

**CROSS-LINGUISTIC INFLUENCE IN FOREIGN LANGUAGE LEARNING: A
CASE STUDY OF THE LEARNING OF FRENCH AT KAUMONI SECONDARY
SCHOOL, MAKUENI COUNTY, KENYA**

BY

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DECLARATION

This research project is my original work and has not been presented for a degree at the University of Nairobi or in any other university or institution for any other purpose

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DEDICATION

This work is dedicated to my wife, Patricia and my son, Jeremiah for their encouragement and support.

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LIST OF ABBREVIATIONS

C1	First composition
C2	Second composition
C3	Third Composition
CLI	Cross-Linguistic Influence
EA	Error Analysis
FFL	French as a foreign Language
L1	Native Language/Mother Tongue
L2	Second Language
SN	Student number
TL	Target Language

ABSTRACT

This study focuses on Cross-Linguistic Influence in the learning of French as a foreign language. The study investigates whether first and second languages learnt earlier on by learners influences the learning of a foreign language. The main objective of the study was to identify, classify and describe Cross Linguistic Influence related errors in the compositions of learners studying French at Kaumoni Secondary School, Makueni County. The study was guided by Error Analysis as proposed by Corder (1974). Cross-Linguistic Influence related errors were analysed in accordance to the five steps of error analysis i.e. identification, description and explanation. The target sample of the study was drawn from learners of French in Form two, form three and form four; all making a total of 40 learners. The CLI errors, identified in the learners' compositions were categorized into linguistic categories: lexical CLI errors and grammatical CLI errors. Each category was analysed with CLI errors given and their source explained. The frequency of CLI errors and their distribution was calculated and presented in tables, bar charts and pie charts. Based on the findings of this study, CLI related errors were found to emanate mainly from the learners' L₂ (English) than their L₂ (Kiswahili) and L₁.

CHAPTER ONE

1.1 Background to the study

The official languages in Kenya are Kiswahili and English (Constitution of Kenya, 2010). The two languages are taught as compulsory subjects in primary school and secondary school. While Kiswahili is Kenya's national language, English is the language of instruction for all the other subjects in school except Kiswahili and foreign languages.

When learners join form one in secondary school, they are introduced to foreign languages in selected schools. One of the foreign languages is French. It is offered as an elective subject from form one and learners of French language sit for a national exam at the end of their four year study in secondary school. The exam comprises testing in oral skills, listening skills, writing skills, and reading skills. French is the first foreign language of choice in Kenya as evidenced by the widespread number of schools where it is offered and also the increasing number of higher institutions of learning offering French language.

French is a foreign language in Kenya because it is not a means of communication among the masses and students rarely find any chance to use French outside the classroom. According to the secondary education syllabus, the general objectives of teaching French in Secondary Schools are to:

1. Equip learners with the basic communicative skills for effective communication where French is required.
2. Give learners access to oral and written materials in French.
3. Facilitate further studies in Francophone Institutions.
4. Promote global peace through the understanding and appreciation of the cultures of French – speaking peoples and through a more positive perception of foreign peoples and their cultures.

According to Ringbom (1987) the term second language acquisition (SLA) generally occurs more frequently than foreign Language Learning (FLL)" (Ringbom 1987:26) Ringbom distinguishes second language Acquisition (SLA) from foreign language learning. He says that in a second language acquisition context, the language is spoken in the immediate

environment of the learner and the learner has good opportunities to use the language for participation in natural communication situations (Ringbom 1987:27). On the other hand, Ringbom says that in a foreign language learning situation, the language is not spoken in the immediate environment of the learner, although mass media may provide opportunities for practicing the receptive skills. There is little or no opportunity for the learner to use the language in natural communication situations. The foreign language learner can spend only a very limited time on learning. The learning is limited to the classroom hours. The foreign language learner is exposed to a very limited quantity of highly structured, selected and sequenced input. Foreign language learning mainly takes place in a classroom situation and there is little or hardly any learning from peers.

Ellis (1985) illuminates on Second Language Acquisition as opposed to Foreign Language Acquisition. He argues that second language acquisition is not intended to contrast with foreign language acquisition. SLA is a “general term that embraces both untutored (naturalistic) acquisition and tutored (or classroom) acquisition” (Ellis 1985:5). Many scholars have contrasted language acquisition with language learning. “Language acquisition is the picking up of a second language through exposure whereas language learning is used to refer to the conscious study of a second language” (Ellis 1985:6).

In this study, I will use the definition given by Ellis where he says that “Second Language Acquisition (SLA) refers to the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or a tutored setting. It covers the development of phonology, lexis, grammar and pragmatic knowledge but has been largely confined to Morphosyntax” (Ellis 1985:6).

Cross-linguistic influence (CLI) is “the effect of natives language on target language. Cross linguistic influence plays a significant role in any learning act. Prior experience is very significant in that the influence of the native languages as prior experience must not be overlooked” (Brown 2000:211).

From this argument, its evident that CLI is an important linguistic factor at play in the acquisition of a second language. As mentioned earlier in this introduction part of the study, SLA has become a cover term for acquisition after a first language has been learned. It often

incorporates many different types of acquisition, including third language, fourth language, etc, (Gass & Selinker 2001).

The types of cross-linguistic influences investigated in this study include:

- a) Lexical CLI
- b) Grammatical CLI

(i) Lexical influence

This may manifest itself in false Friends or False Cognate. False friends are lexical units which orthographically resemble a certain lexical unit of the target language but which is not its semantic equivalent in meaning. For example:

- a) *Il assiste* son ami.*

The French verb *assister* is a false cognate to the English verb ‘to assist’. In French it means ‘to attend a meeting, a conference’ etc. The equivalent of the English verb ‘to assist’ is *aider*. The most appropriate lexical unit is shown below:

Il aide son ami. (He helps his friend).

Another lexical influence can be traced in the polysemous nature of words. For example the English word “striker” can mean someone who plays the scoring position in a football game. The other meaning is a person taking part in a strike/demonstration. This translated to French “*greviste*” in the example below distorts the meaning of the sentence:-

- b) *Il joue au football. Il est greviste.** (He plays football. He is a striker*).

‘*greviste*’ in French is a person taking part in a strike or demonstration. The correct word is *attaquant*.

The following are more examples of lexical influences:

- c) **Je pratique le tennis*
Je pratique le tennis. (I play tennis)
- d) **Le football est très simple à jouer.*

Le football est très facile à jouer. (Football is easy to play)

e) **Je suis allé à la canteen.*

Je suis allé à la cantine. (I went to the canteen)

f) **Il y a onze players dans une team.*

Il y a onze joueurs dans une équipe. (There are eleven players in a team)

ii) Grammatical influences

This is where the learner is influenced by the norms of his L₁ or L₂ in the production of TL. This can be seen in word order, negation, prepositions, wrong use of gender marking or pronouns, use of singular and plural, lack of concordial agreements, punctuation. Let us look at the examples below:

1000s. – one thousand shillings.

g) *1000 kshs – un* mille shillings.*

The figure (*un*) is a grammatical influence from L₂ (English) while in French, it is simply *mille shillings* (thousand shillings)

Below are more examples of grammatical influence:

h) **Les hommes aux femmes...*

Les hommes et les femmes... (Men and women.)

This is a Kiswahili (L₂) influence meaning *waume kwa wake...*

i) **Ici Kenya...*

ici au Kenya... (Here in Kenya...)

The sentence above has L₂ (Kiswahili) influence to mean *Hapa Kenya*

j) **Kamene est allé ... (Kamene went)*

Kamene est allée...

There are also influences at the sentence level. They can be influences of syntactic structures or even a whole sentence. Let us look at the example below:

k) **Il a une rouge voiture.*

Il a une voiture rouge (He has a red car).

In the first sentence, we notice an influence from the learners L₂ (English) where the adjective of colour comes before the noun and this word order is transferred to French. The French word order of noun and adjective of colour is the reverse of English word order. The noun comes before the adjective of colour.

l) **J'aime regarder les sports dans une télévision*

J'aime regarder les sports à la télévision.(I like watching sports on television)

In the example above, the use of *dans une television* is erroneous, it is an influence from the learners' L₁ that is, Kikamba. *Nendete kuisiya mathau tiviini.*

m) **C'est ne pas acceptable.*

Ce n'est pas acceptable. (It is not acceptable)

In the example above, the word order in negation is erroneous because it has been influenced by the L₂ (English). The French negation *ne* comes before the verb and *pas* after the verb.

