DETERMINANTS OF STUDENTS’ CHOICE OF FRENCH LANGUAGE SUBJECT: A CASE OF PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY COUNTY, IN KENYA

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NOVEMBER 2018
DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/institution for certification. The project has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works- including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This research work is dedicated to my entire family, for their unwavering support, patience and encouragement as I pursued this degree.
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My appreciation also goes to A. Valerie who proofread the document, and P. Conrad who provided valuable insights at the analysis stage.

I also wish to appreciate the effort of Licandah Ngunyi who contributed to the production of this work.

Finally, I thank all the members of my family for their unfailing support, always trying to keep me cheerful and focused when I felt like giving up.
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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>ACTFL</td>
<td>American Council on the Teaching of Foreign Languages</td>
</tr>
<tr>
<td>AATF</td>
<td>American Association of Teachers of French</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>FL</td>
<td>Foreign Language(s)</td>
</tr>
<tr>
<td>GoK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>IPAR</td>
<td>Institute of Policy Analysis and Research</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examinations Council</td>
</tr>
<tr>
<td>MLA</td>
<td>Modern Language Association</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education, Science, and Technology</td>
</tr>
<tr>
<td>SHSs</td>
<td>Senior High Schools</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
</tbody>
</table>
ABSTRACT

The French language was introduced into the secondary school curriculum in Kenya with the aim of producing a specialised workforce with the requisite skills needed in the diplomatic and foreign affairs sectors. Initially confined to a few selected secondary schools, the advent of 8-4-4 saw the numbers of schools offering French increase. However, this increase in the number of schools offering French is not matched by a corresponding growth in the number of students taking French in school. The purpose of this study was to establish the learners’ and teachers’ perceptions of the value of studying French and the factors that determine its choice. The study was guided by three research questions, derived from the objectives. It sought to establish learners’ perceptions of the value of studying French language, teachers’ perceptions of the value of studying French in Kenya, to identify factors that determines the learners’ choice for studying French, and elicit suggestions on how to increase enrolment in schools. The study adopted a cross-sectional survey design since the survey involves data collected at a defined time. Semi-structured questionnaires were used to elicit responses from the respondents. Purposive random sampling was used to select ten public secondary schools. The learner respondents were randomly sampled using the ballot method. The quantitative data were analysed using Stata and Microsoft Excel. Content analysis of the qualitative data was carried out through the generation of themes. The findings revealed that instrumental motivation, that is learning a foreign language because of a practical reason, drives the choice of French as a subject of study. Inasmuch as French is attractive as a subject of study, the perceived benefits of studying French language, such as future employment opportunities, play a critical role in choosing it. The findings also indicated that the learner respondents’ choice to learn French is not influenced by peers, parents or teachers. Besides, the majority of learners attest to having no contact with French before joining secondary school. Learners who were studying French all acknowledge that there is enthusiasm for studying the language and that it is easy to learn. The learners attribute the decision to opt out of studying French, despite its apparent attractiveness, to certain inherent complexities. These include the ability to do well on the subject, subject clustering and performance in the subject at Kenya Certificate of Secondary Education exams. These factors override enthusiasm and interest in the subject. In their suggestions, the respondents pointed out the need to create awareness on the importance of studying French in the 21st century, its benefits and the opportunities available for using it. They further called for the introduction of French at primary school level and in secondary schools which do not currently offer it and emphasized the need to make lessons more interesting and related to the problems youth face today. They did not forget to add that learning of French should be made more digital with programmes aired both on radio and on television.
CHAPTER ONE

INTRODUCTION

1.1 Introduction
French language has been taught in secondary schools in Kenya for over a century. Given its privileged status as the first foreign language to be introduced in the secondary curriculum and Kenya’s proximity to African countries where it is the official language, it would be expected that many learners enrol to study the subject (Oduke, 2014). However, the current low enrolment trend seems to mirror trends worldwide which show a decline in enrolment in foreign languages (Gonzalez, 2008). Chapter one presents the background to the study, statement of the problem, the purpose, and objectives of the study and research questions. Also, it outlines the significance of the survey, strength, and limitations of the study. The chapter also presents assumptions of the study, theoretical framework, and the conceptual framework.

1.2 Background to the Study
Communicative competence in multiple languages is very important today since technical and industrial developments in any country come through intercommunication with other nations (Alvarez-Sandoval, 2005). As a result of higher levels of global interdependence, one of the things that learners need for successful competition in the world economy is communicative competence in foreign languages (FLs), considered a must-have 21st-century skill. Indeed, global connectedness has precipitated the need for foreign language learning as globalisation, and new technology is defining new parameters of interaction (Alvarez-Sandoval, 2005). They have provided a new impetus for the language
learning market. In fact, it is increasingly becoming clear that a workforce capable of using multiple languages is crucial if a country wants to maintain a competitive edge in the global market (Byram, 2007). Prospective employers consider fluency in foreign languages both in the home market or abroad. That is why, according to Byram (2007), countries which are fully aware of these facts are putting in place initiatives to boost foreign language teaching and learning. It would, therefore, be expected that high enrolment would match such a scenario but that is not the case. Interestingly, trends in foreign language enrolment show a field that is constantly evolving. Uptake of French, in particular, has shown a notable decline in several countries (Gonzalez, 2008).

In Canada, a survey report on the state of French second language education shows that the national trends in enrolment attest to the decline, albeit slight, of enrolment in the French language (Mady and Turnbull, 2010). The Modern Language Association (MLA) report on enrolment, asserts that four times as many learners enrolled to study French in America in the 1960s than today. To counter the declining trend, America is currently exploring strategies to recruit and retain learners who study foreign languages. The European Union (EU) countries actively encourage linguistic diversity. They recommend teaching of foreign languages from a very early age. Despite this, trends in French language uptake still show a decline (Gonzalez, 2008). Table 1 indicates the decline in the percentage of learners studying French in upper secondary school (level 3) in selected EU countries.
Table 1.1: Percentage of learners learning French in general programmes in Upper secondary in selected EU countries

<table>
<thead>
<tr>
<th>NO.</th>
<th>COUNTRY</th>
<th>2006</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>United Kingdom</td>
<td>34.8</td>
<td>24.7</td>
</tr>
<tr>
<td>2</td>
<td>Bulgaria</td>
<td>15.3</td>
<td>13.4</td>
</tr>
<tr>
<td>3</td>
<td>Denmark</td>
<td>17.5</td>
<td>9.1</td>
</tr>
<tr>
<td>4</td>
<td>Ireland</td>
<td>60.5</td>
<td>57.2</td>
</tr>
<tr>
<td>5</td>
<td>Spain</td>
<td>27.1</td>
<td>21.0</td>
</tr>
<tr>
<td>6</td>
<td>Italy</td>
<td>21.4</td>
<td>18.2</td>
</tr>
<tr>
<td>7</td>
<td>Netherlands</td>
<td>70.1</td>
<td>33.0</td>
</tr>
<tr>
<td>8</td>
<td>Finland</td>
<td>19.7</td>
<td>16.7</td>
</tr>
<tr>
<td>9</td>
<td>Portugal</td>
<td>15.1</td>
<td>3.5</td>
</tr>
<tr>
<td>10</td>
<td>Sweden</td>
<td>22.4</td>
<td>21.7</td>
</tr>
</tbody>
</table>

Source: Eurostat: foreign language statistics

The United Kingdom is no exception to the trend. There are high indications of problems of motivation among learners studying foreign languages (Doughty, 2013). In Scotland, for example, French, German and Spanish are the three top languages offered in schools. Out of the three, it is only German that has an upward trend. According to Doughty (2013), level 4 entries in French in the United Kingdom have declined by 24% while at level 5 they have decreased by 10% since 2009.

Moving on to the Asian continent, French is the second most widely spoken European language after English. Its wide use stems from the fact that it was an official language in present-day Vietnam, Laos, and Cambodia. Today, it is the administrative language in Cambodia, Laos, Vietnam, Lebanon, Singapore and an official language in the territory of Pondicherry in India.
Despite its privileged status, the teaching and learning of French in these Asian countries is no exception to low enrolment in French language classes. They are disadvantaged, first and foremost, by their geographical location. They are far from other countries where French is spoken. The lack of proximity to countries where French is spoken pits the choice of a foreign language to study English, which is more widely spoken in the region. The uptake of French is affected. (Centre Europeen pour les langues vivantes, 2003).

In Africa where there are some former French colonies, French language was taken as the first choice of a foreign language among the neighbouring anglophone countries, subsequently making the language attractive. The need to communicate effectively with the neighbouring francophone countries, to enhance trade and cultural relations, necessitated the training of a workforce who can speak in foreign languages. Learning French, in particular, was regarded as a necessity for the provision of the much-needed bilingual personnel. Today, as has been noted in the rest of the world, the status of French language as a subject is notably declining in the African countries too (Gbollie and Gong, 2013).

Machinyishe (2009) states that, in Zambia, the number of learners studying French and the number of teachers have reduced. According to Machinyishe, in the 1980s, 120 secondary schools were offering French in Zambia, but by 2009 when his study was carried out, there were less than 50. Another example is Ghana where about 50% of the Senior High Schools (SHSs) offer French, but only 9% of learners at senior public opt to study French (Associates of Change, 2010). In the former French colonies, notably Algeria, Rwanda and Senegal, disenchantment with the
French government has led to varied reactions: closure of schools where French was taught in Algeria and a switch from French to English in Rwanda and Senegal.

In Kenya, though the French language study was introduced in the curriculum earlier than other foreign languages, there is no significant increase in the enrolment rate in French (Oduke, 2014). Since its introduction, the number of secondary schools and higher institutions offering French language as a subject has increased however the enrolment rate is low (Oduke, 2014). Various factors affects the students’ decisions to take French as a subject. For instance, environmental factors play a major role in a learner’s decision to study the French language. The level of exposure determined by the learner’s family background comes into play as far as the prominence of studying other languages is concerned. Individual factors such beliefs, personality and aspiration affects learners’ choices too. Economically, employability is another factor that influences the students’ decisions in choosing the subject. Many students for that reason may choose to study the French language hence enabling them access courses leading to their dream career.

Since the introduction of French in Kenya, there has been a tremendous growth noticed in the number of secondary schools offering French as a subject. According to the Kenya Association of Teachers of French, the number of schools were approximately 400 and there were 30,000 learners by the year 2011 (Chokah, 2013). Unfortunately, only about 3,000 students sit the annual Kenya Certificate of Secondary Education (KCSE) exam at the end of the secondary school cycle (Chokah, 2013). This is usually as a result of discontinuation due various reasons faced by learners and teachers of the French language. Uptake of the language has
remained persistently low even in the face of concerted efforts to make the subject more attractive. The trend creates concern over the future of the subject. It is on this premise that the study set out to establish the exact causes of this persistent low enrolment in the French language classes.

