THE IMPLEMENTATION OF THE FRENCH SUBJECT CURRICULUM
IN ITS INFLUENCE ON PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN SIAYA COUNTY, KENYA

BY

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E55/CE/11956/08

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KENYATTA UNIVERSITY

MAY 2014
DECLARATION

This research project is my original work and has not been presented for the award of the degree of Master of Education in any other university.

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This project has been submitted with our approval as University Supervisors.

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DEDICATION

I dedicate this project to my mother, Mrs Betty Owino who has been a pillar of strength in my life and to my siblings, John, Catherine and Anthony.
ACKNOWLEDGEMENTS

First, I thank the Almighty God for the gift of life and for enabling me complete this project.

My sincere appreciation goes to my two supervisors, Prof. Grace Bunyi and Dr. Levi Libese whose expertise and guidance have made this project take shape into completion.

I am also grateful to Mr. Maurice Nyadhianga who was always available to advise me and Mrs. Grace Otieno for her invaluable moral and material support during the preparation of this document.

Lastly, special thanks to my family members for their patience, understanding and encouragement during the entire time of my studies. God bless you all.
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<td>Colleges Of Education</td>
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<td>FSL</td>
<td>French As A Second Language</td>
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<td>GOG</td>
<td>Government Of Ghana</td>
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<td>JHS</td>
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<td>KATF</td>
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ABSTRACT

The study was based on the fact that students joining universities with grade A had (and still have) difficulty expressing themselves in French since these results are usually a reflection of concerted efforts between the learners and the teacher and do not therefore always reflect the true level of communicative competence of the learner. The objectives of the study were to find out determinants of the selection of the French subject by students, instruction strategies used by teachers, challenges facing the implementation of French subject curriculum and to suggest solutions to these challenges. The study was based on Gardner's socio-educational model of language learning motivation and Vygotsky's sociocultural theory of learning. The study adopted both the descriptive survey design and ex post facto design and targeted 1,300 students and 13 teachers of French. Questionnaires and interviews were used to collect data. A pilot study was conducted to establish the reliability and validity of the instruments. Both qualitative and quantitative data analyses were employed. Quantitative analysis involved derivation of statistical descriptions and interpretation by use of descriptive statistics such as tables, pie charts and bar graphs. The study revealed that students do not choose French due to negative attitudes towards the subject, perceived difficulty of the subject and aversion to learning three languages in schools. The study also revealed that teachers were using a number of instruction strategies to varying degrees. They include translation method, rote instruction, grammar is an instruction, participatory approach, use of songs, use of audio visuals, use of read alouds, shared reading, use of guided reading, reading in small groups, independent reading and the chalk and talk instruction strategy. It was further established that most schools did not have adequate class texts and other resources such as audio and video cassettes, necessary to the teaching and learning of French. In addition, none of the schools has embraced the use of modern technology (internet resources) in teaching of French. The study recommended that the government should introduce a policy where students must study one foreign language during their four-year secondary cycle. The Ministry of Education should provide in-service training for teachers of French on the instruction strategies to use so as to enhance curriculum delivery. Teachers training curriculum should be modified to emphasise more on various instructional strategies. The government should encourage the teaching and learning of French in public secondary schools through building of French resource centres well-equipped with other learning materials such as French magazines and electronic media. Its purpose would be to introduce an informal environment where students can learn French and to reduce teacher dependence among students. Exchange programmes with francophone countries be increased, even within the African continent. As the setting of this study was limited to seven schools in only one county the researcher felt that a similar study should be conducted in more counties or countrywide for a more dependable result. The researcher also suggests that further research be carried out in Kenya, in the following areas: Factors that influence student interest in learning languages, teacher affect in students' foreign language achievement and effectiveness of learning resources in performance of KCSE French.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study

The teaching of foreign languages has been regarded as important in education curricula throughout the world. Huebner (1959) says that foreign languages are the most broadening and most cultural elements of a liberal education. Learning a foreign language presents so many interesting facets. These include, expanding one's view of the world, encouraging critical reflection on the relation between language and culture, expands meaningful leisure activities such as travel and viewing of foreign language films and television programmes. It also helps develop one intellectually, encourages good learning habits, memorization, combining course content and skills in a meaningful way, not forgetting opening up job opportunities for individuals.

Finnocchiaro (1973) summarizes the value of studying foreign languages in the following ways: it gives one the ability to speak a foreign language with people of another culture, either for business or pleasure. Additionally, it gives one the ability to read the language with greater ease and enjoyment, making possible the broadening effects of direct acquaintance with the recorded thoughts of another people or making possible for vocational or professional purposes.

In addition to geographical reasons, there are also reasons in line with global standards responsible for the emphasis placed on French. Languages originating from the European continent such as German, Spanish, Portuguese, English and French have gained a lot of recognition and have consequently become foreign languages to non-native users and standard languages, accepted as a means of communication, in the international community.
The inclusion of French is not surprising as it is considered a major European language with a long tradition of being a foreign language.

According to Gregory (2003), French, along with English, is the working language of: The United Nations (UN), United Nation Educational, Scientific and Cultural Organization (UNESCO), International Olympic Committee, 31 Member Council of Europe, European Committee, Universal Postal Union, International Red Cross, Union of International Associations (UIA) and a host of others. It is also one of the international languages mostly used in areas such as commerce, scientific and technological research, administration, education, literature, and medicine. French is the second most frequently taught foreign language in the world (Gregory, 2003).

In 2003, the Canadian federal government released The Next Act: New Momentum for Canada’s Linguistic Duality, an action plan demonstrating the government’s commitment to promoting the country’s two official languages, English and French. An important educational goal outlined in this document was to double the number of Canadian secondary school graduates with a functional level of bilingualism in their second official language by the year 2013 (Government of Canada, 2003). The government pledged to improve core English and French programs, revitalize immersion programs and increase the number of qualified teachers by providing financial support that would enable provinces and territories to recruit second language (L2) specialists and provide teachers with professional development opportunities.

Following the completion of The Next Act in 2008, the federal government introduced the Roadmap for Canada’s Linguistic Duality 2008-2013: Acting for the Future, outlining
several courses of action regarding Canada's two official languages, including "emphasizing the value of linguistic duality amongst all Canadians" and building the future of French and English in Canada by investing in youth. The Government reaffirmed its pledge to support programs aimed at education in the language of official-language minority communities, and in second-language (L2) education (Government of Canada, 2008).

According to this document, surveys have revealed an increased interest in learning the second official language in Canada, particularly amongst young people, who believe that learning a L2 is important for their communities and children, who will be afforded better job opportunities in the future due to their linguistic abilities (Government of Canada, 2009). The Roadmap also states that a majority of those surveyed are interested in learning more about the culture of those who speak the other official language. Following Roadmap for Canada's Linguistic Duality 2008-2013, which ended on March 31, 2013, the Government of Canada released the Roadmap for Canada's Official Languages 2013-2018: Education, Immigration, Communities (Government of Canada, 2013), which reaffirms the previous commitment to promote the country's official languages and enhance the vitality of official-language minority communities in the areas of education, immigration and communities.

1.

This focus on L2 education in Canada undoubtedly led to an increase in the demand for French as a Second Language (FSL) teachers. Salvatori (2009) reports that of the 212,000 members of the Ontario College of Teachers (OCT) in good standing, 24,000 hold qualifications to teach FSL. This supply of teachers with FSL qualifications does not meet
the demand, and therefore, the OCT grants a large number of temporary letters of approval each year to Ontario school boards, allowing those who do not have a specific qualification to be assigned FSL positions. However, most Canadian provinces and territories, including Ontario, continue to have a greater demand for FSL teachers than the supply can meet, and sometimes unqualified and ill prepared FSL teachers are being placed in the classroom (Salvatori, 2009). The question arises as to how effective these teachers are, and for the purpose of this study, how effective they feel they are.

The Government of Ghana (GOG), with support from the French Embassy, has been promoting and supporting French language teaching through Ghana’s public education system particularly at the second cycle and tertiary levels of education since the early 1980s. Over the last two years, the Ministry of Education (MOE), with French Embassy support, has placed particular emphasis on supporting the Colleges of Education (COE) in three regions of the country: Eastern, Ashanti and Northern regions, where a fund to support the training of tutors and lecturers at the teacher training level was set up to develop the quality of French language teaching at the tertiary level.

In April 2004, the MOE announced the launch of new education reforms following the report of the President’s Committee on Review of Education Reforms in Ghana (October 2002). Part of these reforms focused on the revisions in the curriculum and syllabus at all levels of pre-tertiary education. One key area prominent to this policy initiative was language and literacy at the lower primary level. The 2002 President’s Committee report recommended that French be introduced at the primary school level as an optional subject, and that extension into all schools should be based on the availability of teachers.
The report also emphasized the need to introduce French into all Colleges of Education to equip newly trained teachers to teach French in basic schools.

The White Paper on Report of the Education Reform Review Committee (Oct 2004) clearly stated the Government of Ghana’s intention to ensure that French became a compulsory subject at the Senior High School (SHS) level and that efforts be made to ensure that the Junior High School (JHS) curriculum prepares students to meet this benchmark. The White Paper on the Education Reform Review Committee’s findings also stated that: “It’s also well established that an early and routine acquaintance with second, third and fourth language confers on children great advantages in their life-long proficiency in those languages... the facts of geography impose on Ghana a necessity to promote among wide segments of the commercial and financial sector’s workforce a proficiency in the French language; Being an English-speaking country is also a source of considerable competitive advantage in international economic and political relations which Ghana needs to build upon. Therefore, government has in the past encouraged a policy of early introduction to English and French, ...in a balanced way with the primary use of mother tongues in KG and Primary school and then with increasing intensity in high school (GOG, 2004: P. 29).

National level interviews with the Deputy Minister of Education, Directors of the Teacher Education Division, Curriculum Research and Development Division and Basic Education and Secondary Education Division revealed that there had been limited promotion of the teaching of French across the country and that very few students were opting for French, particularly at the teacher training college level. This was validated by data obtained from each of the Colleges of Education. MOE Divisional Directors
suggested that one of the main reasons for the lack of interest in French teaching has stemmed from the challenges faced by SHS leavers who do not obtain a firm grounding in French at JHS level. Other reasons for lack of French teachers and French language learning at all levels related to: limited numbers opting for French at teacher training level, and a shortage of books and teaching/learning materials at all levels to encourage the strong uptake of French among students.

According to Adepeju and Yetunde (2012), in Nigeria's present educational policy, French is to be officially introduced to learners in Primary IV. Unfortunately, not only is the teaching of French completely absent at this level in public primary schools, it has also been observed that most Nigerian public secondary schools do not offer French, and those that do so lay a lot of emphasis on the use of textbooks. This implies that textbooks serve as the basis for most of the language input learners receive and the language practice that take place in the class. Most worrisome is the fact that after such exposure of students to French, they are still unable to use the language for meaningful communication.

Adepeju and Yetunde (2012) further note that textbooks have been observed to be the major resource used in the Nigerian French language classroom in the Junior Secondary School (JSS). Those who are presently being taught French at this level, which is the starting point for many Nigerian learners, do not demonstrate communicative proficiency in it. Yet, the stipulation of the National Policy on Education (FGN, 2004) that French is the second official language in Nigeria implies that learners are expected to be able to use the language for effective communication. It is assumed that an average Nigerian French
student does not speak French because the textbooks used, which are a major resource in the Nigerian classroom at this level, may not have appropriate communication activities and exercises that may promote such communication. It is therefore necessary to assess the activities and exercises in the recommended French textbooks for JSS students.

In Kenya, the French language was introduced into the system of education in direct liaison with three of the objectives of Secondary School education which are: To enhance understanding and respect for own and other people's cultures and their place in contemporary society, enhance understanding and appreciation of inter-relationships among nations, build a firm foundation for further education and training and to build a foundation for technological and industrial development. A study done by Kimaru (1987) shows that before independence, French was only taught in schools for Europeans as only Europeans were considered deserving the prestige, then associated with the language. Later, it was introduced in two of the leading African schools- Alliance and Mangu High Schools, as well as in Asian schools such as the then Duke of Gloucester - now Jamhuri High School.

Iraki (2006) states that for Kenya, several reasons explain the esteem with which the French language is held by Kenyans. First, Kenya has many political and economic ties with the Francophone countries around her. Secondly, a large number of international commercial organisations are found in Nairobi. Nairobi, the capital of Kenya, plays host to various regional and international conferences. It is also one of the cities where the United Nations has headquarters to one of its branches – UNEP. French is one of the
working languages for the United Nations so this creates a need for teachers of French, interpreters and bilingual translators.