1.1.1 Operational Definition of Terms

1. **Second language Acquisition (SLA)** – It is the study of how learners learn an additional language after they have acquired their mother tongue (Ellis 1985:5). In general, SLA refers to the process of learning another language after the native language has been learned and can be the third, fourth or fifth language.
2. **French as a foreign language** : Teaching French to people who need to learn it for their studies or their career, and who do not live in a French speaking country (Macmillan dictionary)
3. **Cross-linguistic influence**: Any language influence from the L₁ to the L₂ or from the L₂ back to the L₁ (Gass and Selinker 2001:452). In this study we look at language influence from L₁ to TL and L₂ to TL
4. **Native language (NL)** – This is the first language that a child learns. It is also known as the mother tongue or the L₁ (first language)

5. **Target Language (TL).** This is the language being learned. In this study, the target language is French.
6. **Foreign language learning** – This is the learning of a non-native language in the environment of one’s native language. It is the learning of a second language in a formal classroom situation that takes place in a country where the NL is spoken e.g. learning French in Kenya.
7. **L1** - This is the learner’s first language. It is also known as the mother tongue or the native language. In this study L₁ is Kikamba.
8. **L2** – This is the language acquired or learned after the mother tongue has been acquired. In this study, the L2 is English and Kiswahili.

1.2 Statement of the Problem

From the preceding section, it is evident that there are Cross-Linguistic Influence errors in the learning of the target language i.e. French. These CLI errors manifest themselves in word order, gender marking, concordial agreement, verb form, orthographic transfer, target word substitution and use of auxiliaries.

This study aims at looking into CLI errors made by learners of French as a foreign language who have Kikamba as their L₁ and English and Kiswahili as their L₂. The study investigates the extent to which the three languages are involved in the transfer of Lexis and grammatical items to the TL. Investigating this means finding answers to the following research questions:

1. Are there more CLI errors from the learners L₂ (English) than L₁ and L₂ (Kiswahili)?
2. Is grammatical CLI more prevalent than Lexical CLI?
3. Are CLI errors involving auxiliary verbs more prevalent in the grammatical CLI category?
4. Does the amount of CLI errors reduce as one moves from form two to form four?

This study acknowledges that learners of French as a FL experience CLI in their written composition. It is hoped that CLI investigated in this study will shed light on areas where

more emphasis need to be put so as to make the learners write effectively. The investigated CLI will help teachers of French as a FL prepare and teach effectively.

1.3 Objectives of the Study

The study is guided by the following objectives:

1. To identify, classify and describe CLI errors in students' compositions at Kaumoni Secondary School who are learning French.
2. To find out the source of the Cross-Linguistic Influence.
3. To find out the frequency of CLI errors across the learners' classes.
4. To find out the most frequent CLI errors in the learners compositions.

1.4 Research Hypotheses

This study has the following working hypotheses:

1. Cross – Linguistic Influence in the learners' compositions emanates more from their L₂ (English) than from their L₂ (Kiswahili) and L₁.
2. There will be more grammatical CLI errors than lexical CLI errors.
3. CLI errors involving auxiliary verbs will be more frequent in the grammatical CLI category.
4. The frequency of CLI errors reduces as one moves from learners in form two to learners in form four.

1.5 Rationale of the Study

The objective of this study was to investigate the cross-linguistic influence in foreign language learning. It was based on a case study of the learners of French at Kaumoni Secondary School. As a teacher of French as a foreign language, the researcher has witnessed rampant cases of CLI related errors made by learners of French in secondary schools. Therefore, it is in this light that this study is justified on pedagogical grounds since teachers of French as a foreign language will benefit from the study as it identifies the CLI related errors made by learners of French. This study is also significant as it points out the difficulties learners of French face as they strive to attain language proficiency. The Error

Analysis method used in the data analysis identifies learners' errors and gaps to be filled in the language learning process thus leading to improved performance. Feedback from the Error Analysis provides information on the level of success of the language learning process and at the same time point out the communication problems and deficiencies. In this way, Error Analysis supports the learning process through error evaluation/error remediation.

This study is justifiable on the grounds of applied linguistics on foreign language learning. In the researcher's opinion, no such study has been carried out in the past on the topic of CLI on foreign language learning and specifically in a secondary school context. The study hopes to give an insight to teachers of French as a foreign language, education policy makers and foreign language curriculum developers.

1.6 Scope and limitations

This study sought to investigate the Cross-Linguistic Influence in foreign language learning. It employed a case study of the learners of French at Kaumoni Secondary School in Makueni County. A total of 40 students were drawn from form two, three and four. The data analyzed was their written compositions. Form one learners were left out of this study because they are viewed not to have attained much as they have only learnt French for a period of three months.

As French is offered in secondary schools as an elective subject, few students choose to learn it and the number decreases as one moves towards the senior forms. Kaumoni Secondary School is a public boarding school sponsored by the government and supplemented by parents. Majority of the students are drawn from Makueni county. Kikamba is their L₁, Kiswahili and English their L₂.

All the students chosen for this study started learning French in form one as total beginners. i.e. they had no prior knowledge of French Language. French is their fourth language in addition to the mother tongue which is their L₁. Their L₂ is Kiswahili and English which are also compulsory subjects in secondary school.

This study uses Error Analysis to investigate the CLI errors in the learners' compositions. Although there are intra-lingual errors (developmental errors) and inter-lingual errors (transfer errors), this study investigated inter-lingual errors only.

1.7 Theoretical Framework; Error Analysis

There are many L₂ learning theories i.e. contrastive Analysis (CA), inter-language (IL) and Error Analysis (EA). This study used Error Analysis (EA) as it was investigating CLI errors. Since this study aims at studying CL1 among secondary school learners of French, this theory is the best for the study, as it gives a methodology of studying learner errors.

Error Analysis draws from a series of articles published in the late 1960s and early 1970s (reprinted in Corder 1981). Corder spelt out the theoretical rationale and empirical procedures of carrying out Error Analysis (EA). According to Ellis and Barkhuizen (2005) "Error analysis consists of a set of procedures for identifying, describing and explaining learner errors (Ellis and Barkhuizen 2005:51). Learner errors can occur in both production and comprehension but comprehension errors are difficult to detect as it is difficult to locate the exact linguistic source of an error."

As a research tool for investigating how learners acquire an L₂, EA dates from the 1960's when it was promoted as an alternative and superior approach to Contrastive Analysis (CA) for understanding language learning. Contrastive Analysis had been an approach championed by behaviourism and linguists adopted it to use to compare the learners first and second language differences to predict errors. Error Analysis showed that Contrastive Analysis was unable to predict many of the learner's errors. A major finding of Error Analysis has been that many learner errors are produced by learners making faulty inferences about the rules of the target language.

Error Analysis is a major tool for researching SLA errors in learners' productions and documenting them. Writing is a production skill where learners have time to arrange their productions and can clearly show areas of incomplete mastery. The fact that learners make errors and these errors can be analyzed led to an increase in study of learners' errors, called Error Analysis. Error Analysis was different from contrastive Analysis in that it examined

errors attributable to all possible sources, not just restricting itself to those emanating from negative transfer of the native language.

According to Corder (1967), learner errors are significant in three ways;

- 1) *They serve a pedagogic purpose by showing teachers what learners have learned and what they have not yet mastered*
- 2) *They serve a research purpose by providing evidence about how languages are learned.*
- 3) *They serve a learning purpose by acting as devices by which learners can discover the rules of the target language i.e. by obtaining feedback on their errors.*

In order to start carrying out Error Analysis, the definition of an ‘error’ must be made. According to Corder (1971), an error can be defined as a “breach of the rule of the code”. This definition leans on deciding the grammaticality and acceptability of the learners production. It is from this definition by Corder that the basis of carrying out an EA is found.

Ellis and Barkhuizen (2005) goes ahead to make a distinction between ‘covert’ and ‘overt’ error. An error is said to be overt if it can be detected by inspecting the sentence/utterance in which it occurs. An error is covert if it only becomes apparent when a larger stretch of the discourse is considered (Ellis and Barkhuizen 2005:56).

Before looking at the steps of conducting EA, its important we make a distinction between error and mistakes. According to Corder (1967), mistakes are akin to slips of the tongue i.e. they are generally one-time only events. The learner who makes a mistake is able to recognize it and autocorrect. On the other hand, an error is systematic i.e. its likely to occur repeatedly and is not recognized by the learner as an error.

Gass and Selinker (2001) outline the methodology steps to be taken in conducting an EA:

1. Data need to be collected. This is typically done with written data. In our study, the data used was written compositions from learners.

