

**USE OF AUDIO -VISUAL TECHNOLOGY AND ITS INFLUENCE ON STUDENTS'
PERFORMANCE IN FRENCH AMONG SECONCARY SCHOOLS IN NAIROBI CITY
COUNTY, KENYA**

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DECLARATION

I declare that this research thesis is my original work and has not been presented in any other university/institution for certification. The thesis has been complimented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources including the Internet, these are specifically accredited and references cited in accordance and in line with the anti-plagiarism regulations of Kenyatta University.

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DEDICATION

I dedicate this work to my beloved wife Elizabeth for her tireless push and unwavering desire to see me through this study and to my loving mum Janet Kalunda Mutemi for her vision for me in the realm of education

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ABBREVIATIONS AND ACRONYMS

3D –AIDS	Three Dimensional Teaching aids
AVR	Audio Visual Resources
CDs	Compact Discs
FFL	French as a Foreign Language
GDN	Generation of Digital Natives
ICT	Information Communication Technology
IRB	Institutional Review Board
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
LCD	Liquid Crystal Display
NEPAD	New Partnership for Africa’s Development
RRP	Recorded Radio Programmes
SLT	Social Learning Theory
SMASE	Strengthening Mathematics and Science Education
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Use of audio visual technology in the classroom is one way which can be used to support and promote the acquisition of knowledge and skills that will empower students for lifelong learning activities. This study targeted the use of audio visual technology for the teaching and learning of FFL in public secondary schools in Nairobi City County. The study was guided by four objectives: (i) to identify the types of audio visual resources available in schools for the teaching and learning of FFL, (ii) to ascertain the teachers' perception regarding the use of audio visual resources in the teaching and learning of French, (iii) to establish the extent to which teachers use audio visual resources in the teaching and learning of FFL, and (iv) to establish the challenges faced by both the teachers and the learners while using the audio visual resources in the teaching and learning of FFL. The study adopted a descriptive survey design and it targeted 25 public secondary schools in Nairobi City County and the target population in those schools was 241 form four students while that one of teachers was 25 teachers of French in those schools. Out of the earmarked population of 25 teachers, 9 were purposively selected for the survey while 28 students sampled in this study. The study used descriptive survey design and purposive sampling for the students was done as per the educational zones and the sample size was taken at 36 per cent. The research used the following research instruments; questionnaires for teachers and students, interview schedule for the heads of institutions and the observation checklists. To analyze the data collected, both quantitative and qualitative techniques were used. For quantitative data, which was generated from questionnaires thematic analysis, coding and categorization was done. The study found out that teacher of FFL mainly used the following AVRs for the purposes of teaching and learning in schools: Radio cassette players; Internet downloaded resources; Laptops; Video cassette players; Mobile phones and the smart board technology. The study also found that even though the radio cassette player was not an audio visual technology, it was however the single most commonly used teaching and learning resource. The study established that both the school administrators and the heads of departments were willing to support teachers of FFL in using the audio visual technology. The study identified the main challenges faced by teachers of FFL as: Lack of stable internet connectivity in schools; Unreliable electricity connection or total lack of electricity in some schools; Lack of both the audio visual resources and the technical skills required for operating those audio visual resources. The study also established that learners of FFL mainly faced the challenge of not having enough time to use the AVRs extensively. The study recommended that teachers of FFL use a multi-resources centered approach during the instructional process in order to accommodate the wide range of learning tastes and preferences amongst the learners; teachers to adopt a more innovative teaching culture to maximize on the available technological discoveries like the YouTube and the WIFI technologies; Teachers of FFL to embrace alternative methods of content delivery in the face of the Covid 19 protocols and the Ministry of Education to come up with an equalization fund to equip newly started sub county schools with the most basic infrastructural needs.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Learning technologies vary from traditional methods of chalkboard, to the more modern technologies such as the YouTube and the mobile phone, all of which can be utilized for the teaching and learning purposes. Learners' lives are today, fully occupied by visual images either from the web, the television or even through the games and sports they play in school (Oblinger, 2005). The use of multimedia in the teaching and the learning process therefore allows for the reconstruction of complex meanings independent of the text and helps in making interpretations which are basically different from those based on the text (Odhiambo 2011).

Lee (1970) defines audio learning aids as those resources which when used in the teaching and learning process; they strengthen the listening aspects and are very useful for auditory learners. He emphasizes that audio aids help learners in grasping a foreign language and preparing them for a more effective communication. Gilakjani (2012) states that visual aids on the other hand are usually pictorial expressions of information intended to promote learning. He adds that they improve performance in a learning environment and as such they are able to give the learning of French as a foreign language, a sense of originality so that learners are able to relate what they are learning with the real aspects of French. Zulfiqar, Ghani & Ali, (2010) have classified audio-visual resources in line with their type of projection. Adamu et al (2018) define audio visual technology as the coalescence of numerous types of digital media such as texts, images, sounds and videos into an integrated multi-modal interactive applications or presentations to deliver intended content to students during the teaching and learning process. Audio visual technology

therefore means an individual or a collection of media resources that are assembled together to collectively or individually presented intended content or information to students during the teaching and learning process. It is necessary to note that the internet and the social media are not audio resources in themselves but are key resources that may provide the audio visual content when well earnest. Audio learning resources can also be described as learning aids that can be voiced during classroom instructions. They include radios, radio cassette players, tape recorders, headphones among others. Visual learning resources help in visualizing things during a classroom session. Display boards, 3D – aids, Graphic aids, and print are but some of these learning materials. On the other hand, audio visual learning resources can be heard and seen simultaneously during classroom instructions. They include all types of projected aids, the television, the video, projected films, laptop computers, smart boards, tablets, mobile phone devices, the web downloads and the internet aided resources like the skype, video conferencing among many others.

Zulfiqar et al. (2010) have also classified audio visual resources according to their type of projection and in which we have audio, visual and audio visual learning resources. Audio learning materials are those teaching and learning aids which can only be heard during a classroom learning session. At the same time, visual materials show the actual thing during a classroom instruction session and are known to arouse curiosity in the learning environment. A combination of both audio and visual resources in the learning process gives rise to the audio visual concept. Such learning resources may include the laptop computers, the television, the smart boards as well as the most modern devices like the tablets, the mobile phone devices and the internet aided devices such as the skype and the video conferencing resources.

Ali, Ghani & Ali, (2010), concur that audio visual materials are those resources that when well utilized in the teaching and learning process, make instructional experience more concrete, more realistic and largely dynamic. They are those resources through which the process of learning can be encouraged or even enforced by use of the senses of hearing or the senses of seeing. They continue to argue that audio visual resources are those teaching and learning devices in which content can be heard as well as seen.

Systematic development and usage of audio visual resources in learning institutions in Kenya began in the 1960s exclusively to improve on quality in the instructional process (Odera, 2008). Since then, the utilization of audio visual technology in the process of teaching and learning has been progressing well and in line with the technological inventions. Ndiku, Rolel, & Ngussa, (2012) in their research on the usefulness of media resources instruction in high schools in Tanzania, concur that:

The use of audio visual resources in the instructional process has been proven by available studies to be a powerful way of improving learners' ability to effectively learn languages and consequently, use it effectively as medium of instruction..... and that setting up a conducive environment for effective language speaking and listening, requires learners to be exposed to meaningful, real-life phenomenon that place increasingly complex demand on the way any language is learned and practiced. pp 162.

Usage of audio visual learning aids in the teaching of French as a foreign language in Kenya started in earnest in the 1960s, with the introduction of an audio visual approach well known as '**Voix et Images de France**'. This instructional approach called for the use of visual projections accompanied by relevant voices. According to Chokah, (2013), this approach was more of a

teacher centered approach. Accordingly, learners did not have active roles in the learning process as the teacher solely did the acting of different speakers (voices), gave learners explanations and then directed the content to them for re-use. This approach experienced such shortcomings as passive learning on the part of the learners, while the teacher remained the centre of attraction in learning process. Additionally, this approach dwelt mainly on grammar, writing and translation, leaving out the crucial part of communication.

It is however important to note that continued review of the French syllabus by the KICD has seen great successes in improving this approach to the '**Communicative Approach**' which seeks to put the student at the core of the learning process (Chokah, 2013). In the communicative approach, learners are exposed to the real life experiences in form of role plays or simulations. Mukayi (2020) argues that in communicative approach, the starting point in learning a foreign language is never the grammatical rules but the context which in this particular case would be well presented by audio visual resources. In order to match with the ever changing demands in the learning of FFL, the KICD has been of great assistance in supporting the audio visual education services in the country by maintaining a vibrant 'Film and Television Section' with such core functions as developing video productions of literary analysis on established texts, adaptations, plays, and an array of science, geography, guidance & counseling programmes, documentaries, features, adverts which could key roles in enhancing audio-visual literacy. The film and television section carries out research into educational visual media utilization patterns and gives relevant feedback to the stake holders, mainly the teachers. The section also ensures the production of relevant and quality audio visuals curriculum support resources for instructional purposes for both formal & non-formal learning. Apart from developing appropriate and relevant client-based audio visual materials, the section also produces audio

visual resources on emerging and relevant issues for use in schools, colleges, and the general public based on need assessment to meet the needs of education. The section involves also the monitoring and evaluation of audio visual programmes as well as developing and carrying out in-service programmes for teachers of French, on the utilization of audio visual materials and the accompanying curriculum support materials in the instructional process. It is this elaborate organization by the KICD (formerly the Kenya Institute of Education) which has guaranteed not only uninterrupted growth and development of audio visual resources in Kenya since the 1970s. It also ensures access and availability of the audio visual resources to learning institutions for learning purposes.

The status of the utilization of audio visual resources in Kenyan secondary schools is that there is general awareness of the utilization of audio visual materials in the teaching of FFL (Chokah, 2013). The importance of audio visual aids is that they bring about direct sensory experience as learners practically handle and enjoy contact with these learning gadgets. Such experience includes stirring the learner's senses which effectively activate other sensations such as sight, awareness of state, motion, relationships, sound and others which act as sensors around us. The most commonly used resources; include computers with internet access and the French television channel TV5, both of which enable learners and teachers to have a glimpse of the French speaking world.

According to Santhan (1998), the idea of using audio visual materials to communicate dates back to the early days of human civilization. The early man, used symbols and other marks on stones while moving in deep forests and jungles to help other members of their community follow similar paths or directions for a given purpose (Akram, Sufiana, & Malik, 2012). In the early

days, the term audio visual aids was used to refer to classroom teaching aids but with new discoveries and advancements in research and electronic technology, new and improved equipment has been developed. Therefore, such terms as educational technology or instructional technology are now being used to mean one and the same thing (Campeau, 1974).

In the United States of America, utilization of audio visual materials in the learning institutions dates back to the years after the World War II (Moldstad, 1980). Educationists and military trainers then, adopted the utilization of audio visual aids in learning institutions and in-service training environments. The use of the audio visual materials was intended to support, encourage and enhance human communication in a learning environment. Wood, Stover, Pilonieta, & Taylor, (2012), concur that those visual graphic aids as used then, contained essential information for an intended understanding of the content under study. Learners and trainees were therefore able to conceptualize the content in a more comprehensive manner and therefore enhance effective learning process.

Use of audio visual learning resources in France increased greatly following the enactment of the 'sixth plan' early in the 1970s, following recommendations by educationists and stake holders in France. The aim was to introduce what was seen then as 'modern teaching devices' suitable for improving the output of the educational system. This led to the passing in parliament of the 'Law of July 16th 1971' which emphasized on a lifelong professional training in France (Mariet, 1980). Mariet, (1980) notes that this led to an upsurge in the use of audio visual aids by teachers with a view to meeting the demands of the newly enacted law on education. From the mid-1970s onward, audio visual resources revolutionized the education and training sector in France. Impetus on the utilization of audio visual materials was ignited soon after the 1979 Sixth International "Audio-Visual and Communication" Exhibition, whose main objective was the

promotion of an educational policy aimed at improving secondary schools' language learning. It was during this conference, that clarifications were made on the envisaged teaching applications and the potential offered by the audio visual resources in the process of teaching and learning. (Mariet, 1980).

Audio visual resources have been used extensively in Canada since the 1960s to teach English to thousands of children of immigrant parents from non-English speaking countries every year (Hodapp, 1978). In this kind of learning, video aids were widely used to teach English as a second language of communication. Video learning resources were known to provide examples from diverse contexts which included writing, listening, and even speaking. Use of audio visual and electronic instructional materials in Nigeria was for a long time limited to distance education mainly aimed at delivering education to learners who did not have immediate contacts with teachers (Aramide, 2010). Audio visual and electronic learning resources were believed to be credible tools in effectively managing distance education because they provided a wide range of learning and teaching resources while they have ability to transcend time and space. Nigerian educationists, according to Aramide, (2010), believed that audio visual resources were good means of breaking the hurdles of time and distance for the Open and Distance learning; hence learners were able to utilize these resources to accomplish major assignments. Audio-visual resources have therefore been seen as good facilitators to the growing success of open and distance learning in Nigeria to date.

A study conducted in Sebha Province in Libya, on the instructors' perspective towards the utilization of technology in the teaching and learning of foreign languages in secondary institutions, reveals a growing demand for integration of instructional resources in the teaching

of English and French as foreign languages in a country which is largely Arabic speaking (Emhamed, & Krishnan, 2011). The most commonly used audio visual resources were the CDs, while to a small extent overhead projectors were also employed in the teaching and learning of English and French as foreign languages (El-Araby, 1994).

Gulati, (2008) notes also that, apart from these elitist instructional resources, the internet has over the past few years brought about value neutral tool which is allowing people to gain unhindered access to learning through online technologies. This has effectively addressed the key issue of educational equity and social inclusion as well as opening up democratic educational opportunities in the learning process. Use of audio visual technology in the educational process can provide a rich environment for the learners as it combines all the senses engaged in the learning process. It tries also to directly involve the learners in every learning step because a multimedia approach tries to capture all of the learners' attention. Teachers should therefore take advantage of these learning opportunities by providing a multisensory environment for the learning purposes. According to Pagliano, (2001), a multisensory environment can be equated to a specialized room where learning can be carried out as per the learner's needs and requirements. Audio visual learning resources are very instrumental in such an environment as they provide a basis for a more effective perception during learning. They initiate and sustain attentiveness and individual participation in the learning process and they also give concreteness, authenticity and life-likeness in the process of teaching and learning. (Gulati, 2008).

The internet can be equated to a single one stop-shop for information which can be disseminated in various avenues, either audio or visual or both with unlimited access to resources. Since we remember 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see

and hear, 70% of what we say and 90% of what we say and do (Alutu, 2000) then it is also necessary to underscore the importance of audio visual resources as a means through which a teacher is able to bring into a classroom situation, some processes which may be practically inaccessible under normal circumstances, materials or events, which when well-planned and utilized, will work to facilitate ease of comprehension by learners. Audio visual resources can also bring about greater acquisition of knowledge as they facilitate exposure to a variety of resources and ensure that maximum information is gained in the learning process as they provide learners with first hand experiences and motivates them to participate more actively. Alutu, (2000) continues to argue that, utilization of audio visual materials ensures that more than one sensory organ is used in the learning process. This helps in securing and retaining the attention of learners in the learning process. The age and level of learners notwithstanding, audio visual aids can be used to motivate and create interests for further knowledge acquisition. Utilization of audio visual technology in the instructional process provides an enabling environment in which learners are more focused in learning, resulting in higher understanding levels. Nowadays most students require a lot of inspiring and high level lesson engagement in order to enable them reach their highest potential which is relevant both to them and to the world to which they eventually go out to live and work. It is therefore the responsibility of the teacher to look for the readily available audio visual teaching and learning resources which will provide that supportive environment, which promotes diversity, nurtures creativity and recognizes their strengths.

