

Odhiambo Oduke

The role play component in language learning as integrated in learning oral skills in French as a foreign language in Kenyan secondary schools

Doctoral Thesis / Dissertation

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**The role play component in language learning
as integrated in learning oral skills in French as
a foreign language in Kenyan secondary
schools.**

Final thesis presented to Academic Department in
Partial fulfillment of the requirements for the degree of
Doctor of Philosophy (Language Education)

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ABSTRACT

This thesis focuses on role play and the development of oral skills in French as a foreign language in Kenya. Ideally as I have observed in this write-up, role play is a low input high output process. The development of speaking skills in French are well enhanced using role-play as a strategy-cum-technique to facilitate the French oral skills to Kenyan learners who have opted to study French as a foreign language.

The conceptual Framework which I have opted to use in this particular academic write-up is Stephen Krashen's Monitor Model and the Grounded theory. I have made a deliberate and elaborate focus on Krashen's comprehension input theory. For one to speak s(he) has to get some snippets or basic aspects of the language being learnt. My research findings have established that the urge to speak a language being introduced for the first time to the learner, the eagerness and motivation is always there right at the immediate and initial encounter with the language. With the well trained instructor or teacher the oral skills will develop well in tandem with the reading, listening and writing skills.

The grounded theory which I have grafted together with Krashen's Monitor Model on language acquisition is well buttressed in social research. Role play is social research on a linguistic perspective.

The numerous authorities I have quoted in this academic presentation attest that role play and language learning is an ongoing study and my research findings and display of data is a contribution towards how oral skills in language learning are acquired by using role play as a technique. The restricted focus in my case is on French as a foreign language within the Kenyan context.

My findings and recommendations corroborate with the other researchers who have done extensive research on language learning and acquisition. The speaking skill is pre-dominantly the most appreciated skill among the four classical language skills. Language educationists, linguists and other social researchers who focus their biased research on language and its varied dynamics in our varied human societies, have observed that the oral skills should be nurtured and developed side by side with the other language skills.

French as a foreign language in Kenya is no exception. My research proves that role play as a technique being used to facilitate the acquisition of oral skills to the learners aged between 13 and 20 years, their behavior, aptitude and learning strategies and their overall observation is that the speaking skill is vital for one to be assessed that s(he) has some knowledge in a particular language.

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