

The Task-Based Language Learning and Teaching (Actionable Perspective) of French in Secondary Schools in Kenya

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Abstract

French is an official language of the AU, COMESA, UN and other international organization (KIE, 2002). Dewey's educational theory (1902) states that the major flaw in instructional methodology is the inactivity of the learner. The Actionable perspective (TBLT), which is the focus of this study is assumed to be a more effective approach in French language acquisition. TBLT emphasizes learning by accomplishing various tasks by the learner. This learner-centered method will lead to the integration of the learner in the world community and make him/her a social actor (Rosen, 2009). The Engestrom Activity Theory (1987) shows how a wide range of factors work together to impact a task. Understanding the teacher's role as one of these factors is essential in successful learning. Moreover, Hughes (2013) posits that instructional materials development is based on the learner's needs. According to Sam (2014), integrating ICT in instructional methodology increases enrollment in the academic program. The objectives of this research are to find out teacher preparedness in using TBLT. In addition, it will look at other instructional methods used in teaching French, the instructional materials used and the behavior of the learner. The research will be descriptive and will be conducted in seventeen (17) secondary schools offering French in Nairobi County. Teachers in these schools will answer to a questionnaire on their understanding of TBLT. A lesson observation guide will be used to observe form three students in the French class to find out the learner attitude, motivation and success in performing various tasks. Purposive sampling will be used to administer a student written composition to sixty-eight (68) form three students in each of the schools. The three instruments of data collection; questionnaire, lesson observation guide incorporating Flanders interaction matrix and student test will be tested during the pilot study to ascertain validity and reliability. Data will be analyzed using the SPSS computer package and presented in tables and graphs. The research will be of benefit to curriculum developers and teachers, as it will bring out what should be considered as content in the French curriculum.

Key words: Methodology, Task-Based Approach, Learner, Curriculum

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