However, despite the availability of such a wide range of audio visual teaching resources, the performance of French at KCSE has been bleak for some time now. The Kenya National Examinations Council, KCSE examinations marking reports indicate that on average, 2500 candidates sit for the KCSE examination in French annually. Results for this subject have not

been impressive in the past few years, (KNEC Examinations Reports 2009, 2010, 2011, 2012 and 2013), something which can be attributed to many teachers continually using the traditional methods of teaching without taking into account the rapidly changing technological advancements coupled with recent scientific discoveries (Gulati, 2008). These instructional resources, if properly earnest could give a variety of media resources that could be instrumental in improving the performance of French at KCSE level. Enrolment in the subject has remained on average between 5 and 15 students in most schools in the last few years (Kneec Master Apportionment, 2013). French being an optional subject in the secondary school curriculum should mean that only those students with special interests in the language do take it as an examinable subject at KCSE and that performance should therefore be reasonably high. However, KNEC examination reports paint a glim picture of the performance of French over the years, (mean scores slightly above 50%), with candidates exhibiting simple challenges as punctuations, lack of knowledge of vocabulary and grammar (KNEC Examination Report, 2012, 2013). Table 1.1 below reveals the KCSE performance of French in the country in the last six years.

Table 1.1 KCSE Performance in French

Year	Candidature	Maximum Score	Mean Score	Standard Deviation
2011	2196	100	50.13	19.13
2012	2357	100	55.63	16.83
2013	2553	100	56.06	16.80
2014	2565	100	55.13	17.24
2015	2838	100	56.83	16.96
2016	3117	100	56.40	16.27

Source: KNEC Marking Reports 2014-2016

Chokah (2013) argues that as long as most secondary schools offering French remain ill-equipped with necessary teaching and learning aids such as language laboratories, course books, interactive boards, radio and video cassette players, the performance of FFL shall remain dismal and the disparity between the well-established national schools and upcoming county and sub county schools shall remain ever wide.

1.2 Statement of the Problem

According to the KNEC Examinations report (2012), the national mean score of French was 56.06 in 2011, 55.13 in 2012 and 56.83 in the year 2013. This is far below the average subject mean scores of other foreign languages like German which had a mean score of 65.72 in 2011 and 66.61 in 2012. At the same period of time, candidacy for French had also stagnated at between 2357 in 2010 and 2565 in 2013. Nairobi County being the epicenter of technological advancements in this country, it is imperative that teachers of FFL earnest such opportunities to maintain an upper edge in the performance of French and therefore the reason why such a study was necessary to find out how such technological advancements could impact the availability and the utilization of audio visual resources in the teaching and learning of FFL.

Since the use of audio visual technology in the instructional process provides that enabling environment in which learners are more focused in the actual learning resulting in higher understanding levels, and given that secondary school teachers of French receive learners of varied entry behaviours and abilities coupled with varied languages and cultural backgrounds, it is important that such learners also receive a lot of inspiration and high level lesson engagement in order to enable them reach their highest potential, which is relevant both to them and to the world to which they eventually go out to live and work. This means that, it is the responsibility

of the teacher of FFL to look for those teaching and learning resources which will provide that supportive environment which promotes diversity, nurtures creativity and recognizes their strengths.

In consideration of the important role audio visual resources play in the teaching and learning process, and in view of the fact that students' performance in FFL remains below average, the researcher realized the necessity of conducting this study to establish the availability and the level of the use of audio visual resources in the teaching and learning of French in Nairobi County. Moreover, the study sought to also find out which audio visual teaching materials were preferred by both the learners and the teachers of French and whether there were factors based at school level that influenced the use of the audio visual resources at the classroom level in public secondary schools in Nairobi County.

1.3 Purpose of the Study

The purpose of this study was to find out the audio visual technology used in the teaching and learning of FFL in secondary schools in Nairobi County, Kenya. The study aimed at highlighting the types of audio visual resources used in the classroom situation during the teaching and learning of FFL and the challenges teachers and learners were facing during the teaching and learning process.

1.4 Specific Objectives of the Study

- i. To identify the types of audio visual aids accessible in schools for the teaching of French as a foreign language.
- ii. To investigate the teachers' perception with regard to the use of audio visual aids in the teaching of French.

- iii. To establish the extent to which teachers use audio visual resources in the teaching of French as foreign language.
- iv. To investigate the challenges faced by both the teachers and the learners while using audio visual resources in the teaching and learning of French as a foreign language.

1.5 Research Questions

- i. What types of audio visual resources are available in schools?
- ii. What are the teachers' perception regarding the use of audio visual resources in teaching of French in schools?
- iii. To what extend do teachers use audio visual resources in the teaching and learning of French as a foreign language?
- iv. What challenges do both the teachers and the learners face while using audio visual resources in the teaching and learning of French as a foreign language?

1.6 Significance of the Study

The findings of this study will go a long way in assisting the teachers of French, educationists and ministry of education quality assurance officers, in emphasizing the need for the use of audio visual technology in the teaching and learning of French as a foreign language in schools. This practice will help in making teaching and learning of French as a foreign language a more interactive, result oriented process besides improving its performance. The results of the study will also help the heads of secondary schools in prioritizing budgetary allocations to the foreign languages departments to enable teachers of French procure appropriate audio visual gadgets for the teaching and learning purposes. Quality assurance and standards officers from the ministry of education will also make use of the findings of this study to ensure that teachers use practical

approaches in the teaching and learning process, which will be instrumental in improving the performance of FFL in secondary schools in Nairobi County. The findings of the study will also help the KICD as the curriculum developer in devising appropriate syllabus guidelines, and relevant audio visual resources for the teaching and learning of foreign languages, as well as their optimal use in classroom instructions in schools.

1.7 Scope and Limitations of the Study

The study was conducted within the following scope and limitations

1.7. 1 Scope of the Study

The study was confined to the utilization of audio visual resources in the teaching and learning of French as a foreign language in secondary schools and focused on the assessment of the available audio visual aids in secondary schools and the level of their integration by the teachers of French. Despite the fact that there is a wide range of audio visual materials available in schools, this study captured some of the most commonly used audio visual aids in the process of teaching and learning. The study was constricted to secondary school institutions offering French as an examinable subject at the Kenya National Examinations Council level in public secondary schools in Nairobi City County and the study targeted the following respondents only: selected heads of departments, teachers of French and learners taking French in form 4. This study was based on an urban setting and its findings may not be broadened to other areas of the country more especially the rural setting where such audio visual learning resources may not be easily realized.

1.7. 2 Limitations of the Study

This study was carried out under the following limitations:

- i. Since use of educational technology largely depends on individual teacher's creativity and innovativeness, there was a general lack of know how in the handling of audio visual materials in the teaching and learning process amongst the teachers of FFL. To surmount this challenge, teachers of French were requested to use the audio visual resources of their choice and which delivered the same results without necessarily causing unnecessary unease to the teachers.
- ii. There was a challenge in observing French language lessons being taught using audio visual resources mainly because most schools did not have special rooms for the purposes of teaching French as a foreign language. Prior arrangements were therefore made between the teachers of French in the selected schools to enable them assemble appropriate teaching aids.

1.8. Assumptions of the Study

This study was conducted based on the following presumptions:

- i. That there were different types of audio visual aids used by teachers of French in schools for the teaching and learning process.
- ii. That teachers of FFL were using audio visual materials for the purposes of teaching French as foreign language
- iii. That individual teachers had some inclinations or preferences towards particular audio and visual aids during the process of teaching and learning.
- iv. That schools' administrations offered necessary support to the teachers of FFL
- v. That there were some challenges faced by both the teachers and the students in the process of teaching and learning FFL

1.9 Theoretical Framework: Bandura's Theory of Social Learning

This study was based on Albert Bandura's Social Learning Theory which asserts that learning is a cognitive activity that takes place mainly through observation and by paying attention by learners, Goslin et al (1969). According to Bandura (1977), social behaviors are learned by observing, and imitating the behavior of others. He asserts that most human behavior is learned through observing what others do, imitating and modeling their deeds. Therefore, learners just like any other human, are active information processors and that observational learning is thus realizable when the cognitive processes are at work. This study is supported by four meditational processes as proposed by Bandura (McLeod) 2016.

Attention stage is the first point of reference in which the learner starts by paying attention to a behavior and forms a mental picture of it. Retention stage is the level where an observed behavior is remembered and probably reproduced afterwards. Reproduction stage involves the ability of the learner to demonstrate the behavior that has been learned and the motivation stage, which involves the learner's will to perform a learned behavior.

Denler, Wolters and Benzoni, (2014) concur with this theory by arguing that learning generally takes place through observation and by paying attention and that, the more attractive or interesting the model is, the more likely that full attention will be dedicated towards learning. Audio-visual environments provide this interesting form of model because they try to make the model as real as possible. MacLeod (2016) underpins Bandura Social Learning Theory by redefining three critical stages of social learning through a cognitive model as demonstrated in figure 1:1

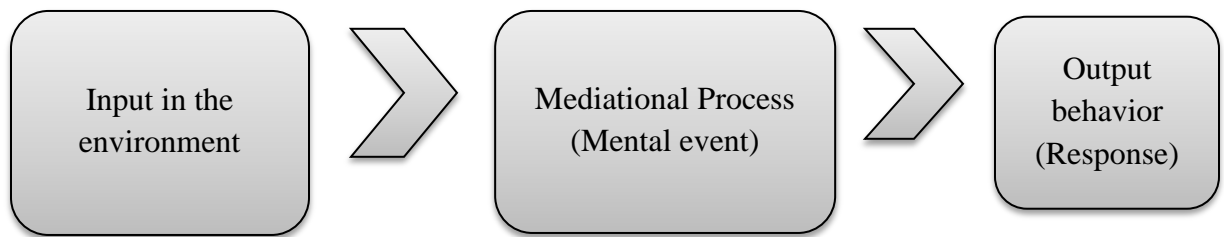


Figure 1. 1 Cognitive Model on Bandura’s Social Learning Theory (SLT)

McLeod (2016) continues to argue that learners’ environment is enriched by influential models around them like parents, Television personalities, friends all of whom provide examples of behaviours to be observed hence environmental input. Mediational process on the other hand is a mental activity (cognitive) to negotiate appropriateness of an observed behavior and determine whether to imitate it or not. The outcome of the mediational process is therefore the output or the response

1.10 Conceptual Framework

According to Orodho (2005), a conceptual framework is a model demonstration in which an investigator presents the relationship between variables in the survey and indicates the relationship graphically or diagrammatically. The conceptual framework (figure Figure 1.2) shows the way the variables of this study interacted. Performance of FFL was influenced by several factors.

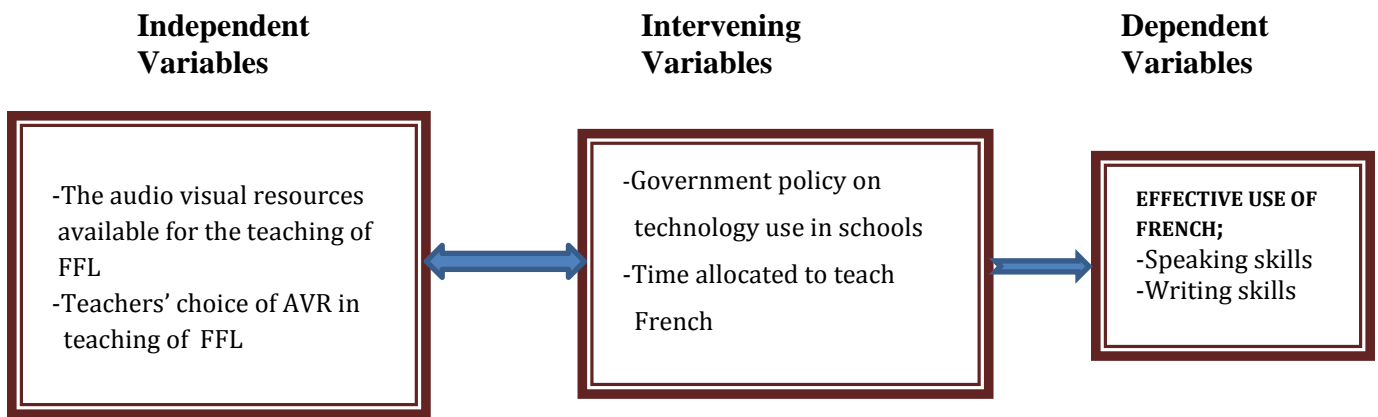


Figure 1.2 Conceptual Framework

Figure 1.2 above indicates that the use audio visual resources depended on the schools' support and the teachers of FFL. The independent variables for this study included the teachers' attitude towards the use of audio visual resources in teaching of French, the choice of audio visual resources and the teachers' manipulative skills of the technology used in teaching and learning of FFL. The learners' motivation and participation in class as well as their interest on the selected audio visual resources also came into play. The intervening variables for this study were the government policy on the use of audio visual technology in schools, the school administration's support to teachers in availing the audio visual resources and the time allocated for the teaching and learning of FFL. These influenced the type of technologies used in schools, the type of audio visual materials obtainable and therefore ended up affecting the usage of AVR in the teaching and learning of FFL. Use of audio visual resources improves the learning outcomes by making the learning activities more interesting and attractive, improving learner participation during lessons, improving teacher-student interactions and therefore raising the learners' motivation towards the learning of FFL.

Ketsman, (2014) argues that our learners today belong to what he calls the ‘*generation of digital natives*’ since they were born during the technology era. He continues to note that audio visual technology gives the learners ownership of their learning as well as varied access opportunities which assist with language and culture acquisition. Since language learning is a dynamic process, utilization of audio visual aids in the process of learning, gives teachers an informed guide as learners take a central role in problem solving and learning (Mollaei, 2013). Research and advancement in educational technology, is now making it affordable and available a range of different digital devices which make interesting and evolutionary approaches in the classroom instruction (McNulty and Lazarevic, 2012).

1.11 Operational Definition of Terms

Audio Visual Materials: These are learning materials which are not depended solely on reading to communicate meanings but they convey information mainly through a combination of both sound and sight.

Challenges: This refers to factors that negatively affect teachers in the teaching and learning process. These negative effects relate to the use of audio visual technology in the teaching of FFL.

Educational Technology: This refers to the utilization of suitable technological devices and resources in the process of teaching with the aim of improving learner performance.

Electronic Learning Materials: These are learning resources which are used in the teaching and learning process by means of electronic media such as projected materials, visual learning aids among many others.

Instructional Resources: These are the teaching and learning materials used by teachers in the process of conveying knowledge and skills to learners.

Learning: This refers to the process of acquiring knowledge and skills through experience and studying or in the process of being taught.

Learning Environment: This refers to the diverse contexts or settings in which students acquire knowledge and skills.

Multimedia Resources: These are teaching and learning resources which combine separate technologies or different forms with a view to improving the instructional process.

Multimedia Resources: These refer to the combination of visual and audio representations as used by teachers in the teaching and learning process.

Visual Learners: These are the type of learners who gain knowledge and understanding most effectively through visual tools.

You Tube Videos: These are tools which allow one to upload and share video images freely via the internet and offer vast potential for the utilization of audio and visual resources in education.

French Language: The language of communication under study in this research. It is referred to as a foreign language because it is not an official or a native language in this country.

Students' Performance: These are the expected learning outcomes.

Perception: This is the way in which teachers or students regard audio visual resources.