At independence, the Government of Kenya recognized French as one of the foreign languages to be taught in the country’s secondary schools. Kenya Education Commission Report (1964) Paragraph 281 states “…As regards other languages, we place French high up on the list because it is the common language of the more numerous half of Africa.” Since its introduction in 1964, the French language has registered tremendous growth with the number of secondary schools now standing at around 400 in 2011, according to the Kenya Association of Teachers of French (KATF). The number of learners, according to the same source, is around 30,000 (2011). This number would appear impressive but in effect, only about 3000 pupils sit the yearly Kenya Certificate of Secondary Examination (KCSE) at the end of the secondary school cycle. This is due to the high rate of discontinuation due to various reasons, most of which are derived from difficulties facing both learners and teachers of this language. In 1989, candidature of KCSE students taking French was 1,376, rose to 1,783 in 1999 and only managed to hit the 2000 mark in the year 2003 with 2064 candidates. The table below shows candidature for KSCE French in the recent past (Kenya National Examination Council, 2011).

**Table 1.1 KCSE French candidature from 2005-2010**

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>736</td>
<td>1525</td>
<td>2261</td>
</tr>
<tr>
<td>2006</td>
<td>869</td>
<td>1400</td>
<td>2269</td>
</tr>
<tr>
<td>2007</td>
<td>800</td>
<td>1345</td>
<td>2145</td>
</tr>
<tr>
<td>2008</td>
<td>754</td>
<td>1479</td>
<td>2233</td>
</tr>
<tr>
<td>2009</td>
<td>689</td>
<td>1520</td>
<td>2209</td>
</tr>
<tr>
<td>2010</td>
<td>730</td>
<td>1639</td>
<td>2369</td>
</tr>
</tbody>
</table>

The total KCSE candidature was 337, 404 and 357,488 in 2009 and 2010 respectively. This means that students who sat for KCSE French represented only 0.65% and 0.66% of
the total number of students who sat for KCSE examinations in 2009 and 2010 respectively. It can therefore be observed that despite the increase in the number of schools which offer the subject in the last three decades, the number of students who learn French up to Form four level are negligible as compared to the total number of students who register for the KCSE examination.

According to Chokah (2013) French was introduced in Kenya at the time of the audio-visual approach. The Method used at the time was “Voix et Image de France” (1955 – 1965). The evolution in teaching methods from the Traditional Method right through to the Communicative Approach in the Kenyan situation has always been interspersed with recourse to the Grammar – Translation method. Some of the main elements of the Traditional Method: grammar, writing and translation still form an integral part of the learning of French in Kenya. The dependency on written material in the Kenyan system is born from the fact that a lot of emphasis is placed on success in written exams (as stated above) in all subjects, languages included. Learners, from primary to university, know that they need notes to revise for exams; a habit which, unfortunately, negatively impacts on the acquisition of the other skills in language learning. Observation in language classes reveals that in a lot of cases, lessons are organized around a grammar point which serves to evaluate the progress of the learner (Richards and Rodgers, 1986).

According to Richards, (2002) the Structuro-Global Audiovisual method (SGAV) that was developed in the early sixties saw the arrival of different texts beginning with Voix et Image de France (1960), De Vive Voix (1972), C’est le Printemps I (1975) and C’est le Printemps II (1978) that were used in various Kenyan schools. However, they did not
have much impact on the teaching of French due to the fact that only some schools had access to them. The Whitmarsh French Course and Practical French were tried but found unsuitable for different reasons. In the meantime, the number of schools was growing so fast that the Ministry of Education found it necessary to intervene and introduce one text for all schools: Pierre et Seydou. The methodology here was based on the four stages of the SGAV method: Presentation of the conversation, explanation, repetition, adaptation and re-use of content and transposition (Richards, 2002).

Morin (2009) notes that the teacher was at the center of the whole process, first acting out the different speakers while manipulating the figurines on the flannel graph and then moving on to the rest of the steps. Pierre et Seydou was used and widely appreciated until the Communicative Approach arrived with as its main objective, to center the learning process on the learner and enable him to communicate in the foreign language. The shortcomings of Pierre et Seydou became evident and another text considered more suitable, Contact I, II, III made its appearance in schools that had the means to access it. Indeed, this text would have had greater impact had the Kenya Institute of Education (hereafter KIE) not decided to take advantage of the change in the education system (1985) to write a text that would be specific to the Kenyan situation: Parlons Français (Morin, 2009).

According to Barthelemy (2007), although Parlons Français has enjoyed popularity since its release into the education system, not everyone is completely satisfied with it, hence efforts by Kenyan teachers to come up with other texts: Au Sommet 1, 2, 3 and 4 (2003 to 2005) and Entre Copains 1, 2, 3 and 4 (2003 to 2005). All these texts have one thing in
common in that they are based on the communicative approach. However, this has not stopped experts from raising concerns about the performance of learners of French. Whereas these concerns at secondary level may be limited to performance in the national examination, Kenya Certificate of Secondary Education (KCSE), those at university level are more in the area of communication skills (both oral and written). This then brings us to the question of the challenges in the learning and teaching of French as a foreign language. Why, after nearly fifty years of French in the education system, are there so many gaps in the teaching and learning of this language? Under the current educational system, French is offered as an optional subject in secondary school. Students can study it for 2 or 4 years depending on whether they decide to retain it as an examinable subject for the final examination – KCSE. The subject is also offered in most private primary schools. At this level, it is not examined nationally (Barthelemy, 2007).

Table 1.2 presents grading of students who sat for KCSE French examination from the years 2005 to 2010. The figures are expressed as a percentage of the total number of candidates for the respective years. (see Table 1.1)

<table>
<thead>
<tr>
<th>Year</th>
<th>A</th>
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The language policy in Kenya has over the years given prominence to English as the official language and Kiswahili as the national language. With the change of the system of education in 1985, Kiswahili, while maintaining its status, also became a compulsory examinable subject at both primary and secondary level. The Constitution of Kenya (2010) further gives Kiswahili the status of official language alongside English. The status of local languages in the education system has continued to diminish over the same period (i.e. since independence in 1963) to an extent where they have a very minor role in the early years of learning and even then, only in a small number of schools in the rural areas. What is important to note is the fact that the more than 42 main local languages have the same linguistic status.

According to Mutua (2005) foreign languages have suffered from lack of clear policies that should guide their status and place in the education system. Even though they have had their place in the education system for over 45 years, there has never been a proper system of sensitization to their importance. The introduction of French in some schools, for instance, has been guided by the personal interest of the administration of the particular school. The way France and the French language are portrayed plays an important role in this decision. Whereas foreign languages are virtually non-existent in public primary schools, the system of clustering of subjects in secondary schools has had a negative impact on all foreign languages. French has been placed in one “Group” with German, Arabic, Sign Language, Music and Business Studies. For choice of subject, French is then put in unfair competition with subjects such as Agriculture, Religion, Fine Art, in addition to the ones mentioned above. It is obvious that in a system where great
importance is laid on success in examinations, students will choose subjects where they are likely to get good grades with fewer challenges.

Muya, (2010) further argues that the change of the education system in 1985 reducing the secondary school period from six to four years had an impact on the teaching and learning of French and the quality of teacher education that is still felt today. Public universities, unprepared for the large numbers admitted through the Joint Admissions Board (JAB), had concentrated on revising academic course content in order to cater for the new crop of learners without compromising quality. While this could be done with relatively little effort for the traditional subjects such as History, Geography, English, Christian Education and the Sciences, it was not so for foreign languages such as French which is only introduced at secondary school level in public schools. Kenyatta University found itself admitting into the B.Ed programme learners who only had 300 hours of French (or level A2 of the Common European Framework for Reference), but who were expected to go out and teach after only four years of concurrent academic and professional training.

According to Muya (2010) due to numerous challenges faced by both teachers and learners in secondary school, even those coming into the university with grade A had (and still have) difficulty expressing themselves in French since these results are usually a reflection of concerted efforts between the learners and the teacher and do not therefore always reflect the true level of communicative competence of the learner. Once at the university where they are expected to work independently, they often become disillusioned and even lose interest. Furthermore, with the increase in the number of those being selected to train as teachers, the French government can no longer sustain the
scholarship system for teachers of French. The scholarships to study in France have now become few and far between with attention turning to the Doctorate level and other fields outside the teaching and training of teachers of French: History, Agriculture, Environmental Studies, to name a few.

1.2 Statement of the problem

Despite the growth in number, of schools offering French and the support received from the Kenyan and French governments, the number of students opting to learn the language is small and has remained constant especially in the last five years, as shown in Table 1.2 above. The current study therefore sought to establish factors influencing the selection of the French subject by students. According to Muya (2010), students joining universities with grade A had (and still have) difficulty expressing themselves in French since these results are usually a reflection of concerted efforts between the learners and the teacher and do not therefore always reflect the true level of communicative competence of the learner. The current study therefore investigated instruction strategies used by teachers when teaching the French subject as well as the challenges facing the implementation of the French curriculum in secondary schools in Siaya County.

1.3 The Purpose of the Study

The purpose of the study was to assess the implementation of the French Curriculum in public secondary schools in Siaya County.
1.4 Objectives of the Study

The proposed study focused on the following objectives:

i. To find out determinants of the selection of the French subject by students in secondary schools in Siaya County.

ii. To establish instruction strategies used by teachers to teach the French subject in secondary schools in Siaya County.

iii. To identify challenges facing the implementation of French subject curriculum in secondary schools in Siaya County.

iv. To suggest solutions to challenges facing the implementation of the French curriculum.

1.5 Research Questions

The study was guided by the following research questions:

i. What are the determinants of the selection of the French subject by students in secondary schools in Siaya County?

ii. What instruction strategies do teachers use to teach the French subject in secondary schools in Siaya County?

iii. What challenges do teachers face when implementing the French subject curriculum in secondary schools in Siaya County?

iv. What are the solutions to challenges facing the implementation of the French curriculum?

1.6 Significance of the Study

The findings of the study had both theoretical and practical implications for the future of education of this country. Theoretically, the study is expected to contribute to the
advancement of knowledge in this field of study. Other researchers can use it as a basis on which to develop their studies. Practically, it will be useful to curriculum developers as it will shed more light into the needs and interests of the learners. It will also help practitioners make their classroom teaching experiences more fruitful. Rivers (1983), states that the value of SLA research for teachers of second and third languages is that it provides them with knowledge to devise the most effective learning situation.

1.7 Assumptions of the Study

In the project report, the following assumptions were made:

- All respondents will be cooperative and provide reliable responses.
- All students selected for the study have gone through the same level of tuition in terms of teaching time and covered the same syllabus.
- Teachers of French included in the study are qualified to teach.
- The study will be carried out smoothly within the stipulated time, with no problems.

1.8 Limitations of the Study

- The study limited itself to schools in Siaya County, therefore findings may not apply elsewhere. For a more conclusive result, more schools should have been included. However, this is not possible due to constraints such as time and finances.
- Secondly, samples to be used for the study were small. This is due to the fact that schools in the region that offer French as a subject are few. Additionally, given that it is an optional subject, few students select it.
- In Kenya, there is a dearth of literature on factors that influence choice of and performance of students in French at KCSE level.
1.9 Delimitations of the Study

- The proposed study will confine itself to secondary school students taking French in Siaya County.
- Additionally, the students to be included in the sample were those in session in the respective institutions as at the time of the study. Those absent were not included though their input would have been of benefit for this research.
- Student respondents were selected without considering gender.

1.10 Theoretical Framework

This study is based on two theories: Gardner's socio-educational model of language learning motivation and Vygotsky's sociocultural theory of learning. Gardner's model is applied to the dependent variable of choice, in this study, while the sociocultural theory is applied to the variable of performance.

1.10.1 Gardner's socio-educational model of language learning motivation

Gardner (1985), developed a socio-educational model in the field of language learning motivation. He proposed that in order to understand why learners were motivated to learn a language, it is necessary to understand the learner's ultimate goal and purpose for learning the language. According to this model, learners have two types of motivational orientation, namely integrative and instrumental motivation. Gardner & Lambert (1972) state that learners having integrative motivation learn a language owing to their desire to integrate themselves with the target (language) culture, whereas learners with instrumental motivation learn a language for practical and utilitarian purposes such as to get a job and a higher salary. As regards learners' performance in a language, research
done by Masogret & Gardner (2003), found that there was a positive correlation between both types of motivation and achievement.

1.10.2 Vygotsky's sociocultural theory of learning

Mansoor & Haghani (2012) state that in the sociocultural theory, learning is thought of as a social event taking place as a result of interaction between the learner and his environment. One of the key contributors of sociocultural theory to the issue of language learning is that of participation, which combines the social context with individual acquisition. In order for an individual to be a competent speaker, mere personal effort would not result in mastery of the language unless he benefits from other people.

It applies to this study in that performance of learners in foreign language examination is not only attributed to a learner’s inherent characteristics such as aptitude but depends on the interaction of the learner with his learning environment – the teacher, learning resources and opportunities to practice the language outside the classroom and school. Mansoor et al. (2012), state that the sociocultural theory lays great stress on the dynamic nature of interconnections among teachers, learners and tasks and advocates concepts of learning which stems from interactions among individuals.

