COMMUNICATIVE APPROACH: IMPLEMENTATION AND IMPLICATIONS FOR FRENCH PEDAGOGY IN SELECTED SECONDARY SCHOOLS IN CENTRAL REGION COUNTIES, KENYA

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REG.NO.E83/10758/2007

A RESEARCH THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY

AUGUST 2014

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DECLARATION

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

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DEDICATION

To my wife Magdalene, our children Arthur, Charles and Diana for their love, support and encouragement. Thank you.
ACKNOWLEDGEMENTS

I would like to express my sincere and heartfelt gratitude to the following, who are my supervisors, for their tremendous guidance, support and encouragement in carrying out and writing this research: Professor Agnes Gathumbi, Professor Henry Ayot, and Professor Beatrice Mulala. Their dedication and concern were a great inspiration to me for the completion of this thesis. To my dear colleagues, who in one way or the other were a source of motivation towards the achievement of this work, I sincerely thank you all. Many thanks to all who helped in the editorial work too.

My special thanks go to all teachers, students and Principals of all the schools in Central Province, where this study was carried out. Their wonderful reception and unequalled assistance were doubtlessly from God Himself.

I thank the Lord God Almighty through whose grace and care I was able to manage to get to this point in my studies.
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ABBREVIATIONS AND ACRONYMS

ALM: Audio-Lingual Method
AU: African Union
CA: Communicative Approach
CLT: Communicative Language Teaching
CMC: Computer Mediated Communication
COMESA: Common Market of Eastern and Southern Africa
FFL: French as a Foreign Language
FGD: Focus Group Discussions
FL: Foreign Language
GLL: Good Language Learners
KATF: Kenya Association of Teachers of French
KCSE: Kenya Certificate of Secondary Education
KIE: Kenya Institute of Education
KNEC: Kenya National Examinations Council
L₁: The Learner’s first language
L₂: The foreign language the learner is attempting to acquire
MOE: Ministry of Education
MSF: Médecins sans Frontières
NEMA: National Environment Management Authority
SL: Second language
SLT: Situational Language Teaching
SPSS: Statistical Package for Social Sciences
UN: United Nations
USA: United States of America
VPISU: Virginia Polytechnic Institute and State University
ABSTRACT

Performance in French as a foreign language (FFL) in secondary schools in Kenya had declined since the year 2006. Student teachers entering university to pursue studies in French are finding it more and more challenging to follow lectures delivered in French. Performance by the students in the Form four Kenya Certificate of Secondary Examination (KCSE) seemed to be affected when the format was changed to include testing of communicative competence, in all skills. To rescue this situation, the need arose for the teachers of French to use pedagogical approaches that would enhance communicative competence in FFL teaching and learning. The communicative Language Teaching approach (CLT) had been adopted as a method for use in the teaching of FFL in Kenya. The observation that there has been a decline in performance in French since this change, along with others, implied that there could have been some problem in the implementation and/or application of this approach in the teaching of FFL. This study therefore investigated the pedagogical implications of use of the communicative approach in the teaching of French in the Kenyan Secondary Schools. Specifically the study had the following objectives: (i) To establish activities that facilitate the application of the CLT (ii) Establish teachers’ preparedness in using the communicative approach, (iii) Find out other methods being used to teach French, (iv) Establish the challenges faced by teachers and students of French and how these were mitigated, (v) Establish availability and use of resources for teaching and learning of FFL. The descriptive survey design was used and for the study and the target population of the study were the teachers of French, students and administrators. Ten schools in the Central region counties were sampled for the study. The instruments for data collection were the questionnaire, interviews, observation schedule and Focus Group Discussions. The data of the study were analysed through qualitative analysis methods, while inferential data was analysed using the Chi square. It is hoped that the findings and recommendations of this study will be helpful to the French language curriculum developers, teachers of French and school administrators. The findings of the study showed that there was a marked degree of omissions in the teaching of French, at Form Three level, in relation to use of the CLT. The study also showed that there was a significant difference between the theoretical and practical aspects of the CLT, among teachers. Limitations of resources and time were other causes of ineffective implementation of the method. Recommendations were made to policy makers to consider designing curriculum with, in mind, the factors which made it problematic to implement the CLT fully, for effective acquisition of communicative competence, in FFL.
CHAPTER ONE:

1.0 Introduction

This chapter presents the background of the proposed study. The main areas were: the place of French in the world and Africa; history of French teaching in Kenya; the communicative approach to teaching French as a Foreign Language; factors influencing the choice of French among students in Kenya; language policy and the importance of teaching French in Kenya today. The chapter also includes the following headings:- statement of the problem, objectives of the study, research questions of the study, justification of the study, scope of the study, limitations of the study, significance of the study, assumptions of the study, theoretical framework, conceptual framework and operational definitions of terms.

1.1 Background of the study

1.1.1 The place of French in the World and Africa

French is a national language in 28 countries around the world, (Belchamber, 2010). French represents the second most commonly taught foreign language across the world, after English. According to Virginia Polytechnic Institute and State University (VPISU), (2009); French is spoken as a national as well as official language in 28 countries, and together with English, represents one of the world's two global languages. In Europe for example, French is a national language of several European countries including Belgium, Monaco, France, Luxembourg and Switzerland. French is also an official language of the European
Union. In addition, French is an official working language of many international organizations, such as the International Red Cross, the United Nations and the International Olympic Committee.

Many African countries such as Djibouti, Comoros, Burundi, Benin, Burkina Faso, Cameroon, Guinea, the Central African Republic, the Democratic Republic of Congo and Gabon use French as an official language. French is also the official language of Ivory Coast, Rwanda, Niger, Madagascar, the Republic of Congo, Mali, Senegal, Seychelles and Togo. All of these countries were colonized by France in either the 19th or 20th centuries. An estimated 92.6 million Africans speak French, which makes up nearly half of the French speakers in the world, (Belchamber, 2010). Kenya, as a member of the African Union needs to be able to communicate effectively with these African countries on all issues socio-economic, political and cultural. Consequently, the teaching of FFL readily finds its place within the educational curriculum, in Kenya.

1.1.2 History of French Teaching in Kenya

Teaching FFL in Kenyan secondary schools began, in an organized manner, at independence. In the preceding period, French was taught in some secondary schools, mainly in the urban areas of Nairobi and Mombasa. Even then, only privileged schools taught the subject, mainly for elitist purposes. The reasoning behind this practice was that the local population did not require the foreign language at that time, (Obura 1982).
After independence, the need to plan for socio-economic and political progress for the African became a major preoccupation of the government. In order to facilitate this, several Commissions were put in place to review the existing educational curricula with a view to aligning them with the socio-economic aspirations of the peoples of Kenya. The Ominde Commission was the first of several commissions to be established. It had the mandate to review the education system and consequently advise the government on the implementation of the new educational policies in its findings (Ominde Commission Report, 1964).

For the purpose of international consciousness, French as a foreign language was selected as one of the subjects to be taught at secondary school level of education. This led to setting of the education policy for the teaching of French in Kenya. Since then, FFL is taught not only in secondary schools but also in primary and tertiary institutions as well as in non-formal set-up. For example many refugees and foreign workers of francophone origin are involved in teaching of French to many residents in Kenya today. Kenya being a sovereign nation needs to develop its international communication. Language being an instrument of communication finds its rightful place within the national educational curriculum. Learning of French would play a great role in enabling Kenyans to be able to relate with other peoples, internationally.

It was within this perspective that the Ministry of Education (MOE) adopted the first generation Audio-visual method ‘Voix et Images de France”, a method which
was already in use at that time in several countries, for example Ghana and Nigeria. But soon this method was decried for using a mechanical approach to teaching especially imparting parrot-like and impermanent language skills and neglecting the learner’s potential participation in the learning task,(Obura, 1982).

The rejection of this first generation Audio-visual method gave way to ‘Pierre et Seydou”, (translated: “Peter and Seydou”), another second generation Audio-Visual method of French teaching, which saw the introduction of reading and writing skills in the second month of the first year of secondary education. This method was, however, not any better in ensuring communicative competence on all the skills in FFL learning classes.

Despite all these developments, the learners of French continued to suffer a communication crisis in French. Many could successfully conjugate verbs correctly and show a fairly good aptitude for grammar and syntax. However this was not matched with any corresponding degree of communicative competence across all skills of listening, speaking, reading and writing. With this method, learners could memorize disjointed sentences in French, as well as pronounce them with the correct French accent, due to the emphasis on phonetic correction and the repetitive aspects of the method, (Rivers1982). However, the learners remained unable to hold a discourse of any value with speakers of French. This is

1.1.3 The Communicative Approach to Teaching French as a Foreign Language.

In this study, it was well understood that in Education, 'approach' and 'method' have distinct differences in meaning and reference. However, for the purposes of the same study, the words 'Approach' and 'Method' were interchangeably used to mean method. The reasoning behind this statement was that the CLT was introduced as a method of teaching French in secondary schools in Kenya under this title and is referred to as such in French teaching and learning institutions.

The Communicative approach to foreign language teaching came into being in the 1970s. Then called Communicative language teaching (CLT), in the United States of America (USA), it was born out of reactions to the Audio-Lingual Method. In France this method was christened 'Audio-Visual', and later adopted for teaching of French in Kenya under the Technical and Cultural Cooperation between the two countries. After ten years of use, this method, too, was deemed not effective in the foreign language acquisition process, in learning of FFL in Kenyan secondary schools. (Various methods used in FFL teaching in Kenya, prior to the introduction of the CLT were discussed in detail, in chapter two of this study). Of concern at the time was particularly the need for speedy acquisition
of language functions for specific daily life situations such as shopping, eating in a restaurant and so on.

Communicative Language Teaching (CLT) as an approach to teaching, placed emphasis on the learners’ ability to create meaning rather than developing a myriad of grammatical structures or pronunciation like that of the native speakers. The overall goal of this method is to create communicative competence. Nunan (1991) cites five features which he considers basic to the application of the communicative approach to language learning, as follows;

i) An emphasis on learning to communicate through interaction in the foreign language

ii) The introduction of authentic texts into the learning situation

iii) The provision of opportunities for learners to focus, not only on language but also on learning management process

iv) Enhancement of the learners’ own personal experiences as important contributing elements to classroom learning.

v) An attempt to link classroom language learning with language activities outside the classroom.

Modard (2005) expresses a similar view when he says that in the communicative language teaching, the learner is directed towards communicative competence necessitating the consideration of the situational as well as contextual realities
which revolve around the area of learning in question. The learner therefore would find himself getting involved, orally and in all other skills, at personal level, in the classroom interactions, as he invokes situations as close as possible, to those he may encounter in daily life.

With the advent of the Communicative approach to the teaching of the FFL in many parts of the world, the Ministry of Education (MOE), in conjunction with the Kenya Institute of Education, (KIE) adopted the Communicative approach as a method for the teaching of French in Kenyan secondary schools and Tertiary institutions, albeit belatedly, in 1992. This method had been, and still is, in use in various parts of the world, for example Morocco, New Zealand, China,... and had been received well in those countries; (Pufahl, 2001).

According to the KIE, French teachers who were in the service at the introduction of the Communicative approach, were in-service trained in the use of this method, with the help of the Alliance Française. This institution has been offering to lend a hand in provision of resources for training of teachers, but the results and quality of the training was neither well documented nor monitored since the training universities for teachers of FFL were mostly not involved in the process. Besides, this exercise had not been carried out in a consistent manner, and rarely took place, in spite of rapid growth in numbers of French teachers, all over Kenya, (Ufaransa Leo issue, 2010).
Some of the teachers recruited into teaching of FFL several years after independence, when there was a shortage of trained teachers of French, did not have the necessary qualifications. Indeed one may be led to say that one of the reasons behind the low levels of communicative competence in French, among students, may be traced to this missing in-service training of teachers.

The following objectives were laid out purposely by the KIE, for the teaching of FFL in Kenyan secondary schools: (i) To equip learners with the communicative skills for effective communication where French is required, (ii) to give learners access to oral and written materials in French, (iii) to facilitate further studies in Francophone institutions, and (iv) to promote global peace through the understanding and appreciation of the cultures of French-speaking peoples and through a more positive perception of foreign peoples and their cultures.

These objectives clearly point to the achievement of an underlying objective; that of enabling the learner of FFL to have the communicative competence to attain them, and hence the introduction of the CLT, for that purpose. However, the issue at hand is how well FFL has been taught in schools. For many years the FL teaching profession was engaged in a search for the best way to teach the FL, (Hadley, 2001). One would infer that the common premise behind this search would be to establish an ideal method that would unlock the door to proficiency, for all learners. This would make the learning process swift and effortless. This has not been achieved to date. Nowadays, with the new technologies of
information and communication, the world is changing fast. Consequently, educational systems are experiencing vital changes, both in their paradigm and methodologies. In this respect, FL teaching is still undergoing significant changes, (Mamadou, 2011).

Stern, (1992) affirmed that Communicative language teaching with its emphasis on meaning and communication and its characteristic of learner-centeredness, has served as the dominant approach to FFL teaching for a long time. This approach has been used to teach French in many countries in the world. For example some of the African countries in which the approach has been found successful are Senegal, Rwanda, and Nigeria; (Mamadou, 2011).

According to Lane,( 2000), Communicative competence is one of the key aspects of life amongst human beings today. Consequently, language should be taught in a way that the learner achieves this goal. This calls for use of effective teaching methodologies. To achieve competence in using French as a foreign language, the teaching has witnessed a lot of methodological revolutions starting from Grammar-Translation method to the Communicative method which is currently found to be one of the more effective and most commonly used in the teaching of FFL... for effective communication in the world; (Box, 2003). It could therefore be argued that any infringement on the requirements for the application of the method, could possibly lead to negative outcomes on the part of the learners. This
is what this study was going to endeavour to find out. Besides, the KCSE results in French had been on a downward trend for some time now, especially with the blending of CLT and traditional methods of evaluating candidates in that examination. This too was looked into in this study, in an attempt to look for solutions to this phenomenon. 1.1 shows national performance in French at KCSE level between the years 2007 and 2011.

Table 1.1: National performance in French (2007-2011)

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>6.2</td>
<td>5.7</td>
<td>5.4</td>
<td>4.9</td>
<td>4.7</td>
</tr>
</tbody>
</table>

Source: The Kenya National Examinations Council (2011)

1.1.4 Factors influencing the choice of French among students in Kenya.

For a long time, learning FFL had been perceived by young Kenyans as a means of accessing a world different from the one they were used to, that is, the Anglophone world. In addition there were a myriad of opportunities available to Kenyan French speakers regarding furtherance of their careers in many areas including the diplomatic world. There too, was a prestigious element associated with being able to communicate in French. This notion of French as a prestigious language still persists today. The main reason is that French is one of the most
widely spoken languages in the world after English, and carries with it a culture that dominates a variety of areas, in the world.

Today all that has been said above continue to influence students in their choice of French. There has emerged also, and in a more realistic nature, the need to know French, if one is to be able to work with success, especially in Francophone countries of the Common Market for Eastern and Central African Countries (COMESA) region, and indeed, in the whole of Francophone Africa. Africa is currently working towards integration and the need to be bilingual in a competent manner, is becoming more and more, a necessity. Young Kenyans are taking up this challenge, but some of the problems possibly experienced by French language learners in their attempt to fulfil these dreams were some of the areas of investigation by this researcher. These areas included; (i) time allocated to teaching of French in Secondary Schools, (ii) the suitability of the syllabus used, (iii) the availability and use of resources and (iv), the quality and availability of qualified teachers.

1.1.5 Language policy and the place of French in the Kenya education system

Since independence, French as a secondary school curriculum subject has been taught to an ever increasing student population. While English and Kiswahili are the official languages in Kenya, French remains undisputedly the number one foreign language in the country.
French teaching begins at the first year of secondary education, in those public schools offering the subject. Some private schools offer French from primary school level. The first examination of the subject is the KCSE, which candidates sit at the completion of the secondary school cycle, in Form four. Students wishing to pursue further studies in French, for example those wishing to become future teachers of French, at secondary level, can do so at the university level, provided they have attained the grade c+, in KCSE.

The Wamalwa Report (1972) on Education in Kenya stipulates that the teaching of French should be expanded to meet the increasing foreign language communication challenges to which Kenya was finding herself increasingly exposed. Some of these challenges included additional creation of diplomatic and consular missions overseas, in countries of francophone origin.

Meanwhile the need for French as a foreign language became even more practical as Rwanda and Burundi; two francophone countries joined the Common Market for Eastern and Southern Africa; (COMESA). Kenya today is a major supplier of secondary and tertiary education teachers to Rwanda and Burundi. Many francophone Non Governmental Organizations (NGOs) such as Médecins Sans Frontières (MSF) translated, “Doctors without Borders,” have established their headquarters in Kenya for the East African region.
It is observed that, while there is visibly increasing need for more learning of French in Kenya, the number of hours available for learning the language have been on a dwindling spiral (Owuondo, 2011). Indeed, under the former education system which had seven years of primary education, four years of secondary ordinary level education, two years of advanced level, and three years of university education, also called 7-4-2-3, the average number of lessons per week was 5, while under the new system of education covering eight years of primary education, four years of secondary education and four years of university education, and christened the 8-4-4 system, there are only 3 lessons available for French learning. Besides, the former advanced level study of literature from the French Diaspora, which was a major area for training in communicative competence, was entirely scrapped.

This reduced number of lessons, coupled with the introduction of seemingly not so well understood new method (CLT) by teachers may be, to a large extent, responsible for the falling performance levels in French at the Kenya Certificate of Secondary Education (KCSE) examination, done at the end of four years of secondary education. This formed the basis for the need to carry out an investigation in the area of French teaching in Kenya, and the application of CLT in that process.
1.2 Statement of the Problem

Studies have shown that in the developing countries today, students and their teachers of FFL and indeed, most stake holders in education, including school principals, appear to be more concerned with meeting the examination standards rather than developing communicative competence in the target language, (Drame, 2007). Even when they do so, the performance in the examination is compromised. This seemed to be the case in Kenya, where previous KCSE results in FFL have tended to indicate a decline in performance, since the year 2006, when application was given an upper hand, to include testing of competence in all skills, particularly in the speaking section of the FFL KCSE examination format, (KNEC, 2010).

Additionally, Choka, (2009) observed that at the University level, the majority of students entering university to pursue degree courses involving French as a foreign language, and particularly those wishing to become future teachers of FFL, find it difficult to follow a general lecture presented in the target language.

Furthermore there are teachers teaching FFL in secondary schools within the education system, who may not have been trained in recognized institutions for the training of teachers for FFL. The public universities today also absorb students, not only from public schools, where there is probably a better chance of
quality control of teaching and learning, but also from private schools on which
the KIE and MOE have little say, in terms of quality of education offered.

The in-service training of French teachers is done mostly in an ad hoc manner, by
little known institutions, and in most cases ways of ascertaining the quality of the
process may not be readily available, as the corresponding training tertiary
institutions are rarely involved. This is one of the areas the study was to
investigate, through the teacher questionnaire on training. (Owino, 2007)

The communicative approach has been described as eclectic (Aguilar, 2011). This
implies that if teachers of FFL are not cautious to apply the prescriptive aspects of
the approach to teaching of FFL, there could be the possibility of slipping back
into methods which have already been proven less successful in ensuring
acquisition of communicative competence, among their learners, (Liao, 2000).
This could possibly lead to a degree of incompetence, which could translate into
poor performance by the teachers, which then is transferred to the learners,
leading to poor grades in KCSE French Examinations.

This being the case, a pertinent question one would ask is whether the teachers of
French in secondary school effectively used the Communicative approach to
teach. Given that this approach has been proven useful in ensuring competence in
language, as indicated above, this study established gaps in the FFL teachers’ use,
non-use or misuse of CLT, and suggestions were made for possible address of the issues.

1.3 Purpose of the study

Kenya is becoming an international country, in need of fluent speakers of French, just as in English. This has been necessitated by the following factors: The country interacts with the international world through many international organisations based in Kenya; France and the francophone world have invested in many socio-economic and cultural areas in the country. The creation of COMESA, incorporating several French speaking countries, means that Kenyans need to know French in order to reach out to our new friends.

The effectiveness of the method used to enable Kenyan French learners to acquire communicative competence in French, will depend on how well the method is manipulated by teachers, to lead the learners to that desired end. The major objective of this study therefore, was to investigate the nature of application of the Communicative Approach in the teaching of French and, consequently the pedagogical ramifications of use of the CLT in the teaching of FFL in Kenyan secondary schools, and determine the extent to which teachers of French in secondary schools in Kenya used the CLT in their teaching.

1.4 Specific Objectives of the study

The objectives of this study were to:
i. Find out factors which facilitated the application of the Communicative Approach.

ii. Establish the preparedness of teachers in the use of the Communicative Approach.

iii. Find out if other methods were being used to teach French.

iv. Establish the challenges faced by teachers of French and their students and how they handled these challenges.

v. Establish the availability and use of learning resources for FFL.