2. Identify errors. From the learners written productions, errors were identified; for example incorrect sequence of tenses, wrong verb form, and so on. Mistakes were left out.
3. Classify the errors. The errors were classified into different linguistic categories i.e. lexical and grammatical categories.
4. Quantify errors. The frequency of errors occurring in each linguistic category were quantified.
5. Analysis of source. An explanation was given showing why the CLI error was made by the learner.
6. Remediation

Corder (1974) gives five steps in conducting an EA:

1. Collection of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Error evaluation.

In Error Analysis framework, we can distinguish two main error types: interlingual and intralingual. Interlingual errors are errors that involve cross-linguistic comparisons while intralingual errors are those that are due to the language being learned. i.e. they are developmental errors and are common to all language learners. Intralingual errors are part of language development while CL1 falls within interlingual errors as it involves influences from L_1 and L_2 to the TL.

It follows that the study of the writing of learners is largely the study of the errors made by the learners. As Brown (2000) notes, “production data is publicly observable and is presumably reflective of learners underlying competence-production competence, that is. One of the common difficulties in understanding the linguistic systems of both first and second language learners is the fact that both systems cannot be directly observed. They must be inferred by means of analyzing production data” (Brown 2000:216).

The first step in the process of EA is the identification of errors. The figure below (1.1) is a schematized model of Corder (1971) model of identifying erroneous utterances in a second language.

Procedure for identifying errors in second language learner production data (Corder 1971).

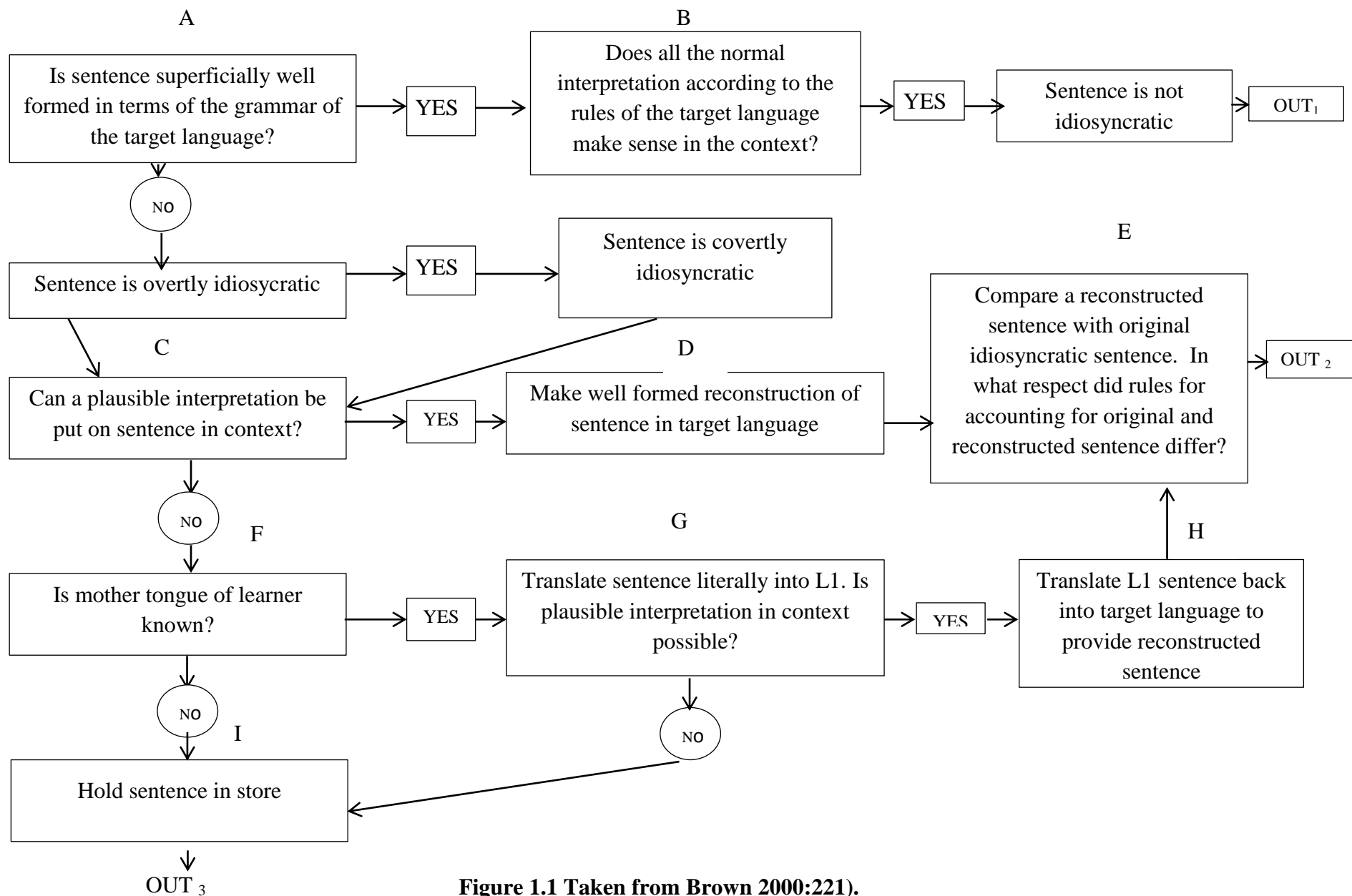


Figure 1.1 Taken from Brown 2000:221).

1.8 Literature Review

The issue of Cross-Linguistic Influence is a reality which cannot be wished away. The literature that was found relevant is discussed and their similarities and differences to this study is shown. Few studies have been done touching on CLI. One of the notable studies is one done by Ciira Mary (2011) in which she studied first languages' interferences on the second language in the syntactic structure of the second learners' writing. The second language she referred to was English. Her study differs from this study in that this study is on CLI on foreign language learning with a case study on learning of French. The influence investigated in this study is from the learners L₁ i.e. Kikamba and their L₂ which is English and Kiswahili.

Mutua Teresiah (2013) did a study on the challenges of English as a second language based on a case study of Lutsangani Secondary School in Kilifi County. Her study sought to establish whether attitude, motivation, cultural background and language policy affects English proficiency. Her study is different from this study as she does not look into CLI in the learning of English as a second language. Her study borrows from psychology as opposed to this one which is structural analysis.

Another study done and which is slightly relevant to this study was done by Mwaniki (2001). His study examined the extent to which Kikuyu contributed to the formation of non-target syntactic constructions. His study differs from this study as it focuses on aspects of English syntactic categories. His study looks at influences of only one language i.e. the learners L₁ to the L₂. The L₂ he investigated is English and the L₁ is Kikuyu.

Cross-Linguistic Influence from Finnish and Swedish to English has been extensively done (Ringbom, 1987). The study examined CLI from L₁ to L₂ to L₃ and from L₂ to L₃. The study found out that the effect of CLI is overwhelmingly facilitative. Ringbom's study concluded that "the difference between learning a related and an unrelated language is primarily a difference between much overt Cross-Linguistic Influence based on perceived similarities Vs. little or no overt Cross-Linguistic Influence; a question of 'transfer' Vs. lack of transfer" (Ringbom, 1987: 109).

Ringbom's (1987) study of English learners in Finland has played a significant role in demonstrating the influence of psychotypology in third language acquisition. Upon analyzing the results of native Swedish speakers (L₂ Finnish) and native Finnish speakers (L₂ Swedish) in written English compositions, Ringbom found considerable Swedish and little Finnish influence in the production of both groups of learners.

Ringbom's study is different from our study in many aspects. First, his study was done on learners of English language. Secondly, his study was comparative study of learners of English with Swedish as their L₁ and Learners of English with Finnish as their L₁. Thirdly, he was studying the influence of language similarities seeking to point out 'Positive Transfer' vs 'negative transfer'. He was looking at the advantages of having an L₁ related to the target language. Lastly, his study was done in Europe on learners with L₁, L₂ and L₃. Our study is done at Kaumoni Secondary School, Makureni county, Lower Eastern Kenya. The learners have L₁,(Kikamba), L₂,(Kiswahili and English), TL (French).

According to Ringbom (1987), lexical transfer may be brought out in two ways:-

- a) Through a transfer of form.
- b) Through a transfer of meaning.

Transfer of form is the transfer of words from the previously acquired languages. The word may be adapted or not to the structure of the words of the new language being learned i.e. the L₄. Transfer of meaning is the transfer of semantic patterns of lexical items of the previously acquired languages (L₁, L₂, and L₃) for the items of the L₄ in the form of semantic calques. There are many lexical error taxonomies which are used in the context of foreign language. They are designed to describe the learners inter-language and pinpointing the areas that learners have difficulties when producing the TL.