1.11 Conceptual Framework

Orodho (2009), states that a conceptual framework is a model presentation where a researcher shows the relationship between variables graphically and diagrammatically. It assists the reader to see the purposed relationship between the variables.
The conceptual framework presents an interaction of dependent and independent variables. The framework shows that students' achievement in the French subject is determined by reasons behind students choosing the subject and instruction strategies used by teachers. This is however influenced by numerous challenges that affect the implementation of the French subject curriculum.
1.12 Definition of operational terms

Foreign language – a language learnt primarily for contact outside one’s own community. The language has no established functions inside the learner’s community (Littlewood, 1984). For purposes of this research it will be used interchangeably with the term second language.

Learner – a person who learns a foreign language in a formal environment e.g. in a classroom.

Performance – the final grade a learner gets in KCSE French after learning it as a subject for four years in secondary school.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter presents the reviewed literature on the implementation of the French curriculum under the following themes: Determinants of French subject selection, instruction strategies used to teach French, challenges facing curriculum implementation and ends with the summary of the literature review.

2.2 Determinants of French Language Selection
In a study by Adelakan (2007) on the relativeness of French textbook methods on selected outcomes in French, interviews revealed that stakeholders believed that fewer students are taking French at junior high school (JHS) and senior high school (SHS) levels due to the shortage of teachers, lack of books and the fact that French is not a core subject at either level. Another study by Anderson (1998) titled motivational and cognitive influences on conceptual knowledge: The combination of science observation and interesting texts revealed that of the 26 students surveyed, 92% who knew someone who could speak French (either a parent, teacher or friend) said that person influenced their choice to study French. When asked whether or not they felt their parents encouraged them to study French, 90% of the students agreed. Eighty-four percent of them agreed that their parents stressed the importance that French will have for them when they leave high school.

A teacher observed that: “It’s rare that parents care about what grade their student gets in French” (Landry, & Allard, 1999), but are very concerned about what grades they get in subjects like English, science and math. He suggests that in order for parents to impress
upon their children the importance of learning French, they encourage them to listen to French programs on the radio, to read and write letters in French, and to maintain good relations with their Senegalese counterparts. Parents could also emphasize the practical importance of knowing French by referring to the growing number of francophone companies in The Gambia, like Elf and Gamtel. These seem like valid suggestions, especially considering that 96% of the students surveyed agreed that knowing French will be useful in getting a good job, and 77% agreed that studying French is important to them so they can make good friends more easily among French-speaking people. These studies relied on interviews as the only data collection instruments which are susceptible to interview bias and thus compromising the accuracy of the findings. The current study will in addition use questionnaires where responses are gathered in a standardised way, so they are more objective, certainly more so than interviews.

In a meta-analysis of comprehension strategy instruction for upper elementary and middle school students in Gambia by Huguet (2010), poor quality of teaching coupled with insufficient class time further exacerbates the conditions of French classes and may discourage students even more from continuing to study French. In fact, the total number of grade 9 students has increased by 48.2% in the last five years, while the number of grade 9 students taking French has decreased by 12.43% (Huguet, 2010). One reason according to the study is they simply do not see the value in knowing French. According to on teacher, the Gambia does not attract as many French tourists as German and Swedish, so there is little motivation to learn French in order to communicate with tourists. The teacher noted that, “if there were French tourists, perhaps students, or Gambians in general, would be intrigued by their culture and language, possibly even
aspiring to go to France someday.” The current study seeks to establish whether the same conditions influence students’ selection of French as a subject in Kenyan schools.

The study by Huguet (2010) further established that while it is true that The Gambia is surrounded by francophone Senegal and is neighbours with many other French-speaking West African countries, French is not the preferred means of communication among the majority of people. The presence of several widely spoken African languages, Mandinka and Wolof for example, allows citizens of different countries to communicate in languages other than the official languages of French and English. This study relied on interviews as the only data collection instruments which are susceptible to interview bias and thus compromising the accuracy of the findings. The current study will in addition use questionnaires where responses are gathered in a standardised way, so they are more objective, certainly more so than interviews.

Dagenais, (2008) in a study on availability, acquisition and use of teaching/learning resources of French language in secondary schools in Cameroon found the crowded timetable was such a problem that school administrations added a ninth period to get the French students back. One vice principal, said the best French students were often the science students, the very ones who were unable to take French because of scheduling conflicts. They also moved technical drawing classes to the weekend so those students could take French. According to the study, another factor that affects which classes students choose are end-of-the-year exams. In addition to the core subjects of English, math and sciences, students may elect to take exams for optional subjects as well. For each exam, a grade of 1 to 9 is awarded. Only grades 1 to 6 count as “success,” whereas
grades 7 to 8 count as “pass”, and grade 9 counts as “fail.” For ninth graders, only the two best exam grades for elective subjects are calculated into the final JSSCE grade, regardless of how many exams a student takes. The final exam for grade 12, the WASSCE (West African Senior Secondary School Certificate Examination), is graded the same way, but the three or four best exam grades for elective subjects are considered. It is therefore in students’ best interest to take only the exams they feel they will earn credit for (Dagenais, 2008).

The study further notes that given the fact that the rate of failure for French exams is usually over 50%, it “is not among the recommended subjects for success.” It is important to remember that only students who have a grade of “success” will be able to count the French exam into their final JSSCE grade. The overwhelming rate of failure is undoubtedly discouraging to students studying French, but the fact that most western universities do not accept the WASSCE as high school completion causes students to lose even more confidence in these exams (Dagenais, 2008).

According to Dagenais, (2008), even if a student, at either the junior or senior secondary level, appreciated the value of knowing French, and was able to fit it into their schedule, and maybe even wanted to take the final exam, there is still the issue of low quality, uncaptivating teaching to dissuade them from taking French. As one teacher put it, “Students don’t want to learn French because of the teachers.” Teachers with limited pedagogical training or access to multimedia resources may not be familiar with effective methods of teaching. In this case, they may resort to nothing more than written grammar exercises to enforce a specific lesson. Since speaking is a major goal of any language
instruction, simply writing words without relating them to real life situations seems pointless, notably at the junior secondary school level where students first learn French (Dagenais, 2008).

2.3 Instruction Strategies Used to Teach French

In a study by Kembo (2007) titled inferencing in a second language, many of teachers interviewed in the Ashanti and Northern regions indicated that they use translation methods (moving from English to French) in teaching French at JHS level. Teachers in the rural areas were particularly constrained in using this method because most of their pupils do not understand English and therefore the French teachers were compelled to use the local language in order to teach French. French teachers interviewed complained of students not being able to understand them in class and they being unable to teach in French alone, having to first translate from English or local language into French. On probing further, teachers admitted that many of their children also did not have a strong grasp of English therefore they had to use the local language in their classroom lessons.

Kembo (2007) also established that teachers of French also used the rote method where pupils repeat what their teachers have spoken and memorize words. Teachers also mentioned that they focused on grammar and not much communication was carried out in the classroom. Interviews with training college tutors suggest that this was due to the lack of language facilities where there is very little listening and oral practice in French. This study used the descriptive research design in which often respondents are not truthful as they feel the need to tell the researcher what they think the researcher wants to hear. This is particularly difficult during interviews. Participants may also refuse to provide answers to questions they view to be too personal. Furthermore, the idea that someone is watching
can turn an observation into an event where people are acting how they perceive they should act. The current study used mixed methods research design to fill this gap.

The study by Khosravi (2009) on the effect of scanning and skimming on the rate of and reading comprehension of Iranian EFL learners suggested that the in-service training at the CREF exposed teachers to the use of more participatory approaches to teaching French (e.g. small group methods and the introduction of songs and drama in their lessons) but this study was unable to assess whether these were being applied at the classroom level thus the need for the current study. Interviews with children revealed limited usage of songs and stories in the teaching of French; more audiovisual materials such as radio, TV etc were needed to make lessons more interesting. Interviews with JHS pupils also suggested that sometimes teachers were harsh on their learners and that this dissuaded pupils from opting for French. These studies relied on interviews as the only data collection instruments which are susceptible to interview bias and thus compromising the accuracy of the findings. The current study will in addition use questionnaires where responses are gathered in a standardised way, so they are more objective, certainly more so than interviews. This also used the descriptive research design in which often respondents are not truthful as they feel the need to tell the researcher what they think the researcher wants to hear. This is particularly difficult during interviews. Participants may also refuse to provide answers to questions they view to be too personal. Furthermore, the idea that someone is watching can turn an observation into an event where people are acting how they perceive they should act. The current study used mixed methods research design to fill this gap.

Ogunniyi (2004) in a study on effects of two instructional techniques on pupils achievement in selected reading comprehension skills in the French language revealed
that teachers of French used read aloud(s) when teaching French. In read-aloud(s) the teacher reads to the whole class or to a small group, using reading material that is at the listening comprehension level of the students. According to one teacher, reading aloud exposes students to new vocabulary, a variety of genres and contributes to oral and written language development. The study also revealed that shared reading was also being used by teachers. In shared reading, the teacher would guide the whole class or a small group in reading enlarged text that the students can see - for example, a big book, a reading passage on overhead, a chart, a poster, or a book. The text could be read several times, first by the teacher and then with students joining in. Shared reading involved active participation and considerable interaction on the part of both the students and the teacher. According to Ogunniyi (2004), it is important that the teacher takes into account the difficulty of the text and the skills, knowledge, and experiences of the students when structuring this activity. Shared reading provides the teacher of French with the opportunity to model effective reading, promote listening comprehension, teach vocabulary and reinforce letter-sound relationships. According to the study, the following resources were used for shared reading: big books (Grade 4); texts taken from French programs; word walls; sample of environmental print, poetry, songs and text written on overhead or charts. This study used a survey research design while the current study used a mixed method research design which allowed the researcher to build the study based on the strength of both quantitative and qualitative research methods. In this study, data were collected using interviews which mean that the researcher was not in a position to confirm whether teachers applied these instruction strategies in class. The current study used classroom observation to fill this gap.
A study by Udosen (2010) on motivation for reading: the role of Instruction in Nigeria revealed that teachers were using guided reading as an instruction strategy. Guided reading was a small group, teacher-directed activity. It involved teachers using carefully selected books at the student’s instructional level. The teacher would support a small group of students as they read, talk and think their way through a text. Guided reading groups usually consisted of four to six students who could apply the same reading strategies and who were able to read similar texts with support. The teacher’s role was to help students to consolidate their reading strategies, provide opportunities for students to apply strategies they have learned, supporting them in the correct application of the strategies, and re-teaching the strategies if necessary. The study recommended that teachers should select books that address the interests of their students and that are also age and language appropriate. This study relied mainly on classroom observation which was susceptible to observer bias and has Hawthorne effect where teachers performed better knowing they were being observed. Observation also did not increase understanding of why teachers and pupils behaved the way they did during French lessons. The current study will on the other hand used questionnaires and interviews which will help in establishing reasons behind the use of these instruction strategies by teachers of French.

A study by Jahromi (2002) on the relationship between Cameroon French learners' sex and level of proficiency and their reading comprehension strategy use reported that independent reading was a strategy being applied in a number of the sampled schools. During independent reading, students were given the opportunity to practise reading texts that were at the appropriate level and apply reading strategies that have been modelled
and taught. According to Jahromi (2002) independent reading: allows students to practise and consolidate strategies that they have learned in the FSL class; fosters a positive attitude towards reading; allows students to see themselves as competent readers in the French language. The study recommends that teachers should have a variety of reading materials available at different levels. Texts may be selected by the student with or without teacher support, or by the teacher. Reading materials at an appropriate level and an interesting topic as well as brightly coloured illustrations will motivate the student to read in a second language.

According to the study findings, independent reading was preceded by book talks and/or mini lessons on book selection and reading strategies. In a book talk, the teacher would introduce one or two sample texts to the students. This would take one or two minutes and was used to stimulate student interest in the books. Students could then read on their own or with a partner. It was observed that teachers would circulate in the room to observe reading behaviours and confer with students about what they were reading. During the mini lesson, the teacher would model a specific reading strategy and the students apply that strategy during the independent reading time. This study used mainly classroom observation to collect data which did not increase understanding of why teachers and pupils behaved the way they did during French lessons. The current study will on the other hand used questionnaires and interviews which will help in establishing reasons behind the use of these instruction strategies by teachers of French (Jahromi, 2002).
A study by Kwako (2011) on enhancing the development of vocabulary knowledge in French language in Ghana reported that teachers of French were using “chalk and talk” methods of teaching or lecture style of teaching French in the classrooms. Teachers of French confirmed that the vast majority of the class was spent lecturing students, particularly if the class size was large. Teachers of large class sizes spoke of how they could hardly give out exercises for the students to do since they were unable to mark all the notebooks. This study used a survey research design while the current study used a mixed method research design which allowed the researcher to build the study based on the strength of both quantitative and qualitative research methods.