1.2.1 Teaching of French in Secondary Schools in Kenya

The French language was introduced in a few secondary schools in Kenya in the 1960s. It was taught in approximately eight public high schools (Ooko, 2006) and was offered in Form 2 as an optional subject alongside Kiswahili. During these early years, only a few schools were allowed to offer French at A-levels. That is the reason why the teaching and learning of French language in Kenya were characterised as elitist. In the 1960s and 70s, the country relied on expatriate teachers but gradually began training local teachers of French to bridge the gap.

Education is one of the sectors through which the Government of Kenya (GoK) is exercising its obligation to provide opportunities to all citizens to participate in all facets of the development of the country. At independence, Kenya inherited a segregated system of education where different curricula were offered in the European, Asian and African schools. In the African schools, there was an emphasis on the teaching of local languages, vocational skills, and moral education (Wolhuter, 2014). After independence, the Government of Kenya purposefully focused on addressing the inherent inequalities in the school system. Commissions of education were set up with the ultimate objective of proposing strategies aimed at widening participation, ensuring equity and improving quality in education. The government's
goal was to train a human resource with the requisite skills to engage in nation building.

In the post-Independence commission of education reports the focus was on three languages – English, Kiswahili, and Mother Tongue (Fullan, 2016). French as a foreign language was considered for introduction into the school curriculum much later as a reaction to the need to fill a skill gap. Its introduction was driven by the need to create a pool of professionals, translators, and interpreters, to foster communication with French-speaking countries and within international organizations present in Kenya.

The current secondary school curriculum, implemented in 1986 and revised in 1992 and 2002, respectively, spells out four main objectives for teaching French. These are to:

…equip learners with communicative skills for effective communication where French is required; give the learners access to oral and written material in French; facilitate further studies in Francophone institutions; and promote global understanding through the understanding and appreciation of the cultures of French-speaking peoples. (Kenya Institute of Education, 2002)

The revised syllabus gave French as a language of study a new impetus. Oyaya (2007) affirms that upon the inception of the 8-4-4 system of education in 1985, the number of schools offering French as an optional subject grew considerably. In its periodic assessment of the status of teaching and learning French in Kenya, the Embassy of France indicated that in 2009, there were "approximately 30,000 pupils in 350 secondary schools across the country learning the French language"
Currently, there are a total 3702 secondary schools offering French studies in Kenya (Directory of French Teaching in Kenya, 2017). Despite the evident growth in the number of schools offering French, the status assessment of French highlighted the fact that total enrolment in the subject fluctuates from year to year. There is a notable mismatch between the growth of schools offering French and uptake of French as a subject of study.

1.2.2 Access to French Language Learning

Access and equity are issues which have shaped the provision of quality education discourse in Kenya for a long time. The glossary of education reform defines access in education as the ability of all people to have equal opportunity in education (Abbott, Guisbond, Levy and Sommerfeld, 2014). Enabling access, therefore, means ensuring, in part, that learners have equitable opportunities to take full advantage of the education provided.

The Institute for Policy Analysis and Research- IPAR (2003) findings, however, indicate that delivery of secondary education, in particular, is faced with several challenges: declining access and participation rates, disparities in access and involvement, and poor performance in Language, Sciences, and Mathematics.

Are all the learners with a desire to learn French given the opportunity to do so? In Kenya, access and participation in French language learning are restricted by the very nature of the education system. Currently, the Kenyan secondary school curriculum offers learners several languages for study. English and Kiswahili, the two official languages, are compulsory. The foreign languages (FLs) are optional
(electives). Learners in schools where French is not offered would have no opportunity at all even if they desired to take up the language for study.

Evidently, access and involvement in French language learning are not optimal. That is why one of the objectives of this study is to explore options to reverse the trend through inquiry on the additional services required or how to remove actual and potential barriers.

1.3 Statement of the Problem

Among the three foreign languages offered in secondary schools in Kenya, French was the first to be introduced (Oduke, 2014). However, while the number of schools offering it has significantly increased over the years, no corresponding growth has been witnessed in enrolment in French language classes. Additionally, despite foreign languages having been incorporated into the Kenyan education system, it has faced various challenges due to lack of clear policies that ought to guide their status in the education system. For instance, French introduction to some schools has been sometimes guided by personal interest of the administration of the particular schools. The manner in which France and French are portrayed plays a major role in the decision. The choice to learn French language has also been greatly affected by the system of clustering subjects in secondary schools. French has been placed in the same group with Music, Business, Agriculture, Religion, German, Arabic and Sign Language. For the choice of the subject, French faces unfair competition with subjects such as Agriculture in addition to ones mentioned above (Chokah, 2013). In a system where, great significance is laid on the success in examination, it is obvious
that learners would choose subjects where there is good probability of scoring high grades with minimum challenges.

1.4 Purpose of the Study

The goal of this study was to investigate factors contributing to the choice of French as a subject in public secondary schools in Nairobi. It was expected that this would provide empirical evidence that would, in turn, form the basis for future decisions regarding how to increase uptake and access to French language learning.

1.5 Objectives of the Study

The objectives of the study were to:

1. Establish the extent to which learners' perceptions of the value of French determines their choice to study it.
2. Establish the extent to which teachers' perceptions of the value of studying French determines learners’ choice of French.
3. Identify strategies for increasing uptake of French.

1.6 Research Questions

1. To what extent do learners' perceptions of the value of studying French determine its choice as a subject of study?
2. To what extent do teachers' perceptions of the value of studying French in Kenya affect learner’s choice of the subject?
3. What strategies can be employed to increase uptake of French?
1.7 Assumptions

1. The teachers of French strongly influence learners’ perceptions of the value of studying French.
2. The teachers’ perceptions of the value of French mirror those of the learners.
3. The reasons that determine learners’ choice of French positively affect uptake of French.
4. The respondents will give concrete suggestions for increasing uptake in French. The respondents in the study will cooperate and give honest, unbiased responses to the questions asked.

1.8 Limitations of the Study

A limitation is an aspect of the study that may affect the results but over which the researcher may have no control (Orodho, 2012). The limitations of this study were:

1. Statistics on enrolment trends in French in Kenya are limited since there has been little research on enrolment of French education in Kenya.
2. It was not possible to get the views of other stakeholders such as the French Embassy due to time constraints.

1.9 Delimitations of the Study

1. The study was confined to learners and teachers of French in public secondary schools in Nairobi County. It targeted learners in Form one to four.
2. The study was restricted to establishing the teachers and the learners perceptions on the benefits of learning French and suggestions on how to recruit and retain learners in the French class.
1.10 Significance of the Study

This study is significant in several ways. The findings of this study constitute empirical evidence that may be useful in decision-making on how to increase access to French language learning, at the national level and the school level.

Instructional leaders could take into consideration the barriers to increasing uptake in French to devise ways of reducing wastage of skills and how to advise the learners better. Such action would ultimately serve to improve the attractiveness of French as a subject of study.

It is significant to practice as teachers and instructional supervisors will gain insight on what contributes to the low enrolment. Clarity on the actual situation is expected to engender deeper reflection, among the teachers of French, on what to improve in the teaching and learning of French. The knowledge will prompt them to employ appropriate strategies to increase uptake of French.

Finally, the findings of the study could be beneficial for the promotion of French language study. These findings are expected to give the learners the drive to explore opportunities that studying French enables them to take advantage of, through the intervention of their instructional leaders, a sure way of boosting their levels of motivation and involvement.

The information gathered is instrumental in averting disengagement from French as a subject and forms the basis for further research.
1.11 Theoretical Framework

This research was guided by Jeremy Bentham's utilitarian principle founded in 1769, which stipulates that people should desire things that will maximize their utility (Bentham et al., 2005). Utilitarian theories are philosophical views on how actions, laws, policies or character traits involving choices people face should be evaluated. Jeremy Bentham, John Stuart Mill, and Peter Singer are the major proponents of three types of utilitarianism: act utilitarianism, rule utilitarianism, and preference utilitarianism.

In act of utilitarianism, Bentham was of the opinion that what motivates human actions are the nature of the consequences or outcome of that action. Two principles, namely consequentialist reasoning and utility, govern Bentham’s strand of utilitarian thought. In as much as Mill agrees with Bentham that human beings may be rational in choosing an action that brings about the highest good, he states that the good should not only be for self but also for the good of others. That is why his brand of rule utilitarianism proposes that evaluation of the utility of an action should not only be based on the level of well-being it accords. It should also take into consideration the rules governing the consequences of the action taken. Singer, a preference utilitarian, puts to the fore the capacity of a person to hold preferences about what one wants but acknowledges that it requires active reflection on the future of the present circumstances. Following the concept, students who perceive to study French consider a future benefit that may accrue by studying the French language hence it affects their decision in choosing it as a study language.
According to Bentham, the fundamental question that a client should ask when faced with a choice is ‘What use is it?’ His view is regarded as the basic spirit of utilitarian philosophy focusing as it is on the outcomes of choosing one action over others herein alluding to rationality in decision-making.

According to utility theorists, the utility of a service or an item is a measure of the degree of satisfaction that the consumer will derive from the particular commodity or service. The user is deemed to choose a line of action that yields the greatest amount of satisfaction, or utility. The utility can, therefore, be measured regarding choices. When applied to the case of learners choosing French as a subject, the utility can be judged by looking at the extent to which the outcome, that is, uptake of French, is preferred. The rate of uptake is linked to the perceived benefits of studying French; the belief that learning French will result in greater satisfaction for the learner in the form of enhanced marketability leading to better employment opportunities among other benefits. While in high school, learners are already considering their career paths, one of the indicators of how useful French should be to them. Learners who are interested in advancing their studies in French are expected to examine what job opportunities requiring French language use are available in Kenya.

1.12 Conceptual Framework

Figure 1.1 shows the relationship between the predictor variables (determinants of choice) and the criterion variable (enrolment rates). The predictor variables shape the learner’s mindset towards French. They serve a dual purpose: strengthening prior information on the value and utility of French the learner may hold or create
awareness in cases where there was no prior information. They play a pivotal role in the learners’ choice of the subject and by so doing determine uptake or lack thereof.

![Figure 1.1: Choice of French Language Subject](image)

Making any choice involves a process of examination of the existing alternatives. Such a process enables the decision-maker to arrive at a decision that answers questions to take action as well as the utility of the action. In the secondary schools that offer French, French competes with other subjects in the same cluster group for student enrolment. The other optional subjects the learners have to choose from constitute the alternatives.