1.5 Research Questions of the study

The study endeavoured to answer the following research questions:

i. Which factors facilitated the use of CLT in the teaching of FFL?

ii. How prepared were teachers, to use the Communicative Approach in teaching FFL?

iii. What other methods were teachers using to teach FFL?

iv. What challenges did teachers and students face while teaching and learning FFL and how did they handle the challenges?

v. What FFL teaching and learning resources were available in schools?
1.6 **Significance of the study**

This study will be beneficial to a cross section of stakeholders in the teaching and learning of FFL, including the following:

i) Teachers will be able to reactivate their teaching strategies vis-à-vis the prescriptive aspects of teaching under the CLT methodology.

ii) Teachers will be able to do further study on the theoretical versus the practical aspects of CLT for the benefit of their professional enhancement.

iii) The recommendations of this research will reawaken the teachers' to the necessity of keeping abreast of the latest methodological trends in FFL teaching.

iv) From this study, students of French will find useful information on the prevailing situation in the teaching and learning of FFL in schools in Kenya.

v) The results of this study will help the MOE in planning for effective teaching and learning of French in Kenyan secondary schools, from the recommendations.

vi) The KIE, (today renamed KICD [Kenya Institute of Curriculum Development]) will find this study useful as a means of assessing the effectiveness of the present syllabus for the teaching of French in public secondary schools.
vii) The recommendations of the study will help the Quality Assurance section of the MOE to see the need for regular guidance of teachers in the use of recommended teaching method(s).

1.7 Scope of the Study.

FFL has been taught in Kenya since independence, and various methods and approaches have been used. However, the major concern of this study was the extent to which Communicative Approach was used to teach FFL in secondary schools in Kenya. The study was confined to the Central Province of Kenya which had the diversity of schools on which the study would be focusing. The study would focus on teachers of FFL, their Form three students and school principals. The study sampled 10 secondary schools of which 4 were national, 4 provincial and 2 district.

1.8 Limitations of the study

Besides teachers of FFL and school principals, the study limited itself to Form three students of FFL, who are deemed to have acquired enough French, to be able to respond to questions as well as make value judgements on the various activities they were exposed to, in the process of learning.

Specific limitations of this study were-:
The school teaching time-table was not be able to accommodate the research schedule such that the researcher needed to find out in advance whether it would be appropriate time-wise, to visit the school. Possible environmental barriers such as noise and power failure, which may have interfered with the recording of FGD process, and interviews, were handled after the piloting of the instruments either through telephone conversations with school administration and teachers, or through e-mailing. In spite of these solutions, there were some limitations that could not be fully overcome during the research period such as the following-

i) On two occasions it rained heavily, causing a transport hiccup, and observation of two classes, as well as conducting of two Focus Group Discussion sessions, had to be done in shorter time than anticipated.

ii) In three of the schools the principals were not available being away on other administrative duties and the study had to contend with either HODs or the deputy principal.

In spite of the above issues, the information gathered was enough and there was no need for generalization.

1.9 Assumptions of the study

The following assumptions were made:

i. That the teachers of French in secondary schools had undergone training in instructional methods and had skills to use communicative approach in their teaching
ii. That French in secondary schools was being taught using the communicative approach, as per the stipulations and guidelines of the MOE through KIE.

iii. Those teachers of French had undergone in-service training.

iv. That there were relevant and functional resources available in the schools to enable effective application of communicative approach in the teaching.

1.10 Theoretical and conceptual Framework

The theoretical and conceptual frameworks presented in the study suggest how certain variables interact to ensure effective application of Communicative approach to the teaching of French. The right process of that interaction is important as it determined the acquisition of communicative competence by the learners.

1.10.1 Theoretical Model

In terms of its theoretical concept, the study drew examples from Skehan’s (1989) ‘The good-language learner’ model (GLL) that presented the opportunity to arrive at a conceptual framework, to guide the study in establishing implementation of the CLT and its implications for French pedagogy in selected schools in Central Region Counties in Kenya.
The study drew from the first independent variables of the GLL model, to establish the independent variables for the study namely; The Syllabus, Qualified teachers, use of suitable resources and use of Time.

**Figure 1.1: Good Language Learner Model (GLL)**

![Diagram of Good Language Learner Model (GLL)]

Adapted from Skehan, (1982)
1.10.2 Conceptual Framework

As stated earlier, this conceptual framework was inspired by the GLL model, as seen in Figure 1.1

A functional as well as skill-based syllabus, qualified teachers, suitable resources and adequate time allocation, are the basic independent variables which come into play to ensure acquisition of communicative competence by the learners of FFL. The intervening variable is the effective application of the communicative approach in the teaching of FFL. Figure 1.2 is a graphic representation of the conceptual framework for this study.

The successful application of the communicative approach to teaching of FFL is dependent on the knowledge and competence of the teacher. Modard (2005) referring to Besse,(1985) states that teachers of French using this method need to have a good knowledge and capacity to organize the large quantity of morpho-syntactic structures in grammar in order to be able to select appropriate resources, including production of authentic documents that can withstand the rigours and demands of the learner. Furthermore they need to have the capacity to manipulate these structures in an effective manner, within the confines of allocated teaching time, all the skills of language learning i.e.; listening, speaking, reading and writing. These have been presented in this study as the intervening variable under the heading ‘effective use of the communicative approach’. The teacher would need enough time and relevant resources, to achieve his goals, while the syllabus would have to allow the necessary content, for the attainment of the desired outcome.
Figure 1.2: Conceptual Framework of effective application of the Communicative Approach

Independent Variables
- The syllabus.
- Qualified teachers.
- Use of suitable resources.
- Time

Intervening variable
- Effective use of the Communicative Approach.

Outcome
- Acquisition and Competence in French Language by learners.

1:11 Operational definitions of Terms

Affective reactions - All the reactions of a psychological nature, in FFL learning

Approach - A way or method of learning FFL

Aptitude - Ability and willingness to learn a new language-French

Bilingual - A person who has the capacity to communicate fluently in two languages that is, English and French, such that the native speakers will understand him.

Brain storming - Quick mental exercise usually at the beginning of learning activity, aimed to put the learner into better learning mood.

In this study it denotes the process of finding out the level
of knowledge, especially on lexis on a given speech act, in French.

**CLT** - This term has been used to denote both Method and Approach to teaching French as a Foreign Language in Kenya.

**Cognitive style** - Interested mainly in delivery of knowledge and facts in French large classes.

**Communicative competence** - The degree to which a communicator’s goals are achieved through effective and appropriate interaction. In this study it will denote the ability to communicate in French and get relevant feedback from the interlocutor.

**Conversance** - The state of being able to know, understand and conceptualise the use of key dos and don’ts in the teaching of FFL using the CLT.

**Francophone situation** - An environment in which French as a native or second language is spoken

**Dramatization** - The physical manifestation of role play in learning French. In this study it will denote learners’ ability to act out a learning situation.

**Generalization** - A simple mechanism created by the learner, which allows him to understand the more complex aspects of the grammar of the French language.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Interlocutor</td>
<td>The other person with whom one is having a conversation in the French class.</td>
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<tr>
<td><strong>Language of Instruction</strong></td>
<td>The Language accepted officially for use in teaching in various levels of formal education in Kenya.</td>
</tr>
<tr>
<td><strong>Language acquisition</strong></td>
<td>The process by which the learner manages to know a language.</td>
</tr>
<tr>
<td><strong>Learning Process</strong></td>
<td>The means by which the learner of FFL gets to know and use information.</td>
</tr>
<tr>
<td><strong>Learning Strategies</strong></td>
<td>The art of managing learning in order to maximise on French Language acquisition.</td>
</tr>
<tr>
<td><strong>Linguistic competence</strong></td>
<td>The capacity of the learner to understand the various grammar rules, morphology, syntax, semantics and phonology of French as a Foreign language.</td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td>A researched and accepted way of teaching and learning of FFL.</td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td>The totality of all factors, conscious or unconscious, which oblige a learner to have a certain</td>
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attitude a certain attitude or willingness towards the learning of the foreign language.

Official Language
- The language accepted for use for administrative purposes in Kenya

Performance
- The capacity of the learner to show proficiency, in all language learning skills.

Speech Act
- In French as a Foreign Language learning, a speech act is an utterance, which contains an act in itself. For example, 'pardon' (sorry), is an act of expressing regret or remorse, 'garcon!' (waiter!), is an act of drawing the attention of the waiter in a restaurant.

Role Play
- Assuming and playing the part of another person or thing, within a dramatized format, in FFL learning.

Sheng
- Is a colloquial form of communication in Kenya, which has not yet been institutionalised as a language, but nevertheless widely spoken and popular with the youth; an amalgamation of English and Kiswahili.

Simplification
- The process by which the learner can reduce the more complex grammar rules into more simpler ones, in
order to enable him to express himself on the biggest range of areas possible.

**Simulation**
- The psychological and emotional manifestation during dramatization, in French as a foreign language learning.

**Teaching strategies**
- Are adopted personal methods of teaching by the teacher to maximize learning in the classroom.

**Learning Strategies**
- A way of learning French that the learner establishes for himself in order to maximise his learning and acquisition of communicative competence.

**Target Language**
- The language the learner aims to acquire in a formalized situation.

**Transfer**
- Use of $L_1$ grammar rules, (English) when learning $L_2$, (French).
CHAPTER TWO:
REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviewed literature on a variety of issues related to the study. The focus of the review was on the research already carried out and the scholarly work presented in books and journals as well as work in the internet. In this respect, the following areas were discussed: The nature of communicative competence; review of the Audio-Visual method and its impact on FFL teaching and learning in Kenya; The teacher's role in using the Communicative Approach; The Communicative Approach: challenges and problems; and conclusion.

2.1 The nature of Communicative competence

Communicative competence is a term coined by Swain (1980), to explain the degree of linguistic ability of a language learner in the process of language acquisition and use. Today this type of communicative competence has led to discovery of three other types involving assessment of sociolinguistic appropriateness, maintenance of coherent discourse and adjustment to interactional demands. These latter forms of communicative competence were incorporated into the CLT.

According to Richards, (2010), Communicative competence in Foreign Language learning involves the following abilities, on the part of the teacher and the learner;

a) Knowing how to apply language for a variety of purposes and functions
b) Being able to vary use of language depending on setting and participants
c) Having the ability to produce and understand different types of texts
d) Being able to maintain communication even when limited in one's knowledge of language

In this definition Richards seems to imply that all the four skills of language learning have to be taken into consideration, in using the communicative approach to teach the FL. Furthermore, one has to have acquired enough ability in lexis, syntax, phonology and semantics in order to perform, (en.wikipedia.org/wiki/communicative-competence).

In addition to the above, a learner has to be able to know the kind of language to use when in a variety of settings, that is ability to choose correct language for formal and informal situations, especially in speech. Conversely, the learner should be able to differentiate when language is used formally, and the underlying meaning in terms of seriousness, urgency et cetera. He should also be able to appreciate when informal language is used with the underlying tones involving casualness, humour et cetera.

In writing skills, the learner ought to be able to know how to write different texts in terms of format and language use. Texts such as narratives use different formats from reports or interviews. The learner should also be able to hold a conversation, within a given situation such that he will be understood by native speakers, even though his language and linguistic competence may not be at par with that of a native speaker.
2.2 Review of methods used to teach French as a foreign Language

2.2.1 The Grammar-Translation Method

The Grammar-Translation Method was originally used to teach Latin and Greek. Its main purpose was to give students the capacity to access and appreciate great literature while helping them to understand their first language better, through extensive analysis of the target language and translation, (wartawarga.gunadarma.ac.id/2010/02/the-grammar-translation-method-2/)

The grammar-Translation Method had the following characteristics:

i) Rules of grammar were firstly learnt along with vocabulary lists related to the reading areas of the lesson. These lists were presented in a bilingual manner. The teacher had to explain in detail all the grammar rules including the irregular aspects of the grammatical elements therein.

ii) Instructions on the translation process were then given to the learners.

iii) The understanding of rules pertaining to translation was tested through the translation exercise. If students could correctly translate the passages from target language to vernacular and vice versa, then they were deemed to have learnt the language.

iv) The use of dictionaries was allowed in these translation exercises.

This method had its weaknesses. One of its great weaknesses was that the Grammar-Translation Method totally ignored oral proficiency, a major component of language teaching (Hadley, 2001). There were very few
opportunities for listening and speaking although passages and sentences for reading and listening purposes were, unfortunately, supposed to fulfil this function. Most of the time in class was used Explaining grammar and vocabulary, as an end in itself, rather than speaking the language, much to the disadvantage for the students, who had the need for oral proficiency. The push for communicative competence in the FL was so urgent that it did not take long before the direct method was created.

**2:2:2. The Direct Method**

The Direct Method was born out of the idea that one learns language by listening to it in large quantities. According to Coady and Huckin (1997), the main qualities of the Direct Method are:-

i) The entry point in a lesson presented in this method is naming of the objects within the classroom, leading to situations.

ii) The main resources are visual elements depicting life in the target language country, and explanation is often in the form of paraphrases while translation is totally discouraged.

iii) Grammar is learnt through practice and not specific grammar lessons.

iv) Pronunciation in a correct manner is emphasized and the phonetic system is incorporated into the explanation of sound differences.
v) At the beginning of learning, students are allowed to listen to simple conversations involving use of full sentences they can easily use especially in question-answer discourses.

vi) The use of translation and dictionaries is discouraged.

The main drawback in this method is that students used a lot of time answering the teacher's questions which led to less personalization. Little correction in grammar and absence of structured situations led often to inaccurate or false fluency, and consequently no communicative competence as has been described earlier in this study. For the purpose of more interaction with, and amongst the learners, the Audio-Lingual Method was created. This method was christened Audio-visual method in France, by CREDIF, an organisation in France which is responsible for research and studies aimed at programmes for the teaching of French in the world. This method was therefore introduced into Kenya as Audio-Visual Method, and was part of French government efforts to diffuse the teaching of FFL into Africa particularly the newly independent Anglophone countries.

2.2.3 The Audio-visual method and its impact on FFL teaching in Kenya

The Audio-Visual method of teaching FFL was introduced into Kenya in the 60s immediately after independence. Also christened SGAV, (Structuro-globale-Audio-Visuelle), its aim was to diffuse the French Language world-wide mainly
for speaking purposes. According to Muyskens (1998), the following are the general characteristics of the audio-visual method:

1) To give the learner the same language ability as that of the native speakers.

2) Mother tongue is forbidden in all forms, in the class.

3) Learning is stimulus-response based.

4) There are no explanations at the start of the course, and drills are mainly the driving force in language learning.

5) Listening, speaking, reading and writing should be the order in which learning takes place.

The Audio-Visual method did not manage to give the learner the anticipated language ability as that of the native speaker, or understand them, when they talked between themselves or in the media, (Germain, 1993). This is one of the reasons behind the adoption of the CLT by the MOE, in Kenya. The Audio-Visual method was abandoned for the CLT for a variety of reasons.

It did not envisage writing, (Owuondo, 2011), but encouraged only memorised speech lines. Furthermore, the learner was hardly given any chance to move away from the mechanical presentation-repetition-explanation-memorisation cycle, to produce his own meaningful conversations other than sentences devoid of any wholesome meaning, as a unit. These memorised lines were not consciously pegged to any specific speech act, as we know them today, under the CLT. They therefore did not present any tangible way of handling the cultural dimension in
FFL learning, which is important today, to the process of language acquisition and competence. Owuondo(2011), therefore seems to use the term “speaking” to mean just that, literally and not “speech” and “speech act” as used, in the communicative approach. The Audio-Visual Method had earlier been elaborated in the United States under the name Audio-Lingual, but had been criticised for encouraging parrot like learning of phrases, which did not help learners to acquire any significant degree of communicative competence, in French.

By the 90s, most learners of French in Kenya, were therefore able to pronounce French more like the native speaker, but hardly able to carry on a conversation on a specific area. This led to the MOE, with the advice of the KIE and the Inspectorate of French, (today christened Quality Assurance), to adopt the communicative approach as a method of teaching FFL in Kenyan secondary schools.

2.3 Features of the communicative approach.

The first consideration would be the class activities that typify the Communicative Approach. Blumfit, (1984) encouraged the need for activities to give fluency to the learners. In his view, such activities would help learners to produce and understand items which they gradually acquire during learning sessions which are focused on linguistic form or ‘accuracy work’. Modard, (1990) in his teaching manual “Aspects of Methodology in the Didactics of French as a
foreign language" outlined actions and activities which the teacher of French as a FL needs to incorporate into his Communicative Approach- based FFL teaching program. The key actions prior to starting teaching are:

i) Identification of learning groups based on age and purpose

ii) Needs analysis and expectations of the learner;

iii) Analysis of the teaching and learning manuals;

iv) Definition of the Learning Objectives.

The continuous teaching process requires the teacher to involve his learners in the following activities, incorporated into the normal skills of listening, speaking, reading and writing: role play; simulation; brain storming; activities involving reapplication of already acquired communicative linguistic competence; dramatization; case study; debates; games; narration; micro dialogues; guided oral production.(Ozsevik,2010)

The second consideration is the Speech Acts. Speech Acts refer to words and utterances which have a causative effect on the physical world. In the KIE Secondary School French syllabus, and according to Modard (1990) it is clearly stated that...it is vital for any FFL learner to both master and correctly use grammatical structures and lexis..., which are common to the speech act he is trying to perform in. Since language is a vehicle of communication, grammatical structures and vocabulary should only be taught within a communicative situation. Speech Acts and grammar constitute the learning/teaching of the skills.
The Speech Act seems to be the item around which all the required components for communicative competence are built within the CLT lesson. For this, Moirand, (1982) gives the components as follows:

i) A linguistic component

ii) A discursive component

iii) A referential component

iv) A socio-cultural component

Moirand (1982) stipulates that if these components are put into consideration and interacted properly in the teaching of language, the competence in the target language is ensured. Closely related to Moirand view is Mason’s, (2001) point of view which states that language being functional, speech acts can be classified under the following categories:

i) Representatives: language is used to describe a state of affairs, for example, a news item on the radio, a comment on the weather.

ii) Directives: Language is used to put the listener under an obligation to act in a certain way in the future - e.g. a command or a request.

iii) Commisives: Language is used to contract an obligation on the part of the speaker to act in a certain way in the future, for example, a promise or an offer, and
iv) Expressives: Language is used to express a psychological state for example a declaration of love, an apology or congratulation.

For effective use of language in different contexts, Mason asserts that the foregoing described components must be put into consideration.

The Communicative syllabus is perhaps another important component one has to consider for effective application of the Communicative Approach in teaching of French. This requirement to justify communicative competence has commitment implications for the teacher and the learner. One corollary is that if we stress the social nature of language, then the speaker, as social actor, is central. From the point of view of FL learning, this means that the characteristics of the learner, his aims and needs, are of paramount importance, for if language is a tool-kit, then we need to know what it is to be used for, and it is only the learner himself who can, in the end determine this.

The implication here is that a communicative approach will begin with an analysis of the needs of the learner, and that this analysis will be carried out in consultation with him. Furthermore, one can imagine that as the learner's competence grows, so the learner's needs will expand and change. This implies that the teacher needs to maintain an open dialogue with the learner, to listen to him/her constantly in order to adjust the teaching to the changing needs and priorities.

In the Kenyan context, Speech Acts lists in the syllabus are put into consideration in all levels in secondary schools. Teachers are advised to consider presenting them to the learners in hierarchical order, from simple to complex. This means
that the French syllabus embraces characteristics of communicative syllabus. In this sense, the syllabus creates a favourable environment for the application of the Communicative Approach.

2.4 The Communicative approach: challenges and problems

The CLT developed, as already indicated earlier in Chapter one, as a result of several factors, according to Berard, (1991).

Firstly, criticism of both the Audio-oral and Audio-Visual methods at both theoretical and practical levels meant there was no method that could ensure acquisition of oral proficiency for learners. Secondly, new approaches to establishing learner needs could not be incorporated into the structures of the earlier methods, and thirdly, new methodological developments which introduced other principles in the general lesson progression, use of different techniques and documents.

The introduction of The Communicative Approach (see description of this method in chapter one), as a method for the teaching of FFL in Kenyan secondary schools, in 1990 was met with both enthusiasm and awe, at the same time, by teachers of French and the French teaching fraternity. Many teachers had never had prior knowledge of this method although by then it had been in use in quite a number of countries for some time, for example Turkey, United States, and Spain (Mamadou, 2011).
Despite the joy of adopting the communicative approach in the teaching by the Kenya educators and in spite of the fact that since the adoption, the Government had made some effort to review the curriculum, the extent to which the communicative approach had aided learners in the acquisition of communicative ability in French appeared yet to be established. While looking at merits of the communicative approach, Owuondo, (2011), indicated that all skills of FFL learning are introduced at the same time, at the beginning of the secondary school cycle in Form one. What she did not explore was how these skills were introduced and carried out, whether indeed; time allowed coverage of the content required to attain all the competencies, including the socio-cultural, besides writing. Similarly Kangethe (2006) indicated that the time consecrated to classroom oral practice, in Forms three and four was not sufficient to allow learners to acquire competence in FFL. Again there is no clear indication on what can be done to address this issue or how the teacher, within the context of the CLT, can ensure better acquisition of communicative competence. This study aimed at establishing some of the possibly unnecessary excesses in the use of time the teacher could avoid in the FFL class and ensure maximisation of opportunities available to bring out the best in each learner, faced with any possible challenges in the learning of FFL today in Kenya secondary schools. Chang (2010), reports that instructions in FL teaching were still based on traditional approaches. If this late in the day, after the introduction of the communicative approach, teachers were still slipping back into yesteryear methodology, then there was a need to address this problem.
Furthermore Chang, (www.ccsenet.org/journal/index/clt/.../7603), says that even if policies and curricula support the adoption of CLT, only the classroom teachers can decide what really happens in their classrooms and therefore it was essential to learn the teachers’ views regarding the implementation of CLT. While it is indeed in order, to seek the views of teachers, as this researcher did, it is additionally necessary to point out that any teaching methodology presents itself to its users accompanied with a certain measure of prescription. Therefore, in the process of trying to find out factors facilitating the use of CLT, it was necessary for this researcher, to assume that teachers had been trained in CLT, for purposes of standard classroom observation.

