

**DETERMINANTS FOR ENROLMENT OF LEARNERS WITH VISUAL
IMPAIRMENT IN FRENCH SUBJECT IN REGULAR SECONDARY
SCHOOLS IN KENYA**

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

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

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DEDICATION

I dedicate this work to my late mother, who nurtured me from childhood, and assigned much value to education.

ABSTRACT

Learning of a language among the learners with visual impairment requires specific skills for faster and better concept acquisition. Learners with visual impairments like their sighted peers study French in regular secondary schools to enrich on communication abilities which would ideally benefit them in future employment opportunities. By the year 2009, 1,718 learners with visual impairments had registered in 19 regular programs in regular secondary schools in Kenya; however, only one of the registered learners had enrolled for French subject. It is not clear why learners with visual impairment do not enroll for French subject in regular secondary schools in Kenya, yet they are given equal opportunities like their sighted counterparts. This study sought to establish determinants for enrolment of learners with visual impairments in French subject in regular secondary schools in Kenya. Objectives of the study were to: establish motivating determinants for enrolment of learners with visual impairment in regular secondary schools; Assess the environmental determinants for enrolment of learners with visual impairment (VI) in French subject in regular secondary schools; determine available resources for teaching learners with visual impairments in French subject in regular secondary schools; and analyze teaching methods used in teaching French subject to learners with visual impairments in regular secondary schools. A conceptual framework was used to show interrelationships of variables influencing learners with visual impairments in enrolment of French subject in regular secondary schools. Descriptive survey design was adopted for this study. The study population comprised 11 principals, 32 French teachers and 300 learners with visual impairment. Saturated sampling technique was used to select 10 principals, 29 teachers of French and 270 learners with visual impairments. Instruments of data collection included Questionnaires, Focus Group Discussions, Interview schedules, Lesson Observation and Observation Checklist. Qualitative data from interview schedules and Focus Group Discussion were collected and the responses were compared if they were closely related. Content validity was established by presenting the research instruments to experts in Special Needs and Rehabilitation department to assess the relevance of the content used in the tool, and their comments were incorporated to improve quality of the instruments. Reliability of the instruments was determined by pre- testing the instruments on 10% of the respondents from each category, through the test re-test method and reliability coefficient of teacher's questionnaire was 8.3, which was above 0.7 the acceptable value. Quantitative data was analyzed using Statistical Package for Social Sciences to get descriptive statistics such as frequency counts, percentages and mean. Qualitative data from Focused Group Discussion and interview schedules were collected and organized, themes emerged and were reported. Findings indicated that determinants that led to low enrolment among learners with visual impairment in French were: low motivation with the mean of (2.16), poor environmental determinants in terms of negative attitude (1.77), rigid curriculum with the mean of (3.98), inadequate resources was a major determinant of low enrolment in French (2.80); inadequate use of learner centered teaching-learning methods (2.74). Peer support did not result to low enrolment of learners pursuing French; as it was being practiced very often (4.18). It was concluded that low enrolment among learners with VI was attributed to inadequate motivation, negative attitude, inflexible curriculum, lack of resources and inadequate poor teaching methods. The study recommends that for enrolment to be realized, schools need to motivate learners with VI, avail resources, use learner-centered teaching methods and accepting them in the regular schools. The study is significant to teachers of French and learners with VI as it provides information on determinants for enrolment of learners with visual impairment in French subject in regular secondary schools in Kenya.

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ABBREVIATIONS AND ACRONYMS

ABBREVIATIONS

V.I	–	Visually Impaired
FGD	-	Focus Group Discussion
ICT	-	Information Communication Technology
KCSE	-	Kenya Certificate of Secondary Education
SNE	–	Special Needs Education
SGS	-	School of Graduate Studies
KSB	-	Kenya Society for the Blind
SPSS	-	Statistical Package for Social Sciences

ACRONYMS

DQASO	-	District Quality Assurance and Standards officer
MELS	-	Ministry of Education Leisure and Sports
KIEP	-	Kenya Regular Education Programme
ANOVA	-	Analysis of Variance

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CHAPTER ONE

INTRODUCTION

1.1: Background to the Study

Education of the learners with visual impairment has come a long way in the history of education. While discussing issues in the field of blindness and low vision, Ferrell (2007) observed that persons with visual impairments without benefit of formal education and professional assistance showed that they could do similar things their sighted peers did. This was based on the fact that people like Thomas Blacklock (1721-1791), John Metcalf (1717-1810), Nicholas Saunderson (1682-1739), Francois Huber (1750-1831), and Marie Theresia von Paradis (1759-1824) who were writers, scientists, civil engineers, ministers, musicians - achieved fame and notoriety because of their own achievements. Thus persons with visual impairments were recognized as the first people with disabilities capable of benefitting from education. This background provides an understanding that diversified education to learners with visual impairments enables them take roles in societies as employees and or employers.

Ferrell (2007) citing Lowenfield, (1981), American Printing House for the Blind (2002& US Department of Education, 2001) states that given their visual impairments, the learners with V.I learnt separately from their sighted counterparts in USA with statistics showing in 1950, 88.4%, 1960-46.6%, 1972-31.5% while in 1998-99 it had dropped to nearly 15%.The idea of least restrictive environment was born hence integration concept. The big challenge facing persons with VI, is lack of empowerment to enable them function effectively in a future to serve the needs of 21st century work, communication, learning and life (Thomas, 2003). According to

Ferrell (2007), the future of learners with VI is bleak in terms of employment opportunities. Citing the (American Printing House for the Blind, 2002), he states that today there are learners with VI in public schools who can't read, graduate, and obtain employment (Kirchner, Johnson, & Harkins, 1997).

Access to diversified curriculum will open more opportunities to learners with visual impairments. For instance, motivational determinants towards teaching subjects like French to learners with visual impairments are two fold, namely professional and personal. In a study carried out in Cyprus, Czech Republic and Slovakia under the auspices of European Blind Union (EBU, 2008 - 2010) indicated that learning a foreign language gives students a diverse opportunity in finding jobs as compared to one language learned. Learning of foreign languages assists the learner to discover or better still understand the culture of other countries across the globe. This study was carried out on learning of foreign language by learners with visual impairment. Candelaria-Greece (1996) indicated that in San Francisco Bay in United States, the special needs monolinguals venturing into studying a foreign language performed equally well, at least based on personal motivation levels.

Barnes and Karshdan (1998) in their investigative study on teaching new English to visually impaired and blind as a second language, indicated that such learners achieve a functional level of literacy. However in the two studies, the area on motivational determinants in teaching French to learners with VI is not addressed. According to Alliance Francaise (2006), there are 30,000 regular students motivated into learning of French language in 350 secondary schools across the country. Other sources show that there were 19 regular programs with a total of 1,718 learners with VI, Kenya Society for the Blind (2009). Although the study by EBU (2008-2010) in Cyprus, Czech Republic and Slovakia was carried out on learning of foreign language by adults

with visual impairments who are in employment, but did not look at learning of foreign language among learners with visual impairments in regular programs in secondary schools, a gap the current study filled.

Studies have shown environmental determinants may influence enrolment of learners with VI in French subject. For instance, Shifere (2012), study on teachers' attitudes towards inclusive teaching to learners with VI in English language in Amhara National Regional state, India, indicated that teachers' attitudes can influence inclusion of students with special needs into the general education classroom. However the approach used in teaching English subject may slightly differ from what is done in teaching French subject hence the gap. In the same breath, Lewis and Doorlog (2003) and Salend (2005) state that teachers' attitudes are a prerequisite to successful integration of students with disabilities. Chireshe (2011) study on special needs education in-service teacher trainees' views on inclusive education in Zimbabwe revealed that not all teachers could handle an inclusive class which he attributed to the attitudes teachers held towards inclusion.

Teachers' abilities and attitude towards the disability in a regular set up may have a bearing on the learner. Masha, Nyagah and Njagi (2013) study on school determinants influencing inclusion of deaf blind learners in regular schools, in Nairobi county, Kenya established that 47% of teachers strongly disagreed while 34% disagreed with the statement on teachers' attitudes as influencing inclusion while 14% who agreed and 5% not sure may have a negative effect on the implementation of inclusion of deaf blind. Deaf blind have a dual disability and the concept of inclusion straying from integration, the findings may not empirically be the same as visually impaired in a regular program.

Mngo (2017) carried out a study in Cameroon on teachers' attitudes toward inclusive education in Cameroon. The study found out that there was a negative attitude on how teachers perceived the concept of inclusion and perceptions of their ability to teach in inclusive classrooms. They had positive attitudes toward managing students with disabilities in inclusive classrooms, and about the outcomes/benefits of inclusion. Overall, most teachers in the pilot inclusive education program in the North West Region of Cameroon were not accepting the presence of students with disabilities in general education classrooms. These negative attitudes were manifested in teachers' self perceptions of their inability or lack of training in both special and inclusive education. There was no significant difference in attitudes on the basis of the language of instruction. However, differences were found regarding the other demographic variables such as age, gender, experience, and education. Male teachers were more favorable to inclusion than their female colleagues. Additionally, older, more experienced, more qualified, and more educated teachers were more likely to be supportive of inclusive education than younger, less experienced, less qualified, and less educated ones.

Ajuwon, Sarraj, Griffin-Shirley, Lechtenberger, and Li Zhou (2015) carried out a study on attitude of pre-service teachers towards learners with visual impairment. This study examines the perceptions of preservice teachers concerning the inclusion of students with blindness or low vision (visual impairments) in their classrooms. The study used a modified version of the Preservice Inclusion Scale (PSIS), data were collected from participants in three universities in the United States before and after the completion of an introductory special education course. A Multivariate Analysis of Variance (MANOVA) test was conducted to investigate the change in participants' attitudes toward inclusion. Findings indicated that anxiety measure revealed an increase in the calmness level of pre-service teachers, and the receptivity measure revealed a

non-significant change in their receptivity level toward inclusion. There were three main study outcomes: A between-subject effect of the universities was not evident, no significant changes in hostility or receptivity were found, and the confidence of pre-service teachers in teaching students with visual impairments was not a predictor of changes in attitudes toward inclusion.

Although, Mngo (2017) and Ajuwon, Sarraj, Griffin-Shirley, Lechtenberger, and Li Zhou (2015) focused on attitude of regular teachers towards learners with visual impairment in regular schools. Hardly any study had been carried out on attitude of French teachers towards learners with visual impairment in regular secondary schools hence this study.

Takagi (2014) carried out a study on the relationship of student motivation in learning a foreign language at community colleges to their final class grades using Gardner's socio-educational model as the framework and his Attitude/Motivation Test Battery as the instrument. There are few motivation studies focusing on students in community colleges. Takagi study examined the relationships of students' school, career goal, and degree goal related characteristics, their perceived problems, and their demographic and family background characteristics to their final grades. The main purpose was to find variables which were strong predictors of student final grades in their foreign language classes. Participants were 495 students studying less commonly taught foreign languages, namely Japanese, Chinese, Russian, and Arabic and also French, a commonly taught foreign language, in community colleges in Southern California.

Takagi (2014) study found out that the community foreign language student had on average a strong integrative orientation and a strong interest in foreign languages as well as a favorable attitude toward learning the foreign language and toward native speakers of the foreign language.

Analyses of variance revealed that means for some motivational variables were statistically different among different grade groups, among different levels and among five language groups. Although Gardner claimed that more integratively motivated students would exhibit higher proficiency, this study did not find any significant difference in integrativeness among different grade groups. Variables such as age, home language, attended semesters, completed units, current GPA, high school GPA, and students' concern about grade were found to have significant correlations with student final grades. Multiple regression analysis revealed that the variables which made the strongest unique contribution in explaining the dependent variable, Grade, were current GPA, perceived problems and language aptitude. Gardner's AMI was not found to make a significant contribution. Path analysis revealed a causal relationship of language aptitude to AMI. Few studies had been done on motivation of learners with visual impairment in studying French. The present study sought to determine what motivated learners with visual impairment in studying French.

The Kenya French curriculum objectives of teaching and learning of the subject in secondary schools are meant to equip learners with basic communication skills, enable them access to oral and written materials, facilitate further studies in the subject and promote global peace (Republic of Kenya, 2002). While these objectives have good intentions for students, learners with VI are challenged in benefiting from the objectives due to their visual impairments. According to Ooko (2006), learning foreign languages namely French, German and Arabic officially starts in secondary schools which come with the usual complexities of learning a new language in life.

French as a subject has permeated into the Kenyan language policy and has been the first language among foreign languages to be taught in schools and universities. However,

Omusonga, Kadzai and Indoshi's (2009) study on matching intended and actual French curriculum objectives in regular secondary schools, western province, Kenya, established that enrolment in French subject is as low as five students and in most cases 1/3 of the total French students carry on with the subject up to form four. Eventually only 1.5% of the total population of students enrolled in secondary schools enroll for French subject. Western province is noted as one of the provinces that witness low enrolment in French subject at Kenya Certificate of Secondary Schools (KCSE). The study was conducted to match the intended and actual French curriculum objectives in secondary schools in western province, Kenya. This study targeted normal students in regular schools and also used inferential statistics (t-test) to analyze data.

Resources in form of physical material and personnel play a central role in the enrolment of students in an institution. Teaching of learners with VI requires trained personnel in the area because of its technical Teaching and learning material. According to Chimhenga (2016) citing Dupoux, Hammond, Ingalls and Wolman 2006, revealed that Haiti has more qualified teachers with Masters Degrees in special education in private schools than public. This was attributed to economic status of the country, where public schools lacked the capacity to employ qualified teachers. Orsini, Cortney and Dickson (2005) study points out that infrastructure is one of the resources that need to be worked on to provide for the needs of students with disabilities. The study also cited curriculum modification and trained personnel to create awareness on the needs of students with disabilities amongst staff members. While Courtney, Orsin and Dickson (2005) focused on infrastructure as one of the resources that need to be improved to provide for the needs of students with disabilities, this study addressed resources needed in teaching/learners with VI in French subject in regular secondary schools.

Niwagaba (2014) carried out a study in Norway to investigate the use of teaching-learning materials for children with visual impairment. The study established that the use of teaching materials, tactile demonstrations using real objects, creative and friendly learning materials for the blind, Auditory materials, and organizing Braille materials basing on individual education plan. The main findings revealed that teachers had varied differences and similarities in the teaching tools which directly influence on the academic, social and physical inclusion of learners with VI in ordinary classrooms in a primary school.

Teaching-learning methods used among learners with VI have historically been known to communicate through verbal and Braille because of their impaired sight. According to Ferrell (2007) students with visual disabilities in this information age require assistive technologies to facilitate curriculum access. Curriculum access can be addressed effectively and efficiently by assuring that students have the appropriate tools such as Screen readers, screen magnification software, braille printers, personal digital assistants (PDAs) with and without braille displays. Ferrell (2007) however observes that these tools are often expensive, and the expense cannot be distributed among several students because they are adapted to meet an individual's needs. Kenya as a developing country is likely to be a victim of such challenges hence the question, how are students with visual impairments catered for in regular programs especially when teaching and learning French.

