

Class Size and Learning Achievement; the French Subject Case Study in Kenya

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ABSTRACT

The issue of class sizes is a key concern in the area of learning achievement. It has become important due to the rising numbers of learners due to the push for education for all in the developing countries. This calls for policies to decide how to handle this situation. However, we also have subjects which are called optional because they cannot be done by everyone due to the curriculum policies. The problem which arises then given that these subjects are prone to having small groups of learners then are we satisfied that there is effective learning achievement in this kind of environment? This paper explored these concerns in relation to the teaching of French in Kenya. Some data from the examinations body was used to compare the examination results and then it was felt that small groups should be encouraged with the provision of more support materials.

Keywords: Class size, Learning achievement, French subject, Curriculum Policy, Kenya.

Fulltext: <http://www.ijstr.com/data/frontImages/6. October 2018.pdf>