Yang and Xu (2001:54) as cited by Keffous (2001:26) have grouped lexical errors made by Chinese learners of English into three groups:-

- a) Selection of inappropriate items.
- b) Errors of transitivity, intransitivity.
- c) Errors of collocation

Ferris (2005) as cited in Hale, Pekkaim and Curlson (2008:101) and cited by Keffous (2001:26) classified lexical errors into five groups:-

1. Word choice
2. Word form
3. Informal usage
4. Idiom errors
5. Pronoun errors

James (1998) gives two broad categories of lexical error taxonomies which are further divided into sub-categories. They are:-

- a) Formal errors: Formal misselection (FM), misinformation errors, distortions.
- b) Semantic errors: confusion of sense relation (CSR), collocational errors.

A summary of the lexical error taxonomies by James (1998), Yang and Xu (2001), Ferris (2005) and Liach, Fontecha and Espinosa (2006) is given in the table below.

Table 1: Lexical Error Taxonomies

SOURCE	CLASSIFICATION
James (1998)	<ol style="list-style-type: none"> 1. Formal errors <ol style="list-style-type: none"> a) Formal misselection errors. b) Misinformation errors. c) Distortions. 2. Semantic errors <ol style="list-style-type: none"> a) Confusion of sense relations. b) Collocational errors
Yang and Xu (2001)	<ol style="list-style-type: none"> 1. Selection of inappropriate items according to the intended meaning. 2. Errors of transitivity/intransitivity. 3. Errors of collocation.
Ferris (2005)	<ol style="list-style-type: none"> 1. Word choice. 2. Word form. 3. Informal usage. 4. Idiom error. 5. Pronoun error.
Liach, Fontecha and Espinosa (2006).	<ol style="list-style-type: none"> 1. Spelling errors. 2. Word choice errors.

Lexical error taxonomies : adapted from Keffous Chahira (2001:28)

Further subcategorization of lexical error transfer is put forward by Meriläinen (2010) in the English writing of Finnish speakers as shown in the table below:-

Table 2: Sub categorization of lexical transfer

Word Knowledge	Transfer Categories
Word Form	1. Substitutions 2. Relexifications 3. Orthographic transfer. 4. Phonetic transfer 5. Morphological transfer
Word Meaning	6. Loan translations 7. Semantic extensions
Word Use	8. Collocations 9. Functional and content transfer

Lexical transfer sub-categorization as taken from Meriläinen 2010 as cited by Saurio (2014:25).

This study adapted Meriläinen (2010) lexical error taxonomy in order to classify lexical Cross-Linguistic Influence in the learners written productions. For the grammatical CLI errors, the identified errors were classified into linguistic categories taken from a descriptive grammar of TL (French). The choice of lexical and grammatical taxonomies was based on the data analysed.

It is evident that all the studies on CLI reviewed so far above are silent on CLI in foreign language learning i.e. the learning of French as a foreign language in a school setting. The studies reviewed above are also silent on acquisition of FL and how its acquisition is influenced by the L₁, and L₂. It is this area that this study will focus on and investigate in order to find out the extent to which Kikamba (L₁), Kiswahili and English (L₂) influence the learning of French as a foreign language in Kenya.

1.9 Research Methodology

1.9.1 The Sample

The study was conducted at Kaumoni Secondary School, Makueni County. The study comprised of students learning French and the sample was selected from form 2 to form 4.

The learners written compositions were marked and investigated for CLI. A total of 40 students were involved in the study. The data was collected by the researcher in person. The target student population was stratified into form 2, form 3 and form 4 as the operational strata. The table below, table 3, shows the number of participants per form and their proficiency in other languages.

Table 3 - Number of participants per form and their proficiency in other languages.

	Kikamba (L ₁)	Kiswahili (L ₂)	English (L ₃)
Form 2 (n=23)	23	23	23
Form 3(n=7)	7	7	7
Form 4 (n=10)	10	10	10
TOTAL	40	40	40

1.9.2 Data collection procedure

Following the guidelines stated by Ellis (1994:49-50), a sample of written compositions were collected from the 40 learners of French. All the learners started learning French in their first year of secondary school i.e. form one. They started learning with no prior knowledge of French and therefore this qualifies French to be a FL. They have been taught by Kenyan teachers of French as a foreign language. The learners were given topics to write compositions on. The topics picked were those deemed to be appropriate for their level of learning and in accordance with the Kenya Secondary School French language syllabus. The composition topics were: *Mon sport favori* (my favorite sport), *Le weekend passé* (last weekend), *Ce matin* (This morning), *Une lettre à un ami pour lui expliquer comment vous avez participé à une cérémonie de mariage.* (A letter to a friend narrating to him how you participated in a marriage ceremony.) *Un voyage que vous avez fait avec vos camarades.* (A trip you made with your school mates.)

1.9.3 Data Analysis

Data for this study was obtained from learner's written compositions. Each learner wrote three compositions. The learners were given serial numbers in which the compositions were grouped. The first two learners had serial numbers from SN01 to SN23 that is, student number one to student number 23. From three learners had serial numbers from SN 24 to SN30 and finally from four learners from SN 31 to SN 40. The three compositions from each learner was grouped as C1, C2 and C3, that is composition one, composition two and composition three. The first composition was obtained from the learners' composition books in which they had written as part of their class assignments. The second and third compositions were part of the students' continuous tests. All the compositions were collected by the researcher in person, marked and analysed according to Corder (1974).

Error Analysis methodology. Following Corder (1974), the following steps are followed in conducting an Error Analysis.

1. Collection of a sample of learner language

This is the first step in EA. In this stage, the researcher has got to decide what samples of learner language he is going to use and how he will collect the data. This study used data from written compositions of learners of French as a foreign language.

2. Identification of errors

According to Ellis (1994:51). An error can be defined as "a deviation from the norms of the target language". The target language in this study is French (Standard French as spoken in France). The learners' compositions were read more than two times to identify the errors. The 'errors' were differentiated from 'mistakes'. The researcher also sought to differentiate interlingual from intralingual errors, overt from covert errors. In order to identify the errors easily, the procedure of error identification shown in Table 1.1 was employed.

3. Description of errors

The learners' idiosyncratic productions were compared with a reconstruction of these productions in the target language. This study used a descriptive taxonomy based on linguistic categories. The linguistic categories were developed after examining the TL categories that had been violated. The descriptive taxonomy was chosen because it relies on well-established grammatical categories and thereby maximizes practical applications e.g. teaching (Ellis and Barkhuizen 2005).

4. Explanation of errors

This stage involves establishing the source of the error. This study investigated errors emanating from CLI or transfer from learners L₁ and L₂ to the target language. The explanation of errors requires careful examination because it is not always easy to determine whether an error is the result of transfer (Ellis and Barkhuizen 2005).

5. Evaluating errors

This refers to looking into how the learners' errors affect communication i.e. the gravity of the errors in the case of the learner's written compositions. This has to do with whether the compositions are understood and relate to the topics they are writing on. Error evaluation also involves deciding on which errors should receive instructions based on their gravity (Ellis and Barkhusen 2005).

The five steps provided the procedure for analyzing how CLI structures interfere with competence in the learning of French as a foreign language. Errors were put in linguistic categories that is Lexical and Grammatical.

Each linguistic category was further divided into sub-categories where errors from each of the categories were recorded and their occurrence frequency worked out. The percentage of CLI was calculated based on the total number of errors in each category and the number of learners per learner level.

CHAPTER TWO

LINGUISTIC CATEGORIES OF CLI IN THIS STUDY

Following the analysis of the written compositions, we developed, based on Corder (1974) a taxonomy for Error Analysis including the following linguistic categories and sub-categories :

1. Lexical-Word Choice, substitutions, relexifications, orthographic transfer, loan translation, false friends, word transfer.
2. Grammatical – Negation-related CLI, Adjectives and other noun modifiers, wrong placement of object personal pronouns, gender marking, non-use of the plural marker on adjectives, non-use of the hyphen, difficulty in using the preposition *à* and *de* concordial agreement, verb form and auxiliaries.

2.1 Lexical CLI

To examine the errors occurring in the data collected from the learners, it is good to start with identifying the lexical deviations made. The observed deviations will be categorized into:

1. Word form (substitutions, relexifications, orthographic transfer).
2. Word meaning (loan translations, false friends)
3. Word use (word transfer).

2.1.1 Errors affecting the form of the word

This is how a word is written and spelled. Word form transfer is the situation where the learner will transfer word conventions from his L₁, and L₂ to the TL i.e. the French.

2.1.1.1 Substitutions of the target word with one from the L₁ or L₂

According to Ringbom (1987), this refers to a situation where a word from the learners L₁, L₂ and L₃ is used in the TL in an unmodified form. Examples from the data:-

CLI 1 **Après Le Mass à l'église, je suis allé à la classe (Messe) SN34 C1*

After the mass, I went to class.

