THE ROLE OF TRANSLATION IN THE TEACHING AND LEARNING OF FRENCH AS A FOREIGN LANGUAGE: A CASE STUDY OF SELECTED HIGH SCHOOLS IN KENYA

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DECLARATION

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

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DEDICATION

This dissertation is dedicated to members of my precious family. My loving husband Chrispinus Barasa who has been extremely supportive and really understanding when I have had to devote all my days and nights to serious studies. My daughter Ellah Lucy Barasa for enduring long hours without seeing mum and to the latest arrival in the family, Elsie Dorcas Barasa. My mother Dorcas Mutsotso for her ardent prayers as well as encouraging me to enroll and focus on finishing my studies. My nanny, Susan Barasa for her support and cooperation.

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ABSTRACT

The use of L1 in L2 acquisition is highly discouraged by teacher trainers in institutions of higher learning such as universities and tertiary colleges. In most education systems, the syllabus for foreign languages highlights competence indicators to be the following skills of language: Listening skills, reading skills, speaking skills and writing skills. However, never has 'translating' been seen as a technique that can be used to enhance the four skills. This study therefore sought to investigate if the use of code-switching/mixing in teaching of French improves learners' class participation as well as their performance in a language task. The study also evaluates translation exercises that can be useful in the teaching of French. To conduct the study, a mixed methods research design approach was employed. Questionnaires and interviews were used to collect data which was analyzed using both SPSS and thematic analysis. Key ethical considerations were followed in order to enhance the privacy, confidentiality and anonymity of the study participants. The findings of the study established that code-switching/mixing is important in improving learner participation within the classroom context. Secondly, the findings established that translation exercises had a major impact on learners' performance in a language task. Lastly, the findings also recommended different translation approaches that were found to be useful in the classroom set up. These included: the use of movies, reading passages, simulation or role playing and a learner centered approach where the learners engaged in the translation activities by themselves. Some recommendations and limitations were suggested at the end in order to enhance the teaching and learning of French.

OPERATIONAL DEFINITIONS

Translation-The expression of a message in a language other than the one in which it was originally formulated.

Foreign language-A language originally from another country that is not commonly spoken in a person's native country.

Pedagogical translation-The use of translation into the student's language in a classroom as a means to facilitate foreign language learning.

Attitude-Feeling about something

Scaffolding-Temporary structure on the outside of a building used by workmen while building, repairing or cleaning the building

Modern languages-Languages spoken at the present time especially European languages such as French, German and Spanish.

Direct natural method/Immersion-An approach that entails refraining from use of learners' native language and use of target language only.

Communicative method-An approach founded on the notion that successful language learning is illustrated by the ability to communicate in an actual situation.

LIST OF ABBREVIATIONS AND ACRONYMS

ALM   Audio-lingual Method

BALLI   Beliefs About Language Learning Inventory

CEFR   Common European Framework of Reference for Languages

FL   Foreign Language

FLT   Foreign Language Teaching

L1   Language 1/First language

L2   Language 2/Second language

ST   Source Text

TILT   Translation in Language Teaching

TL   Target Language

TLD   Teacher Led Discourse

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The use of L1 in L2 acquisition is highly discouraged by teacher trainers in universities and colleges. However, translation persistently finds itself in the classroom via various classroom activities through which the teacher engages the learners. These activities include discussions on magazine and newspaper texts, literary texts and subtitling in movies among others. In reality, reading, speaking, writing and listening are skills that are practiced and acquired efficiently by learners with the help of translation as a pedagogical tool. We also find translation to be the best technique in explaining abstract concepts such as 'wisdom' and 'foolishness', whose ideal pictorial representation might be difficult to get. This is because abstract concepts such as 'wisdom' and 'foolishness 'cannot be drawn on the board or on paper, so in order to hasten the foreign language instruction process, a teacher finds it easier to give a word with an equivalent meaning in a language that the learner understands best.

This research was prompted by personal experiences as teachers of French in Kenya which on many occasions propelled teachers to use translation in the classroom setting so as to facilitate the teaching and learning process. During undergraduate studies, the use of L1 in the classroom while teaching a foreign language is highly discouraged since it is taken to be a poor method of language instruction. However, in practice, we realize that translation is not a skill that is totally undesirable in a foreign language classroom.

According to some studies the outlook of learners over teaching techniques play a pivotal role in L2 learning. Whenever a certain activity is considered by a learner to be of little or no benefit at all, the learner will not be inspired to learn thus making the activity to be of very little or no value to him.

A lot of studies have been done on employing translation as an English language instruction technique to native speakers of German, Arabic, Chinese Spanish and French in the European Union countries as well as the Arab world. However not much research has been done on the role of translation as a pedagogical tool in teaching French as a foreign language in the African and Kenyan classrooms in particular. This study investigates if the use of code -switching and code-mixing in teaching of French improves high school learners' class participation as well as their performance in a language task. The study also evaluates translation exercises that may be useful in the teaching of French in Kenyan high schools.

1.1.1 Background to Pedagogical Translation

Translation plays a very significant role in an increasingly globalized world. As a result of globalization, translation takes center- stage in enabling communication in our societies. It is clearly known that without translation the spread of culture would be difficult and the information available presently would be very shallow. Therefore, if translation exists in such a high volume in our societies, it seems proper to encourage translation as a teaching tool in the foreign language classroom. The term 'pedagogical translation' arises when translation begins to be part of language teaching and learning. Pedagogical translation refers to an extra resource in the course of learning a language. In pedagogical translation the acquisition and improvement of the language itself matter

more than the message. Gierden (2003) states that unlike professional translation, pedagogical translation emphasizes linguistic equivalence more than the aesthetic value of a text.

Translation is a multifaceted exercise in the sense that it encompasses cultural, linguistic, cognitive and communicative aspects which are all closely entangled with the learning of a foreign language, hence translation becomes a vital, inevitable occurrence that happens naturally in foreign language acquisition. According to Schäffner (2002:1) there exists «indication that the number of people who appreciate the complicated nature of translation as an intellectual as well as social phenomenon which cannot be fully explained by referring to ideas that are solely derived from (structural) linguistics is increasing». Translation enables people to interact without barriers in the entire world by facilitating smooth flow of communication between diverse speech communities. Translation is an exercise that entails the use of language since information in one language is changed into another language by being faithful to both the target text (TT) language and the source language (SL) rules.

Translation is an occurrence that is cultural in nature since it links and reconciles two cultures thereby narrowing the gap between them. Translation is a natural intellectual activity that is beyond control. Whenever most learners come across expressions or words in a foreign language, they will ordinarily rely on translation in order to decode the meaning. According to this study students ought to be taught on the productive way of employing translation instead of being forced not to use it at all. Translation is a complex mental process that happens unconsciously in a manner that it cannot be evaded. It entails transferring meaning that embeds both cultural and linguistic aspects from one language

into another. In foreign language classes translation serves to improve and enhance listening, reading, writing and speaking skills (Leonardi 2010). Leonardi (2010, 81f.) asserts that: If translation is well used in the FL teaching-learning process, then it can demonstrate that it encourages communication and also pays attention to other aspects of language apart from accuracy. Problems of meaning, culture and linguistic aspects are among the many concerns that translation addresses. Moreover, it enables learners boost their ability to solve problems analytically and to critic issues, skills that are essential in day to day interactions. Therefore, bilingualism can be fostered if pedagogical translation is applied as a skill together with the four other skills of language so that it can back them up and compliment them in the FL class.

Klaudy (2003) distinguishes the two types of translation which she calls pedagogical and real translation. A comparable distinction is made by Gile (1995) between school translation and professional translation. The two types of translation vary on three accounts: the role, the object and the target audience. In classroom translation, translated texts assist as a tool for refining the learner's competence in a language whereas in real translation they do not serve as a tool but as the target product of the translation process. Pedagogical translation aims at informing about the learner's degree of foreign language competence while real translation aims at giving information about the reality contained in the source text. The target audience for pedagogical translation is the foreign language teacher or examiner wanting information about the learner's language proficiency while in real translation the target audience is the target language reader wanting some information about reality. This study focuses on pedagogical translation and not professional translation.

The term 'translation' is predominantly taken here as tackling of written or spoken texts in two languages in the classroom context. This includes:

- Simultaneous translation/interpretation where the teacher translates what is said from one language into another.

- Communicative translation and dialogue interpreting by learners. (A form of mediation).

- Using films and movies with subtitles as well as authentic texts and passages

In this context, the concept of 'paired texts' carries a general meaning, without constraints in terms of grammar or meaning i.e. What matters is that the texts seem to have been paired. This entails situations where a student makes an effort to give his general understanding of a statement in the second language.

In this study, the term 'translation' covers both spoken and written texts although it is mostly defined both in professional practice and in the domain of translation studies as translation referring to the written purely and interpretation referring to the spoken purely. Our focus is on the two main ways of applying translation in the classroom: whenever students' comprehension is facilitated by the language instructor using translation (i.e. as a modest form of scaffolding that will be detached as the learning process advances), and whenever learners practice translation as an approach for language use(i.e. as a classroom activity in language learning, as a means or a result of acquiring other language skills).

1.1.2 Prohibiting Translation from Foreign Language Classes

Certainly, translation is an activity that occurs naturally and cannot be abolished completely from foreign language classes due to its persistence. Translation has often been used in the school setting despite it being abolished and condemned from foreign language classrooms. The development of Translation Studies in the scholarly circles and the introduction of Direct Teaching Method led to minimizing the use of translation in teaching foreign languages, though on no occasion has it been totally abolished. Pedagogical translation was mainly being associated with Grammar Translation teaching technique that seemed archaic which resulted into hesitancy in employing it during foreign language lessons. (Leonardi 2010). The motive behind the establishment of pedagogical translation initially was to teach Greek and Latin languages while paying more attention to writing skills. Grammar Translation technique consisted of an infinite number of new words in both languages as well as isolated sentences that were to be translated out of context. Moreover, L1 was used in the teaching of grammar thereby causing less exposure to L2. In other words, this technique didn't add much value to oral skills. However, pedagogical translation embraces written skills as well as oral skills and translation exercises are executed in either of the two languages or even both concurrently as dictated by the objectives of teaching.

The argument behind this study is that the main agenda for translation and for teaching a foreign language is to facilitate communication among speakers of different languages, thus translation should not be isolated from foreign language teaching. This therefore implies that translation is an efficient and valuable instrument in foreign language instruction since it enhances a learner's ability to communicate and also reinforces the

four language skills which are: reading, speaking, writing and listening skills. The language skills stated by the Common European Framework of Reference for Languages (CEFR) also clearly demonstrate that the role of translation in the teaching and learning of a foreign language is not appreciated. The CEFR offers a common framework upon which skills required to attain various levels of language competence can be described. The framework is used by language teachers, curriculum developers as well as agencies dealing with language development.

1.2 Statement of the Problem

In most education systems, the syllabus for foreign languages highlights competence indicators to be the four skills of language which entail: reading, listening,speaking and writing. However, at no point has 'translating' been seen as a technique that can be used to enhance the four skills. Some research has been done on the use of translation in teaching English, Japanese, French and German as foreign languages in European and Arabic countries, but none has been done on the role of translation in teaching and learning of French as a foreign language in Africa and Kenya in particular. The syllabus for French language instruction in Kenya, similar to most countries in the world, does not recognize the role of translation. In fact the use of L1 in L2 acquisition is highly discouraged by teacher trainers in universities and colleges. However, translation persistently finds itself in the classroom via various classroom activities through which the teacher engages the learners. The use of pedagogical translation is branded erroneous and thus highly discouraged by teacher trainers. However, both teachers and learners still employ it at classroom level. This study investigates if the use of code-switching/mixing in teaching of French improves high school learners' class participation as well as their

performance in a language task. The study also evaluates translation exercises that can be useful in the teaching of French in Kenyan high schools and recommends them. The study will contribute to the development of Kenya's foreign language teaching curriculum and will also help us to understand the theoretical frameworks in translation and foreign language teaching.

1.3 Objectives of the Study

i. To investigate if the use of code-switching/mixing in the teaching of French improves learners' class participation.

ii. To interrogate if the use of translation in the teaching of French improves learners' performance in a language task.

iii. To evaluate translation exercises that can be useful in the teaching of French and recommend them.

1.4 Research Questions

i. Does the use of code-switching/mixing in the teaching of French improve learners' class participation?

ii. Does the use of translation in the teaching of French improve learners' performance in a language task?

iii. Which translation exercises can be useful in the teaching of French?

1.5 Justification of the Study

The study on the role of translation in the teaching and learning of French as a foreign language can be justified from the academic perspective. This is because for many years translation has been taken as a poor teaching technique. Many education systems do not

recognize the role of translation in foreign language teaching and learning yet translation still finds its way in the classroom as a teaching-learning technique.

A lot of studies have been done on the use of translation as a pedagogical tool in teaching English as a foreign language to native speakers of German, Arabic, Chinese Spanish and French in the European Union countries as well as the Arab world. However not much research has been done on how translation can be employed as a tool in the instruction of French as a foreign language in the African and Kenyan classrooms in particular. This study therefore investigates if the use of code-switching/mixing in teaching of French improves high school learners' class participation as well as their performance in a language task. The study also evaluates translation exercises that can be useful in the teaching of French in Kenyan high schools and recommends them. The study will contribute to the development of Kenya's foreign language teaching curriculum and will also help us to understand the theoretical frameworks in translation and foreign language teaching.

1.6 Scope and Limitation

This study focuses on pedagogical translation and not professional translation. The scope addresses the role of translation as a tool for teaching and learning French as a foreign language. The study focuses mainly on teachers and learners of French at Alliance High School and Alliance Girls High School. This is because both Alliance High School and Alliance Girls High School are national schools which have learners of the same academic ability as well as similar entry behavior. The study is restricted to the two schools because they are located in a more or less similar environment which is Kiambu County and they also have adequate resources for the teaching and learning of French as

a foreign language. A total of 50 students were drawn from form two, three and four. Form one students were left out since it is considered that they have not learnt enough content to enable them to be included in the sample. 6 teachers of French were also included in the sample.