Studies done in China on willingness of teachers to adopt CLT in FL teaching indicate that prior to the introduction of CLT, in 1992, 87% were using grammar traditional methods, with very unsatisfactory results, Liao(2000). Furthermore majority teachers did not adopt the method immediately mainly because they were coerced into accepting it by a rather dictatorial system. To date, no research has been carried out in Kenya to determine whether teachers have embraced the CLT as the best way to teach FFL. Besides, Liao (2000) adds that at first, many teachers have a tendency to accept CLT with enthusiasm, only to revert back to older, less effective methods. The fact that KCSE examination results in French have been declining over the last few years could mean that perhaps teachers have
not embraced the CLT as prescribed. This study addressed the possible use of other methods and the resulting repercussions on the current situation prevailing in FFL teaching, in Kenya.

According to Drame (2004), Foreign Language teachers in Senegal accept the CLT as a better method for achieving communicative competence, more than other more grammar- based traditional approaches. The teachers had problems grasping and applying fully, all the requirements of CLT, due to what Drame calls poor activity design. The teachers’ poor working conditions did not help matters either, and this tended to exacerbate the already poor use of the CLT, leading to teachers’ blending of CLT with traditional methods, as they doubted the success of their learners in national examinations. As has already been stated, the challenges with which teachers may be faced, in Kenya, in the implementation of CLT have not been researched on. This is one of the reasons why this study was crucial to the FFL teaching fraternity, in Kenya.

In Uganda, according to Kangethe, (2006), learners’ participation in the FFL class is reduced to listening, reading class textbooks aloud or silently, answering the teachers’ questions or doing exercises from the textbooks. This is one of the weaknesses of teaching FFL in schools today in Kenya as well. However, Kangethe does not suggest activities that the teacher may lead learners into, in the way of developing communicative competence among them. This study will try to establish these other activities, as well as how they are carried out inside the classroom by both teachers and learners of FFL, and to what degree
they are effective in helping the learners to develop their communicative competence, as well as what impediments may lie in the path to achieving this goal.

The use of information technology is becoming more and more a necessity, for the teaching of FL. In his article on Computer Mediated Technologies for teaching, Foreign Languages, Lafford, (https://calico.org/memberBrowse.php?) says that in terms of learning and teaching, students are ready to take more advantage of the internet than schools are. Teachers must therefore...leverage the interest towards positive CMC, to acquire the target language. It was not clear whether indeed the use of communicative technology in the teaching of FFL in secondary schools in Kenya had been instituted, and if so, whether there was adequate supply of learning equipment to satisfy this need. A study in this area, to establish availability and adequacy of resources, would probably yield some interesting results.

Besse, (1985) says that the Communicative Approach brought in new concepts in language learning, which did not exist until its introduction. These include-:

- The acceptation of translation into $L_1$, as opposed to earlier methods such as the Audio-Visual.

- The reintroduction of grammar rules and explanations since learning involves cognitive processes which the learner himself has to control depending on the content being learnt.
2.5. Practices in Good Teaching

The methods preceding the CLT had their positive as well as negative points as far as the acquisition of communicative competence was concerned.

Although the Audio-visual method was aimed at developing a communicative competence in spoken French, it did not entirely attain this objective for the following reasons, as outlined by Germain, (1993).

-Lack of authentic learning materials, for example reading texts, which did not depict life as lived by the native speakers, but artificial in the sense that they were fashioned to contain only basic French, without considering the appropriateness of the language used, particularly with regard to situation and context.

-The notion of Basic French on which the Audio-visual method based its choice lexical items goes against the generative aspect of language development. Words such as se peigner (to brush ones hair), not used in daily spoken French today were in the lists whereas words such as informatics were left out altogether.

The Communicative Approach seems to place the needs of the learner at the forefront in the lesson progression. At the start of the lesson, some form of brainstorming is encouraged as a way of getting the learner to start from the known, especially in the area of necessary vocabulary. Exercises in response to simple questions involving simple situations are encouraged. In a new topic, involving a variety of lexis, the learners are introduced, through discovery, to the
new lexis beginning with what they already know. This is one of the examples where translation is applied, particularly with beginners. The idea here is that learning a language is not an end in itself but rather a means to being able to do things with it, for example, shopping. Modard (2005).

The typical CLT-based lesson envisages three developmental phases. The first phase involves the introduction of the tasks to be accomplished in the lesson. No longer is the learner led by gestures to get to know what he is learning, as was the case with the Audio-visual methods. He is told what he will be able to achieve by the end of the lesson. This allows him to decide what lexis he needs to bring into the topic in order to "function" fully in the next phase.

The next phase therefore involves the learner in a process of active participation in understanding and producing, or playing out, the task in question, having been fully guided by the teacher, on lexis, as well as the socio-cultural attitudes that go with it. It is a phase where the teacher plays the role of animator; answering questions, if need be, in L1 that the learner may have, in order to successfully carry out his task to termination, Nunan, (2003).

In the last phase, the learners will have been in their focus groups and will have found a solution to the task they will have chosen or been assigned by the teacher. In this phase, the acquisition of lexical items and certain language mechanisms
are exercised within situations which learners are encouraged to make as authentic as possible. Each member of the focus group will have been enabled to have a chance to participate in the production phase, within the structure of the task, through the teachers' guidance.

This phase allows the learner to solve the task both at personal as well as at group level allowing him to personalise his expression, if the activities within each task are diversified enough. This seems the basic notion in applying the CLT for acquisition of communicative competence.

In conclusion, Savignon, (2003), asserts that the term "communicative competence" characterizes the ability of the classroom language learner to interact with other learners, to make meaning of what they say, as distinct from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge. That is what the CLT aims to achieve, in a normal FFL learning class.

2.6 Summary of review of the literature

Taking into account the literature reviewed in this chapter, one would rightly infer that teaching a foreign language like French demands that one considers several factors. One of the factors is that the teacher of the foreign language must be well equipped with skills to use the conventional and the most effective approaches and methodologies. In addition, the school or institution must support the provision of relevant resources and creation of supportive atmosphere for
learning. The curriculum must also be suitable to allow flexible teaching and learning. In terms of helping the learners to become competent in the target language, the teacher must understand the use and usage of the foreign language. The use here means the ability to produce correct sentences and in general have acceptable level of communicative competence, in FFL. It also means manifestation of the linguistic system... and the usage which is the ability to apply the knowledge of the rules, for effective communication in the performance of various functions.

In view of this, the Communicative approach appears better placed to accommodate learning processes necessary for better acquisition of communicative competence, than other approaches previously used for teaching FFL, in Kenya. Adoption of this approach, would therefore, lead to better acquisition of the French language. The unfortunate bit is that in Kenya, this approach was adopted to teach French in 1990 but, as pointed out earlier in chapter one, the students were not performing well especially in the final Form four KCSE examinations, (Choka 2009). One was, therefore, left to wonder whether indeed teachers in our secondary schools were applying the Communicative Approach in FFL teaching, in the sense described in this section of the literature review. In summary therefore, the major gap which this study would endeavour to bridge, was whether teachers were using the Communicative
approach, in teaching of FFL, and consequently give necessary feedback to all concerned, for purposes of implementation, if need arises.

The following chapter dealt with research design and methodology for this study.
CHAPTER THREE:
RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction
This study was aimed at investigating the nature of the Communicative Approach, its implementation and consequent implications on French pedagogy in selected secondary schools in The Central Province in Kenya. It describes the methodology used in this research, and covers the following sections: research design, location of the study, description of the target population, sample of the population and sampling techniques, description of research instruments, piloting data collection procedures and data analysis.

3.1 Research Design
This study used the descriptive survey design and applied the descriptive method for the presentation of data. Descriptive survey attempts to describe characteristics of subjects or phenomena, opinions, attitudes, preferences and perceptions of persons of interest to the research (Bell 1993). Furthermore, a descriptive survey aims at obtaining information from a representative selection of the population and from that sample the researcher is able to present the findings as being representative of the population as a whole, (Mugenda and Mugenda 1999). Viewed in this context, this method was appropriate for gathering of information concerning the implementation of the communicative
approach, and the implications of that implementation on French pedagogy, in selected secondary schools in Central province of Kenya.

3.2 Variables

Kombo and Tromp (2009) define variables as attributes or qualities of the cases that we measure or record. Creswell (2012) defines a variable as a characteristic or attribute of an individual or organisation that a researcher can measure or observe. That attribute varies among individuals or organisations studied. He further adds that variables are the key ideas that researcher seeks to collect information on, to address the purpose of their study. In this study, there were two variables, namely; dependent and independent variables.

3.2.1 Independent Variables

According to Creswell (2012), an independent variable is an attribute or characteristic that influences or affects an outcome. In this study there were four independent variables namely, syllabus, teacher qualification, resources and time.

3.2.1.1 Syllabus

The researcher investigated, through use of the various research instruments outlined later on, the availability of syllabi that were tailored to lead to efficient application of the communicative approach. The researcher sought to find out
whether the syllabus was up to date, and whether it was in tandem with Kenya Institute of Education (KIE) requirements.

3.2.1.2 Teacher qualification/ ability

Besides, the researcher investigated the qualifications of the teachers. He attempted to find out what level of training they had acquired on the use of communicative approach, how prepared they were, to implement the CLT as stipulated by the French syllabus, what problems they encountered in their use of this method, and how they solved the problems.

3.2.1.3 Resources

The study sought to establish what resources were available for the teaching of French, to facilitate teaching and learning using the communicative approach. At the same time, the suitability of these resources as tools for enhancing communicative ability in French was also investigated.

3.2.1.4 Time

Time is an essential element in the facilitation of any study. Consequently, the researcher sought to find out how much time was allocated to the French lesson, knowing the objectives of the syllabus. The repartition of time within the lesson progression was also investigated. For example, it sought to find out how much time was spent on negotiation of meaning, how much time was allowed to
learners to participate in learning activities, such as role plays, simulations, and negotiation of meaning.

3.2.2 Dependent Variable

According to Kombo and Tromp, (2009), there is, usually, only one dependent variable. It is the outcome which the investigator is attempting to predict. In this study, the researcher was seeking to establish to what extent communicative competence and acquisition of French among students in secondary schools in Kenya, was attained, through implementation of the communicative approach by teachers of French, and their learners.

3.3 Study Locale

This study was conducted in Central Region, in Kenya. The Central Region was one of the Former eight Provinces of the Republic of Kenya, before the new constitution, which established counties. Central Region bordered Rift valley to the West and North, Eastern Region to the East and Nairobi to the South. The region has an area of 13,220 km². Using the National Environment Management Authority (NEMA), (2006) geographical demarcation, the Central Region is made up of five administrative counties namely; Kiambu, Kirinyaga, Murang’a, Nyandarua and Nyeri (see Appendix 5). The Central Region has some of the oldest schools with a long history of teaching of the French language on a continuous basis. In addition it had all categories of secondary schools offering French
ranging from national, provincial to district schools. These schools were accessible to the researcher and this enabled quick and effective collection of data for the study. Another major reason why Central province was picked for this study was that apart from the Rift valley and Nyanza provinces all the rest of the other provinces in Kenya either had no national schools offering French or were lacking in sufficient provincial or national categories of schools envisaged for the sampling of schools for this study. Nairobi had five national schools teaching French but did not have district schools offering the same. Nyanza had only one national school namely Maseno High School. The Rift Valley was the largest province and though having six national schools and all other categories of provincial, and district schools, was not selected for this study due to the fact that some of the schools were far apart and the researcher had only a limited period in which to collect the necessary data.

3.4 Target Population

This study targeted public secondary schools offering FFL in national, provincial and district schools in parts of the Central Province of Kenya. This province had 49 of the 358 secondary schools offering FFL in Kenya. This represented 14% of schools offering French in the country. The province had both public and private secondary schools. The public secondary schools are ranked in form of National, Provincial, and District schools. There were a total of 16 public secondary schools offering French: 6 national, 8 provincial, and 2 district schools. These
schools were sampled for the study. The number of teachers teaching French in this province was 32 and which constituted 9% of the 350 teachers teaching French in the country. The total population of students taking FFL in Form 3, in the province, was 201 which formed 10% of the total of 2,150 in the country. For the purpose of in-depth information and to control some of the external variables, this study targeted only the public secondary schools. The schools receive resources and teaching staff from one source; that is the government, through the TSC and the KIE respectively, which created some sort of homogeneity. This was a nurturing aspect for the kind of in-depth data required for this study. It was envisaged that the targeted population would give important information for the purpose of the study.

3.5 Sampling Procedure and Sample size

A research sample is a selected group from the targeted population on which information is obtained, (Fraenkel and Wallen, 1993). Sampling is the process of selecting individuals for a study; (McMillan and Schumacher, 2001). For the purpose of this study, stratified sampling technique was used in order to ensure that the respondents were favourably represented. Therefore, schools were stratified into National, Provincial, and District categories. Students were stratified into Boys or Girls categories. The stratification was not for comparative purposes, but rather for equal gender representation, as shown in table 3.1 below.
Table 3.1: Sampling Grid for Schools, Teachers and Principals.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Number of schools</th>
<th>Sampled schools</th>
<th>Teachers sample</th>
<th>Principals sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>National</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Provincial</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>District</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Kenya Association of Teachers of French (KATF)
Table 3.2: Sampling grid for students in Form 3, for FGD groups, from sampled schools

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of schools</th>
<th>Number of students in Form 3</th>
<th>Number of sampled students</th>
<th>Number of FGD groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mangu High School</td>
<td>10</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Alliance High School</td>
<td>36</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Limuru Girls’</td>
<td>12</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Maryhill School</td>
<td>28</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>Thika High School</td>
<td>6</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Kerugoya Boys</td>
<td>8</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>Kerugoya Girls</td>
<td>8</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>Kiriaini Girls’</td>
<td>21</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Ithanga Secondary</td>
<td>8</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>Kijabe Girls’</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>140</td>
<td>109</td>
<td>18</td>
</tr>
</tbody>
</table>

From Table 3.2, a total of 10 public schools were selected for the study. The schools were randomly sampled for national, provincial and district categories. All the principals of the selected schools were sampled as respondents for the study. The principals gave important information concerning the availability and management of resources for FFL teaching, and attitudes of teachers and learners.
to FFL learning. The teachers teaching Form 3 students in each of the sampled schools were selected for the study. The sample of Principals was hence 10 and this was also the number of the teachers who were teaching French, in Form 3, in the schools selected.

Form three students were used as respondents for this study. The Form three students had considerable experience in the schools and were expected to express themselves intelligibly, having already had three years or more, of French learning. In addition, the Form three students had selected French as a subject of their study which they would be looking forward to being examined in, in their final form four examination (KCSE). Since the Form three students were not the final class in secondary school and that they were not preparing for the final examination, that is KCSE, they would have enough time to act as respondents for the study. The number of Form three students taking French in the 16 public schools was 191. Schools sampled for this study were 10. Of the 191 Form 3 students taking French, 109 were sampled for the FGD groups, which represented 57% of the total. The researcher then set up FGD groups of 6 respondents each, using the following schedule, for numerical ranges.
Table 3.3: Sampling grid for Number ranges per class for FGD groups.

<table>
<thead>
<tr>
<th>Number range of students per class</th>
<th>Number of students sampled for FGD groups</th>
<th>Percentage (%)</th>
<th>No. of FGD groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-8</td>
<td>33</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>10-11</td>
<td>10</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>12-21</td>
<td>24</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>28-31</td>
<td>18</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>32-36</td>
<td>24</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>57</td>
<td>18</td>
</tr>
</tbody>
</table>

Where the number of students exceeded 6 by less than 2 per class, the researcher incorporated the extra two students into the group. A research should sample a large group to which one hopes to apply and generalize findings, (Gay and Airasian, 2000). The total number of FGD groups was 18.

3.6 Research Instruments

A survey research uses a multi-technique approach to data collection in order to obtain a holistic or total view of the research unit (Mwiria and Wamahiu 1999). Therefore, in this study, data was gathered by use of a questionnaire, interview schedule, focus group discussion guide and classroom observation guide.
3.6.1 Questionnaire for teachers

The main data collection instrument for this study was the questionnaire. Kerlinger (1986) refers to questionnaires as valuable tools for collecting data and that they give greater uniformity of stimulus leading to a greater achievement of reliability. Besides, the participants respond to items freely without the researcher’s influence because they are literate. This therefore encourages anonymity, honesty and frankness. Orodho (2005) in addition asserts that questionnaires have the ability to collect a large amount of information within a reasonably short space of time.

The questionnaire had both open-ended and closed items. The open ended items gave the respondents a greater freedom of expression of ideas, opinions, and suggestions, and the closed items enabled the research to get specific responses from the respondents. The teachers’ questionnaire was administered to teachers with the aim of collecting data on the use of Communicative approach in teaching of French in the secondary schools.

3.6.2 Interview schedule for school principals

Semi-structured and unstructured interview schedules were utilized to collect data from the school principals. The interview aimed at gathering information on salient issues of school learning resources that may be supportive to the use of the Communicative approach in the teaching of French in the schools. Mugenda and Mugenda (2003) assert that because of the unstructured nature of the interview,
probing is used to get deeper information. In this sense, the interview guide enabled better collection of data from the principals, including teachers’ and students’ attitudes towards both the use of the resources and learning of FFL, in general.

3.6.3 Focus group discussion guide

Qualitative research concentrates on words and observation to express reality and attempts to describe people in a natural situation. The key element here is the involvement of people where their disclosures are encouraged in a nurturing environment (Lewis 2000). According to Mugenda and Mugenda (1999), very sensitive and personal information can be extracted from the respondents when the researcher uses the focus group discussion technique in research. The focus group discussion (FGD) was therefore used on the Form three students who were taking French in the selected schools. The discussion was aimed at collecting information about the students’ knowledge, appreciation and understanding of the communicative approach, and their degree of communicative competence as a result of learning with their teachers using or not using this approach.

This enabled the researcher to obtain data in depth that was not possible when one used a questionnaire. Only learners in Form three and those who took French would be able to express themselves intelligibly and therefore were involved as respondents in the discussion. Focus Group Discussion consisted of six to eight
respondents and one hour was the duration of the discussion per group. Altogether eighteen groups were formed for the discussion with each group or number of groups coming from each selected school and representing different sexes. The researcher constructed statements, and questions, which the respondents reacted to. With the consent of the discussants, the discussion was recorded on audiocassettes to enable effective data analysis, later on.

3.6.4 Classroom Observation guide

A researcher utilizes an observation guide to record what he or she observes during data collection. This permits the researcher to spend time thinking about what is happening rather than how to record and this enhances the accuracy of the study (Ogula (1998), Mugenda and Mugenda (2003). An observation schedule was used to collect data on the use of the communicative Approach in teaching of French. The observation schedule consisted of items focusing on how teachers of French used instructional media and communicative method to bring about communicative competence among their learners. The researcher used a classroom observation schedule to observe the following: interaction in the class and negotiation of meanings via that interaction, meaning and learning through contextualization, correctness of use of language as judged in context rather than in abstract forms among other major characteristics of communicative approach.
3.7 Pilot Study

The main reason for this pilot study was to find out whether indeed the instruments were measuring what they were supposed to measure, (Kombo and Tromp, 2009). The researcher selected and visited three secondary schools, in central Kenya and arranged for pilot testing of the instruments namely; the questionnaire, observation of teaching and learning session, interview with Principals, and focus group discussion, in a Form three French lesson. The three selected schools did not take part of the main study. The researcher observed a teaching session as he filled the observation schedule. This enabled him to see if there was need to include any additional information, necessary for the completion of the schedule. Item ‘j’ was found to have a certain degree of redundancy and was therefore readjusted and incorporated into items ‘e’ and ‘f’, for more clarity of observation. The researcher then administered the questionnaire on the teachers. After that, the researcher organized for the focused group discussion (FGD). This was done through random selection of six students from the class list, while ensuring gender parity. These discussions were recorded on magnetic tapes. Finally the researcher conducted the interview with the Principal of the school. The information was then analysed with the aim of establishing whether there was a need to modify it on the research instruments. As there was none, apart from the changes in the observation schedule, the instruments were ready for application in the actual research.
3.7.1. Validity

Mugenda and Mugenda. (2003) define validity as the degree to which results obtained from the analysis of the data actually represent the phenomena under study. Orodho (2005) defines validity as the degree to which empirical measure or several measures of a concept, accurately measures the concept. Validity of the instruments was assured through the use of two strategies: (i) Expert opinions from my supervisors in the Department of Educational Communication and Technology was sought. Two categories of experts were involved namely; experts on qualitative research and experts on research in methodological pedagogy and evaluation, who were also supervisors of the researcher, were requested to evaluate the research instruments to ensure their validity. (ii) Pilot study. Any inconsistencies noted during the piloting session, for example the redundancy of item ‘j’ of the observation schedule, and subsequent correction, were also used to serve as further means of validating the research instruments for this study. In both instances, and especially after analysis of the data collected in the pilot study, the instruments were found to be effective for collection of the data needed for this study.