Niwagaba (2014) carried out a study in Norway to investigate what teaching tools do teachers use and how do these tools influence on the inclusion of learners with VI in ordinary classrooms in a primary school. The study used qualitative approach and Interview method with teachers from one primary school. In depth interviews were chosen as the main instrument of data collection. Purposeful sampling and qualitative analysis was used in exploring and investigating

the phenomenon of the study. Three special needs teachers for the blind in ordinary primary school were chosen as interview participants. This was to generate in-depth knowledge about the phenomenon “what teaching tools teachers use and how do these influence the inclusion of learners with VI in ordinary classrooms in a primary school using special need teachers as informants.

The main findings show teaching tools teachers use and their influence on the inclusion of learners with VI in ordinary classroom in a primary school include: Guidance based on teachers knowledge and skills, assessment during pupils learning process, feedback, instructional conversation, verbal information and task regular checks outs. Niwagaba (2014) study focused on teaching tools of learners with visual impairment; little is known on the teaching-learning strategies for learners with visual impairment. There was need for a study to be carried out on teaching-learning strategies a determinant for learners with visual impairment in enrolling for French subject.

Language demands more senses for learning. Coupe (1996) observes that in a language laboratory experiment conducted at Liverpool’s royal School for the blind in 1966, a tape recorder was found appropriate in teaching the visually impaired listening and speaking skills. The recorder material was found handy for students as they keyed in their Braille machine and made excellent use of their auditory sense. In this information age though, new technologies have come up to replace tape recorders in teaching the visually impaired. Teaching of language to learners with VI may be in particular complex since they are deprived the sense of vision which denies them the easiest and most widely used visual-stimuli as the route to learning. Apart from visual impairment, statistics indicate that an estimated 50% of children with VI have

additional physical handicaps including physical, emotional or learning difficulties which in essence require other strategies for teaching and learning language.

Multilingual education in Kenya is pegged on societal attitudes and linguistic opportunities which provides students with the foundation for learning the second language (Candelaria-Greene, 1996). Republic of Kenya (2009) indicates that the low enrolments, high rates of drop-out and poor achievement is blamed on rote-learning instead of practical approach of the subject. While Ferrell (2007) study focused on assistive technology, did not look at methods used in teaching/ learning of French among learners with visual impairments in regular secondary schools.

According to the Kenya Society for the Blind (2008-2016) report, summary of learners with visual impairments enrolment in all subjects from 2008 - 2016 indicate that only one learner with visual impairment had enrolled for French subject in Kenya. French as a subject holds an important position in the language policy.

Furthermore, results from a baseline survey carried out in regular secondary schools teaching French and have learners with visual impairment in Kenya indicated that between the year 2008 to 2016 there is only one learner with visual impairment enrolled in French subject in the regular secondary schools as shown in table 1.

Table 1: Enrolment of Learners with visual Impairment in French subject in Kenya

Year	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total no. of candidates	11	22	18	23	19	23	21	24	25
Candidates enrolled for French	-	-	-	-	-	-	-	-	1

Source: The Kenya Society for the Blind report (2008- 2016)

In addition, the results from the baseline survey further indicated that there were many factors that resulted to low enrolment of learners with visual impairment in enrolling for French subject in secondary schools in Kenya. Such factors included: negative attitude of French teachers towards learners with visual impairment, rigid curriculum, inadequate teaching-learning resources, use of wrong teaching-learning methods and lack of peer support. However, hardly any empirical study had been carried out on the determinants for enrolment of learners with visual impairment in French subject, hence this study.

1.2. Statement of the Problem

Learners with visual impairment hardly participate fully in learning due to challenges they experience as a result of visual impairment. Studies have shown that learners with visual impairments can also achieve their ambitions like their sighted peers if proper measures are put in place to assist them. Between the years 2009 to 2016, there has been only one learner with visual impairment in regular programme enrolled for French in Kenya. Although the learners with visual impairment that enroll in the French subject in special schools perform fairly well, it is not clear what determines the enrolment of learners with visual impairment in French subject in regular secondary schools in Kenya.

Integration of learners with visual impairment in the main stream system of education is engrained in several factors that influence teaching of French subject. Though the education of learners with V.I has come of age in Kenya, reports indicate that 30,000 of the sighted students enroll in French subject in 350 schools across the country. While other sources indicated that only one learner with visual impairments had enrolled for French classes. Despite the fact that, studies have been conducted on inclusion of learners with visual impairment in regular secondary schools in Kenya, hardly any study has been carried out to establish the determinants for enrolment of learners with visual impairment in French subject in regular secondary schools in Kenya. This necessitated the present study.

1.3. Purpose of the Study

The purpose of this study was to establish determinants for enrolment of learners with visual impairment in French subject in regular secondary schools in Kenya.

1.4. Specific Objectives of the Study

Objectives of the study were to:

1. Establish motivating determinants for enrolment of learners with visual impairment in French subject in regular secondary schools in Kenya.
2. Assess environmental determinants for enrolment of learners with visual impairment in French subject in regular secondary schools in Kenya.
3. Determine available resources for teaching learners with visual impairments in French subject in regular secondary schools.
4. Analyze teaching-learning methods used in teaching French subject to the visually impaired in regular secondary schools.

1.5. Research Questions

The following research questions guided the study:

1. What are the motivating determinants for enrolment of learners with visual impairments in French subject in regular secondary schools in Kenya?
2. What are the Environmental determinants for enrolment of learners with visual impairments in French subject in regular secondary schools in Kenya?
3. What are the available resources that determine teaching and learning of French subject to learners with visual impairments in regular secondary schools in Kenya?
4. What teaching-learning methods are used in teaching French to learners with VI in regular secondary school in Kenya?

1.6. Scope of the Study

The study sought to find out determinants for enrolment of learners with visual impairment in French subject in regular secondary schools in Kenya. A focus on Nairobi, Bungoma and Kisumu counties, and focused on the period 2009 to 2016. The study collected data from secondary school principals, teachers of French, and learners with visual impairments. The counties were selected as the study area because the population of regular secondary schools that had learners with VI, found in the three counties added up to 30% plus as a valid representation of the population under study.

1.7. Assumptions of the Study

The following assumptions guided the study

- (a) French as a subject is offered in all the selected schools.

(b) Learners with visual impairments were enrolled in regular programs in the selected secondary schools.

(c) There were learners with visual impairments taking French in regular programs in secondary schools.

1.8. Limitations of the Study

The study used questionnaire to collect data from teachers. Questionnaires have floor and ceiling effect as some respondents may give false information to please the researcher. This limitation was minimized using focused group discussion, interview schedule and lesson observation schedule to collect more information to collaborate the one collected using the questionnaire.

1.9. Significance of the Study

The study sought to establish the effects of determinants on enrolment of learners with visual impairment in the French subject in regular secondary schools. It was significant to learners with visual impairment as it helped to establish factors that would lead to their increased enrolment in the French subject, in terms of motivation, attitude, curriculum, resources and teaching methods. The study will be significant to teachers as it will enable them to motivate learners with visual impairment, to enroll for French, adapt the curriculum, change attitude towards learners with VI, and use flexible teaching-learning methods. The study would enable the principals to provide teaching and learning resources for teaching French among learners with visual impairment.

The findings of the study would also be of benefit to the Ministry of Education and other education stakeholders to come up with ways to motivate learners with visual impairments to enroll for French classes. Curriculum developers can also come up with a curriculum that is inclusive and friendly to all. The Government can also rethink of training more teachers in

methodologies for teaching French to learners with visual impairments. The study can form a base on which others can develop their studies.

1.10. Conceptual Framework

In a school setting, student enrolment is usually based on a number of issues which determine their enrolment in a subject. In the conceptual framework illustrated in the figure below, shows the relationships of the variables in the study and shows the relationship graphically, where the independent variable, determinants for enrolment of learners with visual impairments in French subject through determinants motivation, environmental determinants, resources and teaching methods were taken to have an effect on dependent variable, enrolment of learners with visual impairment in French subject. When these determinants of enrolment of learners with visual impairments are properly adhered to, then the enrolment into the French subject is enhanced. The intervening variables in this study consisted of Culture, Intelligent Quotient and socioeconomic status of the family which were not directly observed and measured in the study.

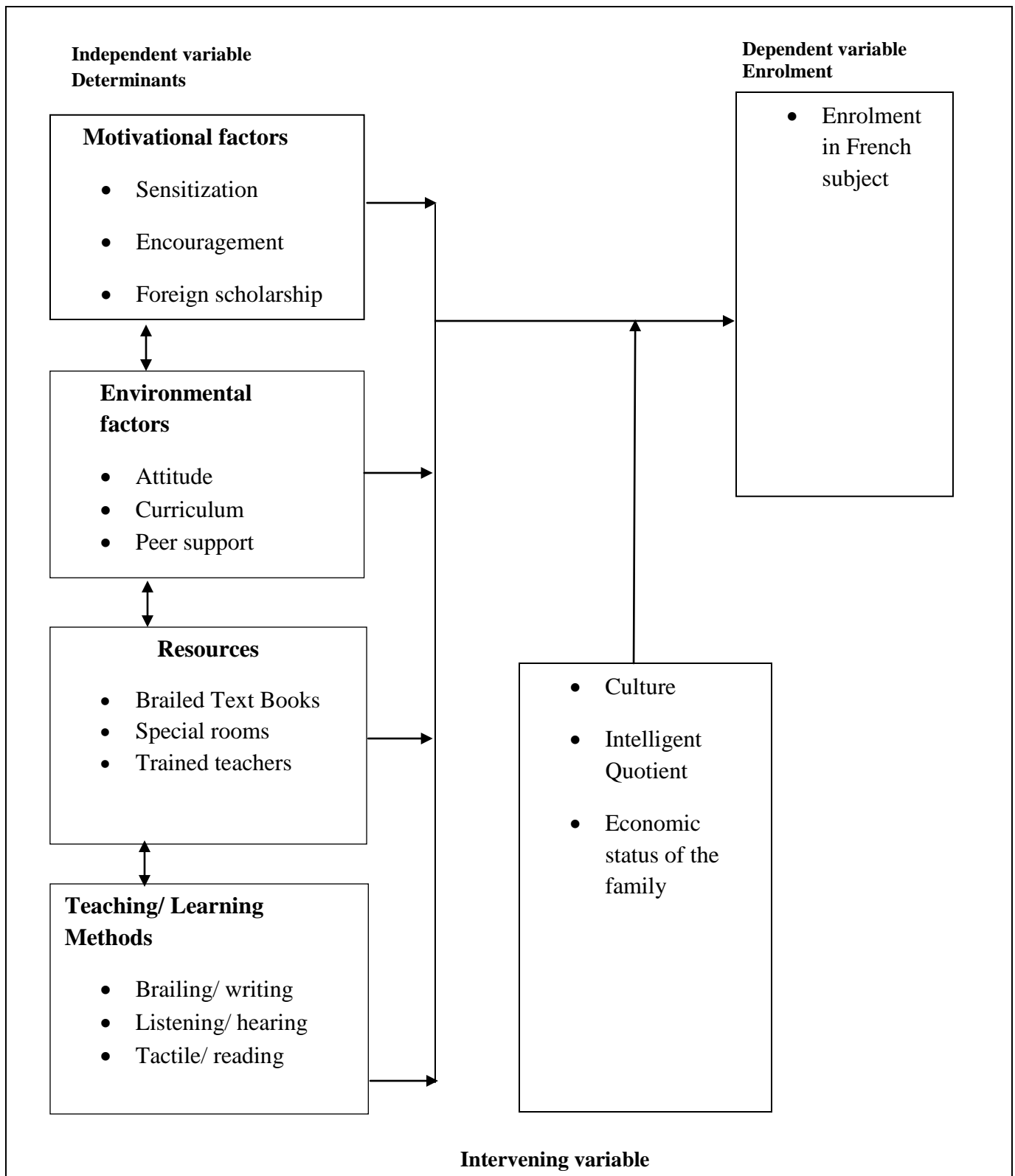


Figure 1: A conceptual framework on the interrelationships of Determinants for enrolment of learners with visual impairments in French subject in regular programs

1.11. Definition of Operational Terms

Accommodation- refers to an adjustment or provision, which removes barriers in a specific situation.

Alliance Francaise de Nairobi – An organization under the French government that promotes the learning / teaching of French in Kenya.

Determinants - Refers to determinants facilitating enrolment of learners with V.I in the French subject such as motivation, environmental, resources and teaching-learning methods as the determinants.

Enrolment - Completion rate – studying French to the level of sitting for KCSE.

Environmental Determinants – Factors in the surrounding that affect the teaching/ learning of French in terms of attitude, curriculum and peer support. .

Inclusion – the Rights of all children to attend their local schools

Integrated Secondary Schools – refers to secondary schools where learners with visual impairments are integrated in the mainstream education system for purposes of teaching and learning

Learners with Visual Impairments – A group of learners either without vision at all or have a significant functional loss of vision that cannot be corrected by medication, surgical operation, or ordinary optical lenses such as spectacles. The learners have a visual acuity of 20/200 or less, in the better eye with the best possible corrections, and/ or a visual field of 20 degrees or less.

Visual acuity of 20/ 200 means that the individual sees at 20 feet what is normally seen at 200

feet. A reduced field of vision means that the individual has tunnel vision, and limited peripheral vision.

Mainstream system of education – Formal schooling of an education system where learners with disabilities are placed and need to follow the regular curriculum.

Regular Secondary schools– refers to secondary schools where learners with visual impairment are integrated in the mainstream for purposes of teaching and learning

Special room/ resource room – is a separate remedial classroom in a regular school where learners with visual impairments are given specialized instructions, academic remediation and assistance with homework and related assignments.

CHAPTER TWO

LITERATURE REVIEW

2.1: Motivating Determinants for enrolment of Learners with Visual Impairment in French Subject

French language is one of the foreign languages taught and learnt in secondary schools and university levels in non-French speaking countries across the world. However not much has been reported among the visually impaired learning French in both levels. In a study carried out in three countries namely Cyprus, Czech Republic and Slovakia between the periods 2008- 2010 under the European Blind Union (EBU) auspices established that the interest to study foreign language among the younger people is on the increase in the mainstream setups. The study noted that the motivation to the younger people in learning foreign language is motivated in two ways namely professional and personal.

2.1.1: Professional Motivation

Professional motivation is the orientation given to the learners in schools prior to the course study. Professional motivation involves teachers talking to learners and or inviting guest speakers with a background in French before the onset of learning. For instance EBU (2008-2010) study indicated that learning foreign language gives students a diverse opportunity in finding jobs as compared to one language learnt. The language improves or increases employment choices by improving job qualifications for the learner. To this end, the study noted that the value lies in the foreign language increasing chances for career advancement in life to come. The language gives one an opportunity to visit professionals in the foreign language learnt hence international mobility. Students are advantaged in that they can communicate on

international levels given the background in the foreign language learnt. This could be enhanced during in-service courses in foreign countries to up their performance. The study further revealed that foreign language enables one to retain his/her job that requires such qualifications.

Marek (2000) while discussing teaching learners with visual impairment in Poland cites English as a foreign language. He observes that the original goal of teaching English as a foreign language to the blind was to give the visually impaired students a chance to learn English well enough to compete for jobs requiring good knowledge of a foreign language. The foreign language exposes the visually impaired to more knowledge in language besides what he/she already knows in a single language. Teaching visually impaired in an regular set up is to pass a message that nothing is impossible in spite of visual impairment. Depending on the skills imparted to the visually impaired, these learners do equally well just as the sighted students hence the basis for encouraging them to do Foreign languages.