Teacher Characteristics: This refers to the issues of attitude, preferences, perceptions, experience and responses to employing the audio visual resources available in schools

Teacher Characteristics: This refers to the issues of attitude, preferences, perceptions, experience and responses to the process using audio visual resources available in schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discussed literature related to the types of audio and visual materials available in secondary schools for the teaching and learning of FFL. The reviewed literature was guided by the following objectives:

- i. Audio visual aids accessible in schools for the teaching of French as a foreign language
- ii. The teachers' perception with regard to the use of audio visual aids in the teaching of French
- iii. The extent to which teachers use audio visual resources in the teaching of French as a foreign language
- iv. Challenges faced by both the teachers and the learners while using audio visual resources in the learning of French as a foreign language

2.2 Audio Visual Resources Available in Schools

Audio visual learning resources are good motivators to learners in the teaching and learning of FFL (Abdullah, 2014). He continues to argue that since speaking is the most invaluable competency in the learning of languages, appropriate audio visual resources tend to draw the attention of learners and tries to sustain their attention in the classroom learning situations. According to Nalliveetil and Ali (2013), the quality of the learning outcome on learners is not solely pegged on the use of technologies but largely on the quality of the teachers' preparations and the teaching process. They continue to argue that the teachers' positive attitude towards audio visual technologies tends to enhance creativity and innovation of these teaching and

learning materials which effectively enhances language acquisition in the classroom learning situations. Hence, languages lessons where audio-visual resources have been effectively used tend to be more enjoyable to the learners, Kolawole (2012). Roul (2014) asserts that audio visual resources, if effectively used, can contribute significantly to the teaching and learning process. They serve to strengthen and enrich the learners' perception by stimulating the senses and promoting self-activity in the learning process.

Use of audio visual technology in teaching is slowly becoming an indispensable practice in the classroom teaching today. Halverson and Smith, (2009) in their report on how 'Technologies have fashioned teaching and learning' point out that educational technologies can be classified into two major fields: Technologies for the learning purposes and Technologies for the learners. Technologies for learning purposes tend to reduce the learner's participation and are particularly meant for the teaching purposes as well as measuring learner outcomes, the context and the situation of the learner notwithstanding. Moreover, according to Halverson and Smith, technologies for learners tend to place learners in control of the instructional process in such a way that the learner determines the learning objectives or goals.

UNESCO's Institute for Information Technologies in Education Report, (2004) echoes that utilization of audio visual media in the teaching of languages will not only augment the quality of teaching and learning in general but, it will also enlarge the classroom context. It will also provide access to the most current and up-to-date content, not only from within the country but also from other countries of the target language. The report further suggests that, use of audio visual resources offers students and teachers a wide range of resources in modes, hence conveying the foreign culture and language to the learners' life and thereby making it more

appreciative. In order to achieve this status, teachers must re-orient themselves towards being more imaginative, innovative and resourceful (Kolawole and Olaniran, 2012).

Use of appropriate audio visual resources is known to greatly reinforce the learning process (Robert, 1967). He goes on to emphasize that audio visual aids when effectively used in the instructional process, they reduce meaningless word responses for students and cultivate a degree of interest in a classroom environment. He continues to argue that when motion pictures are used, they tend to make learning more permanent and stimulate self-drive on the part of the learners.

2.2.1 Mobile Phone, Tablet and Portable Computers

The mobile telephone, the tablet and the portable computers have become the most celebrated audio visual resources with a significant educational potential in many countries today (UNESCOPRESS 2014). UNESCOPRESS reports that there are many ways in which the mobile telephones are being used to revamp the classroom teaching and learning activities because of their portability and ease of use. The mobile phone is fast opening opportunities for the learning purposes. Grimus, (2013), notes that the mobile phone today is capable of producing the most up-to-date content, immediately and from anyway. Such information can be reviewed repeatedly for easier comprehension and understanding. Schafer (2015), argues that mobile phone devices and portable computers are more easily incorporated into the teaching and learning because they do not need extensive connectivity since they are wireless in nature. He continues to argue that this mobility enables the teachers and the learners timely and easy access to learning materials from anywhere, coupled with efficiency and accuracy.

2.2.2 Recorded Radio Programmes and Audio Cassettes:

Radio programmes and radio cassettes are viewed by teachers as powerful tools in the process of teaching and learning, (Odera, 2011). According to Odera, radio programmes helps to improve students' mastery of vocabulary and pronunciation. At the same time, they make learning more interesting, effective and meaningful. Imhoof (1981) adds that radio broadcasts are perceived to be enrichment programmes which supplement classroom instructions, textbooks and other audio-visual media. Ortiz (2021) argues that the use of radio programmes in the teaching of foreign languages is an innovative and interactive pedagogical tool by which learners can be guided on planned lesson activities which can be designed to accommodate desired learning activities such as singing, reading, writing and even answering questions.

2.2.3 The YouTube Platform

This is another very important audio-visual resource which is changing the pace of learning amongst the youth today. YouTube is viewed as the world's most popular video site, with over 4 billion hours' worth of video content viewed every month and upto 72 hours' worth of video content uploaded every minute the world over (Norlidah et al 2013). Terantino, (2011) argues that the use of YouTube platform provides fast and fun avenues to language and culture-based videos for learning from all over the world. YouTube videos connect learners to opportunities to engage meaningfully in the targeted language as they engage in the learning videos. Terantino further ascertains that YouTube videos have a picture superiority effect which enables ideas to be more likely remembered when they are presented as pictures rather than words. Kenya, being a middle income economy has made strides in ensuring a country-wide rollout of the fiber-optic cable which is fundamental for uninterrupted internet flow. A report by the eLearning Africa Report (2013) notes that there has been a considerable drop in the cost of handsets which are an

integral media in the mobile learning tools. The report continues to inform that as many more and more people get access to mobile technologies, the process of teaching and learning continues to revolutionize. This is because mobile phones can also access YouTube learning resources. Dewitt et al (2022) indicate that the teaching and the learning process can be used as content repository which can be used by the teachers of French as foreign language to access information and use it innovatively and creatively to enhance learning in the classroom situation.

2.2.4 Foreign Language Rooms (French Rooms)

According to Mulwa (2014), a French room is an important and a key resource for the instruction of French as a foreign language in schools. It is in such a room that teachers are able to mount projectors, television sets as well as display of posters, maps and other visual resources necessary in the teaching and learning process of FFL. Teachers of French should always endeavor to create a learning environment in the foreign languages room, which is bright and cheerful by decorating the walls with photos and appropriate literature from the country where the target language is practiced or spoken (Mamun 2014). This helps make the learners remain positive, focused and enthusiastic to learn. Mamun (2014) asserts that Foreign language rooms play an important role in providing learners with maximum language exposure by creating an enabling environment that allows them to enhance their language proficiency.

2.2.5 Regional Resource Centres

The recent launching of Regional Resource Centres for the teaching and learning of FFL, have given a face lift in the field of resources in the teaching and learning process. Such Regional centers, fully equipped with television sets connected to satellite dishes, interactive boards, head phones, microphones, tape deck, assorted listening materials as well as other related teaching and

learning materials (books, magazines, maps), internet supply and other audio visual accessories. The Regional Resource Centres exist at the University of Nairobi and Mang'u School to serve Nairobi and the central region respectively, and at Moi Forces - Lanet to serve the South Rift region among several others across the country. This ease of access to modern audio visual accessories as brought about by the resource centres is replacing the old teaching and learning practices like the '*say after me*' and bringing in modern day concepts like '*let us do together*' as we embrace the use of audio visual resources (Kolawole, 2012). It is meaningful to note that the use of a rich visuals and aesthetic environment in a classroom instructional situation, according to Stapleton and Hirumi, (2011), draws learners into worlds that can awe and inspire. Fitzpatrick, (2004) asserts that use of multimedia in a learning environment helps in bridging the gap between the high enrolment and the limited number of teachers in schools today. Fitzpatrick continues to argue that, utilization of audio visuals materials in the process of teaching and learning provides opportunities to learners of different abilities to work at different rates and levels depending on each individual learner's ability. Teachers, therefore need to be aware that audios, videos, texts and graphics are more likely to accommodate different learning styles at the same time. They will also encourage criticism and create decision making fora which are critical in the instructional process today. This study seeks to assess the types of audio visuals resources available in public secondary schools in Nairobi County and the teachers' and the students' perception towards their use in the teaching of FFL.

2.3 Audio Visual Resources in Teaching FFL

Utilization of audio visual resources in the tutoring of foreign languages is an issue that cannot be debated with finality without doing an extensive research work to establish the extent to which audio visual resources are used while teaching foreign languages in schools. It is

necessary to note also that the study of foreign languages contrasts greatly from other subject areas in the curriculum in that foreign languages are both skill-based as well as knowledge based in their learning, hence they require specialized types of educational hardware and software for both pedagogy and methodology (Makewa, Role and Ngussa, (2012). This means therefore that both the teachers and the learners should be ready to embrace a variety of new and modern media in the learning process to achieve these skills and knowledge.

There exists a wide range of audio visual aids used in the teaching of French in secondary institutions in Kenya today. The audio video cassettes for example, have been in use for the teaching and learning of FFL since 1980s (Sonko, 2007). These ones are used largely to disseminate sound, images and text to learners. This type of audio visual medium has been very successful in the instruction of French in many schools in the country because the projected images tend to captivate learners and re-energize their curiosity towards learning. According to Sonko, (2007), audio video cassettes have long term advantages which include bringing self-esteem to some learners as they relate with the motion pictures during the learning process. The audio-video cassettes also tend to remove some of the classroom formalities and monotony in the teaching process and try to engage reluctant learners, as well as helping the learners to remain focused throughout the learning period.

Very recently, the introduction of the Smart-board or the Interactive digital boards in the instructional process is going to great lengths in improving the learning process. An interactive digital board is a teaching technology made of a computer that connects to both a projector and a touch-sensitive board which presents an image or text for projection from the computer and can allow changes and receive input electronically or by touching, ((Manny-Ikan, Dagan,

Tikochinski and Zorman, 2011). According to Gerard and Widener, (2000), an interactive digital board enhances conversation within a French language context as learners navigate through the interactive whiteboard exchanging ideas and opinions and the teacher's role becomes that of language monitoring by focusing on the learner's language production. Some of the advantages of the interactive digital board include the general excitement in the classroom learning situations which brings about fun and enthusiasm in the learning process. The teacher is able to initiate learner conversations easily by assigning learners navigation questions on the web. Under the guidance of the teacher, learners are able to communicate and interrogate one another as they navigate through the web. The interactive white boards furnish instructors with several ways to project learning materials using interactive text, images, sound or video. Another advantage is that whiteboards draw the attention of multiple senses of sight, sound and touch and hence they help to reinforce topics and create a compelling focal point in the classroom.

Another very fast growing audio visual resource being used in the teaching of FFL in Kenyan secondary schools today is the YouTube platform. The YouTube platform is a video sharing website where users draw benefits of uploading, viewing and sharing video clips for learning purposes (Duffy, 2013). The YouTube is increasingly being used by teachers as a pedagogic resource in teaching FFL. According to Berk, (2009) video clips elicit long lasting sentiments and emotions from learners such as excitement, laughter and or even love. These feelings and emotions can be exploited to propel good learning outcomes. Berk (2009), goes on to enumerate some of the advantages of video clips, which include not only grabbing the learners' attention in a classroom situation, but also help in refocusing the learners' concentration on the area of study. Video clips tend to generate interests fast especially among young learners, and this will greatly improve the learners' attitude and increase the memory of content as well as its understanding.

Since you tube platform is able to stream real life and up-to-date images, Berk continues to explain that such images tend to stimulate the flow of ideas, inspire and motivate the modern day learners in the teaching and learning of FFL.

It is important to note also that the invent of smartphones in the day to day life amongst the current generation of students has brought about new mobile phone applications such as the whatsApp, the Facebook, the Twitter and Instagram (Otieno, 2018). Otieno adds that this generation of students has become intensely addicted to these applications for their social relationships and fun and that these applications can equally be utilized by the teachers of FFL to escalate learner participation in the teaching and learning process. Meyers and Martins (2020) concur that whatsapp as a learning tool can be used to produce and disseminate instructional videos with options of viewing them as many times as the learners please.

In the multitude of audio visual resources in the teaching of FFL is tv5 monde programme which is easily and quickly accessible anywhere and anytime in the education world. The website www.tv5.com. The website presents programmes, information, and events according to the level of the learners and can easily be adjusted to the Common European Framework of Reference based on the target level (Harianja and Fibriasari 2019). They continue to argue that use of tv5 monde media in the teaching and learning process creates a friendly, positive and fun atmosphere and that it provides an effective learning experience as well as actively engaging the learners.

It is notable that the emergence of new information and communication technologies has refashioned major features of the human life and thereby greatly benefiting the teaching and learning of foreign languages (Owoeye et al 2019). There are however several factors that either

promote or prohibit opportunities to access audio visual resources for the teaching and learning of FFL, in many schools in the country.

a. The type of school

According to the KNEC Examinations Report, (2013), well established national schools and some very good performing county schools tend to boast of very well established infrastructural background over many ordinary secondary schools. This may mean therefore that teachers in such schools are more endowed than many others in terms of audio visual teaching resources for the teaching of FFL.

b. The geographical location of the schools

Schools in up market locations are more likely to be more advantaged in terms of resources due to the environment hosting them, compared to schools in rural settings or schools located in informal urban settlements where infrastructural development plans do not exist. (Barret P et al 2019).

c. The school leadership composition

Mutava Nthenya (2012), in her study conducted in Makueni County, on the challenges heads of institutions face in the management of school resources informs that, in most cases the composition of the Boards of Management in schools plays a big role in determining what resources to procure or not for the learning purposes. If the board members lack prerequisite knowledge and foresight on the necessary resources for the learning of FFL, then they will tend to ignore or shoot down any budgets made for the procurement of such instructional resources.

d. Performance of the school in National Examinations

Well established and good performing schools are more likely to find groups or individual sponsors willing to associate themselves with the good performance of the school by donating equipment or funding school projects that would be key to the usage of educational technology materials in the process of teaching and learning. Other schools could be earmarked for improvement due to their strategy positioning in the community. A good example of such schools includes the SMASSE centres/schools, the NEPAD e-learning schools which have been equipped with modern educational technology resources. According to Ouma, (2013) the Kenyan government has shown determination in integrating educational technology in public secondary schools in the country in order to impact the e-learning programme. Very recently the government has sponsored centres of excellence at the constituency level, where such schools end up receiving extra attention from sponsors and other education supporting bodies, with the sole aim of purchasing multimedia materials for use in the training purposes.

e. Government policies on Education

Kinuthia (2009), argues that education in Kenya is more often than not influenced by government policies and therefore it continually experiences varied changes depending on the socioeconomic and political agenda of the government of the day. Some government policies on education, for example the introduction of free basic education, government freezing on schools development projects, the imposing of ceilings on the amounts of fees schools can charge on students, delayed or partial disbursements of funds made for free education among other factors have ended up hurting the equipping of schools with appropriate and up-to-date educational technology resources and thereby hindering both the obtainability and the accessibility of the teaching resources in schools

f. The level of familiarity with technology by the teachers

Modern day learners are more intimately attached to technology than to their teachers simply because their growing up is surrounded by an environment that is relying heavily on technology in all fields (Al-Faki and Khamis, 2014). Teachers therefore tend to shy away from displaying their inadequacy in front of their students and therefore this slows down the much needed utilization of audio visual teaching and learning aids in the classroom.

2.4. Audio Visual Technology, Skills and Teacher practices

The usefulness of audio visual learning resources in the process of teaching and learning may not be over stressed and a classroom teacher today needs to position themselves in such a way that they can use the modern technology equipment – mobile telephones, tablets and portable computers, by exploiting the great potential that comes with technology to the advantages of the learners. Educationists and governments the world over are refocusing their educational attention towards harnessing and exploiting the great potential that technological explosion is offering in the field of study. Kulik (2003) argues that these devices of technology when properly programmed in our classroom instructional strategies can be valuable tools in improving students' outcomes in the learning process.

2.4.1. Teachers' perception of Audio Visual Resources

According to Moqbel & Rao (2013), the computer is the single most effective teacher's instructional tool. A good number of teachers have in the recent past made strides in acquiring this very important tool in order to keep pace with a fast moving generation of learners whose lives rotate around one set of digital technology. Teachers should therefore, view audio-visual resources as materials that play a pivotal role not only on their professional development, but

also on their teaching competencies in the process of teaching and learning. Katherine, (2009) argues that learners learn more effectively when there is a natural reaction by the learners on the learning resources provided for by the teacher in a learning situation. The duty of the instructor is therefore to present to learners that learning situation which satisfies that natural reaction of the learners by use of the audio visual resources. Apart from stimulating interest on the learners, audio-visual resources also encourage and enhance individual participation more especially when they are involved in important and appealing activities. Such activities aid the learners in understanding concepts better.