- CLI 2 **J'ai bu du cocoa.* (Cacao) SN27 C2
I drank cocoa.
- CLI 3 **Je visite le Sinema.* (Cinéma) SN10 C2
I visited the cinema.
- CLI 4 **Elle est un accountant.* SN01 C2
(*Elle est comptable.*)
She is an accountant
- CLI 5 **C'est très dangerous.* (*dangereux*) SN21 C2
(*C'est très dangereux.*)
It is very dangerous.
- CLI 6 **Je suis allé à la canteen.* SN21 C1
(*Je suis alle à la cantine.*)
I went to the canteen.
- CLI 7 **Nous mangé mandazi et des frites* SN12 C2
(*Nous avons mangé des beignets et des frites.*)
We ate doughnuts and French fries).

2.1.1.2 Relexifications

This is a situation where the learner uses a word from his L₁, or L₂ in a modified form to fit the word formation norms of the TL.

Let us look at the following examples:-

- CLI 8 **Je suis escapé par la fenêtre.* SN22 C2
(*J'ai échappé par la fenêtre.*)
I escaped through the window.
- CLI 9 **Deux personnes sont injuré aux jambes.* SN16 C1
(*Deux personnes sont blessées aux jambes.*)
Two people had injuries on their legs.

CLI 10 **La deuxième leçon est la chemie. (Chimie).*SN31 C1

The second lesson is chemistry.

CLI 11 **Dans la forêt, Il y avait beaucoup d'animal sauvage comme le lion, le zèbra...*SN36 C3 (animaux, zèbre).

In the forest, there were many animals like the lion, zebra...

CLI 12 **J'ai relaxé à la maison* SN12 C2

(*Je me suis reposé à la maison.*)

I relaxed at home.

CLI 13 **Il est allé à l'hôpital hier et il est admitté.* SN13 C3

Hier, il est allé à l'hôpital et il est admis.

He went to hospital yesterday and he was admitted.

CLI 14 * *Il est purchased moi.* SN15 C3

Il m'a acheté...)

He bought me...

2.1.1.3 Orthographic transfer

This is an instance where the learner transfers the spelling conventions of his L₁ or L₂ into the TL, For example:-

CLI 15 **La société modern.....* SN23 C1

(*La société moderne*).

The modern society

CLI 16 **Je participate aux sports* SN23 C1

(*Je participe aux sports.*)

I participate in sports.

CLI 17 **Il y avait de différentes types de dance (danse)* SN21 C3

There were different types of dances.

CLI 18 **Une cérémonie de marriage.* SN22 C1

Une cérémonie de mariage.

A marriage ceremony.

CLI 19 **La person crie à haute voix. (personne)*

The person cried in a loud voice.

CLI 20 **Je visite le sinema (cinéma) SN10 C2*

I visited the cinema.

CLI 21 **J'aime beaucoup les mathematics. (mathématiques).SN40 C1*

I like mathematics very much.

CLI 22 **L'église catholic.*

(*L'église catholique.*)

The catholic church.

CLI 23 **La forest à côté de l'école. (La forêt à côté de l'école.) SN17 CI*

The forest next to the school.

CLI 24 **J'ai cherché partout sans success. SN34 C2*

(*J'ai cherché partout sans succès.*)

I searched everywhere with no success.

CLI 25 **Le problem. SN10 C3*

(*Le problème.*)

The problem.

CLI 26 **Un guide touristic. SN26 C3*

(*Un guide touristique.*)

A tour guide.

2.1.2 CLI errors affecting the meaning of the word

This is an instance where the learner estimates his L₁, or L₂ knowledge of words meaning into the TL context resulting in erroneous expression in the TL.

2.1.2.1 Loan translations

Ringbom (1987: 115) says that loan translations involve situations where a L₁, L₂, or L₃ phrase or word has been translated resulting in a construction with no meaning in the TL or a meaning which differs from the one that is intended e.g.

CLI 27 **Parce que cette pommes est pauvre qualité. SN07 C3*

(Parce que cette pomme est de mauvaise qualité.)

Because the potato was of poor quality.

CLI 28 **Il est un peu garçon. SN08 C2*

(Il est un petit garçon.)

He is a little boy.

CLI 29 **Notre vêtements pour école. SN18 C1*

(Notre uniforme scolaire.)

Our school uniforme.

CLI 30 **Moi, je joue le position de greviste. SN30 C1*

(Moi, je joue à la position d'attaquant.)

I play the position of a striker.

CLI 31 **Il est commencé la voiture. SN15 C3*

(Il a mis en marche la voiture/il a démarré la voiture.)

He started the car.

2.1.2.2 False friends

According to Lightbown and Spada (2006 :99), “students may have particular difficult with words that look similar in the two languages but have different meanings. The words may come from different origins or they may have evolved differently from the same origin”. The words referred to here are known as false cognates or false friends. Examples :

CLI 32 **Il était un bon chance que nous avons visité le parc à Nairobi. (une bonne occasion) SN29 C2.*

(Une bonne chance = a good luck)

It was a good chance that we visited a park in Nairobi.

- CLI 33 * *Il y a des places désigné pour les drogues.* SN23 C1
 (*Lieux, endroits*) (*places =seats*).
 There are places set apart for drugs.
- CLI 34 * *...collection d'information de la scène.* SN16 C1
 (*...La collecte d'information sur l'endroit/le lieu de l'accident.*)
 ...collection of information from the scene of the accident.
- CLI 35 * *La police qui demande de la licence.* SN16 C1
 (*La police qui demande le permis de conduire.*)
 The police who were asking for the driving licence.
- CLI 36 * *Station de la police.* SN16C1
 (*Poste de police.*)
 Police station.
- CLI 37 * *Je suis acheté six pièces de ngumu.* SN38 C1
 (*J'ai acheté six beignets.*)
 I bought six doughnuts.
- CLI 38 * *Tout le monde est allaient près de stage est préparé pour la concert.* SN21 C3
 (*Tout le monde est allé près de la scène de théâtre en attendant le concert.*)
 Everyone moved closer to the stage in readiness for the concert.
- CLI 39 * *Le député directeur* SN05 C3
 (*Le directeur adjoint.*)
 The deputy principal.

2.1. 3 CLI lexical errors relating to how a word is used.

This refers to situations where the learner does not have a full knowledge of the contexts in which certain words are used.

2.1.3.1 Word transfer

This is a situation where there is an ungrammatical use of a functional word (i.e grammatical word) or a content word (i.e. a lexical word). Functional words include prepositions, the

adverbs. Content words comprise of determiners and most of the adverbs, verbs, nouns and adjectives.

CLI 40 **Elle est 28 ans.* SN16 C2

(Elle a 28 ans).

She is 28 years old.

CLI 41 **Mon frère est bien* SN19 C3

(Mon frère va bien.)

My brother is fine.

CLI 42 * *Quand Il était 20 ans.* SN40 C3

(Quand il avait 20 ans).

When he was twenty years old.

CLI 43 * *Ici, je suis très chaud.*

(Ici, J'ai très chaud.)

Here, I am feeling very hot.

CLI 44 **Mon sport favori est le nager.* SN03C1

(Mon sport favori est la natation).

My favorite sport is swimming.

CLI 45 **J'étais peur parce qu'il était tard.* SN24C2

(J'avais peur parce qu'il était tard.)

I was afraid because it was late.

CLI 46 **Tout le monde était faim.* SN29C2

(Tout le monde avait faim.)

Everyone was hungry.

CLI 47 **J'aime monsieur mambo parce qu'il enseigne bien et aussi, il connaît bien les maths.* SN34C1

(J'aime monsieur mambo parce qu'il enseigne bien et aussi, il sait enseigner les maths.)

I like Mr. Mambo because he teaches well and he knows how to teach mathematics.

2.2 Grammatical CLI Errors

Grammatical CLI will be divided into subcategories, namely: negation related CLI, Adjectives and other noun modifiers, wrong placement of object personnel pronouns, gender marking, non-use of the plural marker on adjectives, spelling: non-use of the hyphen, difficulty in using the preposition *à* and *de*, concordial agreement, verb form and auxiliaries.

2.2.1 Negation-related CLI

The French negation is *ne...pas* (not) where *ne* is placed before the verb and *pas* immediately after the verb in non-compound tenses. In compound tenses where an auxiliary verb precedes the past participle, *ne* is placed before the auxiliary verb and *pas* after the auxiliary but before the past participle verb. If *ne* precedes a verb starting with a vowel or h, it is contracted to *n'* to become part of the verb with an apostrophe (') separating the two words. Let us look at some examples from the learners written compositions.