Otieno (2009) in an investigation into pre-service teachers’ perceptions of the value of proficiency in spoken French: implications for teacher training programmes in Kenya, classroom observation revealed that comprehensive reading instruction included the teaching of a variety of reading strategies to help French language learners read with ease and think critically about what they are reading. It also included whole class, small group, and individual instruction to help students move from guided reading, shared reading and reading aloud to independent reading. This study relied mainly on classroom observation which was susceptible to observer bias and has Hawthorne effect where teachers performed better knowing they were being observed. Observation also did not increase understanding of why teachers and pupils behaved the way they did during French lessons. The current study used interviews and questionnaires get feedback on the instruction strategies used by teachers.
A study by Mutea (2010) on performance in French at Kenya Certificate of Secondary Examination (KCSE) revealed that no approach has had as strong an impact on the teaching of French as the Communicative Approach which places the learner at the centre of the learning process. Unfortunately, an observation of classes in the Kenyan situation shows that the teaching/learning culture of dependence on the teacher does not easily allow for the complete independence of the learner. It is easy to see, even when it is not intentional, that the teacher is central in most classroom interactions. The study revealed that the first thing that learners do when they arrive in class is to take out their exercise books and pens, ready to take down notes from the teacher and this, whatever their level. The teacher, rather than playing the role of “mediator” or “facilitator” or “guide” is forced to play center role and very often resorts to drilling the learners to get expected results. This study relied mainly on classroom observation which was susceptible to observer bias and has Hawthorne effect where teachers performed better knowing they were being observed. Observation also did not increase understanding of why teachers and pupils behaved the way they did during French lessons. The current study used questionnaires and interviews to fill this gap.

2.4 Challenges facing Curriculum Implementation

In a study by Rogers and Richards (2005) on approaches and methods in French language teaching, interviews with teachers of French and observation at the classroom level suggested there were very few French materials or audio visual equipment available. Teachers in the Ashanti districts spoke of bringing in their own cassette recorders on some occasions or allowing the children to watch a French video. Less endowed schools and more rural schools did not mention the use of any teaching and learning materials
apart from the textbooks. The researchers only observed very few classroom lesson plans for French and no use of the syllabus to guide teachers of French. Teachers and students interviewed disclosed that they do not have access to the prescribed French language textbooks for 3 to 4 years; the French language textbooks pupils’ ratio was between 1:3 and 1:4. This study relied on interviews and classroom observation to collect data while the current study will in addition use questionnaires which reduces chance of evaluator bias because the same questions are asked of all respondents and respondents feel more comfortable responding to a questionnaire item than participating in an interview.

In a study by Anqueti (2009) titled “La médiation en classe de langue” observation of most of the classrooms suggested that about 2 to 3 hours were devoted to the study of French per week on the timetable. Given that most of the schools have at most one French teacher, these French teachers were often overworked. Interviews with the students confirmed that their teachers often did not teach them during the whole allocated period. Another finding from the study suggests that some of the French teachers were teaching in the private schools while at the same time working in the public school system. This study relied on interviews and classroom observation to collect data while the current study will in addition use questionnaires which reduces chance of evaluator bias because the same questions are asked of all respondents and respondents feel more comfortable responding to a questionnaire item than participating in an interview.

In a study by Kazadi (2006), the vast majority of schools teachers of French and headteachers interviewed spoke of the limited availability of teaching and learning materials such as textbooks to effectively teach French and to motivate pupils to learn French. Most teachers spoke of not having any audio-visual materials to make French learning interesting
and reports from the teachers and CREF directors/staff suggested that the French teachers in remote areas were not able to practice speaking French on a regular basis. Another major constraint to the teaching and learning of French was the shortage of teachers and those posted to schools were often not long-term (e.g. planning for study leave or volunteers, etc). Observation and interviews with teachers of French suggested they were stressed due to the high pupil teacher ratios, with examples of French teachers handling more than 500 students in one school. This study relied on interviews and classroom observation to collect data while the current study will in addition use questionnaires which reduces chance of evaluator bias because the same questions are asked of all respondents and respondents feel more comfortable responding to a questionnaire item than participating in an interview.

In a study by Seminega (2006), one of the greatest challenges found in French teaching of is the large class size that teachers have to contend with; this is a cause of stress since many teachers of French teach about 12 hours a week. For instance, in one of the schools, a teacher was in charge of over 400 students and two streams were operating at the school. She reported having on average 100 students at any one time to teach and this limited her ability to provide effective teaching in French. This study used classroom observation as the only data collection method that there it could not benefit from teachers explanation of the reasons behind reason behind teachers having to teach large classes. The current study in addition obtained information from teachers’ interviews to fill this gap.

In a study by Cuq and Gruca (2003), all schools reported not having access to supplementary readers or literature in French, lack of library facilities and no audio-visual materials. This was of particularly concern at the teacher training college level. Most
schools had no operational language laboratories and their satellite dish had broken down. Unfortunately none of the school heads and teachers were using their capitation grants to support the purchase of teaching and learning materials in French which could be one approach to improving the learning environments for French teaching. This study relied on interviews and classroom observation to collect data while the current study will in addition use questionnaires which reduces chance of evaluator bias because the same questions are asked of all respondents and respondents feel more comfortable responding to a questionnaire item than participating in an interview.

In a study of instructional practices used by teachers of French in Public Secondary Schools in Nairobi Province Nyongesa (2008), the difficulties that the Kenyan teachers and learners face in the learning/teaching of French have their basis in many factors, one of which is the lack of clear language policies. The foreign languages in the system of education are given the same attention (if not less), as the other subjects. While accepting that the communicative approach is the best for language learning, not much has been done to provide a conducive learning environment. Since the clustering of subjects at the secondary school level was introduced, French, like the other foreign languages in the system, has lost a lot of the privileged status it enjoyed before the change in the education system (1985). The implications of this system are many and far-reaching. This study used a case study research design which represents depth of information rather than breadth. The current study utilised the mixed methods research design to fill this gap.
2.5 Summary of the Literature Review

The reviewed literature focused on studies carried out on determinants of choosing the French subject, instruction strategies used by teachers and challenges facing the implementation of the French curriculum. A number of reviewed studies relied on interviews as the only data collection instruments while the current study used questionnaires and classroom observation. Other studies used the descriptive research design while the current study used mixed methods research design to fill this gap. One study used a survey research design while another study used mainly on classroom observation to collect data. A study further used a case study research design which represents depth of information rather than breadth. The current study utilised the mixed methods research design to fill this gap.
CHAPTER THREE
METHODOLOGY AND DESIGN

3.1 Introduction
This section outlined the method of study. It described the research design, locale of the study, the target population, sampling techniques research instruments, validity and reliability of the instruments, data collection procedures, and data analysis plan of the study.

3.2 Research Design
The study had two dependent variables – choice and performance. Thus it adopted both the descriptive survey design and ex post facto design to investigate the factors influencing choice of French as a school subject and performance of students in French at KCSE level. The survey design was chosen in relation to the variables that are to be studied. Orodho (2009), says that the survey is the most frequently used method for collecting information about people’s attitudes, habits or any of the variety of educational or social issues. In addition, Borg & Gall (1989), state that a descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

To find out performance in KCSE French in the last three years, an ex post facto approach was used. This is because there was no manipulation of variables since the phenomenon under investigation had already taken place. Kerlinger (1973) defines ex-post facto research as a systematic empirical enquiry in which the scientist does not have
direct control of the independent variables because their manifestations have already occurred or because they are inherently not manipulable.

3.3 Locale of the study

Figure 3.1: Map of Siaya County

The locale of the study was Siaya County. It is located in the south-western parts of Kenya bordering Busia County to the north and Kisumu County. Siaya County has an area of 2,530.5 square kilometers and has a population of 842,304 people. The main town centres are Siaya, Ugunja, Yala and Ukwala. The principal economic activities in the county include fishing and fishing trade, agriculture and peasant farming. The researcher works in Rarieda District, one of the six districts in the county, therefore the location was chosen mainly for purposes of convenience.
3.4 Target Population

There are 13 secondary schools within Siaya County that offer French. The target population was all the students who learn French in these schools and the teachers of French in those schools. This totaled to 1,300 students and 13 teachers of French.

3.5 Sampling

Seven schools constituted the sample of the study. The researcher’s basis for choosing these schools was twofold - the number of respondents available (at least five – so as to have a larger sample) and whether the school had presented candidates for KCSE French for the last three years. This was to enable research make an observation on the performance trends of KCSE French in the schools under study. There were two groups of students. The first group of students was of those who were learning French. Respondents were picked from forms three and four as they had already chosen to study the subject for KCSE examination. The second set of students was those who were not learning French. This group also consisted of form three and four students.

The first type of sampling technique was purposive sampling. According to Orodho (2009), this is where the researcher uses his or her expert judgment to select units that are typical of the target population. Purposive sampling is a type of non-probability sampling and is appropriate when the population to be studied is relatively small. Additionally it is also purposive because all students studying French in forms three and four in the selected schools participated in the study. The second type of sampling technique is convenience sampling. Orodho (2009), says that in this type of sampling, a researcher simply selects a required number of cases that are conveniently available. Convenience sampling was applied on those 20 students who were not learning French. The researcher
chose this method as it dealt with a small group with no specified characteristics such that it is representative of the larger student population in the respective schools. The teachers of French in the schools under study identified 20 students who were not taking French and asked them to be respondents in the study.

Table 3.1 Respondents to be included in the study

<table>
<thead>
<tr>
<th>School</th>
<th>Students learning French</th>
<th>Students not learning French</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Form three</td>
<td>Form four</td>
</tr>
<tr>
<td>School A</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>School B</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>School C</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>School D</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>School E</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>School F</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>School G</td>
<td>23</td>
<td>15</td>
</tr>
</tbody>
</table>

There were a total of 351 respondents for the study. The sample size for this study is small as French is an optional subject and few students select it. It was, however, still within the acceptable limits. Singleton and Royce (1975) note that while 2,000-3,000 is the extreme upper-limit of the sample size, the extreme lower limit is generally 30 cases.

3.6 Data Collection Instruments

Two research instruments were used to collect data. They were the questionnaire for teachers of French and students and interview schedule for principals. The advantages of using a questionnaire are that it is time-saving and questions are standardized. The first
questionnaire was used to gather information from students who do not study French and those who study French in secondary schools. It was divided into two sections. The first section covered reasons why a student did not choose to study French at secondary school level. It had both open-ended and structured questions to allow as many and varied responses as possible. It also gave an insight into the respondents’ feelings, background, interests and decisions. The second section covered reasons why student chose to study French in secondary school. This part took the form of a Likert scale. It also had open ended questions which covered challenges facing implementation of French subject, and opinions about the school’s performance in KCSE French.

The second questionnaire was for the teachers of French in the schools under study. The researcher sought to find out about the teachers’ qualifications, instruction strategies used, opinions about their students’ performance, reasons why students opted to study French in schools where it is offered as a subject, etc.

The interview schedule for the school principals sought to establish school policy on French as a subject, challenges faced when implementing French curriculum and ways of dealing with those challenges.

3.6.1 Pilot Study

A pilot study was conducted to establish the reliability and validity of the instruments. For this purpose, the researcher chose Kisumu Day Secondary School, Kisumu County which was not included in the main study.
3.6.2 Validity

Verma & Beard (1981) define validity as the degree of success with which a technique or other instrument is measuring what it claims to measure, or how relevant is the research instrument to what is being studied. There are different types of validity, this study, the researcher used content validity. Content validity is the extent to which the questionnaire contents – use of appropriate vocabulary, sentence structure, etc are suitable for the intended purpose. Validity of the research instrument was established through consultation with supervisors, who examined the instrument and assessed the relevance of the content to the study. Their recommendations were then incorporated into the final questionnaire.

3.6.3 Reliability

Koul (1984) defines reliability as the ability to consistently yield the same results when repeated measurements are taken of the same individuals under the same conditions. The researcher used the test-retest method to determine reliability of the test. The developed questionnaire was given to a few subjects (10), who were not included in the main study. The answered questionnaire was administered to the same group of subjects after two weeks. Responses from the differently issued questionnaire were compared. The Pearson’s product moment formula for the test-retest were employed to compute the correlation coefficient in order to establish the extent to which the questionnaires were consistent in eliciting the same responses both times the questionnaire was administered. A correlation coefficient of 0.7 showed that the instrument was reliable.
3.7 **Data Collection Procedures**

Data was collected by the researcher who administered the instrument. Arrangements were made to ensure that the questionnaire was administered after school hours or on weekends since the schools under study were boarding schools. It took two weeks as the researcher had to travel to two schools on separate days.

3.8 **Data Analysis**

Upon completion of the fieldwork, both qualitative and quantitative analyses were employed. Quantitative analysis involved derivation of statistical descriptions and interpretation by use of descriptive statistics such as tables, pie charts and bar graphs. Qualitative data was organised according to themes and from this information a summary of the respondents’ views were reported verbatim.

3.9 **Logical and Ethical Considerations**

The researcher obtained a research permit from the National Commission for Science, Technology and Innovation prior to the data collection day. The researcher also sought permission from the District Education Officers, and the head teachers of the respective schools before the material day(s). Ethical considerations such as confidentiality and informed consent were adhered to. The researcher explained to the respondents the purpose of the study and assured them that the data to be collected was to be used solely for research.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This chapter gives the background information of the respondents, presents the data collected, analysis and interpretation of the data. The guiding principle to data analysis was the objectives. The objectives of the study were: to find out determinants of the selection of the French subject by students in secondary schools in Siaya County; to establish instruction strategies used by teachers to teach French in secondary schools in Siaya County; to identify challenges facing the implementation of the French subject curriculum in secondary schools in Siaya County and to suggest solutions to challenges facing the implementation of the French subject curriculum.