Education is a social good and visually impaired students learning of French as a foreign language has some advantage to the government of the day. According to the African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN, 2005) report, it is important for the government to address diversified needs for children with special needs. Special needs concerns will stimulate debate in the government to include budgetary allocations specific and relevant to special need and on an affirmative basis. Through this action, learning of French among visually impaired learners would be given the concern it deserves. Similarly the report indicates that the Kenya Institute of Special Education also needs to be revamped in order to conduct in- service programs of other teachers in order to equip them with skills to handle handicapped children that may be regular into the ordinary schools. In this case such skills

should include training teachers in French and visual impairment as a discipline so as to realize a positive effect on learning and teaching French to the visually impaired.

Barnes and Kashdan (1998) in their paper indicated that such learners achieve a functional level of literacy because it is vital to empower them to participate in the sighted world. This includes participation in mainstream educational programs where they can successfully learn other subjects with their sighted peers. They derive tremendous benefit from studying English with people who are using alternative formats on a regular basis, because this provides students with both positive role models and reasons for practicing reading and writing in accessible formats. Language is language and what Barnes and Kashdan (ibid) state as reasons for the visually impaired learning English are equally related to why the same students should learn French language. Learning French helps in interactions as in verbal communication. For instance when the visually impaired travels to French speaking countries, communication becomes easier than when one doesn't know the language. Learning French language enables the visually impaired get jobs in international organizations which have declared French language as official. The French language equally helps the visually impaired understand other cultures appreciating them.

2.1.2. Personal Motivation

Personal motivation is very important to a visually impaired learner to enable him/her make an informed decision on voluntary basis. According to EBU (2008- 2010) study, learning of foreign languages assists the learner to discover or better still understand the culture of other countries across the globe. Recreational is such a refresher to the working mind and EBU indicated that learning of foreign language could play as a recreational learning in which one finds it as a hobby or an activity to pass time, used as a mode to socialize with other people and basically to enjoy the sound of another foreign language. Visually impaired learners like other "normal"

learners get opportunities to travel abroad for further studies or so. The acquisition of foreign language strengthens learners' capacity for international mobility where there is increased communication with ease with people from other cultures.

According to the European Commission (2005) learning in later life is consistently positive and popular when learners perceive themselves as 'successful' where successful is defined according to their own terms of positive achievement. To this end it applies to all groups that motivation to learn is the key determinant where motivation and personal ambition can be harnessed to improve learning. The approach applies to Special Education Needs (SEN) for foreign language learners.

According to Orsin, Courtney and Dickinson (2005), language is effectively taught when staff members collaborate in their support to teaching the very language to the visually impaired. This then calls for total staff encouragement of students to develop confidence and an independent mind which questions and develops a critical awareness of the choice for the subject.

Orsin (2009) carried out a study on measures for inclusion: coping with the challenge of visual impairment and disabilities in university undergraduate level language learning in Coventry University of United Kingdom. The purpose of the study was to find out whether a robust local infrastructure supporting the experience of students with disabilities would be sufficient to cater for the needs of learners with V.I and blind students reading language in a three instrumental case studies. Data was collected through FGD and interviews from the students themselves and the three members of staff in French, German and Spanish and a French speaking support staff. The study finding established that personal motivation is enormous which includes staff support to facilitate supporting the visually impaired in learning. The kind of support motivates the

teacher at personal level by lessening the workload in adaptation of teaching and learning material which is sometimes time consuming and indeed frustrating. Through personal support, the study further established that through case study, students performed very well in terms of university grading. The study pointed out that staff including technicians, librarians and administrative staff working as a multidisciplinary support team in their respective specialized areas provide safe and effective environment for students with disabilities.

Shabaan (2008) carried out a study to examine the motivation of 180 university-bound Lebanese students to learn English as a foreign language (EFL). Data were gathered through administering a modified version of the motivation scale developed by Wen (1997). The findings revealed that integrative motivation, effort, valence, expectancy, and self-estimation of ability were internally related determinants of motivation for learning EFL. Instrumental motivation was found to be related to integrative motivation and valence only. The findings also revealed that female students were more motivated than their male counterparts. Similarly, level II proficiency students were more motivated than were level III students. However, the findings did not show a significant effect on motivation related to either students' first foreign language or university major.

Takagi (2014) carried out a study on the relationship of student motivation in learning a foreign language at community colleges to their final class grades using Gardner's socio-educational model as the framework and his Attitude/Motivation Test Battery as the instrument. Takagi (2014) study examined the relationships of students' school, career goal, and degree goal-related characteristics, their perceived problems, and their demographic and family background characteristics to their final grades. The main purpose was to find variables which were strong predictors of student final grades in their foreign language classes. Participants were 495 students

studying less commonly taught foreign languages, namely Japanese, Chinese, Russian, and Arabic and also French, a commonly taught foreign language, in community colleges in Southern California.

Takagi (2014) study found out that the community foreign language student had on average a strong integrative orientation and a strong interest in foreign languages as well as a favorable attitude toward learning the foreign language and toward native speakers of the foreign language. Analyses of variance revealed that means for some motivational variables were statistically different among different grade groups, among different levels and among five language groups. Although Gardner claimed that more integratively motivated students would exhibit higher proficiency, this study did not find any significant difference in integrativeness among different grade groups. Variables such as age, home language, attended semesters, completed units; current GPA, high school GPA, and students' concern about grade were found to have significant correlations with student final grades. Multiple regression analysis revealed that the variables which made the strongest unique contribution in explaining the dependent variable, Grade, were current GPA, perceived problems and language aptitude. Gardner's AMI was not found to make a significant contribution. Path analysis revealed a causal relationship of language aptitude to AMI. Few studies had been done on motivation of learners with visual impairment in studying French. The present study sought to determine what motivated learners with visual impairment in studying French.

Orsin (ibid) argued that such team building provides motivation to the teacher and the student in particular to excel and develop positive attitude towards learning of foreign subject. Although the current study bear similarity with the study by EBU on motivating learners to learn French, the study by EBU (2008-2010) in Cyprus, Czech Republic and Slovakia was carried out on learning

of foreign language by the visually impaired adults but did not address learning of foreign language among the visually impaired learners in regular programs in secondary schools. This study by EBU (2008-2010) in Cyprus, Czech Republic and Slovakia was based on professional and personal motivation among adults with visual impairment who are in employment, while this study focused on motivating learners with VI in regular regular secondary schools to take up French as a subject. Orsin (2009) study was a case study of three learners with V.I students in Coventry University on how they would be accommodated in the three different foreign languages while the current study was carried out in regular programs for learners with V.I to establish motivating determinants to enrolment in French language.

Although Marek (2000); Barnes and Karshdan (1998) studies focused on teaching English as a foreign/ second language to the blind respectively, they did not address the motivational determinants of enrolment of learners with visual impairments in French language in regular programs in secondary schools which the present study focused on. While Barnes and Karshdan (1998) investigated motivating determinants in English taught to the visually impaired, this study established motivational determinants in enrolment in French language among learners with V.I in regular secondary schools. The ANPPCAN (2005) report focused on the government's role to support special needy girls generally to realize their potential in learning of French subject among the visually impaired in Kenya, while the current study focused on the motivational determinants of enrolment of students with visual impairment in French language.

2.2. Environmental Determinants for Enrolment of Learners with Visual Impairment in French Subject

There are divergent views towards teaching and learning of a foreign language to the visually impaired. Environmental determinants basically in their diverse form depending on region of study can be classified as attitudinal, peer support and curriculum as contributing to teaching of foreign language which this study focused on.

2.2.1. Teachers' Attitudes towards Learners with Visual Impairment taking French

Having a visually impaired student among the sighted is indeed is challenging however the experiences are guided by some environmental determinants which include teachers' attitudes. According to Shifere (2012) study on teachers' attitudes towards inclusive teaching to visually impaired students in English language in Amhara National Regional State, India teachers' attitudes influenced inclusion of students with special needs into the general education classroom. He argued that positive attitudes towards inclusion had the tendencies to achieve great productivity as compared to negative attitudes. Teachers' attitudes were known to influence students' achievement and performance in school. Shifere (2012) observed that successful implementation of inclusion largely depended on their goodwill and the skills required of them. Teachers who are positive towards inclusion were flexible in adapting to change in the working practices for purposes of benefitting students in various fields of study. Negative attitudes among teachers would equally inhibit the success of students with special needs. To this end, positive attitudes among teachers towards enrolment in a foreign language plays significant role in the success of integration of visually impaired in the mainstream set up.

The Salamanca Report suggested that attitudinal determinants could influence integration of students in the general classroom UNESCO (2014) citing UNESCO (1994), hence the reason

why teachers and students' attitudes are discussed as part of this study focus. Lewis and Doorlag (2003) and Salend (2005) stated that teachers' attitudes were a prerequisite to successful integration of students with disabilities. While the duo had a point on teachers' attitudes towards integration of learners with disabilities it was not clear what their attitudes were towards the visually impaired students enrolling in French subject.

Igune (2009) carried out a case study on inclusion of blind students in primary schools in Moroto district Uganda. A sample size of 5 teachers was obtained through purposive sampling from two primary schools and an interview schedule was the only instrument of data collection. The study findings established that teachers were positive about blind students placed in mainstream as they achieve social, academic benefits besides acquiring special skills. Teachers indicated that their acceptance of students with visual impairment into the mainstream was guided by the nature of attitude they had towards the blind students, additional disability in question and class size. This study further revealed that teachers with positive attitude towards blind students allowed them to participate in any school activity while on the contrary those with negative attitudes used abusive language and are not patient with students.

One of the barriers to learning in an inclusive setting is linked to barriers such as teachers, administrators and school inspectors' preference of the "normal" to those with disability. The Nairobi Alliance Francaise in 2006 report on the status of French in Kenya revealed that KCSE reforms on the mode of examination posed difficulty to French students. This may have influenced students' enrolment in French subject for fear of failure. Stratified simple random sampling and saturated sampling techniques were used to select 16 teachers of French, 327 students which represented a third of the total population of 33.33% and 34.06% respectively.

Mngo (2017) carried out a study in Cameroon on teachers' attitudes toward inclusive education in Cameroon. The study found out that there was a negative attitude on how teachers perceived the concept of inclusion and perceptions of their ability to teach in inclusive classrooms. They had positive attitudes toward managing students with disabilities in inclusive classrooms, and about the outcomes/benefits of inclusion. Overall, most teachers in the pilot inclusive education program in the North West Region of Cameroon were not accepting the presence of students with disabilities in general education classrooms. These negative attitudes were manifested in teachers' self perceptions of their inability or lack of training in both special and inclusive education. There was no significant difference in attitudes on the basis of the language of instruction. However, differences were found regarding the other demographic variables such as age, gender, experience, and education. Male teachers were more favorable to inclusion than their female colleagues. Additionally, older, more experienced, more qualified, and more educated teachers were more likely to be supportive of inclusive education than younger, less experienced, less qualified, and less educated ones.

Ajuwon, Sarraj, Griffin-Shirley, Lechtenberger, and Li Zhou (2015) carried out a study on attitude of pre-service teachers towards learners with visual impairment. This study examines the perceptions of preservice teachers concerning the inclusion of students with blindness or low vision (visual impairments) in their classrooms. The study used a modified version of the Preservice Inclusion Scale (PSIS), data were collected from participants in three universities in the United States before and after the completion of an introductory special education course. A Multivariate Analysis of Variance (MANOVA) test was conducted to investigate the change in participants' attitudes toward inclusion. Findings indicated that anxiety measure revealed an increase in the calmness level of pre-service teachers, and the receptivity measure revealed a

non-significant change in their receptivity level toward inclusion. There were three main study outcomes: A between-subject effect of the universities was not evident, no significant changes in hostility or receptivity were found, and the confidence of pre-service teachers in teaching students with visual impairments was not a predictor of changes in attitudes toward inclusion.

Although, Mngo (2017) and Ajuwon, Sarraj, Griffin-Shirley, Lechtenberger, and Li Zhou (2015) focused on attitude of regular teachers towards learners with visual impairment in regular schools. The two studies focused on attitude of teachers towards inclusion of learners with visual impairment in regular schools. Hardly any study had been carried out on attitude of French teachers as a determinant of learners with visual impairment in pursuing French.

Although, Shifere (2012) study investigated on teachers' attitudes towards teaching of English to learners with V.I in an inclusive set up, did not focus on teaching French as a foreign language to learners with V.I in regular secondary schools which the current study will do. This study by Shifere (2012) used a questionnaire as the only data collection instrument and did not collect any qualitative data. This study used interview schedules and FGD as instruments of collecting qualitative data. Igune (2009) study was case study carried out in primary schools and only an interview schedule was used to collect data while the current study was done in regular secondary schools where data collection instruments including observation schedule, FGD and questionnaires were used to collect data. This gave more diversified views which enabled the researcher to make generalizations of the findings.

2.2.2. French Curriculum

A rigid curricular that fails to respond to the diversity of needs and abilities of every learner is itself attitudinal to those with disability and school and classroom environment that is

discriminatory to the needs of the learner de-motivate learners and teachers in an inclusive set up (UNESCO, 2009). In Africa, the inclusion of children with special needs in educational settings has become a primary service option since the adoption of the UNESCO's Salamanca statement and frame-work for action on special needs education (UNESCO, 2014).

Chireshe (2011) study on Special Needs Education In-Service Teacher Trainees' Views on Inclusive Education in Zimbabwe, revealed that inclusion of students with disabilities affected the teaching methods teachers use, not all teachers could handle an inclusive class, regular class teachers had problems adapting their programs to accommodate included SNE children. These findings were linked to the perceptions teachers held towards inclusive where 28.1% argued that the present curriculum was devoid of inclusive support for SNE children while 91.9% indicated modification of teaching methods harbored inclusive. A majority of 95% of the respondents indicated that only specially trained teachers would teach in inclusive classrooms. Both male and female teachers (53%) felt that inclusion was likely to hurt the emotional development of SNE children because included children were most likely not to get the help they needed and the settings had negative labeling. The study sample comprised SNE in-service teacher trainees views on inclusive and chi-square were used for data analysis.

The curriculum weighs heavily on learners with V.I and modifications may be necessary to accommodate these learners. For instance, Igune (2009) study established that the curriculum content need to be simplified and extra time given to enable them complete their work. This was because the learners with V.I are unusually slow compared to their sighted counterparts. Besides, the study findings pointed out the need to use concrete material/object to enable teachers

communicate concepts effectively as opposed to abstract which are frustrating to explain. This was a qualitative case study.

French curriculum is one that has had negative influence on the learner especially where it is introduced at higher levels of study. Omusonga, Kazadi and Indoshi's (2009) study on matching intended and actual French curriculum objectives in secondary schools in Western province, Kenya, points out that foreign language namely French, German and Arabic in Kenya are introduced to learners at secondary school level.

2.2.3. Peer support

An attitude towards a subject is the essence of good performance. Enjelvin (2009) study on Teaching French to a non-sighted undergraduate: adjusting practices to deliver inclusive education argues that a student's attitudes towards learners with visual impairment is seen in the way they are willing to support their colleague through loud reading of words, describing of visual aids such as graphs, charts and tables among others.