CLI 48 **Je n'ai bu pas mon petit déjeuner.* SN25 C2

(je n'ai pas bu mon petit déjeuner)

I did not drink my breakfast.

CLI 49 *.*C'est ne pas une bonne idée*

(Ce n'est pas une bonne idée.)

It is not a good idea.

CLI 50 *.*C'est ne pas acceptable.* SN23C1

(Ce n'est pas acceptable.)

It is not acceptable.

CLI 51 *.*Et moi, je ne pas dancé.* SN02C2

(Et moi, je n'ai pas dansé.)

And me, I did not dance.

CLI 52 *.*Quand nous arrivions à l'école, nous trouvions il n'y a pas personne.* SN18C1

(Quand nous sommes arrivé à l'école, nous avons trouvé qu'il n'y avait personne.)

When we got to school, we found there was no one.

2.2.2 Adjectives and other noun modifiers

In French, a good number of adjectives are placed after the noun they modify unlike in English where the adjective is placed before the noun. In French, descriptive adjectives come after the noun. These include adjectives of colour, shape, taste, personality, mood, nationality and religion. Word order will also include erroneous word order of nouns in apposition.

Examples:

CLI 53 **Un intéressant weekend* SN07C2
 (*Un weekend intéressant*).

An interesting weekend.

CLI 54 **Je vais à la Wote stade.* SN07C2
 (*Je vais au stade Wote*).

I am going to Wote stadium.

CLI 55 **Quelle exacte heure?* SN07C2
 (*Quelle heure exacte?*)

What exact time?

CLI 56 **Une visite au national parc.*
 (*Une visite au parc national.*)

A visit to the national park.

CLI 57 **J'aime l'Anglais Premier League.* SN30C1
 (*J'aime la Première Ligue Anglaise.*)

I love English Premier League.

CLI 58 **Paris est un ville très grand.* SN03C3
 (*Paris est une très grande ville.*)

Paris is a very big city.

2.2.3 Wrong Placement of Object Personal Pronouns

Direct object pronouns are used to replace direct objects, i.e. the people or things in a sentence that receive the action of the verb. In French, the direct object pronoun precedes the verb and the auxiliaries unlike English where it is placed after the verb.

Examples:

- CLI 59 **Il était le 16 août l'année dernière quand ma grand mère a appelé moi.* SN39C3
(Il était le 16 août l'année dernière quand ma grand mère m'a appelé)
 It was on 16th August last year when my grandmother called me.
- CLI 60 **Il était joie et aussi moi.* SN36 C2
(Il était joyeux et moi aussi.)
 He was joyous and me too.
- CLI 61 **Mon frère invite moi...*
(Mon frère m'invite...)
 My brother is inviting me.....
- CLI 62 **Mon frère a donné moi ses vêtements.* SN38 C3
(Mon frère m'a donné ses vêtements.)
 My brother gave me his clothes.
- CLI 63 **Je n'informe jamais vous.* SN21 C1
(Je ne vous informe jamais.)
 I will never inform you.
- CLI 64 **Le directeur dit à moi...* SN09 C3
(Le directeur me dit...)
 The principal says to me.
- CLI 65 **J'aime vous.* SN32 C3
(Je vous aime.)
 I love you.

2.2.4 Gender marking

Nouns in French are marked for gender: either masculine or feminine. Examples:

- CLI 66 **Chère Luc.* SN31 C2
(Cher Luc.)
 Dear Luc.
- CLI 67 **La semaine prochain.* SN31 C2
(La Semaine prochaine.)
 Next week.

- CLI 68 **Une Chemise blanc.* SN27 C2
 (*Une chemise blanche.*)
 A white shirt.
- CLI 69 * *C'était une grand animal.* SN35 C2
 (*C'était un grand animal.*)
 It was a big animal
- CLI 70 * *Nous avons dansé pour une heure exact*SN37 C2
 (*Nous avons dansé pour une heure exacte.*)
 We danced exactly for one hour.
- CLI 71 **Le personne qui...*CN32 C2
 (*la personne qui...*)
 The person who...
- CLI 72 * *Une visiteur du lac*SN21 C2
 (*un visiteur au lac.*)
 A visitor to the lake.
- CLI 73 * *La mois dernier*SN32 C2
 (*Le mois dernier.*)
 Last month.
- CLI 74 * *La bus*SN18 C3
 (*Le bus*)
 The bus.
- CLI 75 * *Les sources chaud.* SN11 C2
 (*Les sources chaudes.*)
 Hot water springs
- CLI 76 * *La lion.* SN08 C2
 (*Le lion.*)
 The Lion.
- CLI 77 * *J'ai regardé la film.* SN11 C2\
 (*J'ai regardé le film.*)
 I watched the movie.

2.2.5 Non-use of the Plural Marker on Adjectives

Example:-

CLI 78 **Les chemises rouge et les pantalon noir.* SN31 C2

(*Les chemises rouges et les pantalons noirs.*)

The red shirts and black trousers.

CLI 79 * *Les arbres était très grand.* SN36 C3

(*Les arbres étaient très grands.*)

The trees were very big.

CLI 80 **Quand nous sommes arrivés, mes grandparents étaient très content.* SN39 C3

(*Quand nous sommes arrivés, mes grandparents étaient très contents.*)

When we arrived, my grandparents were very happy.

2.2.6 Spelling: non-use of the hyphen

In French, interrogative sentences with subject–verb inversion, an hyphen is used to separate the verb and the subject.

Example:

CLI 81 * *Comment vas tu?* SN31 C2

(*Comment vas-tu?*)

How are you?

CLI 82 **Nous nageons l'après midi.* SN03 C1

(*Nous nageons l'après-midi.*)

We swim in the afternoon.

2.2.7 The difficulty in using the preposition à and de

In French and English, the time when an action takes place is indicated with a preposition. An indirect object is also introduced with a preposition. This is a contrast to the learners L₁ and L₂ (Kiswahili).

Examples :

CLI 83 * *Nous avons retourné à l'école seize heure.* SN21 C1

(*Nous sommes retournés à l'école à seize heures.*)

We went back to school at 4 pm.

- CLI 84 * *Ma vie l'école.* SN22 C2
 (*Ma vie à l'école.*)
 My life in school.
- CLI 85 * *J'aime regarder les sports dans un télévision.* SN36 C1
 (*J'aime regarder les sports à la télévision.*)
 I like watching sports on television.
- CLI 86 * *Mes parents téléphone le directeur.* SN22 C2
 (*Mes parents téléphonent au directeur.*)
 My parents are calling the principal.
- CLI 87 * *Nous commençons nager.* SN22 C2
 (*Nous commençons à nager.*)
 We begin to swim.
- CLI 88 * *La cérémonie était ici Musomo.* SN22 C1
 (*La cérémonie était ici à Musomo.*)
 The ceremony was here at Musomo.
- CLI 89 * *Je suis décidé aller à l'école.* SN22 C2
 (*J'ai décidé d'aller à l'école.*)
 I decided to go to school.
- CLI 90 * *Ici Kenya.* SN32 C1
 (*Ici au Kenya.*)
 Here in Kenya.

2.2.8 Concordial Agreement

Examples :

- CLI 91 * *Nous sommes allé.* SN31 C2
 (*Nous sommes allés.*)
 We went.
- CLI 92 * *Mon parents.* SN11 C2
 (*Mes parents.*)
 My parents.
- CLI 93 * *...avec mon enfants.* SN07 C2

(...avec mes enfants.)

...with my children.

CLI 94 **Ma frère.* SN09C2

(*Mon frère.*)

My brother.

2.2.9 Verb Form

Examples:

CLI 95 * *Nous avons aussi bois du jus.* SN21 C2

(*Nous avons bu aussi du jus.*)

We also drank juice.

CLI 96 * *Le directeur décide venu à la maison.*

(*Le directeur a décidé de venir à la maison.*)

The principal decided to come home.

CLI 97 * *J'ai commençais...* SN35 C2

(*J'ai commencé...*)

I began...

CLI 98 * *Je veux explique* SN31 C2

(*Je veux expliquer.*)

I want to explain.

CLI 99 * *Le directeur est aller* SN22 C2

(*Le directeur est allé.*)

The principal went.

2.2.11 Auxiliaries

There are two auxiliary verbs *avoir* (to have) and *être* (to be). In French, the auxiliary *être* is employed with past participle of movement verbs and reflexive verbs while *avoir* is used with all the other verb past participles. This is a phenomenon which is absent in the learners' L₁, and L₂.

Examples :

CLI 100 **J'ai retourné...*

(Je suis retourné...)

I returned...

CLI 101 **Nous avons arrivé dix heure trente.*

(Nous sommes arrivés à dix heures trente.)