1.7 Theoretical Framework

This study is guided by the Schema Learning Theory. A schema (plural schemata) is a mental structure which springs from all the actual experiences we have had (Nuttall 1982:7). Schema Theory was first proposed by the psychologist Bartlett (1932) who observed that when people were requested to give a recap of a story from memory, they often filled in details which were not included in the original but were related to what they already knew based on their cultural background. The Schema Learning Theory has key features which include: The mental structures (schemata) built by people enables them to comprehend the world; schemata is used by people to consolidate the knowledge they possess presently and create a foundation for future knowledge, that since schemata are an effective tool for understanding the world, the use of schemata makes the automatic processing an easy task. When learners build schemata and link ideas, learning is facilitated in the best way possible and is optimally made more meaningful. Schema Theory holds that previous knowledge is essential and is a requirement for the understanding of new information. The concept of schema has been considered for both instruction and assessment in language learning. Kant (1781) claimed that new information, concepts and ideas can only have meaning when they can be related to something already known. The schema theory is useful in this study since it applies very well in a context where a teacher of French as a foreign language is confronted with a

situation where he needs to explain an abstract concept or a concept that is foreign to the learners. The teacher will find it easier to give a translation of the concept at hand in the learner's first language thus relating the foreign concept (new knowledge) to the learners' previous experience (schemata).

1.8 Literature Review

1.8.1 Introduction

Should FL teachers use or avoid translation in a language lesson? This seems to be one of the greatest FL teachers' dilemmas. The subject of acquiring a new language with the help of translation has raised opposing and supporting ideas. Some scholars believe that the use of L1 can be very useful in learning L2. This is because they think that using L1 will facilitate the process for teachers and students in dealing with the new language. However, other scholars think that translation is a dangerous activity since L1 will inhibit learners from learning the new language in an efficient way. For the better part of the 19th and 20th centuries, teachers were discouraged from using translation in foreign language classrooms. However, translation has displayed a significant resilience. Language teachers tend to regard translation as an effective method in certain circumstances despite the negative views about its use in the foreign language classroom.

1.8.2 Historical Debates on Pedagogical Translation

Several scholars such as Zabalbeascoa (1990), Pan and Pan (2012), Duff (1989) and Mackey (1953) argued against the importance of translation as a tool in foreign language acquisition. Recent studies however, show that, far from being useless, translation can be of great assistance to foreign language learning. According to Kupske (2015), anti-translation arguments in FLT were originally raised in the nineteenth century and were

largely echoed in the 1960s and 1970s by those who believed in the direct natural or communicative methods of language instruction. They were opposing the so-called 'grammar translation' method which had been developed as a way of teaching modern languages in Prussian secondary schools at the end of the 18ᵗʰ century, and also of teaching Latin and Greek in grammar schools (Kupske 2015, p51-65).

There exists several opinions that do not support translation as a technique for teaching L2 could be summarized as follows: Mackey (1953-55/1967, p34) discourages pedagogical translation in his paper about learning English as a foreign language. He says that translation may make a learner to be mentally confused since the can mix the structural rules of his native language with those of English structures that he is attempting to check. Duff (1989, p6) notes that translation is a mind-numbing and unexciting task and can be particularly frustrating and de-motivating for students. That translation is an artificial exercise in which the main emphasis is on reading and writing and does not encourage students to practice oral skills (Zabalbeascoa, 1990,p.76). According to Pan and Pan (2012, p4), translation encourages learners to see the L2 through the lenses of L1 thus resulting into interference between the two languages involved.

 A number of other scholars such as Lavault (1985), Titford (1985), Ross (2000), Cook (2010) and Stibbard (1998) argued in favor of translation. In a study published in 1985, Lavault showed how language teachers in French secondary schools habitually resorted to translation in the classroom to varying degrees, even where this process was discouraged by official rules. Even those teachers who stuck to the communicative method found that, in practice, translation was in certain occasions the most efficient way

of helping learners grasp a grammatical concept or a lexical item (Lavault 1985, p24-25). Titford (1985, p78) asserts that research has demonstrated that in fact, learners of a foreign language do refer to their mother tongue to facilitate the process of acquisition of L2, in other words, they "translate silently" (Titford 1985, p78). Titford views translation as a problem-solving technique and a bridge that enables learners to link a word to a meaning in their own language to a word and a meaning in the foreign language. Stibbard (1998, p9) voices the opinion that since translation is a universally beneficial activity, even in monolingual societies, it is a skill whose development should also be assimilated in a teaching program alongside the other four skills. As a matter of fact, translation is sometimes considered the fifth skill together with the four other skills, and therefore, it can be a valuable tool to develop and improve communicative competence (Ross 2000, p 61). Besides as Cook (2010, p20) puts it, "Being able to translate is a key component of bilingual communicative competence".

Gatenby (1948/1967:66) states that one reason why translation is not expected to give good results when used in a foreign language class, is the fact that it does not provide conditions for speech to be acquired in a natural manner. Gatenby claims that no translation is involved in the learning of a second language even in the case of bilingual children, a statement that a number of foreign language students would perhaps question. He questions why two languages should be used concurrently when the time assigned for learning is limited. He finds translation to be an unreliable and laborious process which convinces the instructor and learner that the task is well accomplished yet it is all in vain. Translation may relate a word to sense, but it is not a good teaching method. Therefore,

translation encourages the culture of wasting time and of constantly connecting L2 to L1, whereas in real sense it hampers full understanding (1948/1967:69-70).

Other scholars such as Shiyab and Abdullateef (2001:7) explain that "translation can be like medicine, which when administered in the correct dose and manner, has a curative effect, and otherwise, when used imprudently, it can also prove to be harmful". In other words, translation should be used judiciously and should be integrated into language teaching at the correct time and with the correct students.

As Newmark (1991:50) points out, "the place of translation in Foreign Language Teaching will always depend on the significance that the learner and the teacher give to the native language in the learning process". In this process both teachers and learners are involved. The ability to learn differs from one learner to another, and can be dictated by various factors. Learners might be more or less motivated to learn, their needs to learn the language can develop a certain degree of interest and their individual circumstances, such as environment or first language may also influence them. Much as the process of learning is a learner's obligation, teachers also play a crucial role by finding the suitable technique that will address the learner's needs. Each teacher uses different strategies depending on the learner's needs and their preferences when teaching. In Leonardi's words, translation is at the same time "a deliberate teaching choice for teachers and a naturally occurring activity for students" (2011:18).

Lavault (1985), Titford (1985), Ross (2000), Cook (2010) and Stibbard (1998) only focused on the pedagogical importance of translation and went as far as prescribing exercises that can make translation to be more efficient in the classroom. None of them

has done an indepth investigation of the attitude of teachers and learners towards pedagogical translation. The studies done by most scholars such as Lavault (1985), Titford (1985), Ross (2000), Cook (2010) and Stibbard (1998) focused on the use of translation in teaching English as a foreign language but minimal study has been done on the effectiveness of translation in teaching French as a foreign language.

1.8.3 Studies on Teacher-Learner Attitudes towards Translation

Scholars have focused on learners' and teachers' beliefs and attitudes concerning the use and utility of translation since 1980s. A number of scholars such as Horwitz (1988), Kern (1994), Prince (1996), Kabayoshi & Rinnert (1992), Wen and Johnson (1997), Liao (2006), Carreres (2006), Bruen and Kelly (2014) have mentioned about the teacher-learner attitudes and beliefs about the use of translation in teaching a foreign language.

According to Horwitz (1988) most of the students of Spanish and German languages felt that translation was a vital technique in foreign language learning, while 15% of students of French expressed a similar feeling. The Language Learning Beliefs Inventory (BALLI) established by Horwitz has been employed on numerous sets of learners globally, thus qualifying it as a possible basis of comparative data. 20 years after developing the BALLI inventory, Horwitz notes that 'all studies on belief have found disparities amongst students' (2008:4). The variation is hinged on the beliefs that are transferred to a certain set of learners by parents, teachers or overall attitudes present in the society. However, his subjects were mainly foreign language students at the University of Texas. Horwitz's paper mainly addressed the extent of certain beliefs among students and their consequences on language learning and teaching.

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Some studies have revealed both negative as well as positive sentiments. Kern (1994) found that students translated mentally, but both teachers and students considered translation to be a 'crutch'-a derogatory word for what was later called 'scaffolding'. However, the aim of his study was to consider the multidimensional role that mental translation plays in L2 reading and to suggest that translation is not always an unattractive habit to be discouraged at all costs but, rather, a vital developmental aspect of L2 processes. He conducted his research on students at the University of California, Berkley.

Prince (1996) stated that in vocabulary grasping translation was more efficient in comparison to   context- learning, but that translation was viewed more favorably by the students than by instructors in his research on the role of context versus translation as a function of proficiency in second language vocabulary learning. But, his subjects were 48 students enrolled at the Pharmacy Faculty of the University of Montpellier who were studying English as a foreign language.

Kobayashi and Rinnert (1992), apart from finding out that learners translate mentally while writing compositions, they also stated that a number students whose language proficiency level is higher preferred direct composition over formal translation. Therefore, students of Japanese language who were at a more advanced level employed the translation technique much as they personally thought it was unacceptable. However, their aim was to examine the differences between texts resulting from two writing processes, one in Japanese then translated to English and the other written directly in English. They conducted their research on 48 Japanese students and found out that lower level students benefitted more from the use of translation as compared to their higher

level counterparts. Their study laid emphasis on the effects of L1 on L2 written texts if translation is employed as a technique.

In the same vein, Wen and Johnson (1997) discovered that lower level students of Chinese language preferred the use of translation more than students at an advanced level. They conducted their study in 5 tertiary institutions in Nanjing and Shanghai China. But their research concentrated on students' English proficiency and they found out that some variables such as gender, tolerating ambiguity and mother tongue evasion strategies had a major impact on the students' English proficiency.

Liao (2006) claims that learners 'most learners consider translation as a technique that facilitates their acquisition of skills such as reading, speaking, writing, vocabulary, phrases, idioms and expressions in the English language' in his study which aimed at exploring the role of translation in Taiwanese college students' English learning, particularly in their learning beliefs and learning strategies about using translation to learn English.

Carreres (2006) did a research on thirty-one students of Spanish language at the Cambridge University. All the Spanish language students thought that modern language undergraduate students should be taught translation. As an answer to the question, 'Is translation from English into the second language essential in foreign language ?' the average score was 4.6 as rated using the scale of 0 to 5. (Carreres, 2006:8). 54% of the learners viewed translation as a very efficient technique compared to others although it was not evenly common among them. However, the aim of his study was to highlight the benefits and shortcomings of using translation as a pedagogical tool.

Bruen and Kelly (2014)conducted a research on attitudes of 12 lecturers at the Dublin City University in Ireland towards the use of TILT. Seven of the lecturers had a positive attitude towards the use of translation in language classrooms citing its usefulness as a vocabulary building exercise, as well as a pedagogical tool in highlighting gaps in learners' knowledge, especially in regard to vocabulary. However, their papers were centered on university language lecturers and not high school teachers.

On the contrary, Ulanoff and Pucci (1993) for instance employed simultaneous translation that entails the instructor translating all the utterances word for word in a language class of 60 primary school students. They realized that learners' attention shifted from their weaker language, thereby making translation to be distracting them from attaining the 'four core skills in language'. This is true in circumstances where the response is constantly given in the first language, then students would wonder why they should waste time working with L2? Complete and immediate translation of this nature is bound to affect second language instruction negatively. Yet there are certainly various ways of using L1 in the L2 class.

Ferreira Gasper (2009:173) gives an account of several studies done the practice and teaching of translation skills in regular English Foreign Language classes at the level of secondary school '. She utilizes texts from common news and science magazine with a view of stimulating conversations of interesting topics to her pupils, as well as a series of children literature as the foundation for an activity in which the learners imagine that they are to be involved in the conversation. Her conclusion is that 'Learners appreciated the exercise so much and were enthusiastic to participate in the discussion' (2009:178).

Tikimoto and Hashimoto (2010) give an account on classes of translation from Japanese to English which had ten students, who practiced translation and interpretation exercises with an intention of encouraging 'intercultural as well as inter cultural language acquisition'. The same author (2011) reports that the outcome of translation and interpretation exercises comprise of relevance to actual life and persistent relations, which directly promotes the process of learning.

Kose (2011) in a study where varying translation exercises were given to a group of 40 and another 35 undergraduate students for 10 weeks. Those that had been instructed to focus on translation of content (contextualized exercises) had scored considerably better in language skills than the group that had been instructed to focus on the translation of form'(almost similar to simultaneous translation of individual sentences). Findings of other studies indicate that when translation is combined with other particular skills, such as writing it becomes more useful. For example, Friedlander (1990) found that planning in L1 correlates better with L2 essay about L1 topics and vice versa. This implies that, the type of topics at hand influence the language used by someone while reasoning about a text more than how competent one is in the language in question.

Prince (1996:478) established that translating was better than context learning in learning of new vocabulary, but less proficient students were not capable of 'transferring their knowledge into L2 frameworks'. On the contrary, it has been observed by some researchers such as Whalen and Menard (1955), Cohen and Brooks-Carson(2001), Wen and Wang (2002), Wolfersberger (2003); Elsherif (2012) that literal translation is a writing tactic that is often practiced by elementary learners of a second language although it leads speakers who are more proficient in L2 into thinking entirely in L2.

Whichever number of researches done can demonstrate that translating word for word is a survival tactic for first time learners of a foreign language. However, it is wrong to conclude that the existence of L1, and thus translation, is destructive to the teaching and learning of a second language. This argument consists of double fallacies:

1. Assuming that literal translation is equivalent to all translation is not correct. There are more dynamic, intricate methods of translation that go along with the progress of students.

2. The apparent fact that learners with a higher level of proficiency need less use of the first language does not necessary imply that the exclusion of L1and thus exclusion of translation makes them more advanced.