Faced with the task of selecting a subject of study from among these alternatives when they join the secondary school, learners apply the principles of utilitarianism and consequential reasoning. The principles of utilitarianisms evaluate actions based on their consequences. The reasoning is tempered by individual and environmental factors as discussed herein.

The individual factors, namely, beliefs, personality, and aspirations form the basis of learners’ attitude and motivation before learning the subject. The individual factors
are mainly a source of instrumental motivation whereby the learner looks at the personal rewards gained from learning French. The value the learner attaches to learning French is a measure of how useful French learning is considered to be.

Likewise, the environmental factors also have an effect on the learners’ decision to take up or not take up a subject. Their socio-economic background comes into play in various ways. On the social sphere, the family background determines the level of exposure of the learner in as far as awareness of the benefits and the importance of learning other languages is concerned. In school, the alternatives offered to the student to choose from, the learning experiences and the teacher-learner relationship are significant in shaping the attitude of the learners. The attitude shaped by the learning process may be helpful or detrimental to the survival of a particular subject, in this case, French.

Economic factors also play a role. The learning process is expected to impart knowledge and skills that will enable the recipients to participate actively in the economic development of their country. At the individual level employability is a major consideration. Learners will, for that reason, choose subjects which will enable them access courses leading to their dream careers. Therein lies the significance of the value and utility of studying a subject.

All these factors contribute to developing the learners' awareness of the benefits and hence the value or utility of studying French. They play a pivotal role in increasing or lowering the motivation levels of individual learners. When the value of studying French is judged to be high, then this is expected to impact positively on enrolment rates by attracting more learners. When the value and utility of studying French are not rated highly, the number of learners motivated to take up the subject will be low.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on related literature discussing the value of studying a foreign language, factors that influence the choice of subjects, issues in widening access to foreign language learning and strategies for expanding access.

French has been taught as an optional subject in secondary schools in Kenya for half a century (Chokah, 2013). It is considered the most favourite by students among the three foreign languages taught at high school level (Oduke, 2014). Despite its apparent advantages and privileged status, the number of learners opting to study French in individual schools remains low, a fact that has raised the need for this investigation.

2.2 Perceptions of the Value of Studying French

According to Vision 2030, there should be a link between education and the labour market (Institute of Policy Analysis and Research [Kenya], 2008). In other words, education should seek to build a human workforce with the requisite skills for its country’s labour market. French was included in the secondary school curriculum because of its perceived benefits. Competence in foreign languages, French included, increases any country’s capabilities in diplomacy, world trade and human understanding (Alvarez-Sandoval, 2005). Kenya is no exception. This aspect is aptly captured in the national education goals of Kenya number seven which states that “education should promote international consciousness and foster positive attitudes towards nations.”
Gallagher-Brett (2004) stipulates that people study foreign languages because they value the personal benefits of language learning such as communication, travel, and employability. In her view, many learners believe languages promote better relationships and help to understand cultures and communicate across cultures. Gallagher-Brett (2004) further says that some people like to study foreign languages because they find learning it either easy or difficult and are therefore attracted to the success of learning a language.

Perception and attitude are closely linked. Taylor & Marsden (2014) tested the relationship between perceptions of and attitudes towards foreign language learning and the actual choice to study a foreign language. They state that there is limited evidence about the extent to which perceptions of and attitudes towards languages, lessons, and learning are associated with the actual decision on whether to study a foreign language.

The utility of a language in the world of work and the purposes of learning it are correlated. People learn languages for individual, social, economic and political purposes. From the economic point of view, a country engaging in international trade and other activities needs to remain competitive. Competitiveness partly depends on the ability to communicate efficiently and on a good understanding of the culture of the business partners.

Gbollie and Gong (2013) paint a vivid scenario of the benefit of speaking the language of business partners or those countries with diplomatic ties. According to Gbollie and Gong (2013) interaction in a language that both speakers are proficient in is much more effective than resorting to translation and interpretation. In
business, they point out that, incorrect or inadequate translation can be detrimental to negotiation hence the need to be competent in the business partner’s language.

Marschan-Piekkari et.al (2014) further observe that in a survey carried out by a leading business group in Britain, 41 per cent of firms acknowledge that a foreign language could be beneficial to their business, and 28 per cent found it useful in building relationships with contacts abroad. Currently, in Kenya, there are concerted efforts to promote entrepreneurship among the youth. Therefore, the role and value of languages and cultural skills in business cannot be overlooked. French language teaching and learning is beneficial both to the society and the individual. In this era of globalization, speaking a foreign language equips one with intercultural know-how, therefore is a much needed 21st-century skill. It equips the learner with the necessary skills to cope and ultimately excel in a multilingual society.

2.3 Factors that influence uptake of French subject in secondary school

When learners face the task of choosing a subject, several factors come into play. High on the list is language attitude; the set of positive or negative beliefs a learner holds about a language. Bartram (2010) states that attitude is the greatest obstacle to expanding language learning. Learning a new language in a formal setting can be more anxiety provoking than any of the other subjects of study. Anxiety, when caused by a learning situation, leads to the development of a negative attitude. In Bartram’s words, the desire to learn a foreign language can come from many causes, but the real positive attitude comes from inside.

In the field of foreign language study, research on attitudes and motivation learning has a long tradition. Gardner (2010), cited in Djigunovic (2012) defines motivation
as the total of the desire to learn a language, a positive attitude and the effort invested in studying the language.

According to Djigunovic (2012) attitude and motivation among learners differ in the language being learnt. The status of the language in the society, pedagogy, geographical proximity to other countries where the language is spoken play a significant role in shaping the learners’ attitudes and motivation.

Attitude and motivation are not the sole factors at play. Babad & Tayeb (2003) spell out other individual factors, in addition to attitude, which affect language choice namely aptitude, age, learning styles and personality. In their view, the criteria for selection of a language would include personal considerations such as interests, personal goals, workload, prospects of future employment, the subject value, the teacher, difficulty of the subject and peer influence, among others.

One of the countries where the issue of attitude to language learning is quite evident is the United Kingdom. Gallagher-Brett (2014) states that, in the United Kingdom, languages are not popular options and the learners’ attitudes towards language study are not favourable. The levels of language uptake are low and are not uniform throughout the country. The internal disparities in levels of uptake are brought about by learner differences, for example, family background.

The learners’ attitudes are acquired or modified by absorbing or reacting to the attitude of the people they interact with, in their immediate environment, at home (Batram, 2010; Gallagher-Brett, 2014), in school (Babad & Tayeb, 2003) or in the society.
The social context plays a central role in defining a learner's beliefs and experiences as well as emotional factors. The family background shapes the learner’s attitude before going to school, while at school the attitude is shaped by the learning experiences and by peer group interaction.

Personality also affects foreign language choice and by extension French. Ethnocentricity predisposes individuals to be negative to other cultures in the sense that they view their culture as more important than the rest. Inhibitions are significant because they prevent a learner from taking risks for fear of making mistakes or being ridiculed.

Studies carried out on factors that influence the choice of subjects and attitude towards subjects in Kenya have mainly focused on the environmental and curriculum related factors (Indoshi, Wagah and Agak 2010, Walaba and Kiboss 2013). Environmental factors incorporate the political, social, school aspects while curriculum related factors bring into play individual factors such as interests and aspirations. Political factors determine the status of the language and the extent of language use in formal or informal situations. These factors affect the decision the students make when choosing French language as a subject of study at secondary school, both negatively and positively. For instance, interest and aspiration towards the study of French has a positive impact when it comes to choosing the subject.

2.4 Increasing Opportunities for Learning French

Straight (2008) affirms that learners need what he calls ‘world languages’ but advocates for long range strategic emphasis on the use of the said languages. The extent of language use in formal or informal situations is not only determined by
individual and social factors but political factors as well. Kenya is a multilingual society, and like in any multilingual setting, people invariably have varying levels of proficiency in the set of languages they speak.

A significant percentage of the learners in secondary schools in Kenya speak a minimum of three languages; Kiswahili, English and Mother Tongue. As any multilingual person, the learners have different levels of proficiency in the languages they can speak. Any interaction involving two speakers with varying levels of proficiency often results in some negotiation followed by code-switching to a language they are more comfortable using. The language a speaker chooses for the instance of interaction will be one that the two speakers can communicate in comfortably. The extent of command of a language is, therefore, a deciding factor in the frequency of its use in a case where speakers have a choice between several languages. Learners’ extent of command of French and the instances where they can use it are therefore significant to the choice of studying it as a subject.

According to UNESCO, 2003 ‘Education in a Multilingual World,’ most of the countries face one major challenge, which is, how their school systems can adapt to the complex realities of multilingual settings and provide a quality education which takes into consideration learners' needs. In the case of French, one of those needs is providing an opportunity to more learners to study the subject.

Critically looking at the situation in Kenya today, French language teaching needs have evolved from the provision of a few categories of the skilled domestic workforce to the creation of a global workforce. There is a growing need for professionals who speak French in varying fields, for example, medicine and
Information Communication and Technology. Also, professionals travelling to or seeking employment in French-speaking countries require some level of proficiency in French.

Gillespie, Johnston, and Ocorrain, (2012) assert that an education system that is responsive to the future well-being of the society it serves must be capable and willing to put forward a vision that supports the development of the language skills that will allow the country to take its place in the future”.

In the United Kingdom, Gallagher-Brett (2004) cites a national inquiry, carried out in 2002, which led to the development of strategies for increasing numbers of learners studying languages. In this country, commercial and industry related rationales have driven the education policy statements and recommendations for increasing opportunities for foreign language study (Tinsley & Board, 2013; Taylor & Marsden, 2014).

In America, the downward trend has been the focus of study by language centres and institutions of higher learning. One of the government initiatives to help increase enrolment in language learning is the adoption of a policy of foreign language education for all. America is an example of a nation that has understood that it is not only a question of economic competitiveness but also economic cooperation hence the necessity of a workforce with linguistic competence.

In the case of Kenya, despite the rapidly changing scenario, Kenya is still operating on language decisions taken at Independence (Ooko, 2006). She goes on to affirm that the teaching and learning of French language require well thought out
implementation plans while Nginye (2008) underscores the necessity of a policy change. Increasing enrolment in French subject is needed to drive that policy change.

The Ministry of Education (now MoEST) in conjunction with the Embassy of France has made concerted efforts to make French more attractive to learners through training of teachers on the current methods of teaching, organising Francophone activities, sponsoring competitions both written and oral, real time and in the media.

Given that the rate of mobility, both spatial and virtual, is constantly (re)producing inequalities, any country aspiring to keep pace with the rest must respond to this new phenomenon. Enhanced mobility denotes enhanced interaction, so increasing opportunities for learners to develop communicative competence in foreign languages becomes imperative.