3.7.2. Reliability

Mugenda and Mugenda,(2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. In this study the researcher conducted a pilot test on the instruments of this study
which were tested in two public schools, which were not part of the actual study. Reliability was based on the triangulation of methods. Different methods of data collection facilitated the gathering of similar and different types of data. These included: Triangulation; the informants themselves. For example, where information given earlier in the interview was not clear, the researcher called the informants to clarify their responses, (Creswell, 2012). Different informants also allowed the researcher to obtain information from multiple perspectives. All that therefore enhanced the accuracy and credibility of the findings.

3.8 Data Collection Procedure

Shortly before going out to the field for data collection, the researcher visited the Ministry of Education in order to seek permission to conduct the research, having been given an introductory letter by Kenyatta University, recommending him to seek a research permit from the MOE, to conduct this study in the selected schools. As soon as the permit was granted, the researcher, along with his assistant, visited the selected schools to introduce himself and his assistant, to the school administrators and teachers. The researcher also established relevant times within the school timetable, when Form three students had a lesson. The teacher gave the researcher information on length of the lesson, such that it would last an hour or longer. He was then given the questionnaire to fill, while the researcher and the assistant conducted the FGD session. The FGD was therefore simultaneously administered with the teacher questionnaire. According to
Krueger (2002) groups of 6 students each, form an ideal group for the round table conference, for the FGD administration. The researcher asked for a room which he, together with the assistant, readied for recording. He then signalled the teacher to allow the first group to enter. Firstly he introduced himself and his assistant, then proceeded to give an overview of the topic, while laying the ground rules, (Kruger 2002). The discussion then followed, based on the Focus Group Discussion questions guide, already polished and ready for application. Both the researcher and the research assistant took notes, and recorded the group(s) contribution to each question. All this was done while, at the same time ensuring continued interest in the group(s) volunteering of information.

3.9 Logistical and ethical considerations

The research was carried out with the funds available and other logistics that were within the reach of the researcher and the assistant. Ethical issues were adhered to throughout the research period. At the beginning of each session, participants were all assured of confidentiality of any information they gave to the researcher and the assistant. The respondents were given an environment in which they felt comfortable to give information freely and confidently. This was also ensured through explanation, in advance, of the purposes of the data collected, in order to dispel any anxiety that may have arisen, as a result of volunteering the information. The data that was collected was of good quality, and that, hence enabled the completion of this study.
3.10. Data Analysis

According to Cohen and Manion (1997), data collected is usually in a raw state and does not constitute real knowledge as it is then. Creswell (2012) explores several steps through which the researcher has to go through with the data collected, in order to turn it into information worth reporting. Some of these steps include, after collection; transcription, reading through the data to make sense of it, coding of the data for themes to be used in the data report. These steps were followed, as explained below.

3.10.1 Raw data from teacher questionnaires

The data from teacher questionnaires was of both qualitative and quantitative nature. Answers to each of the open-ended questionnaires were read and categorized on theme basis. This information was coded. It was then entered into the computer for analysis, using the software known as the Statistical Package for Social Science (SPSS). The data was now ready for presentation and interpretation, using the descriptive analysis. Closed-ended questionnaires, already pre-coded, were entered into the computer and the information was treated, using the SPSS program, to generate statistics for descriptive analyses.

3.10.2 Raw data from class observation schedules

The data from the class observation schedule was mainly of qualitative nature, with a small amount being quantitative, in its raw state. Qualitative data was
studied, interpreted for establishment of themes. Next, it was coded, and entered into the computer using the SPSS software. Quantitative data was entered in the computer and analyzed, again using the Statistical Package for Social Science. The data was then ready for interpretation and reporting.

3.10.3 Data from Focus Group Discussion sessions

Qualitative data from open-ended questions was transcribed from audio tapes of magnetic nature, and arranged according to themes emerging from each question. The information was coded and entered into the computer for analysis using the SPSS programme. The quantitative data already pre-coded, was entered into the computer and analyzed using the SPSS software, ready for reporting.

3.10.4 Raw Data from interviews with School Principals.

The data collected from interviews with School Principals was read and categorized into themes. It was then coded and entered into the computer, to generate descriptive analysis, using the Statistical Package for Social Science, (SPSS).
CHAPTER FOUR:
DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presented the results of the research data collected from the field as well as interpretation and discussion of these results. Data were collected from teachers of French as a Foreign Language (FFL), through interviews as well as observation of the same respondents, in an actual teaching classroom situation, Focus Group Discussion (FGD) with the Form Three students, and School Principals.

The objectives of the study were to:

i) Find out factors which facilitated the application of Communicative Approach.

ii) Establish the preparedness of teachers in the use of Communicative Approach

iii) Find out if other methods were being used to teach French

iv) Establish the challenges faced by teachers of French and their students and how they handled these challenges

v) Establish the availability and use of learning resources for FFL

The analyses and interpretation of the data are based on the objectives of the study. Information for one of the instruments was found useful in more than one
of the objectives of the study. In such cases, analysis was done with full regard to what the specific objective sought to establish as required by that objective.

4.1 Information on teacher adequacy in numbers as given by the principals

The principals were asked questions regarding the number of French teachers in their schools, and their responses are as indicated in Figure 4.1

![Figure 4.1: Degree of sufficiency in numbers of French teachers in the schools](image)

In 60% of the schools, the principals felt that their French teachers were enough while 40% of the schools did not have enough French teachers. Those principals who felt that the number of teachers was not sufficient were mainly from the large schools, mostly the boarding ones. These schools have higher numbers of
students, because they are deemed to have more resources. National schools have more streams than either provincial or district schools. One of the national schools had six streams, from Form One to Form Four, whereas the school had only two French teachers who had to teach a second subject. This implies that they probably had less time to give learners the kind of attention as required by the CA as a method of teaching FFL. National schools are assumed to have students with a higher IQ average than say, district schools by virtue of the fact that the students are selected into Form One class on the basis of their better performance at KCPE.

Principals were asked how they resolved the shortage of French teachers in their schools. In schools which did not have enough French teachers, 25% of the principals depended on teachers who were still on teaching practice, while 75% of the principals had teachers hired by the school Board of Governors (BOG). This use of teachers, who have not been vetted by the Ministry of Education and the TSC, could also be a contributing factor for falling standards in the use of the Communicative Approach to teach FFL in Kenya government schools. Protracted debates and negotiations have been going on since the expansion of French teaching in Kenya, between the Government and the Teaching fraternity in Kenya, on the need to hire more French teachers, the former always citing shortage of funds as the major stumbling block to the attainment of this goal. To date nothing concrete seems to have come out of these negotiations, yet the
teaching of FFL continues to suffer, as expansion in number of schools offering the subject continues, without due regard to the supply of qualified teachers.

4.2. Qualification of the French teachers

The principals were asked whether or not their French teachers were qualified to teach French and what their qualifications were.

Table 4.1: Teachers qualifications within the sampled schools.

<table>
<thead>
<tr>
<th>School</th>
<th>French teacher qualification</th>
<th>Total Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diploma</td>
<td>B. Ed teachers</td>
</tr>
<tr>
<td>School.1</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>School.2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>School.3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>School.4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School.5</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>School.6</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>School.7</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>School.8</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>School.9</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>School.10</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Total number of French teachers</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 4.1 showed that in 4 schools, there were Diploma holders teaching French while in 8 schools there were French teachers having Bachelor of Education, (B.Ed) training. This gave a total of 6 Diploma French teachers and 10 Bachelor of Education Teachers in the schools. One school had the highest number of French teachers at 3.
The teachers participating in the study gave their biographic data covering age, gender, academic qualifications, designation and teaching experience in terms of years. Teachers involved in teaching of French language in these 10 schools which participated in this study answered set structured, open and closed ended questionnaires.

4.3 Designations of the teachers

The teachers sampled fell under two categories namely those who were simply classroom teachers and those who had other responsibilities outside of their teaching duties. The latter fell into one category that is, that of Head of Department (HOD). Table 4.2 shows the percentile distribution of teachers in terms of their designation.

<table>
<thead>
<tr>
<th>Designation</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Head of department (HOD)</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Majority of the French language teachers sampled at 60% were simply teaching French in their schools and not heading a department, while 40% were heads of departments. 50% of those who were HODs said that their teaching was at times affected when they had to attend to extra duties. This however, did not affect their
ability, aptness and willingness to use the Communicative Approach effectively, as established later on in the study.

of these teachers were taught by teachers who were not conversant with the Communicative Approach of teaching FFL and even though they themselves had some exposure to the Communicative Approach, at training level, the mindset was still other-method tendency, rather than the use of this approach, as this researcher noted during observation of the lessons. Furthermore, the CLT had not yet been fully embedded into the teaching of FFL and as Ooko (2006) indicates, teachers of French must evolve with time and embrace modern approaches to the teaching of FFL.

4.4 Age, gender and teaching experience in years of the teachers

Teaches were asked to give their age, gender as well as their French teaching experience in years. Tables 4.3, 4.4 and 4.5 show their respective responses.

Table 4.3: Age distribution of the French language teachers in the schools

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Ages (Years)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>28</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
According to the teachers' responses, 50% were aged 35 years and below. This means that they had not undergone a long methodological history in terms of the teaching of FFL in Kenya was concerned. This could be a contributing factor for some of the lapses in the use of CLT as observed in this study.

Table 4.4: Distribution of the French language teachers in the schools on sex basis

<table>
<thead>
<tr>
<th>Sex</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.5: Teaching experience of the French language teachers in the schools

<table>
<thead>
<tr>
<th>Teaching experience (Years)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>6 - 10</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>11 - 15</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Over 15</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

The age range of the teachers was 28-40 with majority (70%) being over 35 years but having a teaching experience of less than 10 years, (see Table 4.5 above). Only 40% of the teachers had a wider experience of 12 years and over. Majority says ...the teachers of FFL must evolve with time and embrace modern approaches to the teaching of FFL.
4.5 The relationship between teachers' teaching experience and their conversance with Communicative Approach.

In order to further verify whether teachers' conversance with the Communicative Approach was associated in any way to their experience in the teaching of French, the two factors were cross tabulated as indicated in tables 4.6 and 4.7.

Table 4.6: Cross tabulation of the teachers' conversance with communicative approach and their teaching experience

<table>
<thead>
<tr>
<th>French teaching experience</th>
<th>Converance with CLT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3 Years</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5 Years</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6 Years</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>9 Years</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12 Years</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>14 Years</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>16 Years</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>17 Years</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Chi-value</td>
<td>4.444</td>
<td></td>
</tr>
<tr>
<td>P-value</td>
<td>0.727</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.7: \( \chi^2 \) for the Association of the teachers experiences in teaching French and their conversance with CLT

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>4.444(a)</td>
<td>7</td>
<td>.727</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>3.729</td>
<td>7</td>
<td>.810</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>1.471</td>
<td>1</td>
<td>.225</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The findings indicated that there was no significant associative evidence, since some of those who had lesser experience in teaching of French had similarly stated they were conversant with the Communicative Approach ($\chi^2 = 4.444, P = 0.727$).

The indication here is that if teachers' experience was not a determinant of the degree of conversance in the teaching method, then other determinants leading to establishment of the problem, as stated in chapter one of this study, would have to be established.

### 4.6 Institutions where the French teachers were trained

The sampled teachers were requested to give the names of the institutions in which they were trained to use of CLT as a method of teaching FFL. Table 4.8 below shows the distribution of the institutions.

<table>
<thead>
<tr>
<th>Training Institution</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenyatta University</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Maseno University</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Kagumo teachers</td>
<td>2</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Sampled French teachers in this area were mainly trained at Kenyatta University (50%) and Maseno University (30%). However, 20% of them were trained at Kagumo teachers training college. This implied that these teachers (trained at
Kagumo TTC), had Diploma certificates whereas those trained at Kenyatta University and Maseno University had Bachelors in Education certificates. Table 4.8 above seems to imply that majority of the B.Ed teachers of French are trained in Kenyatta and Maseno Universities (80%).

4.7 Conduciveness of the teaching environment as described by the School Principals.

All the principals who participated in this study (100%) felt that their schools environments were conducive for French teaching and learning. In the schools, the principals stated the environment is made conducive through the following practices; schools allow students to take the French subject and to participate in seminars and music festivals; the teachers are allowed to participate in workshops and seminars; students interact freely; schools facilitate French teachers’ trips and other requirements whenever need arises; they allow all French related activities in the schools; they allocate enough lessons for French and the administration takes interest in FFL.

These statements were at variance with teachers’ and students’ views on the same subject of French learning environment within the schools, when triangulated questions were put to them, on the same issues.( see figure 4.2) The school principals may have felt obliged to paint a rosy picture of the French learning environment in their schools. The prevailing rather unhealthy competition placed on rote memory and coverage of subject syllabus for examination ‘success’ and
subsequently good placement in terms of position, according to performance, seems to override the application of language aspect, for the acquisition of communicative competence and the latter may suffer as a consequence.

4.8 Objective (i): Factors which facilitate the application of the Communicative Approach.

Of interest to the researcher were the factors which allowed teachers to be able to use the Communicative Approach in teaching of French. Their knowledge of Communicative Approach was established through the following areas; conversance with CLT; their definition of CLT, and the school atmosphere as a factor of conduciveness for French teaching.

4.8.1 Facilitation of CLT: Teachers' conversance with Communicative Approach

The teachers were asked whether they were conversant with the CLT. Table 4.9 below indicates their responses to that question.

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversant</td>
<td>9</td>
<td>90.0</td>
</tr>
<tr>
<td>Not Conversant</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.9 above shows the percentage of the sampled number of teachers who reported that they were, or were not conversant with the CLT as a method for teaching FFL.
Most of the sampled French teachers (90%) said they were conversant with communicative approach of teaching French. This implies that the knowledge level of the CLT was good among the sampled teachers. However, 10.0% of the teachers felt they were not conversant. The French teacher who said she was not fully conversant with CLT had a Bachelor’s degree training. This teacher also indicated that she had not been teaching French for a long period of time, having been at first deployed as an English teacher, only to be asked to start teaching French at a very recent date.

4.8.2 Level of teacher training versus conversance with the Communicative Approach.

Teachers were also asked to indicate their level of training against their conversance with the Communicative Approach. Table 4.10 below shows the distribution of their responses.

Table 4.10: Levels of training of teacher’s versus their conversance with CLT

<table>
<thead>
<tr>
<th>Level of training</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>

From the information given by teachers in Table 4.10, the Diploma trained teachers were all conversant with the CLT as a method of teaching of
French, (100%), while 87.5% of the B.Ed. teachers were conversant with the method, with 12.5% not being conversant with CLT.

4.8.3 Teachers' qualifications and their conversance with the Communicative Approach: A correlation analysis.

A correlation analysis was done to find out whether there was any correlation between teachers' qualifications, that is, Bachelor of Education or Diploma in Education, and their conversance with the Communicative Approach as a method for teaching FFL, as shown in Table 4.10.

**Table 4.11 Correlation between level of conversance with CLT and qualification of teachers.**

<table>
<thead>
<tr>
<th>level of training</th>
<th>level of training</th>
<th>Are you conversant with the communicative approach as an approach of teaching French</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you conversant with the communicative approach as an approach of teaching French</td>
<td>Pearson Correlation</td>
<td>.167</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.645</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.167</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.645</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

The findings indicate that there was no significant correlation between the level of training the teachers had, with their conversance with Communicative Approach as a method for teaching of FFL.
4.8.4 Teachers’ experience in teaching and conversance with the Communicative Approach; A correlation analysis.

A correlation analysis of teachers’ experience in years of teaching French, and their conversance with the Communicative Approach was done in order to find out whether there was any significant trend. Table 4.12, indicates the results.

Table 4.12: Pearson correlation table for the relationship between teachers' conversance with CLT and their teaching experience in years.

<table>
<thead>
<tr>
<th>Are you conversant with the communicative approach as an approach of teaching French</th>
<th>Pearson Correlation</th>
<th>Are you conversant with the communicative approach as an approach of teaching French</th>
</tr>
</thead>
<tbody>
<tr>
<td>French teaching experience</td>
<td>1</td>
<td>-.404</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.</td>
<td>.246</td>
</tr>
<tr>
<td>N</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Are you conversant with the communicative approach as an approach of teaching French</td>
<td>-.404</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.246</td>
<td>.</td>
</tr>
<tr>
<td>N</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Using Pearson's Product Correlation of Coefficient analysis, the findings revealed that the number of years of French teaching the teachers had, did not determine the teachers' conversance with CLT ($r = -0.404$, $P = 0.245$). However, the same analysis revealed that teachers who had more years of French teaching tended to be more conversant with the CLT.
All the French teachers who had Diploma training from Kagumo Teachers' College, the only non-degree college, in which sampled teachers were trained, felt they were conversant with communicative approach of teaching French. Twelve and a half per cent (12.5%) of the teachers who had B. Ed training felt they were not conversant with this approach. The only one teacher, in the Bachelors category who said she was not conversant with CLT said she had not taught French for 4 years having been deployed to teach English, her second subject, until a few weeks earlier when she was requested to start teaching French after one active French teacher had gone on maternity leave. She had forgotten the basics having been out of practice for such a long time.

This observation seems to imply that the institution where the teachers were trained did not affect in any implicit manner, the degree of conversance with CLT. One can conclude that from these observations, there was no correlation between level of qualification for teachers and their being conversant with the CLT, and that they had been exposed in varying degrees, to the CLT, as a method of teaching FFL.

4.8.5 Facilitation of CLT: Teachers' definition of CLT

Teachers were requested to define, in their own words, what CLT was, as a method for teaching FFL.

Table 4:13 shows their responses.

Table 4.13: Teachers' definition of what communicative approach means
Table 4.13 showed that 30.0% of the teachers had no idea on the description of communicative approach of teaching French. Out of these numbers of teachers, 40.0% of those trained at Kenyatta University could not define communicative approach. 33.3% of Maseno University trained teacher indicated that they had not been teaching French and were not conversant with this approach and so were unable to give a definition.

In general, it can be concluded that the definitions given by most teachers fell short of what the CLT really is. The majority definitions were, in reality, bits of what the CLT is. Some indeed did not understand the difference between some more traditional methods such as Situational Language Teaching (SLT) on the one hand, and the CLT, which is eclectic in nature, on the other.

It is instructive to note that throughout history, one of the major contributing factors to falling performances in national examinations has been lack of regular teacher exposure to emerging trends both in methodology and indeed technology. Reyner et al (2001) has commented that ‘...many good teachers are adaptive rather than rigid in their approach to teaching children and only loosely base their
instruction on a given method...’ while examining factors which affect quality teaching in ESL in Nigeria.

When teachers cannot define the approach they are using and why they use it as opposed to another approach, then it follows that they would find it difficult to choose, select, adapt and apply content and method appropriately for effective learning, much more so when the subject is foreign language teaching. The result can only be negative, and indeed can lead to deterioration of standards, both in the teachers’ and learners’ performance. This seems to be the case with the use of CLT in the sampled teacher population in the sampled schools. This experience has therefore not been a facilitating factor for the application of CLT, rather than per the stated objective.


Under objective 1, teachers were asked whether they felt that the school atmosphere facilitated effective use of the CLT. Figure 4.2 below shows their responses.
A half (50%) of the teachers said that the school atmosphere was not conducive enough for the use of CLT because of the following reasons; students shy off when using CLT based activities; most learners are not comfortable communicating in French and so prefer using English and Sheng. Also there are no French learning rooms such that one cannot concentrate all the teaching and learning resources in one place. This information was particularly interesting as all the principals interviewed were of the opinion that the school atmosphere was entirely conducive for FFL learning. It is also significant that 50% of the teachers said the schools’ environment was not favourable to the teaching of French. This could mean that half of the French teaching fraternity is dissatisfied with the environment in which they operate, as facilitators of FFL learning.
Learners feel discouraged when they are not given a chance to express themselves in activities which involve creativeness, as Modard (1990) said, (see Ch 2). This could be one of the reasons the learners are not too keen to want to show off their communicative competence, in FFL. The motivational aspect on the part of both the learners and their teachers could be lacking inside the classroom, if one does not apply the main activities suggested in the CLT syllabus. Learning French in a multi-lingual environment where the language comes as a fourth option after English, Kiswahili and Mother tongue, could be an additional reason why learners will not see the need to communicate using French when they have all these other languages to use, including Sheng.

It is, therefore, necessary, in view of the challenges indicated above, that the FFL teacher be sensitive to the creation of teaching and learning strategies, in and outside the classroom, which are going to facilitate acceptance of the FFL, such that the learner will be encouraged to create, in turn, his or her own learning strategies especially towards development of their communicative competence.

In looking at the factors expressed above in terms of conduciveness for facilitation of application of the CLT, the school atmosphere can be changed, and/or created, in order to allow the learner to enjoy the learning of FFL.
4.8.7. Facilitation of CLT: Teachers' classroom activities for learners

Teachers were observed, inside the classroom, as they delivered a lesson, on salient activities which help depict facilitation of The CLT. Figure 4.1 below indicated the degree to which some common activities of a typical CLT based FFL lesson were used.

Figure 4.3: Activities in which teachers engaged their learners

![Bar chart showing percentage of respondents engaged in various activities]

Figure 4.3 indicates that 64.7% of the learners were mainly engaged in discussion and presentations when learning French. Other popular teaching activities were; drama and songs (47.1%) and questions and answers (47.1%) besides other activities as shown in the table above. Discussion and Presentation is one of the key aspects of the communicative approach in FFL teaching. It is, therefore, a positive indicator that indeed the teachers did facilitate use of the CLT through the use of this activity. The same goes for the use of Drama and songs, as well as question and answers that encourage learners to be more creative as they look for
explanations, to expound on the ideas they presented. However, many teachers seemed to limit most of the listed activities to the two outlined above, to almost an exclusion of the others even more important activities such as the role play (29%).