It is clear therefore that findings of the various research projects are determined by the type of translation used, the different connected assumptions in relation to learners' capabilities at specific stages, as well as the variables that are supposed to gauge success.

Källvist (2008, 2013), discusses about the existence of translation in second language classes. Källvist (2008) gave form-focused activities two sets of Swedish advanced students of English for over thirteen weeks. Each group was to concentrate on grammar as its point of learning. However, one group was to translate sentences or parts of sentences, while the other group was requested to fill in the gaps or change the sentences that had already been translated by the previous group. The core objective of the study was to note the similarity and dissimilarity between the performance of the two sets of students when translating from Swedish language into English and when writing directly in English. The outcome was that in the multiple choice assessment no big difference in terms of accuracy was noted between the two sets of learners. The performance of the

non-translation group in rewriting the tasks superseded that of the translation group whereas the translation group performed better in the translation task.

Källvist (2003)researches on the use of language to deliberate on language during a language lesson, see Becker (1991), especially in situations where the first language (L1) is used to help teach 'complex structures 'which even higher–level users of L2 still make mistakes regardless how long they have taken in the language classroom (Becker, 2013:219) In a certain study where 19 classes were recorded,11 of which translation exercises were employed, illustrated that in the course of the entire discussion after finishing the exercise, languaging stimulated by the translation activity was different that languaging stimulated by other classroom exercices, especially in relation to: (a)learner self-driven participation in TLD (Teacher led discourse), (b) degree of attention on the challenging morphosyntactic structures in L2, and (c) the approach of scaffolding used by the teacher (Becker, 2013:219-220)

The proportion of learner-driven languaging chances for translating task superseded that of other control exercises employed (filling in gaps, editing texts and composition writing) and the chances are made up of a lot of linguistic features such as: idiomatic expressions, vocabulary, morphosyntax apart from the features emphasized, use of prepositions, standard rules of writing ,spelling as well as use of capital letters. Seemingly, working with the two languages concurrently promotes a more keen scrutiny of the second language since it highlights how it differs from the first language.

This particularly stands out in view of the fact that people who oppose the use of pedagogical translation often argue from a point of fear that the existence of the native language in language classrooms is likely to hinder learners from concentrating on the new language. However, Källvist 's findings report the reverse. It appears that the use of translation offers a motivation to draw from a bigger pool of knowledge rather than L2 only, that is, the 'multicompetence' (Cook, 2007) people who know several languages possess. The fact that translation exercises are more time-consuming is true due to the need to convert full sentences into L2 (Källvist, 2013:229), and that the process of using the two languages that happens during translation is less intensive, unless if the texts used 'are full of complex vocabulary or expressions '(Källvist, 2013:230). Källvist, also notes that Sewell's (2004) discussion of the fun which students of language have while carrying out translation exercises, also strengthens her own findings. She further cites Danan (2010:454) whose conclusion is 'translation is certainly an important communicative exercise which is capable of boosting the process of acquiring a second language '.

A lot of linguists and language practitioners tend to appreciate the significance of employing translation while teaching a foreign currently. According to Schäffner (1998, 125), for example, translation together with exercises related to it could be of great value to foreign language learning: a) to improve verbal agility; b) to increase learners' terminology in L2; c) to improve learners' style; d) to develop their understanding of how languages operate; e) to merge L2 structures for dynamic use; f) to monitor and improve the command of L2.

The studies done by most of the scholars focused on how translation is used the instruction of English, Japanese, Chinese, German and spanish as foreign languages in Europe and Arabic countries but no study has been done on the effectiveness of translation in teaching French as a foreign language in Africa and Kenya in particular.

To bring out the insights in the scenario created by the studies done before, it is important to establish the role of translation as a tool for teaching French in Kenyan high schools by assessing the views of teachers and learners towards translation as a teaching technique. This study therefore investigates if the use of code-switching and code-mixing in teaching of French improves high school learners' class participation as well as their performance in a language task. The study also evaluates translation exercises that can be useful in the teaching of French in Kenyan high schools and recommends them.

1.9 Methodology

1.9.1 Research Design

A mixed research approach was used through a case study design and specifically a multiple case design that entailed examining the role of translation in teaching French as a foreign language at Alliance High School and Alliance Girls High School, Kiambu County. The study investigates the selected cases to get a clear understanding of whether the use of code-switching and code- mixing improves learners' class participation as well as their performance in a language task. The study also recommends translation exercises that can be useful in the teaching of French.

1.9.2 Data Collection Methods

The secondary sources of data consisted general literature on the subject of pedagogical translation. This includes books, published articles in newspapers, policy documents, reports, academic journals and magazines. The internet sources were also relied on for current information.

The primary sources of data in this study included interviews with teachers and learners at both Alliance High School and Alliance Girls High School. Questionnaires containing both open- ended and closed- ended questions were the data collection instruments employed in this study. The questions varied slightly between the respondents depending on the information required. The questionnaires were self-administered. Written texts were also used as data collection instruments in this study.

1.9.3 Target Population & Sampling Technique

The sample for the study was drawn from a target population of both male and female teachers and learners of French as a foreign language at Alliance High School and Alliance Girls High School in Kiambu County, Kenya. This is because both Alliance High School and Alliance Girls High School are national schools which have learners of the same academic ability as well as similar entry behavior. The study is restricted to the two schools because they are located in a more or less similar environment which is Kiambu County and they also have adequate resources for the teaching and learning of French as a foreign language. The sample consists of 6 teachers and 50 learners of French as a foreign language. The sample also includes students from form two, three and four. Form one students were left out since it was considered that they had not learnt enough content to enable them to be included in the sample. All the learners included in the

sample started learning French in their first year of secondary school. They started learning with no prior knowledge of French and therefore this qualifies French to be a foreign language to them. Both learners and teachers were given questionnaires to fill and were also subjected to an oral interview. The sample was purposively selected based on ease of acquiring information. This is because purposive sampling entails getting subjects who have the required information on the topic of the role of translation in French language teaching and learning and these include teachers and learners of French in Kenyan High Schools.

The researcher also used stratified random sampling technique giving all the elements or persons in the target population equal opportunity of being included in the sample. Additionally, when calculating the sample size, the researcher was guided by the principles of representativeness and accuracy. The objective of the design in this research is to cover the target population sufficiently, taking into account the limited resources.

1.9.4 Data Analysis

Data was analyzed using both qualitative and quantitative analysis techniques. Quantitative data was analyzed by Statistical Package for Social Sciences (SPSS). The analyzed quantitative data is presented in tables, graphs and charts. Part of the qualitative data was categorized into similar groups after which the groups ware coded and keyed in as quantitative data and analyzed as quantitative data. However, the qualitative data collected in a narrative form was used to explain the quantitative values which are generated from the quantitative analysis.

1.9.5 Ethical Issues

The researcher observed the principle of voluntary participation such that respondents were not be coerced to give information. The researcher also respected cultural sensitivity since the respondents were from diverse cultural backgrounds. The information gathered was kept confidential and research permits and authorization were obtained from relevant authorities before embarking on the research.

CHAPTER TWO: TEACHING FOREIGN LANGUAGES AND TRANSLATION

2.1 Introduction

This chapter gives a detailed insight on what foreign language teaching and learning entails. In this chapter different approaches and techniques for foreign language teaching and learning are discussed at length with a view of giving a clear picture of the milestones made in the teaching and learning of foreign languages. The foreign language teaching techniques discussed include: The Audio-lingual Approach, The Structuralists Approach and The Communicative Approach. The relationship between translation and foreign language teaching as well as Code-Switching/Mixing has also been discussed in this chapter.

2.2 Foreign Language Teaching and Learning

Foreign language learning and teaching denotes a situation where a language that does not belong to an individual is taught or learnt away from the setting where it is often spoken. A second language differs from a foreign language in the sense that a second language exists within a learner's community. In the research domain, the term second language acquisition (SLA) is broad since it encompasses foreign language learning and explores the ability to acquire languages apart from the first language. Studies on foreign language acquisition touch on a number of fields such as: Psychology, linguistics, language pedagogy, education, neurobiology, sociology, and anthropology. New perceptions about successful language learning approaches geared towards enhancing language achievement and proficiency have been provided thanks to a lot of studies on learning and teaching inventions.

If learners only interact with a certain language in the classroom that is not spoken amongst members of their community, then the language is taken to be foreign. Learning of a foreign language promotes efficient communication of an individual and enables the individual to contribute comfortably in relevant contexts of a given culture. Foreign language learning gives people an insight into other people's opinions and enables them to see how issues are intertwined while boosting their understanding of other cultures. In order to strengthen interrelationships among people and foster a better understanding of an individual's culture a foreign language plays a pivotal role. According to National Standards in Foreign Language Education Project (NSFLEP) (2014), an extra language offers a student a platform to expand linguistic and social awareness and to know what to say depending on the context. Some language scholars define 'acquisition' as the process of learning first and second languages naturally, whereas they reserve 'learning' for the formal learning of second or foreign languages in the classroom setting. The teaching of a contemporary language that is neither a formal language nor a native language of a substantial part of the population is what is referred to as foreign language education.

2.3 Theories of Language Learning

Many scholars have investigated on the learning and teaching of a foreign language hence expanding information on foreign language acquisition among learners. Customarily, foreign languages were learnt through a process where learners were echoing or mimicking what they were taught. Excellent performance in language learning was determined by the value and extent of language and response basing on behaviorist theories of learning and structural linguistics. In the 1950s, the audio-lingual approach (ALM), a technique that relied on simulation and drilling so as to develop language was

the most notable. In the ALM classroom the teacher's had a responsibility to drill learners and play the role of a specialist who was the center of power. Learners were reduced to a level of practicing and mimicking forms to an extent of giving spontaneous answers trusting that the student will automatically get the ability to apply the vocabulary as well as grammatical structure in real-life conversations. It was thought that L1 had a negative impact on the learning of L2 and that errors would occur from transferring information from L1 to L2.

B.F. Skinner's (1957) Verbal Behavior radically transformed the perception about language by arguing that language was an exercise that is guided by rules, not a group of habits. Chomsky argued that stimulus–response psychology cannot give enough explanation about the inventiveness involved in producing new words using internalized guidelines. The trait of creativity in language signifies that the human mind is designed to deeply process meaning instead of just memorizing answers. Chomsky views language acquisition as an innate process of thinking and learning. According to Chomsky, children have been created to acquire language spontaneously and possess an internal capability to find out on their own the fundamental guidelines of a language. The end of structural linguistics, Audio-lingual approach and behaviorist psychology was marked by Chomsky's opinion about language acquisition. Another theory dubbed interactionist came up that explains the significance of the linguistic environment together with the learner's inborn capabilities in learning a language. Unlike the innatist theory, (Chomsky, 1959), the interactionists requested that language be adapted to the student's capability. Long (1985) states that, a language learning task is made graspable by simplifying tasks through applying linguistic and extralinguistic cues, and via altering the interactional

arrangement of the discussion. Long asserts that language users regulate or assign meaning as they relate with others. Assigning of meaning leads to changed and redirected relations which then foster a clear understanding. Long recommended that for efficient language acquisition students should not only take in what they hear but should be actively involved in the discussion.

Behaviorist approach describes methodical features, whereas innatist approach enlightens on the learning of complex grammar. Interactionist approach explains how students link form and meaning in language, their cooperation while talking, and how they apply language correctly. Certain theories view language from a linguistic perspective while others view it from a psychological angle and for Sociocultural Theory, a social approach is taken. The Universal Grammar (UG) and Autonomous Induction theory both view language from a linguistic point of view, that students possess internal knowledge of rules of grammar which cannot just be acquired via simple exposure to a language. They hold that knowledge of a language is preplanned and is not intertwined with experience. It is believed that learning happens through inference from inborn intangible knowledge.

The Associative-Cognitive CREED, Input Process theory, Skill Acquisition theory, Concept-Oriented Approach, Processability theory, and the Interaction Framework are theories that present the psychological approach. Although the mentioned approaches view language from a psychological angle, they are different in the sense that the Associative -Cognitive CREED, Input Processing, Processability, and Concept-Oriented theories take language learning as inherent and take language to be a process that takes place subconsciously. Skill Acquisition theory on the other hand holds that a language is learnt consciously via a process that calls for explicit teaching. Sociocultural Theory

(SCT), which is more common, holds the opinion that language learning is a social activity. Basing on this theory, cultural activities play a key role in foreign language learning. The Sociocultural Theory therefore takes the process of learning to be deliberate and purposeful. Ellis and Larsen- Freeman (2006) claim that learning from experience is a product of "a communicatively rich human social context" (p. 577).

2.4 Foreign Language Teaching Techniques

Teaching methods play a key role in the teaching and learning process. A range of different techniques are employed today in the course of foreign language teaching. Awareness about the different teaching techniques gives instructors a yardstick for their own practice and also enables them to appreciate the milestones in the development of foreign language teaching. Foreign language teaching is dynamic so it keeps changing so as to accommodate new needs and demands in language instruction.

2.4.1 The Traditional or Grammar-Translation Method

This is a technique that was very popular in the nineteenth century and it encompassed the learning of foreign languages by the help Latin and Greek grammars 19th century. Although the Direct Method begun taking over towards the end of the century, the Grammar-Translation Method is not yet extinct.

2.4.1.1 Tenets of Grammar-Translation Technique

The most significant tenets of this technique are the following according to Larsen-Freeman (1986); Richards and Rodgers (1986): 1), Written language overrides spoken so it forms the main point of focus. 2) A learner's language performance is judged by his ability to translate from one language to another and not oral communication. 3) Reading

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and writing are the main language skills. 4) Instructors dictate all the classroom activities that encourage more of teacher-learner relations. 5) Learners have to learn the rules of grammar and apply them in exercises. 6) A sentence forms the fundamental unit in classroom instruction.7) The foreign language is taught in the learner's mother tongue and a comparison is drawn between the two languages.

In the Grammar-Translation Method translation took center-stage and the teaching-learning process often involved being given rules as well as lists of terms translated into the native language. The lesson begins with administration of grammatical guidelines, then a list of terms is administered, then translation exercises mark the end of the lesson. (Stern, 1983: 453).