This learning approach is greatly beneficial to the visually impaired students in their attitude towards the subject in a regular program. Teacher's positive attitude is also seen in the arrangement programmed to teach the student with difficulties such as having regular meetings with the student and helper to discuss progress and areas of difficulty. In cases of limited time, discussions could be held on phone since the auditory alertness and memory of the visually impaired is their strength; this argument brings in the idea of the methodology used in teaching the visually impaired. Norman, Caseau and Stefanich (1997) in their study findings on teaching students with disabilities in inclusive science classrooms in California established that 100% of

teachers are uncomfortable teaching science to students with metacognitive problems in an inclusive classroom.

Chireshe (2011) study focused on Special Needs Education in-Service teacher trainees' views, on inclusive education but did not study secondary school teachers' views on learning French subject in a regular program which the present study did. Ruto (1996) study focused on integration of the visually impaired in vocational classes while the present study was done on teachers attitudes on teaching French among learners with visual impairment in regular secondary schools. Omusonga, Kazadi and Indoshi (2009) study was carried out on matching intended and actual French curriculum objectives in secondary schools in regular secondary schools but did not focus on learners with visual impairments in regular programs in regular secondary schools. The study also used inferential statistics (t-test) to analyze data while this study used SPSS and applied descriptive statistics for data analysis.

2.3. Availability and use of Resources Influencing Enrolment of learners with visual impairment in French Subject

Resources play a central role in the enrolment of students in an institution among other variables. Integration of persons with impairments in secondary schools has been partly because of the policy on inclusive education. Reeves (2006) observes that the American Society fronts for every child as having a right to free education and in the case of a child with special needs, the Individuals with Disability Education Act stresses the fact that all students should get free and appropriate public education, however the inclusion of a foreign language in the said free education is what may be an uphill task. The need for adequate different resources to make

integration of the visually impaired is the corner stone of its success when teaching a foreign subject.

2.3.1 Material Resources

Time is a very important resource in teaching and learning in every institution. The school curricular is designed in a way that students have to sit for an examination at one time and the visually impaired would need more time to complete the syllabus and even write an exam. For instance in reading which part of the oral/practical exam is in French language, speed is of essence in completion of the set questions. According to Lorache, Boule and Wittich's (2012) study, time is an important resource in teaching speed to Braille readers for purposes of the practical exam. The study findings revealed that in Quebec, Canada, the Ministry of Education, Leisure and Sports (MELS), regulated time to accommodate Braille readers to a third of the allocated time in a practical exam.

A reader of English Braille has to learn uncontracted Braille as well as 189 contractions and short-form words to decode text in contracted Braille (Braille Authority of North America, 2008). In the French alphabet and language structure, a reader of French Braille has to learn 1,168 contractions, divided into four levels in Que'bec, to be able to decode a text in contracted Braille as *brailleabr'e'ge'* (Gouvernement du Que'bec, 1997)". The purpose of the study is to gain a better understanding of determinants related to reading speed in contracted French Braille and a questionnaire was used to collect data. Braille therefore is a very important medium for reading and writing for persons with visual impairment (UNESCO, 2009).

According to the European commission (2005) cited in Orsin *et al*, (2005), a student who is blind would need Braille papers, extra time, a special version of the listening test where the tape is

stopped periodically to allow time for reading, answering in written and counter checking the responses, speaking test that translates written material to speak to enable learners with V.I learners make use of their auditory sense, provision of computers with appropriate software. This kind of material resource provides a least restrict environment to enable both the teacher and learners with V.I to succeed.

In the guidelines on inclusion in Ireland, Murchu (2018), citing Department of Education Science 2007 indicated that students with disabilities inclusion need to be treated to material that is friendly educationally based on the level/category of disability. For instance, during examinations, it was observed that there was need to put necessary measures in place such as reading out question papers to students as often as the student requires, with no explanation and provided in large print especially to the low vision students, Braille translation material may be provided of question papers for necessary modification and provision of extra time to enable them cope. The kind of material support provided to learners during exams was a motivation in enrolling in French as a foreign language in regular programs.

In a study carried out in Coventry university in United Kingdom, Orsin *et al* (2005) established that a high level of pastoral support and an expert personal tutor in disability issues attached to the blind student, native language speakers helpers and collaborative group work greatly signified the role of human resource support base in teaching foreign language to the blind. This kind of human resource support for the blind, the study revealed that the teachers too learnt a lot on the job as students' response showed a reassuring experience toward success.

We are living in an information age and teachers are expected to be trained in ICT use in teaching of French to the visually impaired students. Orsini *et al.* (2005) stated that use of ICT as

an extra line of support enhanced a differentiated approach and catered for the diverse needs of learners on the model. This would see lecture notes prepared in advance for students to go through at their own pace. This study was done in a university among undergraduate visually impaired students. UNESCO (2009) cited some of the resources needed for effective learning as friendly school and classroom environment, appropriate size and space for working.

According to Casely and Lynch (2003) the vision-impaired have been one of the most successful disability groups in adapting assistive technology and gaining access to information using ICT. In this information era, persons with VI used specialist speech synthesis software to access and decipher the Internet and obtain information on their computers. This worked by transforming the text on each web page into speech so that the blind person can hear it rather than rely on visual access. The use of these assistive technologies enables students to benefit from material prepared in advance to enhance independent learning. However Casely and Lynch (2003) observe that there is very little capacity within developing countries to respond to the maintenance of modern Assistive Technology.

Niwagaba (2014) carried out a study in Norway to investigate the use of teaching-learning materials for children with visual impairment. The study established that the use of teaching materials, tactile demonstrations using real objects, creative and friendly learning materials for the blind, Auditory materials, and organizing Braille materials basing on individual education plan. The main findings revealed that teachers had varied differences and similarities in the teaching tools which directly influence on the academic, social and physical inclusion of blind children in ordinary classrooms in a primary school.

Waihenya (2000) argues that some resources and in particular lack of funds influence inefficient servicing of learners with visual impairment. Learners with visual impairment need Braille text books however lack of funds makes it rather impossible to provide required grade level text books and leisure reading materials and to maintain Braille machines. Specialized equipment are costly and in the absence of funds, it is impossible to buy basic specialized equipment along with learning and teaching materials for curriculum areas that are adapted to meet the needs of students with visual impairments.

2.3.2 Human Resources

Chimhenga (2016) citing Dupoux, Hammond, Ingalls and Wolman (2006), Haiti has more qualified teachers with Masters Degrees in special education in private schools than public. This shortcoming was attributed to economic status of the country where public schools lacked the capacity to employ such qualified teachers. While discussing inclusion of students with special educational needs in the guidelines for post primary, Murchu (2018) citing the Department of Education Science 2007, Dublin pointed out the need to support schools in terms of more human resource (teachers) establishment to enable effective teaching and learning.

The need to involve support staff was highlighted as a method of reinforcing manpower for the intended goal and further indicated that this kind of staff establishment was to bear in mind inclusion as the way to go rather than the segregation kind of teaching. Human resource support further included professional staff development to enhance knowledge and skills in assisting learners with special education needs in an inclusive set. The purpose in the guideline for human resource support is to improve attendance, educational progression, retention and attainment in the schools involved.

Similarly, Kenya lacks professionals in the area of special education in general and French language. Lack of an adequate number of trained personnel for learners with visual impairments presents obstacles to efficient servicing of this population. A survey conducted by the Kenya Institute of Special Education (KIE) in 1989 revealed that up to 50% of teachers working with students with disabilities are untrained in the field (Karugu, 1994). Although it is almost twenty three years since this study was conducted, the field continues to experience dire need for trained professionals especially in the area of visual impairment to handle French subject in an regular secondary school. The complexity of trained personnel to teach French is compounded by the fact that the French may be a French linguist but not a SNE teacher and vice versa.

2.3.3 Physical Resources

Orsini, Courtney and Dickinson (2005) study points out that infrastructure is one of the resources that need to be worked on to provide for the needs of a learners with disabilities. The study also cited curriculum adjustment and trained personnel to create awareness on the needs of learners amongst staff members. While Courtney, Orsini and Dickson (2005) focused on infrastructure as one of the resources that need to be improved to provide for the needs of learners with disabilities this study addressed resources needed in teaching/learning of visually impaired students in French subject in regular secondary schools.

Gillon and Young (2002) observed that teachers of learners with V.I in collaboration with other paraprofessionals needed to provide modifications and accommodations regarding presentation of information. Such provisions will include enlarged print material, Braille texts, note takers, adaptive technologies including speech- activated word processors assessment practices to include additional time, classroom environment such as seating arrangements, open spaces and

regular placement of furniture. These facilities are themselves important determinants influencing enrolment of learners with V.I in French as a foreign language.

Casely and Lynch (2003) indicate that the availability and distribution of good content to the blind through library services varies quite extensively between developed and developing countries. The affordability of technology to produce and access materials is a challenge most countries in Africa cannot afford. The lack of infrastructure to support basic technologies including the telephone is presumed to be everywhere. Talking books, the most popular means of reading for those who are unable to read print, require electrical equipment to produce them and equipment to read them. Braille requires training, skills and instruction and the technology to emboss it often unavailable in poor environments in Africa.

The French curriculum in use is usually begged on the capability of sighted students which then presents itself as a problem in teaching the visually impaired in regular secondary schools. For this reason, obstacles exist in the area of adaptation of materials for students with visual impairments. Although some subjects such as biological sciences, home science, geography, and mathematics, studied in secondary schools have an adapted syllabi for students with visual impairments in which complex psychomotor activities are replaced by more manageable ones (Waihenya, 2000), French syllabus used in regular secondary schools do not have accommodations in terms of adapted activities for students with visual impairments. This makes it extremely hard for students with visual impairments to enroll in French subject.

From their deficient sense of sight, learners with V.I need an enabling environment both in class and outside to avoid accidents. Igune (2009) case study established that a classroom conducive to learning of learners with V.I required proper arrangement of furniture therein to facilitate

movement and group discussions. In an inclusive setting, learners with V.I chair needs to be close to the teacher where accessibility is convenient. The out of class environment is an area where safety of learners must be guaranteed to ensure a least restrictive environment. Igune (ibid) indicated that safe environments can be ensured by removing all hazardous elements such as unprotected sharp objects and filling up open holes. Observing such environmental safety measures build confidence among blind learners and their parents to enroll in mainstream and motivates them to take part in schools' outdoor activities.

Mutisya, Njoroge and Rukangu (2010) study was carried out on determinants influencing inclusion of learners with special needs in regular primary schools in Rachuonyo district, Kenya. The purpose of the study was to find out whether regular primary schools have characteristics that support inclusion. The study population was obtained through stratified and purposive sampling techniques with the questionnaire as the only data collection instrument. The study findings established that trained teachers adapted the environment and appropriate resources were available which consequently attracted enrolment of children with disabilities in the study schools.

Although Lochare *et al.* (2012) looked at time as resource in reading speed to the visually impaired, did not address resources needed for effective teaching and learning of French to learners with visual impairments in a regular secondary school which this study did. Casely and Lynch (2003) study focused on use of assistive technology as a resource of teaching the visually impaired but did not look at this in terms of teaching and learning French in an regular class which this study did . Mutisya et al (2010) study was done in primary schools to find out determinants influencing inclusion of children with disabilities in general while the current study

was done to establish available resources influencing visually impaired to enroll in French language in regular programs in secondary schools.

2.4: Teaching-Learning Methods Used for Teaching French Subject to the Visually Impaired in Regular Programs

In discussing the languages, mobility creates opportunities, European success stories; the European Communities (2008) indicated that foreign language teaching to the blind is occasioned by limited resources and methods of teaching in European countries which among others are barriers to language delivery. For this reason, a body known as listens and touch developed an appropriate methodology and materials for teaching foreign languages to both the blind and visually impaired adults. This was not total innovation but adapted from successive English courses for sighted learners based on communication approach. During this establishment, methods for teaching foreign language are learner centered with a multisensory approach to cater for the sense of sight. The use of more sense during teaching is encouraged especially to learners with visual impairment.

2.4.1 Auditory/verbal method

Couper (1996) established that according to the language study experiment in Liverpool's Royal school for the blind, aural oral method and particularly so the tape recorder as one of the best in teaching language to the visually impaired. This method enhances speaking and listening skills of learners, recording of stories and recording role plays as they follow it in their Braille material. The television is widely used in the world of Information Communication Technology (ICT) where authentic pictures and sounds are brought into the classroom and this calls for

peer/teacher support alongside auditory/Braille use. The use of collaborative language stands out as the appropriate method to teaching language.

In this 21st century, ICT reduces discrimination and provides more opportunities to engage people with disabilities in all aspects of life including teaching and learning. The ICT offers a range of specialized software and hardware solutions for communicating, accessing and inputting data/information to/from web applications. Examples of ICT that would assist the visually impaired in learning are Specialized Keyboards, such as Braille, Braille Printer, Conversion of local language to Braille, Screen Readers, Touch Screens, Eye Tracking, Talking word processors and Screen Magnifiers (Mishra, Sharma & Tripathi, 2009). Reeves (2006) observed that a teacher of Spanish teaching a foreign language to the visually impaired finds it relatively much easier than teaching the sighted. This is based on the premise that teaching or learning a new language is more of an auditory experience and verbal communication which makes it an ideal method of teaching French to learners with visual impairment.

The study sought to establish from elementary school level, secondary school and university educators strategies used in teaching science to visually impaired in inclusive set ups and an emailed questionnaire was used to collect data from respondents. Orsini, Courtney and Dickinson (2005) in their study observed that the two appropriate methods of learning include cooperative team teaching and cooperative learning. In cooperative team teaching, teachers together with other professionals work together in assisting the child with visual impairment. Cooperative learning on the other hand entails learning assisting each other in whatever way to learn. This study was carried out among university students.

2.4.2 Use of Assistive Technology

The American foundation for the Blind (AFB) states that most partially sighted students are overlooked in education as they are viewed as having less challenges in education but the organization warns that students with low vision must get their education services from a trained teacher of low vision. To this end training is every important to facilitate good and appropriate teaching methods among the visually impaired. The AFB further notes that students with visual impairment require Braille, large print, regular print materials and audio books as resources for teaching foreign language in this case French subject. Other materials may include devices such as magnifiers, microscopes and tele-microscopes for reading materials close to them such as books. Students may also need monocular telescopes and bi optic lenses to help them access material from a distance such as on the chalkboard and or smart board. Materials for teaching foreign languages may include enlarged on a copier and printed for the student's use. In this 21st Century, computer technology also plays an important role as a resource in teaching the visually impaired students. Some software may be used to change text-speech, large print or Braille (Reeves, 2006).

With resources in place, teachers only need to encourage students to speak out on areas they experience difficulty. These strategies have been adopted by some teachers besides use of state approved text books which are also reproduced in large print and Braille for the visually impaired students. Reeves (2006) further cite the use of visual technology of closed-circuit television on visually impaired students. In this strategy, print is enlarged or reversed out in that white letters on portrayed on a black background hence easier for the visually impaired to read. Flash cards from time immemorial are an ideal method of teaching language and to this end they are found also appropriate for teaching learners with visual impairment when they are enlarged.

Use of audio movies is another strategy found useful in teaching the visually impaired give their good retentive skills. Eddie a blind student was quoted as saying “as a blind student and teacher who learned Spanish, German and French benefited from listening that enhanced his pronunciation and intonation skills of language”. According to UNESCO (2004) the use of audio devices such as CD player and audiocassette recorder are the most popular and widely used devices appropriate for modern language teachers. With the rapid development of technology, the Web is another current listening material as they can be easily downloaded for use. Although the visually impaired are deprived of their visual sense, the video presents as an import technology due to the sound that accompanies hence providing learners with elements of spoken communication, pronunciation and intonation.