It is worth noting that the activities which teachers encouraged the learners to be engaged in, as a means to improve their communicative competence, were those that are explicitly indicated as part of the national examination- KCSE. It seems therefore, that teachers were more concerned with good results, by adhering strictly to the dictates of examination format, than with overall development of communicative competence in French, in their learners. The reverse would have been the best way to proceed. As pointed earlier in chapter one of this study, mean results in French at KCSE have been on a downward spiral since 2006, when the testing of oral communicative competence was introduced by KNEC,(KNEC 2007).

It would therefore be of more benefit to the learners, if teachers used the entire gamut of activities suggested for use in the teaching of FFL while dealing with the CLT as a method.

4.8.8 Facilitation of CLT: Teachers use of allocated time in the classroom
The purpose of this activity was to find out whether the teachers' use of time inside the FFL lesson, concurred with the dictates of the CLT, in reference to the
same process. All classes observed had fewer than 40 students, the expected
standard number of learners in a classroom, in Kenya.

Teachers’ use of time in the classroom was observed. Table 4.14 shows how the
teachers used their time on themselves, as opposed to the amount of time allowed
to learners.

Table 4.14: Time used by French teachers on learners and on themselves
within a lesson

<table>
<thead>
<tr>
<th>On learners</th>
<th>On themselves</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>30 minutes</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>24 minutes</td>
<td>36 minutes</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>18 minutes</td>
<td>42 minutes</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>39 minutes</td>
<td>21 minutes</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>15 minutes</td>
<td>45 minutes</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Very little time</td>
<td>Most of the time</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to the observations made, 80% of the teachers spent an average of over
60% of the entire 60 minutes, in the classroom, either talking or explaining things
which the learners could have been led to discover for themselves, if proper
methods were applied.

One of the major attributes of CLT, in comparison with other earlier methods of
teaching FFL, is the much reduced amount of facilitators' time, as opposed to
time spent by learners themselves developing their communicative competence,
as Owuondo (2010), observed and as explained in chapter one of this study. In
this approach, the teacher is no longer the actor but the director of learning. He is a facilitator of learning and not a noisy teller, as was the case with the Audio-visual methods.

It was also observed that teachers did not seem to take cognizance of students’ creativity, in the application of learning items. The learners' creativity would be a cue to show that learners had grasped the content, and could apply it effectively. This would have helped the teachers to realise that the learners had grasped the communicative aspect of the learning items in question, and so, advance to the next level or objective of the lesson. A case in point is when, during one of the lessons observed, involving the use of the perfect and imperfect tenses; a learner gave the following illustration:

Je traversais la rue et je suis tombé parce que j’ai vu ne pas la voiture et je regardais la fille. (grammar errors retained);

(I was crossing the street and fell because I did not see the car since I was looking at the girl (Translation with grammar error corrected).

The entire class laughed, but to this researcher’s surprise, the teacher was more concerned with discipline than with appreciation of the fact that the learners had grasped the use of the perfect and imperfect tenses. He then proceeded on to more, unnecessary explanations of the perfect versus imperfect, much to the dismay of the learners.
It seems that teachers are still using older yesteryear and less effective methods, to train learners to acquire communicative competence. In the observation made above, the teacher could have gained a lot of mileage on the learning content in question, by allowing learners more time to show their prowess, through personal production, to their delight just like the learner, in the example, thereby saving himself more time for his learners as well as making acquisition of language more fun.

The tendency for teachers to feel they have “taught” only when they speak almost all the time, particularly in the FFL class, has been a common feature, despite having been trained in the need to facilitate learning through allowing the learner to take charge of their own learning. Teachers of FFL need to change that attitude, if they are to make headway in the facilitation of acquisition of French as they apply the CLT.

4.8.9 Facilitation of CLT: Teachers' mastery of French

Teachers’ ability to communicate in French and their degree of control of lexis was observed and noted. They were asked to say what degree of communicative competence they felt they possessed. Figure 4.4 indicates the teachers’ responses to the question.
When teachers were asked what they considered as their degree of competence in French, only 50% considered that they had a good mastery of the language. This constitutes only half of the entire sample. Others said they considered they had a fair degree of proficiency (30%) while the remaining 20% were non-committal. They were neither sure nor unsure of their proficiency in French. This could be interpreted to mean that these teachers were not sure of their ability to function effectively as teachers of FFL. A teacher who, for any reason is self-conscious of weakness in his or her ability to deliver, naturally transfers this psychological state to the learner with a resulting failure to facilitate the learners' objectives.

Some of the respondents were engaged in speaking in French, regarding salient issues particularly on the definitions of the CLT as well as procedures followed in the teaching of the skills involved in the teaching of communicative competence. Consequently, it was established that, indeed many of the teachers did not have sufficient communicative ability to sustain a conversation in French, without lapsing into English, even when it was not called for in that specific situation. The
researcher also noted with a certain degree of dismay, during these conversations, that there was a pronounced paucity of the lexis required to articulate basic issues with regard to the application of CLT, in the training of competent learners of FFL. In Chapter one of this study, the researcher pointed out the lack of communicative ability on the part of student teachers entering university, to pursue degrees in FFL related fields, including B.Ed, as decried by Choka (2008).

4.8.10. Facilitation of CLT: Learners' preferred activities while learning French

During the FGD, learners were asked which activities they preferred most, in order to gauge to what extent CLT as a teaching method was preferred by the teachers. Table 4.15 shows the learners' multiple responses.

<table>
<thead>
<tr>
<th>Activities</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Presentation</td>
<td>9</td>
<td>52.9</td>
</tr>
<tr>
<td>Reading</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Drama and songs</td>
<td>9</td>
<td>52.9</td>
</tr>
<tr>
<td>Learning phonetic pronunciation</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Music festivals</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Debate and writing theme play</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>French outing to neighbour schools</td>
<td>1</td>
<td>5.9</td>
</tr>
</tbody>
</table>

Table 4.15 showed that the learners mostly preferred two types of activities namely, presentation (52.9%) and drama and songs (52.9%), while learning
French in their schools. Other activities such as role play, perhaps the most important way of ensuring speedy acquisition of Communicative competence under the CLT, surprisingly had only 11.8% of the FGD groups finding it preferable.

French Drama Festival is an activity that comes only once in a term of the year, in the Kenyan school calendar. Many times, it is practised outside of normal classroom teaching and learning time and in most cases, the venue for practice is away from the normal classrooms where French is taught from. Moreover, learners get a chance to interact informally with other learners from the same school since this activity is not limited to Form Three students only, the respondents for this study. If the school wins the local competition there is always a chance to take the competition to the district and eventually to national level. It therefore offers learners a chance to travel and interact with others learners countywide. It follows therefore that Drama is preferred by a large proportion of the learners. This type of drama also is a departure from normal classroom activities as outlined by Ozsevik (2010), in which he classifies drama as part of what he calls 'performance activities' in which learners "... prepare something in advance ...to deliver to the class...followed by classroom discussion...for peer evaluation..."

Drama seen from the perspective of the Festival, does not seem therefore, to offer the correct format for enhancement of communicative competence and its
popularity among learners does not seem to emanate from the reasons for which it is viewed as a major tool for that purpose.

One would therefore conclude that this activity as presented to learners does not necessarily help in the implementation of CLT. Besides, it is not a continuous activity, coming only once in the academic year, and not done in a formal learning environment.

It has already been established that oral presentation is an obligatory part of the KCSE examination process. Apart from these two activities, the learners seemed not interested in other activities which were meant to enhance communicative competence as well, as already stated. One would wonder then, whether the learners were guided using the correct approach, to engage fully in these little preferred activities, as a way of facilitating their communicative competence.

4.9. Objective ii. Preparedness of teachers in the use of the Communicative Approach

Teachers were asked to indicate their perception of their training quality to find out whether they were well prepared to use the CLT as a method to teach FFL. The interview also established their readiness to use this approach, as stipulated by the MOE and the KIE. Teachers were asked whether they considered they had been well trained to teach French. Table 4.16 below shows how they responded to this question.
4.9.1 Teachers’ preparedness: Training of the French teachers

Teachers were requested in the questionnaire, to express opinion on the quality of training they received as teachers of FFL. Table 4.16 below shows their responses to that question.

Table 4.16: Teachers’ views on their training to teach French

<table>
<thead>
<tr>
<th>Opinion</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well trained</td>
<td>4</td>
<td>40.0%</td>
</tr>
<tr>
<td>Not well trained</td>
<td>6</td>
<td>60.0%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Out of those teachers sampled for the study, only 40% felt they had been well trained to teach French using the CLT within a teaching environment. On the other hand, the majority (60%), felt that they had not been well prepared for teaching of FFL. It is interesting to note that the same teachers, who said they felt their mastery of French was not adequate, were the same ones who felt they had not been well trained to teach FFL.

Perhaps it would be worth noting that mastery of a foreign language goes hand in hand with understanding and interpretation of ideas. It is probable that the linguistic problems these teachers were facing at secondary school levels were carried over into the tertiary level and therefore exacerbated the teachers’ inability to cope adequately with their training. As pointed out in chapter two of this study, observation has already been made to the effect that students entering university
to pursue degree courses in French are increasingly finding it difficult to cope with lectures delivered in the target language, (Choka 2008).

4.9.2 Teachers' preparedness: Use of the Communicative Approach

In the questionnaire, teachers were asked to explain how they handled certain key aspects of teaching, reminiscent of the CLT, namely; use of speech acts; use of negotiation of meaning; use of brainstorming and finally, registers. The teachers’ views were placed against their assertion on whether or not they were conversant with the CLT. This was one more way of establishing the teachers’ preparedness to apply CLT in their teaching of FFL. Tables 4.17, 4.18 and 4.19 below indicate the teachers' multiple responses to the question regarding their handling of each of the specific acts discussed in 4.4.2.1 below.

4.9.2.1 Teachers' preparedness: Use of brainstorming

Brainstorming is a problem-solving technique. In French as Foreign Language learning, it is usually the process learners go through, guided by their teachers, in order to solve lexical issues relating to a specific speech act, usually at the beginning of a lesson or a sub-topic.

Teachers were requested to indicate whether they were aware of brainstorming as an activity under the CLT, and for what purpose they used it, in their French classes. Table 4.17 indicates the teachers' multiple responses to that question.
Table 4.17: Teachers use of brainstorming in French teaching viewed against their conversance with communicative approach

<table>
<thead>
<tr>
<th>Use of brainstorming</th>
<th>Conversant/not conversant with communicative approach</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To gauge learners entry behaviour</td>
<td>Conversant</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>When introducing a new topic</td>
<td>Conversant</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>To research on issues</td>
<td>Conversant</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Never use brainstorming</td>
<td>Not Conversant</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Asking questions</td>
<td>Conversant</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Only to check students level of vocabulary</td>
<td>Conversant</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>On all situations to check learners' vocabulary</td>
<td>Conversant</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>To name things in real life situations</td>
<td>Conversant</td>
<td>1</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Out of the teachers sampled for this study on use of brainstorming, 93.3% were conversant with the CLT and responded positively to the question, that is, they used brainstorming within the acceptable norms of brainstorming during a CLT oriented lesson. The teacher who said she was not conversant with the CLT (6.67%) also said she never used brainstorming in her FFL lesson.

It was interesting to note that the 6.67% of those teachers claiming they were not conversant with the Communicative approach and consequently did not brainstorm their learners at all have been trained as teachers of FFL. The same had not been teaching French for a long time and, although trained, may have forgotten this important aspect of FFL teaching.

It was surprising to note that very small percentages of the respondents used this valuable activity as indicated by Modard(2005), in the literature review. For example, one would have expected to see higher percentages of the teachers
applying brainstorming aspect of CLT in their work, especially in the search for lexis, or whenever introducing a new topic. As it turned out, only 20% did that. During classroom observation, it was noted that many of the teachers indeed, did not use brainstorming as an activity, in their teaching. It was also observed that whenever they used it, it was in the form of general questions which did not have a bearing on any specific speech act, which in turn, did not help the learners towards acquisition of lexis to enhance their communicative ability.

One can conclude that the teachers were not fully aware of the real application of the brainstorming aspect of teaching in CLT, and that had they had that experience at secondary level, they would embrace it as a necessary tool for acquisition of lexis.

4.9.2.2 Teachers' preparedness: Use of Speech Acts when using CLT.

In French as Foreign Language learning, a speech act is an utterance, which contains an act in itself. For example, 'pardon'(sorry), is an act of expressing regret or remorse, 'garcon!' (Waiter!) is an act of drawing the attention of the waiter in a restaurant.

Table 4.18 below shows teachers' responses to how they used speech acts, as an indicator of their preparedness to use CLT, in their French classes.
Table 4.18: Use of speech acts by the teachers

<table>
<thead>
<tr>
<th>Use of speech acts</th>
<th>Teachers’ conversance with communicative approach</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners use all the language they can manage in various situations</td>
<td>Conversant</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Learners present real life situations in form of dialogue</td>
<td>Conversant</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Use speech acts through role play and simulations by use of songs and dialogue</td>
<td>Conversant</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>As prescribed in the syllabus</td>
<td>Not conversant</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Not sure</td>
<td>Conversant</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table indicates that 80% of the teachers described how they used speech acts in a manner related closely to what the CLT suggests. Many of them used the speech acts through role play and simulation, songs and dialogue, while 10% saw real life situations as the most ideal way to apply the same. However, the remaining 20% of the teachers either said they followed the syllabus or were not sure.

It is significant to note that 10% of the respondents was conversant with the CLT and yet was not at all sure whether indeed she used speech acts in her teaching. Ten per cent (10%) of the teachers said they applied speech acts as prescribed in the syllabus. It is interesting to note that the KIE syllabus for FFL teaching in Kenya secondary schools does not prescribe lesson progression and when to use
The speech act is one of the most common aspects of the CLT as indicated in the literature review. It is the nerve centre of the application of this approach as the communication situations are built around it. As already mentioned in Chapter One of this study, the KIE syllabus for FFL teaching stipulates that the speech act is the situation around which the learning of all the four skills in FFL revolves. Therefore it can be said that 20% of the respondents did not know how to apply speech acts in their teaching of FFL. This constitutes a large percentage of teachers unable to apply the basics of the CLT and calls for measures to address the issue. Indeed, the quality assurance section of the MOE should ensure, from time to time, that the stipulations of the CLT are adhered to, by teachers. The KIE and other stake holders in the teaching of FFL in Kenya need also to organise regular in-servicing of teachers of FFL, in order to alleviate some of the methodology challenges teachers may face, in their teaching of FFL.

4.9.2.3. Teachers preparedness; cross tabulation of teaching experience and their use of speech acts.

Teachers’ use of Speech Acts was cross tabulated with their teaching experience in order to determine whether there was any association between the two. Table 4.19 below shows the results.
Table 4.19: χ² showing teachers' French teaching experience and their use of speech act

<table>
<thead>
<tr>
<th>Teaching experience (Years)</th>
<th>Use of speech act</th>
<th>Chi-value</th>
<th>P - value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>50% use language variety in situational teaching</td>
<td>70.00</td>
<td>0.254</td>
</tr>
<tr>
<td>5</td>
<td>100% teach speech act through role play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>50% through only role play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>100% ask learners to use all the language they can manage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>100% use in songs and dialogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>100% through role play and simulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>100% students present real life situations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

French teaching experience did not determine how the teachers used the speech act as a major aspect of the communicative approach as a method for teaching FFL, as indicated in the table 4.19 above, (χ²= 70, P=0.254, where P> 0.05). This is further indication that both young and older teachers applied this important activity in their French lessons.

4.9.2.4 Teachers' preparedness: Use of negotiation of meaning

Negotiation of meaning is a process, in the learning of FFL, that learners go through in order to reach a clear understanding of each other. It is also a process through which learners go, with their teachers, to establish meaning of words, in context.
Teachers were interviewed on their use of negotiation of meaning in teaching FFL. Table 4.20 shows their responses, as an indicator of their preparedness to use CLT.

Table 4.20: Teachers' use of negotiation of meaning in teaching of FFL

<table>
<thead>
<tr>
<th>Negotiation of meaning</th>
<th>Conversant with communicative approach</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debates to bring out different meanings</td>
<td>Conversant</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Hardly use</td>
<td>Conversant</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Push and pull to gauge probability of meaning</td>
<td>Conversant</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Discussions</td>
<td>Conversant</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>In viewing vocabulary and synonyms</td>
<td>Conversant</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Answering learners questions on meaning</td>
<td>Conversant</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Never use negotiation of meaning</td>
<td>Not Conversant</td>
<td>1</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Table 4.20 showed that 40% of the teachers never used negotiation of meaning. Of the remaining 60%, who used this aspect of CLT, 20% said they applied negotiation of meaning in discussions, although they did not specify under what conditions, which could be interpreted to mean that they probably did not have a firm grasp of what this action really entails, in the French lesson. The rest, (40%) applied this act as ought to be in CLT.

Since negotiation of meaning is an essential aspect of FFL lessons using CLT as the teaching method, it can be said that 60% of the teachers did not use negotiation of meaning as should be in the CLT class. As such, their degree of
preparedness to apply this aspect of the method was not in the affirmative, for the CLT as a method of training learners in communicative competence in FFL.

4.9.2.5 Teachers’ use of negotiation of meaning and their teaching experience.

In order to ascertain further whether there was any association between use of negotiation of meaning and teaching experience for teachers of French as a Foreign Language, the two factors were cross tabulated. The result was as indicated in table 4.21 below.

Table 4.21: $\chi^2$ for use of negotiation of meaning against teaching experience

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>70.000(a)</td>
<td>63</td>
<td>.254</td>
</tr>
<tr>
<td>+Likelihood Ratio</td>
<td>40.507</td>
<td>63</td>
<td>.988</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result of the teachers teaching experience cross tabulated with their use of negotiation of meaning in the French lesson showed that there was no significant indication of variance between teaching experience and use of negotiation of meaning \(\{(\chi^2 = 70, P=.254( \text{where } P=>0.05)\}\).

This can be summed up to mean that the teachers teaching experience did not determine the use of negotiation of meaning in the delivery of the French lesson.
4.9.3 Teachers preparedness: Use of socio-cultural content

Social-cultural content refers to those usages of language, whose meaning is specific to native speakers of French, and which learners of FFL may not readily understand without their teachers' intervention.

Teachers were observed as they taught French in a classroom setting. The aim was to find out whether teachers were willing and ready to explain to learners, the important socio-cultural issues arising out of the lesson content. Table 4.21 is a summary report of what the researcher observed.

<table>
<thead>
<tr>
<th>Socio-cultural content explanation status in the lesson</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Noted but not explained</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Not noticed and not explained</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

According to observed lessons, only 10% of the teachers noted and explained the important socio-cultural content arising out of the lesson progression. In many instances, the cultural aspect of the dialogues, of which there were volumes, was seen but the teachers seemed not concerned with explanation (50%). In one lesson the teacher was talking about eating out in the restaurant, with all the accompanying lexical items necessary for the communication situation. However, the entire lesson was done from a Kenyan context. There was no attempt to
highlight, for example, food items on a French menu, neither was there any attempt to explain the different courses in a restaurant. It should have been a comparative view showing cultural differences and similarities. The CLT encourages the socio-linguistic and cultural aspects in FFL learning, (Moirand 1982), and any failure to take this important dimension in teaching can only result in inadequacies in acquisition of communicative competence for the learner.

It is worth noting that 40% of the teachers did not even attempt to point out, the cultural aspects of the lesson, to the learners. It was surprising to observe that in both the cases where teachers took cognizance of the cultural aspects of the content, there was no effort on the part of the teachers, to let learners discuss and indeed bring into the lesson, their own personal experiences on food and eating out, in general.

This classroom experience was one clear pointer to the fact that teachers, whether aware of CLT or not, were not too ready to apply the opportunities that the CLT as a method of teaching FFL provides. Yet once more, learners were given a variety of lexis on food items to simply copy in their exercise books, which, at the same time, was not exploited to their benefit, in the facilitation of acquisition of communicative competence.
4.9.4 Teachers' preparedness: Language used by teachers to conduct their lesson

In the FGD, learners were asked what languages their teachers used while teaching them, in class. Table 4.22 below shows the responses obtained from the groups.

Table 4.23: Language used by Teachers in delivery of French lessons

<table>
<thead>
<tr>
<th>Language used</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>French and English</td>
<td>12</td>
<td>72.2</td>
</tr>
<tr>
<td>French/English./Kiswahili</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.22 indicated that French teachers mainly used both English and French languages (72.2%) when teaching French lessons in the schools. This factor is expected as the CLT does encourage use of $L_1$ as a means of facilitation of faster acquisition of communicative competence in $L_2$. On the contrary, when learners were asked whether they get an opportunity to speak French in class, only 50% said they got that opportunity. This is far too short of the expectations of the CLT as an approach to teaching of FFL. All the other activities were not used in the facilitation of use of CLT and consequently, communicative competence. One is left then wondering to what benefit $L_1$ was used by the teachers.
4.9.5 Activities during which learners expressed themselves in French

Learners in the FGD were asked when their teachers gave them a chance to speak French. This was aimed at finding out the degree of preparedness on one aspect of the teacher to use the CLT in his/her French lessons. Table 4.23 shows the FGD’s multiple responses to this research question.