A classroom session may also involve activities such as: -reading a text, learners look for words carrying opposite and similar meanings in the text; -Designated words from the texts are memorized. The newly acquired terms are used in sentences by learners, learners can also be given a text with gaps that need to be filled and they can also be given a composition to write on a topic of choice.

2.4.1.2 Disadvantages of The Grammar-Translation Teaching Technique

The Grammar-Translation teaching technique met a lot of opposition due to the following disadvantages: 1. It has no justification of the current use of language and rules from ancient scholars are forced down the throats of learners. 2. It emphasizes aspects of grammar as well as lists of terms together with examples which end up yielding descriptions that are incoherent thus confusing the learners. 3. It glorifies word form over sentence structure. In the same vein, it does not offer proper guidelines that help learners

to make sentences that are correct but complex in nature. 4. It blows out of proportion the significance of faults that a learner should circumvent thereby accentuating the mechanical characteristic of language. 5 Translations done are always substandard because they are done literally. 6 Learners are forced to learn too much grammar which then weighs down their memory causing frustration.

2.4.2 The Structuralist Methods

These methods are based on structural linguistics, and take language as "An organization of components whose structures are linked to each other" (Richards & Rodgers, 1986: 49). In this technique grammar ceases to be a set of rules and becomes a list of structures. The process of language learning in this case entails grasping all the components of the language as well as the rules to link them. The main characteristic of this technique is its emphasis on the oral features of language punctuated by occasional written exercises. The main tenets are summarized in the following five concepts quoted in Stern (1983: 158).

> 1. Language is defined as speaking. 2. Native speakers are better placed to define their language and to assign meaning to words in their language 3. There are no similar languages. 4. A language consists of a group of habits. 5. Language instruction entails teaching the language itself and not about it.

2.4.2.1 The Oral Approach

This was the first approach used by structuralists which originated in Britain in the 1920s and 1930s, thanks to Palmer and Hornby. In the 1960s the name of this approach was changed to Situational Approach, since it concentrated more on demonstration and drilling of language situationality. Here learners were presented with sentences of a designated structure that were aimed at encouraging ultimate practice of the speaking skills.

The Oral Approach has the following tenets: a) its syllabus is made up of well-organized sentences patterns, gradually sequenced; b) lexis play a significant role in FLT; c) the instructor is the model, therefore, he crafts the situation and imparts knowledge by asking questions and prompting students to give responses; d) learners are tasked with the responsibility to derive sense from the relevant context, without the help of translations or explanations in the native language; e) Oral exercises such as reading aloud, substitutions and repetitions are used as a channel for learning grammar structure; f) grammar learning is structured in a manner that it is learnt from simple to more complex forms; g) how words are pronounced and the grammatical rules are taken to be crucial, thus learners should desist from making mistakes; h) written skills come second to oral skills: i) course books and graphical materials are of great value.

2.4.3 The Audiolingual Method

The Audiolingual Method resembles the structuralist approach of FLT. Bloomfield (1942) provided a platform for the Army Method, as a way of offering a solution to the shortage of army personnel once America got into World War II. The process of learning principally entailed mimicking and reiteration.

2.4.3.1 Key Tenets of Audiolingualism

1. No difference exists between foreign language learning and other types of learning they are all governed by common rules and laws. 2. Variations in conduct is the evidence of learning taking place and experience is the best teacher. 3. The process of learning a foreign language varies from that of learning the first language. 4. A foreign language is learnt through creation of a habit. 5. L1 intervention often causes errors which ought to be evaded. 6. An accurate speech matters more than grammatical explanations

Teaching units are structured in the follow manner:

Hearing→Speaking→Reading→Writing

A model ALM lesson follows the pattern below (adapted from Richards and Rodgers 1986).

A dialogue with designated aspects of the lesson that should be reiterated and memorized is handed to learners. Articulation and eloquence are focused on by the instructor who then corrects the learners on the spot. The dialogue is then altered to suit students' circumstances. Major aspects to be repeated are carefully chosen. The repetition exercise is executed first as a group then separately. Learners are then allowed to check their course books and do the reading, vocabulary and writing exercises introduced by the dialogue. Students may refer to their textbook and follow-up reading, writing, or vocabulary activities based on the dialogue.

2.4.3.2 Criticisms of Structuralist Methods

1. It gives a half-baked explanation of the grammatical system and fails to offer guidelines that are required in order to create a wide range of sentences. 2. It emphasizes aspects of grammar that are less essential. 3 The relationship between words in a sentence is barely tackled. 4. It fails to avail a reliable framework to the instructor on how to address mistakes that occur. 5. Appropriate information on organized teaching of vocabulary, oral and written comprehension is inhibited because sense is not emphasized. 6. Given that formality and habit-formation form the core of this technique, students as well as teachers tend to modify structures while failing to apply them in real life. 7. It trains instructors to only concentrate on language and ignore the challenges associated

with its process of learning and teaching. 8. Instructors and learners end up lacking an innovative approach towards the study of language.

2.4.4 Communicative Approach or Communicative Language Teaching

The creativity of the Communicative Approach stems from applied linguistics. This approach takes language to be a social activity since it is a channel through which information is passed and it also enhances relationships among people. FLT is aimed at cultivating learners' language proficiency (Hymes, 1972).

2.4.4.1 Characteristics of the Communicative Approach

The theory of language acquisition is not very advanced although it displays a few features: When concepts are imposed on learners then learning advances (Johnson, 1982) and that there is a connection between classroom activities and real life communication. The language employed during classroom activities is geared towards executing tasks that add value. Lastly, instead of practicing linguistic expertise language is geared towards communication.

2.4.4.2 Activities of the Communicative Approach

Communicative approach involves a host of activities such as: Note-taking while listening to a comprehension passage, constructing sentences from drawings, commenting on some photographs, learners interchanging varying pieces of information via questions and answers; when learners settle for different responses it results into negotiation while talking. Here, communicative content overrides grammatical accuracy and mistakes are not handled in the same manner like in previous techniques. This approach encourages the use of authentic materials which exposes learners to natural

language. Some of the activities in this context entail rearranging words in a disorganized sentence thus handling cohesion and coherence among other features of speech. Language games, role-plays and group work are also used a lot.

2.4.4.3 Advantages of Communicative Approach

1. Its linkage of form and function is intricate.2. Texts and conversations are not the only basis for communication. 4. Use of suitable language goes hand in hand with accuracy thus giving room for rectifying mistakes. 5. It's a more fascinating and realistic approach. 6. It caters for all the four language skills. 7. Concepts can be explained or referred to in a student's native language. 8. It improves the level of language proficiency.

2.4.4. 4 Shortcomings of Communicative Approach

a) It lays a lot of emphasis on listening and speaking and neglects writing and reading at a lower level. b) There seems not to be a proper method of choosing the aspects to be taught. d) Some critics find it not to be an ideal technique in teaching a foreign. e) A number of instructors whose native language is not English seem not very comfortable with this approach g) The exercises involved in some occasions do not add value yet the approach advocates for meaningful use of language.

2.5 Translation and Foreign Language Teaching

 Scholars have discussed two major distinct types of translation that ought to be clearly understood in order get a clear picture of the relationship between translation and foreign language teaching. Gile (1995:26) differentiated school translation from professional translation by saying that school translation is more popular than professional translation and that school translation aims at drilling learners to enable them grasp grammatical

structures as well as vocabulary of a foreign language whereas professional translation serves a communicative purpose by facilitating communication among people who speak multiple languages.

Klaudy (2003:133) argues that the basic role of pedagogical translation is to enhance a student's proficiency in a foreign language and to provide information about the language while professional translation serves the purpose of passing information and is based on the reality of the source text. Pedagogical translation targets the target text reader, and the translator in this context plays the role of facilitating the process whereas pedagogical translation targets the instructor, the examiner or the student.

Translation in language teaching and learning seems to be gaining popularity in the recent past. Some linguists actually define it as the "fifth" language skill (Newmark, 1991:62; Ross, 2000:6; Pym & Malmkjaer et al., 2012:3). For Ross (2000), translation can be used as a useful back-up tool within a communicative approach. According to the pro-Translation scholars, translation can play a pivotal role in enhancing a learner's communicative skills in both languages if L1 is used carefully. In fact, instead of resulting into language interference it might lead to competence. Translation can assist in getting rid of inter-lingual interference via several translation exercises such as analyzing texts with a view of highlighting key aspects of the two languages. Translation exercises are learner-centered and thought-provoking thus making them ideal for developing a learner's intellectual consciousness of the foreign language under study. Vienne (1998) claims that exercises founded on realistic texts have a major positive impact in exposing a learner to the culture of the foreign language being learnt.

2.5.1 Code Switching and Code Mixing

Code switching and Code mixing which are forms of translation are strategies used in conversations and can be defined as skills of employing several languages during a conversation. Occasionally, people who speak multiple languages find themselves switching from one language to another with a view of facilitating communication among them thereby making the participants of the conversation get a better understanding of the subject matter of the topic under discussion. Hymes (1974) defines code-switching as "a popular word for substitute use of more than one language, variations of a language or even discourse styles" whereas Bokamba (1989) defines code-switching as the fusion of terms, sentences and phrases from two divergent grammatical systems. Code-mixing is a phenomenon which is almost similar to code-switching since both of them involve language switch. L1 inevitably has a great impact on L2 to the extent that a number of people in the society tend to mix languages by borrowing expressions and even words from one language into another. This is a common phenomenon in the process of teaching and learning of a foreign language.

A lot of studies have investigated the reasons and characteristics of code-switching and code-mixing in linguistics. For example, Ahmad and Jusoff (2009) researched on how students view teacher code-switching and mixing in the English Language classroom and their findings were that it is a very efficient technique when dealing with learners whose proficiency in English is low. Kim (2006) points to the advantages of code mixing and code switching in a foreign language classroom by explaining how the society influences the code-switching and code-mixing phenomena.

Pedagogical translation involves the use of L1 in the teaching of L2 by using either written or spoken modes of teaching. Code-Switching/Mixing are conversational strategies where a speaker occasionally switches from L1 to L2 and vice versa. Therefore, the line between translation and code-switching/mixing in a foreign language classroom is very thin especially when a teacher switches from French into English while giving instructions or cues to the learners. Learners also occasionally switch from French into English while expressing themselves orally mostly due to a shortage of vocabulary in the foreign language. Code-switching and mixing are forms of translation according to this study.

CHAPTER THREE: DATA PRESENTATION AND ANALYSIS

3.0 Use of Code- switching and Code- mixing and Improvement in Learner's Classroom Participation

Classroom participation of a learner during a foreign language lesson plays a crucial role in assessing the learner's degree of language acquisition. The rate at which a learner contributes in classroom discussions gives the teacher a platform to be able to judge how confident the learner is while communicating in the foreign language and thus apply other techniques to ensure that the learner is able to grasp the concepts being taught. This is where translation (code- switching and code- mixing) comes in as an alternative to immersion as a teaching technique. In the first objective, the study sought to investigate if the use of code-switching and code-mixing in the teaching of French improves learners' class participation. The study sought to answer the question: 'Does the use of code-switching and code-mixing in the teaching of French improve class participation?' which was tested by question five of the students' questionnaire as well as responses resulting from an interview with the teachers of French based on their observations. The findings were as presented in the pie chart below:

Figure 1: Teachers' views on effects of code-switching/code-mixing vs immersion and class participation
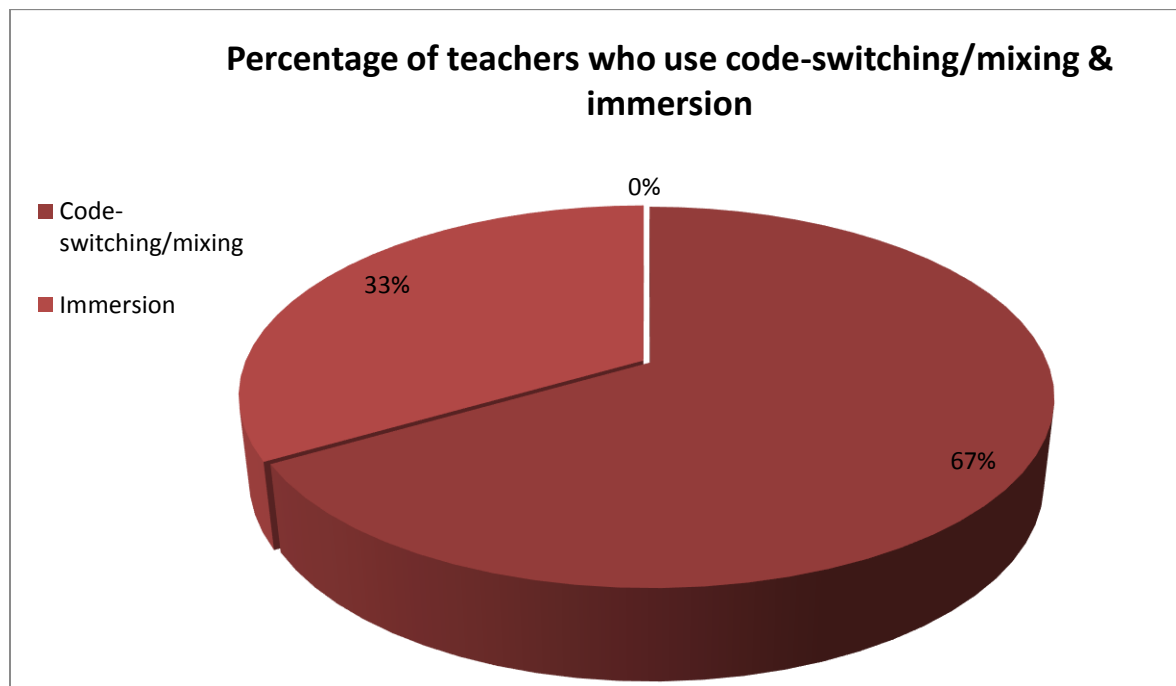
The chart above gives an insight of teachers' opinion on the use of code-switching/mixing in a foreign language classroom as well as whether it improves class participation. A total of six teachers of French 3 from Alliance High School and 3 from Alliance Girls High school were asked how frequently they used code-switching/mixing during the French language lesson. Two (33%) emphasized on the use of full immersion throughout their lessons of French while the other four (67%) said that they frequently resort to code-switching/mixing to facilitate the teaching-learning process. The teachers who used code-switching/mixing frequently (67%) agreed that they often employed it because it encouraged the learners to take part in class discussions and respond to questions with ease. According to the 67%, they employ code-switching mixing mostly in specific instances such as: instructing learners to perform a certain language task, giving

them cues that will prompt them into speaking, rebuking the undisciplined and while explaining to learners the meaning of abstract concepts. The motive behind code switching from the teachers interviewed was to give the learners the basis upon which they can understand French as a foreign language better thereby facilitating the entire process of learning.