Al-Faki et al, (2014) argue that the modern day learner is heavily reliant on technology than on the teacher owing to the environment in which they are growing up where communication and most business transactions rely heavily on technology. This means that teachers generally have a feeling of inadequacy while using the most basic audio-visual technology in front of their learners and thus prefer the traditional methods such as lecture or chalk and board.

2.4.2. Learners' Perception of Audio Visual Resources

The omnipresence of audio and visual resources in learning has never been more obvious than in the lives of learners of the 21st century. Ketsman, (2014) argues that our learners today belong to what he calls the '*generation of digital natives*' since they were born during the technology era. Ketsman continues to note that audio visual technology gives the learners ownership of their learning as well as varied access opportunities which assist with language and culture acquisition. Since language learning is a dynamic process, use of computer supported technology in the learning process, gives teachers an informed guide as learners take a central role in problem solving and learning (Mollaei, 2013). Research and advancement in educational

technology, is now making it affordable and available a range of different digital devices which make interesting and evolutionary approaches in the classroom instruction (McNulty and Lazarevic, 2012).

According to Otieno (2017), listening to native speakers of French helps them in picking new phrases, new grammar patterns and much more which go a long way in enhancing learners' competencies in oral French. She continues to argue that videos are a pedagogical powerhouse which bring about a combination of pictures, intonations and gestures to give learners of French as foreign language context clues that they are not able to get from classroom interactions alone.

Some audio-visual resources used for learning purposes, like the television and the video may be equated to the traditional face-to-face classroom instructions or seminars and therefore, it can in many ways be used to improve instructional skills (Deakins University, 2013). In this kind of setting, learners are able to relate real life learning experiences through the video or the television experiences. Use of such audio-visual resources like the computer, the tablet, video lessons and even the mobile phone makes a lesson fascinating, more interesting, easier to understand, and much more diverse and motivating for learners (Harrison, 2010).

Research done so far on the usage of audio and visual aids in the instructional process indicate that video content reliably provides learning environments with additional qualities in the instructional process which are critical for boosting foreign language acquisition (McNulty & Lazarevic, 2013). When audio visual materials are utilized in the process of teaching and learning, learners are able to see and hear the communicator's gestures, paralinguistic cues, and facial expressions as well as lip movements for ease of clarity for better understanding. Audio-visual resources are mainly multi-sensory in nature and they significantly contribute greatly to

the overall learner involvement in the learning process. Audio visual resources enables learners to access many sources of information, because they have access to a wide variety of learning resources in whatever field of study (Chokah, 2013). Learners today have demonstrated passion in the social media especially the face book and the twitter and their skill to surf the internet. Use of audio visual resources enhances seeing, hearing, touching, smelling and manipulating things so that learners can understand better how the world is (Roul, 2014). According to Roul, use of audio visual resources enhances sensory experiences which are key in strengthening and enriching the learners' perception.

Most learners confirm that a friendly and accepting climate improves a learning situation (Ashaver and Igyuve, 2013). Audio visual resources especially those requiring students reveal their ignorance provoke learners each other into spontaneous reactions amongst themselves and thereby stimulating interest in the learning process. Rossing, Miller, Cecil and Stamper, (2012), concur that students have reported improved collaborative interactions with peers in class and their teachers hence making learning more meaningful and permanent.

2.4.3. Challenges Faced by Teachers of FFL

According to Chokah, (2013), teachers of French in the country are faced by a myriad of challenges in the teaching and the learning process among them large numbers of teachers who are either not conversant with a wide variety of media resources or by a large number of teachers who are largely uninterested or ignorant of the impact of audio visual resources in the teaching strategies. There are several factors that contribute towards Kenyan teachers' reluctance to the use of educational technology resources.

Chokah, (2013), adds that Foreign Languages in the education system are not accorded similar consideration as other subjects in the curriculum. This has led French losing a lot of privileges it used to enjoy before the new subject clustering was introduced. In the new subject clustering, other subjects clustered together with French are finding more appeal to students than French, hence slowly edging French out of limelight.

Apart from the learners' poor self-image, teachers too have a tendency of developing a negative attitude towards the change agent. A change agent is any one person or medium (Gitau, 2013) advocating for change of methodology in instructional strategies. Should the change agent be the principal or head of department and if the teachers do not like that particular head, then there is every possibility that even if a good change is proposed to the teachers, some will stand to reject it because they have no attachment to the person advocating for it.

A number of teachers find it time consuming to engage themselves in learning how to operate and use certain learning resources, for example lap top computers, smart boards, film projectors and many others. Makau, (1988), in his study on the "Potential and problems of computers in schools" confirms that some teachers confessed not having the time to sit in front of a computer and learn all the lesson applications and therefore prefer the traditional method which faster and less time consuming. Sahim and Secer (2016) refer to this as technical constraint, meaning that the teachers are lacking in terms of competency to manipulate the audio visual gadgets such as internet browsing techniques as well as operating competencies for such gadgets as the projectors or the LCD projection devices.

Lack of professional growth in the use of technology is one among the major barriers of integrating technology in the curriculum. Darrel & Sellbom, (2002) argue that most teachers are

of the opinion that technology plays a big role in improving learning outcomes but many of them, including the teachers of FFL, are not prepared to take the digital tools right into the classroom situation due to that inadequate professional development.

James Kulik, (2003) in his report on the Effects of Using Technology for instructions in Elementary and Secondary schools, points out that one cannot conclusively discuss the impact of instructional technology without raising the question of equity. It cannot be assumed that all schools in the Country have the same capacity and support to enable them to engage fully and without constraints using educational technology to prepare content for the teaching of FFL. There exists in our midst schools that are deemed to have easy access to all instructional resources as demand arises while there are other schools from the relatively poor environmental settings whose resources may be limited to the very basic needs for instructional materials. These different socioeconomic strata therefore become a barrier to equal opportunity to schools using educational technology in preparing learning materials for French in secondary schools.

Chokah, (2013) contents that many secondary schools in Kenya lack sufficient teaching and learning aids and learning facilities like language laboratories, course books, radio cassette players, smart board, posters, pictures, multimedia projector, internet facility, among many other materials. As such most of the learning activities are largely confined to the classroom situation where the only other resource apart from the teacher of French is the course book which is, more often a shared resource. Mulwa, (2014), adds that there is an overwhelming lack of adequacy in preparing learning aids for the teaching of FFL in many schools in Kenya. Most radio cassette recorders, for example, which are the most commonly used audio resources in schools are in a state of neglect and disrepair. Mulwa (2014) also notes that most teachers of FFL use English in

classroom situations mainly to demonstrate conjugation and other grammar applications, which ends up consuming valuable time that could otherwise be useful to the learners, in discovering and acquiring competences in communication by themselves.

2.4.4. Challenges faced by Learners of FFL

Ming, Mahmud & Abdrazak, (2012), argue that more often than not, learners when exposed to the internet as learning resource tend to bury themselves so much in the internet surfing that they tend to derail from the core business of coursework learning. Such overindulgence brings about unnecessary fatigue, failure to complete assignments or even truancy. The internet is one learning resource with unlimited resources and which is changing the face of learning among students all over the world. However, most secondary schools in the country still lack uninterrupted internet flow in their schools which is caused mainly by network clogging when the number of users is far much bigger than the available number of wireless routers or simply, lack of internet connections. This in itself is a discriminatory factor between those schools with access to internet and those school settings where there is no internet connection.

Some of the learners lack self-image in the learning process. Oduke, (2013) defines poor self-image in learners as that aspect of inferiority complex which some learners may experience in the process of learning French. Whenever learners experience such situations, effective learning is substantially hindered. Effects of poor self-image are shyness, tenseness and feeling of insufficiency in language vocabulary during the learning process. Mathew & Alidmat, (2013), argue that most students are heavily influenced by the sounds and pronunciations of their most commonly spoken languages or their first language. They therefore find it difficult to easily adapt to the native accent, rhythm and intonations of FFL. It is for this reason that teachers

should embrace the audio visual resources in the instructional process in order to be able to counter this influence.

This study will therefore concern itself with the status of educational technology in the instruction of FFL in secondary schools in Kenya and will hope to propose means in which educational technology could be useful in enhancing efficacy in the learning of French as a foreign language in secondary schools.

2.5. Existing Gaps in the Literature Reviewed

Literature review revealed that integration of educational technology resources in the teaching of FFL is key to improving the quality of teaching as well as making the learning process a more practical oriented approach. It also revealed that many teachers of FFL are conscious of the available audio visual aids for the learning and teaching process however little have been researched on their impact on the performance of FFL.

Grimus, (2013), in his studies on the use of mobile phones and the youtube, notes that the mobile phone and the youtube technology in the modern day learning environment is capable of producing the most up-to-date content, immediately and from any part of the world. Such information can be reviewed repeatedly for easier comprehension and understanding. However, the study does not address the teachers' and the learners' perception on this information in a classroom situation neither does it address its impact in a FFL classroom situation. Studies by Ketsman, (2014) also addressed the modern learner as a '*generation of digital natives*', addressing the main issue of their impression towards the use of audio visual resources but did not address the possible impact on the performance. This survey will therefore endeavor to

unravel the potential effects of these resources on the performance of FFL in public secondary schools in Nairobi City County.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter investigated the use of audio visual resources and their effects in the performance of FFL. It dealt with the research design, location of the study, variables, target population, sampling techniques and sample size, research instruments, piloting: validity and reliability of the instruments, data collection procedures, data analysis and logistical and ethical considerations

3.2 Research Design

The study used a descriptive design survey research design. Lockesh, (1984) defines a descriptive survey as the type of research designed to achieve actual information about the status of a phenomenon and if possible, to draw authentic and general conclusions from the discovered facts. Through the design, information on various variables or subject was collected. According to Creswel (2012), descriptive study deals with incidence, distribution and relationship with instructional variables. Further, Kothari, (2004) adds that the design deals with describing, recording and reporting the context as it is. In this study, descriptive survey sought to explore the use of audio visual technology in the teaching and learning of FFL. The descriptive survey design had both quantitative and qualitative aspects for data collection as the focus was on the teaching and learning of FFL in the area under study. Qualitative aspect provided explanation on the teachers' use of audio visual resources while the quantitative aspect provided facts in figures which illustrated the actual situation on the ground. The research design followed the following

stages - study formulation, designing the research instruments, piloting, data collection, analysis and report writing.

3.3 Variables

Independent variables in this study were the teachers' characteristics that affected their use of audio visual materials in the teaching of FFL. These included the teacher's interests and preferences which affected the teacher's choice of the audio visual content and the accessibility as well as the availability of necessary media. They also include the teacher's perception towards the audio visual aids as well as the teacher's knowledge and ability to manipulate the audio visual technology. The intervening variables included the government policy on technology use in schools and the school administration's support in availing necessary infrastructure which may include a special languages room, internet services and necessary teaching and learning software. The dependent variable was the students' competency in oratory skills in French as a foreign language.

3.4 Study Area

This research was conducted in public secondary schools in Nairobi City County. Nairobi being a cosmopolitan city and the most populous in East Africa with an approximated population of about five million people and being an important business hub for both national and multinational companies, with good infrastructural development such as efficient road and communication networks and a fairly good distribution of electricity, signaled the attention of the researcher to find out the extent to which teachers of French employed audio visual technology in the teaching and learning FFL against the background of average scores in the national examinations of 56.06 in 2011, 56.13 in 2012 and 56.83 in 2013 (KNEC Examinations Report

2012-2013). Given that the county government of Nairobi had also invested heavily in education in both public and private institutions, this development related to the researcher's interest to conduct his survey in a city with one of the highest concentrations of well-established secondary schools in this country in terms of students, teachers and even infrastructure establishment (Cabinet Secretary – Education 2019). The county was also deemed suitable due to its accessibility and closeness to the researcher's work station. Singleton (1993) supports the researcher's idea by stating that the ideal environment is one that relates to the researcher's interests, which is easily reachable and that which allows the development of instantaneous rapport. French being an elective subject, the researcher earmarked schools across all cadres in order to get the desired outcome.

3.5 Target Population

Mbesa, (2006) argues that a population is the entirety of a group, things or activities of interest which a researcher may wish to study. Nunan (1992) defines population as all the members of the actual or the assumed set of a group of people, activities or objects to which a researcher wishes to generalize the outcome of the investigations. Nairobi County had 25 public secondary schools offering FFL with an enrolment of 241 students. The study targeted 25 principals, 25 teachers and 241 form four students from nine sub counties in Nairobi County. The main reason for choosing the form four students was because the study was carried out during the nine months learning break occasioned by the Covid 19 break. The school administrators were targeted because they provide necessary resources and support to acquire necessary audio visual aids for the purposes of teaching and learning. Teachers are implementers of the curriculum while learners are beneficiaries of the intended curriculum and whose responses were crucial in this study.

3.6 Sampling Procedures and Sample Size

Trochim (2000) describes sampling as the process of picking units from a population of interest in such a way that by studying the sample, one may generalize the results to the population from which they were selected. A sample is a group from which information can be obtained. According to Muganda and Mugenda (2003), a sample size of above ten percent is considered acceptable for research purposes. In relation to this study, a sample was acquired using purposive, stratified random sampling and simple random sampling.

3.6.1 Sampling Procedure

A sampling procedure is a technique or a way of selecting individuals for the study.

3.6.1.1 Purposive Sampling

The study conducted a purposive sampling based on the fact that Nairobi County had 105 public secondary schools, out of which only 25 of them were offering FFL.

3.6.1.2 Stratified Random Sampling

Kothari (2004) concurs that if items selected from each stratum is based on simple random sampling of the entire procedure, then the first stratification and then the simple random sampling is known as stratified random sampling. This procedure was used to select the type and category of the schools. Schools were classified as boarding schools, day schools, and mixed day and boarding schools. Then the types were either ‘boys only’ schools, ‘girls only’ schools and mixed secondary schools.

3.6.1.3 Simple Random Sampling

Simple random sampling is a kind of sampling also referred to as probability sampling where each and every single item in the population has equal chance of being part of the sample. This method was used to select one out of the two mixed secondary schools so that the other could be used for piloting. Where the enrolment was more than fifteen students, the form four students in the selected schools were identified using simple random sampling technique.

3.6.2 Sample Size

A sample is a representation of the population from which the researcher intends to derive conclusions and is small enough to be economically preferred (Best and Kahn, 2010).

Table 3. 1 Sampling Grid for Respondents in Nairobi County

Education zones	Schools	Form 4 students of French		Teachers of French		School Principals	
		Total	Sample	Total	Sample	Total	Sample
Kamukunji	1	12	2	1	5	1	5
Njiru	3	15	2	3		3	
Kasarani	2	22	3	2		2	
Dagoretti	3	45	5	3		3	
Lang'ata	0	0	0	0		0	
Westlands	6	62	7	6		6	
Makandara	6	55	6	6		6	
Starehe	4	30	3	4		4	
	25	241	28	25		5	
Actual sample size (%)		11.6%			20.0%		20.0%

Source: Nairobi County Education Office data for the year 2019

Table 3.1 above indicates that the target population in this study was 241 students, 25 teachers of FFL and 25 heads of institutions. Kothari (2004) suggests that between 10 – 30% is fair enough representation of the population. In this particular case, the study had 12.4% and therefore the study attained this threshold. The study selected 28 form four students taking FFL through

systematic random sampling. This was so because at the time of the study, form fours were the only students available in schools because of the Covid 19 pandemic which had necessitated partial schooling during that period. The sample size was therefore 28 students, 5 teachers of French and 3 school principals.