Teaching French requires at times use of information communication technology equipment which is sometimes characterized by trouble shooting and malfunctioning in the middle of the lesson. Both teachers and learners get discouraged yet in this information age, use of information communication technology in teaching and learning is almost unavoidable. Unluer *et al.* (2005) study findings in vocational special school for the hearing impaired, Turkey established that use of ICT depends on faculty members’ interest but respondents argued that school principals’ support to teachers which includes organizing in-service courses for faculty, providing relevant information communication technology infrastructure encourages teachers and learners. Purposive and simple random sampling methods were used to select administrators and teachers to take part in the study as respondents respectively. Data was analyzed qualitatively.

Enjelvin (2009) article focused on teaching French to non-sighted undergraduate by adjusting practices to deliver inclusive education. The purpose of the study was to illustrate the needs of a

registered blind undergraduate student starting a post-A-level French course at the University of Northampton United Kingdom. The study established that most teaching included mostly computer assisted and online activities that formed an important part of T/L and assessment of French. While assistive technology is preferred in this information age, Argyropoulos, Martos and Leotskakon (2005) in Enjelvin 2009) admittedly argues that the method has benefits to learners with V.I but has its own shortcomings such as significantly delayed literacy skills.

2.4.3 Tactile Method/Braille

There are several methods through which both the blind and low vision learners can learn and be taught. In the guideline on teaching children with disabilities in an inclusive set up, UNESCO (2009) indicates that Braille is the main medium for reading and writing for the blind and low vision people who can no longer benefit from adjusted print or benefit from optical reading devices.

Lochare *et al.* (2012 citing Wright, Wormsley & Kammei-Hannan, 2009) argue that while Braille is the most known strategy for teaching the visually impaired, when reading/teaching speed to Braille readers, majority of efficient fast readers have adopted a two- handed scissor pattern. Mousy & Bertelson (1985 cited in Lochare *et. al.*, 2012) on the other hand state that the technique facilitates reading speed in French Braille as well. The introduction of Information technology based on synthetic voice is a breakthrough for the VI, in the domain of access to information and consequently IT has opened new perspectives for new job opportunities as well as for leisure (travelling, reading, e-commerce).

According to Clark and Stoner (2009) literacy development, which includes writing and spelling is one of the primary goals of EFA students, including those with disabilities where those with

blindness and low vision fall. The assessment of spelling in writing samples requires several methodological decisions which include two primary methods of assessing spelling in writing. Tindal and Marston (1990 cited in Clarke & Stoner, 2009) observe that one requires the assessor to score each spelling unit (word) as correct or incorrect and choosing a classification system and analyzing each spelling unit using an error-analysis pattern. The study was designed to describe the spelling skills in the written compositions of learners, who read Braille.

According to Enjelvin (2009) computer assisted and online activities are some of the strategies employed in teaching/ learning and assessment of French. Assessment involves written work, (grammar activities, summaries, reading comprehension activities in English and/or French, translations into French and/or English, essays and commentaries in French, business letters in French and curricula vitae in French); oral/aural tasks (presentations, job interviews, being a sales representative at a trade fair, interpreting); as well as online tasks (grammar activities, listening as well as reading comprehension).

While Lochare, Boule and Witich (2012) study focused on reading speed of contracted French Braille the current study focused on methods to promote reading speed in an regular secondary schools for learners with visual impairments. Enjelvin (2007) study focused on teaching French to non-sighted undergraduates as a matter of enhancing higher learning while the current study was done in secondary schools to establish determinants for enhancing enrolment in regular secondary schools. Clarke and Stoner (2008) study investigated spelling in written compositions of learners who read Braille but did not study strategies for teaching French to the visually impaired; the gap that the current study filled. While Unluer *et al.* (2005) study findings in vocational special schools for the hearing impaired Turkey established that use of ICT depends on faculty members interests to use as a method of teaching, the current study was done in

regular secondary schools to establish methods used in teaching French to learners with visual impairments. Orsini, Courtney and Dickinson (2005) case study was scoped on supporting foreign language learning for a Blind student in a University in general but did not study strategies for promoting teaching and learning of French subject specifically which the present study did.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1: Research Design

This study employed descriptive survey design. According to Kothari (2004) descriptive survey research design concerns predictions, narration of facts and characteristics about individuals, groups or situations. It is a method of collecting information by interviewing and/or administering a questionnaire to a sample of a population about their experiences, characteristics and opinions in order to generalize findings to a population (Gall, Borg & Gall, 1996; Orodho, 2004). Descriptive survey design was useful to this study because it was quick, inexpensive and an efficient way of assessing information about the population (O'Leary, 2006). For a large category of respondents as in this study, descriptive survey research design was appropriate in collecting information that was used to narrate facts and characteristics concerning determinants of enrolment of visual impairment learners in regular programs, in terms of motivation, environmental factors, resources and teaching methods used.

3.2: Study Area

The study was carried out in 11 regular secondary schools in Kenya. Secondary schools that have learners with Visual Impairments and offer French as a subject. A focus on Nairobi, Bungoma and Kisumu Counties, these Counties are in Kenya and were chosen because they had schools with regular programmes and French as a subject was offered. In this 21st century, EFA (2000) policy states that there should be no discrimination of child based on among, others disability and or physical environment. In the inclusive education policy (2009) also talks about establishing least restrictive environment for learners with special needs. This motivated the

researcher to plug into the field of V.I, French subject and regular programs in Kenya. The republic of Kenya has its geographic location in Eastern Africa with latitude of 1⁰00N and a longitude of 38⁰00E. The country is divided into 47 counties namely; Nairobi city, Bungoma, Nakuru, Kisumu, Homabay among others. The country is one of the East African countries in Africa. The major economic activities include farming, livestock keeping, tourism as a source of foreign exchange earnings, international trade among others. The major social activities include education and politics. The country borders Uganda on the West, Sudan to the North West, Ethiopia to the North East, Indian Ocean on the East and Tanzania on the South West. The country has relatively good infrastructure that makes travel and exportation by road easy. The main physical features in the country include rivers such as, Tana, Nzoia, Sabaki and Yala among others.

3.3: Study Population

The study population comprised 11 principals, 32 teachers of French and 300 students.

3.4: Sample and Sampling Technique

Saturated sampling technique was used to sample 10 principals, 29 teachers and 270 learners with visual impairment to take part in the study as respondents. The technique was used because the population of the respondents was small. The rest of the study population was used for pilot study, where ten percent of the study population was used, 1 principal, 3 French teachers and 30 learners with visual impairment, took part in the pilot study to determine reliability and validity of the instruments. According to Orodho (2004) the sample size that participates in the pilot study does not participate in actual study which also applied in the current study.

Table 2: Sample Size

Respondents	Target population (N)	Sample (n)	Percentage
Learners with VI	300	270	90
French teachers	32	29	90
Principals	11	10	90

3.5: Data Collection Instruments

Data collection instruments included questionnaires, Focused Group Discussion, interview schedules, lesson observation schedule and observation check list.

3.5.1 Questionnaire for Teachers

A questionnaire was used to collect data from teachers teaching French to learners with visual impairment, A simple and clearly stated questionnaire was formulated by the researcher in two sets consisting of both open and closed ended items capturing all research objectives of the study. 29 teachers of French were expected to individually write their responses down in the spaces provided in the questionnaire itself to establish motivating factors of enrolment of learners with VI in the French subject, assess environmental factors of enrolment of learners with VI in the French subject, determine availability of resources of enrolment of learners with VI in the French subject and identify teaching/learning methods of enrolment of learners with VI in the French subject.

A questionnaire was used because it can collect data from a large and literate sample, its economical in terms of costs, does not require much effort to administer, has standardized answers that make it simple to compile data, information can be collected from a large sample

and diverse regions and ensures objective responses, upholds respondents' confidentiality and ensures dependability and reliability of results (Kombo & Tromp, 2006, Kothari, 2004; Orodho, 2004). This study therefore used a questionnaire because of the aforementioned advantages.

3.5.2 Interview Schedule for Principals

An interview schedule was used to collect data from the principals. This involved asking the interviewee or respondents as a key informant person both closed and open ended questions (O'Leary, 2006). The researcher conducted structured interviews upon appointment with the respondents. The questions elicited information and opinions from principals. Face to face interviews have the advantage of allowing the interviewer to ask in-depth questions which could not otherwise be obtained through other methods. The interview schedule was used to gather information from principals to establish motivating factors, environmental factors, resources available and methods used for teaching French subject to the VI.

3.5.3 Focused Group Discussion for Learners with Visual Impairment

Focus Group Discussion (FGD) tool was applied in collecting data from visually impaired learners. The method was relevant to this study as in the case of the visually impaired who could not read print yet have a sharp oral and aural skill. FGD was held with visually impaired learners on whether they are motivated to enrolling in French subject, if there was peer support and the resources and methods required for effective teaching and learning of French. The number of learners used with the FGD was approximately six and above, and the researcher discussed with them on a round table if they were encouraged to join the French class (Nyumba *et al.*, 2018).

3.5.4: Lesson Observation Schedule and observation checklist for learners with Visual Impairments

An observation schedule was prepared to establish the methods of teaching used and also the resources available in the classrooms when teaching/learning French subject to learners with visual impairment in a regular program. The teachers were observed in class teaching learners, interaction between teacher and learner was observed. Sitting arrangement and how the VI responded to questions. The method was appropriate given the situation on the ground as it was without manipulation. Checklist was prepared to observe the availability of teaching/ learning resources.

3.6: Validity of the Instruments

The content validity of the instruments was established through expertise judgment by presenting the research instruments to experts in SNE department, Maseno University to assess the relevance of the content of each test item with regard to the objective being measured (Orodho, 2004). Their recommendations were incorporated in the final draft of the questionnaire to enhance validity.

3.7. Reliability of the Instruments

Reliability of the instruments was established through test-retest method through a pilot study. For pilot study, ten percent of the population was selected where 1 principal, 3 teachers and 30 students were selected. A questionnaire, an interview schedule and a focus group discussion was administered to ten percent of the study population. After two weeks the research instruments were again re-administered, a questionnaire to the teachers, interview schedule for the principals and focus group discussion for learners with VI, to establish whether the results obtained in the

first test were the same as in the second test. The reliability coefficient was established through correlation of the two tests. The correlation coefficient, Alpha was set at .70 and above. For teachers' questionnaire, the reliability coefficient was 0.83, which was acceptable. Reliability of interview schedules and FGD was established through triangulation of the responses in test 1 and 2 respectively.

Where responses from interview schedule, FGD were noted down as received. After 2 weeks the researcher interviewed again and responses of the T1 and T2 were compared if they were closely related, thus FGD questionnaire and interview schedule were reliable.

3.8: Data Collection Procedures

The researcher sought approval of the proposal from Maseno University through SGS and then sought ethical approval from the Maseno University Ethics committee. The researcher then acquired an introductory letter from the SGS Maseno University to collect a research permit from the MOE. Thereafter the researcher visited the District Education Officers where the schools are situated to inform them of the intention to carry out research in their districts and deliver a copy of the research permit and introductory letter from Maseno University and the MOE. After this, the researcher made a courtesy call to the institutions to inform the respondents in advance the purpose of the study so that they could make informed decisions and voluntarily consent to take part as respondents in the research. The researcher conducted the study in a mature and honest manner and reassured the respondents of confidentiality and privacy of the information they gave so that subjects did not know the identity of the other (Kombo& Tromp, 2006).

The questionnaires were administered by the researcher, to the teachers of French in every school. The researcher interviewed the principals/ deputies by herself. FGD was conducted by the researcher discussing on issues affecting learners with visual impairments. Observation checklist was made by the researcher with the assistance of the French teacher, during which the lesson teaching was observed.

3.9: Methods of Data Analysis

The data collected were qualitative and quantitative. Quantitative data was coded manually and entered into SPSS (Statistical package for Social Science), then the data was analyzed by applying descriptive statistics to get frequency counts, percentages and mean. Descriptive statistics were also used to describe and present summaries of basic features of data in the study in a manageable manner. It also examined relationships among variables. Frequencies and percentages were computed in each variable of the survey. The five-level rating scale questionnaire were coded as follows: Always- 5 points, Very Often- 4 points, Often- 3 points, Rarely- 2 points and Not at All- 1 point for positive statements and reversed for negative statements. For the interpretation of the results, a mean between 4.5 to 5.0 signified rating grade always, 3.5 to 4.4 mean very often, while a mean of 2.5 to 3.4 signified often occurrence, 1.5 to 2.4 meant rare occurrences and while 1 to 1.4 signified not at all occurrence.

Qualitative data from interview schedule, Focused Group Discussion and lesson observation schedule was collected and put into various categories according to the findings of the study (Cresswell, 2015) citing Cresswell 2006 and organized according to research objectives as themes and sub-themes emerged (Mugenda & Mugenda, 2003; Kombo & Tromp, 2006) to determine emerging patterns and trends. Six to eight learners formed a group for FGD and held discussions with the researcher from the resource room, on issues affecting the learning of

French. According to Kavulya (2013), data from the interviews and FGD is edited, summarized in a systematic form and created into categories and themes to determine which part of data deals with which aspect of research objective to establish patterns trends and relationships.

3. 10 Ethical Considerations

Ethical considerations protect the rights of participants by ensuring confidentiality. It is unethical for the researcher to share identifying information regarding the study with anyone not associated with the study. This ethical consideration is necessary to maintain the integrity of the study as well as the integrity of the researcher (Creswell, 2002). The respondents were assured of the confidentiality of information given and were informed that their views will be used for the purpose of research only. Protection of respondent's identity, that is, anonymity and privacy was highly observed by not capturing respondent's names on the questionnaires. The researcher conformed to the principal of voluntarily consent whereby the researcher disclosed the real purpose of the study and also gave the respondent's a chance to willingly participate in the study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis and interpretation of the results. It explains the interpretation of the dependent variable which is to assess the determinants for enrolment of learners with visual impairments in French subject in regular secondary schools in Kenya. To accomplish the objectives of the study, in-depth interviews were used to gather information from respondents who had been classified into three categories i.e. principals, teachers and learners with VI. The respondents in the field were purposively selected from 10 schools. A sample of 302 respondents comprising 10 principals, 22 teachers and 270 learners with visual impairment participated in this study.

The study sought to answer the following research questions; What are motivating determinants for enrolment of learners with visual impairments in the French subject in regular secondary schools; What are the Environmental determinants for enrolment of learners with visual impairments in French subject in regular secondary schools; What are the available resources for teaching and learning of French subject to learners with visual impairments in regular secondary schools; What teaching-learning methods are used in teaching French to the visually impaired in regular secondary schools?

4.1.1 Response Rate

The sample size as shown in the methodology (Table 2) for all respondents was 309. However, during the actual study the response rate was analyzed as presented in Table 3. The participation of the respondents was based on their convenience and accessibility.

Table 3: Response Rate

Respondents	Sample (n)	Returned (n)	Response rate (%)
Learners with VI	270	270	100.0
French teachers	29	22	75.86
Principals	10	10	100.0

From Table 3, the response rate of learners with visual impairment was 270 (100.0%), French teachers 22 (75.86%) and principals 10 (100.0%). Therefore, the response rate for learners with VI and principals was the highest (100.0%) and for French teachers (75.86%).