Schema Theory of learning which informs this study holds that people interpret new knowledge basing on their schema which is a mental framework that enables them understand the world. That it is the teacher's responsibility to help learners activate or develop their schemata (abstract building blocks of knowledge). Whenever a teacher employs code-switching/mixing with an aim of giving cues to learners or explaining abstract concepts, the teacher is actually helping learners activate their schemata so that they can be able to link concepts in L1 with those in L2 and eventually make sense out of it. The teachers who emphasized on immersion happen to have been in the profession for more than 15 years while the rest have been in the profession for less than 15 years. This therefore explains that there is a relationship between the level of experience and the teaching technique probably because of the kind of training that the teacher went through, the degree of mastery of content or the 'laissez-faire' kind of attitude that is common among the young generation teachers.

On the other hand, learners also gave responses that greatly supported the teachers' views on the use of code-switching/mixing while teaching French. This data was captured from the questionnaires they filled in response to question five of the students' questionnaire as indicated in the graph below:

Figure 2: Relationship between code-switching/mixing and text comprehension
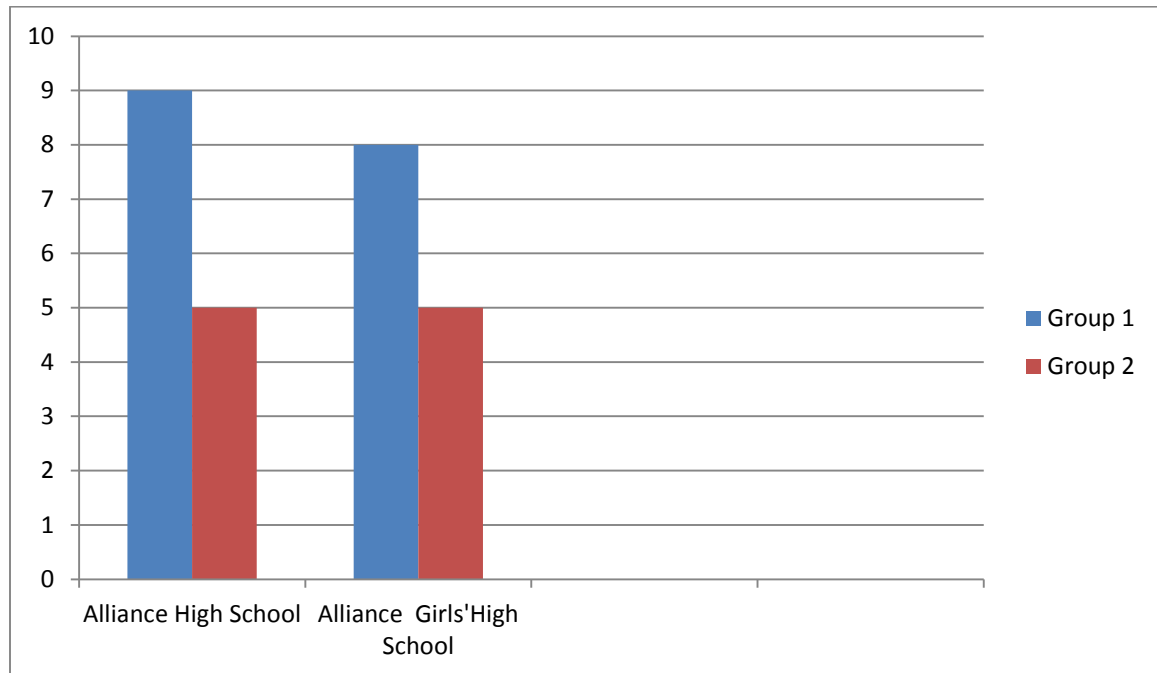
A text entitled *'La fête des mères'* was administered to two different sets of learners both in Alliance High School and Alliance Girls High School. The instructions were that the first group should begin by translating the text into English then respond to questions and the second group should answer the questions directly without translating into English first. The questions were out of ten marks. The scores were as follows: Group 1 learners at Alliance High who translated the text into English as a group before responding to the questions scored 90% whereas Group 2 students who were to answers the questions without first translating the text into English scored 50%. Similarly, the students of French at Alliance Girls High School who translated the text first scored higher than those who did not translate the text first by getting 80% and 50% respectively. The disparity in marks clearly indicates that when L1 is used to understand L2 as the learners discuss the French text in English, they are bound to understand the

text better which will automatically translate into good scores because they are learning from what is familiar to what is unfamiliar.

Once the first stage of the exercise was over, the teachers came up with topics related to the text *'La fête des mères'* which is '*Mothers' Day'*. The topics revolved around different holidays and how they are celebrated in Kenya. The teachers observed that even learners who barely participated during lessons where the immersion technique takes center-stage were very active. The learners were able to answer most of the questions and even use the vocabulary drawn from the passage in a different context. Therefore from the findings above, it is evident that code-switching/mixing facilitates the process of learners comprehending concepts, learning of new terms and applying them correctly in a related context as well as expressing themselves in French as a foreign language. In the same vein, translation and code-switching which is a form of translation encourages learners to participate in classroom discussions in French since it facilitates their comprehension.

Teachers employ various teaching methods while imparting knowledge on their students that they feel will work best to meet their objectives. However, learners also have their preferences that are mostly hinged on their performance based on their level of exposure to a given foreign language. The main objective of this study is to investigate on the role that pedagogical translation plays in the teaching of French as a foreign language. However, we cannot discuss pedagogical translation without mentioning immersion. Immersion in the language teaching context is a teaching method where the teacher avoids using the language that a learner is familiar with and strives to stick to the vocabulary and rules of the foreign language being taught. The findings below illustrates

that 63% of form 4 students would appreciate more use of immersion as a teaching technique while 27% of the form 3 students and 10% only of the form 2 students would appreciate it. The graphic representation on how learners view immersion as a teaching technique summarizes the responses collected as follows:

Figure 3: Students' opinion on the positive role of immersion as a teaching technique
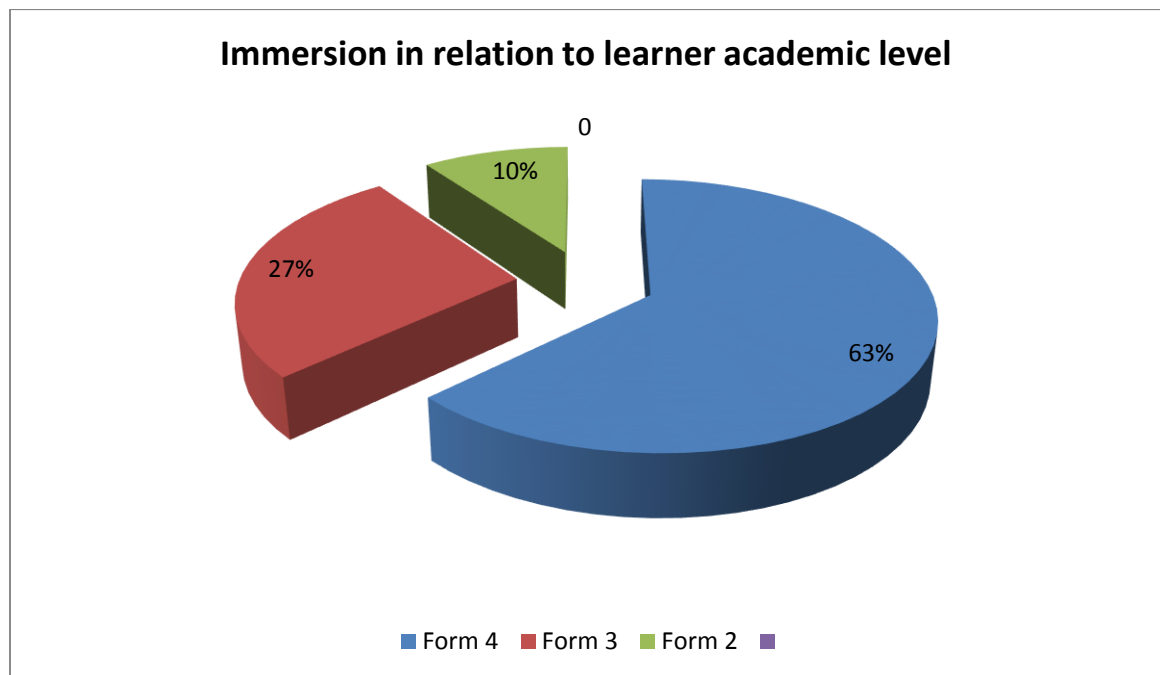
On the other hand, pedagogical translation is a teaching technique where the language that learners are familiar with is used with an aim of facilitating the process of language instruction as well as the learning experience. Translation in this context embraces code-switching and code-mixing as teaching-learning techniques that can be practiced by either the teacher or the learners through various classroom activities. Figure 4 below illustrates that only 10% of the form 4 learners appreciate translation as a teaching technique, 27% of the form 3 students would prefer its use. However, 63% of the form 1

and 2 students appreciate the use of classroom translation during a French lesson. The responses collected from learners in relation to question five and six of the students' questionnaire on how they view translation as a teaching technique were summarized as follows:

Figure 4: Students' opinion on the positive role of translation as a teaching technique

Translation in relation to learner academic level

10% — Form 4
27% — Form 3
63% — Form 2

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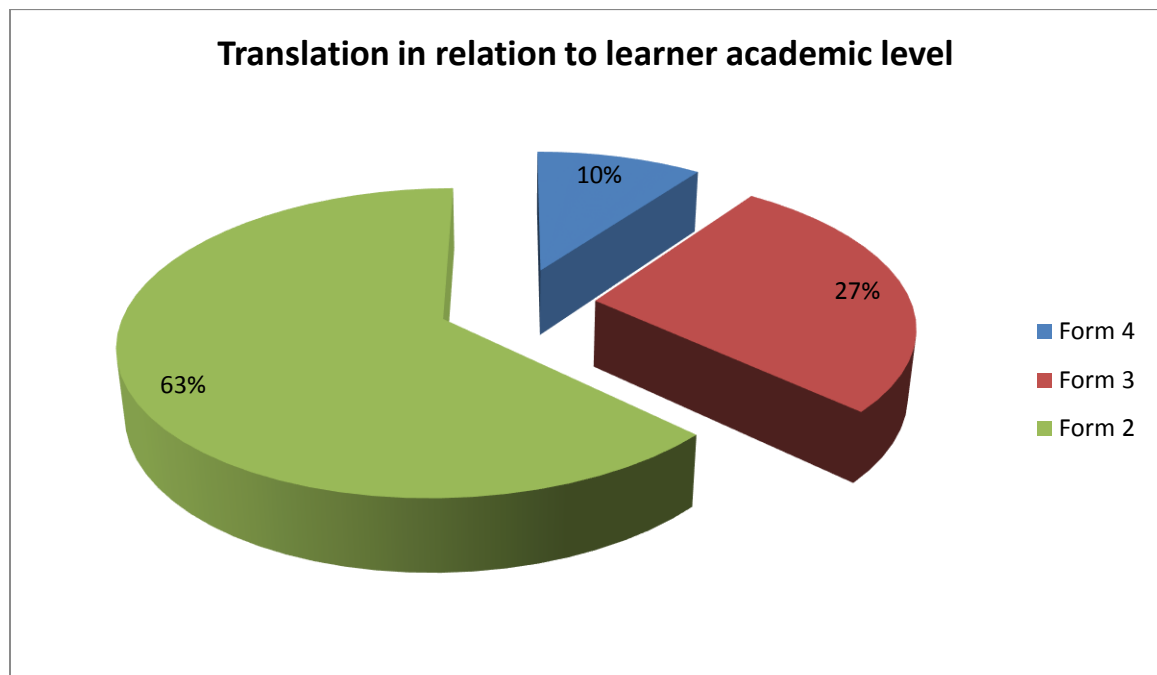
In response to question 5 of the students' questionnaire, all the learners strongly agreed with the fact that translation (code-switching/mixing) was useful in helping them understand words easily as well as connecting concepts and objects. However in response to the question of whether the students find it difficult to learn French without code-switching/mixing, the answers given varied greatly in accordance to the level of the learners. The research findings illustrate that the higher the learners climb on the

academic ladder, the more they prefer immersion to code-switching/mixing as a teaching-learning technique for a foreign language. This trend is as a result of the fact that learners who are at a lower grade such as form1 and 2 seem to have less confidence in the foreign language taught because of the amount of content learnt. Such learners will therefore prefer a familiar language to be used so as to render the foreign language tasks simpler. On the contrary, learners who are in higher grades such as form 3 and 4 seem to be at ease with the pure use of the foreign language since they have already grasped enough vocabulary and mastered most of the rules of grammar in the foreign language, thanks to the period of exposure.

In an interview with the learners of French as a foreign language that had the learners from both Alliance Girls High School as well as those from Alliance High School, it turned out that all students regardless of their level appreciate the use of L1 in the course of teaching French which in this case is either English or Kiswahili. However, the degree of appreciating pedagogical translation varies depending on the class of the student. One learner said, *'I prefer translation as a teaching and learning method since it encourages learning from the known to the unknown thus facilitating the process'*.