4.2 Background Data of the Respondents

The study was carried out in seven schools. The respondents comprised of 6 teachers of French, 204 students who study French in forms 3 and 4 and 140 students who do not study French in forms 3 and 4 in the respective schools. This comprised of a total of 350 respondents. The researcher was assisted by the school’s administration to give out the questionnaires to the student respondents. Fig 4.1 shows the distribution of respondents in the study.
4.2.1 Gender of students

Students were asked to indicate their gender. The results are as presented on Figure 4.2.

The study findings revealed that 55.0% of students doing French were female while 45.0% were male. The findings also show that majority of the students not doing French
(57.2%) who took part in the study were female while 42.8% were male. This is an indication that a higher number of girls than boys are studying French which show that the French subject in more attractive to girls than boys.

4.2.2 Teachers Gender

Teachers were asked to state their gender on the questionnaires. The results are as shown on Figure 4.3.

Figure 4.3: Teachers’ Gender

The findings showed that majority of teachers of French (66.7%) were male while 33.3% were female. This is an indication that most teachers are male and therefore the gender of teachers is not a determinant for the choice of the French subject among students.

4.3 Determinants of Selecting the French Subject

The first objective of the study was to identify the reasons why students chose not to study French, even though it was taught as a subject in their schools. The research question was open-ended and the respondents had varied responses, which the researcher
organised the findings under three themes namely, school-related, subject-related and student-related. A sample of verbatim responses under each theme has also been given below. The capital letter before the students’ comments denotes the respondent’s school.

4.3.1 Reason for not Choosing French

Students who did not choose French as a subject were asked to state reasons why they did not choose the subject. The results were as presented on Table 4.2

4.3.1.1 School-Related Reasons

The study sought to establish school related factors that influence students’ choice of the French subject. The results are as presented in successive sub-sections.

4.3.1.1.1 Method of Subject Selection

The study sought from students the method used in the school to select the French subject. The findings are as shown on Table 4.1.

Table 4.1: Method of Subject Selection

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the stream in which student is placed</td>
<td>198</td>
<td>97.0</td>
</tr>
<tr>
<td>Selection based on pre-determined subject combinations</td>
<td>82</td>
<td>40.1</td>
</tr>
<tr>
<td>Teachers of French choose students who will study French</td>
<td>64</td>
<td>31.3</td>
</tr>
<tr>
<td>Students are allowed to choose</td>
<td>20</td>
<td>9.8</td>
</tr>
<tr>
<td>Upon parents’ request</td>
<td>12</td>
<td>5.8</td>
</tr>
<tr>
<td>Subject in compulsory</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

N = 204
The findings on Table 4.1 show that majority of students (97.0%) indicated that selection of the French subject is based on the streams in which students are allocated. It was revealed that that some schools have a policy in which a student joining the school in form 1 or 2 must study the elective subjects offered in the stream allocated to him or her. A student who would have wanted to study French cannot do so since it is not taught in his/her class. Student B noted that “In our school, the opportunity of studying French is given to one stream (North) and I was admitted in West class. Otherwise, if I had a chance, I would have done it.”

The study also found that 40.1% of the students stated that selection of the French subject is influenced by the pre-determined subject combination under the school policy. It was revealed that in some schools there are pre-determined combinations for elective subjects for example French must be done together with Home Science. Therefore, students will choose not to study French so as to avoid studying the second subject. Student A observed that:

“In my school, French was put together with Agriculture and I did not want to do Agriculture.”

According to 31.3% of students taking French, in some schools teachers of French choose students who will study French. Student C stated that:

“The large number of students who took French had to be cut down and I was among those who were left out.

Student E on the other hand stated that:

“I had chosen to take it but we were too many and so the teacher used KCPE English marks to ship out some of us.”

Principal A observed that:

“Last year, we introduced a system which when students come in form 1, they are already assigned streams, therefore you have to do the optional subjects offered in
that stream. You may not drop the subject in form 3. Formerly they used to pick subjects as early as form 1.”

Principal C observed that:

“Towards end of form two we have career day we discuss with the learners in the presence of their parents and guardians the subjects they would wish to take.”

4.3.1.2 Subject-Related Reasons

The study sought to establish subject-related reasons that determine students’ choice of the French subject. The results are as presented on Table 4.2.

Table 4.2: Subject-Related Reasons

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty in learning the subject</td>
<td>128</td>
<td>94.1</td>
</tr>
<tr>
<td>Because of poor performance</td>
<td>116</td>
<td>82.8</td>
</tr>
<tr>
<td>Averse to learning three languages in school</td>
<td>96</td>
<td>68.5</td>
</tr>
</tbody>
</table>

N = 140

The research established that student who were not taking French in form 3 and 4, were in two categories - students who had studied French in primary school and/or forms 1 and 2 and students who had not studied French at all. Under this theme, the research found that majority of students who had studied French earlier (94.1%), did not choose it because they experienced difficulty in learning the subject. Student E noted that:

“I did it at primary level and found it hectic so I couldn’t take it at high school level.”
Student C was of the view that:

"The subject requires a lot of keenness and concentration and I wasn’t keen on checking at the spellings and punctuation.

Student E on other hand observed that:

"I was not getting the difference between the verbs."

Student D gave the explanation that:

"It involves cramming and I’m not good at cramming."

The study findings also show that 82.8% of the students who had done French in forms 1 and 2 did not choose to continue with it because of poor performance. Student C noted that:

"I used to perform poorly in the subject."

Student G stated that:

"French as a subject was not boosting me hence I had to take Business Studies rather than French due to poor performance."

The study also established that 68.5% some students who had not studied French earlier chose not to study French as they were averse to learning three languages in school. English and Kiswahili are compulsory subjects in Kenya’s secondary school curriculum.

Student D noted that:

"I was doing two languages and I felt that French was similarly another language hence ignored it."

Student A on the other hand said:

"I did not want to do three languages."
4.3.1.3 Student–Related Reasons

The study sought to establish student related reasons for selecting French as a subject. Students who had dropped the French subject were therefore asked to state the reasons. The results are as presented on Table 4.3.

Table 4.3: Student-related reasons for choice of the French Subject according to students

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>French was unrelated to their career interests</td>
<td>122</td>
<td>87.1</td>
</tr>
<tr>
<td>Felt it had little or no usefulness compared to other subjects</td>
<td>108</td>
<td>77.1</td>
</tr>
<tr>
<td>Due to influence from other persons such as parents and fellow students</td>
<td>82</td>
<td>58.5</td>
</tr>
<tr>
<td>Had a formed opinion that it was difficult</td>
<td>56</td>
<td>40.0</td>
</tr>
<tr>
<td>Feared or disliked the teacher of French</td>
<td>36</td>
<td>25.7</td>
</tr>
</tbody>
</table>

N = 140

The main finding was that majority of students (87.1%) did not choose French since it was unrelated to their career interests. Student E observed that:

“I felt that I did not need to do French because of my career choice.”

Student E noted that:

“The career I want to pursue majorly relates to Physics than French.”

Student C on the other hand was of the view that:

“I felt it is only applicable for those who wish to have a career related to the language.”
Secondly, this research found that 77.1% of the students did not choose French as they felt that it had little or no usefulness compared to other subjects. Student C felt that:

“French is not that useful in the community compared to computer studies in this changing World.”

Student E noted that:

“I opted to take computer since I felt it was better because of technology.”

Student G on the other hand noted that:

“I thought it was more useful to learn French after high school just for the sake of prospering with education beyond borders.”

These findings concur with Huguet (2010) who notes that one reason according to the study is they simply do not see the value in knowing French.

The study also found that 58.5% of the students did not choose French due to influence from other persons such as parents and fellow students. Student A said that:

“I had the desire to do French but my parent was against me choosing French as a subject simply because she thinks one cannot earn a living through French and it is not widely known in Kenya.”

Student F said:

“I did not choose French due to the advice given to me by my older friends who took the subject and were not able to excel in it.”

These findings concur with a study by Anderson (1998) on motivational and cognitive influences on conceptual knowledge in which when students were asked whether or not they felt their parents encouraged them to study French, 90% of the students agreed. Eighty-four percent of them agreed that their parents stressed the importance that French will have for them when they leave high school.
Thirdly, the study found that 40.0% of the students who had done French in forms 1 and 2, chose not to continue with it as they feared or disliked the teacher of French. Student G noted that:

"The teacher was harsh thus made me uncomfortable in class."

Student F on the other hand noted that:

"I loved the subject but my attitude towards the teacher was bad."

These findings concur with Huguet (2010) in a meta-analysis of comprehension strategy instruction for upper elementary and middle school students in Gambia which revealed that poor quality of teaching coupled with insufficient class time further exacerbates the conditions of French classes and may discourage students even more from continuing to study French.

This research also found that 27.5% of students who had not studied French did not choose it as they had formed an opinion that it was difficult. Student A said:

"It seemed difficult learning a new language."

Student D stated that:

"It was a foreign language and I feared doing it thinking it was difficult.

Student E noted that:

"Fear of studying a new language I was totally unfamiliar with made me feel I'd never be perfect."

Student F on the other hand noted that:

"I thought it was a challenging subject."

These findings concur with Dagenais, (2008) in a study on availability, acquisition and use of teaching/learning resources of French language in secondary schools in Cameroon which found that another factor that affects which classes students choose are end-of-the-
year exams. The final exam for grade 12, the WASSCE (West African Senior Secondary School Certificate Examination), is graded the same way, but the three or four best exam grades for elective subjects are considered. It is therefore in students’ best interest to take only the exams they feel they will earn credit for. The study further notes that given the fact that the rate of failure for French exams is usually over 50%, it “is not among the recommended subjects for success.”

Teachers of French were also asked to state reasons determining the choice of the French subject. Their responses are as presented on Table 4.4.

**Table 4.4: Reasons for choice of the French Subject according to Teachers**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice to study French was left to the student</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>Students negative attitude towards the subject</td>
<td>4</td>
<td>66.6</td>
</tr>
<tr>
<td>Related to restrictions imposed on subject choice</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>School policies regarding subject choice</td>
<td>2</td>
<td>33.3</td>
</tr>
</tbody>
</table>

N = 6

The research found that in 2 out of 6 schools (33.3%), students’ choice to study French at form 1 and 2 was influenced by school policies regarding subject choice while in 5 out of 7 schools (83.3%), choice to study French was left to the student. According to 66.6% of teachers, students’ negative attitudes towards French were a determinant behind the choice of the subject. These findings differ with research done by Obura (1986), which show that many students who do not choose to study French bear positive attitude towards the subject. In addition, the findings of this study do not concur with research by
Johnson (2012) which found that students’ reasons were mainly subject-related—stemmed from the umbrella idea that French is difficult to learn.

### 4.4 Reasons why Students choose to Study French

The second objective sought to find out the reasons why students chose to study French in secondary schools where it is offered in Siaya County. The findings are as discussed in the successive sub-sections.

#### 4.4.1 Reasons why Students choose to Study French

Students who were taking French were asked to state the reason why they opted to do the subject. The results are as presented on Table 4.5.
Table 4.5: Responses showing reasons why students choose to Study French

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is directly related to my career interests. <em>(where I would be required to use the French language directly)</em></td>
<td>Agree</td>
<td>167</td>
<td>82.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>21</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>No Opinion</td>
<td>16</td>
<td>8.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>204</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>To boost my entry points into university/college</td>
<td>Agree</td>
<td>140</td>
<td>69.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>49</td>
<td>24.0</td>
</tr>
<tr>
<td></td>
<td>No Opinion</td>
<td>15</td>
<td>7.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>204</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>I have interest in learning languages.</td>
<td>Agree</td>
<td>190</td>
<td>93.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>10</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>No Opinion</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>204</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>I would like to live in France or in a francophone country.</td>
<td>Agree</td>
<td>172</td>
<td>84.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>22</td>
<td>11.0</td>
</tr>
<tr>
<td></td>
<td>No Opinion</td>
<td>10</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>204</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>I would like to travel to France or a francophone country.</td>
<td>Agree</td>
<td>189</td>
<td>92.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>11</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>No Opinion</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>204</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>My parents/guardians made me choose it even though I had no interest.</td>
<td>Agree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>196</td>
<td>96.0</td>
</tr>
<tr>
<td></td>
<td>No Opinion</td>
<td>8</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>204</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>My personal desire to follow in the footsteps of a family member who learnt it.</td>
<td>Agree</td>
<td>38</td>
<td>19.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>156</td>
<td>76.0</td>
</tr>
<tr>
<td></td>
<td>No Opinion</td>
<td>10</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>204</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>For the pleasure of communicating with French speakers.</td>
<td>Agree</td>
<td>163</td>
<td>80.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>33</td>
<td>16.0</td>
</tr>
<tr>
<td></td>
<td>No Opinion</td>
<td>8</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>204</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>To make friends or establish contact with those from francophone countries.</td>
<td>Agree</td>
<td>173</td>
<td>85.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>27</td>
<td>13.0</td>
</tr>
<tr>
<td></td>
<td>No Opinion</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>204</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Admiration for the French language.</td>
<td>Agree</td>
<td>184</td>
<td>90.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>14</td>
<td>7.0</td>
</tr>
<tr>
<td></td>
<td>No Opinion</td>
<td>6</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>204</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>I wanted to do the same subjects as my friend.</td>
<td>Agree</td>
<td>198</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>97.0</td>
</tr>
<tr>
<td></td>
<td>No Opinion</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>204</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

55
The study established that the students’ main reason for studying French was that they had an interest in learning languages. 190 out of 204 respondents (93.0%) said they chose to study French because they have an interest in languages. The students’ second main reason for studying French is that they would like to travel to France or a Francophone country as opined by 188 out of 204 respondents (92.0%). Thirdly, 82.0% of the respondents said they chose to study French as it was directly related to their career interests.