3.7 Research Instruments

The study used a number of research instruments based on Kane, (1995) who opines that use of varied research instruments ensures that parameters which are fundamental to accurate collection of data are achieved as opposed to the utilization of a single method: questionnaires to teachers and the students, interview guides to principals and observation checklists were used. Two different questionnaires were used; one for learners (Appendix ii) and another one for teachers (Appendix iii).

3.7.1 Questionnaires

According to Mugenda and Muganda (2003), questionnaires are employed to gather information about a population and are made to identify specific purposes or specific research queries in a study. In this study, the questionnaires were employed to assemble data on the type of audio visual aids used to teach FFL, the teachers' perception and the challenges experienced by the teachers. The questionnaires used in this study contained two parts. Part one was used to obtain the demographic data while section two contained information on the type of audio visual resources used. The teachers' questionnaire (appendix ii) carried questions related to the type of audio visual resources available in their schools, aspects related to perception as well as the challenges teachers face in the teaching and learning process. Learners' questionnaire (appendix ii) was most relevant to this study as it provided a practical way of gathering relevant

information on the utilization of audio visual resources for the purposes of teaching and learning FFL. The researcher sought to establish the types of audio visual resources learners were using, the type of the audio resources the learners preferred using in the process of learning and the challenges they experienced while using these resources.

3.7.2 Interview Schedule for Principals

Interviews for this study dwelt mainly on questions related to the study objectives and embraced a structured interview schedule which allowed the researcher and the respondent freedom in their interactions. The interview questions focused mainly on the availability of audio visual materials in institutions and any possible challenges influencing their availability and usability (appendix v).

3.7.3 Observation Check Lists

Observation check list contained a list of possible audio visual aids that were available in schools for the teaching and learning purposes. At the institution level, the list was used to find out the extent of availability and accessibility of these audio visual resources to the teachers for the purposes of classroom instructions during French lessons.

3.8 Piloting

Teijlingen and Hundley (2002) define a pilot study as an initial small scale investigation that researchers carry out in order to help them decide how best to conduct the large scale research work. Such a study is necessary in shaping future research work. A pilot was carried out in one of the schools not selected for study in the county.

Piloting helped in locating ambiguities and revealing flaws in the questions so that the data that was to be collected would be relevant to the objectives of the research. The exercise of piloting was instrumental to the researcher in helping to improve reliability and validity of the research instruments to be used for this study. This helped the researcher in fine tuning the questionnaires in preparation for the main study. Data from the pilot study was scrutinized but was not used for the main study since its main aim was only to improve the data collection instruments.

3.8.1 Validity of the Instruments

According to Mugenda and Mugenda, (1999), validity is the measure of how accurate and meaningful the inferences in the study are. Kombo and Tromp (2006) define validity as the measure of how well a test measures what it is supposed to measure. Kothari (1993) classifies the types of validity as follows: content validity, which refers to the extent to which the measuring instrument provided adequate coverage of the topic under study. In order to measure this, the researcher rationally analyzed the instrument rates.

Criterion-related validity which relates to one's ability to predict some outcome or to estimate some current conditions that exist and it is predictive and concurrent. The interviews, the observations and the questionnaires provided a basis for this scrutiny with emphasis on the relevance of the responses. On the other hand, construct validity was measured by analyzing the instruments by rates in which validity was said to be the average where responses rated between three and five. Analyzing the items, the content and the criterion as well as the construction of related evidence through pre-testing of the study instruments validates the tools (Wiersma, 1995).

3.8.2 Reliability of the Instruments

Orodho, (2009) argues that reliability is the level of the extent to which a research tool can yield homogenous outcome after repeated trials or the extent to which a research instrument yields measures which are consistent every time they are administered to the same individual. Fraenkel and Wallen (2000), argue that the degree to which scores obtained from an instrument are consistent measures to ascertain the reliability of the instruments. For the questionnaires, the split-half technique was used. According to Creswell (2008), Conbach's alpha formula was used to measure internal consistency and dependability of the items. According to Kothari et Pals (1993), a reliability of 0.50 and above is acceptable and such that towards 1.0, the instrument is said to more reliable.

3.9 Data Collection Procedures

The researcher obtained an introductory document from the Graduate School at Kenyatta University, which he took to the Director General, NACOSTI to facilitate the processing of a research permit. Since this data was collected during the partial schooling time occasioned by the covid 19 pandemic between October and December 2020, an introductory letter to the selected schools was separately done by the researcher's principal requesting for a special permission to granted to the researcher and promising strict adherence to the Ministry of Health covid 19 protocols. This special introduction notes necessitated guided access to the schools sometimes under watchful eyes of the school principals. The researcher then made visits to the schools identified for the study to acquaint him with the sites and also make contacts with the teachers of French and the school administration. During the period of data collection, the respondents were notified of the intend of this study, their rights and requirements in the process.

3.9.1 Questionnaires

Questionnaires were employed to gather data from both the teachers and the learners. The questionnaires contained general information of the respondents as well as questions from the four study objectives namely: the types of audio visual aids available in schools; teachers' perception regarding the use audio visual resources; the extent to which teachers use the audio visual aids and the challenges encountered by both the students and the teachers in the process of using the audio visual resources. The researcher repeatedly visited schools and created rapport with the teacher of French and requested for time to administer the questionnaires to both the teacher and the students. At an agreed hour of the day, the learners were gathered in one room and the researcher took time to ensure the students were relaxed by explaining the purpose of the questionnaires. The learners were then required to complete the questionnaires and were given adequate time to complete them. On completion, the researcher and the teacher of French stood at the door to collect the questionnaires from each and every student as they walked out to ensure all questionnaires were returned as issued. Teachers of French being one only in all the selected schools were also given time to fill their questionnaire after finishing with the students.

3.9.2 Interviews

On arrival at the schools, the researcher made his first stop at the office of the school principal and made an introduction and explained the purpose of the visit. The researcher, after establishing the principal's schedule booked an appropriate time for a one on one interview. According to Kerlinger (1973), most people find it easier to communicate orally than in writing during interviews and therefore the researcher chose to conduct a one on one oral interview. At the appointed interview time, the researcher engaged the school principal on a face to face discussion and brief notes on the responses given were taken.

3.9.3 Observation Checklists

The researcher also used observation checklist which contained the most basic instructional resources employed by the teachers of French for the teaching and learning purposes. The respondent helped the researcher in identifying the resources readily available and in use both in the French room and at the school's store.

3.10 Data Analysis

Data which the researcher collected from the field was edited and then data coding procedure carried out so as to ensure all data quantified as required. This data was then interpreted quantitatively based on each of the research objectives. The coded data was keyed into computer and for an in-depth statistical analysis; the researcher used SPSS software to help him generate an appropriate descriptive data for presentation. The researcher used percentiles and percentile ranks to generate responses for each of the research objectives and the percentages were presented in form of pie-charts, bar-charts and tables.

Table 3.2 Data Analysis Matrix

Objectives	Instrument Used	Type of Data	Data Analysis
To identify the types of audio visual aids available in schools	Student Questionnaires Teacher Questionnaires Lesson Observation guide Observation checklists	Qualitative and Quantitative data	Descriptive Percentages Frequencies
To investigate the teachers' perception with regard to use of audio visual aids in teaching of FFL	Teacher Questionnaires Interview Schedule Observation checklists	Qualitative and Quantitative data	Descriptive Percentages
To establish the extent to which teachers use audio visual resources in the teaching of FFL	Teacher Questionnaires Student Questionnaires	Qualitative and Quantitative data	Descriptive Percentages
To investigate the challenges faced by both the teachers and learners while using audio visual resources in the teaching and learning of FFL	Student questionnaires Teacher Questionnaires interview Schedule	Qualitative and Quantitative data	Descriptive Percentages Frequencies

Table 3.2 was used as a matrix to detail how the data was analyzed. According to Orodho (2004), data analysis involves a systematic search and arrangement of completed research instruments after fieldwork, with the sole purpose of enhancing understanding and therefore enabling the research findings to be easily presented to others. The analyzed data was therefore presented in the form of frequency distribution tables, graphs and pie-charts to expedite explanation and description of the research findings with regard to the research objectives.

3.11 Logistical and Ethical Considerations

3.11.1 Logistical Considerations

Mugenda & Mugenda (2003) define logistics as the processes that the researcher ought to carry out as he ensures a successful completion of the research work. The researcher selected Nairobi

County as the appropriate location of the study because of its close proximity and with ease of access by the researcher hence lowering the cost of travel and creating enough time for the collection of data by the researcher. A permit to grant the researcher permission to collect data from respondents in secondary schools and introductory letters for the same purpose were obtained before the start of the data collection exercise.

3.11.2 Ethical Considerations

In order to ensure that the fundamental rights of respondents were observed, the researcher ensured that the research instruments used clearly indicated the researchers intend to maintain confidentiality by using the information given for the purposes of the study. Names of respondents were not required on the questionnaires. The researcher did not coerce or force respondents to provide information and that permission was sought from school principals before collecting data from the schools.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the analysis, findings, presentations and discussions of the data that was collected from students and the teachers of FFL in Nairobi City County, Kenya.

The data collected was analyzed and reports of the findings presented using descriptive statistics in the form of tables, frequencies and percentages. The findings of the study were discussed under the following research objectives:

- i. To identify the types of audio visual aids available in schools for teaching FFL.
- ii. To ascertain the teachers' perception with regard to the use of audio visual resources in the teaching of French.
- iii. To establish the extent to which teachers use audio visual aids in the teaching of FFL.
- iv. To establish the challenges faced by: a) the teachers while using audio visual resources in the teaching of FFL in schools; and b) the learners while using audio visual resources in the learning of FFL.

The study findings were then presented in tables, charts and explanations of the findings in between the frequency tables to further elaborate and interpret the study results were given alongside the findings.

4.2 Demographic Information of the Respondents

This section sought to find out the background information with the aim of highlighting any useful characteristics of the respondents. The findings discussed included: the teachers' professional qualifications and the teaching experience.

4.2.1 Students' Demographic Information

Information concerning students was derived from items one, two and three of the students' questionnaires and comprised of the class of the student, the name of the school and its location.

4.2.2 Teachers' Demographic Information

The demographic information of the teacher respondents was obtained from items one and two of the teacher questionnaires. It included the academic qualifications and teachers' teaching experience. From figure 4.1, the results indicated that 60% of the teachers were holders of a masters degree while 40% of the teachers were holders of the first degree.

French Teacher's qualification

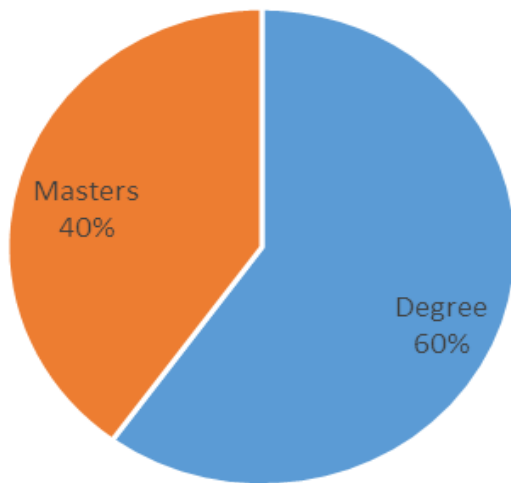


Figure 4.1 Teacher Qualification

The findings indicate also that the majority of the teachers of FFL in the schools had a vast teaching experience of 16 years or more, while the lowest number of teachers had only one to five years teaching experience as demonstrated by table 4.1

Table 4.1 Teachers' Teaching Experience

Years in teaching experience	Percentage
1 - 5 years	10%
6 - 10 years	20%
11 - 15 years	20%
16yrs and above	50%

Teaching experience for the teachers in this study was key and necessary for the researcher to ascertain whether teachers' teaching experience had any bearing on the type of audio visual resources used in the teaching of FFL.

4.2.3 Respondents Return Rate

Teachers of French, just like other language teachers, are required to play a leading role in the acquisition and utilization of French as a means of communication and therefore this subsection focused on the data provided by these teachers and observations concerning their role in the utilization of audio visual resources in the teaching and learning of FFL in public secondary schools in Nairobi City County. All the 5 teachers of FFL identified for the research returned dully completed questionnaires which accounted to a 100% return rate.

4.3 Presentation of Findings

Presentation of findings was done based on the research questions by use of frequency tables, charts and figures.

4.3.1 Objective One: Types of Audio Visual Resources Available in Schools

The researcher sought to identify the type of audio visual resources used in the teaching and learning of FFL in secondary schools in Nairobi County. The findings were obtained from

student questionnaires, questionnaires for the teachers, the observation schedules and the interview guides to the principals. This section was considered necessary in order to understand the types of AVR available for use by the teachers of FFL. Table 4.2 below illustrates that, out of the schools visited by the researcher, 8 of them (88%) had a radio cassette player which was readily available with the teachers of French in those schools. This study concurs with Odera (2011) who argues that radio programmes tend to greatly improve learners mastery of pronunciations and vocabulary.

Table 4.2 Types of Audio Visual Resources in Schools

Audio visual resources used in the teaching of FFL.	YES	NO	TOTAL
i. Radio cassette player	9	0	9
ii. Video cassette player	3	6	9
iii. Laptop computer	5	4	9
iv. Interactive board technology	2	7	9
v. Internet downloads	6	3	9
vi. Mobile phone	1	8	9

The type of audio visual resources utilized in the selected secondary schools was expected to vary greatly from one school to the other. The data to answer this question was collected using the heads of departments' interview schedules and the teachers' questionnaires and the responses are indicated by table 4.2 above. From the table, it was evident that the most popular audio visual resource was the radio cassette player. Of all the teachers interviewed, 100% of them used it in class. In order to have a concrete understanding of the above phenomenon, the researcher sampled a recent circular to all secondary schools offering French as a KCSE examinable subject communicating an intended migration from the radio cassette player to CD player by the year

2021 as per the Kenya National Examinations Council (Appendix vii), meaning that until then, the radio cassette player was the single most the recommended audio resource for the teaching and learning of FFL in public secondary schools. Other types of audio visual resources in the teaching of FFL included internet downloads (76%), laptop computers (59%), video cassette player (29%) and smart board technology (18%).