The findings of the analysis established that all the teachers that were surveyed had used translation exercises in the process of teaching and learning of French at the school. In particular, while the level of usage varied by each teacher, generally, it can be concluded that all teachers employed one form of translation exercise or the other. From the findings, some of the teachers said that they often use it, while others said that they occasionally used translation exercises in the process of teaching French.

In terms of the classroom participation, it was found that all the teachers who were surveyed indicated that code-switching/mixing increased learner participation in the classroom. In particular, one of the participants indicated that, "*I have witnessed increased student participation in the classroom activities with translation exercises attributed to a good understanding of the subject matter under discussion.*" Therefore, from this perspective, it can be concluded that participation of the learners increased because of the understanding of what was being discussed in the classroom as compared to abstract concepts that they could not understand.

Secondly, another teacher indicated that classroom participation tends to increase because of the use of "*comprehension passages as well as watching of subtitled movies.*" From the participant's perspective, the use of translation generally increased learner participation owing to their "*comprehension of the issues*" as well as their perceived learning associated with the new language. Overall, basing on the findings of this study, it was established that translation exercises and code-switching/mixing were important in improving learner participation within the classroom context. This was attributed to an understanding of the issues being discussed, and comprehension of the subject matter associated with the new language.

3.1 Translation and Learners' Performance in Language Tasks

In the second objective, the aim was to interrogate if the use of translation in the teaching of French improves learners' performance in language tasks. To answer this objective, a tentative hypothesis was developed which was then tested based on the data that was collected. Specifically, the hypothesis was that use of translation exercises strengthens learners' performance in language tasks. In order to test learners' performance in the

writing task, the researcher administered tests to two different groups of learners i.e. those taught using immersion technique and those taught using translation technique over a period of time. The tests administered revolved around the four language skills which are: reading, writing, speaking and listening. The researcher gave the learners in the two different groups a composition to write on *'Mon Voyage aux Etats-Unis'*. The following table illustrates how each learner performed in the composition that was marked out of twenty marks.

The findings seem to suggest that investing in translation exercises is a worthwhile exercise for the teachers of French in the school because it has a positive effect on how learners perform in language tasks administered to them. This is due to the fact that translation which also entails code-switching/mixing simplifies the tasks for the learners.

Table 1: Students' scores in a composition to tests their writing skills in relation to immersion versus translation

GROUP	LEARNER	MARKS
Group 1(Immersion)	L1	14
	L2	14
	L3	14
	L4	14
	L5	14
	L6	13.5
	L7	13.5
	L8	13
	L9	13
	L10	13
	L11	13
	L12	13
	L13	13
	L14	13
	L15	12.5

	L16	12.5
	L17	12
	L18	12
	L19	12
	L20	11
	L21	11
	L22	11
	L23	10
	L24	10
	L25	08
Group 2(Translation)	L 1	15
	L 2	15
	L 3	15
	L 4	15
	L 5	15
	L 6	15
	L 7	14
	L 8	14
	L 9	14
	L 10	14
	L 11	14
	L 12	14
	L 13	14
	L 14	14
	L 15	13
	L 16	13
	L 17	12.5
	L 18	12
	L 19	12
	L 20	11
	L 21	10
	L 22	10
	L 23	10
	L 24	10
	L 25	10

The table above clearly indicates that the use of translation in the language classroom affects the writing skills of a learner. According to the table, the mode of the learners' scores is 13 for group 1 and 14 for group 2 thus the difference is one mark. In addition, the best student in group 1 scored 14 marks and the last scored 8 marks whereas the top student in group 2 scored 15 and the last scored 10 marks. The mean score for group 1 in the composition writing test is 12.4 whereas the mean score for group 2 is 13.02. The difference is 0.62. The findings thus clearly indicate that pedagogical translation has a positive effect on writing skills in a foreign language classroom. These findings can be explained from a psychological point of view based on the Schema Theory of learning as proposed by Sir Frederic Bartlett in 1932. The experience of learners in the immersion classroom and that of learners in the translation classroom when subjected to a writing task is very different. Learners taught by translation will find it easier to retrieve words stored in their mind as they relate them with the concepts they already know (schemata) in L1. In fact, the group 2 learners tend to have more developed schemata that can easily be activated when triggered by a test. It is easier for learners to remember a word in French whose equivalent meaning is familiar in English than a word that they have only come across in French only.

The researcher went further and subjected the two groups of learners to an oral exercise which tested both reading and oral skills. The oral exercise was categorized into 3.i.e. Reading, public speaking and conversation. In the reading exercise, learners were given a text entitled *'La fête des mères'* which they were to read aloud as the teacher awarded marks out of 10. In the public speaking exercise the learners picked topics that had been prepared randomly by the researcher then did an oral presentation as the teacher awarded

marks out of 10. The conversation section entailed the teacher asking learners questions tailored to the specific topics prepared by the researcher. The teacher then awarded marks out of 10 as well. Instructions for group 1 were in French only whereas instructions for group 2 were translated into English. Table 2 below is a representation of how the learners of the two groups performed in the three tests that are aimed at testing reading and speaking skills.

Table 2: Students' scores in oral skills test in relation to immersion versus translation

GROUP	LEARNER	READING	PUBLIC SPEAKING	CONVERSATION	TOTAL
Group 1	L1	7	6.5	7	20.5
	L2	7	6.5	6.5	20
	L3	7	6.5	6.5	20
	L4	6.5	6	6.5	19
	L5	6.5	6	6	18.5
	L6	6.5	6	6	18.5
	L7	6	6	6	18
	L8	6	6	6	18
	L9	6	6	6	18
	L10	6	5.5	6	17.5
	L11	6	5.5	6	17.5
	L12	6	5.5	5.5	17
	L13	6	5.5	5.5	17
	L14	5.5	5.5	5	16
	L15	5.5	5.5	5	16
	L16	5.5	5	5	15.5
	L17	5	5	5	15
	L18	5	5	5	15
	L19	5	5	5	15
	L20	4	5	5	14
	L21	4	4.5	4	12.5
	L22	4	4.5	4	12.5
	L23	4	3.5	3	10.5
	L24	3	3.5	3	9.5
	L25	2.5	3	3	8.5
Mean					**15.98**
Group 2	L1	7	7	7	21
	L2	7	7	7	21
	L3	7	7	7	21

	L4	7	7	7	21
	L5	6.5	6	7	19.5
	L6	6.5	6.5	6	19
	L7	6	6.5	6	18.5
	L8	6	6.5	6	18.5
	L9	6	6.5	6	18.5
	L10	6	6	6	18
	L11	6	6	6	18
	L12	5.5	5.5	6	17
	L13	5.5	5.5	6	17
	L14	5.5	5.5	5.5	16.5
	L15	5	5.5	5.5	16
	L16	5	5	5.5	15.5
	L17	5	5	5	15
	L18	5	5	5	15
	L19	4	4.5	5	13.5
	L20	4	4.5	5	13.5
	L21	4	4	5	13
	L22	4	4	5	13
	L23	4	3.5	5	12.5
	L24	3	3.5	4	10.5
	L25	3	3	2	8
Mean					**16.4**

The scores presented in the table above demonstrate that the mode for the entire oral test stands at 18 for both group 1 and group 2. The mean score for group one is 15.98 and group two 16.4. This therefore shows that a learners' performance in oral skills is positively influenced by translation as a teaching and learning technique.

In a separate test, the researcher with the help of the relevant teachers administered a test that was aimed at assessing the listening skills of the two groups of learners taught by immersion and translation. In order to test the listening skills of the respondents, the researcher used a dictation passage that was marked out of ten marks. Learners performed as illustrated by the table below:

Table 3: Students' scores in listening skills test in relation to immersion versus translation

	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12
G1	7	7	7	7	6	6	6	6	6	5	5	5
G2	7	7	7	6	6	6	6	6	6	6	6	6

L13	L14	L15	L16	L17	L18	L19	L20	L21	L22	L23	L24	L25	MEAN
5	5	5	5	5	5	4	4	4	4	4	4	2	5.16
5	5	5	5	5	4	4	4	4	4	4	4	3	5.24

Table 3 illustrates that the mode for the listening test results lies at 5 for group one and 6 for group two and that the mean for group one is 5.16 and the mean for group two is 5.24, a difference of 0.08 between the two. The difference between the mean of group one scores and that of group two scores is also an indicator that translation as a teaching method has a positive effect on learners' listening skills. That therefore proves that translation contributes in enhancing a learners' performance in the listening task.

In conclusion, this section sought to understand whether the use of translation exercises had any effect on learners' performance in language tasks. The findings of the hypothesis testing process established that the use of translation exercises had a positive effect on learners' performance in reading, writing oral and listening skills. Familiar linguistic structures which form the schemata can easily be recalled by a learner than unfamiliar linguistic structures. The process of activating schemata can be more efficient if L1 is applied in the course of teaching French as a foreign language. The findings therefore were in tandem

with the Schemata Learning Theory where the learners have prior knowledge in L1 (schemata) which form the building blocks that facilitate the process of their foreign language acquisition thanks to translation exercises.

When asked whether they would prefer translation to be used as a teaching technique throughout the four years of their studies 98% of the 50 respondents said that they would appreciate if translation is used at a lower level i.e. Form one and two and keep on diminishing as they climb higher the academic ladder such that by the time they get to form four the main approach employed by the teacher ought to be immersion. This implies that the higher the learners go in their academic endeavors the more proficient they become and thus, the less they require translation to be used in their foreign language classrooms.

3.2 Effective Translation Activities in French Language Classrooms

The aim of this section was to find out, to evaluate and recommend the kind of translation activities that can be useful in the teaching of French. To understand this, the participants were told first to mention any particular approaches and methods that they use to facilitate understanding of French concepts. This was in response to question 5 and 6 of the teachers' questionnaire. The findings showed that there were several methods and approaches that were being used. The pie chart below indicates the frequency at which each of the translation approach is used.

Figure 5: Translation exercises and how often they are used in the FL classroom

Frequency of using the different translation exercises by teachers
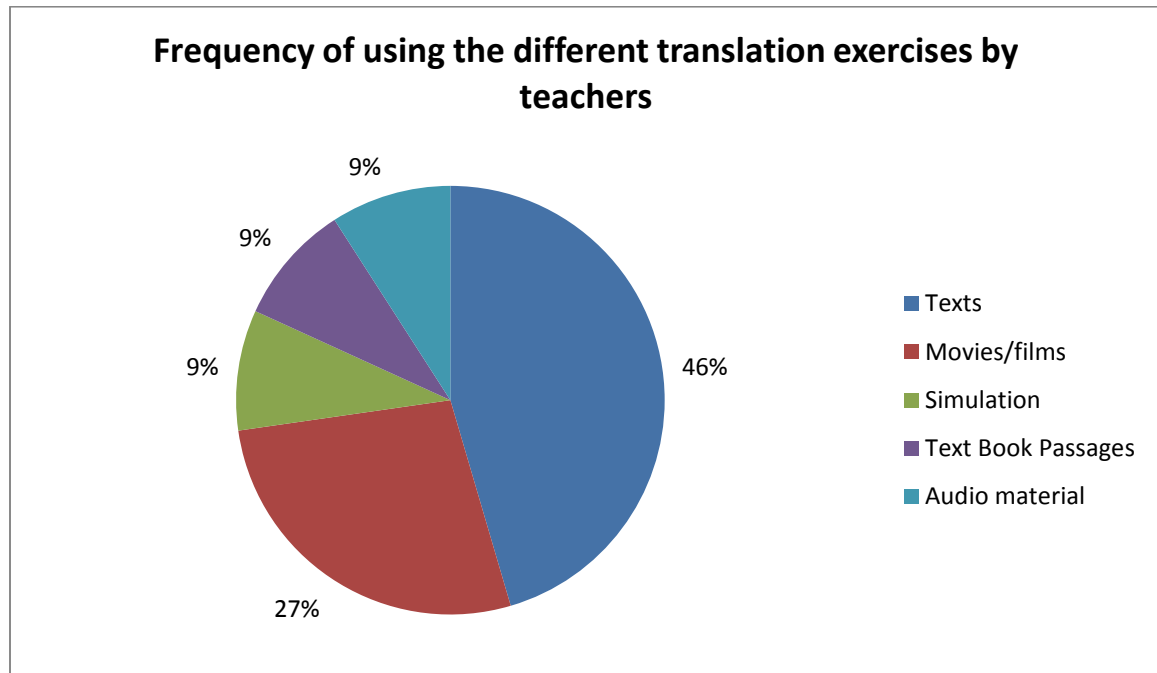
Basing on the findings illustrated by the chart above, majority (45%) of the teachers preferred using texts of interest to learners from various sources to support the process of teaching in the French language classroom. These are texts drawn from newspaper articles, magazines, journals among others but not from the course book used by learners as prescribed by the syllabus. 27% of the teachers employed movies in enhancing their teaching–learning experience. These short movies or films are watched by students then translated by them with the help of the teacher or alternatively the learners watch them and translate independently after which they watch the same movie but with subtitles for them to correct their mistakes. Simulation or role play takes up 9%. Here the teacher can be the one simulating or the learners can be given roles where one simulates a certain personality in L1 and the other translates what he or she is saying in L2 which is French. This seems not to be a favorite teaching translation technique probably because it requires a lot of time owing to the fact that it involves the learner understanding and

internalizing words in the role given and also the one translating might also be a bit slow in grasping the concept thus using a lot of time yet lessons have a limited time of about forty minutes only. Textbook passages account for 9% since textbooks used in class by the learners seem not fascinating enough to the learners as compared to authentic texts taken from different sources. Audio materials such as tapes and CDs also are not among the most preferred translation activities in a French Language class due to the fact that if compared to movies, it seems more laborious because the visual aspect which is more fascinating to learners is lacking.