4.2 Motivating Determinants for Enrolment of Learners with Visual Impairments in French Subject.

This section presents responses on motivating determinants for enrolment of learners with visual impairment in French subject in Kenya. Data on motivating determinants was collected using a questionnaire for teachers, FGD for learners with visual impairment and interview schedule for principals as follows.

4.2.1 Teachers' Responses on Motivating Determinants for Enrolment of Learners with Visual Impairments in French Subject.

The study sought teachers views on motivating determinants for enrolment of learners with visual impairment in French subject and the responses were as in Table 4.

Table 4: Teachers' Responses on the Motivating Determinants for Enrolment of Learners with Visual Impairments in French Subject

Motivational determinant	Always F(%)	Very often F(%)	Often F(%)	Rarely F(%)	Not at all F(%)	Mean
Sensitizing VI learners on importance of French	2(9.1)	14 (63.6)	2 (9.1)	2 (9.1)	2 (9.1)	3.55
Encouraging learners to pursue French	1 (4.5)	1 (4.5)	1(4.5)	4 (18.2)	15(68.2)	1.59
Giving learners hope of getting foreign scholarship	1 (4.5)	2 (9.1)	2 (9.1)	0 (0.0)	17 (77.3)	1.73
Having VI teachers as role models	2 (9.1)	1 (4.5)	2 (9.1)	3 (13.6)	14(63.6)	1.82
Motivating VI learners by clarifying on perception towards capabilities of VI	3(13.6)	1(4.5)	2(9.1)	4(18.2)	12 (54.5)	2.05
Support from teachers and peers	1(4.5)	1(4.5)	13(59.1)	2(9.1)	5(22.7)	2.59
Having co-curriculum activities where VI fit in	2(9.1)	1(4.5)	2(9.1)	14(63.6)	3(13.6)	2.32
Desire of close proximity with French speaking persons	1 (4.5)	1 (4.5)	2(9.1)	3(13.6)	15(68.2)	1.64
Overall mean of motivation						2.16

Key: Always (4.5 - 5), Very Often (3.5 – 4.5), Often (2.5 – 3.4), Rare (1.5 – 2.4), Not at all (1 – 1.4)

From Table 4, key determinants of motivation were; sensitization (3.55), and support from teachers and peers (2.59). Rarely practiced determinants of motivation were; having co-curriculum activities where learners with VI fit in (2.32), clarification of capabilities (2.05). Indicators rated not used with regard to motivation were, having VI teachers as role models in

French (1.82), giving learners hope of getting foreign scholarships (1.73), desire of close proximity with French speaking persons (1.64), and encouraging learners to enroll for French (1.59). Therefore, from the results, motivation determinant was rarely rated. It means most learners who were VI did not enroll for classes of French due to lack of motivation. Learners were rarely motivated.

The findings of this study disagreed with the study findings by EBU (2008- 2010) in Cypress, Czech Republic and Slovakia which was based on professional and personal motivation among adults with visual impairment who were in employment. This study focused on motivating learners with VI in regular programmes in secondary schools which was rated low. The Findings of the present study also disagreed with study findings by Intakong and Wallen (2009), who observed that French like any other language has its importance, but to learners with V.I, it stated that studying French enables learners in their future lives to access worlds of knowledge, communication and different cultures and there was need for them to be motivated. In the present study, motivation as a determinant of enrolment to pursue French was rated rarely (2.05). Inadequate motivation was as a result of learners not being encouraged to enroll for French; inadequate foreign scholarships for those learners who do well in exams, lack of French teacher with V.I as role models to motivate learners with V.I, teachers rarely supported learners with V.I. As a result of this, learners had less motivation to enroll for French.

From focused group discussions, key sub-themes that arose with regard to motivation determinant were; learners with V.I were not encouraged to enroll for French by teachers and peers taking French, inadequate teachers with visual impairment as role models, learners were rarely sensitized on importance and opportunities of studying French; making them to loose

morale. Therefore, inadequate motivation resulted in low enrolment of learners with visual impairment in French.

Co-curricular activities such as drama, reciting of French poems and public speaking where learners with V.I would interact with sighted peers at other levels other than school. This provides an opportunity for the learners with V.I to practice speaking French at the time. The activities further provide an environment different from school where they would meet new persons both sighted and V.I in the French speaking cadre. Other determinants that led to inadequate motivation among learners with V.I were inadequate encouragement from teachers and inadequate materials of teaching French.

Majority of the learners with V.I were of the view that one of the most motivating determinants was teachers' encouragement. Understandably, such motivation and encouragement was conducted during induction when Form one students reported to secondary schools. Teachers continuously encouraged learners with V.I to enroll for French as they settled down for studies. At this point in time, the career masters/mistresses opened up to the students on the advantages or openings in future especially where job opportunities were concerned.

Some sources indicated that the Disabled and in this case learners with visual impairment excelling in specific areas stood a chance to get scholarships for further studies locally and globally. This kind of knowledge encourage learners with V.I to enroll for French Language with a hope that one time they would be considered for a scholarship wherever. It was this argument that students observed that such was a motivating determinant for them to enroll in French language.

Although, it's rare to come across a person with V.I as a teacher of French at the same time, in some schools, there were V.I teachers. Based on this knowledge learners with V.I stated that if they knew of a teacher with V.I who also specialized in French Language, it would really serve as a role model to them. However, according to some schools, learners with V.I taking Home science as a subject was denied a chance to pursue French because they all fell under the category of optional subjects. Interestingly, Home Science subject had been made compulsory to replace Chemistry as a Science subject. This complicated choice of French language for learners with V.I.

French language for learners with V.I is rather complex as compared to other languages in the Kenya Syllabus such as English and Kiswahili. For this reason, learners with V.I would require remedial lessons from their teachers as a backup since their learning pace is naturally slow. On the other hand, the sighted teachers of French shy off from handling the two heterogeneous groups in one class/ learning environment since one group is slow while the other was relatively fast. In such classes, teachers' would end up moving with the fast learning group as the slow learners lag behind which be interpreted to mean source of their frustration in enrolling for French.

French as a language is best learned through practice. According to learners with V.I, interaction with sighted peers during co-curricular activities and school breaks such as break, lunch and games; they tend to practice speaking the language. This in itself was an encouragement for them as teachers' of French too occasionally would communicate with learners with V.I through French language.

The sighted learners could support learners with V.I in several ways including but not limited to spell checking words for them, reading for them assignments in French. The sighted support is very important as French braille books were not available in Kenya because they were more pictorial than print and for that reason could not be Brailled (African Braille Centre-ABC). This study concurs with Mwakyeja (2013) case study on teaching learners with V.I in inclusive classrooms in Tanzania, which stated that students with low ability would learn from their fellow sighted peers with high ability. A typical example given was support through cooperative learning which was found to show positive learning outcomes among different groups of learners. From the foregoing, it was evident that the school management in this case the principals play a significant role as a motivating determinant in several ways to enable learners with V.I enrolls for French language.

From the interview schedule of principals on motivating Determinants of Enrolment of Learners among learners with Visual Impairments in French Subject were analyzed using thematic approach and presented in verbatim. Majority of principals observed most learners with visual impairment were not motivated to pursue French.

Principals 2 observed that,

Providing students with government scholarships is a good motivating determinant to encourage learners with visual impairment pursue French subject. However, most schools were not providing scholarships to visual impairment

Based on the study findings the principals observed that providing students with government scholarships was a good motivating determinant to encourage learners with V.I pursue French subject. It was assumed that learners with V.I come from poor backgrounds where pursuing further studies sometimes presented a real challenge to them. Further, studies have shown that

parents attitude towards education of learners with V.I was fairly negative as majority would rather educate the “normal” than the challenged like the learner with V.I.

While discussing availability of learning and teaching material, principals indicated that such would provide motivation to learners with V.I students to pursue French subject. This would especially assist where practical is concerned as they would be exposed to such material as they make use of their auditory sense plus some residual sight. Specific reference was made in schools where such learning and teaching material was limited hence served as a discouragement to some students.

From the interview of principals, sensitization and encouragement of students to pursue French was promoted in various schools. The principals pointed out the fact that administrators and the relevant stakeholders should at all-time encourage learners with V.I to enroll for French subject. This was noted as some teachers and even parents and peers discouraged learners with V.I to do French as a foreign subject. This was contrary to Morrow (1999) observed that the role of administrators from students perspective in taking French. Morrow observed that school administrator should at all times never attempt to discourage students from enrolling in a course generally perceived as difficult bearing in mind the visual disability of the learner. This therefore implied that administrators in schools for the learner with V.I offering French subject needed to have a background in the area of V.I and French as a language as this would enable them give an informed decision based on facts.

Most principals interviewed indicated that lack of motivation from teachers was a major undoing motivational determinant in schools where learners with VI pursued French. For example, principal 7 noted that,

Learners with visual impairment lack motivation from teachers who are visually impaired who can be role models

Although most of the school events require sight, principals indicated that learners with V.I should participate in events such as drama, poetry and public speaking in French among others. By so doing, through competition beyond school level the learners with V.I would likely meet their role models at events where they are motivated to learn even more. According to principals this kind of activities should be initiated and sustained by teachers of French teaching learners with V.I. However, this was minimal as majority did not participate due to teacher and peer attitude.

4.3 Environmental Determinants for Enrolment of Learners with Visual Impairment in French Subject

Data on environmental determinants for enrolment of learners with visual impairment was collected using a questionnaire of teachers, FGD of learners with VI and interview schedule for principals and the results were as follows.

Three key indicators of environmental determinants were; attitude, curriculum and peer support.

4.3.1 Attitude

Teachers Responses on Attitude as Environmental Determinants for Enrolment of learners with Visual Impairment in French subject

Data on teacher's attitude towards teaching French was collected using a questionnaire and FGD, results from the questionnaire were analyzed using frequency counts, percentages and mean. The results were presented in Table 5.

Table 5: Attitude as an Environmental Determinant for Enrolment according to Teachers (n= 22)

Attitude	SA	A	SHA	D	SD	Mean
	f (%)	f (%)	f (%)	f (%)	f (%)	
I like teaching French	1(4.5)	1(4.5)	2(9.1)	3(13.6)	15(68.2)	1.64
Working with VI learners is easy	1(4.5)	2(9.1)	2(9.1)	5(22.7)	12(54.5)	1.86
Its easy teaching French to vi learners in regular schools	1(4.5)	1(4.5)	0(0)	4(18.2)	16(72.7)	1.5
Reading French in braille is easy	2(9.1)	0(0)	4(18.2)	2(9.1)	14(63.8)	1.91
VI learners are good in French	2(9.0)	1(4.5)	6(27.3)	6(27.3)	13(59.1)	1.86
Teachers give opportunities to vi learners to participate in French class	2(9.1)	1(4.5)	1(4.5)	1(4.5)	17(77.3)	1.71
It is easy to mark French exams	2(9.1)	0	3(13.6)	4(18.2)	13(15.1)	1.91
Mean rating on attitude						1.77

Key: SA –Strongly Agree (4.5 - 5), A –Agree (3.5 – 4.5), SHA –Some How Agree (2.5 – 3.4), D– Disagree (1.5 – 2.4), SD– Strongly Disagree (1 – 1.4)

From Table 5, teachers rated indicators of attitude as follows; ease of teaching French was rated rarely by teachers (mean= 1.91), reading braille in French (1.91), easy working with learners (1.86), learners with VI being good in French (1.86), teachers gave learners with VI opportunities to participate in French lessons (1.71), teachers liking teaching French was rarely rated (mean= 1.64), and teachers rating on easy of teaching French to learners with V (1.50). The mean rating on attitude was 1.77. It therefore implied, most teachers had negative attitude towards learners with VI enrolling for French.

Findings of this study differed with study findings by Shifere (2012) and Igune (2009), who observed that positive attitude positively influenced inclusion of learners with VI in the general

classroom. In the present study, negative attitude (1.77) was a major determinant towards learners with visual impairment enrolling for French. Most learners with VI did not want to enroll for French as teachers had a negative attitude towards them. Teachers' negative attitude was indicated by the unwillingness of the teachers to teach French to learners with visual impairment. Therefore, it can be argued that the low enrolment of learners with VI pursuing French was as a result of negative attitude from teachers.

From the focused group discussions of learners with VI, key sub-themes that arose on attitude were;

I have not enrolled for French because it is difficult. Teachers dislike us and don't want us to enroll in French because we are slow.

In addition, learners with visual impairment noted that teachers were reluctant to work with them because their speed was slow as compared to sighted learners; the learners reported that they were not familiar with the braille code of French to them. For example, learner G in group 8 said that,

I did not want to take French because I hear it's difficult, too abstract, the Braille code used in French is different from braille code II which I am familiar with. Therefore, if I take French I may fail the exams.

In another scenario, learner N in group 5,

I feared taking French as a result of discouragement from teachers and sighted learners.

For example, group 6 said that;

We have poor attitude in learning French due to lack of brailled text books and special rooms. while learner identified as taking French reported that she was performing well in French subject and therefore was motivated to choose French

Group 10 said that,

Learners had negative attitude in enrolling for French as a result of lack of special materials for VI learners to learn French, there were inadequate rooms and special devices.

From the focused group discussions with learners, attitude as an environmental determinant of enrolment of learners with visual impairment was highly rated by most of the groups as a key barrier in enrolment of French. Negative attitude by learners with visual impairment made the enrolment to be low.

Secondly, most learners indicated unfavorable teaching methods used when teaching French which led to low enrolment, lack of specialized teaching materials were also discussed by most learners as a key environmental determinant that led to low enrolment in French classes. Brailled text books were lacking in most of the schools.

Attitude apparently had an effect as an environmental determinant towards enrolment as indicated by most learners with V.I. As earlier on discussed in this study, the French subject is usually introduced to learners with V.I only when they join secondary level of education (Ooko, 2006). For this reason as is the norm among subject teachers whenever Form one students reported, they encouraged them to enroll in the optional subjects where French was categorized. It was therefore upon the teachers to present a favorable and convincing language to lure students. However from the findings, it's evident that the learners with V.I were hardly convinced to enroll in the subject hence their negative attitude towards it. It must however be understood that the teachers were not the only ones meant to prevail upon students to enroll in French. Other contributory determinants could include peers (sighted ones) who instead discourage the learners with V.I and view the subject as difficult. It shouldn't escape us that

parents too, have a role to play in this by encouraging their learners with V.I children to enroll in the subject as indicated by principals earlier on during interviews.

Although regular programs are pronounced as functional, the truth is that in some schools specialized teaching/learning materials were lacking. This again draws us back to the administrative commitment to equipping regular programs to assist the SNE learners. The learners with V.I in this case had a reason to cite this variable, as that was the most supportive kind of material required in a regular program. During an interview session with principals though, they complained of inadequate funds to acquire the materials.

Fear of criticism from sighted students in their conversation discourages the learners with V.I citing French as a hard subject. So fear of failure prevails on the learners with V.I to instead keep off the subject. Again as earlier on discussed other persons involved could be parents behind curtains plus teachers who look up to performance in their subjects. This study therefore concluded that a lot more need to be done to encourage learners with V.I on attitude.

4.3.2 Teachers responses on Curriculum as an environmental determinant for enrolment in French

Data on curriculum as an indicator of environmental determinant was collected from teachers using a questionnaire, coded and analyzed using frequency counts, percentages and mean. The findings were presented in Table 6.