Other strategies that could be employed include enhancing the capacity of the learners to aspire to excel, not only nationally but internationally, and encouraging them to voice those aspirations by removing conditions that prevent the culture of aspiration. The capacity to aspire is inextricably linked to the level of exposure of an individual. Thus, it is not a quality possessed in equal measure by all. The less fortunate in society have fewer opportunities to experience. Their world view, in this respect, is narrow and translates to limited capacity on the part of such individuals. More opportunities should be created to counteract such a situation, by working out a system through which all those with the potential to access the FL classes are
enabled to do so. Such action could improve the level of participation by allowing more learners to progress from Form two to Form three.

2.5 Summary

French has been taught in Kenya for over half a century, but despite its apparent advantages and privileged status, the number of learners opting to study French in individual schools remains low. The utility of a language and the purposes of learning it are correlated. The value the learners attach to learning French determine its level of attractiveness and ultimately the enrolment rates. Well thought out strategies for increasing opportunities to learn French are necessary.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this section, the researcher describes the study design, target population, sampling techniques, data collection, data analysis, pilot of the study, validity and reliability of the study and ethical considerations.

3.2 Study Design

The study adopted a cross-sectional survey design, a type of study where the researcher collects data from a representative subset of a population at a specific point in time. The data is gathered to describe the nature of the existing conditions of the phenomena under study (Orodho, 2009). The main purpose is to make inferences about the possible relationships between variables. Cross-sectional surveys can also be used to gather data to support further research. The data collection strategies include the use of structured or semi-structured interviews, questionnaires or standardized tests.

The survey design is an invaluable tool for assessing perceptions, attitudes, beliefs and opinions as it enables the investigation of multiple variables. Mugenda & Mugenda (2003) consider it the best method available to social scientists and educators interested in collecting original data. Acknowledging its widespread use, Orodho (2009) asserts that studies involving surveys account for a substantial proportion of research in the field of education.
Thus, the researcher chose the design because it was judged to be the most appropriate to enable the collection of information, within a short period, on the determinants of choice of French among the learners and teachers of French in the sampled schools.

3.3 Target Population

The target population of the study was learners and teachers of French in public secondary schools that offer French as a subject of study. Learners may choose to study or not to study the subject. As such, even those who dropped the subject and are currently not studying it were targeted to provide an element of comparison. Their reasons for not opting to continue studying the subject were considered useful to the study.

3.3.1 Schools

The study was confined to public secondary schools in Nairobi City County (Appendix H). French is offered in a total of 53 schools in the County. Out of the 52 schools, 28 are public, and 24 are private (Appendix F).

3.3.2 Respondents

The study targeted 120 secondary school learners in Form one to Form four, and 10 secondary school teachers of French in the selected public secondary schools in Nairobi County.

3.4 Sample and Sampling Techniques

The sample consisted of ten public secondary schools in Nairobi City County (Appendix I) – 10 teachers of French, eighty students studying French and 40
students who have dropped French. The total sample was made up of 130 participants.

3.4.1 Schools
The first stage selection of the schools was purposive. The selection was based on whether a school offers French or not since the objective of the study was to collect data about the choice of French as a subject of study. First, the schools were grouped as public or private. Since the public schools were the main target of the study, these were further grouped into national and county schools and selected randomly.

3.4.2 Respondents
The learners and the teachers are directly involved in the subject under study and were the primary respondents. All the schools had one teacher of French who took part in the study. Two learners studying French and one who does not take French were chosen randomly from each form through the ballot method. The learners were asked to pick pieces of folded paper. All papers were marked except two in the case of learners studying French. Those who picked the blank papers took part in the study. The same procedure was followed to pick a learner who dropped French.

3.5 Research Instruments
Questionnaires were used to collect the data. This was appropriate for the large population where interviews would have been impractical. Questionnaires were semi-structured, having both open-ended and closed-ended questions. The questionnaires were designed, developed and pretested by the researcher.
3.5.1 Students’ Questionnaires

These had three sections (A-C). Section A, sought information on the student’s demographics; section B sought information on the student's perception of the value of studying French and the benefits of studying it. Section C sought information on what contributes to the low uptake of French, what they consider before choosing French, the factors that influence the learner’s decision to opt or not opt to study French and finally their suggestions on how to increase the number of learners studying French.

3.5.2 Questionnaires for Teachers

The questionnaire for teachers also had three sections. Section A sought information on demographics; section B sought information on the teachers’ perceptions of the value of studying French for the learners and how studying it will benefit the learners. Section C sought information on the total school population and the student enrolment in French in Form one to four in the year 2015, when the study was carried out. The teachers were also asked to rate the learners’ levels of enthusiasm for studying French, and state what factors, in their opinion, learners consider before choosing French and suggest ways of getting more learners to study French.

3.6 Validity of Instruments

Validity is an important element for research instruments. Mugenda and Mugenda (2003) say validity refers to how accurately the data obtained in the study represents the variables of the study. Severin and Tankard (2001) argue that when evaluating the validity, a researcher needs to answer the question ‘does the instrument measure what the investigator claims it measures?’ They justify that a tool used in any
investigation or study should measure the variable for which it is intended to
measure.

There are different types of validity, but the research instruments were tested for
content validity. An independent research expert read the instruments in order to
check whether each objective was addressed in the questionnaire and the type of
data expected. The expert pointed out that all the objectives were not addressed and
this was corrected. The questionnaires were then subjected to a pilot test to check for
clarity of the questions, uniformity in interpretation, the accuracy of the answers,
and whether the responses would enable collection of the right data. Changes were
made in accordance with the feedback received. Validity of the questionnaire was
made possible through face validity, where experts with better understanding of the
research topic were involved in evaluation of questions to capture the topic under
investigation. Secondly, an expert checked the survey for common errors like
barrelled, confusing, and leading questions. Internal consistency of questions leading
to the same factors was checked through checking the correlations between the
questions hence consistent responses.

3.7  Reliability of Instruments

Reliability is the measure of the degree to which a research instrument yields
consistent results after repeated trials (Mugenda & Mugenda, 2003). Severin and
Tankard (2001) also state that reliability deals with the consistency of measurement.
The two argue that "reliability is the ability of a measure to provide the same results
time after time within the acceptable margins of error, if applied to the phenomena
under the same conditions" (Severin and Tankard, 2001:42).
This means that a reliability test will answer whether the procedures of data collection and analysis will generate the same results on other occasions or whether other researchers make similar observations and arrive at the same conclusions from the raw data (Smith et al., 2002; Saunders, Lewis & Thornhill, 2007). The researcher ascertained validity and reliability by pre-testing the instruments. During the pilot of the instruments, reliability was checked through a test re-test approach. The same test was administered twice to the respondents at different intervals. An analysis of the responses indicated uniformity of interpretation showing the questionnaires were reliable.

3.8 Pilot Study

A pilot test is an evaluation of the specific questions, format, question sequence and instructions for use in the main survey. Mugenda and Mugenda (2003) suggest that a questionnaire should be tried out in the field with a small group to pre-test its usefulness, accuracy, and validity. Pilot testing is a crucial step in research as it helps avoid costly errors.

The instruments were pilot tested in 3 schools namely Nairobi School, Muhuri Muchiri Mixed Secondary School and Our Lady of Mercy South B. This enabled the developing and testing adequacy of the research instruments. Piloting the three schools also assisted in assessing the feasibility of the study, designing of the research protocol as well as variability estimations. Permission was sought from the school Heads to conduct a pilot study in their establishment. Selection of the respondents without undue interference of the school routine was possible. Two students studying French and one not taking French were randomly chosen from
form one to four to give their feedback by filling in the questionnaires. The researcher left each school with the duly completed questionnaires. After that, the responses were analysed to verify that the questions had the same meaning to different respondents and that they answered the questions appropriately.

3.9 Data Collection

Questionnaires were used to obtain the data to meet the research objectives. The researcher introduced the study to the teachers and gave them questionnaires to fill in. Likewise, the student questionnaires were administered to the learners. On receiving the instrument, the researcher checked that all were completed accordingly.

3.10 Data Analysis

After all the data had been collected, the researcher numbered the questionnaires appropriately after which the questions were coded. The research yielded quantitative data on personal characteristics (age, gender, the level of education, the number of years of studying French) and qualitative data on the factors determining the choice of French, the benefits of studying French and reasons that led learners to drop French at the end of Form two.

Microsoft Excel and Stata were used to analyse quantitative data. Descriptive statistics in the form of percentages and averages were generated. The qualitative data was coded and organized into key themes. After that, inferences were made from the outcomes. The combined findings are documented and discussed in chapter 4.
3.11 Logistical and Ethical Considerations

3.11.1 Logistical Considerations

Before the actual data collection, the researcher prepared the research tools, followed due process to obtain a letter of approval from the University authority and a research permit from National Commission for Science Technology and Innovation. The researcher then contacted the Head Teachers of the schools to seek permission to conduct the research in their schools.

3.11.2 Ethical Considerations

Direct and informed consent was sought from the teachers who then participated in the research voluntarily. In the case of the learners, consent was sought from the Headteachers. The sampled learners were also introduced to the purpose of the study and informed that the participation was voluntary. Both sets of respondents were assured that any information given would be used for research purpose only. Additionally, the questionnaires were designed to capture only gender and class (learners) and not their names.
CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings based on the objectives of the study. The study sought to find out learners' and teachers’ perceptions of the value of studying French, the factors that contribute to the low uptake of French, and suggestions for improving uptake of French, a prerequisite to exploring strategies for increasing opportunities for studying the language.

4.2 Response Rate

The study targeted eighty learners currently studying French, forty learners not studying French and ten teachers. The response rate was as shown in Table 4.1

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Expected</th>
<th>Achieved</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students studying French</td>
<td>80</td>
<td>59</td>
<td>73.75</td>
</tr>
<tr>
<td>Students not studying French</td>
<td>40</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>Teachers</td>
<td>10</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>130</strong></td>
<td><strong>97</strong></td>
<td><strong>74.61</strong></td>
</tr>
</tbody>
</table>

The overall response rate was 74.61%. All the respondents participated voluntarily and were very cooperative.
4.3 Extent to which learners’ perceptions of the value of studying French determine its choice

The study sought to establish the extent to which the learners’ perceptions of the value of French determine their decision to take up French or not. An examination of what inspires the learners’ choices, as reflected in the reasons why they choose to learn French, was carried out. Figure 4.1 shows the learners' responses on the extent to which the reasons cited determine their choice of French.