However, the study also revealed that only 2 out of 204 (1.0%) respondents chose to study French due to peer influence while none (0.0%) of them opted for French as a result of influence from their parents. From the study, it is established that the choice to study French was a personal decision rather than influence from others. Only 19.0% of the students reported that they chose to study French to follow in the footsteps of a family member.

The findings in this study concur with research done by Clement & Kruidenier (1983) on foreign language orientation of learners from multicultural backgrounds identified five orientations of language learners - (a) friendship-travel related (b) identification with the target group language (c) general interest in the culture and in world events (d) knowledge expansion and career improvement and (e) desire to learn L2 (second language) media. In addition, a study by Newbill (2009), on reasons for studying French established that results for foreign language choice pointed to travel reasons. Additionally students were more likely to continue studying French due to socio-cultural reasons such as understanding French music and films.
4.4.2 Type of motivation of students who study French

The third objective sought to identify the type of motivation of students who chose to study French. Crooks & Schmidt (1991) define motivation as the learner’s orientation with regard to the goal of learning a second language. Studies by Gardner & Lambert (1972) found that learners’ reasons for learning a second or foreign language fall under two types of orientation – instrumental and integrative. The researcher used the reasons for studying French in table 4.5 to identify the type of motivation of students who chose to study French.

Table 4.6: Type of motivation of students who study French

<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instrumental Motivation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have interest in learning languages.</td>
<td>190</td>
<td>93.0</td>
</tr>
<tr>
<td>I would like to travel to France or a francophone country.</td>
<td>188</td>
<td>92.0</td>
</tr>
<tr>
<td>I would like to live in France or in a francophone country.</td>
<td>171</td>
<td>84.0</td>
</tr>
<tr>
<td>It is directly related to my career interests.</td>
<td>167</td>
<td>82.0</td>
</tr>
<tr>
<td>To boost my entry points into university/college.</td>
<td>140</td>
<td>69.0</td>
</tr>
<tr>
<td><strong>Integrative Motivation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admiration for the French language</td>
<td>183</td>
<td>90.0</td>
</tr>
<tr>
<td>To make or establish contact with those from Francophone countries</td>
<td>173</td>
<td>85.0</td>
</tr>
<tr>
<td>For the pleasure of communicating with French speakers</td>
<td>163</td>
<td>80.0</td>
</tr>
</tbody>
</table>

N = 204

The study revealed that 84% of the respondents had instrumental motivation and 85% had integrative motivation. These results reveal that the students had both instrumental and integrative motivation at almost equal levels. The findings concur with Brown (2000), who points out that integrative and instrumental motivation are not necessarily mutually
exclusive. Learners usually select a combination of both orientations. He cites an example of international students residing in the United States of America who learn English for academic purposes while at the same time wishing to become integrated with the people and culture of that count.

4.5 Instruction Strategies used by Teachers

The second objective was to establish instruction strategies used by teachers of French. The findings are as presented in successive sub-sections.

4.5.1 Use of Translation Method

The researcher asked teachers the extent to which they use translation as an instruction strategy. The findings are as presented on Figure 4.4.

Figure 4.4: Use of Translation Method
The findings on Figure 4.4 show that majority of teachers (66.6%) indicated that they do not use the translation method while 16.7% said they use it oftenly and rarely respectively. These findings are an indication that the translation method was not being used by most teachers as an instruction strategy. Teacher A observed that use of translation mainly happens when it is not possible to use gestures or find simpler words, examples and illustrations to make a point to the students, using the French language itself.

These findings contradict Kembo (2007) in a study on inferencing in a second language, many of teachers interviewed in the Ashanti and Northern regions indicated that they use translation methods (moving from English to French) in teaching French at JHS level. Teachers in the rural areas were particularly constrained in using this method because most of their pupils do not understand English and therefore the French teachers were compelled to use the local language in order to teach French.

4.5.2 Use of Rote Method in French Instruction

The researcher asked teachers the extent to which they use rote method as an instruction strategy. The findings are as presented on Figure 4.5.

**Figure 4.5: Use of Rote Method in French Instruction**
The results show that half of the teachers of French (50.0) use the rote method oftenly. This is followed by 33.3% who rarely use the rote method while 16.7% use it very oftenly. This is an indication that the rote instruction strategy was being used frequently by most teachers. According to Teacher D observed that:

“This is because repetition is one of the learning activities used for teaching French and it is important for the student as they are able to get the correct pronunciation. I use it for all levels but mostly for beginners (form Is).”

These findings concur with a study Kembo (2007) which also established that teachers of French also used the rote method where pupils repeat what their teachers have spoken and memorize words.

4.5.3 Use of Grammar and not much communication

Teachers were asked the extent to which they use grammar and not much communication as an instruction strategy. The findings are as presented on Figure 4.6.

Figure 4.6: Use of Grammar and not much communication
The findings show that 50.0% of teachers of French use grammar and not much communication as an instruction strategy very oftenly. This is followed by 33.3% who use the strategy oftenly while 16.7% rarely use it. This is an indication that use of grammar is an instruction strategy used by majority of teachers of French in public secondary schools in Siaya County. Teacher E noted that:

"Grammar is examined as a paper of itself (paper 2) and also in writing of composition and dictation (paper 1), thus the importance accorded. Additionally, some students also take time to understand grammatical concepts so I usually need to take more time in it."

These findings are in line with a study by Kembo (2007) in which teachers also mentioned that they focused on grammar and not much communication which was carried out in the classroom. Interviews with training college tutors suggest that this was due to the lack of language facilities where there is very little listening and oral practice in French.

4.5.4 Use of Participatory Approach in French Instruction

The study sought from teachers the extent to which they use participatory approach as an instruction strategy. The findings are as presented on Figure 4.7.

**Figure 4.7: Use of Participatory Approach in French Instruction**
The results show that majority of the teachers of French (66.6%) use the participatory approach oftenly while 16.7% use it very oftenly and rarely respectively. This is an indication that most teachers have adopted the participatory approach as an instruction strategy when teaching the French subject. Teacher C observed that:

"During my lessons, I try to engage students e.g. by asking questions orally, making them read small parts of a passage, etc. The communicative approach is what is currently recommended. The major challenge is that students shy away from speaking French for fear of making mistakes. So sometimes I am forced to play a centralised role cover the syllabus faster."

These findings contradict the study by Khosravi (2009) on the effect of scanning and skimming on the rate of and reading comprehension of Iranian EFL learners suggested that the in-service training at the CREF exposed teachers to the use of more participatory approaches to teaching French (e.g. small group methods and the introduction of songs and drama in their lessons) but this strategy was not being used by teachers.

4.5.6 Use of Songs in French Instruction

Teachers were asked the extent to which they use songs as an instruction strategy. The findings are as presented on Figure 4.8.

**Figure 4.8: Use of Songs in French Instruction**
The findings on Figure 4.8 show that 50.0% of teachers never use songs when teaching the French subject. This is followed by 33.3% who use the strategy rarely. This is an indication that most teachers do not use songs as an instruction strategy when teaching French. Teacher F noted that:

“In the class text there are at least 3 songs, at the end of the chapters which we listen to. We mainly listen to the songs during French club time. I do not use stories.”

The findings concur with the study by Khosravi (2009) on the effect of scanning and skimming on the rate of and reading comprehension of Iranian EFL learners in which interviews with children revealed limited usage of songs and stories in the teaching of French; more audiovisual materials such as radio, TV etc were needed to make lessons more interesting.

4.5.7 Use of Audio-visuals in French Instruction

The researcher asked teachers of French the extent to which they use audio-visuals as an instruction strategy. The findings are as presented on Figure 4.9.

Figure 4.9: Use of Audio-visuals in French Instruction
The study findings indicate that 33.3% of teachers of French use Audio-visuals as an instruction strategy very oftenly and oftenly respectively. This is followed by 16.7% who said they use it rarely and never use respectively. This indicates that majority of teachers of French in public secondary schools in Siaya County oftenly use audio visuals as an instructional strategy. Teacher E indicated that:

"I use radio as the class text we use (Entre Copains) has recorded dialogues, comprehension texts and pronunciation exercises. Once in a while I play a song not found in the text book but just dubbed on CD. As for TV, the French students occasionally watch French programs for about two hours on DSTV on Saturdays."

4.5.8 Use of Read Alouds in French Instruction

Teachers were asked the extent to which they use read alouds as an instruction strategy. The findings are as presented on Figure 4.10.

**Figure 4.10: Use of Read Alouds in French Instruction**
The findings show that majority of teachers (66.6%) indicated that they use read alouds as an instruction strategy oftenly while 16.7% said they use the strategy very oftenly and rarely respectively. This shows that most teachers of French frequently use read alouds as an instructional strategy. Teacher A noted that:

"I mostly use read aloud reading as it is examined directly in KCSE French Oral. It helps to gauge the students’ level and also correct pronunciation errors."

These findings concur with Ogunniyi (2004) in a study on effects of two instructional techniques on pupils achievement in selected reading comprehension skills in the French language revealed that teachers of French used read aloud(s) when teaching French. In read-aloud(s) the teacher reads to the whole class or to a small group, using reading material that is at the listening comprehension level of the students.

**4.5.9 Use of shared reading in French Instruction**

The study sought from teachers the extent to which they use shared reading as an instruction strategy. The findings are as presented on Figure 4.11.

**Figure 4.11: Use of shared reading in French Instruction**
The findings reveal that majority of teachers (83.3%) said they never use shared reading as an instructional strategy while 16.7% said they rarely use it. This is an indication that shared reading is not being used by most teachers when teaching the French subject. According to Ogunniyi (2004), it is important that the teacher takes into account the difficulty of the text and the skills, knowledge, and experiences of the students when structuring this activity. Shared reading provides the teacher of French with the opportunity to model effective reading, promote listening comprehension, teach vocabulary and reinforce letter-sound relationships.

4.5.10 Use of guided reading in French Instruction

Teachers were asked the extent to which they use guided reading as an instruction strategy. The findings are as presented on Figure 4.12.

**Figure 4.12: Use of guided reading in French Instruction**

The findings revealed that 50.0% of teachers said they rarely use guided reading while 33.3% said they never use the strategy. Only 1 (16.7%) teacher indicated using the strategy oftenly. This is an indication that most teachers of French in public secondary schools in Siaya
County rarely use guided reading as an instruction strategy. These findings concur with a study by Udosen (2010) on motivation for reading: the role of Instruction in Nigeria revealed that teachers were using guided reading as an instruction strategy. Guided reading was a small group, teacher-directed activity. It involved teachers using carefully selected books at the student's instructional level. The teacher would support a small group of students as they read, talk and think their way through a text.

4.5.11 Use of reading in small groups in French Instruction

Teachers were required to state the extent to which they use reading in small groups as an instruction strategy. The findings are as presented on Figure 4.13.

**Figure 4.13: Use of reading in small groups in French Instruction**

The results on Figure 4.13 show that 50.0% of teachers said they rarely use reading in small groups as an instructional strategy to a small extend while 33.3% said they never use the strategy. This shows that teachers of French in public secondary schools in Siaya County are not utilising reading in small groups as an instruction strategy.
4.5.12 Use of Independent Reading in French Instruction

Teachers were asked the extent to which they use independent reading as an instruction strategy. The findings are as presented on Figure 4.14.

Figure 4.14: Use of Independent Reading in French Instruction

![Bar Chart]

The results show that 33.3% of teachers use independent reading to very oftenly and the same number said they rarely use it. This is followed by 16.7% who said they use it oftenly and never use it respectively. This is an indication that a number of teachers frequently use independent reading as an instruction strategy. Teacher C noted that:

"I use it once in a while but mostly give the students as an assignment."

These findings concur with a study by Jahromi (2002) on the relationship between Cameroon French learners' sex and level of proficiency and their reading comprehension strategy use reported that independent reading was a strategy being applied in a number
of the sampled schools. During independent reading, students were given the opportunity to practise reading texts that were at the appropriate level and apply reading strategies that have been modelled and taught.