CHAPTER FOUR: DISCUSSION

The main objective of this study is to investigate the role of translation in the teaching and learning of French as a foreign language. The Schema Theory of Learning informed the process of data presentation and analysis as mentioned in the first chapter of this dissertation. The schema learning theory was initiated by Sir Frederic Bartlett in 1932. Schema Theory highlights the significance of basic knowledge and ideas that will assist in forming schemata (L1). Schemata will then act as a building block that will facilitate the process of acquiring new knowledge (FL). Schemata are abstract mental structures that enable learners to consolidate swiftly what they already know and offer a basis for forthcoming knowledge. When learners build schemata and link ideas, the process of learning is maximally facilitated. In this chapter findings will be discussed in relation to the Schema Theory of Learning.

4.1 Code-switching/mixing and Classroom Participation

The findings of the study established that code-switching/mixing is important in improving learner participation within the classroom context. This was attributed to an understanding of the issues being discussed, and comprehension of the subject matter associated with the new language. The role of a teacher is to help a learner develop new knowledge and establish a connection between prior knowledge (schemata) and new knowledge. In a foreign language classroom translation is a crucial technique that ensures the whole process of linking new knowledge to old knowledge is accomplished smoothly. When reading a text, the sense in the text is not entirely embedded in the text itself but in the cultural and emotional context that the reader brings along through his schemata. The schemata possessed by the reader of a text determines his level of understanding as well

as retention. Therefore, the use of the first language which is English in this context facilitates French language acquisition basing on the Schema Theory.

There are multiple studies on classroom participation, each of these studies have proposed various antecedents of participation in the context of foreign language learning (Pulido, 2003). A majority of these studies have indicated that participation in language learning is a very challenging endeavor given that students often have different levels of speaking skills, degrees of previous L2 exposure, language learning goals and expectations as well as their views and experiences on participation within such a setting (Hernández, 2010; Lo, 2015). Furthermore, studies have also found that classroom participation is majorly dependent on the student's individual speaking goals. In particular, for some of the students, speaking could be a less important goal and hence they may prefer not to verbalize their thoughts in the class context and hence remain quite with the intention of listening and learning (Lo, 2015; Rahimi & Momeni, 2012). In contrast, students' goals most of the time may not be parallel to the teacher's expectations about how the class members ought to participate (Altarriba & Basnight-Brown, 2007). For most of the teachers, studies have found that participation in the classroom during the learning of a foreign language is desired, expected or even needed and hence an important outcome of the learning process (Brandl, 2008).

Studies exploring the association between translation exercises and classroom participation among learners attach the importance of learners' L1 verbalizations in the L2 learning process arguing that it is an important part of the L2 learning process and hence translation exercises are perceived as effective in fostering L2 learning (Altarriba & Basnight-Brown, 2007; Crosthwaite, Bailey & Meeker, 2015). Underlying these

arguments is the perception that L2 competence is often achieved and developed through a process of practice and interaction in the communicative activities (Hernández, 2010). Therefore, translation exercises are perceived as important in the process of enhancing learner participation within the classroom setting, thus enhancing L2 learning.

Studies have further attempted to understand the context or circumstances that influence a L2 speaker's willingness to initiate oral communication within the L2 classroom setting (Blumenfeld & Marian, 2007). These studies have in particular argued that classroom participation by L2 learners is influenced majorly by their willingness to communicate and hence L2 translation exercises may not work in the context where the learners are not willing to communicate in the classroom context (Martin-Beltrán, 2010). A majority of the findings indicate that the cognitive, affective, social and situational variables come at play in influencing the learner's willingness to communicate and hence it is critical to take these into consideration (Pulido, 2003). At the same time, other studies also agree that participation may be influenced by the learner's perceived readiness at that particular moment that influences their self-confidence by reducing anxiety and a perception of L2 incompetence and hence a desire to communicate with a given individual (Tugrul Mart, 2013).

Classroom participation has also been found to be influenced by certain variables that directly or indirectly contribute to the learning process (Tugrul Mart, 2013). While studies agree that translation exercises play a key role in fostering participation, situational variables as well as enduring trait like dispositions and context dependent factors have been associated with classroom participation (Hernández, 2010; Tugrul Mart, 2013). Specifically, a majority of the studies have identified these factors such as

lesson content and context, the teacher, the authenticity and naturalness of L2 interactions, interactions with peers, emotion and perceived communication opportunities, communicative self confidence among others (Martin-Beltrán, 2010). While translation is perceived to be a starting point, the presence or absence of these factors tends to have a strong influence on the learner's willingness to participate within the classroom context and have also been found to influence L2 communication frequency within the classroom context (Chang, 2011; Lewis, Jones & Baker, 2012).

A different stream of studies that have also explored the issue of translation and its relationship to classroom participation have indicated that learning needs to be seen as not just an individual process but a social process (Blumenfeld & Marian, 2007; Lo, 2015). Hence, learning from this perspective is closely connected to participation and translation exercises are perceived as a means through which participation in the L2 context can be achieved (Zhang & Schmitt, 2004). Secondly, studies have also indicated that each and every process of learning ought to be related to a given setting (Rahimi & Momeni, 2012). The classroom is perceived therefore as a setting with a discrete culture and hence to understand whether learning will be achieved, it is important to take into consideration that participants' perspectives of the ongoing processes (Lewis et al., 2012)w. The learners' perceptions of the translation exercises and their ability to participate in these exercises within the context of the classroom is perceived to foster learning.

Thus, based on these studies, participation is a crucial concept in the learning process in general but also in the specific context of the L2 classroom. More specifically, previous studies have found that the language that the learners' learn depends much on their

repeated participation in the activities associated with that language such as translation exercises with other more competent participants within the classroom setting. However, this process is also influenced by learner and contextual factors that either enhance or reduce the effectiveness of the translation in improving participation. These findings are consistent with those established in this study as they show the importance of translation exercises in the context of L2 learning and how they influence participation. These findings are unique on the basis that they explore the context of Kenya's high school, a context that has not been previously explored.

4.2 Translation and Learners' Performance in Language Tasks

According to The Schema Learning Theory, schemata can enable a learner to either decode a text with ease or with difficulty basing on the degree of their development and whether the process of activating them was effective. The degree of development of schemata depends on individual disposition or how long the learner has been exposed to the foreign language. Nevertheless, the teaching technique employed by the foreign language teacher plays a key role in activating the schemata. This therefore explains the reason why the findings of the hypothesis testing process established that the use of translation exercises had a positive effect on learners' performance in language tasks. There are multiple studies on the concept of language translation and learner performance in language tasks in the L2 setting. In a majority of the studies, there is a general confusion among studies on whether translation actually improves L2 performance basing on the findings of various studies that have explored the concept from different angles (Hernández, 2010).

The first stream of studies have looked at reading and comprehension and whether translation exercises can improve language proficiency. These studies argue that L1 tends to be accessed by learners of a second language while they are processing the L2 (de Groot & Hoeks, 1995). This means that L1 is persistently present and cannot be successfully suppressed in the process of processing L2 and this tends to affect reading and comprehension amongst learner's positively (Zhang & Schmitt, 2004). This is because the L2 knowledge that is being created form the learning process must be connected to the L1 in all sorts of ways and hence improving comprehension ability of the students (Chang, 2011).

Studies on comprehension have further indicated that meaning is communicative in nature and hence perceived as a social phenomenon. Nothing tends to bear meaning and make sense unless such occurs in a communication context, which by nature is perceived as a social activity (Dimitropoulou, Duñabeitia & Carreiras, 2011; Martin-Beltrán, 2010). Yet, meaning is encoded in and by language. Thus, the ability of learners in the L2 context to construct meaning is perceived both as a social and linguistic process at the same time (Brandl, 2008; Lo, 2015). Thus, while meaning can be signaled by language, it doesn't totally reside in it but tends to be created in between people in each context. Thus, from this perspective, L2 language text will often have a static part of meaning, however, they will differ in their interpretations of the source text, with more interpretations in the target language (Dimitropoulou et al., 2011). From this context, studies have indicated that learners can develop reading comprehension ability if they translate the target language text into their native language (Martin-Beltrán, 2010). These

studies therefore support the fact that there should be a textual analysis performed by the learner that is important in reading comprehension of L2.

The second stream of studies have looked at the influence of translation on L2 writing proficiency among learners. In particular, the findings of these studies have shown potential for writing efficiency when translation is used (Dimitropoulou et al., 2011; Lo, 2015). Studies exploring low proficiency writers have found that in order for them to produce L2 writing, they are needed to synthesize their orthographic, lexical and syntactic knowledge before refining and finalizing their work (Martin-Beltrán, 2010; Sunderman & Kroll, 2006). Low proficiency L2 writers thus depend heavily on their L1 in order to produce L2 writing and this is a common strategy that is employed by L2 learners which increases L2 learner proficiency levels (Martin-Beltrán, 2010; Sunderman & Kroll, 2006).

Previous studies have also indicated that in the context of English foreign language learning, more writers depend more on their L1 in order to produce L2 writing (de Groot & Hoeks, 1995; Thorne & Reinhardt, 2013). This form of language switching tends to occur multiple times in the process of learning and across various activities such as in brainstorming and meta commenting (Rahimi & Momeni, 2012). During the actual writing, the low proficiency learners will tend to use their L1 for the purpose of determining the equivalent of L2 lexis or grammatical structures (de Groot & Hoeks, 1995). Thus, from this perspective, these studies have thus confirmed that the back and forth switching of the language during the writing process tends to impact positively on learner's writing proficiency and hence improves their ability to write in the L2.

Some studies have also looked at the advantages of translation in L2 writing contexts and have found that translation was important in helping to increase the learner's attention to L2 use and to help them in expressing ideas fully in line with the learner's cognitive levels (Crosthwaite et al., 2015; Martin-Beltrán, 2010). Thus, from this perspective, these studies have argued that the use of translation in L2 writing, when effectively implemented has the potential to help the learner escape a vicious-circle dilemma in which their low proficiency of the L2 language tends to limit their ability to practice writing and hence their performance in L2 writing will remain low (Brandl, 2008; Martin-Beltrán, 2010).

The third stream of studies has explored learner performance from the perspective of vocabulary learning and proficiency in the context of L2 learning (Crosthwaite et al., 2015). A majority of the studies in this stream of literature have found a positive association between the use of translation and vocabulary learning tasks in the context of L2 (Aldashev, Gernandt, & Thomsen, 2009; Crosthwaite et al., 2015). In particular, these studies have argued that there are semantic fields in the learner's brains and hence each word is perceived to be linked semantically in the mental lexicon. On the basis of this organization of the mental lexicon, some of the studies have suggested that introducing new words in the semantic sets is more effective because it requires less effort, allows ease of retrieval of related words, helps learners see the interrelationships, reflects the manner in which information is stored in the brain and helps to clarify meaning of words (de Groot & Hoeks, 1995).

Most of the previous studies about L2 vocabulary learning have showed that learners may need much more time to learn new words introduced to them into semantically established sets, in comparison to learning semantically unrelated words (Kim, 2011; Martin-Beltrán, 2010). Some studies have found that the so-called advantage of learning semantically related words together may be a fallacy and this is because it may take more time to learn a second language if translation is used (Brandl, 2008). Empirical studies have indicated that when the target pairs are semantically related, new words can cause interference between them and this can lead to learning difficult among learners as opposed to words that are semantically unrelated (Francis, Tokowicz & Kroll, 2014; Pica, 2000). Other studies have also supported this argument indicating that semantically related words were learned more slowly than words that were perceived to be semantically unrelated to each other (Martin-Beltrán, 2010).

Overall, the findings of the above studies have shown that there is limited agreement among studies on the effectiveness of L1 translation learners' performance in L2 tasks. Studies exploring the reading and comprehension perspective established positive effects. Those exploring learner writing competency established positive effects. However, studies that have explored vocabulary acquisition found that L2 vocabulary acquisition was more influential in semantically unrelated words and that translation can cause interference with vocabulary learning and hence can have a negative effect on the learning of the new language. The findings of this study indicate that there is an association between translation and learners' performance in a language task which eventually affects language proficiency. The differences in the findings in these studies could be tied to differences in methodologies used as well as innate factors that contribute

to learners possessing a more active and developed schemata and hence point to the need for further research to understand this relationship.

4.3 Translation Methods and Approaches

In the last objective, the study established that different approaches and methods to translation were being employed in the classroom set up by the teachers. These included: the use of movies, reading textbook passages, authentic texts, audio materials, simulation or role playing and a learner centered approach where the learners engaged in the translation activities by themselves.

The translation methods and approaches that can be used in the context of second language learning have been explored in many studies (Kim, 2011). Most of these studies focus on the pedagogical translation methods as opposed to the other approaches to translation. These are perceived as important because they are useful in the process of teaching and learning of second languages (Dimitropoulou et al., 2011; Lo, 2015).

The first set of studies have explored the grammar translation method as one of the most commonly used approaches to translation within the context of foreign language learning (Kanno & Varghese, 2010). The method is often the first when it comes to foreign language teaching and learning and forms an important part of the learning process especially with modern languages (Kang, 2014). A majority of the studies that have explored this method show its importance in helping to point out the differences in structures and rules of the L2. However, given that this method worked to exemplify what had been taught, sentences were perceived as artificial and decontextualized (Laufer & Girsai, 2008).

In the context of teaching and learning French, a majority of the teachers have applied this method driven by its effectiveness in explaining perceived differences in the structural arrangement of the languages (Lo, 2015). However, studies have pointed to the criticism associated with this method as one of the key factors that reduces its effectiveness (Crosthwaite et al., 2015). Some of these criticisms include disregard for oral skills or interactions and hence a strong focus on written texts (Brandl, 2008; Zhang & Schmitt, 2004). Additionally, this method has also been criticized because of its potential to mislead the learner because the semantic units of different languages often do not march and hence there is potential to forget the foreign language with ease.

The second method to translation emerged from the limitations of the grammar translation method and approaches (Francis et al., 2014; Kang, 2014). The direct method has been explored in different studies which have indicated that unlike the grammar translation method, the direct method showed a clear preference for speech and orality, and hence connected texts are perceived as the center for learning and teaching (Sunderman & Kroll, 2006).