![Figure 4.1: Extent to which the reasons cited influence the learners’ choice of French N=88](image)

The findings revealed that among the reasons enumerated, those that drive the learners’ desire to study French are, first and foremost, the ability to communicate with people from other countries.
A total of 48.84% of the learner respondents strongly agree they chose French to communicate with people from other countries, presumably where the language is spoken, while 38.37% of all the age groups represented agree. Indeed, the essence of language is communication and the need to speak other languages cannot be overemphasized. Owen (2014) aptly points out that more and more people are travelling to foreign lands, constantly building relations with contacts abroad. He makes a case for foreign language learning which Gbollie & Gong (2013) support with their assertion that increased global interdependence means that people and nations, irrespective of their differences, need one another to survive.

As indicated in figure 4.1, other reasons that many learners mention as strong determinants of choice are that French is easy to learn, it is an advantage for the learners' career choice and in their opinion will help secure a good job. Given the responses cited, one would expect that many learners opt to study French. However, other factors come into play. The clustering of subjects results into an unfair competition and, sometimes depending on the career choice, some of the best students drop French especially when it is not among the subject combinations required.

The learners' personal interest in French and the fact that they find it the best option in the subject group offered in their respective schools were also highly rated together with the opportunity for travelling abroad.

The findings strongly indicate that the respondents have asked themselves, as Jeremy Bentham's utilitarian theory postulates, and sufficiently answered the question ‘what use is learning French?’ Their considerations, reflected in the
personal benefits (Gallagher-Brett, 2004) they hope to accrue, are indicative of the instrumental motivation Oroujlou and Vahedi (2011) refer to as a utilitarian approach to language learning.

It is interesting to note that even learners who did not opt to study French think it is easy to learn. This category of learners also affirms that those who choose to study French are enthusiastic about learning it. The question therefore is, if this category of learners is also of the opinion that French is easy to learn, and acknowledges others’ enthusiasm for learning it, why do they not take it up?

After giving their opinion on what influences their choice of French, the learners were also required to indicate the factors that do not greatly influence their decision to take up French as a subject of study. Figure 4.2 shows the reasons which, in the learners’ opinion, do not greatly influence their choice.

![Figure 4.2](image-url)

**Figure 4.2: Extent to which learners disagree the cited reasons influence their choice of French N=88**
The responses indicate that the majority (78.16%) of the learners strongly disagree that they are forced to do French either by their parents, teachers or siblings. Only 4.6% strongly agreed while 3.45% agreed that they were forced.

The learners also strongly disagree that lack of frequent travel to French-speaking countries (51.16%) and the fact that no one in their family has learned a foreign language (47.06%) affect their choice. Neither parental influence nor peer pressure seem to be an important influence in the choice of French subject. Their responses also showed that majority of the learners had not learnt French before secondary school.

4.4 Teachers’ Perceptions on what Determines Learners’ Choice of French

The second objective of the study was to establish the extent to which the teachers’ perceptions of the value of studying French, determine the learners’ choice of the subject. Like in the case of the learners, the teachers were also asked to indicate what, in their view, are the main reasons that drive learners to choose French as a subject of study. The order of priority of the reasons as given by teachers is shown in figure 4.3.
The top reasons that were given by the teachers on why the learners choose French are markedly different from those provided by the learners. It was the teachers’ unanimous view that learners choose French because it is enjoyable and that it will help the learners secure a job. This indicates that from the teachers’ perspective, the learner’s choice is driven by the value of studying the subject. The teachers go on to affirm that the learners are interested in languages. Understanding other cultures and communicating with people from different countries became a distant third and fourth reason, respectively, in the priority continuum.

Other reasons the teachers rated highly (Figure 4.4) were: studying French is an advantage for the learners' career choices, French is easy to learn, and that the learners already have some members in their families who already speak the
language. Half the teachers considered peer pressure as a reason, yet the learners indicated it was not a major influence.

4.5 Learners’ and Teachers’ Perceptions on the Benefits of Studying French

4.5.1 Learners’ Perceptions on the Benefits of Studying French

Learners, whether studying French or not, were requested to state their views on whether studying French is beneficial and if so, what the benefits are. They provided their feedback as presented in figure 4.4.

![Benefits of Studying French](image)

**Figure 4.4: Learners’ perceptions on the benefits of studying French**

The learners produced 150 responses to this question. Some were even providing more than one response. Most of the learners indicated that studying French will help them secure good jobs or communicate eloquently with native and non-native
speakers of French. For this reason, studying French for career purposes was mentioned 60 times, which was the highest. This finding echoes the findings in existing research, for example, in 2013 Gbollie and Gong quote Grosse, Tuman, and Critz who, in a survey of Thunderbird students in America, rated employment as the number one reason they selected foreign language study. In the second position was Studying French to enhance communication that was mentioned 35 times. A total of 14 learners indicated that studying French gives them an opportunity to learn a new language while 13 said that learning French helps promote international relations. Communicating in French to people from francophone countries and understanding the French culture were both mentioned 9 times each. Learning French to promote the country’s economy was mentioned 5 times while getting the opportunity to learn in a Francophone country or winning a scholarship to study there was mentioned 4 times. Only one learner was of the opinion that studying French has no benefit at all.

### 4.5.2 Teachers’ Perceptions on the Benefits of Studying French

Nine teachers were interviewed about their perception of the benefits of studying French and the responses they provided are represented in figure 4.5
The teachers spelt out the benefits of learning French as mainly the ability to communicate with people from French-speaking countries, ability to secure jobs where French is required, knowing and appreciating other cultures, and making new friends.

Out of the nine teachers, six mentioned the ability to communicate with French speakers thus ranking it as the most popular benefit in the teachers’ view. Securing employment where speaking French is a requirement was mentioned 3 times. The other benefit that was most mentioned is appreciation of French culture. Other benefits like easing travel, promoting international relations, being an international language, studying in a francophone country, making new friends and studying it for leisure were all mentioned once.
The study brought out the fact that the students and teachers focus on the personal benefits of studying the language. It was of particular interest to note that the teachers, like the learners, disagree that there is a link between foreign language learning and a country's economy. The learner respondents, like the teachers, put little emphasis on economic and environmental factors as determinants of choice. It can be argued that the rationality of choice of French among the students is limited to the amount of information they have, information that is most probably solely from the teachers. Higher levels of awareness of the benefits can be reached by stimulating more student interest in self-directed information gathering.

4.6 Strategies for Increasing the Uptake of French
The third objective was to identify strategies for increasing the uptake of French. In order to do this, the study sought to establish learners’ levels of enthusiasm for studying French, the reasons why some opt to drop it at the end of form two while others do not choose it at all. Finally, the respondents were provoked to propose measures that can ensure an increase in the uptake of French.

4.6.1 Learners’ views on their level of Enthusiasm for Learning French
Learners, whether currently studying French or those who have decided not to, generally agree that they are enthusiastic about learning French. Figure 4.6 shows the respondents’ perceptions on the level of the learner's enthusiasm to learn French.
The findings indicate that 30.95% of the male learner respondents indicated they are extremely enthusiastic while 28.57% are somewhat enthusiastic. More female respondents are enthusiastic about learning French, 33.3% are extremely enthusiastic, and the same proportion, 33.3% of female respondents, are somewhat enthusiastic. In contrast to the male learner respondents, there are no female respondents who are not at all enthusiastic. In total, 29.63% of the respondents, both male and female are completely enthusiastic. According to Oroujlou and Vahedi (2011), enthusiasm is a sign of motivation. Motivation and attitude are inextricably linked. Therefore, it can be surmised that the learner’s attitude towards learning
French is positive. Studying French, in their view, opens a door for job opportunities, personal fulfilment, and enables them to communicate with and understand others. The big question then is why this does not translate into more learners being retained or recruited to study French.

4.6.2 Teachers’ views on Learners’ Levels of Enthusiasm for Learning French

The teachers, in particular, were first asked to provide statistics on the enrolment in French and the total school population in their respective schools. The aim was to see the actual proportion of those studying French as compared to the whole school population. Table 4.2 shows the enrolment in French in each form, the total school population and the total number of students studying French as a percentage of the whole school population, in nine schools.
Table 4.2: Enrolment in French in the year 2015 in the sampled schools

<table>
<thead>
<tr>
<th>No.</th>
<th>School</th>
<th>Form 1</th>
<th>Form 2</th>
<th>Form 3</th>
<th>Form 4</th>
<th>Total Studying French</th>
<th>Total School Population</th>
<th>Percentage of Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Huruma Girls</td>
<td>43</td>
<td>22</td>
<td>16</td>
<td>18</td>
<td>99</td>
<td>510</td>
<td>19%</td>
</tr>
<tr>
<td>2</td>
<td>Buruburu Girls</td>
<td>40</td>
<td>10</td>
<td>19</td>
<td>13</td>
<td>82</td>
<td>918</td>
<td>9%</td>
</tr>
<tr>
<td>3</td>
<td>Starehe Boys Centre</td>
<td>38</td>
<td>38</td>
<td>26</td>
<td>21</td>
<td>123</td>
<td>1067</td>
<td>12%</td>
</tr>
<tr>
<td>4</td>
<td>Lenana School</td>
<td>41</td>
<td>80</td>
<td>9</td>
<td>8</td>
<td>139</td>
<td>1300</td>
<td>11%</td>
</tr>
<tr>
<td>5</td>
<td>The Kenya High</td>
<td>61</td>
<td>62</td>
<td>17</td>
<td>16</td>
<td>156</td>
<td>1200</td>
<td>13%</td>
</tr>
<tr>
<td>6</td>
<td>Jamhuri high</td>
<td>40</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>60</td>
<td>800</td>
<td>8%</td>
</tr>
<tr>
<td>7</td>
<td>Pangani Girls</td>
<td>100</td>
<td>30</td>
<td>25</td>
<td>41</td>
<td>196</td>
<td>1200</td>
<td>16%</td>
</tr>
<tr>
<td>8</td>
<td>Parklands Arya Girls</td>
<td>53</td>
<td>13</td>
<td>13</td>
<td>14</td>
<td>94</td>
<td>627</td>
<td>15%</td>
</tr>
<tr>
<td>9</td>
<td>Ofafa Jericho</td>
<td>45</td>
<td>20</td>
<td>11</td>
<td>8</td>
<td>84</td>
<td>700</td>
<td>12%</td>
</tr>
</tbody>
</table>
The findings indicate the exact percentage of learners studying French in relation to the total school population in the sampled schools. In the boys’ schools, the reduction in numbers of those studying French at the end of form two is quite significant. Despite the aforementioned trend, it is interesting to note that seven out of the nine teachers who responded are also of the view that learners are enthusiastic to learn French. It is most likely that they are referring to those who were studying French.

4.6.3 What Learners Consider before Choosing French

Among the factors learners consider before choosing French, personal fulfilment is rated highest. Other considerations that were rated highly include the learner’s ability to do well in French, the relevance of French to the learner’s chosen career and the possibility of securing a job in a multinational company or a Non-Governmental Organization. The results are shown in figure 4.7.