Table 6: Curriculum as Environmental Determinant for Enrolment

Curriculum aspects	Always	Very often	Often	Rarely	Not at all	Mean
French curriculum is introduced at a higher level in secondary	9 (40.9)	6 (27.3)	2 (9.1)	3 (13.6)	2 (9.1)	3.77
French content is overloaded	7 (31.8)	13 (59.1)	1 (4.5)	0 (0)	1 (4.5)	4.14
Braille code in French is different from the English braille code	7 (31.8)	12 (54.5)	1 (4.5)	0 (0)	2 (9.1)	4.05
Little time allocation	6 (27.3)	12 (54.4)	2 (9.1)	1 (4.5)	1 (4.5)	3.95
Difficult to achieve objectives in French	4 (18.2)	11(50.0)	4(18.2)	2 (9.1)	1 (4.5)	3.68
Exam language in Braille is too difficult for VI to comprehend	7 (31.8)	10 (45.5)	2 (9.1)	3(13.6)	0 (0)	3.91
Learning activities are not VI learner friendly	6 (27.3)	12 (54.5)	1(4.5)	2(9.1)	1 (4.5)	3.96
Mean rating on curriculum						3.98

Key: Always (4.5 - 5), Very Often (3.5 – 4.5), Often (2.5 – 3.4), Rare (1.5 – 2.4), Not at all (1 – 1.4)

From Table 6 the key indicators of curriculum were overloaded French content (4.14), different braille code (4.05), learning activities not learner friendly (3.96), little time allocation (3.95), difficult French exam language (3.91), introduction of French at a higher level (3.77), and difficulties of learner with VI to achieve the French objectives as required (3.68). Overall mean of curriculum was 3.98. It can be implied that curriculum was one of the determinants for low enrolment in French.

The findings of the current study concurred with findings by Omusonga *et. al* (2009) who observed that a rigid curriculum failed to respond to the diversity of needs and abilities of learners. In the present study aspects of French curriculum to learners with VI was rated at 3.98. This implied that some aspects of French curriculum were a major determinant of low enrolment among learners with VI in regular schools in Kenya.

4.3.3 Peer Support as an Environmental Determinant for Enrolment in French subject

Data on Peers support as an indicator of environmental determinant was collected using a questionnaire, FGD and interview schedules. The results from the questionnaire were coded and analyzed using frequency counts, percentages and mean. The results are presented in Table 7.

Table 7: Peer Support as Rated by Teachers (n= 22)

Peer support	Always f (%)	Very often f (%)	Often f (%)	Rarely f (%)	Not at all f (%)	Mean
Sighted learners read for VI learners in various subjects	11(50.0)	8 (36.4)	0 (0)	1 (4.5)	2 (9.1)	4.14
Sighted learners spell words written on chalkboard for VI during lessons	10 (45.5)	9(40.9)	2(9.1)	1(4.5)	0 (0)	4.27
Sighted learners carry braille machines for learners with VI	11(50.0)	7 (31.9)	2(9.1)	0 (0)	2 (.1)	4.18
Sighted learners read out French assignments for learners with VI	9(40.9)	10(45.5)	2(9.1)	0 (0)	1(4.5)	4.28
Sighted learners guide learners with vi to special rooms	10(45.5)	9(40.9)	1(4.5)	0	2(9.1)	4.23
Sighted learners give VI opportunities to participate in group discussions	6 (27.3)	13 (59.1)	0	2(9.1)	1 (4.5)	3.95
Mean on Peer support						4.18

Key: Always (4.5 - 5), Very Often (3.5 – 4.5), Often (2.5 – 3.4), Rare (1.5 – 2.4), Not at all (1 – 1.4)

Table 7 shows the responses of teachers on peer support as an environmental determinant of enrolment. From the results, most teachers rated very often to most of the responses on peer support, reading out assignment by sighted to VI learners was done very often (mean = 4.28), followed by spelling words written on chalkboard (4.27), guiding V.I to French room during lesson was also done very often by sighted learners (4.23), sighted learners carried braille machines for V.I learners (4.18), sighted learners read out words for V.I (4.14) and provision of equal opportunities to VI learners to participate in group discussions was rated at a mean of 3.95. The overall mean rating was 4.18 (very often). This means that learners with V.I got peer support from their peer sighted learners very oftenly. Therefore, this implied the low enrolment in French was not as a result of lack of peer support.

Findings of the present study concurred with findings by Enjelvin (2009), noted that peer support was demonstrated through willingness of sighted peers to read loudly words for learners with V.I, describing visual aids and other support in the classroom. In the present study, most teachers rated peer support as very often given to learners with V.I (4.18). Thus, it can be implied that peer support was not a determinant of low enrolment in French among learners with V.I. The low enrolment may be attributed to other determinants.

Findings from focused group discussion from V.I learners indicated that sighted learners gave support to their friends with visual impairment. The support ranged from reading aloud for V.I, dictating assignments for V.I, guiding learners to rooms of study, spelling words for them in French. For example, learner H in group 12 said that,

I support Juma every day in carrying braille machine, spelling for him, dictating notes in the handouts in all subjects.

From the principals' interview, it was clear that learners with visual impairment were supported by sighted peers. The principals encouraged peer support both in class and in co-curricular activities towards learners with V.I. Principal 8 observed that,

I always ensure learners with VI get maximum support from their peers in all subjects.

From interviews, principals indicated that majority of the learners with V.I received peer support, that their counterparts the sighted learners were readily available to offer their support. This points out the fact that principals actually seem to understand the issues surrounding low enrolment among French learners in the French subject .Peer support seemingly was not the cause of low enrolment.

4.4 Availability of Resources for Teaching Learners with Visual Impairments in French Subject in Regular Secondary Schools

Data on availability and use of resources was collected using a questionnaire, interview schedule, and observation checklist.

4.4.1 Teachers Responses on Availability of Resources for Teaching Learners with Visual Impairment in French Subject

Data on teachers' responses on availability of resources for teaching French was collected using a questionnaire, coded and analyzed using frequency counts, percentages and mean. Results were presented in Table 8.

Table 8: Resources as a determinant of Enrolment

Resources	Always f(%)	Very often f(%)	Often f (%)	Rarely f(%)	Not at all f(%)	Mean
Schools have trained teachers in French	15 (68.2)	2(9.1)	2(9.1)	3(13.6)	0(0)	3.93
Special rooms for teaching French	1(4.5)	1(4.5)	0(0)	0(0)	17(77.3)	1.50
Use of radio cassettes	5(22.7)	14(63.6)	1(4.5)	0(0)	2(9.1)	3.95
Brailled text books of French	1(4.5)	2(9.1)	1(4.5)	4(18.2)	14(63.6)	1.64
Use of Brailled dictionaries	1(4.5)	1(4.5)	3(13.6)	2(9.1)	15(68.2)	1.87
Use of magnifying glasses during French lessons	4(18.2)	15(68.2)	1(4.5)	1(4.5)	1(4.5)	3.91
Mean rating on Resources						2.80

Key: Always (4.5 - 5), Very Often (3.5 – 4.5), Often (2.5 – 3.4), Rare (1.5 – 2.4), Not at all (1 – 1.4)

From Table 8, key indicators of resources were use of radio cassettes during French lessons (3.95), teachers had been trained in French (3.93), and use of magnifying glasses during French lessons (3.91). Resources that were hardly used included: use of Brailled text books of French (1.73), use of Brailled dictionaries during French lessons (1.64), special rooms for teaching French (1.50). The mean ratings on availability and use of resources were 2.80. This implied inadequate availability of resources. Therefore, it was apparent due to lack of special rooms, brailled text books and dictionaries for French led to low enrolment of learners with visual impairment in French subject in regular schools.

Findings of the present study disagreed with study findings by Island (2008) who stated that it is the responsibility of the teacher to select resources that support the curriculum putting into consideration the diversity of interests of learners.

From the interview schedules with the principal's majority of them cited radio cassettes as a necessary resource for teaching French to the learners with V.I. However looking at the results, it was evident that most schools did not have this valuable resource although the learners with V.I basically relied on audio. This could be concluded that the methodology used in teaching language thematic areas like story telling did not have consideration of learners with V.I in mind given their visual impairment.

Majority of the learners with V.I learners cited lack of Brailled text books, lacking in schools and to make it complex are those in French subject. From the interviews, principals indicated that learners with V.I relied on the teachers of French who were not even Braille literate. Based on this finding, it was evident that methodology and teachers as resource was such a problem to learners with V.I where the latter lacks knowledge and skills in Braille.

Braille machines are relatively costly for schools to acquire however most schools were beneficiaries of donor support of such machines. The study findings indicated that schools were therefore required to provide maintenance which in most cases was a hurdle too. From observations, it was revealed that most schools had broken braille machines which signified poor maintenance. It is therefore upon the school leadership to show their commitment by taking care of braille machines as a form of supporting learners with V.I not only in French but in most other school learning areas that require such.

Special rooms such as the resource room for learners with V.I are an important facility where a lot of activities could take place. Such activities include resting, keep and store their items in the rooms, take private studies and remedial in the resource room. However, according to principals only one quoted special room as a resource to learners with V.I. It raises pertinent questions as to what happens in other schools regarding such an important facility to learners with V.I learners.

Magnifying lenses are equally an important resource to learners with V.I as they aid students during learning. According to the principals minority cited magnifying lenses as a resource. From interviews, it was established that it was only the itinerant teachers who assisted learners with V.I although they also depended on Ministry of Education and or donor support. Observations revealed that there were very few in the sample schools with a ratio not correlating with the student population.

The radio cassettes too would be of great value to learners with V.I learners as they learn more through audio than visual given the limited visual sense. With availability of learning materials, it's only advisable that the school management provides learners with V.I with special rooms for learning French language.

It was further observed that some schools were well equipped with CCTVs and embossed charts among others. Special rooms were available in a few schools however they were not specifically meant for learners with V.I but the sighted. This gave learners with V.I a challenge given the limited sense of sight. To this end, some equipment needed to be adapted or modified to allow learners with V.I participate in practical like their sighted counterparts.

To triangulate the findings from the questionnaire. An observation was carried out on a learner with visual impairment who was pursuing French.

Table 9: Observation checklist of resources for teaching/ learning French

Item	Resources Used to teaching / learning French	Used F(%)	Not Used F (%)
1.	French Brailled text books		0 (0)
2.	Braille Machines	✓ 1(100)	
3.	Optic Devices		1 (100)
4.	Magnifying glasses		1 (100)
5.	Closed circuit television		0 (00)
6.	Chalk Board	✓ 1 (100)	

From the observation checklist, made in class, the most available and used resources in teaching French included: use of braille machines in brailing notes and passages in French. Rarely used resources during the lesson were use of optic devices, and use of closed circuit television in enlarging French fonts in texts books. Further, it was observed that use of large print on the chalkboard and in textbooks was not used at all. Thus, it implied that the inadequate use of resources in teaching French was a key indicator of low enrolment of learners with visual impairment. The use of resources makes the learner to understand better what is being taught and to compensate for lack of vision.

4.5 Teaching-Learning Methods used in Teaching French subject to Learners with visual impairment in regular secondary schools

Data on teaching-learning resources was collected using a questionnaire for teachers, interview schedule for principals and lesson observation. Data from teachers was analyzed using frequency counts, percentages and mean. Results were presented in Table 10.

Table 10: Teaching-Learning methods as Determinant for Enrolment in French among Learners with Visual Impairment

Teaching-learning strategies	Always f (%)	Very often f (%)	Often f (%)	Rarely f (%)	Not at all f (%)	Mean
Use of question and answer in teaching French	14(63.6)	4(18.2)	2(9.1)	1(4.5)	1(4.5)	4.32
Use of listening skills	11(50.0)	5(22.7)	2(9.1)	1(4.5)	3(13.6)	3.95
Use of lecture method in teaching French	12(54.5)	4(18.2)	3(13.6)	1(4.5)	2(9.1)	4.05
Use of explanation as a strategy in teaching French	4(18.2)	11(50.0)	3(13.6)	2(9.1)	2(9.1)	3.59
Use of brailing and writing	1(4.5)	0(0.0)	2(9.1)	3(13.6)	16(72.7)	1.55
Use of tactile reading in teaching French	2(9.1)	2(9.1)	1(4.5)	3(13.6)	14(63.6)	1.86
Watching a French video during French lessons	1(4.5)	2(9.1)	0(0)	4(18.2)	15(68.2)	1.73
Listening to a French radio cassette during the lesson	0(0.0)	14(63.6)	2(9.1)	1(4.5)	5(22.7)	3.25
Use of multi-sensory teaching during French lessons	0(0)	2(9.1)	2(9.1)	6(27.3)	12(54.5)	1.77
Use of recorded stories during French comprehension lessons	2(9.1)	1(4.5)	2(9.1)	4(18.2)	13(59.1)	1.91
Use of recorded role play as a follow up to brailed materials	1(4.5)	1(4.5)	2(9.1)	4(18.2)	14(63.6)	1.86
Co-operative learning with sighted peers	8(36.4)	9(40.9)	2(9.1)	2(9.1)	1(4.5)	3.95
Use of computer assisted technology in teaching French spellings	0(0)	2(9.1)	1(4.5)	6(27.2)	13(59.1)	1.81
Mean rating for teaching methods						2.74

Key: Always (4.5 - 5), Very Often (3.5 – 4.5), Often (2.5 – 3.4), Rare (1.5 – 2.4), Not at all (1 – 1.4)

Results from Table 10 indicated that the most used teaching-learning method used was use of question and answer in teaching French (mean= 4.32), followed by use of lecture method (4.05),

use of listening skills (3.95), co-operative learning together with sighted learners (3.95), use of explanation as a strategy in teaching French (3.59), listening to radio cassette during French lessons (3.25). Strategies used rarely in teaching French were; recorded stories in teaching French comprehension (1.91), use of recorded role play as learner follow brailled story (1.86), use of tactile reading method in teaching French (1.86), computer-assisted spelling (1.81), learners watching French video during French lessons (1.73), use of multisensory approach (1.77), and brailing and writing of French notes and sentences (1.55). Therefore, from the findings of the study key teaching strategy used was use of question and answer technique, while the least used strategy was use of brailing and writing notes and sentences. In addition, the study established that the use of learners centered teaching-learning methods such as tactile reading, use of recorded play, and multi-sensory approach were rarely used.

Findings of the present study concurred with findings by Courtney and Dickinson (2005) who observed that the use of cooperative learning and cooperative team teaching enabled teachers work together with other professionals in assisting the child with visual impairment. Cooperative learning on the other hand entails learners assisting each other in whatever way to learn. In the present study the use of cooperative and team teaching as a strategy was highly rated by the respondents (mean= 3.95). Cooperative learning between learners with visual impairment and sighted peers ensured that learners teach each other, for example sighted learners could read French notes to learners with visual impairment as observed in the focused group discussion.

Findings of the present study disagreed with study findings by Enjelvin (2009) who observed that use of computer assisted learning was a key strategy in teaching grammar, and comprehension to learners with visual impairment. In the present study use of computer assisted spelling during French grammar lessons was rarely used (mean= 1.81). This was because most

schools did not have the trained personnel in using such software programmes during French grammar lessons. Secondly, the computer software was not available in most of the schools. Inadequate use of ICT in learning French made it difficult for more learners with V.I to enroll in French lessons.