**Table 4.24: Activities used to encourage speech among learners**

<table>
<thead>
<tr>
<th>Activities</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td>Classroom presentations</td>
<td>11</td>
<td>61.1</td>
</tr>
<tr>
<td>Listening to the radio</td>
<td>6</td>
<td>33.3</td>
</tr>
<tr>
<td>Question and answers</td>
<td>16</td>
<td>88.8</td>
</tr>
<tr>
<td>Reading passages</td>
<td>9</td>
<td>50.0</td>
</tr>
</tbody>
</table>

In the majority of the FGD sessions, learners seemed to overwhelmingly agree, at 88.8%, that the best chances they got to express themselves in French, during the lessons, were in the question and answer sessions. Classroom presentations based on chosen subject per student was next at 61%.

The role play was given very short shrift, at 16.7%, and as an activity, was the least used by the teachers, as a means to encourage learners to practise on speech as a means for acquisition of competence, in spoken French. This seems to imply that teachers were more geared towards encouraging learners to dwell on those activities which encouraged practice towards success in the examination, even when others, such as the role play, might have generated more enjoyment, if the learners were directed towards them.
4.10 Objective iii: Other methods teachers used to teach French

This objective aimed at establishing whether teachers were using any other method besides the Communicative Approach to teach French, and the reasons for which they used those methods.

Teachers were interviewed on any other methods they were using in the teaching of FFL, besides CLT. Table 4.25 indicates the teachers’ multiple responses.

<table>
<thead>
<tr>
<th>Methods used in teaching French</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play, drama and music</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Conversation and translation</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Interactive internet</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Traditional grammar explanation of conjugation of verbs</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Audio-visual methods</td>
<td>2</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Table 4.24 showed that majority of the teachers (70%) used Role Play, drama and music, 10% interactive internet, 40% conversation and translation, which are all components of CLT. The audio-visual methods were used by 20% and not part of the CLT. Traditional grammar methods, which too are not part of the CLT, were used by 30% of the teachers. These together with audio-visual methods constituted 50% of all the respondents using other methods whose validity for efficient teaching of communicative competence, has been, to a large measure, disproven. This in itself, is an indicator that a large number of teachers in the
field today are not using CLT for the benefit of their learners, as expected by the MOE and the KIE.

As already stated, other methods used by the teachers such as role play, drama, music, ICT, conversation and translation, are components of CLT, in the context of this study. This also raises the question of teacher awareness of the history of FFL teaching methodology and the position of the CLT within that context, knowledge which is necessary for them, as they adopt the use of Communicative Approach in the teaching of FFL.

Results show that 40% of the teachers were using conversation and translation as one of the methods they considered separate from the CLT. As already discussed, translation is a part of the eclectic uses of the CLT, designed to facilitate acquisition of communicative competence, through access of L1. This however is not the way it was being used. Learners were speaking in English then the teacher would ask others to translate the same message into French. This is reminiscent of the Grammar -Translation method, which has since been rejected, as a means to speedy acquisition of Language, at least in the context in which it was used by those teachers.

As already discussed, teachers were observed not to be applying most of the required acts in their lessons, such as negotiation of meaning, as well as speech acts except within the context of the instructions given in the class textbook. It can be concluded that the teachers were, firstly, not using the CLT as required.
Secondly, they did not seem to understand the methodological changes in the history of teaching of FFL, which prevented them from making informed decisions on the methods they were using.

4.10.1 Learners views on what constituted an interesting French class

Learners were asked to say which activities they found interesting during the French lesson. Table 4.26 shows the learners’ multiple responses to that question.

Table 4.26: Learners’ activities making French learning interesting

<table>
<thead>
<tr>
<th>What makes learning French interesting</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to radio</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Reading story books</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Watching TV</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Visits to French Cultural Centre</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Role play</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Drama and songs</td>
<td>8</td>
<td>47.1</td>
</tr>
<tr>
<td>Presentations</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>Guidance by the teacher</td>
<td>3</td>
<td>17.6</td>
</tr>
</tbody>
</table>

According to the learners’ interests, drama and songs seemed to be the most interesting aspect of learning French, (47.1%), followed closely by classroom presentations, (41.2%). Role plays and reading story books were also popular as learning activities, even though one would have expected the role play to be of more interest to the learners than many of the other activities. This is because the CLT places a lot of emphasis on the learner taking charge of his or her learning process or acquisition of communicative competence. One can therefore say that role play was probably not used in the correct manner, as described in Chapter
two of this study, and may, as such, not have made the expected impression on the learners.

The activities preferred by the learners were all aspects of the CLT, which probably explains why they were popular with the learners in the first place. However, it should also be noted that Drama and songs as activities, were popular, viewed within the context of the French Verse speaking and Drama Festival. In this sense Drama was viewed as diversionary, coming only once in a year term, rather than a continuous activity, in the French class. Therefore learners may have been interested in this activity, not necessarily because it was a better method of teaching French, but because it afforded them a different learning dimension other than inside the classroom.

It has already been observed that classroom presentations were popular with learners because, as an activity, it constituted part of the KCSE Examination. This has been over emphasised, in the Kenyan context, to the detriment of acquisition of communicative competence within the daily FFL learning situations, as already discussed in the literature review of this study. Learners seem to be led to practice mainly on those activities which are examination oriented such as presentations, which are sometimes memorised and soon forgotten once the examination grade has been attained. Therefore, the popularity of the presentation may not indicate that communicative ability has been internalised, to justify its use as a better way of language acquisition.
4.10.2 Reasons teachers gave for using methods other than CLT

Teachers were asked to give reasons for choosing to use other methods, besides CLT. Table 4.27 indicates the teachers’ multiple responses to these questions.

Table: 4.27: Reasons teachers gave for using methods other than CLT

<table>
<thead>
<tr>
<th>Methods</th>
<th>Reasons</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive internet</td>
<td>Acquisition of lexis</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Francophone culture</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Variety of exercises</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Games/illustrations</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Audio-visual</td>
<td>Control of teaching content</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Classroom control</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Examination oriented learning</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Traditional grammar</td>
<td>Check learners' grammar level</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Acquisition of grammar rules</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Examination orientation</td>
<td>4</td>
<td>40</td>
</tr>
</tbody>
</table>

4.10.2.1 Interactive internet:

When asked why they used the interactive internet to teach French 10% argued that learners were able to access more vocabulary. Learners were also able to learn more about the francophone world thereby expanding their knowledge on various aspects of the francophone culture. The same 10% of the teachers who used this method also said that it helped learners to gain hands-on experience, and as such were more involved, to improve on their communicative competence. It also
allowed students opportunity to do as many exercises involving various language acquisition skills, as possible. Only 10% of the teachers were able to have their learners access a computer laboratory where they can effectively use this invaluable learning resource under the activities proposed.

This lack of resources to allow all the teachers to use the necessary methods, has been discussed in chapter one of this study. It is pointed out here because it kept coming up every time the researcher involved respondents in questions relating to the way FFL learning was effected in the schools.

Learners who were taught using the internet were also able to, for example, play language related games such as word building, as well as conjugation of verbs, which the teachers felt were very effective in allowing learners to take charge of their own learning.

4.10.2.2 Audio-visual method:

The Audio-visual method was used as a means of foreign language acquisition, prior to the present more eclectic methods such as CLT, for the same purposes as already discussed in Chapter 2 of this study. The Audio-Visual method was rejected as less effective for all skills involved in acquisition of communicative ability, for many reasons, particularly its prescriptive and rigid nature, limiting the learner's ability to develop his or her own language acquisition strategies.
It came as a surprise, therefore, to see that this method was in use by 20% of the teachers interviewed. Example is given here of one teacher, who spent more than five minutes trying to get learners to pronounce the velar R sound as opposed to the trill R, which they seemed to be more familiar with. Yet the Communicative Approach does not insist on this aspect of differentiation, since it has no effect on acquisition of communicative competence. The reasons the teachers gave for using this method were the same ones indicated in the literature review. Control of learning content as applied by 50% of the teachers, was a mechanism found retrogressive to speedy acquisition of communicative competence because it limits the acquisition of vocabulary through a deliberate control mechanism called fundamental French. As already discussed in Chapter two of this study, acquisition of communicative competence does not function in controlled lexis but rather in speech acts.

The majority of the teachers (60%) said that the audio-visual method was effective for orienting learners towards answering questions in the KCSE. This would therefore mean that the need to pass the examination superseded the need for lasting possession of communicative competence for the learners. It would also mean that the examination format needed to be overhauled to reflect the communicative nature of the CLT as a method of teaching FFL.
4.10.2.3 Traditional grammar and explanation of verb conjugation:

A small percentage of the teachers (30%) used traditional grammar and were of the opinion that it helped them to check students’ grammar and speed up acquisition of language. Again it was surprising that this method was still in use in normal secondary school FFL teaching classes, in Kenya today. All the respondent teachers had been trained in the use of CLT as one of the more effective means of language acquisition including Grammar. They were also supposedly trained on the evolution of Foreign Language Teaching methodology and the reasons for adopting certain methods in favour of others at various points in history.

Acquisition of grammar rules was another reason given by 40% of the teachers for using this method. They argued that since the national examination had dominant grammar based items, then it was only fair to use those methods which they felt would enable the learners to be able to imbibe the grammar rules much more effectively. This argument would only seem plausible if those advancing it were not aware of the alternative and more effective grammar learning strategies put in place by the proponents of the CLT. It is indeed an indicator that teachers had not internalised and conceptualised the approaches to teaching of grammar using the CLT, especially since these were improvement on the teaching of grammar, except to some larger classes, which was not the case with the ones observed in this study.
Objective iv: Challenges faced by both teachers and learners.

Teachers were asked to say what challenges they were facing in relationship to time, teaching and learning resources, syllabus requirements and workload. Table 4.28 shows multiple responses the teachers gave in respect to the four areas highlighted above.

Table 4.28: Challenges teachers face in teaching French

<table>
<thead>
<tr>
<th>Teachers challenges</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time was not adequate for all areas involving French pedagogy</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Paucity in teaching and learning resources in the schools</td>
<td>9</td>
<td>90.0</td>
</tr>
<tr>
<td>Syllabus too wide and not clearly defined</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>The workload is too heavy on French teachers</td>
<td>6</td>
<td>60.0</td>
</tr>
</tbody>
</table>

Most teachers (90%) said that they did not have enough teaching materials apart from the text books which, in some of the schools had to be shared, sometimes between more than two learners. In most of the schools, there were no French books at all, in the school library. When asked why this was the case, the French teachers concerned said that the few books available were kept by the teachers themselves in their drawers, in the staffroom for fear they may be stolen. Many schools did not have any reference materials such as bilingual French-English-English-French dictionaries, teaching manuals, or even verb conjugation and grammar manuals. Many of the schools too, had no magazines or revues depicting
life in the Francophone world. This generalised lack of learning resources seemed to be pervasive in most of the schools.

The situation regarding lack of teaching materials seemed to be the greatest challenge in the schools. Out of the 90% of the schools lacking teaching and learning resources, 60% did not have a fully functional French room. The few posters depicting life in the Francophone countries were not posted on the walls, for learners' use. Radio-cassette players, an already outdated teaching aid as far as FFL teaching is concerned, seemed to be the major tool for the purposes of teaching the listening skills. Even then, most of the cassette players, as already stated, were dysfunctional and in some instances, teachers themselves had to read the dialogues to the earners, but listening exercises could not be performed.

The generalised lack of teaching and learning resources has had many negative effects on learners regarding the acquisition of communicative competence. One of the most possible effects could be the inability of learners to draw information on all areas of learning French, from as wide a field as possible. This would lead to low levels of competence in lexis amongst the learners and in turn lead to limited referential ability. The result would be lack of communicative ability for the learners of French. Lack of realia on Francophone world, in terms of learning resources, as already observed, can lead to inability for the learner to relate to the language he is learning, leading to inability to construct the francophone situations and, consequently inability to communicate in French.
Schools therefore need to acquire the minimum necessary resource infrastructure for the teaching and learning of FFL if they are to make headway into the realisation of the goal of teaching communicative competence to their students.

The time allocated to the teaching of French in the schools was another major challenge to the teachers responding to this question. According to them, 80% felt they could not teach French effectively within such a limited time. As already discussed in the literature review, the present time allocated to French is 2-3 lessons in Form one and two, and 4 lessons in Forms three and four. This compared with the former system of Education, where forms one and two had 3 lessons each and 5 lessons for forms three and four, leading to 8 lessons in forms five and six. This very reduced time allocation for FFL teaching has had its drawbacks, as observed. One is the reduced ability for learners to be able to acquire enough functional ability of communicative competence, as expressed by Owuondo (2011) and Choka (2008), in the literature review.

Concerning the syllabus, 70% of the teachers felt that it was too wide to cover within the prescribed time. This is a large proportion of the teaching fraternity to have such a view of the syllabus. It has already been established that, in trying to help learners to acquire communicative competence, teachers gave learners only those French oral activities which helped them to gain mileage towards examination success. This was done, in most instances, at the expense those activities such as persistent role play acts, which are more suited to the acquisition
of speech. In disregarding those classroom activities which ate up more time, in favour of those which took up less of the lesson time, teachers were effectively disregarding the CLT as a method of FFL teaching and, consequently reducing the effectiveness of the method for the acquisition of communicative ability, for their learners.

The situation could be reversed if there could be a review of the syllabus with a view to streamlining time allocation to various subjects as well as allow learners to specialise in certain areas, for example Foreign Languages, at an earlier point in the secondary school cycle. This would give more time for learners to acquire more language before they go into real training for work needing use of FFL.

4.11.1 Challenges for teachers and their teaching experience

A cross tabulation of the teachers' teaching experience was performed against the challenges they faced in their daily work, in order to determine whether there was any variation in the challenges experienced as indicated in Table 4.29.
### Table 4.29: Teachers’ experiences in teaching French and the challenges they experience

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Challenges faced by teachers</th>
<th>$\chi^2$-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 yrs, 17 yrs</td>
<td>Time for practice is not enough</td>
<td>70.000</td>
<td>0.254</td>
</tr>
<tr>
<td>6 yrs, 14 yrs, 17yrs</td>
<td>More course books should be bought although some books are available</td>
<td>70.000</td>
<td>0.254</td>
</tr>
<tr>
<td>3 yrs, 12 yrs, 14yrs</td>
<td>Resources are lacking, centre not accessible, the school should buy and learners need to access audio-visual materials</td>
<td>70,000</td>
<td>0.254</td>
</tr>
<tr>
<td>5 yrs, 9yrs, 17 yrs</td>
<td>Other challenges; Students not competent, not proactive and require some levels of coercion</td>
<td>24.167</td>
<td>0.673</td>
</tr>
</tbody>
</table>

When a cross tabulation was carried out on the teachers challenges and their experiences in teaching French language, the findings indicated there were no significant effects of the experiences on the challenges experienced ($P > 0.05$).

The analysis result above leads to the conclusion that irrespective of teaching experience, all teachers faced challenges in their teaching activity. Therefore solutions lie elsewhere other than in more years of practice in the teaching of FFL.

#### 4.11.2 Challenges faced by learners in the French lessons.

The learners were observed to be having some difficulties during the learning of French. Table 4.30 indicates those challenges as observed by the researcher.
Table 4.30: Observed challenges students faced when learning French

<table>
<thead>
<tr>
<th>Challenges</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of exposure to French environment</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Lack of variety of learning materials</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>Too much content to cover within allocated time</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>French learning materials unavailable</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Poor distribution of French teachers in the school</td>
<td>5</td>
<td>50.0</td>
</tr>
</tbody>
</table>

From Table 4.30 above, it is evident that lack of adequate teaching and learning materials was a major impediment to learning FFL in the schools, a factor present in all of the classes observed. In all the classes, it seemed to be considered by the teachers that, if each of the learners had their own text book, even when it was the only learning resource available apart from the teachers themselves, this was an ideal learning situation. Yet in those classes there was a lot of mention of socio-cultural content, which could have been best explained by use of realia, in order for effective learning to take place. As observed earlier, schools did not have reading materials, for example, revues, magazines or even maps or pictures from the Francophone world, which could serve as authentic documents for teaching of FFL. Where these were available, especially in older boarding schools, they were so few and outdated at times, that teachers never used them, as was the case in this observation.

It was also observed that teachers seemed to be rushed to cover the lesson. It was established that in 80% of all the classes observed, the learners did not get sufficient time to answer questions effectively, through use of all the lexis they
had been given on that topic. For example, in one of the classes, a teacher was teaching on recipes and how to prepare certain dishes. She could have organised earlier, to have some of the realia she intended to use in the lesson, to be availed in the French room before the start of the lesson. She chose to show pictures of all the foodstuff she had in mind to all the learners. By the end of that exercise, there was hardly any time remaining for the role play, which took the form of questions to individual learners. This method further complicated the time factor, as she could listen to only one learner, at a time. One of the major requirements of the communicative approach in ensuring successful acquisition of communicative competence, is the effective organisation of time for the learners benefit. As long as teachers faced challenges in time management in the CLT oriented FFL class, learning would be slowed down, as indicated by the example given above.

In many instances learners were unable to identify, as well as conceptualise realia and other lexis, in some of the authentic documents the teachers were using in their lessons. This slowed down the lesson as teachers could hardly proceed without first explaining these items. It was observed that 60% of the learners found it hard to grasp some of the vocabulary on foodstuffs, if it was not part of their daily environment. While this is expected in a FFL class, the overall impression was that learners were less exposed to internationally enriching environments which would allow the average human being to function minimally within a variety of normal daily situations, in French. It was further observed that many instances, teachers merely glossed over these culturally enriching issues, for
acquisition of communicative competence, as far as the referential aspect of FFL learning is concerned.

4.11.3 Teachers’ coping mechanisms with challenges in teaching French

Teachers were asked how they coped with the challenges faced by both teachers and learners. Table 4.31 shows multiple responses from the teachers on how they managed to overcome these challenges.

Table 4:31: Teachers’ coping mechanisms

<table>
<thead>
<tr>
<th>Teachers challenges</th>
<th>Coping mechanisms</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Extra tuition outside normal working hours within school term.</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Teaching and learning resources</td>
<td>Borrow teaching and learning resources from the neighbouring schools</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Syllabus completion requirement</td>
<td>Adapting existing resources</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Concentrate on examination requirements</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Workload</td>
<td>Creating extra coaching time with the students e.g. holiday tuition</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Get help from BOG teachers who are not experienced</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Make do with what is manageable within the time available</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>
While time was one of the major drawbacks to completion of the FFL syllabus, it was observed that only 10% of the teachers attempted to address this issue. It has been established that teachers had either the expected level of workload, while majority had above average workload, since they were teaching a second subject in addition to other school responsibilities. 40% of the teachers had help from the school Board of Governors in the form of either trainee teachers or part time teachers. These do not seem to have had an impact on solutions to challenges since they were not yet qualified enough to teach more advanced learners. This was an additional reason the respondents could not afford time to teach more content. At 70% they opted rather to coach students, especially potential examination candidates, during holidays, on the mechanisms for ensuring success in KCSE, despite unsatisfactory completion of the French syllabus.

As already indicated in the literature review, studies have shown that national examinations in FFL have tended to be based on older methodologies such as the Grammar translation method which seemed to put a lot of emphasis on grammar as a finality, rather achieving communicative competence, which is the goal of FFL learning, according to the CLT. Attempts to introduce a CLT based speaking examination as part of the KCSE French examination does not seem to have improved learners ability to show improvement in communicative competence, and this can be ascribed to the inadequacies teachers have, in terms of resources, time, syllabus and their numbers. These issues will need to be addressed by stake
holders in the teaching of FFL, if there will be an improvement in the acquisition of communicative ability amongst students in secondary schools.

Lack of teaching resources posed another challenge. When teachers were asked how they coped with this problem, 60% said they would borrow lacking resources from neighbouring schools. This was the case, particularly where the schools were close enough to each other, and when they were old sister schools with a common name but separated on gender basis. These schools fell under the category of schools originally reserved for settler children, in pre independent period, or schools established independently of settler schools, such as Alliance High school. Eighty per cent (80%), adapted the resources to multi tasks, for example, using the radio cassette recorder for listening, speaking and recording purposes. This was commendable, but did not resolve the problem of the shortage and inadequacy of the resources.

All these attempts to provide solutions to these challenges could be termed temporary. This means that if the problems are not resolved immediately, learners would continue to lack in the necessary infrastructure for the facilitation of acquisition of communicative competence in FFL.

4.11.4 Learners' views on challenges experienced while learning French.

During the Focus Group Discussion sessions, 18 groups were asked to name the factors which they considered an impediment to acquisition of communicative
competence in French. Table 4.32 represents the learners' multiple responses to that issue.

Table 4.32: FGD students' views of challenges they faced while learning French

<table>
<thead>
<tr>
<th>Challenges</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time available for practising spoken French</td>
<td>14</td>
<td>77.8</td>
</tr>
<tr>
<td>Exposure to Francophone environment</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Resources (besides textbooks)</td>
<td>12</td>
<td>66.7</td>
</tr>
<tr>
<td>The syllabus</td>
<td>16</td>
<td>88.9</td>
</tr>
</tbody>
</table>

It was interesting to note that all of the learners were of the view that lack of exposure to francophone environment was the greatest drawback to the acquisition of communicative competence. One would have perhaps expected that shortage of learning resources would have been their greatest concern. This goes to show that indeed, acquisition of speech in FFL learning, and language acquisition in general, is first and foremost a social affair. Learners have earlier indicated that they needed more exposure to Francophone environment so that they could feel in touch with the livingness aspect of the language.