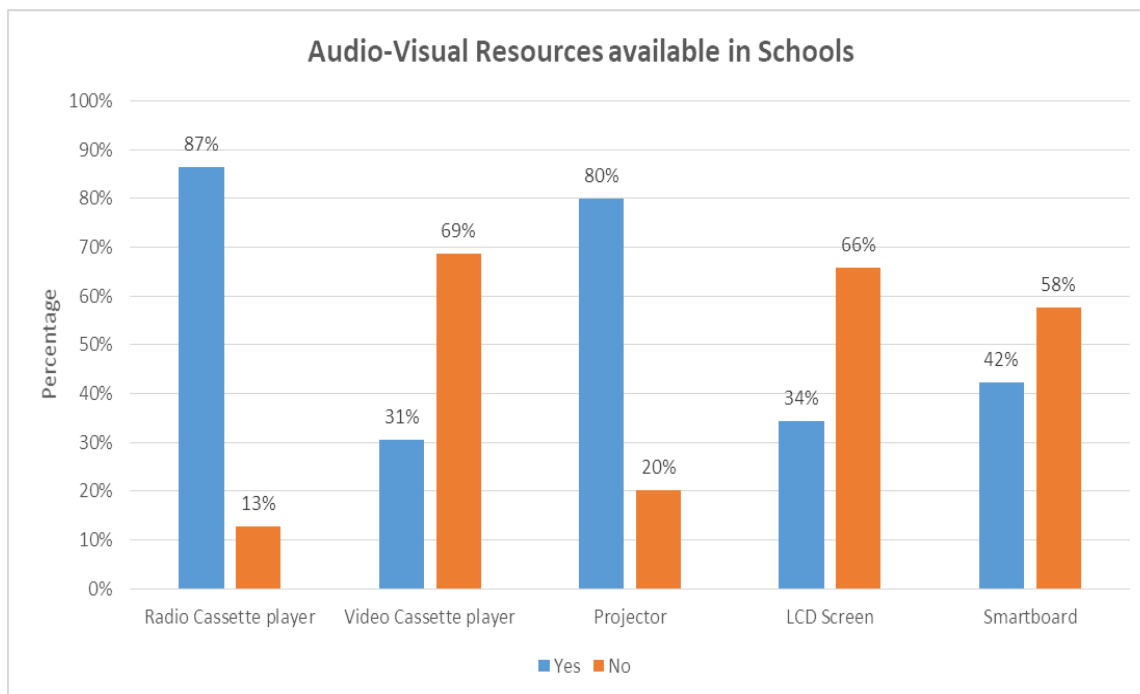


Figure 4.2 Audio Visual Resources Available in Schools

Figure 4.2. above shows that while a majority of secondary schools in Nairobi County use a radio cassette player (87%), and 80% use a projector; only 42% of the students indicated that their schools had a smart board in place while 34% had access to LCD screens in their schools as audio visual resources for use in the teaching and learning of FFL. From the study, most schools did not have access to a video cassette player 69%, while 66% did not have access to a LCD screen; and 58% did not have access to a smart board. This aspect was attributed to what the ‘International Journal of Education and Development using Information Communication

Technology' (2007) terms as wide spread lack of technical support and inadequate funding to support Information Communication Technology (ICT) in many developing countries. The journal concludes that as long as the installation of audio visual and Information Communication Technology was the function of each individual school, then the gap between schools shall remain ever uneven. As much as these three audio visual resources may be viewed as some of the most comprehensive audio visual resources, their unavailability in schools could be attributed to the high cost of procuring them by school administrators. These findings agree with Mofor (2008) that many governments in Africa have failed to provide requisite infrastructure in order to facilitate ease in accessing ICT in schools and that school authorities found it difficult to prioritize such infrastructure needs due difficult financial constraints under which they operate in public schools. Further, interview findings from the school principals indicted that there was unprecedented pressure on the school finances in providing modern audio visual resources in public schools however efforts were being made to maintain the existing ones or replace those that became obsolete.

4.4 Objective Two: Teachers' Perception of Audio Visual Resources

The second objective sought to find out the types of audio visual resources preferred by the teachers of FFL during the teaching and learning process. The findings were presented in four areas: i.) audio visual resources preferred by teachers, ii.) teachers' perception, iii.) reasons for certain preferences and iv) teachers' teaching experience. The respondents were mainly teachers and the school principals

4.4.1 Audio Visual Resources Preferred by Teachers

The researcher took interests in establishing the most commonly preferred audio visual resources

based on the analysis of the teachers' questionnaires and the classroom observation schedule. The findings were presented as per the figure 4.3 below.

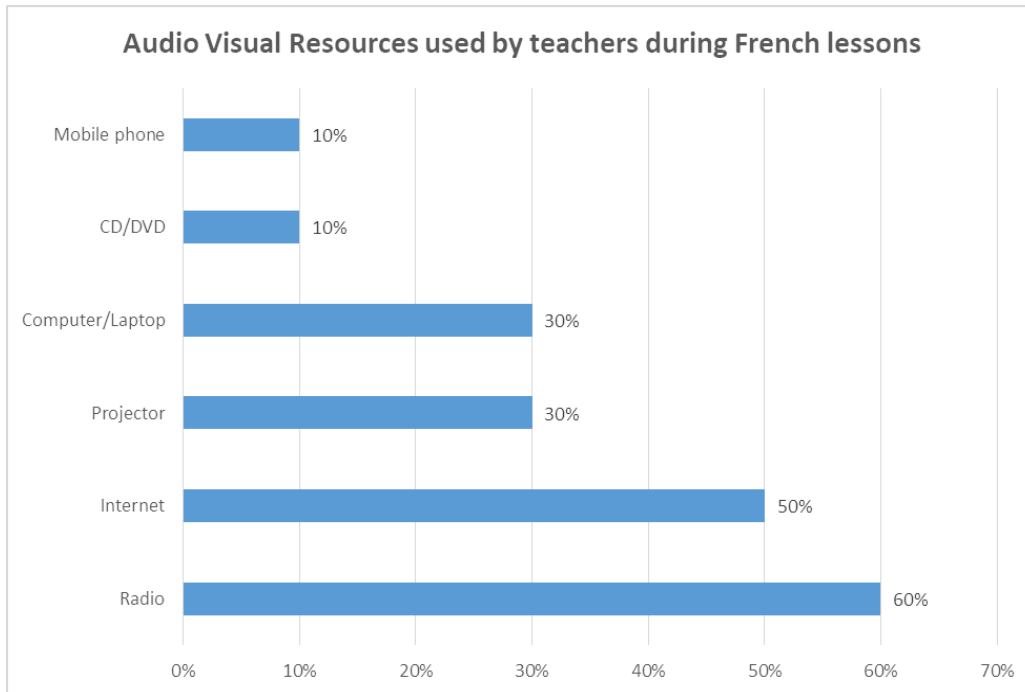


Figure 4.3 Audio Visual Resources Preferred by Teachers During French Lessons

The findings indicate that, apart from the internet, the radio cassette player is the single most commonly preferred audio visual aid (60%) by the teachers of in Nairobi County secondary schools. Other commonly used audio visual resources included the projector (30%), the desk top computer or the laptop computer (30%) and the CD and or the DVD player (10%).

4.4.2 Teachers' Perception on the Use of Audio Visual Resources

The study wanted to establish the teachers' perception on the use of AVRs based on the questionnaires to the teachers. Findings from the teachers presented a general consensus that, all teachers were freely embracing audio visual technology in the teaching and learning of FFL.

Table 4.3 Teachers' Perception on the Use of Audio Visual Resources in Schools

Teacher's perspective on use of audio-visual resources	YES	NO
i. I love teaching French using audio visual resources	100%	-
ii. Most learners have positive attitudes towards audio visual resources	100%	-
iii. Teaching French is fun using audio visual resources	100%	-

The study further realized that, 100% of the teachers preferred using audio visual aids in the learning of FFL as summarized by table 4.3 above. The teachers also signaled that their students had demonstrated positive mindsets towards the utilization of audio visual resources. All the teachers (100%) conceded that teaching French using audio visual resources was fun. These findings concur with Canning & Wilson (2000), that audio visuals tasks are multi-layered in nature and therefore tend to strengthen audio visual perceptions and hence widen the range of classroom activities.

4.4.3 Reasons Why Teachers Prefer Certain Audio Visual Resources

The study analyzed some of the reasons why most teachers preferred certain types of audio visual resources. The respondents were the teachers of FFL and the findings in table 4.4 were obtained from the teachers' questionnaires.

Table 4.4 Reasons Why Teachers Use Different Types of Audio Visual Resources

Audio visual tool and reason of preference	Yes	No
i. I prefer using a radio-cassette because it is less involving and easy to operate	50%	30%
ii. I find the laptop/computer projection quite involving and time consuming during preparation and utilization	30%	70%
iii. I often use video cassette recordings	50%	50%

From Table 4.4, the results indicate that 50% of the teachers preferred using the radio cassette due to its ease of operation and it was less involving. While only 30% indicated that they found using a laptop for projection involving and time consuming in preparation and utilization in class, 70% of them noted that they were comfortable using the laptop for projection of the lessons. It was also noted that 50% of these teachers were well equipped in the use of the video cassette in the teaching and learning of FFL. These findings concur with the UNESCOPRESS (2014) findings that there are many ways in which the mobile telephone and the portable computers were being utilized to boost the classroom teaching and learning activities such as simulations and pronunciations because of their portability and ease of use. This explains why 70% of the teachers denied that use a laptop computer projections were involving and time consuming.

4.4.4 Teachers' Views on the Use of Audio Visual Resources and Syllabus Coverage

The researcher sought to obtain views on the use of AVRs in the teaching of French as a Foreign Language with regard to syllabus coverage. The respondents were the teachers. The findings in figure 4.4 were obtained from the teachers' questionnaires. The pie chart summarizes the teachers' views on the utilization of audio visual aids and the syllabus coverage.

Use of audio visual resources slows down syllabus coverage and is very involving

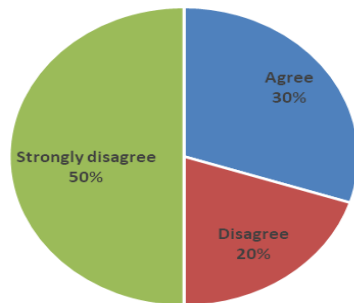


Figure 4.4 Teachers' Views On Use of Audio Visual Resources and Syllabus Coverage

These findings indicate that 50% of the teachers strongly disagreed with the view that utilization of audio visual aids in teaching slowed down syllabus coverage, while only 20% disagreed. At the same time, 30% of the teachers indicated that they concurred that it was time consuming and slowed down syllabus coverage. These findings concur with Katherine, (2009) that audio visual resources make teaching and learning more effective without necessarily interfering with the speed in learning. These responses indicate a general consensus amongst the teachers of FFL that utilization of audio visual resources does not necessarily slow down syllabus coverage.

4.4.5 Teachers' Professional Qualifications

The researcher conducted a comparative analysis on the teacher's academic qualification and the preferred audio visual resource to establish their influence or their view on the use of audio visual materials in the teaching of FFL. The findings were presented as in the figure 4.5.

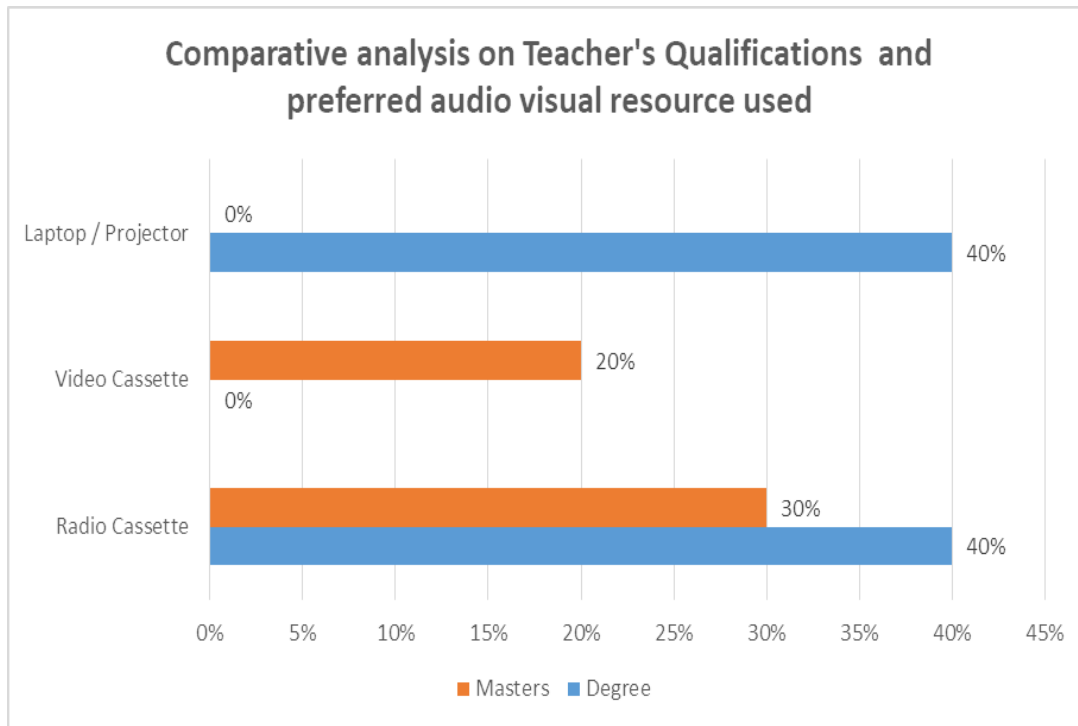


Figure 4.5 Teachers’ Professional Qualification and the Preferred Audio Visual Resources

The study realized that most degree holding teachers, 40% preferred using both the laptop to project and the radio cassette as shown by the figure 4.5 above, while none of the masters holding teachers used the laptop to project their lessons, only 30% of the masters holding teachers used radio cassettes in teaching. While no degree holding teachers used the video cassette as an audio visual resource, 20% of the master’s holding teachers preferred using the video cassette.

4.4.6 Teachers’ Teaching Experience and the Use of Audio Visual Resources

The researcher sought to find out also whether teaching experience had any influence on the teachers’ use of audio visual materials, as most of the teachers who employed the audio visual resources were those who had a teaching experience of 16yrs and above, while those who had (1-5yrs) and (6 – 10yrs) experience only used the radio cassette in their teaching practices.

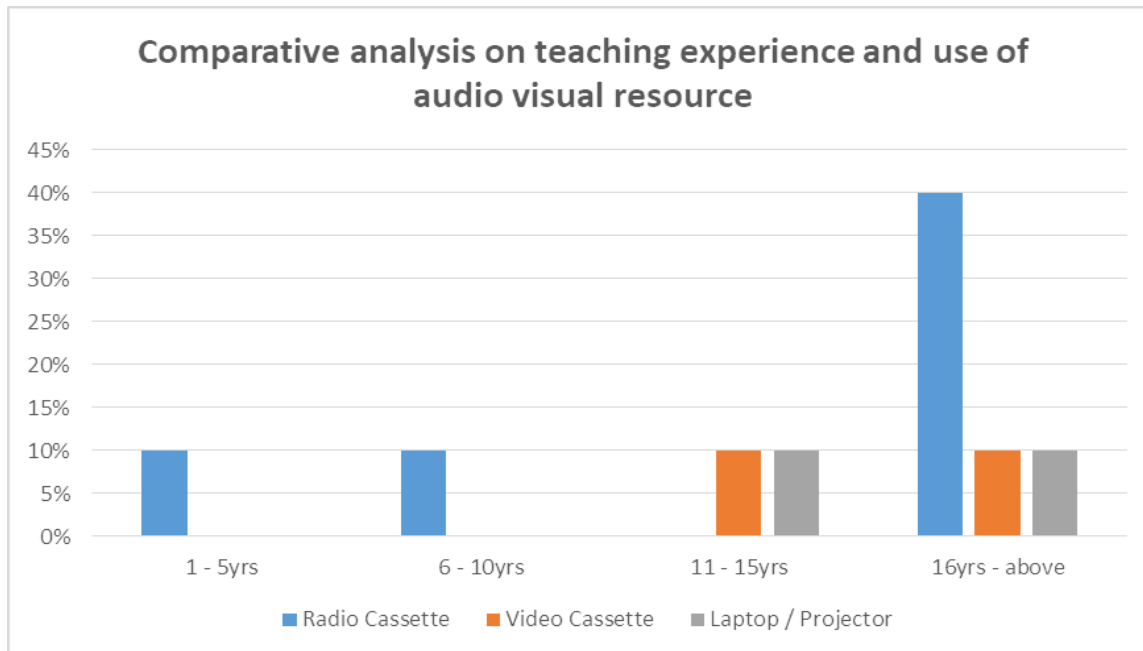


Figure 4.6 Teachers’ Teaching Experience and the Use of Audio Visual Resource

From figure 4.6 above, it is apparent that teachers with over 16 years of teaching experience used the radio cassette (40%), complimented by the video cassette player and the laptop projections (10%) as their preferred audio visual resources. These findings are backed by Mehdipour et al (2013), who concur that due to its ease of access and low cost of procuring, the radio cassette remains the most used audio learning resource in many low income settings in the developing world. This view was shared by principals under the interview guide for principals question 3 ‘what is the position of the school administration in terms of provision of audio visual resources for purposes of teaching French in your school?’ and where the principals lamented the high cost of audio visual resources.

4.5 Objective Three: The Extent to which Teachers Use AVRs in the Teaching of FFL

The third objective of this study sought to establish the extent to which teachers utilized audio visual resources in the teaching of French as a foreign language. These views were collected

from both the teachers of French and the students through specified items in the students' and the teachers' questionnaires.

