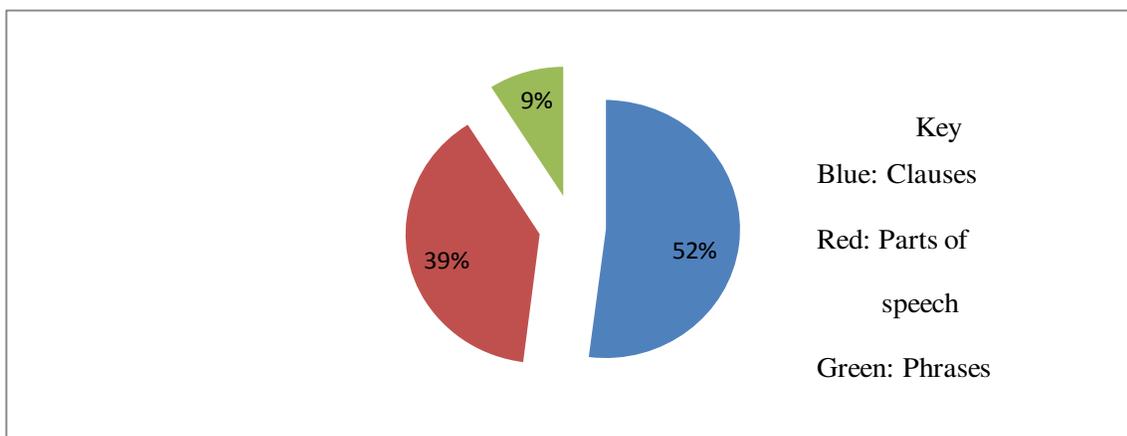


Figure 4. Teachers' use of Narratives in the Teaching of Grammar

songs. Those who preferred proverbs and riddles constituted 1 (2.4%) each.

It was noted that narratives were the most used in the teaching of parts of speech and clauses with each scoring 40%. Those who would use it in the teaching of phrases constituted 20%. Songs were also mainly exploited in the teaching of parts of speech and clauses.

Teachers' use of Oral Literature in the Teaching of Grammar

The second objective was to establish teachers' use of oral literature in the teaching of grammar in secondary schools. In order to establish this, teachers were provided with open-ended questions and asked to briefly explain, giving own relevant examples of how they would use each of the genres (narratives, songs, proverbs, riddles and tongue twisters) in the teaching of grammar. Data obtained were analyzed and the following was observed:

First, in the use of narratives in the teaching of grammar, data from the questionnaires indicated that out of 44 teachers who were involved in this study, (21) 47.7 % could not explain how they would use narratives in the teaching of grammar while (23) 52.3% were able to explain with relevant examples. Narratives are probably popular because they are more common in English text books than other genres. Out of the 23, 12 (52.2%) would use it in the teaching of clauses and sentence structure, 9 (39.1%) in teaching parts of speech while only 2 (8.7%) would use it in the teaching of phrases. This is shown in Figure 4.

Second, concerning the use of songs, data obtained from the questionnaires indicated that 26 (59.1%) could not explain how songs would be used in the teaching of grammar while 18 (41.9%) managed with relevant examples. Unlike narratives, this data revealed that songs are not utilized by teachers in the teaching of grammar. This explained why a significant number could not explain how they would exploit it in the teaching of grammar. Out of the 18, 8 (44.4%) would use it in the

teaching of phrases, 6 (33.3%) clauses and sentences structure while 4 (22.2%) in parts of speech.

Third, in the use of proverbs to teach grammar, it was revealed from the data collected by questionnaires that 26 (59.1%) could not explain how proverbs would be used in the teaching of grammar. Just like songs, proverbs are equally not popular with teachers of English probably because rarely do English language text books clearly explain how it can be integrated in classroom teaching. But still out of the 18 (41.9%) who could give appropriate examples of how it can be used in the teaching of grammar, 8 (44.4%) would use it in teaching clauses and sentences structure, 6 (33.3%) in phrases while 4 (22.2%) would use it in the teaching of parts of speech.

Fourth, in the use of riddles in the teaching of grammar, data from the questionnaires indicated that 34 (77.3%) could not explain how it would be used while 10 (22.7%) managed to offer plausible explanations. Riddles are difficult to come by especially in English language text books and almost none offer any meaningful explanation how they could be integrated in classroom teaching of grammar. However, out of the 10, 5 (50%) agreed they would use it in the teaching of parts of speech, 3 (30%) clauses and sentences structure while 2 (20%) found it suitable in the teaching of phrases.

Lastly, in relation to tongue twisters, out of 44 teachers who filled in the questionnaires, 35 (79.5%) could not explain plausibly how they would use tongue twisters in the teaching of grammar. From the data obtained, tongue twisters are the least exploited in the teaching of English grammar. This could be because teachers do not have reference materials for this genre. Only 9 (20.5%) were able to offer valid explanations out of which 6 (66.7%) found it suitable in the teaching of parts of speech, 2 (22.2%) clauses and sentences structure while 1 (11.1%) would use it in the teaching of phrases.