Perhaps schools are finding it increasingly difficult to find time for international exchange programmes with francophone countries and even intra-national exchange programmes with francophone based institutions. This would at least allow learners to get a glimpse of what a native speaker sounds like and indeed how one can "live" in French.
The next main impediment to acquisition of competence in communication in French for the learners was the syllabus. At 88.9% they felt that the syllabus contained too much content particularly related to grammar, which was tied to the KSCE examination format. Their teachers therefore were still tied to the teaching of grammar as the main task in the French class, to the detriment of facilitation of communicative competence, through tasks such as those suggested by proponents of the CLT, as reviewed in chapter two of this study.

The feeling among teachers, that the syllabus was not in tandem with the requirements of the CLT, led the KNEC to introduce a speaking component in the KCSE examination in 2006. Since then, results in French in this examination have been declining, as stated in the literature review. Perhaps the entire examination needs to be reviewed in order that the syllabus content can be managed within the limits of the time available. The other alternative would be to avail more lessons for French, so that the teachers can cover it in an efficient manner for the benefit of the learners' acquisition of speech ability, in FFL.

4.11.5 Level of FGD competence in listening, speaking, reading and writing in French

During the FGD sessions, the 18 groups were also asked to give what they considered were their ability levels in French, on all the four skills of FFL learning namely; listening, speaking, reading and writing, in order to establish
where the challenges mostly lay, in their quest for attainment of communicative competence. Table 4.33 gives their varying levels of ability.

**Table 4.33: FGD competence in listening, speaking, reading and writing in French**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Very good</th>
<th></th>
<th>Good</th>
<th></th>
<th>Average</th>
<th></th>
<th>Poor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Listening</td>
<td>1</td>
<td>5.6</td>
<td>5</td>
<td>27.7</td>
<td>12</td>
<td>66.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Speaking</td>
<td>1</td>
<td>5.6</td>
<td>1</td>
<td>5.6</td>
<td>11</td>
<td>61.1</td>
<td>5</td>
<td>27.7</td>
</tr>
<tr>
<td>Reading</td>
<td>1</td>
<td>5.6</td>
<td>6</td>
<td>33.3</td>
<td>11</td>
<td>61.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>5.6</td>
<td>3</td>
<td>16.7</td>
<td>11</td>
<td>61.1</td>
<td>3</td>
<td>16.7</td>
</tr>
</tbody>
</table>

When learners in 18 FGD groups were asked about their abilities in different skills in the learning of FFL, the average response for those who considered themselves good to very good, in all the four skills, was between 10% and 39%. This low percentage is an indicator that learning of FFL in the schools, does not produce very good results and that learners themselves are not satisfied with the way they are taught.

It is worth noting that the skill in which the learners felt they were least competent in was in speaking. According to the responses, 27.7% considered themselves poor in speaking ability in French. This means that almost a third of the students could not construct a sentence or engage one in a conversation. As has already been established, there is not enough time allocated to the deliberate facilitation of speaking ability among learners. Attempts to get them to pass the oral examination at KCSE has been based largely on rote learning of structures aimed
at reproducing these at examination level. This approach cannot help learners develop any communication ability, once the examination is over. Therefore enough time has to be allocated to teaching of FFL and in particular, speaking practice, if learners are to benefit from the use of CLT in the teaching of French, in the secondary schools.

4.12 Objective v: Establishing the available resources in schools for the teaching of French

Objective 4.7 was aimed at establishing the available resources to facilitate the use of CLT, as the stipulated method for the teaching of French in the schools. All sampled teachers were asked to list the resources available for their use, in the teaching of FFL in the schools. Their multiple responses are given in table 4.34.

Table 4.34: Resources available in the schools as given by the respondents

<table>
<thead>
<tr>
<th>Resource</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio Cassette recorder</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Computers</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>French room</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Textbooks (Au Sommet)</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>(Entre Copains)</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>(Parlons Francais)</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>TV. Monde/resource centre</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Reading materials (story books)</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>(magazines)</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Audio tapes (other than text book based)</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Videos on French culture</td>
<td>1</td>
<td>10.0</td>
</tr>
</tbody>
</table>
According to information obtained from the table, the only reading materials commonly found in the schools were the student manual "Parlons Français", at 100%. This is one of the text books available to schools. The remaining two text books namely "Au Sommet" and "Entre Copains" were available only in 30% and 40% of the schools respectively. This means that some of the schools did not have the required textbooks at all. As observed earlier many of the learners had to contend with sharing among friends. In some of the schools, learners had to buy the text books as a measure of cost sharing and this may have further exacerbated the supply of the learning manuals.

The radio cassette recorder was available in 80% of the schools. In many instances though, this tool was not fully functional. Sometimes sound recording could not be done. In other instances, the cassette player was needed by other subjects as it was a departmental resource and not for the exclusive use by the teacher of French. Whenever there was a clash in the use of this resource, teachers were forced to delay their lessons. This led to loss of time, an already rare item in a strained timetable.

Audio tapes and videos depicting life in the francophone world were only available in 10% of the schools. This happened to be the resource centre. It has already been established that schools found it difficult to take the students out due to time unavailability and need to cover the wide syllabus. One can conclude therefore, that learners did not benefit from these important resources.
Concerning Foreign Language rooms, only 10% of the schools had a room fully designated for the teaching of French. This came as a surprise as language rooms are known to be an important part of the successful teaching and learning of FFL. As a result of lack of a special room for French teaching, teachers found it hard to display posters, maps and other wall resources for necessary depiction of French culture, an integral part in the FFL acquisition process. In one of the schools, a teacher was teaching in the home science room, where there were large displays of posters showing various aspects of cookery. One wonders why French as a subject too, had not been accorded the same respect.

It can be summed up that the teaching and learning resource situation in the schools was dire. As a result there was a need to address this paucity in teaching and learning resources. Teachers would continue to find it hard to apply the CLT effectively, if this problem was not addressed. This shortage would also lead teachers to opt for yesteryear less appropriate methods of teaching French.

4.13 Chapter summary

In this chapter, data collected from the field have been analysed by use of tables, pie charts and graphs, distribution in terms of frequency, and in the form of percentages. Inferential data has been analysed in the form of chi-tables. In a general manner, the information collected in the data was quite revealing on many aspects of this study. These interesting findings will be summarised in the next chapter.
The following chapter presents a summary of the findings from the study, as well as recommendations in the way of possible solutions to various issues emanating from the findings.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter is in two parts. The first part summarises the research findings as analysed and discussed in the previous chapter of this study. The second part gives recommendations on the issues arising out of this study.

The collected data had been analysed through the use of descriptive statistics, to generate answers to the following key research questions on the implementation of the communicative approach. The results will have implications on French pedagogy in secondary schools in Kenya. Data analyses were based on the following research questions.

i) Which factors facilitated the use of the Communicative Approach in the teaching of FFL?

ii) How prepared were teachers to use the Communicative Approach in teaching FFL?

iii) What other methods were teachers using to teach French?

iv) What challenges teachers and students face while teaching and learning FFL and how did they handle the challenges?
v) What FFL teaching and learning resources were available and how were they used?

The study was conducted with a sample population of 10 French Language teachers, drawn from 10 schools, in the Central Province of Kenya. These schools covered the whole spectrum in terms of category for government schools, that is; national, provincial and district schools. A total of 109 Form three students were sampled for the study.

The collection of data was carried out through the use of questionnaires for teachers, interviews with the school principals, classroom observation of the teachers, and Focus Group Discussions with the students. All these instruments provided a wealth of information on the implementation of the communicative approach and its implications on French pedagogy in schools in Kenya. None of the instruments could provide all the necessary data, hence the use of four instruments. After the analyses, the data were interpreted and discussed. Using basic statistics, data were presented in the form of tables, graphs, pie charts, statistics and narratives.

5.1. Summary of the Findings

The following is a summary of the findings of the study, as a result of systematic analysis of the data collected through the instruments of the study namely;
teacher questionnaires, focus group discussions with learners, classroom observations of teachers, and interviews with school principals.

5.1.1. Information on the Teachers

One of the areas of interest to the researcher was the availability and sufficiency in numbers of the French teachers in the schools. The school principals gave varying information concerning this issue, as follows; half of them said that they were satisfied with the number of teachers for French, while the remaining half felt that the number was not sufficient enough to cope with the French teaching workload in their schools. This meant that there was a need to address the issue of teacher shortage in the affected schools.

Another interesting area was the average age of the teachers. The study showed that the teachers average age was 35, which means that they had never had a learning experience with teachers who applied the CLT as a teaching method of FFL, since it was introduced into Kenyan schools in 1991, when these teachers had already finished their secondary education. Many of the teachers had less than 10 years of teaching experience, an indicator that many of them had never consciously used any other teaching methodology, other than the CLT. This would mean that in the event where they were not adequately exposed to this method, many would not have any prior method to fall back on, both for use in teaching, and for comparative purposes, as a means of improving on their lesson delivery techniques.
The level of professional qualification of the teachers was another area of interest, regarding the teachers bio data. According to the study, nearly all of the teachers were B.Ed holders from recognised public universities in Kenya, while the few remaining had been trained as Diploma teachers in Kagumo teachers college. This is also a recognised public teacher training college, in Kenya. For this study the qualifications of the teachers seem good enough not to pose any challenge to their ability to use the CLT effectively, for learners to acquire communicative competence. However, as the study established, teachers were lacking in ability to communicate effectively in French. This made them less effective to guide the learners to acquire communicative competence, which is the main goal of CLT, as a method of teaching French.

There is therefore a need to ensure that potential future French teacher-trainees have enough communicative ability in French prior to starting their course, at university level. Eventually teachers may have successful training in other areas, such as class control or grammar, but not enough functional communicative ability in French. Recommendations for mitigation of this new finding have been given in the relevant section of this study.

5.1.2 Information on the Principals

The survey indicated that the school Principals were conscious of numbers of teachers and their qualifications. However, there were disparities between the teachers’ and principals’ responses to some of the key issues of this study. For
example, on the issue of teaching and learning resources in the schools, over 50% of the Principals felt that the facilities were sufficient for the learning of FFL in their schools, while 90% of the teachers were of the opinion that the facilities were below the expected standards. The principals may have been interested in presenting a rosy picture of their schools, by avoiding the more unsavory details concerning French as a subject.

5.2. Factors facilitating use of CLT

In finding out factors facilitating the use of CLT in the teaching of FFL, teachers were asked to fill a questionnaire on selected areas which are essential to the facilitation of the CLT. They were also observed within a formalised teaching situation, regarding certain acts which typify a normal CLT generated FFL lesson. Learners were given a chance to air their views regarding this aspect use of CLT, in their daily learning during the FGD sessions. All the data collected were valuable in shedding light on the facilitation of CLT as a method, and are summarised below.

5.2.1. Teachers' knowledge of CLT

It was established that majority of the teachers were conversant with the CLT. This was encouraging as it was clear that they had been trained as teachers of FFL. However, in order to gather deeper assurance on their degree of knowledge on the method, they were asked to define, in their own words what they
understood by the term CLT. It emerged that a small, yet significant number did not know what this method meant. This indicated that those teachers were not sure of the implications and application of the method and as such, would not be able to identify when and when not instruction was based on CLT, as opposed to other methods.

Furthermore 50% of the teachers said that the schools were not conducive to teaching of FFL, citing such reasons as students' lack of willingness to learn, teachers' rush to complete syllabus in anticipation of national examination, and inadequacy of teaching and learning resources.

The FGD groups were given a gamut activities deemed markers of CLT, that are necessary for successful acquisition of communicative competence, in the teaching and learning of FFL. They were asked which ones they preferred most in their daily formal and informal FFL learning situations.

The learners indicated that they were mostly in those learning activities which involved creativity in speaking, that is; presentations and drama and songs. Interestingly, role play, as prescribed in the textbooks did not seem to attract learners very much. One wonders then whether teachers really involved learners in role play inside the classroom in the right manner, an indication that lesson progression using CLT may not have been fully grasped.
5.2.2. Teachers' mastery of French

When asked to rate themselves on their degree of mastery of French, half of the teachers were not sure of their communicative competence in French. This already is an indicator that only half of the teaching fraternity can with certainty say they are able to stand up to the challenges posed by the rigors of teaching FFL, using the Communicative approach.

5.3. Preparedness of teachers to use CLT

The aim of this objective was to find out to what degree teachers were content with the training they had gotten on CLT. It also sought to establish to what extent teachers were ready to apply the communicative approach to the teaching of FFL as part of their professional practice. This would give the researcher a clear view of the degree of success of the implementation of the communicative approach as a method of FFL teaching. It would also avail information on the resultant effect on acquisition of FFL among the learners.

5.3.1 Teachers' self-assessment on their training

One major observation was the teachers' relative inability to teach lexis competently. This in turn put impediments in the way, whilst they were communicating to their learners in French. Their readiness to use the CLT was, therefore, limited to teaching French to the requirements of the KCSE examination. This was the main goal rather than the acquisition of communicative
competence, in the first instance. The implication here is that learners were not able to have a model to fall back on, in and outside the classroom, whilst engaging each other in oral activities, in French.

5.3.2. Use of Communicative Approach

Some questions concerning key areas of teaching French using the CLT, were put to the teachers. The aim was to see how willing and ready they were, to apply these activities into their lesson.

5.3.2.1 Brainstorming

According to the teachers responses, brainstorming activities were used on very small scale. For example, 40% of the respondents used brainstorming on all situations to gauge level of learners vocabulary. This was, surprisingly the highest percentage to apply brainstorming, a necessary activity in CLT.

Although 80% of the respondents were conversant with CLT, the disparity between theory and practice here is an indicator that respondents were not willing to apply the brainstorming activity, and were ill prepared to use it as an important aspect of teaching.
5.3.2.2 Use of speech acts

In FFL, a speech act is an utterance, which contains an act in itself. For example, 'pardon' (sorry), is an act of expressing regret or remorse, 'garcon!' (Waiter!) is an act of drawing the attention of the waiter in a restaurant.

Despite 80% of the respondents declaring knowledge of this basic aspect of CLT, many did not attain this level of competence, in real practice when they were observed in real life teaching situations in the classroom.

For example, observation was made of a respondent who went on explaining the uses of the Imperfect versus the Perfect tenses, when the learners had already understood, through the examples they had given. This also included the teacher's failure to engage the learners in a role play situation, which would have brought out this aspect of grammar even more vividly, to the learners.

Teachers may have had a knowledge of the use of speech acts and indeed be able to apply it in their teaching. It seemed a requirement that the teachers be made aware from time to time, of the need to stay on course concerning the successful use of the speech act as an important base for launching the application of CLT, which would help the teachers to improve on their readiness to use it to the benefit of their learners. This calls for participation of both the quality assurance arm of the MOE as well as the KIE, through In-service training.
5.3.2.3 Use of negotiation of meaning

Negotiation of meaning is a process, in the learning of FFL, which learners go through, in order to reach a clear understanding of each other. It is also a process through which learners go, with their teachers, to establish meaning of words, in context.

From the observations made, it was clear that negotiation of meaning as implied in the Communicative approach had not been fully grasped by the respondents, as many of them had understood it to mean translation in the Grammar and Translation method sense, while a few had said they were not sure how to apply it. This can be summarised to mean that there would not have been any preparedness on the part of the teachers to apply this aspect of CLT, since they hardly knew it.

Perhaps teachers would be more willing to apply this necessary activity more readily, in their teaching, if they were given chances to air their views on the CLT, in forums such as regular workshops, symposiums et cetera.

5.3.4 The use of the socio-cultural content of the lesson

Concerning the exploitation of culture-laden content in the lesson, respondents seemed not too ambitious to exploit this aspect of CLT. As observed, only a small number of the respondents noted and exploited this content, while majority of them did not explain it or give learners chances to express their opinions on it.
This was a major professional flaw, as culture cannot be removed from language learning.

5.3.5 Use of French versus English during lesson delivery

It was observed that 72.2% of the respondents were using English as well as French during the lesson sessions. However, further observation indicated that the learners were dissatisfied with the 40% of lesson time they were allowed to practice speech in French. Furthermore, teachers were observed to use most of the teaching time telling learners what the latter could have been allowed to discover for themselves.

From the observations outlined above, it seems that the use of English, mainly to explain rules of conjugation, grammar and other instructions was far outweighed by failure to use less time and give more chances to learners to acquire competence in communication.

5.3.6 Activities that allowed learners to express themselves in French

Learners were asked in which classroom activities teachers allowed them to express themselves in French, 88.8% said it was during asking and answering general questions and answering sessions. These were the most frequent moments they spoke in French. Next in order of frequency was the class presentations at individual level, at 61.1%, followed by reading aloud, at 50%.
While question and answer activities, as well reading aloud, are normal activities within the CLT, they are also common to other older methods of French teaching, which have already been proven less effective than communicative approach, in ensuring acquisition of communicative competence. As such they cannot be seen as an indicator of teachers', readiness to adopt and use CLT.

Class presentations at individual level, as a class activity was highly rated by both learners and teachers. This activity is central to Communicative learning, but also an examination oriented activity. A close examination of the areas that the learners were engaged in for presentations, seems to indicate that the choices of these areas were more related to the examination than the Communicative approach. This is so especially when one considers that role play, central to CLT, was not the most important activity teachers considered letting learners participate in, in guiding them towards acquisition of communicative competence.

One can therefore summarise that the teachers were not overly considerate to deliberately choose to engage learners in those aspects of the CLT deemed effective in aiding speedy acquisition of ability by the leaners to express themselves in French. Their preparedness to consider CLT in this activity was, therefore, not manifest.
5.4. Other methods teachers used to teach French

The aim of this objective was to establish whether teachers were using any other methods besides the Communicative approach. It would help the researcher to establish benefits to learning these methods were bringing to learners. It would also help establish whether CLT as a method would be compromised in such a situation.

5.4.1 Interactive Internet

Unaware that they were still within the confines of the CLT, 70% of the respondents said they used interactive internet methods, as well as drama and oral presentation, in FFL teaching. This state of not knowing the nature of CLT inclusion of interactive internet method was an indicator that respondents were not sure of CLT, as a method of FFL. This is a flaw which could lead to problems for respondents' leading learners to desired outcomes if they do not know how to make informed choices in methodology.

As indicated earlier, 61.1% of the learners were also happy with their teachers' use of the markers of Communicative approach. This shows that the Communicative approach was an effective method of teaching for the learners. This begs the question; what was the reasoning behind the use of older methods by the same teachers?
5.4.2 Use of Audio-visual and Grammar/Translation methods

One of the reasons respondents gave for using these older methods to teach FFL was that they were best suited to orienting learners towards the national examination. As discussed in the literature review, national examination formats for FFL have not evolved with the communicative approach. The examinations have largely retained the traditional methods in their formats. This seems to be the case in Kenya where teachers are grappling with the requirements of the newly introduced speaking paper in the KCSE French examination, based on the CLT. The rest of the examination papers remain in the grammar and translation format.

The grammar/translation method has therefore been used by the respondents to justify the reasoning that it would help the learners to acquire grammar rules as well as check learners' grammar level. While examinations may be the very reason behind the use of the less effective methods, in favour of the CLT, it has been indicated in the literature review that Communicative approach, if used according to instructions, avails better examination results whether these examinations are traditional method based or communicative based. It can be summarised therefore, that there was little justification, if any, for the additional of use of either grammar based methods or audio-visual based methods since the very eclectic nature of the Communicative approach takes care of that. The inability to recognise that aspect of the CLT could also be the reason there is
some degree of wastage of valuable time on the part of the respondents, regarding lesson progression.

5.5 Challenges teachers and students faced, and their coping mechanisms

The purpose of this objective was to establish whether teachers and their learners experienced any challenges in the learning of FFL. It also sought to find out what solutions the teachers resulted to, in mitigating the challenges.

5.5.1 Types of Challenges

The challenges were established across the following areas of interest: Time, Teaching and learning resources, Syllabus, and Teachers' workload. The learners were observed to be experiencing challenges in the following broad areas; lack of exposure to Francophone environment, lack of variety in the learning resources and materials, too much content to cover within limited time, lapses in the supply of qualified teachers.

5.5.1.1 Time

When requested to give their views on the availability of time as a challenge faced in the fulfilment of their duties, 80% of the teachers said that the time allocated to teaching of French at all levels was not sufficient. This assertion was expressed in the literature review, where other researchers, Kangethe(2006), pointed out the same problem with the present system of education as far as the teaching of FFL
is concerned. French language is allocated 3 lessons per week while English gets double these lessons.

This problem seems to be at the core of learners' inability to acquire enough communicative competence in French. Learners in the observed classes were seen to be facing the same challenge. In 80% of the observed classes, both teachers and learners seemed to be rushed to cover the lesson content within the lesson time. The time allocated to French was too short to cover what was required in the syllabus.

French, being a foreign language, risked not being an elective subject in the future, if the issue of time allocation within the present syllabus was not considered as a matter of urgency, since it is one of the subjects whose accessibility, in terms of environment and exposure, is not as assured as that of other subjects within the present secondary school educational curriculum.