Previous studies exploring this approach and methods used in it suggest that the use of the method fosters a natural approach to learning as compared to other methods and hence improves L2 learning speed and effectiveness (Dimitropoulou et al., 2011; Martin-Beltrán, 2010). Specifically, these studies have found that learning L2 should resemble as much as possible the processes used in learning L1 (Kang, 2014). Thus, oral communication is an important part of the process that is preferred over written expressions and hence has the ability to enhance language learning efficiency (Kanno & Varghese, 2010).

The direct method has also been criticized in a number of studies especially because of its difficulty when it comes to use in the context of secondary education (Kang, 2014). These studies have found that there exist mismatches between the naturalistic L1 learning and the classroom learning and hence the direct method does not consider the practical realities associated with classroom learning which reduces its efficacy as a translation approach (Rahimi & Momeni, 2012). While the direct method is perceived as inefficient due to many errors associated with it, it provides an important starting point for learners' of L2.

The third stream of studies have explored the audio-lingual method as an important approach to the teaching and learning of foreign languages (Altarriba & Basnight-Brown, 2007). Studies that have examined the use of this method have shown its reliance on the structuralist paradigm as well as on behaviorism which is an indication that L2 can be learnt through a process of imitation and repetition of sounds as well as of grammatical structures with the objective of fixing specific structures (Lewis et al., 2012). Thus, using this approach focuses more on straightforward memorization and repetition with the intention of learning a given language (Sunderman & Kroll, 2006).

At the core of the audio-lingual method is the focus on the filling the gap exercises and memorization which as methods have been used across the teaching of many languages based on the perceived effectiveness of the approach (Kang, 2014; Kim, 2011). However, in the context of French teaching and learning, criticisms have emerged in the use of this method. Specifically, studies have indicated that language substitution does not work in practice (Crosthwaite et al., 2015). This is because few words if any are fully equivalent in any two languages and hence it can be confusing for students because they may

erroneously assume that such translation is the same in comparison to the original word and this results in mistakes. At the same time, word for word translations tend to result in incorrect constructions and these tend to have a negative effect on the learning of L2 (de Groot & Hoeks, 1995).

The last stream of studies have examined the communicative approach as an important approach to the teaching and learning of L2. Studies examining the communicative approach has indicated that it is composed of a range of methods which stress on the importance of communication as both a goal and a means of learning a language (Zhang & Schmitt, 2004). These studies have indicated that this means stresses on the importance of the functional-notional approach that looks at elements such as time, location and travel among others (de Groot & Hoeks, 1995). This approach thus seeks to create real life social and functional situations within the context of the classroom and can be important in guiding students to learn (Dimitropoulou et al., 2011). The advantages of this technique are rooted in its ability to foster transmission of relevant content to participants, and the participative interactions within the classroom that enhance L2 learning (Kim, 2011).

The findings of this study established the use of movies, textbook passages, authentic texts, simulation or role playing, audio materials and a learner centered approach where the learners engaged in the translation activities by themselves as translation techniques employed in the classroom. On the basis of this, the previous studies found methods such as the grammar translation, audio lingual, communicative and the direct methods. The findings of this study are thus consistent with previous studies on the methods used in teaching French as a foreign language as those established in this study seem to be

classroom activities employed by grammar translation, audiolingual, communicative and the direct language teaching techniques which are the four core foreign language teaching approaches established in previous studies. The findings are unique in the sense that they point to the use of grammar translation, direct, audio-lingual, and communicative approaches even in the context of French among Kenyan schools.

First, some of the participants mentioned having used texts. In particular, in using texts, the teachers indicated that they would give the students these texts to translate into a familiar language and in doing this facilitate their learning of the French language. Specifically, one of the teachers indicated that, "*I give texts to students so that they translate into a familiar language. Learners can then translate into English and Kiswahili with my help".* The teacher varies the activities of handling the text in order to avoid monotony which is likely to lead to boredom. One of the techniques is that learners are given a text and put in two different groups where one group translates and the other back translates after which they identify the errors and correct them with the help of the teacher. Learners are also given different parts of the same text which they ought to translate into either L1 or L2 after which they link the text into one whole text again using appropriate words. Students can also be requested to come along with short texts of their interest which may include poems, idiomatic expressions and proverbs among others. The texts are then used as a teaching aid in the classroom translation exercise. The teacher may also look for texts that were translated poorly and use them in class with a view of highlighting the gross mistakes thereby enlightening the learners about them.

Secondly, participants mentioned having used movies. In particular, it was found that some of the teachers made use of movies where the learners were instructed to watch, listen and translate the movie clips into a familiar language such as English and Kiswahili. After which, the teacher gave the learners the same movies but with English or Kiswahili subtitles for them to rectify their mistakes. This was important especially in helping the learners to understand the contexts in which the words or phrases were used. One of the participants indicated that, "*Learners watch short movie clips as they translate into English and Kiswahili with my help. This is intended to help them understand the choice of French phrases and the contexts within which the phrase or word was used.*"

Third, participants mentioned using passages that are mainly found in the students' course book. It was also found that participants used short passages that the learners were expected to read and understand. The learners then translate the new vocabulary gained from reading the passages into a familiar language. Along this perspective, one of the participants also indicated that, "*Learners read passages and translate the new vocabulary into English and Kiswahili*". Another one mentioned that, "*passages are my favorite because students can easily read and learn new vocabulary through translation into a familiar language.*"

Fourth, participants mentioned acting or simulation as one of the approaches and methods used. In particular, the participants mentioned that in helping learners to better understand the issue, it was good for the teacher to dramatize in order to allow learners have a clear understanding of the concepts. In particular, one of the teachers said that, "*Yes, I act some (demonstrate using objects or dramatize) in order to make the students learn and appreciate vocabulary or the context in which the phrase or statement has been used.* On

the other hand, some teachers gave learners short skits where they were to play roles of certain individuals in the society where one spoke in English and the other translated into French or vice versa. This was perceived as effective in helping the students to improve their learning and ability to grasp key concepts.

Lastly participants also mentioned using a learner centered approach. The learner-centered approach was identified as an approach or method in which the students did some of the exercises by themselves. Through little guidance, it was perceived that this approach would be effective in helping the students to learn by themselves allowing for a more immersive experience and their ability to learn vocabulary very fast. One of the teachers indicated that, *"I use a learner-centered approach where the students do all the translation work by themselves."*

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Study

In the first objective, the discussion established that participation is a crucial concept in the learning process in general but also in the specific context of the L2 classroom. More specifically, previous studies found that the language that the learners learn depends much on their repeated participation in the activities associated with that language such as translation exercises. However, this process is also influenced by learner and contextual factors that either enhance or reduce the effectiveness of the translation in improving participation. These findings were consistent with those established in this study as they show the importance of translation exercises and code-switching/mixing in the context of L2 learning and how they influence participation.

In the second objective, findings of the studies established that there was limited agreement among studies on the effectiveness of L1 translation for L2 learning proficiency and performance in language tasks. Studies exploring the reading and comprehension perspective established positive effects. Those exploring learner writing competency established positive effects. However, studies on vocabulary acquisition found that L2 vocabulary acquisition was more influential in semantically unrelated words and that translation can cause interference with vocabulary learning and hence can have a negative effect on the learning of the new language. The findings of this study found an association between translation and learners' performance in language tasks.

In the last objective, the discussion findings found methods such as the grammar translation, audio lingual, communicative and the direct foreign language teaching methods. The findings of this study were thus consistent with previous studies on the methods used in translation as those established in this study were classroom exercises of the four core foreign language teaching approaches established in previous studies. The findings are unique in the sense that they point to the use of grammar translation, direct, audio-lingual, and communicative approaches even in the context of French among Kenyan schools.

In most education systems, the syllabus for foreign languages highlights competence indicators to be the four language skills which include: speaking, listening, reading and writing. However, it was found that at no point has 'translating' been seen as a technique that could be used to enhance the four skills. Some research studies on the use of translation in teaching English, Japanese, French and German as foreign languages in European and Arabic countries, have been conducted, but none had looked at the role of translation in teaching and learning of French as a foreign language in Africa and Kenya in particular. The syllabus for teaching French as a foreign language in Kenyan high schools like in many other countries, does not recognize the role of translation. It was also observed that the use of pedagogical translation is branded erroneous and thus highly discouraged by teacher trainers. Despite this, both teachers and learners still employ it at classroom level for the teaching and learning of French as a foreign language. This study thus sought to investigate if the use of code-switching/mixing in teaching of French improves high school learners' class participation as well as their performance in language tasks.

The key objectives of the study were as follows: to investigate if the use of code-switching/mixing in the teaching of French improves learners' class participation; to interrogate if the use of translation in the teaching of French improves learners' performance in a language task; to evaluate and recommend the kind of translation exercises that may be useful in the teaching of French. The research questions were as follows: Does the use of code-switching/mixing in the teaching of French improve learners' class participation? Does the use of translation in the teaching of French improve learners' performance in a language task? Which types of translation exercises are useful in the teaching of French?

To conduct the study, a mixed methods research design approach was used. Questionnaires and interviews were used to collect data which was analyzed using both SPSS and thematic analysis. Key ethical considerations were followed in order to enhance the privacy, confidentiality and anonymity of the study participants.

The findings of the study established that translation exercises and code-switching/mixing were important in improving learner participation within the classroom context. This was attributed to an understanding of the issues being discussed, and comprehension of the subject matter associated with the new language. Secondly, the findings of the hypothesis testing process established that the use of translation exercises had great effect on a language performance task among the students. Lastly, the findings also established that different approaches and methods of translation were being employed in the classroom set up by the teachers. These included: movies, textbook passages, authentic texts, audio materials, simulation or role play and a learner centered approach where the learners engaged in the translation activities by themselves.

5.2 Conclusion

The concept of translation has been used in many settings and is perceived as important in the context of learning. However, in the context of this study, it is clear that translation has important implications especially on classroom participation among students engaged in L2 learning within secondary schools. Findings seem to support its ability to enhance learners' performance in a language task. The different methods and tactics used in the process of translation seem to make sense in the context of secondary school students. However, it is important to note that each has the discretion when it comes to the implementation of some of these exercises. Building on these findings, while translation has been neglected in literature and academic systems, its importance cannot be overemphasized and hence the need to foster its usage in different contexts within schools especially with the learning and teaching of French as supported by findings in this study.

5.3 Recommendations

There are several recommendations that are suggested below in line with the study findings to enhance teaching and learning in the context of second language learning. The first recommendation is for French teachers to focus more on the use of translation exercises as well as code-switching/mixing if they seek to enhance the participation of students within the classroom setting. It was found that translation exercises had a positive influence on participation and also enhance learners' performance in language tasks. This is in tandem with previous studies which showed that it can lead to the development of comprehension, reading, speaking, listening and writing skills. The second recommendation is to ensure the use of different translation exercises and

methods that can add great value to learners' performance in a language task. Specifically, it is suggested that in the context of French, the use of movies, authentic texts and simulation in a manner that embraces translation technique can be effective methods in achieving positive outcomes.

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APPENDICES

Appendix I: Questionnaire Cover Letter

Dear Sir/Madam,

RE: THE ROLE OF TRANSLATION IN TEACHING FRENCH AS A FOREIGN
LANGUAGE

This is to let you know that I am a postgraduate student at The University of Nairobi,
undertaking a Master of Arts in Translation. I wish to undertake a research on The
role of translation in the teaching of French as a foreign language.

Attached is a list of questions, which will help me analyze the study. Kindly answer
by ticking or explaining where appropriate to the best of your knowledge and be
assured that the information given is only for academic work and will be highly
valued and treated with utmost confidentiality.

Thanks in advance,

Yours sincerely,

Wamalwa Winrose Nafula

Appendix II: Student/Learner Questionnaire

1. What is your gender?
   a. Male
   b. Female
2. Which form are you in?
   a. Form 1
   b. Form 2
   c. Form 3
   d. Form 4
3. How many foreign languages do you study?
   a. None
   b. 1
   c. 2
   d. More than 2
4. How long have you studied the above-mentioned foreign languages?
   a. 1 year
   b. 2 years
   c. 3 years
   d. 4 years
   e. Since primary school
5. Please respond to the following statements by ticking your opinion in each box along each row of the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Our foreign language teacher uses translation when teaching French					
Translating French to English helps me understand words easily.					
Translating French to English helps me make connections between concepts.					
Translating French to English helps me understand the meanings of situations easily.					
I would find it difficult to learn French without it being translated					
Translating French offers me an opportunity to easily relate ideas and objects					

6. Please respond to the following statements by ticking your opinion in each box along each raw of the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I find it easy to take part in class French classroom discussions.					
I am able to articulate my ideas with ease in a French classroom.					
I am able to share my knowledge with others with ease when I am aware of the concept					
I can engage with French content with ease in the classroom when it is translated					
I am able to easily contribute to classroom discussion when I understand the French concept.					

7. Please respond to the following statements by ticking your opinion in each box along each raw of the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I am able to use French language fluently and accurately					
I can understand and participate in any French conversations					
I possess a high degree of fluency and precision of French vocabulary					
I can write in French with ease using the right vocabulary					

Appendix III: Questionnaire for Teachers

1. What is your gender?

   a. Male

   b. Female

2. What is your age group?

   a. 25-30

   b. 31-35

   c. 36-40

   d. 41-45

   e. 46-50

   f. Above 50 years

3. How long have you taught French?

   a. Below 1 year

   b. 1-3 years

   c. 3-5 years

   d. More than 5 years

4. How many other foreign languages do you teach apart from French?

   a. 1

   b. 2

   c. 3

   d. More than 3

5. Do you use translation exercises in the process of teaching French or any other foreign language?

6. What forms of translation exercises do you often use in your classroom context?

7. Are there any particular methods or approaches that you use for translation to facilitate understanding of the concepts?

8. Would you say that translation works for all content or does it work for particular topics or content areas? Please explain.

9. How would you rate the effectiveness of the translation exercises in facilitating learning of French concepts by your students?

10. Would you encourage other teachers to use translation exercises in the teaching of French and other foreign languages?