![Figure 4.7: What learners consider before choosing French N=88](image)

<table>
<thead>
<tr>
<th>Personal Fulfillment</th>
<th>Relevance to Career Option</th>
<th>Friends taking it or not</th>
<th>My ability to do well</th>
<th>How much I like the teacher</th>
<th>Ease of securing a job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Male</td>
<td>87.5</td>
<td>78.0</td>
<td>7.32</td>
<td>92.6</td>
<td>71.4</td>
</tr>
<tr>
<td>Female</td>
<td>80.4</td>
<td>72.0</td>
<td>27.9</td>
<td>6.98</td>
<td>86.0</td>
</tr>
<tr>
<td>Total</td>
<td>83.9</td>
<td>75.0</td>
<td>25.0</td>
<td>7.14</td>
<td>82.8</td>
</tr>
</tbody>
</table>

N=88
Overall 83.9% of the learner respondents mentioned personal fulfilment as a primary motive in deciding to learn French. Other considerations in order of importance are: the learners’ ability to do well in the subject (78.8%), the relevance of French to the learners’ career of choice (75 %) and how French will facilitate the securing of jobs (63.1%). Only 7.14 % of all respondents mentioned that other friends influenced them to consider taking up French thereby confirming that peer influence is not a significant decisive factor. The female learner respondents' first consideration is their ability to do well in the subject; 86.05% of the female learners consider the ability to do well in the subject as opposed to 71.43% of the males. The teachers’ responses are similar to that of the female respondents in that they also indicated that the learners consider performance first. Another factor that female learner respondents consider more than the males is the ease with which they can secure a job.

Reverting back to the question of learners’ major concerns with performance in the subject, it is a well-known fact that the grade attained in an individual subject contributes to one's overall grade. Learners will tend to shy away from subjects prone to lowering their overall grade, a matter that is closely linked to Chokah’s (2013) argument on the clustering of subjects and the consequent low uptake of French. The history of performance of subjects in a particular cluster will come into play as the decision is taken to continue studying or drop a particular subject. The learners corroborated this fact by citing fear of failure as one of the reasons why some opt not to study French.
Since the relevance of French to their chosen career is an important consideration in the learners’ decision-making process, the next question that begs to be answered is, ‘What job opportunities requiring French language use are available in Kenya?’ The teaching profession has been, for a long time, the main avenue of employment for those who study French to advanced levels. The current secondary education course books do not bring to the fore other career opportunities, within Kenya, for students studying French apart from teaching, translation and interpretation.

However, a survey of online job offers for persons who speak French reveals that there are more and more offers in varied fields, for example, communication, content writing for football, Information Technology (IT), and the transport and logistics sectors. Even though some offers are restricted to native speakers of French, this is a great opportunity to market French to learners pursuing courses other than Education.

4.6.4 Teachers’ views on what the Learners consider before Choosing French

The teachers’ views on what the learners consider before opting to study French were also sought. Figure 4.8 illustrates their responses.
The teachers unanimously agreed that before making the choice to study French, the learners consider their ability to do well in the subject. This view is different from that of the learners who ranked it second. There are two outstanding observations on the differences between the students’ and the teachers’ perceptions. First, the teachers rate peer influence as a major consideration before choosing French yet 92.8% of the learners indicated it is not what they consider. Secondly, almost all the teachers were of the view that learners’ attitudes towards the teacher is an important consideration yet the students indicated the effect of this factor is minimal. This is supported by the fact that 85.3% of the male learner respondents and 88.3% of the female learner respondents deny that ‘how much they like the teacher’ is a factor they consider before choosing to study French.
According to the teachers, other considerations learners make before choosing French, in order of preference are; personal fulfilment (88.89%), whether their friends are taking the subject or not (88.89%), how much they like the teacher (77.78%), the relevance of the subject to their career option, and lastly, the possibility of getting a job in a multinational company or Non-Governmental Organization. The last two reasons are both rated at 66.67%.

Six out of nine teachers also stated that the co-curricular activities that learners who study French engage in determine their choice to a great extent. The learner respondents share the same opinion as the majority of them acknowledged the role co-curricular activities, for example music and drama festivals in French, play in motivating them to choose French.

![Pie Chart]

**Figure 4.9:** Extent to which co-curricular activities determine choice of studying French
4.6.5 Reasons why Learners opt not to Study French

At the beginning of section 4.6, it was pointed out that the main aim of seeking various information was to assess the current situation with a view to proposing ways to increase uptake of French. As such, knowing the reasons why some learners do not choose to study French at all while others drop it in Form two was crucial to the study.

In this particular section, special interest was given to the reasons stated by the learners who had not opted to study French. The reasons were significant in that they either led to their not considering French as a subject of study at all or led to their discontinuation at Form two. Here are some excerpts of the responses on why learners choose not to study French.

According to the findings, a section of learners does not choose French because they do not see its utility.

NF: Learners feel it may not be helpful after high school... it is not available in all schools. (S-NF-SBC)
F: They think it has no benefits (S-F-OJHS)
NF: ...because it will not help in life. (S-NF-JHS)

The learner who gave the last response cited above also suggested that there should be more jobs for people who take French, a fact he considered would help increase enrolment.

Some learners find languages challenging and feel that choosing an additional language will only add to their frustration.
NF: I didn't like doing three languages in high school because they really give me a hard time so I couldn't again add French because I would be pressured and frustrated. (S-NF-OJHS)

NF: Because some tend to think that, if their own language, mother tongue, is hard to get, what of adding another language. (S-NF-PG)

Other learners cited insufficient knowledge, lack of interest and guidance as deterents to making the choice of taking up French.

NF: Some learners opt not to study French at all because of limited knowledge of French as a subject and lack of interest due to not doing research on it. (S-NF-DRPB)

NF: Fear they won't get the support they need since some come from places where no one speaks French at all. (S-NF-SBC)

A teacher explained that some male learners do not choose French because, being a language, they consider that it is a subject for girls.

T: ...considering French as subject for girls (T-JHS)

The two categories of learners, those studying it and those who are not, indicated that learners mainly drop French in form two because of the history of performance in the subject at the Kenya Certificate of Secondary Education (KCSE) Examination. Their main fear is that they will fail in the subject.

NF: ...they are afraid of writing French composition and oral assessment (S-NF-TKHS)
F: Some drop because of the fear of oral examination. They perceive that is difficult to discuss about various things in French. (S-F-PG)

Other respondents cited the nature of the subject which is perceived to be difficult thus requiring a lot of effort and commitment.

NF: Learners perceive it to be tricky and hard. They consider the commitment it requires. (S-NF-BG)

NF: Because one cannot read by her own and it requires intensive research. (S-NF-PAG)

NF: It is hard especially pronunciation. (S-NF-HG)

Other learners stated that the way French is taught discourages them as it makes it seem difficult.

NF: The way French is first introduced by the teacher...the language seems difficult compared to other languages (S-NF-PAG)

One teacher attributed learners’ choice of options other than French to the fact that the lessons allocated to French are few. T: The number of lessons are too few hence some don't catch up with the teacher's speed (T-PAG)

There is yet another group of learners who said that some learners drop French because they think it is not important.

F: They think French is not important in Kenya and has no job opportunities. (S-F-DRPS)

Other reasons why learners discontinue French in Form two given by the respondents are negative attitude, and parental and peer influence.
4.7 Suggestions on how to Increase Enrolment in French

The learners, as well as the teachers, believe enrolment could increase if certain measures are taken. According to the learners, there are some things that can be done to increase enrolment in the French classes.

The first one is helping learners to know more about the benefits and importance of learning French. According to them, some are cheated that French is hard.

NF: Create awareness on the importance of learning French (S-NF-TKHS)

NF: Telling them the benefits (S-NF-OJHS)

F: Explain the importance of studying French in our world of today since it has lots of opportunities (S-F-OJHS)

A learner further suggested the use of adverts to create awareness on the importance of French.

F: Make adverts in French and teach its importance...Make learning of French more digital (S-F-SBC)

Improving participation in French language study requires intervention at two levels – increasing initial enrolment and retaining the learners by curbing the dropout rates. Arguably, more learners would choose to study French if their view of the benefits was further expanded.

Moreover, since one of the discouraging factors in choosing French is fear of not performing well, increased awareness of the fact that learning a foreign language improves chances of academic success in other disciplines would be a plus factor. American Council for Teaching Foreign Languages attests to the fact that students who have learnt foreign languages attain higher test scores than their counterparts.
who have not. Learning a foreign language is considered an exercise in cognitive problem solving, a skill that is transferable to other disciplines. Heightened awareness of such facts may help drive up enrolment in French (Ervin, Alosh, & American Council on the Teaching of Foreign Languages, 2009).

Awareness creation can also be achieved by expanding the students’ horizons and increasing their ability to tap into hitherto latent areas (Owen, 2014). It can be done by drawing close links between foreign language learning and increasing any country’s capabilities in world trade, diplomacy, and human understanding and creating awareness on the importance of French as a business and world language. In the words of Owen (2014), more businesses today are looking for people with foreign language skills because they have come to the recognition that expanding one’s activities to outside markets necessitates curbing the downside effect that language barriers can put up. He adds that building relationships with contacts abroad is facilitated when one can communicate in the language of the trade partner. Such action will serve to dispel misconceptions about the subject while increasing awareness of its utility, thus enhancing the capacity of the learners to aspire to excel nationally and internationally.

Another means of increasing opportunities cited by all categories of respondents, learners, and teachers alike, suggested that French should be introduced in primary school.

**NF:** French should be introduced in all primary schools in order to engage more learners to know the subject. *(S-NF-OJHS)*

**T:** Start it in primary *(T-JHS)*

**F:** Introduce French in primary *(S-F-PAG)*
There were also suggestions to introduce French in other schools where it is not presently taught.

NF: Increase the teaching of the language in schools where it is not available. (S-NF-SBC)

T: Schools that do not offer the subject should introduce it. (T-OJHS)

Currently, Kenya is in the process of reforming the curriculum, and one of the major preoccupations is how to take into consideration learners' needs for foreign language education. It is the opportune moment to stop operating on language decisions taken at Independence and remove the systemic barriers to foreign language learning. A good place to start is by formulating an inclusive language policy, which incorporates foreign language learning at all the desired levels, in this case, primary level. Such a policy would provide a framework for developing marketing strategies for foreign language education in Kenya which would, in turn, enhance learner participation.

Another suggestion mentioned by learner respondents and teachers alike is the need to improve teaching. The aim would not only be to motivate learners to choose French but also to retain those who choose it in Form one up to Form Four. A teacher further suggested the re-introduction of in-service training for teachers of French.