5.5.1.2 Teaching and learning resources

Teachers were constrained as far as teaching and learning resources were concerned. Their responses indicated that an overwhelming number of them were dissatisfied with the supply and adequacy of the resources available in the schools for their successful delivery of FFL lessons. The prevailing situation was such that even radio-cassette recorders, an already poor replacement of the language laboratory for FLL teaching, were unavailable in several schools. Coupled with
that was a lack of French rooms in 60% of the schools. This meant that even the meagre resources for teaching of French could not be consolidated in one room for the benefit of the learners.

The learners were observed to be facing the same challenges, as they were sharing textbooks in most of the schools. The acceptable ratio is one textbook per learner. In all the classes observed, there was overreliance on the class text book, much to the exclusion of any other sources of getting additional information on the subject content. This was an indicator that the learners were limited in their acquisition of content particularly that of a cultural nature. This reduced their scope of reference and denied them the socio-cultural linguistic enrichment that comes with magazines, brochures, wall charts, pictures et cetera et cetera.

As already discussed, reference materials, especially for socio-cultural information in the learning of FFL are vital to acquisition of the same. The total absence of such materials in the schools is an indicator that French learning is already facing difficulties and is a question that needs addressing as a matter of urgency, by the relevant authorities.

5.5.1.3 The French syllabus

The teachers were not sure of meeting the requirements of the French syllabus fully, with 70% of them saying that the syllabus did not take into account the nature of the examination. This, they said, was more based on knowledge and
memorization of structures than proof of communicative competence, based on
language function on a situational basis. They also said that the nature of the
examination was more geared towards selection than certification and reward of
communicative competence. This question of success in the KCSE examination
versus the content of the syllabus seems to preoccupy teaching to the degree that a
lot of subject content is simply brushed over or is ignored altogether.

5.5.2 Learners own view of the challenges they experienced

When asked what problems they faced in the learning of FFL, during the FGD
sessions, a large number of the learners said that there was lack of sufficient time
to practise speaking French. Teachers were not available for guidance. Coupled
with that was the fact that the environment in which the learners were operating
was 'hostile' to learning French as a Foreign Language. In other words, the reality
surrounding the learners in and outside of the school was far removed from any
francophone reality. This was supported by the fact that all of the learners felt that
they were rarely exposed to Francophone situations. This exacerbated an already
dire French learning situation. The learners also had issues with the syllabus, most
of them saying they found it difficult to follow when they were looking for
content, in the areas they were to be examined in, in the KCSE. Although this
was a wrong approach of interpreting the syllabus as far as FFL is concerned, it
was an indicator to what degree examinations have taken centre stage against the
process of acquisition of competency in communication in FFL teaching and learning.

5.5.3 Learners' view of their performance level in the 4 skills of FFL learning

Learners were aware of their weakness in spoken French. Very few considered themselves 'good', while over a third of them considered they were 'poor' in this particular skill. Concerning listening as a skill a large number considered themselves 'average', a third considered they were 'good' in the same skill. It is instructive to note that none of the learners were poor in either listening or reading, while 20% thought they were poor in writing.

This goes to support the premise that the speaking examination was at the centre of the declining performance in the KCSE examination, as discussed in the literature review. It also indicates that the teaching of the speaking and writing skills at secondary level is not adequate, and needs to be addressed through regular in-service training of teachers, if the French KCSE results are to improve.

5.5.4 Teachers' coping mechanisms

The coping mechanisms by the teachers were of special interest to the researcher. Therefore, teachers were asked how they mitigated these challenges, by giving solutions.
Concerning the syllabus, 80% of the teachers said that they simply adapted the resources available in trying to meet the requirements of the syllabus. As already observed, schools were in dire need of resources necessary for successful implementation of the CLT as stipulated. One may wonder what kind of adaptation resources this would be, if indeed the resources were lacking to a large measure, in the first place. One would be justified therefore in summing up that the absence of resources would continue to impact negatively, the implementation of the Communicative approach and that the implications would be continuing falling standards in performance of learners in the national examinations.

The teachers seemed to be more concerned with examination outcomes and many of them solved the challenges of having insufficient time by giving extra holiday tuition. The government has been categorical on the issue of holiday tuition in secondary schools, affirming that the time allocated to school terms was sufficient to cover the specified syllabus content. One wonders why then the teachers would find it difficult to cover the syllabus within the time allocated. Further research would be needed to ascertain whether indeed the syllabus is larger than allocated time, and if so what palliative measures need be taken.

The employment of BOG teachers was another solution teachers thought could mitigate the problems involving workload with half of the respondents saying that it was a better solution than none at all. While this may be true, the qualifications of these teachers to handle learners effectively, using the CLT, has not been
vetted, especially when their more experienced counterparts were still encountering problems with the same.

On the question of scarcity of resources, 60% of the teachers said they try to solve this challenge by borrowing from neighbouring schools, on sharing and friendly basis, but not because these schools themselves are fully equipped with the resources in question. This on the surface may seem to be a plausible solution until one begins to look at the situation prevailing in the schools in relationship to the resources themselves. Firstly, as already established, the most common resource was the radio-cassette player, which was at times shared among all the subjects within the languages department. Secondly this resource was not the most adequate for teaching communicative competence to learners under the CLT. One then wonders to what advantage borrowing, or even exchange, of the ‘resources’ was a solution to this specific challenge the teachers were facing in their daily lesson delivery.

It seems that the only realistic solution to the problem of resources was for schools to review their budget for FFL teaching and learning materials. The need to change the vote, with a view to allocating more money for the purchase of up to date and relevant resources, is necessary. This would ensure both teachers and learners have access to teaching and learning materials for ensuring acquisition of FFL in an easier and effective manner.
5.5.5 Summary of findings
This section of Chapter 5 has established the following findings-:

From objective 1-:
- Even though respondents were conversant with the CLT, they felt that their mastery of French was not at the expected level, throwing into doubt their communicative competence.
- Most respondents did not have a conceptual understanding of the CLT.
- Schools environments were not conducive to learning French using the CLT.
- Learners were not keen to learn...perhaps due to improper application of learning methods or other extraneous factors such as need for speedy coverage of syllabus.

From Objective 2:
- Only a few respondents were confident of their ability to cope with the rigors of the CLT, particularly in relation to idiolect.
- Key markers of CLT such as speech acts, negotiation of meaning et cetera, were used only sparingly and sociocultural references were absent in the lessons.
- Teachers seemed to spend too much time talking, not availing enough time to learners to acquire competence in communication, and the concept of translation, in the CLT was misappropriated.

From Objective 3-:
Teachers seemed to revert back to methods such as Audio-visual, from which the CLT evolved, which were relatively less effective in the teaching of communicative competence.

Some of the teachers were not able to establish what methods they were using whilst handling certain aspects of their lesson progression.

From Objective 4 and 5:

- Time was a major challenge. Teachers felt that lessons per week were too few to cover syllabus satisfactorily.
- There was generalized paucity in teaching resources and existing textbooks.
- Textbooks such as “Parlons Français” were lagging behind in terms of content, presentation and relevance particularly with regard to the CLT requirements.

5.6 Recommendations

- The following recommendations were suggested. They were based on the findings from the study.

5.6.1 Factors facilitating the use of CLT/ Teachers preparedness for the use of CLT.

- Teachers could be exposed to more regular in-service and discussion forums in order that they may be more up to date with the CLT methodology of FFL teaching. This can be achieved through the intervention of the KICD, the MOE and the training institutions, such as the universities and the diploma colleges.
• There is a need for schools to ensure regular exposure of learners, to the francophone world through international school exchange programmes. Where these are not possible, intra-national institutional exposure options could be sought.

5.6.2 Other methods teachers were using to teach FFL

• The student teacher needed to be exposed to the use of pre and post CLT in order for them to see the validity of applying some in preference to the other. More classroom observation and also at the time learning is in progress, in schools, can help alleviate this apparent inability to determine the approach to use, in relation to content delivery, in the French class (see also Choka, p.123)

5.6.3 Challenges teachers faced in the teaching and learning of FFL

• The French teaching curriculum should be reviewed in order to reflect the emerging needs in the teaching of FFL, to include the use of IT as well as include realities for the Kenyan learner.

• The time allocated to the teaching of French in schools need to be reviewed. Two to three lessons per week is simply not sufficient to enable learners to acquire enough language for those aspiring to pursue studies in French at advanced levels.
• Perhaps the introduction of French at the Primary level could help alleviate some of the problems encountered by learners at the end of the secondary school cycle.

• The Kenya Certificate of Secondary Examination needs to be reviewed, with emphasis on study of communicative competence, in French for the Kenyan learner as per the modes of assessment under the Communicative Approach. This does not mean review of the oral examination only. Evaluation of the effectiveness of CLT need to be effective across all the skills of French learning and teaching.

5.6.4 What French teaching and learning resources were available in schools

• Textbooks for the teaching and learning of French, especially those produced "officially" by KICD, need revision to show clarity in content, lesson progression as well as reflect language use in day today francophone environments.

• Simple French readers are available in many bookshops, and these need to be made available by schools in the French room or school library for learners use. Brochures, magazines and wall pictures should be availed by the HODs in conjunction with school principals, for ease of French language access in an otherwise ‘hostile’ environment for FFL.

• There is a need for schools to create permanent rooms for the teaching of FFL. This would go a long way in consolidating FFL teaching and
learning of French resources under one roof. This would also create a French atmosphere in an environment dominated by other languages and cultures.

5.6.5 Suggestions for further research

The following section gives some suggestions for further research on areas related to this study.

The study focused on implementation of the CLT across the independent variables of the FFL syllabus, time allocation, the resources available and teacher qualification; and implications of that implementation on FFL pedagogy in secondary schools.

Although the study revealed gaps in the application of CLT, there was a need for additional research to throw more light on the findings.

This study revealed that teachers felt they understood the nature of the CLT in a theoretical sense, yet their application of the same showed many lapses across the board. Better understanding of causes of these lapses calls for further inquiry into the way in which the CLT was introduced to teachers, with in-depth into matters relating to details such as lesson entry behavior, and how to handle the components of the CLT within the context of practical application of this approach.

The need to study extraneous factors which may possibly contribute to failure for teachers to be aggressive and resourceful towards the fulfillment of learners needs
in the attempt to acquire communicative competence in FFL learning could also be looked into. Such issues may involve, for example, levels of motivation for the teachers in relation to workload, exposure to immersion programmes et cetera. Further research into this would probably bring out areas KICD, MOE and training institutions, all involved in FFL pedagogy, need to remedy in order that learners and teachers alike could benefit from the approach they are using, in teaching and learning.

The Kenya Certificate of Secondary Education Examination of French needs to be reexamined with emphasis on study of whether it is fully communicative competence based, for the Kenyan learner as per the modes of assessment under the CLT. This does not mean review of the oral examination only. Evaluation of the effectiveness of the CLT needs to be effected across all the skills of language teaching and learning.

**5.6.6 Conclusion**

This chapter sought to summarise the findings, give conclusions as well as give recommendations on the implementation and implications of the Communicative Approach on French pedagogy, in selected secondary schools in Central region of Kenya. It is hoped that the findings and recommendations will be of use to all the stake holders in the teaching and learning of FFL, using the Communicative Approach.
REFERENCES

Aguilar, I. (2011) What is CLT. Retrieved from internelink;www.slideshare.net/ivanslides/what...


Lane, R. Cognitive Development in English Language Teaching,
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Language Teaching and Testing, Oxford University press.


APPENDIXES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

This questionnaire seeks information on how the teachers of French use the communication approach in teaching French and the extent to which the approach is used in secondary schools in Kenya. Your acceptance to act as subjects of this research and your willingness to give out information for this research is highly appreciated. Please respond to the questionnaire as honestly as possible. The information you give will be used only for the purpose of this research and will be treated as confidential. Please write your answer in the space provided or simply tick in the boxes provided.

Part A: Personal information

a. Age

b. Gender;

c. French teaching experience in years;

d. Designation; (e.g. Teacher, HOD etc)

e. In which institution did you train?

Part B:

1. a) Are you conversant with the communicative approach as an approach of teaching French?

   A) Yes       B) No       (tick one)

   b) If yes, describe in a few words what the Communicative Approach means to you?
2) Explain how you use the following in your teaching of French

a) Brain storming

b) Negotiation of meaning

c) Registers

e) Speech Acts

3) a) Is the school atmosphere conducive enough for the use of communicative approach?

A) Yes  B) No  (tick one)
b) Explain

4) a) Mention and describe what other method(s) you use to teach French?

b) Why do you use the method(s) you have described in 4(a) above?

5) In your view, were you well-trained to teach French?
   i) Yes   ii) No (tick one)

   Explain
6a) Describe the challenges you face as a teacher of French in relation to the following:

i) Time

ii) Teaching and Learning Resources.

iii) Syllabus requirements.
iv) Workload

b) Propose solutions for the challenges you have described above.

i) Time

ii) Teaching and learning resources

iii) Syllabus requirements

v) Workload
7) What challenges do your learners face while learning French as per the following categories?

i) Time

ii) Books

iii) Resources

vi) Other
APPENDIX 2: CLASSROOM OBSERVATION SCHEDULE

To be used in class as the lesson progresses.

I General Information
a) Name of school

b) Class

c) Number of students in class:

d) Lesson Time

e) Objectives

II Teaching Section

a) Comment on teacher’s use of time

   i) On learners

   ii) On himself/herself

b) Comments on teacher’s mastery of French


c) Comment on teacher’s use of English and learners’ negotiation of meaning
d) How do pupils use the instructional materials? (Please tick)

<table>
<thead>
<tr>
<th>Class organization management matrix</th>
<th>Individual</th>
<th>Pairs/small group</th>
<th>Whole class as one entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class task or mono task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of tasks or multi task</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

e) Which activities do teachers give students in each of these settings?

i) The role-play activities?
ii) The task completion activities?
iii) The information gathering activities?
iv) The reasoning gaps activities?
v) The information transfer?
vi) Opinion-sharing?

f) Description of teacher’s introduction/explanation of lesson-related socio-cultural content


g) Description of observable challenges/difficulties learners face in the lesson.


h) Name and description of other approaches the teacher used in the lesson.


i) Description of teacher’s use of authentic teaching materials


APPENDIX 3: FOCUS GROUP DISCUSSION GUIDE

The intention for this discussion will be to gather information on the challenges the students face when learning French in the classroom.

The researcher will ask the questions in French and translate where learners do not conceptualize the question. This will also allow the researcher to gauge the learners' communicative ability in French.

1. **Quelles langues utilise votre professeur en cours?**
   
   What languages does your teacher use in your French lessons? Name them.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. **Quand est-ce que votre professeur vous donne la chance de parler Français en classe?**
   
   When does your teacher give you time to speak French in class?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. **Qu’est-ce qui rend intéressant apprendre le Français dans votre classe?**
   
   What makes learning French interesting in your class?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
4. Y-a-t-il des facteurs qui vous découragent pendant votre apprentissage du Français ?
   a) Are there any factors in your school which make you unable to learn French to your full potential?
   b) If yes, which ones?

5. Quelles activités utilise votre professeur quand il vous enseigne le Français ?
   a) What activities does your teacher engage you in while teaching you French?

b) Which ones do you prefer?

6. Lesquelles préférez-vous?
   Which ones do you prefer?

7. Est-ce que vous avez la capacité de comprendre oralement, lire, parler et écrire en Français?
   a) Can you listen, speak, read and write in French?
      A) Yes    B) No
b) If yes, state the level of competence.
   
i) A. Very Good B. Good C. Average. D. Poor
   
L. 1 2 3 4 5 6
S. 1 2 3 4 5 6
R. 1 2 3 4 5 6
W. 1 2 3 4 5 6
APPENDIX 4: INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS

To be administered on the School Principal by the researcher.

1) a) Do you have enough teachers of French in your school?
   i) Yes     ii) No
   b) If no, what measures do you take to ensure the language is taught?

2) Are the teachers of French well qualified to teach French?
   a) Yes       No (tick one)
   b) What are their qualifications?
       Diploma, _______________, B.Ed ____________, M.Ed ____________
       Other ________________________________

3) What resources are available in your school for the teaching of French?

4) What impediments are there to the learning of French in your school?
5) a) Does your school provide an environment conducive for the learning of French?
   a) i) Yes ii) No (tick one)

b) Please explain how

   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

 c) If no, please explain why?

   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
APPENDIX 5: MAP OF CENTRAL REGION KENYA.
APPENDIX 6: PUBLIC SCHOOLS TEACHING FRENCH IN CENTRAL REGION COUNTIES

<table>
<thead>
<tr>
<th>School</th>
<th>Category</th>
<th>No. Of students in form 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the school</td>
<td>National, Provincial or District</td>
<td></td>
</tr>
<tr>
<td>1. Alliance Boys</td>
<td>National</td>
<td>36</td>
</tr>
<tr>
<td>2. Alliance Girls</td>
<td>National</td>
<td>12</td>
</tr>
<tr>
<td>3. Mangu Boys High School</td>
<td>National</td>
<td>10</td>
</tr>
<tr>
<td>4. Limuru Girls High School</td>
<td>National</td>
<td>12</td>
</tr>
<tr>
<td>5. Loreto Convent, Limuru</td>
<td>National</td>
<td>13</td>
</tr>
<tr>
<td>6. Mary Hill Girls High School</td>
<td>National</td>
<td>28</td>
</tr>
<tr>
<td>7. Kenyatta High School - Mahiga</td>
<td>Provincial</td>
<td>5</td>
</tr>
<tr>
<td>8. Kerugoya Girls High School</td>
<td>Provincial</td>
<td>8</td>
</tr>
<tr>
<td>10. Kiandu Secondary School Nyeri</td>
<td>Provincial</td>
<td>4</td>
</tr>
<tr>
<td>11. Kerugoya Boys</td>
<td>Provincial</td>
<td>8</td>
</tr>
<tr>
<td>12. Mugoiri Girls</td>
<td>Provincial</td>
<td>10</td>
</tr>
<tr>
<td>13. Mumbi Girls</td>
<td>Provincial</td>
<td>7</td>
</tr>
<tr>
<td>14. Kiraiini Girls Sec.</td>
<td>Provincial</td>
<td>21</td>
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<tr>
<td>15. Ithanga Secondary</td>
<td>District</td>
<td>8</td>
</tr>
<tr>
<td>16. Thika High School</td>
<td>Provincial</td>
<td>6</td>
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APPENDIX 7: TENTATIVE RESEARCH SCHEDULE

<table>
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<th>PERIOD</th>
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<tr>
<td>September 2011-February 2012</td>
<td>Writing and submission of research proposal</td>
</tr>
<tr>
<td>March 2012</td>
<td>Defence and correction of mistakes in the proposal.</td>
</tr>
<tr>
<td>April 2012</td>
<td>Seeking permission for data collection</td>
</tr>
<tr>
<td>May 2012-July 2012</td>
<td>Data collection</td>
</tr>
<tr>
<td>August 2012-October 2012</td>
<td>Data analysis, writing and submission of the thesis</td>
</tr>
<tr>
<td>November 2012</td>
<td>Defence and correction of errors in the thesis</td>
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## APPENDIX 8: RESEARCH EXPENDITURE

<table>
<thead>
<tr>
<th>SN</th>
<th>Description of Activities</th>
<th>Amount in KES</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Stationery</td>
<td>16,000</td>
</tr>
<tr>
<td>2</td>
<td>Subsistence</td>
<td>63,000</td>
</tr>
<tr>
<td>3</td>
<td>Research assistant</td>
<td>71,000</td>
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<tr>
<td>4</td>
<td>Proposal</td>
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</tr>
<tr>
<td></td>
<td>i) writing,</td>
<td>1,280</td>
</tr>
<tr>
<td></td>
<td>ii) printing,</td>
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<td></td>
<td>iii) photocopying</td>
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</tr>
<tr>
<td></td>
<td>iv) binding</td>
<td>400</td>
</tr>
<tr>
<td>5</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i) data analysis</td>
<td>46,000</td>
</tr>
<tr>
<td></td>
<td>ii) writing</td>
<td>2,400</td>
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<tr>
<td></td>
<td>iii) printing</td>
<td>2,300</td>
</tr>
<tr>
<td></td>
<td>iv) photocopying</td>
<td>1,600</td>
</tr>
<tr>
<td></td>
<td>v) Binding</td>
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<tr>
<td>6</td>
<td>Miscellaneous</td>
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<td><strong>Total</strong></td>
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<td><strong>225,070</strong></td>
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APPENDIX 9: LETTER OF INTRODUCTION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com  P.O. Box 43844, 00100
      dean-graduate@ku.ac.ke  NAIROBI, KENYA
Website: www.ku.ac.ke  Tel. 8710901 Ext. 57530

Our Ref: E83/10758/07  Date: 22nd July, 2012

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION
MR. HARRISON MUNYAO MULWA - REG. NO. E83/10758/07

I write to introduce Mr. Harrison Munyao Mulwa who is a Postgraduate Student of this University. He is registered for a Ph.D degree programme in the Department of Educational Communication & Technology in the School of Education.

Mr. Mulwa intends to conduct research for a thesis entitled, "A Study of Communicative Approach: Implementation and Implications on French Pedagogy in Selected Secondary Schools in Central Province, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

LNM/fwk
APPENDIX 10: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Harrison Munyao Mulwa

of (Address) Kenyatta University

P.O Box 43844-00100, Nairobi,

has been permitted to conduct research in

Location

Central

District

Province

on the topic: A study of communicative approach implementation and implications on French pedagogy in selected secondary schools in Central Province Kenya.

for a period ending: 31st October, 2013.

Applicant's Signature

For Secretary

National Council for Science & Technology