4.5.13 Use of chalk and talk in French Instruction

The researcher sought from teachers whether use chalk and talk as an instruction strategy. The findings are as presented on Figure 4.15.

Figure 4.15: Use of chalk and talk in French Instruction

The findings show that 50.0% of teachers use chalk and talk oftenly, 33.3% use it rarely while 16.7% never use the strategy. This is an indication that a substantial number of teachers of French use the chalk and talk instruction strategy. Teacher B noted that:

"Only when certain topics which require explanation or giving of short history e.g. when learning about the francophone world."

The findings are in agreement with a study by Kwako (2011) on enhancing the development of vocabulary knowledge in French language in Ghana reported that
teachers of French were using “chalk and talk” methods of teaching or lecture style of teaching French in the classrooms.

4.5.14 Use of use Individual Instruction in French Instruction

The study sought from teachers the extent to which they use individual instruction as an instruction strategy. The findings are as presented on Figure 4.16.

Figure 4.16: Use of use Individual Instruction in French Instruction

The findings on Figure 4.17 show that 50.0% of teachers said they do not use individual instruction. This is followed by 33.3% who said they rarely use the strategy while 16.7% said they often use individual instruction. This is an indication that teachers of French in public secondary schools in Siaya County hardly use individual instruction while teaching French. These findings concur with Otieno (2009) in an investigation into pre-service teachers’ perceptions of the value of proficiency in spoken French: implications for teacher training programmes in Kenya, classroom observation revealed that comprehensive reading instruction included the teaching of a variety of reading strategies to help French language learners read with ease and think critically about what they are reading. It also
included whole class, small group, and individual instruction to help students move from guided reading, shared reading and reading aloud to independent reading.

4.6 Challenges facing implementation of the French Subject curriculum

The third objective was to assess the challenges experienced by public secondary schools when implementing the French curriculum.

4.6.1 Availability of a French Room

Teachers were asked to state whether there were French rooms in their schools. Their responses are as presented on Table 4.7

Table 4.7: Availability of a French Room

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>Not available</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings show that 50.0% of teachers said they had French rooms in their schools while another 50.0% said there were no such rooms. This shows that a substantial number of public secondary schools in Siaya County lack French rooms. Teacher E noted that:

"Yes, we have a French room in our school but currently it is being used as a classroom."

Principal D noted that:

"We have to frequently give our French room as a classroom due to the ever growing student population. So the teachers and students have to use the library or labs for classes."
4.6.2 Adequacy of class textbooks

The study sought from teachers whether they have adequate textbooks in their schools.

The results are as shown on Table 4.8.

Table 4.8: Adequacy of class textbooks

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks are adequate</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Textbooks are inadequate</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The findings show that majority of teachers (66.7%) said that they had inadequate textbooks while 33.3% said they have adequate textbooks. This is an indication shortage of textbooks is a challenges facing public secondary schools in the implementation of the French curriculum.

Table 4.9: Students' responses on adequacy of class textbooks

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate French class texts in the school</td>
<td>64</td>
<td>31.0</td>
</tr>
<tr>
<td>Inadequate French class texts in the school</td>
<td>140</td>
<td>69.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>204</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

N = 204

The results revealed that 33.0% of the teachers said they had adequate textbooks in their schools whereas 67.0% of the teachers said that the class texts were inadequate for their
students. The results also showed that only 31.0% of the students said they had adequate textbooks for French. These findings are an indication inadequate textbooks are a challenge facing the implementation of the French curriculum in public secondary schools in Siaya County.

4.6.3 State of Resources for Learning French

The 6 teachers in the study were asked to respond on the availability and adequacy of other resource in their schools. Responses from students in all the schools under study were cumulated and expressed in percentage. The responses are summarized in Figure 4.17.

Figure 4.17: Teachers’ responses on availability and adequacy of other resources

Students rated story books in French and French audio cassettes as being mostly widely available resources respectively. Only 11% of the students said that their schools owned French CDs and DVDs. None of the schools (0%) had internet resources used for
teaching and learning French. The researcher concluded that the students gave varied responses on adequacy of the resources depending on how much they had interacted with a particular type of resource. The results show that most of the resources were available in schools but were few. Research done by Kimaru (1983) on factors that adversely affect teaching of French in Kenya showed that 54.2% schools do not have a library with resources for learning French and the existing libraries were poorly stocked. The researcher observed that the present situation may not have changed and concluded that performance in KCSE could be better with adequate resources. A study done by Gecaga (1985), found that a school with good facilities seems to produce better results than one with inadequate facilities.

The findings concur with Rogers and Richards (2005) on approaches and methods in French language teaching, interviews with teachers of French and observation at the classroom level suggested there were very few French materials or audio visual equipment available. Teachers in the Ashanti districts spoke of bringing in their own cassette recorders on some occasions or allowing the children to watch a French video. Less endowed schools and more rural schools did not mention the use of any teaching and learning materials apart from the textbooks. The researchers only observed very few classroom lesson plans for French and no use of the syllabus to guide teachers of French. Teachers and students interviewed disclosed that they do not have access to the prescribed French language textbooks for 3 to 4 years; the French language textbooks pupils’ ratio was between 1:3 and 1:4.
4.6.4 Number of French Lessons

The study sought from teachers the number of lessons allocated for the French subject in a week. The results are as presented on Table 4.10.

Table 4.10: Number of French Lessons

<table>
<thead>
<tr>
<th>Number of lessons</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>5 and above</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The results show that majority of teachers (83.3%) indicated that they have 4 lessons in a week while 16.7% said they have 3 lessons. This is an indication that most schools have allocated 4 lessons for teaching of French in a week.

4.6.5 Adequacy of the French Lessons

Teachers were asked to state whether the number of lessons per week are adequate to effectively cover the French syllabus. The results are as shown on Table 4.11.

Table 4.11: Adequacy of the French Lessons

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very adequate</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Adequate</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Inadequate</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The findings show that majority of teachers (83.3%) feel that the lessons allocated per week are inadequate while only 16.7% said they are adequate. This is an indication that inadequate time allocated for teaching of the French subject is a challenge facing teachers when implementing the French curriculum. Teacher A observed that:

"French is a language just like English or Kiswahili and needs frequent practice. There is need for more lessons."

These findings concur with Huguet (2010), in a meta-analysis of comprehension strategy instruction for upper elementary and middle school students in Gambia by Huguet (2010), poor quality of teaching coupled with insufficient class time further exacerbates the conditions of French classes and may discourage students even more from continuing to study French.

The researcher, in this study, measured effectiveness of learning resources through the responses provided about its influence on performance in KCSE French. The results are shown in Figure 4.18 and 4.19.

**Figure 4.18: Teachers' responses on the effect of learning resources on performance in KCSE French**

- 33.0% Strongly influenced
- 67.0% Influenced
The results show that 67% teachers opined that learning resources strongly influenced performance in KCSE and 33% felt that resources fairly influenced performance of French in the national examinations. However, the researcher concluded that despite inadequate resources in the school teachers still felt that learning resources had an impact on performance of French at KCSE level.

4.6.6 Influence of learning resources on performance in KCSE

The findings reveal that 106 out of 204 students (52%) of the students said that adequacy of learning resources had a strong influence on KCSE performance of French while 24 out of 204 (12%) of the students thought that resources had no influence on KCSE performance of French. as shown in Figure 4.19.

Figure 4.19: Students' Responses on Effects of Learning Resources on performance in KCSE French
Students’ responses showed that they did not highly rate learning resources as a factor that influences performance in French at KCSE level. These findings are in line with Romiszowaski (1986) who says that a teaching aid (instructional resource) is as the name suggests, a teaching aid. This implies two things, it does not do the whole job, parts of the job are formed by other methods, and usually a human teacher and the aid is administered and controlled by the teacher. The researcher concluded that students felt that their achievement in KCSE French depended on the teacher.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, a summary of the findings, conclusions and recommendations arrived at, as well as suggestions for further studies.

5.2 Summary of the Study

The purpose of the study was to assess the implementation of the French Curriculum in public secondary schools in Siaya County. The study was based on the fact that students joining universities with grade A had (and still have) difficulty expressing themselves in French since these results are usually a reflection of concerted efforts between the learners and the teacher and do not therefore always reflect the true level of communicative competence of the learner. The objectives of the study were to find out determinants of the selection of the French subject by students, establish instruction strategies used by teachers to teach the French, identify challenges facing the implementation of French subject curriculum and to suggest solutions to challenges facing the implementation of the French curriculum.

The study was based on two theories: Gardner’s socio-educational model of language learning motivation and Vygotsky’s sociocultural theory of learning. Gardner’s model is applied to the dependent variable of choice, in this study, while the sociocultural theory is applied to the variable of performance. The study adopted both the descriptive survey design and ex post facto design and targeted 1,300 students and 13 teachers of French.
Two research instruments were used to collect data. They were the questionnaire for teachers of French and students and interview guide for principals. A pilot study was conducted to establish the reliability and validity of the instruments. Both qualitative and quantitative analyses were employed. Quantitative analysis involved derivation of statistical descriptions and interpretation by use of descriptive statistics such as tables, pie charts and bar graphs.

5.3 Summary of the findings

The findings of the study are summarised as follows:

(i) Students do not choose French mainly because of negative attitudes towards the subject due to factors such as perceived difficulty of the subject, strict marking of the subject and aversion to learning three languages in school.

(ii) Students’ choice to study French is a personal decision rather than influence from relatives and peers.

(iii) Students who have chosen to study French are both integratively and instrumentally motivated to do so. This means that they study French both with a desire to make contact with native and second language speakers of French and for utilitarian purposes e.g. further studies in a francophone country. The study established that there was no distinction between the two types of motivation exhibited by the students.

(iv) Translation method was not being used by most teachers as an instruction strategy.

(v) The rote instruction strategy was being used frequently by most teachers.

(vi) Grammar is an instruction strategy used by majority of teachers of French.
(vii) Most teachers have adopted the participatory approach as an instruction strategy when teaching the French subject.

(viii) Most teachers do not use songs as an instruction strategy when teaching French.

(ix) Majority of teachers of French in public secondary schools in Siaya County oftenly use audio visuals as an instructional strategy.

(x) Most teachers of French frequently use read alouds as an instructional strategy.

(xi) This is an indication that shared reading is not being used by most teachers when teaching the French subject.

(xii) Most teachers of French in public secondary schools in Siaya County rarely use guided reading as an instruction strategy.

(xiii) Teachers of French in public secondary schools in Siaya County are not utilising reading in small groups as an instruction strategy.

(xiv) A number of teachers frequently use independent reading as an instruction strategy.

(xv) A substantial number of teachers of French use the chalk and talk instruction strategy.

(xvi) Teachers of French in public secondary schools in Siaya County hardly use individual instruction while teaching French.

(xvii) Performance of KCSE French of secondary schools in Siaya County from 2010 to 2012 was average.

(xviii) Performance of schools in KCSE French may be attributed more to personal motivation of the students than to availability of learning resources and opportunities that students have to use French outside classroom and school.
Most of the schools under study did not have adequate class texts and other resources such as audio and video cassettes, necessary to the teaching and learning of French in school. In addition, none of the schools has embraced the use of modern technology (internet resources) in teaching of French.

There are limited scope of opportunities that students have to use French outside the classroom and school. This greatly hinders proficiency in the language.

5.4 Conclusion

The study has established that a students' choice to study French is largely an individual one, with only few instances where it is dictated by school policy. This research also concluded that performance in KCSE French is influenced more by students' motivation than by adequacy of resources and opportunities to use French outside classroom and school. The also revealed that teachers were using a number of instruction strategies to varying degrees. They include translation method, rote instruction, grammar is an instruction, participatory approach, use of songs, use of audio visuals, use of read alouds, shared reading, use of guided reading, reading in small groups, independent reading and the chalk and talk instruction strategy. Most of the schools under study did not have adequate class texts and other resources such as audio and video cassettes, necessary to the teaching and learning of French in school. In addition, none of the schools has embraced the use of modern technology (internet resources) in teaching of French.

5.5 Recommendations

Based on the findings of the study, the following recommendations were made:

i. The government should introduce a policy where students must study one foreign language during their four-year secondary cycle. A foreign language should be
learnt as much for its cultural value as its occupational value. This may increase the number of students who choose to study French in schools.

ii. The Ministry of Education should provide in-service training for teachers of French on the instruction strategies to use so as to enhance curriculum delivery.

iii. Teachers training curriculum should be modified to emphasise more on various instructional strategies in order to ensure that teachers are better equipped to teach the subject.

iv. The government should encourage the teaching and learning of French in public secondary schools through building of French resource centres in one or two schools in each county. These resource centres should be well-equipped with other learning materials such as French magazines and electronic media used in teaching and learning French. Its purpose would be to introduce an informal environment where students can learn French and to reduce teacher dependence among students.

v. Exchange programmes with francophone countries be increased, even within the African continent. This will motivate students to perform well in French as it will enable interaction with native speakers of the language.