Document analysis results revealed that out of the 41 teachers whose documents were analyzed, 36 (87.8%)

Table 4. Lesson Plans and the use of the Genres in the Teaching of Grammar

Lesson plans	Frequency	Percentage
Genres are used to teach grammar	3	7.3
Genres are not used to teach grammar	2	4.9
Total	5	12.2

did not have lesson plans; only 5 (12.2%) did, out of which 3 (7.3%) were based on the use of oral literature in the teaching of grammar while 2 (4.9%) did not plan for this strategy. This distribution is presented in Table 4.

Out of the 3 teachers whose lesson plans reflected the use of genres in the teaching of grammar, 2 (4.9%) indicated that they would prefer using narratives in the teaching of parts of speech while 1 (2.4%) favored songs. Interestingly, none of the lesson plans showed the use of riddles, proverbs or tongue twisters in the teaching of any aspect of grammar.

DISCUSSION OF FINDINGS

The main purpose of this study was to investigate teachers' use of oral literature in the teaching of English grammar in Kenyan secondary schools. The discussions of findings were guided by the following objectives: to find out teachers' conceptualization of the use of oral literature in the teaching of grammar and to establish teachers' use of oral literature in the teaching of grammar.

Teachers' Conceptualization of the use of Oral Literature in the Teaching of Grammar

In as much as the data revealed that more than a half of the teachers 23 (52.3%) could plausibly explain the use of oral literature in the teaching of grammar. Still, the remaining proportion of the teachers that constituted 21 (47.7%) was a very significant indicator that quite a number of teachers do not understand the use of oral literature in the teaching of grammar. The fact that out of the 23 teachers who correctly explained the meaning of using oral literature in the teaching of grammar, 10 (22.7%) could not explain how this strategy would benefit the learner was a strong indicator that teachers do not understand the use of oral literature in the teaching of grammar. This could be the reason why Pekoz (2008) asserts that direct grammar instruction is still very common. Teachers do not bring grammar instruction to life by the use of the genres and make it purposeful and communicative.

It was further confirmed that out of the 44 teachers who were involved in this study 20 (45.4%) could not give own examples of how oral literature would be used to teach grammar. This implied that a significant number of

teachers do not actually utilize oral literature in the teaching of grammar. It can also be understood to mean that some teachers in secondary schools lack confidence in the teaching oral literature because they were never trained in the same. However, those trained and have the literary skills, are least interested in this aspect of English (Barasa, 2005). Probably, this explains why most teachers could not explain what is meant by the use of oral literature in the teaching of grammar. For instance, Wafula (2009) observes that negative attitude of teachers and learners are challenges that impede success of integration in most secondary schools.

Teachers' use of Oral Literature in the Teaching of Grammar

The data collected revealed that out of the 44 teachers who participated in the study, 21 (47.7%) could not exactly explain by providing relevant examples how they would use narratives in the teaching of grammar. In this same category of teachers, songs and proverbs recorded 26 (59.1%) while riddles registered 34 (77.3%). The highest number of those who could not use oral literature in the teaching of grammar was realized in tongue twisters with 35 (79.5%) response. The data revealed that most teachers still do not exploit the genres for grammar teaching even though Pekoz (2008) observes that grammar instruction has recently been associated with contextual teaching. This is again contrary to what Adeyemi (2010) asserts that the trend above is rapidly changing because teachers and researchers are today arguing for the use of more than one discipline to teach or clarify a concept or an issue by bringing forth the relationship and the contribution of various disciplines for a better understanding of the topic, theme or the content under study.

From the findings, it seems teachers have not realized the benefits of using oral literature in the teaching of grammar. Brenes (2005) advises that the use of texts such as oral narratives is more significant and appealing for students in order to comprehend how the spoken mode functions in real contexts. He further advises that teachers of language should use real life texts in their lessons because they include valuable samples of natural and spontaneous speech form native of the target language.

It should be noted that teachers may not use real life texts or oral literature materials because the language in

which some are presented may prove difficult and beyond the learners comprehension if careful selection is not done. This argument is supported by Brown (2001) as quoted in Pekoz (2008) who asserts that learners of English language should not be overwhelmed with linguistic terminology and that grammar should be taught in digestible segments bearing in mind the cognitive process of the mind. This may be the reason why most teachers teach rules of grammar which according to them are easier to understand rather than bombarding the learners with complex vocabulary from real texts during what should be a purely grammar lesson. Farrel and Patricia (2005) support the idea of explaining rules to the learners because if they have the ability to apply the rules, it would translate into fewer grammatical errors in their speech and in writing.

CONCLUSION

The main purpose of this study was to investigate teachers' use of oral literature in the teaching of grammar in Kenyan secondary schools. Based on the findings of the study, this paper concludes that Most teachers do not understand what is meant by using oral literature in the teaching of grammar, Majority of teachers could not provide own examples of how oral literature genres would be used to teach grammar. This implies that teachers find integrating oral literature in grammar teaching difficult and therefore the do not use this strategy in the teaching of grammar in secondary schools. However, teachers pointed out that using oral literature in the teaching of grammar would definitely make grammar lessons interesting. Most teachers prefer using narratives in the teaching of grammar as opposed to other genres, which means that other oral literature genres like songs, proverbs, tongue twisters and riddles are yet to be fully exploited in the teaching of grammar.

Way forward

In light of the above findings, the study recommends that teachers of English should exploit all the genres to allow the learners to gain fully from this strategy. Other genres like songs proverbs, riddles, and tongue twisters are equally valuable sources for teaching grammar.

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