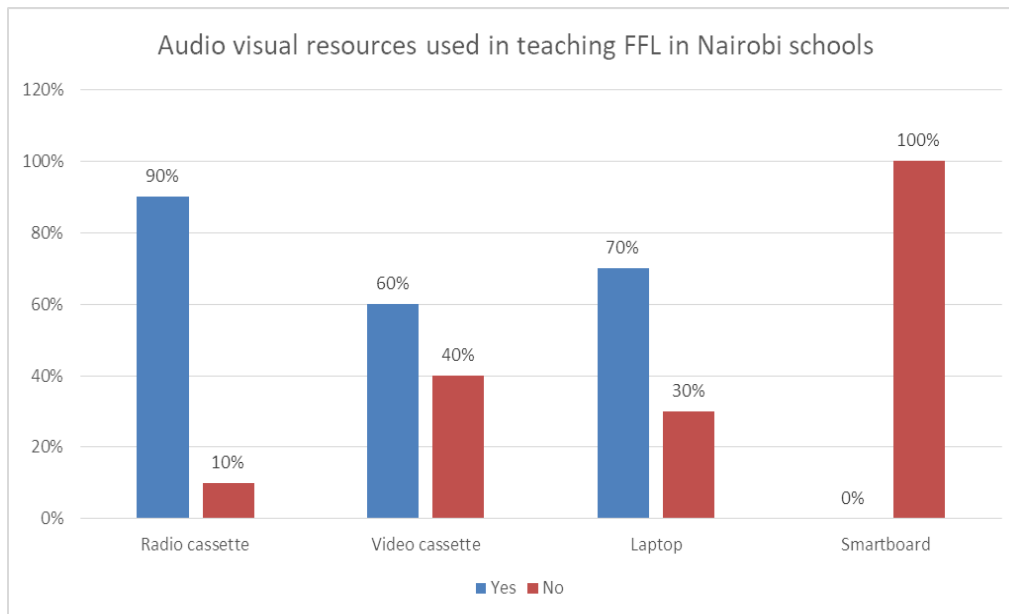


Figure 4.7 Audio Visual Resources Used in Teaching FFL

The respondents' opinions were rated as Strongly Agree, Agree, Disagree and Strongly Disagree. The findings in figure 4.7 above revealed that, in their teaching practices, 90% of the teachers utilized the radio cassette in the teaching of FFL, while 60% and 70% used the video cassette player and the laptop respectively in their teaching practice. None of the teachers' used the interactive digital board in their routine teaching practice. These findings concur with Sulaimain (2013), who summarizes the use of a radio cassette in the following simple words: - availability, accessibility, affordability, suitability and simplicity. It is apparent from these findings that the most commonly available audio visual resources in schools were the most commonly used by the teachers in the teaching and learning process.

4.5.1 Teaching Practices Influenced by Learner Preferences

The study sought to analyze teaching practices that were influenced by the learners' preferences based on the teachers' and the students' questionnaires. The findings were presented in table 4.5 below:

Table 4.5 Teaching Practices Influenced by Learner Preferences

Learner's preference from teacher's perspective	Agree	Disagree
i. My learners prefer the Radio-cassette during French lessons	60%	40%
ii. Most of my learners prefer watching images with sound from a video cassette	80%	20%
iii. My students enjoy projected images from a computer; keep on asking teacher for more	90%	10%
iv. Learners will want to go on with surfing internet even after lesson	50%	50%

The findings indicate that 90% of the teachers used the projected images from a desktop computer or a laptop while only 10% of the respondents disagreed with this view. The findings indicate also that 80% of the respondents used the video cassette because their students preferred projected images from a video cassette player. These findings concur with Terantino (2011) who argues that You tube videos have a picture superiority effect amongst the learners, which enables ideas to be more easily remembered as pictures rather than words and thereby influencing the learners' audio visual preferences. What this means as the results show is that most learners preferred audio visual resources that project real life pictures than a radio cassette player (60%) which projected sound only. In addition, Ketsman (2014) concurs that our learners being a generation of digital natives, they invest their energies more in what they see, hear and touch which is key in facilitating memorable learning experiences.

4.5.2 Support from the School Administration

In the third objective, the study sought to find out the extent to which the school administration supported the teachers of FFL in the teaching and learning process. The instrument on the support from the school administration shows that 70% of the respondents indicated the willingness and readiness of their school principals to purchase any audio visual resource when requested to do so by the teachers. This showed commendable support granted by the schools' administration in supporting the utilization of audio visual resources in the teaching of FFL.

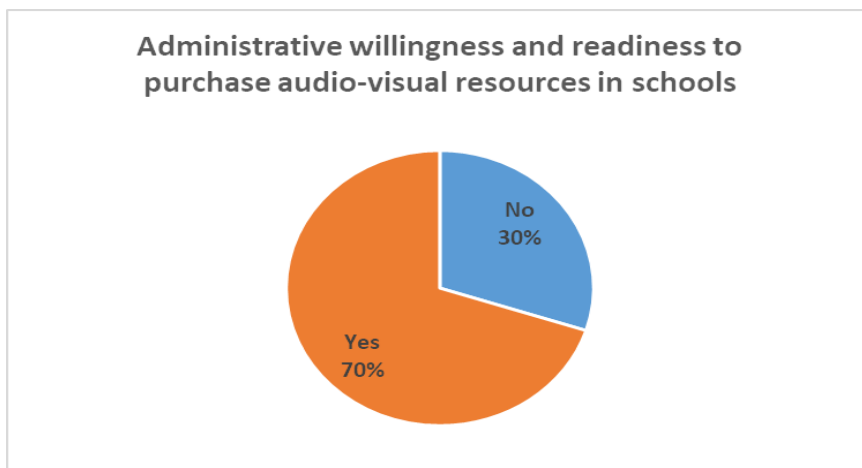


Figure 4.8 Administrative Willingness to Purchase Audio Visual Learning Resources

According to figure 4.9 above, only 30% of the schools noted that their principals were not ready to purchase these resources when requested. This conclusion concurs with Chokah (2013) that foreign languages are not given credible attention by school administrators like other languages in the secondary school curriculum thus the reason why a good number of teachers of FFL deplored lack of support by some school administrators.

The study was also interested in knowing the extent to which the school principals were supporting the teaching of FFL in the schools including their readiness to procure learning materials for the learning purposes. The study sampled 5 schools' principals and information from them was obtained through face to face interviews. Table 4.6 shows the extent to which

school administrators had gone to create an enabling environment for the teachers of FFL as per the data obtained by the researcher through interviews based on the study.

Table 4.6 Support from the School Administration

Administrators' participation	No. available	Total	percentage
Availability of special rooms to teach French	4	5	80
Availability of LCD projector	3	5	60
Availability of a good working radio cassette player	5	5	100
Internet reliability	3	5	60
School connectivity to electricity supply	5	5	100
Principal's readiness to procure AVR for teaching French	3	5	60

The administrative support to the teachers of FFL was key in this study for the researcher to be able to ascertain the role the school principals play in supporting the teachers of French in schools and which could probably have a bearing on the on the performance of the students in this subject. All the schools sampled in this study indicated that there was a good working radio cassette player (100%), and seemingly the most commonly used audio visual resources. In the 5 sampled schools, 80% of the school principals indicated that the schools had special rooms designed for the teaching of FFL and readily connected to electricity, while 60% of them indicated also that there was internet connectivity and a LCD projector respectively for the teaching of FFL. The researcher was therefore contented that school principals were well aware of the need of audio visual resources in the teaching and learning of FFL and their unreserved support to the teachers of French.

4.6 Objective Four: Challenges Faced by both Teachers and Students of FFL

The fourth objective was to find out the challenges faced by both the teachers and the students of FFL in the teaching and learning process. The views were collected from both the students and the teachers of FFL from specific items from both the students and the teachers' questionnaires.

4.6.1 Challenges Faced by Teachers of FFL

The research was interested in finding out the challenges faced by the teachers of FFL in the process of teaching and learning FFL in schools based on the analysis of the teachers' questionnaires. The findings were represented in table 4.7, in which 40% of the respondents indicated that unstable internet was one of the major challenges hindering their utilization of the audio visual resources in the teaching of FFL in schools while 30% of the teachers stated that lack of the needed resources like a projector and a good radio was a key challenge. These findings indicate also that there was reliable connectivity to electricity with only 20% of the respondents indicating a contrary opinion, while most schools had a French room for the teaching of French with only 10% indicating lack of a French room and that most teachers had the technical know-how in using audio visual resources. Whereas Sahim and Secer (2016) decry technical constraint in terms of teachers of FFL lacking in terms of competency to manipulate audio visual gadgets, these findings show that the modern day teacher was slowly drifting towards their learners' preferences which is heavily reliant on technology (Al-Faki et al, 2014).

Table 4.7 Challenges Faced by Teachers

Challenges faced by teachers	Percentage
i. Unreliable resources due to lack of electricity	20%
ii. Unstable internet	40%
iii. Lack of projector / good radio	30%
iv. Lack of connectivity skills	10%
v. Lack of a French room / AVR resources	10%
vi. Distraction of students	10%

The findings in table 4.7 above however concur with Chokah, (2013), who argues that foreign languages in the education system are not accorded similar considerations as those other KCSE examinable subjects in the curriculum and hence end up lacking key learning resources like internet connectivity (40%), a projector or a good radio cassette player (30%). Lack of an appropriate teaching and learning room equipped with appropriate audio visual resources (10%) was also cited as a challenge experienced in some schools by teachers of FFL.

4.6.2 Challenges Faced by Students of FFL

The respondents' views were rated on a scale of 1 to 4; Strongly Agree 1: Agree 2: Disagree 3: Strongly Disagree 4. This was important to determine the learners' opinions as to what they viewed as the most challenging or least challenging aspects in the process of learning FFL. The findings in table 4.8 indicate that 79% of the respondents cited lack of time to interact with audio visual resources in schools. From the same table, 70% of the students cited lack of regular internet in schools as the main challenge hindering the use of audio visual resources in the

learning of FFL while 48% and 47% cited power blackouts and lack of a French room respectively as part of the challenges hindering the use of audio visual resources

Table 4.8 Challenges Faced by Students

Challenges faced by students	Percentage
i. Not having enough time to use the tools	79%
ii. Lack of internet at times	70%
iii. Lack of a French room / AVR resources	47%
iv. Power blackouts	48%

These findings concur with Ming, Mahmud and Abdrazak (2012), who opine that most secondary schools in the country lack uninterrupted internet flow due to network clogging when the number of users exceeds the available number of wireless routers, or due to total lack of internet connections. This means therefore that lack of adequate time or internet connectivity reduces the students' hands on interactivity with the audio visual resources leaving the better part of the learning activities at the mercies of the teachers of French.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of the study findings, conclusion, recommendation and suggestions for further study. The summary was assembled around the audio visual resources available in secondary schools for the teaching and learning of FFL, the teachers' perception on the use of audio visual resources, the extent to which teachers used the audio visual resources the teaching and learning process and the possible challenges faced by both the teachers and the students in the teaching and learning process.

5.2 Summary of Findings

The summary of the findings were presented as per the stated objectives of this study as follows;

5.2.1 The Types of Audio Visual Resources Available in Schools

In the first objective of this study the researcher sought to find out the types of audio visual resources employed by teachers in the teaching of FFL. The study established the types of audio and visual aids that were available for the learning of FFL in secondary schools included the radio cassette players (87%) as the most commonly used audio visual resource, laptops, video cassette players, mobile phones and the interactive whiteboard technology. Audio materials from the radio cassette player, internet downloaded materials and audio visual projections by use of laptops were the most readily available and used audio visual resources to teach FFL in public secondary schools. The interactive whiteboard technology, LCD screens and video cassette players were not as commonly used as the other audio visual resources.

5.2.2 Teachers' Perception on the Use of Audio Visual Resources

The second objective of the study investigated the teachers' perception on the use of audio visual resources in the teaching and learning process. The study realized that most of the teachers preferred using audio visual resources to teach FFL and that their learners had a positive attitude towards the use of audio visual resources. Findings from this study indicated that 100% of the teachers preferred using audio visual teaching aids in the teaching of FFL out of whom 60% preferred using the radio cassette player. Therefore, the study noted that 50% of the teachers had indicated that they preferred using the radio cassette player due to its ease of operation while 70% of them had indicated that they preferred using the laptop for the purposes of teaching and learning. Concerning the teachers' professional qualifications, the study realised that 40% of the degree holding teachers preferred using both laptop and the radio cassette player while a small number of the masters holding teachers (30%) preferred using preferred using the radio cassette in teaching.

5.2.3 Extend to which Teachers Use Audio Visual Resources in the Teaching of FFL

The third objective of the study examined the extent to which teachers of FFL used audio visual resources in the teaching and learning process.

5.2.3.1 Teachers' Practices that Support the Use of Audio Visual Resources

The study found out that 90% of the teachers frequently used the radio cassette due to its ease of operating while 70% of the teachers used the laptop for projecting their lessons. 50% of the teachers rejected the view that using audio visual resources slowed down the syllabus coverage and was time consuming.

5.2.3.2 Support from School Administrators

The study sought to find out whether the teachers of FFL were getting the necessary form the heads of department. Information gathered from the teachers indicated that 60% of the teachers had received support from the heads of department concerning the use of the audio visual resources for the purposes of teaching and learning while 40% of them did not get similar support and that their supervisors preferred syllabus coverage than the use of audio visual resources. Administratively, 70% of the teachers indicated the willingness and readiness of the school principals to purchase audio visual resources when requested to do so while 30% of the teachers indicated that their principals were not ready to purchase necessary audio visual resources for the teaching and learning process.

5.2.4 Challenges Faced by Both Teachers and Students while Using AVRs

The last objective of this study sought to find out the possible challenges that both the teachers and the learners faced while using audio visual resources in the teaching and learning of FFL. The study found out that 40% of the teachers of FFL had indicated lack of stable internet service as the major challenge in their schools while 30% stated that they lacked needed resources like a projector and a good radio for the teaching purposes.

From these findings, this study shows that 79% of the students decried inadequate time to interact with the audio visual resources in schools while 70% of them cited lack of regular internet in schools. Although only 48% and 47% cited power black outs and lack of a French room respectively, it is evident from the above findings that learners are not prioritized in terms of time and provision of internet services as opposed to the teachers who did not indicate time and internet service as a major challenge.

5.3 Conclusions

5.3.1 Audio Visual Resources Available in Schools

From the findings of this study, it was concluded that the types of audio visual materials available for the instruction of FFL in selected secondary schools in Nairobi County included; radio cassette players, internet downloaded resources, laptops, video cassette players, mobile phones, and the interactive white board technology. It was noted however, the interactive whiteboard and video cassette player were not as commonly used as the other audio visual resources in the teaching of FFL.

5.3.2 Teachers' Perception on the Use of Audio Visual Resources

The study concluded that teachers in the selected schools in Nairobi City County preferred using audio visual resources to teach FFL and that the learners had an affirmative mind set towards the use of audio visual materials. The study also concluded that teachers preferred using the radio cassette mainly because it was easier to operate than other resources and the laptop for projecting their lessons and that use of audio visual resources was not time consuming neither did it slow down coverage of the syllabus by the teachers, but enhanced the learning experience amongst the learners.

5.3.3: Extend to which Teachers Use Audio Visual Resources in the Teaching of FFL

The study also concluded that the teacher's education level could generally contribute to the choice of audio visual technology used by the teacher; with the first degree holding teachers mainly using the radio cassette and laptops for projection, while those with a Master's degree preferred using only the radio and video cassette players. The study concluded also that the school administration, both the principals and heads of departments immensely supported the

utilization of audio visual resources for the purposes of teaching and learning FFL. The teachers also indicated that their school principals were willing and ready to support the teachers by purchasing the audio visual resources requested.