5.6 Suggestions for Further Research

As the setting of this study was limited to seven schools in only one county the researcher felt that a similar study should be conducted in more counties or countrywide for a more dependable result. The researcher also suggests that further research be carried out in Kenya, in the following areas:

i. Factors that influence student interest in learning languages.

ii. Teacher affect in students’ foreign language achievement.

iii. Effectiveness of learning resources in performance of KCSE French.


APPENDIX I

STUDENTS’ QUESTIONNAIRE

Please answer the questions truthfully and the information given will be treated with the confidentiality it deserves. Answer the questions in terms of how well the statement describes YOU. Do not answer how you think you should be or what other people do. There are no right or wrong answers to these statements. For each question, tick only ONE answer.

SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender
   - [ ] Male
   - [ ] Female

2. Please indicate your form/class

SECTION B: DETERMINANTS FOR CHOICE OF THE FRENCH SUBJECT

Only for students not taking French as a subject

3. Which optional subject are you studying? (e.g. Agriculture, Business Studies, Computer Studies etc)

4. Did you learn French as one of your subjects in form 1 and 2?
   - [ ] Yes
   - [ ] No

5. Give reason(s) why you did not choose to study French as one of your subjects?

6. In your opinion, why do a small number of students opt to take French up to form four level? (You are allowed to give more than one reason)

For students taking French

(a) To what extent did teachers influence you decision to choose French as a subject?

Very often 0 Often 0
Rarely 0 Never 0

7. (b) Please explain your answer. .................................................................

..........................................................................................

8. (a) To what extent did your peers influence you decision to choose French as a subject?

Very often 0 Often 0
Rarely 0 Never 0

(b) Please explain your answer. .................................................................

..........................................................................................

9. (a) To what extent did your parents influence you decision to choose French as a subject?

Very often 0 Often 0
Rarely 0 Never 0

(b) Please explain your answer. .................................................................

..........................................................................................

10. (a) To what extent did national language policy influence you decision to choose French as a subject?

Very often 0 Often 0
Rarely 0 Never 0

(b) Please explain your answer. .................................................................

..........................................................................................

11. (a) To what extent did school facilities influence you decision to choose French as a subject?

90
Very often □  Often □  Rarely □  Never □

(b) Please explain your answer.................................

...........................................................................
...........................................................................

Please tick the number that indicates how well you agree with each of the statements below.

1 = Strongly agree  2 = Agree  3 = Disagree  4 = Strongly disagree  5 = No Opinion

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is directly related to my career interests. <em>(where I would be required to use the French language directly)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. To boost my entry points into university/college</td>
<td></td>
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<tr>
<td>3. I have interest in learning languages.</td>
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<tr>
<td>4. I would like to live in France or in a francophone country.</td>
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</tr>
<tr>
<td>5. I would like to travel to France or a francophone country.</td>
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<tr>
<td>6. My parents/guardians made me choose it even though I had no interest.</td>
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<tr>
<td>7. My personal desire to follow in the footsteps of a family member who learnt it.</td>
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<tr>
<td>8. For the pleasure of communicating with French speakers.</td>
<td></td>
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<tr>
<td>9. To make friends or establish contact with those from francophone countries.</td>
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<tr>
<td>10. Admiration for the French language.</td>
<td></td>
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</tr>
<tr>
<td>11. I wanted to do the same subjects as my friend.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Do you have any other reason why you chose to study French that is not captured in the table above? Use the lines below to write down those reasons.
Challenges facing implementation of the French Subject curriculum

13. How many teachers of French do you have in your school? 

14. Is there a French room in your school? 
   - Yes 
   - No 

15. Do you have adequate class textbooks? 
   - Yes 
   - No 

16. State whether other resources for learning French listed below are found and used in your school. Tick the appropriate box.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Many</th>
<th>Few</th>
<th>None at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>French audio cassettes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French video cassettes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story books written in French</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magazines and newspapers in French</td>
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<tr>
<td>French CDs and DVDs</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Internet resources</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. If some or all of the resources mentioned in no. 6 are in your school, how often do you use them? 
   - Always 
   - Frequently 
   - Occasionally 
   - Once in a term 
   - Never
18. (a) How many French lessons do you have in a week?
   o 3
   o 4
   o 5 and above

(b) In my opinion, the number of French lesson are:
   o More than adequate
   o Adequate
   o Inadequate

19. Do you have other opportunities to use French outside your classroom and school?

20. How would you rate your school’s performance in KCSE French in the last three years?
    o Excellent
    o Above average
    o Average
    o Below average
    o Poor
21. In your opinion, to what level did the listed factors may have influence the students’ performance? Tick the appropriate box.

1= Strongest  2= Highly  3= fairly influenced  4= no influence  5= do not know influence influenced

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>1. Teacher personality and style of teaching</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adequacy of textbooks and other learning resources</td>
<td></td>
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<tr>
<td>4. Quality of textbooks and other learning resources</td>
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<tr>
<td>5. Opportunities to use French outside the classroom and school</td>
<td></td>
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<tr>
<td>6. Personal motivation of the students</td>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX III

TEACHERS’ QUESTIONNAIRE

Questions

SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender Male Female
2. What is your highest professional qualification?
3. Did you study French as one of your subjects in the institution named above?
   o Yes
   o No
4. For how long have you taught French?
5. For how long have you taught in the current school?
6. How many years have you taught French in secondary school?

SECTION B: DETERMINANTS OF CHOICE FRENCH AS A SUBJECT

7. (a) To what extent did teachers influence your students’ decision to choose French as a subject?
   Very often
   Rarely
   (b) Please explain your answer.

8. (a) To what extent did your peers influence your students’ decision to choose French as a subject?
   Very often
   Rarely
   (b) Please explain your answer.

9. (a) To what extent did your parents influence your students’ decision to choose French as a subject?
   Very often
   (b) Please explain your answer.
10. (a) To what extent did national language policy influence your students’ decision to choose French as a subject?
Very often ☐ Often ☐ Rarely ☐ Never ☐
(b) Please explain your answer.

11. (a) To what extent did school facilities influence your students’ decision to choose French as a subject?
Very often ☐ Often ☐ Rarely ☐ Never ☐
(b) Please explain your answer.

SECTION C: INSTRUCTION STRATEGIES USED BY TEACHERS
12. (a) To what extent do you use translation method (moving from English to French) in teaching French?
Very often ☐ Often ☐ Rarely ☐ Never ☐
Please explain your answer.
13. (a) To what extent do you use rote method (where pupils repeat what their teachers have spoken and memorize words) in teaching French?

Very often ☐  Often ☐  Rarely ☐  Never ☐

Please explain your answer. .................................................................
..............................................................................................................
..............................................................................................................
..............................................................................................................

14. (a) To what extent do you use grammar and not much communication in teaching French?

Very often ☐  Often ☐  Rarely ☐  Never ☐

Please explain your answer. .................................................................
..............................................................................................................
..............................................................................................................
..............................................................................................................

15. (a) To what extent do you use participatory approaches to teaching French?

Very often ☐  Often ☐  Rarely ☐  Never ☐

Please explain your answer. .................................................................
..............................................................................................................
..............................................................................................................
..............................................................................................................

16. (a) To what extent do you use songs and stories in teaching French?

Very often ☐  Often ☐  Rarely ☐  Never ☐

Please explain your answer. .................................................................
..............................................................................................................
..............................................................................................................
..............................................................................................................
17. (a) To what extent do you use audio-visual materials such as radio and TV in teaching French?
Very often  □  Often  □
Rarely  □  Never  □
Please explain your answer.

18. (a) To what extent do you use read aloud(s) when teaching French?
Very often  □  Often  □
Rarely  □  Never  □
Please explain your answer.

19. (a) To what extent do you use shared reading when teaching French?
Very often  □  Often  □
Rarely  □  Never  □
Please explain your answer.

20. (a) To what extent do you use guided reading when teaching French?
Very often  □  Often  □
Rarely  □  Never  □
Please explain your answer.
21. (a) To what extent do you use reading in small groups when teaching French?

Very often □  Often □  Rarely □  Never □

Please explain your answer.

22. (a) To what extent do you use guided reading when teaching French?

Very often □  Often □  Rarely □  Never □

Please explain your answer.

23. (a) To what extent do you use independent reading when teaching French?

Very often □  Often □  Rarely □  Never □

Please explain your answer.

24. (a) To what extent do you use “chalk and talk” methods of teaching or lecture style of teaching when teaching French?

Very often □  Often □  Rarely □  Never □

Please explain your answer.
25. (a) To what extent do you use individual instruction in teaching French?

Very often ☐  Often ☐
Rarely ☐  Never ☐

Please explain your answer..........................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................

SECTION D: CHALLENGES FACING IMPLEMENTATION OF THE FRENCH CURRICULUM

12. Is there a French room in your school?
   o Yes ☐
   o No ☐

13. Do you have adequate class textbooks?
   o Yes ☐
   o No ☐

14. State whether other resources for learning French listed below are found and used in your school. Tick the appropriate box.

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<td></td>
</tr>
</tbody>
</table>
15. If some or all of the resources mentioned in no. 6 are in your school, how often do you use them?
   o Always
   o Frequently
   o Occasionally
   o Once in a term
   o Never

16. (a) How many French lessons do you have in a week?
   o 3
   o 4
   o 5
   o 6

17. In your opinion, is the number of French lessons adequate? Comment.

18. How would you rate your school’s performance in KCSE French in the last three years?
   o Excellent
   o Above average
   o Average
   o Below average
   o Poor
19. Indicate to what level the listed factors may have influenced the students’ performance? Tick the appropriate box.

1= Strongest  2= Highly  3= fairly influenced  4= no influence  5= do not know influence  influenced

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<tr>
<td>5. Personal motivation of the students</td>
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</table>
APPENDIX IV

INTERVIEW SCHEDULE FOR PRINCIPALS

1. What did you consider before introducing French as a subject in your school? (Probe for influence of available facilities, teachers and physical facilities).


3. What is your school policy on French language as a subject? (Probe for whether it is compulsory and use of the French language for communication in the school).

4. How do you ensure that students select French as a subject in your school? (Probe for career counselling in favour of French).

5. What reasons do students give for picking French as a subject? (Probe for school-related reasons, out-of-school factors and student-related factors).


7. What challenges do you face when implementing the French curriculum? (Probe for availability of personnel, teaching and learning resources and physical facilities e.g French class/lab).

8. What challenges do teachers face when teaching the French in your school? (Probe for workload, availability of teaching and learning resources and physical facilities e.g French class/lab).

9. In which ways is your dealing with these challenges?
# APPENDIX V
## RESEARCH BUDGET

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST (KSHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stationery</td>
<td>5,000</td>
</tr>
<tr>
<td>2. Travelling expenses</td>
<td></td>
</tr>
<tr>
<td>- Consultations</td>
<td>18,000</td>
</tr>
<tr>
<td>- Piloting</td>
<td>2,000</td>
</tr>
<tr>
<td>- Actual Research</td>
<td>3,000</td>
</tr>
<tr>
<td>3. Telephone</td>
<td>2,000</td>
</tr>
<tr>
<td>4. Typing</td>
<td>3,000</td>
</tr>
<tr>
<td>Photocopying and Binding</td>
<td>7,000</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td><strong>40,000</strong></td>
</tr>
</tbody>
</table>
**APPENDIX VI**

**WORK SCHEDULE**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Proposal writing</td>
<td>June – August 2011</td>
</tr>
<tr>
<td>2. Departmental presentation and corrections</td>
<td>September 2011- September 2012</td>
</tr>
<tr>
<td>3. Pilot study and data collection</td>
<td>October 2012 – February 2013</td>
</tr>
<tr>
<td>4. Data analysis and compilation of report</td>
<td>February 2013</td>
</tr>
<tr>
<td>5. Submission of the report</td>
<td>April 2013</td>
</tr>
</tbody>
</table>
APPENDIX VII

LETTER OF AUTHORISATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref: No.  NACOSTI/P/13/0655/156

Christine Achieng Owino
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Choice of and performance of learners in French at Kenya Certificate of Secondary Education Level, Siaya County,” I am pleased to inform you that you have been authorized to undertake research in Siaya County for a period ending 30th April, 2014.

You are advised to report to the County Commissioner and County Director of Education, Siaya County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Said Hussein
FOR: SECRETARY/CEO
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Siaya County.
APPENDIX VIII
RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. CHRISTINE ACHIENG OWINO
of KENYATTA UNIVERSITY, 511-40600
Siaya, has been permitted to conduct
research in Siaya County

on the topic: CHOICE OF AND
PERFORMANCE OF LEARNERS IN
FRENCH AT KENYA CERTIFICATE OF
SECONDARY EDUCATION LEVEL, SIAYA
COUNTY

for the period ending:
30th April, 2014

Applicant's Signature

Permit No: NACOSTI/P/13/0655/156
Date of Issue: 27th November, 2013
Fee Received: Kshs khs1000.00

Secretary
National Commission for Science,
Technology & Innovation