NF: Make lessons interesting (S-NF-LS)

NF: Have French exchange programmes (S-NF-TKHS)

T: Introduce fun ways of learning through songs and dances...reintroduction of the annual in-service training for all teachers of French (T-HG)
The need to improve teaching is not a novel idea but rather emphasis on one of the imperative needs in instruction. Performance in a subject is substantially dictated by the mode of delivery of the content and the teaching strategies employed. One of the discouraging factors mentioned by the learners is the way the subject is introduced to them. Teacher quality is, therefore, an issue that cannot be circumvented in a bid to increase opportunities for more learners to take up French.

On the issue of dropping French at Form two, some learners are compelled to do so because of the clustering of subjects. A learner who does not currently study French suggested that the current subject groups should be reconsidered and revised. Similarly, a teacher called for an end to the blocking of group 4 and group 5 subjects. French is clustered with music, business studies and German in group 5.

NF: Group subjects in a manner that a learner would be able to pick subjects they like and not to be compelled to drop out because they have no choice. (S-NF-PAG)

T: Avoid blocking it with other group 4 and 5 subjects (T-JHS)

Learners expressed the wish to see the career paths increased by having more jobs for those who choose French.

NF: For there to be more jobs for the people who take French (S-NF-JHS)

NF: Provide jobs after High School at NGO. (S-NF-BG)

The learners also asked for scholarships for further studies.

NF: Promise them sponsorship for studies abroad such as in France. (S-NF-LS)
One learner pointed out that French should be related to the problems facing the youth today.

NF: Relate French to the current problems especially that’ll face the youth. (S-NF-BG)

Increased government support and provision of adequate reading materials were also cited. The resources that were emphasized were digital resources. One learner would like to see more television and radio programmes airing French.

F: Have more TV and radio programme airing in French (S-F-TKHS)

Conclusion

Students and teachers focus on the instrumental motivation of studying the French language, that is, the personal benefits to be accrued. The order of priority of the top reasons for choosing French is markedly different when the learners’ and the teachers’ responses are compared. Some learners opt not to study French while a considerable number drop the subject at the end of Form two mainly because they do not see its utility, and there are not many job opportunities requiring knowledge of French. Other deterrents are lack of interest and encouragement, nature of the subject which some perceive to be difficult, pedagogy, history of performance in the subject at KCSE exams and a negative attitude. Interestingly, the teachers, like the learners, disagree that there is a link between foreign language learning and a country's economy. The respondents gave several suggestions that can be operationalized to increase enrolment in French.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction
This chapter focuses on the summary of the study and conclusions drawn from the findings. Based on the conclusions drawn, recommendations were made.

5.2 Summary
This study was undertaken to find out the determinants of students’ choice of French language subject. The objectives were to establish the extent to which the learners’ and teachers’ perceptions of the value of studying French determine its choice as a subject of study and strategies for increasing enrolment in French through examining the factors that contribute to the low uptake of the subject. The study adopted a cross-sectional survey design where semi-structured questionnaires were used to elicit responses from the respondents. Purposeful random sampling was used to select ten schools out of the twenty-nine public secondary schools in Nairobi City County. A total of one hundred and thirty respondents comprising eighty students studying French, forty students not studying French and ten teachers were targeted. The learner respondents were randomly sampled using the ballot method. The response rate was 74.61% giving a non-response bias of 25.39%. The quantitative data was analysed using Stata and Microsoft Excel. Content analysis of the qualitative data was carried out through the generation of themes.

The first objective the study set out to establish was the extent to which learners’ perceptions of the value of studying French determines their choice of the subject. The findings revealed that inasmuch as French is attractive as a subject of study, its
utility, reflected in the individual benefits to be accrued, plays a critical role in choosing it. The value of studying French is mirrored in the reasons the learners give for choosing to study it – communication with people from other countries, appreciation of others, the competitive advantage it gives when one is looking to secure a job, career growth and advancement, and mobility. These factors determine its choice to a great extent. The findings also indicated that the learner respondents’ choice to learn French is not influenced by peers, parents or teachers. Besides, the majority of learners attest to having no contact with French before joining secondary school. There is more emphasis on individual and social purposes than economic and political purposes of learning the language.

Learners who opted to study French acknowledge that there is enthusiasm for studying the language and state that it is easy to learn. The fact that some learners did not opt to study French, despite its apparent attractiveness, is attributed to certain inherent complexities namely, the ability to do well in the subject, subject clustering and, history of performance in the subject at Kenya Certificate of Secondary Education. These factors override enthusiasm and interest in the subject.

Second, the study set out to establish the teachers’ perception on the value of studying French. They echo the sentiments of the learners that studying French is an advantage for the learners’ career choices; studying French will help the learners secure a job, promote understanding of other cultures, and enhance communication with people from different countries. Interestingly, the teachers, like the learners, disagree that there is a link between foreign language learning and a country's economy.
Third, the study set out to identify strategies that can be put into practice to increase enrolment in French. In order to achieve this, the main factors that contribute to the low uptake of French were first sought. The findings of the study reveal that a large number of learners adopt the utilitarian approach as they consider what use French will be to them after school. Their preference of French or lack thereof is dictated by the perceived personal benefits they will accrue by studying the subject. According to the respondents, the main reasons that contribute to learner dropout, in order of priority, are: low or lack of interest in the subject; nature of the subject; negative attitude of the learners; parental influence in cases where they advise against choosing the subject; the way French is taught, that is, the teaching strategies used, peer pressure and influence; and what the learners consider as restricted career choices. It is the respondents’ view that dealing with the cited issues will go a long way in increasing uptake of French.

Finally, the respondents suggested what can be done to increase enrolment in French. The respondents pointed out the need to create awareness on the importance of studying French as a foreign language in the 21st century, its benefits and the opportunities available for using it. Such action is expected to increase awareness of its utility, thus enhancing the capacity of the learners to aspire to excel nationally and internationally.

The respondents also suggested that introducing French at primary school level and in secondary schools where it is not currently offered could encourage more learners to study French. They further suggested that the lessons should be more interesting. Those who are forced to drop the subject due to the clustering were of the opinion
that subject clustering should be revised. Learners also stated that French should be related to the problems youth face today. Lastly, they suggested that learning of French should be made more digital and that programmes should be aired both on radio and on television.

5.3 Conclusions

This study sought to draw parallels between perception, attitude and language uptake, an area in which, according to Taylor & Marsden (2014), there is little documentation. The following conclusions were made from the findings:

1. The utility of learning French, viewed in the light of individual benefits to be accrued by the learner, is a major consideration in learners’ choice of French. In order of priority, the learners mainly consider the following factors; the ability to communicate with people from other countries; enjoying learning; and that learning French will help them understand other cultures.

2. The teacher’s perceptions and those of the learners denote a case of parallel convictions. The main determinants of choice of French given by the teachers are; interest in languages and the fact that learning French will help them secure a job. This order of priority is not in complete synchrony with those of the learners.

3. The main reasons that contribute to learners not choosing French, in order of priority, are: low or lack of interest in the subject; nature of the subject; negative attitude of the learners; parental influence in cases where they advise against choosing the subject; the way French is taught, that is, the teaching strategies used; peer pressure and influence; and what the learners consider as restricted
career choices. Dealing with the cited issues, in the respondents’ views, will go a long way in increasing uptake of French.

4. Suggestions on the ways of increasing enrolment in French include creation of awareness on the importance of studying French as a foreign language in the 21st century, its benefits and the opportunities available for using it, increased use of digital media, early introduction of French in primary schools, offering French in other secondary schools where it is not currently taught as well as revising the clustering of subjects.

5.4 Recommendations

1. Strategies for increasing learners’ awareness on other benefits of learning French should be devised, for example, the increasing importance of learning foreign languages in the 21st century for diplomacy, trade, and tourism. This could be done through stimulating learner interest in self-directed information gathering and initiating marketing strategies for French that include dispelling some of the misconceptions about the subject.

2. Ensure the teachers perceptions are in synchrony with those of the learners.

3. Generate data on the enrolment trends in French annually to monitor uptake.

5.5 Suggestions for Further Research


2. A longitudinal study on how those who have studied French in Kenya are using it.
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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR LEARNERS

Learners’ Questionnaire

Dear learner,

I am a learner at Kenyatta University studying a Masters degree in Education. In partial fulfilment for award of the degree, I am required to conduct a research. My research is on DETERMINANTS OF LEARNER CHOICE OF FRENCH LANGUAGE SUBJECT IN PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY. Kindly respond to the questionnaire with honesty. Your identity will be treated with utmost confidentiality. Thank you for taking time to support this study.

Instruction
Kindly tick the appropriate box for your response. Where explanations are required, use the spaces provided.

Section A: Demographics
1. Gender
   Male [ ]   Female [ ]

2. Age
   13-14 [ ]   17-18 [ ]
   15-16 [ ]   19-20 [ ]
   Others (please specify) ........................................................................................................

3. Level of education
   Form 1 [ ]   Form 2 [ ]
   Form 3 [ ]   Form 4 [ ]

4. Name of school ......................................................................................................................
Section B: Learners’ perception on the value of studying French

5. In the table below, please tick where appropriate. Key: SA =Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree

I chose to learn French because:

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is easy to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Some members of my family speak French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>No one in my family has learnt a foreign language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I was forced to by my parents/teachers/guardians/siblings/advisers</td>
<td></td>
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<tr>
<td>5</td>
<td>I am interested in languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>I travel frequently to French-speaking countries</td>
<td></td>
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<tr>
<td>7</td>
<td>Of peer pressure</td>
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</tr>
<tr>
<td>8</td>
<td>Learning a language helps understand other cultures</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>I began learning French before secondary school so I just continued</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>It was my best option in the subject group provided by the school</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>It is an advantage for my career choice</td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>It is enjoyable</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>It will provide opportunity for travel abroad</td>
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<td></td>
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<tr>
<td>14</td>
<td>It will help me secure a good job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>It will help me communicate with people from different countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>It will improve my understanding of my own language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>People who know foreign languages help their countries’ economy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Language learning helps to improve national security</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Having people who know other languages in a country helps it have better relationships with other countries</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20</td>
<td>Learning other languages promotes good values</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. What are the benefits of studying French?

7. What skills will you acquire through learning French?

Section C: Strategies for increasing uptake of French

8. How do you rate your level of enthusiasm for learning French?
   - Extremely enthusiastic [   ]
   - Somewhat enthusiastic [   ]
   - Not at all enthusiastic [   ]
   - Completely enthusiastic [   ]

9. Did you consider the following before choosing to study French?
   - Personal fulfilment [   ]
   - Relevance to my career option [   ]
   - Whether my friends were taking it or not [   ]
   - My ability to do well in French [   ]
   - How much I like the teacher of French [   ]
   - Ease of landing a job in a multinational company or an NGO [   ]

10. Explain why you considered the point(s) in question 7.
11. To what extent do the following reasons determine learners’ choice of French subject?