We arrived at ten thirty.

CLI 102 **Nous allons à la rivière et nager.* SN36 C2

(Nous sommes allés à la rivière et nous avons nagé)

We went to the river and we swam.

CLI 103 **Je suis accepté...* SN36 C2

(J'ai accepté...)

I accepted ...

CLI 104 **Nous allé la.* SN18 C1

(Nous sommes allés là.)

We went there.

CLI 105 **Il dit à moi.* SN24 C2

(Il m'a dit.)

He said to me.

CLI 106 **Mon frère invite...*

(Mon frère a invité...)

My brother invited...

CLI 107 **La guide accepté...*SN27 C1

(La guide a accepté...)

The guide accepted...

CLI 108 **La semaine dernière, ma famille organisé...*

(La semaine dernière, ma famille a organisé...)

Last week, my family organized...

2.3. Conclusion

This chapter set out to classify CLI into linguistic categories. The categories we have examined in this chapter are:- Lexical and grammatical. We have gone further and sub categorized each of the categories, giving examples of errors from the learners' compositions arising from CLI. Based on these categories, we can say that learners of French as a foreign language at Kaumoni Secondary School do commit errors because of CLI.

CHAPTER THREE

PRESENTATION AND DISCUSSION OF THE RESULTS: LEXICAL CLI ERRORS

This chapter contains two parts. The first one gives the distribution of lexical CLI errors and examples of the identified lexical CLI errors together with reconstructed sentences and explanations on the source of the CLI errors. The second part of the chapter contains the frequencies of the errors in bar chart, table and pie chart. The lexical CLI errors presented belong to the following lexical categories: substitution of the target word with one from the L₁ or L₂, relexification, orthographic transfer, loan translation, false friends and word transfer.

Based on the analysis of the written compositions, composed of 120 compositions, that is 3 compositions per learner, a total of 199 lexical CLI errors were identified. The table below shows the distribution of the lexical CLI errors per class (form) and per lexical category.

Table 4 Distribution of lexical CLI per error category and per learners' level

Error category	Form 2 (n=23)	Form 3 (n=7)	Form 4 (n = 10)	Total	%
Substitution	65	15	13	93	46.73
Relexification	11	04	02	17	8.54
Orthographic transfer	26	04	06	36	18.09
Loan translation	11	05	04	20	10.05
False friends	16	04	05	25	12.56
Word transfer	04	02	02	08	4.02
Total	133	34	32	199	
%	41.79	35.06	23.13		

In the table above, substitution of the target word with one from the L₁ or L₂ had the highest number of lexical CL1 errors at 93 which was 46.73%. In this subcategory, Form two had the highest number of substitution related errors at 65 which is a 69.89%. The reason for this

high number of errors of substitution of the target word with one from the learners L₁ or L₂ can be attributed to low level of language mastery of lexical items. The level of substitution seems to reduce as one moves up the learners' level that is from form 2 to form 3 and to form 4. Form 4 had the lowest level of lexical CLI errors arising out of substitution at 13 an average of 1.3, form 3 had second lowest at (15) an average of 2.14 and form 2 at (65) an average of 2.82. The reduction of substitution related errors can be attributed to improved proficiency of the target language.

3.1 Substitution of the Target Word with One from the L₁ or L₂

This refers to instances where the learners used a word from their L₁ or L₂ in the TL in an unmodified form. The following are examples of substituted words:

CLI 109 *Après **le mass** à l'église, je suis allé à la classe. SN34C1.

(Après **la messe** à l'église, je suis allé en classe.)

After mass in the church, I went to class.

In the above example, the word **messe** has been substituted with 'mass'. This is an influence from L₂ (English).

CLI 110 *J'ai bu du cocoa SN. 34 CI

(J'ai bu du cacao.)

I drank cocoa.

The learner in the above example has used the word 'cocoa' in place of **cacao**. This use is a result of influence from English.

CLI 111 *Je visite le **sinema**. SN 10 C₂

(Je visite le cinéma.)

I visit the cinema.

The word **sinema** has been used erroneously in place of **cinéma**. This might be an influence from the learners L₁ (Kikamba) or L₂ (Kiswahili) as the word **sinema** is orthographically identical in the two languages.

CLI 112 **Elle est un accountant.* SN 01 C2

(*Elle est comptable.*)

She is an accountant.

un accountant is a transfer from English. The word ‘accountant’ has been used in an unaltered form. The use of an article preceding the profession is also a L₂ (English) phenomenon since in French, articles are not employed with nouns of professions when one is introducing his/her profession.

CLI 113 **C’est très dangereux.* SN 21 C₂

(*C’est très dangereux.*)

It is very dangerous.

The above substitution of *dangereux* with ‘dangerous’ is a result of L₂ (English) influence.

CLI 114 **Je suis allé à la canteen.* SN 38 C₁

(*Je suis allé à la cantine.*)

I went to the canteen.

The use of ‘canteen’ is a result of L₂ (English) word transfer to the TL.

CLI 115 **Nous mangé mandazi et des frites.* SN 12 C₂

(*Nous avons mangé des beignets et des frites.*)

We ate doughnuts and chips.

Mandazi is a L₂ (Kiswahili) word which has been incorporated in the TL.

In the above examples, most of the words substituted have got a spelling resemblance to the target word: *sinema* – *cinéma*, *cocoa* – *cacao*, *mass* – *messe*, *dangerous* – *dangereux*, but the word ‘*mandazi*’ and ‘*accountant*’ could have been necessitated by lack of the correct lexical items in the learners’ lexical repertoire.

3.2 Relexification

Relexification is a situation where a word from L₁ or L₂ has undergone alteration to resemble the word formation conventions of the TL. Below are examples:

CLI 116 **Je suis **escapé** avec la fenêtre.* SN 22 C2

(J'ai échappé par la fenêtre.)

I escaped through the window.

The word **escapé** has been used erroneously. The correct word is **échappé**. The word *escapé* has been modified by inflecting the final vowel with 'é' to resemble French verbs in group one formation of past participle.

CLI 117 **Deux personnes sont **injuré** aux jambes.* SN 16 C₁

(Deux personnes sont blessées aux jambes.)

Two people had injuries in their legs.

The word **injuré** has been modified by inflecting on the last vowel with 'é' to resemble a French past participle verb. The learner modified the English verb 'injure', so this is a L₂(English) influence.

CLI 118 **La deuxième leçon est la **chemie**.* SN 31 C₁

(La deuxième leçon est la chimie.)

The second leçon is chemistry.

The word 'chemistry' has been modified to form **chemie** which bears close orthographical resemblance to the target word **chimie**.

CLI 119 **Dans la forêt , ll y avait beaucoup **d'animal** sauvage comme le lion,le **zèbra**...*SN 36 C₃

*(Dans la forêt , ll y avait beaucoup **d'animal** sauvage comme le lion, le **zèbre**...)*

In the forest, there were many wild animals like the lion, zebra...

The word 'zèbra' has been modified from the English form 'zebra' by infixing 'è' to make the word resemble a French word.

CLI 120 **J'ai relaxé à la maison.* SN 12 C₂

(Je me suis reposé à la Maison.)

I relaxed at home.

Relaxé has been modified from the word 'relaxed' to form the past participle word which is erroneous. Although the verb *relaxer* exists in French, it has a different a meaning. It means to discharge (in law)

CLI 121 **Il est allé à l'hôpital hier et il est **admitté.*** SN13 C₃

(Il est allé à l'hôpital hier et il a été admis.)

He went to hospital yesterday and he was admitted.

Admitté is the erroneous form of verb modified from the English word 'admitted.' An inflection of 'é' has been put to make the verb a past participle.

CLI 122 **Il est **purchasé** moi...* SN 15 C₃

*(Il m' a **acheté**...)*

He bought me...

In the above example, the learner has modified the English verb 'purchased' to form *purchasé* which resembles a past participle form in French.

In this sub-category of relexification, majority of the words modified are verbs. The modification performed on them was to make them resemble the past participle verbs in French. The learners used auxiliary verbs together with the modified forms of the verbs just like the case in the formation of past tense in French. This shows that the learners lack the correct form of the verb and instead use one from their L₂ (English) which they modify to resemble a French past participle verb.

3.3 Orthographic Transfer

In instances where there are words from the L₂ having an orthographic resemblance to the TL word, the learner transfers the spelling conventions of his L₂ to the TL. Examples:

CLI 123 **La société **modern**.* SN 23 C

(*La société moderne.*)

The modern society.

In this example, the learner has transferred the spelling of his L₂(English) to the TL. The two words ‘modern’ (English) and *moderne* (French) have an orthographic resemblance.