Further, findings of the present study disagreed with findings by Couper (1996) who established that use of aural-oral method and particularly so the tape recorder was one of the best in teaching language to the visually impaired. In the present use of aural=oral methods were rarely used in teaching and learning of learners with visual impairment. Use of recorded stories was rated rarely (mean= 1.91), recorded role play (mean= 1.86).

However, a few audio oral methods were used often such as use of listening skills during teaching of French (3.95), listening to French radio cassette was rated at a mean of 3.25. the use of listening skills and listening to cassette during French lessons enhanced speaking and listening skills of learners, recording of stories and recording role plays as they follow it in their Braille material enable the learners to master the French listening, grammar and comprehension skills.

From principals' interview sub-themes arose with regard to teaching-learning strategies as a determinant; teachers mostly used question and answer, listening to tape cassettes during French lessons, team-teaching and teachers encouraged cooperative learning. Principals noted that due to lack of resources, teachers were unable to use ICT related strategies while teaching. This was because schools did not have French software to use computer assisted strategies while teaching. For example, principal 5 observed that,

Most of my teachers in the school use question and answer, lecture and listening skills while teaching French because they were easy to use and cheap. My school rarely uses videos, computer-assisted teaching strategies during teaching-

learning process because the school lacks French software that can be used in teaching French.

The question and answer method was the preferred in teaching French subject. The method was found ideal because the learners participated and made use of the oral-aural skill which develops their hearing and speaking skills. The application of this method further benefits students as they braille correct answers according to the teacher's responses. However the challenge comes in when the teacher has to spell letter by letter for the learners to put in braille. It was established that most teachers exhibit impatience traits as they hardly wait to move along with the whole class of learners with V.I which is disadvantageous to them. Since they come across the French language for the first time in high school, there is need for the teacher to be patient enough so as to cater for the two categories of learners in a regular class.

In order of magnitude, explanation was cited as the other method used in teaching French subject. The method was applicable where the teacher needs to clarify issues or simply drive the point home as students take notes. This was usually accompanied with writings on the chalkboard which was not so much helpful to them given their visual impairment. To cater for learners with V.I while using this method, the teacher would be required to move close to learners and check whether they were writing the correct wording as explained. The study findings revealed that still learners with V.I would not benefit from the method as most teachers if not all were braille illiterate meaning they would not make sensible corrections. It's for this reason that learners with V.I in regular programs still do not benefit much especially in French due to unskilled teachers either in French or braille.

Only a paltry percent indicated that lecture method was used in teaching French subject which means it was less preferred. In the lecture method, there was mostly use of realia to articulate the

point well however, given the learners visual impairment it was rather tedious and time consuming on the part of the teachers. Although this study finding concurs with EBU (2008) that adult learners actually used realia in learning French subject, the method was the least used. The lecture method benefits learners with V.I learners as they are able to make use of their auditory sense to improve on the Dictation and listening skill. These skills are important as learners are usually tested on the skills.

From the lesson observation schedule, an observation was done in the class that had learner with visual impairment enrolled for French. The researcher observed the teaching-learning process in French in the regular class for a period of 30 minutes. From the observation, it was noted that teachers used mostly question-answer method and listening technique in teaching French. Teachers rarely used explanation and brailing technique; while reading/tactile method was not used at all. the inadequate use of brailing and explanation techniques and lack of reading by might have contributed to low enrolment of learners with V.I in taking French in regular secondary schools. The use of reading/tactile method was not used yet it is an important strategy while teaching learners with VI as they read through tactile in order to understand French passages. Thus, lack of use of reading/tactile strategy might have contributed to low enrolment of learners with visual impairment in French subject.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presented the summary, conclusion and recommendations of the study which are in the subsequent sections.

5.2: Summary of the findings

The summary of the findings were based on objectives as follows;

5.2.1 Motivating determinants for enrolment of learners with visual impairments in French subject.

From the findings of the study, the key motivating determinants were; sensitization (3.55), and support from teachers and peers (2.59). Rarely practiced determinants of motivation were; having co-curriculum activities where learners with VI fit in (2.32), clarification of capabilities (2.05). motivation of having teachers as role models was poorly rated in French (1.82), giving learner's hope of getting foreign scholarships (1.73), desire of close proximity with French speaking persons (1.64), and encouraging learners to enroll for French (1.59). Overall mean was 2.16. Therefore, from the results motivation determinant was poorly rated. It means most learners who were V.I did not enroll for French classes due to lack of motivation. Learners were rarely motivated.

5.2.2: Environmental Determinants for Enrolment of Learners with Visual Impairment in French

From findings of the study 3 key environmental determinants emerged; attitude, curriculum and peer-support. Results of teachers attitude was mean 1.77, rigid curriculum (3.98) and peer support was 4.18. Rigid curriculum and negative attitude were the key environmental determinants that led to low enrolment of learners with visual impairment in enrolling in French subject.

5.2.3: Resources as Determinant for Enrolment among Learners with Visual Impairment

Key indicators of resources that were favorably rated were use of radio cassettes during French lessons (3.95), teachers had been trained in French (3.93), and uses of magnifying glasses during French lessons (3.91). Resources that were poorly used included: use of brailled text books of French (1.73), use of brailled dictionaries during French lessons (1.64), special rooms for teaching French (1.50). The mean ratings on availability and use of resources were 2.80. Therefore, it was apparent that due to lack of special rooms, brailled text books and dictionaries for French, led to low enrolment of learners with visual impairment in schools.

5.2.4 Teaching-learning methods as a determinant for enrolment in French among Learners with visual impairment

The most commonly used teaching-learning method was use of question and answer in teaching French (mean= 4.32), followed by use of lecture method (4.05), use of listening skills (3.95), co-operative learning together with sighted learners (3.95), use of explanation as a strategy in teaching French (3.59), and listening to radio cassette during French lessons (3.25). Strategies that were poorly used in teaching French were; of recorded stories in teaching French comprehension (1.91), use of recorded role play as learner follow brailled story (1.86), use of

tactile reading method in teaching French (1.86), computer- assisted spelling (1.81), learners watching French video during French lessons (1.73), use of multisensory approach (1.77), and braille and writing of French notes and sentences (1.55). Therefore, from the findings of the study key teaching strategy used was use of question and answer technique, while the least used strategy was use of braille and writing notes and sentences.

5.3 Conclusions

Based on the findings of the study, it was concluded that;

5.3.1 Motivating determinants for enrolment of learners with visual impairments in

French subject

Learners with visual impairment were not enrolling in French classes due to inadequate motivation. Key indicators of inadequate motivation were: learners were not encouraged to enroll for French, learners were not aware of getting foreign scholarship, lack of teachers with VI as role models, lack of proximity to French speaking persons to motivate learners.

5.3.2 Environmental Determinants for enrolment of learners with visual impairments in

French subject

Inadequate environmental adaptations in terms of negative attitude and rigid curriculum from fellow learners who are sighted were the determinants for low enrolment in French among learners with visual impairment, though there was peer support.

5.3.3 Availability of resources for teaching learners with visual impairments in French subject in regular secondary schools.

Inadequate use of resources was a major determinant for low enrolment among learners with visual impairment in pursuing French. Key resources for learners with V.I that were rarely

available and so rarely used in most schools were special rooms, Brailled text books in French, brailled dictionaries.

5.3.4 Teaching-learning methods used in teaching French subject to learners with visual impairment in regular secondary schools

Teachers' use of teacher-centered methods like lecture methods in teaching French are key determinants for low enrolment in French subject. Learner-centered teaching strategies such as use of tactile reading, brailing and writing, watching French video, use of multi-sensory method, recorded stories were used rarely in teaching French.

5.4: Recommendations

Based on findings of the study, the study recommends the following in order to increase the enrolment level of learners with V.I in enrolling for French:

- i. Learners should be motivated by teachers encouraging them to enroll for French, career talks be increased on opportunities available for learners with V.I, hope of getting foreign scholarships, schools to employ more teachers who are learners with V.I to act as role models to support learners with V.I in French. Schools need to network with French speaking persons to motivate learners with V.I.
- ii. Environmental determinants play a key role in learning of French, positive attitude need to be promoted by teachers among learners learning French; French curriculum need to be made flexible by curriculum developers, in terms of access to content, examinations and extra time for learners with V.I enrolling for French in regular schools.

- iii. Schools need to use the free secondary education funds in equipping friendly resources in the school to enable learners with V.I to take French. Such resources to be equipped include; special rooms, Brailled textbooks in French and brailled dictionaries. Assistive technologies for learners with V.I need to be introduced in schools to enable learners to learn French. Principals need to rethink establishing and maintaining a resource room for learners with V.I as a matter of curriculum implementation not only in French but other subject areas as well.
- iv. Flexible and inclusive teaching-learning methods for learners with V.I need to be employed by teachers during teaching of French. Such methods include remedial teaching.

5.5: Suggestions for Further Research

1. Further research should be carried out on how curriculum is implemented in special schools for learners with V.I.

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APPENDICES

APPENDIX I: TEACHERS QUESTIONNAIRE

The purpose of this study was to establish determinants of enrolment among the visually impaired students in French language in Kenya. The information obtained will be treated with utmost confidentiality and will only be used for analytical purposes of this study. Kindly be as honest as possible in your responses.

Please fill in the space provided and indicate using a tick () where appropriate.

Section A: Background Information

1. Name and address of the school.....
2. Telephone / mobile no.....
3. Email address.....
4. District where the school is located.....
5. Type of school: (i) co-educational () (ii) girls () (iii) boys ()
6. School category: national () county () District ()
7. Age of the school.....
8. Your highest academic qualifications: Diploma () B.Ed () M.Ed () MA ()
Any other please specify.....
9. Teaching experience.....
10. Administrative experience: less than 5 years () 1-5 years () 5-10 years () 10-15 years () 15-20 years () 20-25 years () above 25 years ()
11. Experience in teaching the visually impaired French language.....
12. Gender male () or female ()
13. (a) Please tick in the appropriate box your level of training in French (i) None ()
(ii) Certificate ()
(ii) Diploma ()

(iii) Degree ()

(iv) Postgraduate degree ()

Any other please specify.....

(b) Level of training in the area of visual impairment.....

(c) Class you teach.....

Section B

For A, B, C and D follow the instructions provided.

Instructions: rate the following statements. All options are correct. The options are as follows: Always, very often, often, rarely and not at all

A: Motivating determinants

Motivational determinant	Always	Very often	Often	Rarely	Not at all
Sensitizing VI learners on importance of French					
Encouraging learners to pursue French					
Giving learners hope of getting foreign scholarship					
Having VI teachers as role models					
Motivating VI learners by clarifying on perception towards capabilities of VI					
Support from teachers and peers					
Having co-curriculum activities where VI fit in					
Desire of close proximity with French speaking persons					

B: Environmental determinants

1. Attitude

As an environmental determinant on enrolment according to teachers (n= 22)

Statement	Strongly Agree	Agree	Some How Agree	Disagree	Strongly Disagree	mean
I like teaching French						
Working with VI learners is easy						
Its easy teaching French to VI learners in regular schools						
Reading French in braille is easy						
VI learners are good in French						
Teachers give opportunities to VI learners to participate in French class						
It is easy to teach French to learners with VI						

2. Curriculum as environmental Determinant

Curriculum aspects	Always	Very often	Often	Rarely	Not at all
French curriculum is introduced at a higher level in secondary					
French content is overloaded					
Braille code in French is different from the English braille code					
Little time allocation					
Difficulty to achieve objectives in French					
Exam language in braille is too difficult for vi to comprehend					
Learning activities are not VI learner friendly					

3. Peer support as an environmental determinant

Peer support	Always	Very often	Often	Rarely	Not at all
Sighted learners read for VI learners during lessons					
Sighted learners spell words written on chalkboard for VI					
Sighted learners carry braille machines for learners with VI					
Sighted learners read out French assignments for learners with VI					
Sighted learners guide learners with VI to special rooms					
Sighted learners give VI opportunities to participate in group discussions					

C: Resources in teaching French

Resource determinant	Always	Very often	Often	Rarely	Not at all
Schools have trained teachers in French					
Special rooms for teaching French					
Use of radio cassettes					
Brailed text books of French					
Use of brailed dictionaries					
Use of magnifying glasses during French lessons					
Mean rating on Resources					

D: Teaching-learning methods

Teaching-learning strategies	Always	Very often	Often	Rarely	Not at all
Use of question and answer in teaching French					
Use of listening skills					
Use of lecture method in teaching French					
Use of explanation as a strategy in teaching French					
Use of brailing and writing					
Use of tactile reading in teaching French					
Watching a French video during French lessons					
Listening to a French radio cassette during the lesson					
Use of multi-sensory teaching during French lessons					
Use of recorded stories during French comprehension lessons					
Use of recorded role play as a follow up to brailled materials					
Co-operative learning with sighted peers					
Use of computer assisted technology in teaching French spellings					

APPENDIX II: OBSERVATION SCHEDULE

This schedule was used to physically observe the resources available for teaching and learning French and the methods used in teaching and learning of French language in regular secondary schools in Kenya.

Section A: Background information about the school.

1. Name and address of the school.....
2. Telephone / mobile no.....
3. Email address.....
4. District where the school is located.....
5. Number of visually impaired students taking French.....

Section B: Resources available for teaching and learning French language

The resources were enlisted as per what is observed as tabulated

Item	Resources Used to teach/ learning	Used	Not Used
1.	French Brailled text books		
2.	Braille Machines		
3.	Optic Devices		
4.	Magnifying glasses		
5.	Closed circuit television		
6.	Chalk Board		

Section C: Methods used in teaching and learning of French were enlisted in the table as observed

The methods used in teaching and learning French were enlisted in the table below as observed

Item	Teaching/ learning method	Available	Not Available
1.	Questionnaire answer- technique		
2.	Listening/ auditory/ hearing skills		
3.	Lecture method		
4.	Explanation/		
5.	Brailing/ writing		
6.	Reading/ tactile methods		

The researcher observed and commented on the following

1. The method of question technique used
2. Listening and lecture method used
3. Brailing/ writing method used
4. Reading/ tactile method used

**APPENDIX III: FOCUS GROUP DISCUSSION FOR LEARNERS WITH VISUAL
IMPAIRMENT**

A FGD was held with visually impaired students in sample schools to cover the following research questions:

1. What motivates you to study French?
.....
.....
.....
2. What are the environmental determinants of enrolment of learners with visual impairments in French classes; in terms of peer support.
.....
.....
3. What resources are available in school for you to learn French language?
.....
.....
.....
4. What resources would you like to be put in place for teaching and learning of French language?
.....
.....
.....
5. What methods do you like used in teaching and learning of French language?
.....
.....
.....

APPENDIX IV: PRINCIPAL’S INTERVIEW SCHEDULE

1. What motivates learners with visual impairment to study French?

.....
.....

2. What are the environmental determinants of enrolment of learners of French in French classes

i. Attitudinal

.....
.....

ii. Curriculum

.....
.....

iii. Peer support

.....
.....

3. What resources have you put in place for teaching/ learning of French language in this regular program?

.....
.....

4. What resources do you really expect to have for effective teaching and learning of French language

.....
.....

5. What methods do teachers use in teaching French

.....
.....

Map of Study Area



Figure 2: Map of Study Area

Key



Indicates the counties where the study was carried out