In the table below, please tick where appropriate. Key: GE =Great Extent; SE=Small Extent NS=Not Sure; NA=Not at All

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>GE</th>
<th>SM</th>
<th>NS</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to communicate with people from French speaking countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Learning about the French culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The topics covered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The way French subject is assessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The co-curricular activities learners who study French engage in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. What other reasons may influence a learner’s decision to study French? ..........  
........................................................................................................................................
........................................................................................................................................

13. Why do some learners opt not to study French at all? .................................
........................................................................................................................................
........................................................................................................................................

14. Why do some learners drop French in Form 2? ...........................................
........................................................................................................................................
........................................................................................................................................

15. Suggest what can be done to get more learners to study French ..............
........................................................................................................................................
........................................................................................................................................

THANK YOU FOR YOUR COOPERATION
APPENDIX B: QUESTIONNAIRE FOR LEARNERS NOT STUDYING FRENCH

Learners’ Questionnaire

Questionnaire No. ..........................................

Dear learner,

I am a student at Kenyatta University studying a Masters degree in Education. In partial fulfilment for award of the degree, I am required to conduct a research. My research is on DETERMINANTS OF LEARNER CHOICE OF FRENCH LANGUAGE SUBJECT IN PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY. Kindly respond to the questionnaire with honesty. Your identity will be treated with utmost confidentiality. Thank you for taking time to support this study.

Instruction
Kindly tick the appropriate box for your response. Where explanations are required, use the spaces provided.

Section A: Demographics
1. Gender
   Male [ ]   Female [ ]

2. Age
   13-14 [ ]   17-18 [ ]
   15-16 [ ]   19-20 [ ]
   Others (please specify) ..............................................................

3. Level of education
   Form 1 [ ]   Form 2 [ ]   Form 3 [ ]
   Form 4 [ ]

4. Name of school ..............................................................................
Section B: Learners’ perception on the value of studying French

5. In the table below, please tick where appropriate. Key: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree

I chose NOT to learn French because:

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is not easy to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Some members of my family speak French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>No one in my family has learnt a foreign language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I was advised not to by my parents/teachers/guardians/siblings/advisers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I am not interested in learning languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I do not intend to travel to French-speaking countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>of peer pressure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Learning a language does not help understand other cultures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I began learning French before secondary school and did not wish to continue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>It was not my best option in the subject group provided by the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>It is not an advantage for my career choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>It is not enjoyable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>It will not provide opportunity for travel abroad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>It will not help me secure a good job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I can still communicate with people from different countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>It will not improve my understanding of my own language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>People who know foreign languages do not help their countries’ economy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Language learning does not help to improve national security</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Having people who know other languages in a country does not help it have better relationships with other countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Learning other languages does not promote good values</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Are there benefits of studying French? .................................................................
....................................................................................................................................
........................................................................................................................................

7. What skills does one acquire through learning French? ..............................................
........................................................................................................................................
........................................................................................................................................

Section C: Strategies for increasing uptake of French.
8. How do you rate your level of enthusiasm for learning French?
    Extremely enthusiastic [ ] Somewhat enthusiastic [ ]
    Not at all enthusiastic [ ] Completely enthusiastic [ ]

9. Did you consider the following before deciding not to study French?
    Personal fulfilment
    Relevance to my career option Yes [ ] No [ ]
    Whether my friends were taking it or not Yes [ ] No [ ]
    My ability to do well in French Yes [ ] No [ ]
    How much I like the teacher of French Yes [ ] No [ ]
    Ease of landing a job in a multinational company or an NGO Yes [ ] No [ ]

10. Explain why you considered the point(s) in question 7 ............................................
11. To what extent do the following reasons determine learners’ choice of French subject?

In the table below, please tick where appropriate. Key: GE =Great Extent; SE=Small Extent NS=Not Sure; NA=Not at All

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>GE</th>
<th>SM</th>
<th>NS</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to communicate with people from French speaking countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Learning about the French culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The topics covered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The way French subject is assessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The co-curricular activities learners who study French engage in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. What other reasons may influence a learner’s decision to study French? .................................................................

13. Why do some learners opt not to study French at all? ........................................................................................................

14. Why do some learners drop French in Form 2? ..................................................................................................................

15. Suggest what can be done to get more learners to study French. ....................................................................................

THANK YOU FOR YOUR COOPERATION
APPENDIX C: QUESTIONNAIRE FOR TEACHERS

TEACHERS' QUESTIONNAIRE

Questionnaire No. .........................

Dear Colleagues,

I am a learner at Kenyatta University studying a Masters Degree In Education in partial fulfilment for award of the degree; I am required to conduct a research. My research is on DETERMINANTS OF LEARNER CHOICE OF FRENCH LANGUAGE SUBJECT IN PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY. Kindly respond to the questionnaire with honesty. Your identity will be treated with utmost confidentiality. Thank you for taking time to support this study.

Instruction

Kindly tick the appropriate box for your response. Where explanations are required, use the spaces provided.

Section A: Demographics

1. Gender

Male [ ] Female [ ]

2. Age

20-24 [ ] 30-34 [ ] 40-44 [ ]
50-54 [ ] 25-29 [ ] 35-39 [ ]
45-49 [ ] 55 and above [ ]

3. Level of education

College diploma [ ] Masters degree
Bachelors degree [ ] Other (specify) ...........................................

4. Name of school ..............................................................................

5. Position in Languages department

Assistant teacher [ ] Senior teacher [ ]
Head of French department [ ] Head of languages department [ ]

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Section B: Teachers’ perception on the value of studying French

6. In the table below, please tick where appropriate. Key: SA =Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree

Most learners choose to learn French because:

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is easy to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Some members of the family already speak French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>No one in the family speaks a foreign language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>They are forced to by parents/teachers/guardians/siblings/advisers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>They are interested in languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>They frequently travel to French-speaking countries</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Of Peer pressure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Learning other people’s language helps understand other cultures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>They began studying it before secondary school so just continued</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>It is the best option in the subject group provided by the school</td>
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</tr>
<tr>
<td>11</td>
<td>It is an advantage for their career choices</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>12</td>
<td>It is enjoyable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>It will provide them with opportunity to travel abroad</td>
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</tr>
<tr>
<td>14</td>
<td>It will help them secure a good job</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15</td>
<td>Learning a language helps understand other cultures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>It will help them communicate with people from different countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>It will improve their understanding of their own languages</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>People who know foreign languages help their countries’ economy</td>
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<td>19</td>
<td>Language learning helps to improve national security</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Having people who know other languages in a country helps it have better relationships with other countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Learning other languages promotes good values</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. What are the benefits of studying French? ......................................................

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

78
8. What skills do the learners acquire through learning French?

Section C: Factors that contribute to low uptake of French

9. What is the total number of learners in your school?

10. How many learners study French in the school?

<table>
<thead>
<tr>
<th>Year</th>
<th>Form 1</th>
<th>Form 2</th>
<th>Form 3</th>
<th>Form 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. How do you rate the level of enthusiasm of the learners for learning French?
   - Extremely enthusiastic [ ]
   - Somewhat enthusiastic [ ]
   - Not at all enthusiastic [ ]
   - Completely enthusiastic [ ]

12. Do the learners consider the following before choosing to study French?
   - Personal fulfilment [ ] Yes [ ] No [ ]
   - Relevance to my career option [ ] Yes [ ] No [ ]
   - Whether my friends were taking it or not [ ] Yes [ ] No [ ]
   - My ability to do well in French [ ] Yes [ ] No [ ]
   - How much I like the teacher of French [ ] Yes [ ] No [ ]
   - Ease of landing a job in a multinational company or an NGO [ ] Yes [ ] No [ ]

13. Explain why they consider the point(s) in question 12.

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

79
14. To what extent do the following reasons determine learners’ choice of French subject?

In the table below, please tick where appropriate. Key: GE =Great Extent; SE=Small Extent NS=Not Sure; NA=Not at All

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>GE</th>
<th>LE</th>
<th>NS</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to communicate with people from French-speaking countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Learning about the French culture</td>
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<td></td>
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</tr>
<tr>
<td>3</td>
<td>The topics covered</td>
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<td>The way French subject is assessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The co-curricular activities learners who study French engage in</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

15. What other reasons influence learners decision to study French?

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

16. Why do some learners opt not to study French at all?

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

17. Why do some learners drop French in Form two?

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

18. Suggest what can be done to get more learners to study French

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

THANK YOU FOR YOUR COOPERATION
APPENDIX D: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref: NACOSTI/P/15/98674/8443

2nd December, 2015

Millicent Achieng Koga
Kenya University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Determinants of student choice of French language subject: A case of public secondary schools in Nairobi City County, in Kenya." I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 13th November, 2016.

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

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

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County

The County Director of Education
Nairobi County.
APPENDIX E: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. MILICENT ACHIENG KOGA
of KENYATTA UNIVERSITY, 11563-400
Nairobi, has been permitted to conduct
research in Nairobi County

on the topic: DETERMINANTS OF
STUDENT CHOICE OF FRENCH
LANGUAGE SUBJECT: A CASE OF PUBLIC
SECONDARY SCHOOLS IN NAIROBI CITY
COUNTY, IN KENYA

for the period ending:
13th November, 2016

Permit No.: NACOST/P/15/98674/6443
Date Of Issue: 2nd December, 2015
Fee Received: Ksh. 1,000

[Signature]

Applicant

[Signature]

Director General
National Commission for Science,
Technology & Innovation
### APPENDIX F: SCHOOLS IN NAIROBI OFFERING FRENCH AND CANDIDATURE

<table>
<thead>
<tr>
<th>No.</th>
<th>School</th>
<th>Category</th>
<th>No. of candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NAIROBI PRIVATE - CHURCH ARMY</td>
<td>Private</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>FRIENDS OFAFA MARINGO PRIVATE</td>
<td>Private</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>LENANA SCHOOL</td>
<td>National</td>
<td>9</td>
</tr>
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Source: MoEST, 2014
# APPENDIX G: ENROLMENT IN FRENCH IN THE YEAR 2014 IN PUBLIC SECONDARY SCHOOLS IN KENYA

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(Source: www.frenchinKenya.com)
APPENDIX H: MAP OF NAIROBI CITY COUNTY
APPENDIX I: DISTRIBUTION OF SAMPLED SCHOOLS
## APPENDIX J: CODES FOR EXCERPTS

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