5.3.4 Challenges Faced by Both Teachers and Learners Using Audio Visual Resources

The study finally concluded that there were common challenges that both the teachers and the students faced in the teaching and learning of FFL which included; insufficient time allocated for use of the audio visual resources by students; the lack of stable internet connection, unreliable electricity connection or total lack of electricity in some schools; lack of some audio visual equipment like the projector or a good radio. It also concluded that teachers lacked access to multiple audio visual resources and the technical skills required for operating those audio visual resources.

5.4 Recommendations

The following recommendations were made based on the findings of the study:

- i. Teachers of FFL to use a multi-resources centred approach during the instructional process to try and accommodate the wide range of learning tastes and preferences brought about the digital evolution of the 21st century and compounded by a modern day learner who seems to be more technology oriented than the teacher.
- ii. Teachers of FFL to adopt a more innovative teaching culture to maximise on the available technological discoveries like the you-tube, the WIFI technologies in the midst of the learning resources crisis occasioned by the government policies on 100% transition to secondary schools causing unlimited strained on the already existing learning resources and against limited infrastructural expansion in most schools in the Nairobi City County.

- iii. Teachers of FFL to embrace alternative methods of content delivery in the class room in order to expose their learners to the ever unlimited access to audio visual technology with the aim of improving language acquisition by the learners the teaching and learning process.
- iv. The ministry of education to come up with an equalization fund for schools to be able to equip all schools with necessary infrastructure to enable them provide equal learning opportunities for students taking FFL in all the schools

5.5 Recommendations for Further Research

The researcher recommended that the following areas be further researched:

- i. Since this study has been carried out in an urban setting and in whose schools' infrastructural development may be considered above standard levels, further study need to be conducted in a different geographical area with bias to rural settings for comparison purposes
- ii. Since the utilization of audio visual technology for teaching and learning FFL requires humble time to research, access, assess and assemble the necessary teaching resources way before the start of such a lesson, further study should done to investigate the teachers' preparedness to such lessons in light of very high work load occasioned by a very high teacher shortage in public secondary schools in the country today.
- iii. There is need to carry out a similar study in private secondary schools to establish whether findings bear similar trends.

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APPENDICES

Appendix I: Introduction Letter

P O Box 56607, 00200

NAIROBI

Dear Respondent,

REF: RESEARCH PROPOSAL

I am a teacher on one of the secondary schools in Nairobi City County, pursuing a Master of Education degree at Kenyatta University. I am carrying out a research on the use of audio visual technology in the teaching of French in public secondary schools in Nairobi City County. Assurance is hereby given that information obtained here shall be confidential and shall be used for purposes of this study only. Please give honest and as much as possible correct information according to your own views in the questionnaire provided.

Thank you

Yours faithfully

Paul M Mutemi

Appendix II: Questionnaire for Students

The aim of this questionnaire is to investigate the use of audio visual learning resources in the learning of French as a foreign language. I do request your assistance in achieving the desired goal. Your responses shall be treated with the confidence they deserve. The information hereby obtained shall be utilized for the purposes of this study.

Instructions: Tick where appropriate

1. Which Form are you?

{Form One} ()

{Form Two} ()

{Form Three} ()

{Form Four} ()

2. Which is your sub-county?

3. Where is your school located?

{Eastlands area} ()

{Westlands area} ()

{Near the city centre} ()

{Other areas. Specify

4. Indicate the extent to which you agree with the following on the use of audio visual resources in the learning of French in your school. **SA – Strongly Agree; A – Agree; D – Disagree; SD – Strongly Disagree.**

	<u>AVAILABILITY OF AUDIO VISUAL RESOURCES</u>	S.A	A	D	SD
i.	In our school, there are is a Radio cassette player				
ii.	In our school, there is a video cassette or CD/DVD player				
iii.	In our school, there is a projector				
iv.	Our school is connected to electricity				
v.	In our school, there is a LCD television screen				
vi.	In our school, there is a special room with a smart-board for learning				
USE OF AUDIO VISUAL RESOURCES IN TEACHING/LEARNING					
i.	Our teacher often uses a radio cassette to teach us French				
ii.	Our teacher often uses a video cassette player to teach French				
iii.	Our teacher uses a laptop computer to project images while teaching French				
iv.	Our teachers do not give us enough time to interact with the AVRs during French lessons				
v.	Our school has no internet connectivity				
vi.	In our school we experience frequent power blackouts				
PREFERED AUDIO-VISUAL RESOURCE BY THE TEACHER					
i.	Our teacher always uses a Radio-Cassette to teach French				
ii.	Our teacher always uses a Video-Cassette player to teach French				
iii.	Our teacher always uses a Laptop computer to project images when teaching French				
iv.	Our teacher always teaches French from the special room with smart-board facilities				
PREFERED AUDIO-VISUAL RESOURCE BY LEARNERS					
i.	I understand French better when my teacher uses a radio-cassette				
ii.	I understand French better when my teacher uses a video-cassette player				
iii.	I understand French better when my teachers uses a laptop computer to project images for learning.				
iv.	I understand French better when I learn French from the special room using smart-board projections				

Appendix III: Questionnaire for Teachers

This study is intended to find out possible effects audio visual resources have in the teaching of French in secondary schools. Please respond to the questions honestly and your cooperation will be very highly regarded.

The information hereby collected will be used for the purposes of this study.

Instructions: Tick where appropriate

1. What are your academic qualifications

- {Diploma} ()
- {Degree} ()
- {Masters} ()
- {PhD} ()

2. What is your teaching experience?

- {1 – 5 years} ()
- {6 – 10 years} ()
- {11 – 15 years} ()
- {16 – years and above} ()

3. (a) Do you normally use audio visual resources during your French lessons?

- {Yes} ()
- {No} ()

(b) Give reasons for your answer

- i.
- ii.
- iii.
- iv.

4. (a) What are some of the challenges you encounter while using audio visual resources to FFL?

.....

(b) How does this affect your preparations?

.....

(c) Explain briefly how you have managed to overcome some of these challenges

.....

5. Teachers' perception on the use of audio visual resources

SN	AVAILABILITY AND USE OF AUDIO VISUAL RESOURCES	S.A	A	D	SD
i.	I love teaching French using audio visual resources				
ii.	Most learners have positive attitude towards audio visual resources				
iii.	Teaching French is fun using audio visual resources				
iv.	In my school, we have a variety of audio visual resources for the teaching purposes				
v.	The radio-cassette player is the most commonly used teaching resource in my school				
vi.	The video-cassette player is the most commonly used teaching resource in my school				
vii.	The projector is the most commonly used teaching resource in my				
viii	Most teachers in my school use the smart-board as the most preferred teaching resource				
ix.	Most audio visual resources available in my school are modern and in good working condition				
X	My school principal is always ready to buy new audio visual resources as per the teachers request				
USE OF AUDIO VISUAL RESOURCES IN TEACHING/LEARNING					
i.	I always use a radio-cassette player in French lessons				
ii.	The video-cassette player is my most preferred teaching resource during my French lessons				

iii.	I always use a laptop computer to project images during my French lessons				
iv.	In my school, we have a special room installed with smart-board facilities and I use it quite often while teaching French				
v.	As a teacher of FFL I do not have necessary connectivity skills in using AVRs				
vi.	There is stable internet connectivity in our school				
PREFERRED AUDIO-VISUAL RESOURCE BY THE TEACHER					
i.	During my French lessons I prefer using a radio-cassette because it is less involving and easy to operate				
ii.	I find laptop computer projection quite involving and time consuming during preparation and during utilization				
iii.	During my French lesson, I quite often use video-cassette recordings				
iv.	I have never seen a smart-board and I even do not know how to use it				
v.	Using audio visual resources in general is very involving and slows syllabus coverage				
vi.	My head of department is rather keen on syllabus than the use of audio visual resources in teaching French				
PREFERRED AUDIO-VISUAL RESOURCE BY LEARNERS					
i.	My learners prefer the Radio-Cassette during French lessons				
ii.	Most of my learners prefer watching images with sound from a video-cassette player during French lessons				
iii.	My students enjoy projected images from a computer or laptop computer keep on asking the teacher to bring more such lessons				
iv.	Learners will want to go on and on with surfing the internet even when the lesson is far gone				

Appendix V: Interview Guide for School Principals

- i. For how long have you been a principal in this school?
- ii. How do you view the use of audio visual resources by teacher(s) of French in your school?
- iii. What is the position of the school administration in terms of provision of audio visual resources for the purposes of teaching French in your school?
- iv. What is your opinion concerning the students' learning preferences with regard to the available audio visual teaching and learning resources in school?
- v. What challenges do you face as you supervise the implementation of the curriculum in your school?

Appendix VI: Lesson Observation Schedule

This observation scheduled is to be filled by the researcher during a lesson observation process.

The purpose of the instrument is to find out the impact of the audio visual resources on the learning in the teaching and learning of FFL.

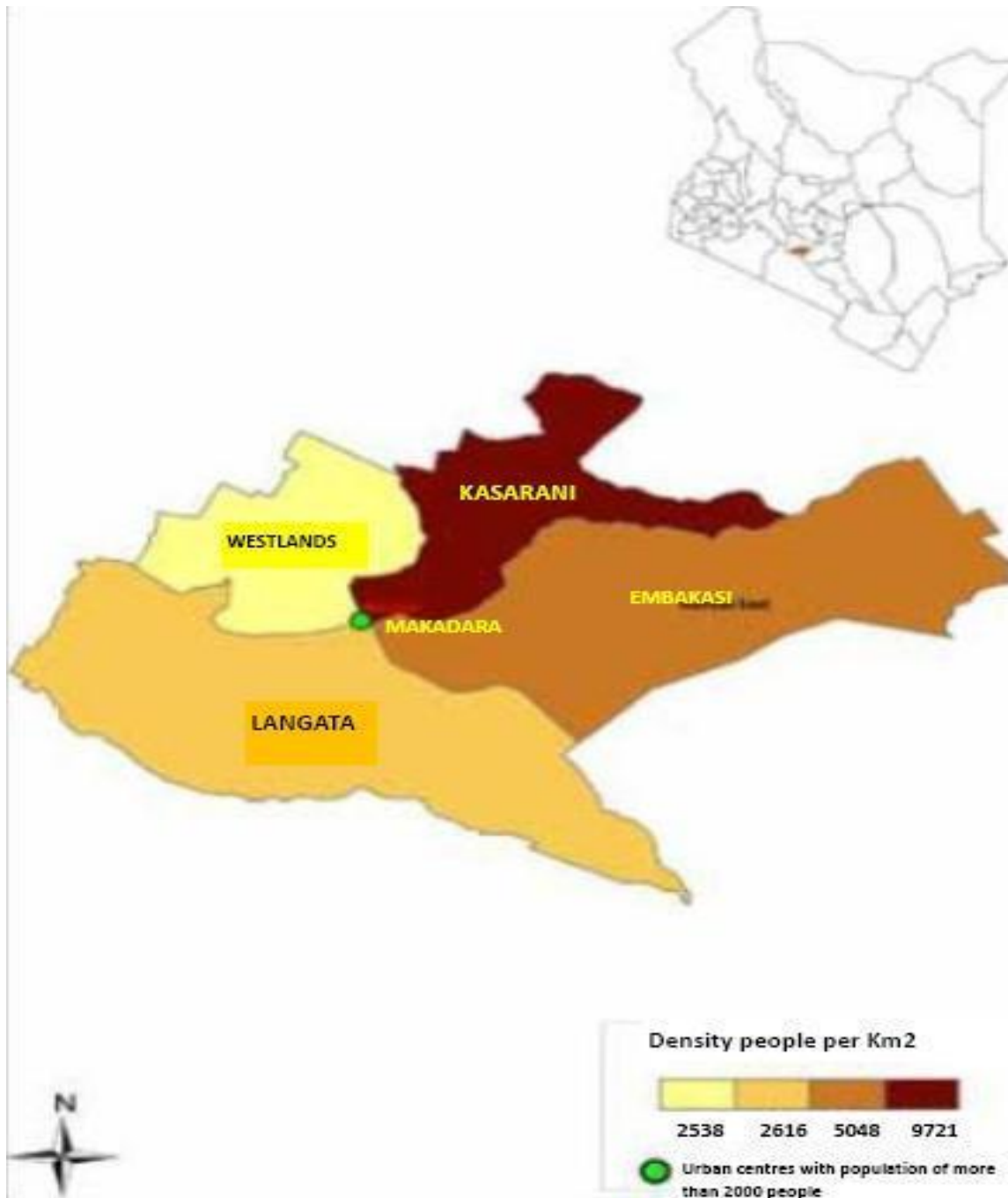
AUDIO VISUAL RESOURCE	LEARNING ACTIVITY	OBSERVABLE LEARNER PERFORMANCE INDICATORS
Radio cassette player	Repetition and pronunciations	
Projected images using laptop or projector	Simulations guided by an audio visual resource	
Video cassette images	Giving appropriate answers to the teacher's questions	
Internet downloaded materials	Discovery/presentation of new vocabulary/expressions guided by newly learnt vocabulary/expressions	
Mobile phone sounds and images	Students' innovation and creativity in using newly learnt expressions	
	Classroom mood	
	Discussions and presentations during the lesson	

Appendix VII: Documentary Analysis Checklist

Upon visiting the schools, the researcher will seek to make the following observations in the schools:

	Item	No. available	No. in working condition	Novelty status	Usability	Storage conditions	Observation Remarks
1.	Radio cassette player						
2.	Video cassette player						
3.	LCD projector						
4.	A television set						
5.	Projected films						
6.	Laptop computers						
7.	The smart board						
8.	web downloads						
9.	Internet services						
10.	Mobile phone for teaching						
11.	Language Lab						

Appendix VIII: Map of Nairobi County



Appendix VIII: Change of Medium Circular by the Kenya National Examinations Council



THE KENYA NATIONAL EXAMINATIONS COUNCIL

"To be a World Class Leader in Educational Assessment and Certification"

All official correspondence should be addressed to:
The Council Secretary/Chief Executive Officer



KNEC is ISO 9001:2015 Certified

REF: KNEC/GEN/KCSE/AURALS/01-2020

20th February 2020

To : All Centre Managers

RE: CHANGE OF MEDIUM FOR KCSE AURAL TESTS FROM CASSETTE TAPE TO COMPACT DISK (CD)

The Kenya National Examinations Council administers aural tests to candidates taking the following subjects: French (501/1); German (502/1); Arabic (503/1); and Music (511/2). These tests are usually pre-recorded in cassette tapes forwarded to the examination centres.

The Cassette Tape technology has way been overtaken by time since the introduction of the CD/DVD media in Kenya dating back to more than 2 decades ago. Furthermore, KNEC has received concerns from individual examination centres regarding the unavailability of the Tape playing equipment in the market. This has caused inconveniences during administration of these aural examinations.

This is to inform all centre managers that with effect from KCSE 2020 November examinations, Aural Tests for the subjects above will be presented in a Compact Disk (CD) and not the Cassette Tape as before.

This information is to enable you to prepare adequately and acquire the necessary CD playing devices which will be used during the 2020 Examinations and beyond.


Dr. Mercy G. Karogo, MBS


Ag. CHIEF EXECUTIVE OFFICER

cc: Director, Quality Assurance and Standards, MOE
All Regional Directors of Education
All County Directors of Education
All Sub County Directors of Education
KESHA

HEAD OFFICE: National Housing Corporation Building, Aga Khan Walk, P O Box 73598 – 00200 City Square, NAIROBI, KENYA
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E-mail: ceo@kneac.ke; **Website:** www.kneac.ke


Appendix IX :Research Licence


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

RefNo: **747284** Date of Issue: **16/December/2020**


RESEARCH LICENSE




This is to Certify that Mr.. Paul Muimi Mutemi of Kenyatta University, has been licensed to conduct research in Nairobi on the topic: Assessment of Audio Visual Technology in Teaching and Performance of French in Selected Public Secondary Schools in Nairobi City County, Kenya for the period ending : 16/December/2021.

License No: **NACOSTI/P/20/8248**

747284
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
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