CLI 124 **Je **participate** aux sports.* SN 08 C₁

(*Je participe aux sports.*)

I participate in sports.

The above example is the result of L₂ (English) influence where the learner has transferred the spelling convention to the TL.

CLI 125 **Il y avait de différentes types de **dance**.* SN 21 C₃

(*Il y avait différentes types de danses.*)

There were different types of dances.

The word ‘**dance**’ is a result of influence from English spelling.

CLI 126 **Une cérémonie de **marriage**.* SN 22 C₁

(*Une cérémonie de mariage.*)

A marriage ceremony.

In French ‘marriage’ is spelled with a single ‘r’ unlike in English where it is double. The learner in this case has used the English convention of spelling the word.

CLI 127 **La **person** crie à haute voix.*

(*La personne crie à haute voix.*)

The person cries in a loud voice.

Note here the learner was influenced by his L₂ (English) in spelling the word ‘person’ instead of *personne*.

CLI 128 **Le **problem**.* SN 10 C₃

(*Le **problème**.*)

The problem.

Again in this example, the influence in the erroneous word came from English.

CLI 129 **Un guide **touristic***. SN 26 C₃

(*Un guide touristique.*)

A tour guide.

Touristic is an English influence in writing the word **touristique**.

CLI 130 **J'aime beaucoup **les mathematics***. SN 40c,

(*J'aime beaucoup les mathématiques.*)

I like mathematics very much.

CLI 131 **L'église **catholic***. SN 22 C₁

(*L'église catholique.*)

The catholic church.

In the two examples above, the orthographic transfer involves use of the English form of writing the words. This could be a result of the phonetic resemblance of the last syllable of each word to the one of the TL final syllable of the target word.

CLI 132 **La **forest** à coté de l'école*. SN 17 C₁

(*la forêt à coté de l'école.*)

The forest next to the school.

La forest is an influence from English and this could have been the result of the learner not having mastered the correct spelling although he has met the word before. This is because he is able to accord the noun the correct form of the article (*la*).

CLI 133 **J'ai cherché partout sans **success***. SN34C2

(*J'ai cherché partout sans succès.*)

I searched everywhere with no success.

Note the difference of the two words is a single letter(s) at the end of the word. The French word *succès* ends with a single 's' and there is a grave diacritical mark placed on the last vowel.

3.4 Loan Translation

According to Ringbom (1987:115), loan translation involves situations where the learner has translated a phrase in his L₁ or L₂ resulting in a construction with no meaning in TL or a meaning which differs from the one that is intended. Examples:

CLI 134 **Parce que cette pommes est **pauvre** qualité.* SNO7 C₃

(*Parce que cette pomme est de mauvaise qualité.*)

Because the potato is of poor quality.

The learner translated ‘Poor quality’ to *pauvre qualité* which is erroneous. The adjective *pauvre* has a meaning of not being wealthy or not being rich when it is used with the noun *qualité*, it becomes a construction with no meaning. The correct adjective to go with the noun is *mauvaise qualité*.

CLI 135 **Il est **un peu** garçon.* SN 08 C₃

(*Il est un petit garçon.*)

He is a small boy.

The learner used *un peu* to mean a little or small which is erroneous in the construction. *Un peu* is used to refer to quantity that is small or little quantity. For example, *Un peu de lait* – A little milk or not much milk. The correct word is *petit* – meaning small that is in size.

CLI 136 **Moi, je joue le position de **greviste**.* SN 30 C₁

(*Moi, je joue à la position d’attaquant .*)

I play as a striker.

The above example is a case of erroneous loan translation from the English word ‘striker.’

CLI 137 **Il est **commencé** la voiture.* SN 15 C₃

(*Il a mis en marche la voiture/Il a démarré la voiture.*)

He started the car.

The verb *commencé* means to begin to happen or to begin doing something. *Commencé la voiture* is an erroneous translation phrase with no meaning from the English phrase ‘to start the car.’

CLI 138 **Notre vêtements pour école.* SN 18 C₁

(*Notre uniforme scolaire.*)

Our school uniform.

Vêtements pour école is a loan translation phrase from the learners' L₁ (Kikamba) *Ngua Sya Syukulu*.

Kikamba	French	English
<i>Ngua</i>	* <i>vêtements</i>	*clothes
<i>Sya</i>	<i>pour</i>	for
<i>Sukulu</i>	<i>école</i>	school

3.5 False Friends

According to Lightbown and Spada (2006:99), “students may have particular difficult with words that look similar in the two languages but have different meanings. The words may come from different origins or they may have evolved differently from the same origin.” The words referred to here are known as false cognates or false friends. Examples from the data:

CLI 139 **Il était un bon chance que nous avons visité le parc à Nairobi.* SN 29 C₂

(*C'était une bonne occasion qu'on ait visité le parc de Nairobi.*)

It was a good chance that we visited the park in Nairobi.

Une bonne chance is a false cognate as *chance* means ‘luck’ so *une bonne chance* means ‘good luck’. The correct equivalent is *une bonne occasion*.

CLI 140 **Il y a des places designé pour des drogues.* SN 23 C₁

(*Il y a des lieux/endroits designés pour les drogues.*)

There are places set apart for drugs.

‘Places’ is a false cognate. In French it refers to seats. The correct word would have been *lieux* or *endroits* since the learner wanted to refer to places that are set apart in towns for smokers to smoke.

CLI 141 **...collection d'information de la scene.* SN 29 C₂

(*...la collecte d'iformation sur le lieu de l'accident.*)

...collection of information from the scene of the accident.

Scène means an act in a play or the stage where a play is performed. The learner here was referring to an accident scene and since scene is found in English and French, he thought they have equivalent meaning. This is a result of low mastery of the meaning of the TL words.

CLI 142 * *La police qui demande de **la licence**.* SN 16 C1

(*La police qui demande le permis de conduire.*)

The police who are asking for the driving licence.

Licence is a false cognate. In French, it is a ‘degree certificate’. The equivalent for a driving licence is *permis de conduire*.

CLI 143 * *Je suis acheté six **pièces** de ngumu.* SN 38C1

(*J’ai acheté six beignets.*)

I bought six doughnuts.

Ngumu is a direct substitution from the learners’ L₂ (Kiswahili) word for ‘small doughnuts’ which are hard hence their name *ngumu* which means ‘hard’. They are usually packed in packets of six pieces hence the use of *six pièces*. *Pièces* is a false cognate for it refers to a play i.e. *pièce de théâtre*.

CLI 144 * ***Station** de la police.* SN 16 C1

(*Poste de police.*)

Police station.

Station in French refers to a broadcasting station. Police station is *poste de police* or *commissariat*. So *station de la police* will mean a radio station owned by the police or a radio station which broadcasts police news.

CLI 145 * *Tout le monde est allé près de **stage** est préparé pour la concert.* SN 21 C₃

(*Tout le monde est allé près de la scène de théâtre en attendant le concert.*)

Everyone moved closer to the stage in readiness for the concert.

Stage is a false cognate as it means internship or industrial attachment for trainees. In a theatre, the stage in French is referred to *la scène de théâtre*.

CLI 146 **Le député directeur*. SN 05 C₃

(*Le directeur adjoint*.)

The deputy principal.

Député is a member of parliament. The word is therefore not the equivalent of deputy. The correct word is *adjoint*.

3.6 Word Transfer

The analysis of the learners' compositions revealed cases of ungrammatical use of functional and content words Examples:

CLI 147 **Elle est 28 ans*. SN 16 C₂

(*Elle a 28 ans*.)

She is 28 years old.

In French, age is given using the verb *avoir* (to have) unlike in English where *être*– (to be) is used. In the example above, the erroneous sentence translates to. 'She is 28 years old.' The use of the verb 'to be' in reference to giving her age is erroneous. The correct form is *Elle a 28 ans* which literally translates to 'she has 28 years.'

CLI 148 **J'étais peur parce qu'il était tard*.

(*J'avais peur parce qu'il était tard*.)

I was afraid because it was late.

The transfer above arose from the erroneous use of 'was afraid' (**étais peur*) instead of using 'had fear' (*avais peur*).

CLI 149 **Tout le monde était faim*. SN29C₂

(*Tout le monde avait faim*.)

Everyone was hungry.

In expressing hunger, one uses the verb *avoir* (to have) in French. In English, the verb 'to be' is used. For example:

J'ai faim – French (*I have hungry.)

I am hungry – English (**Je suis faim*.)

The two verbs used to express hunger are different: French uses ‘to have’ (*avoir*) and English uses ‘to be’ (*être*).

CLI 150 **Mon frère est bien.* SN 19 C3

(*Mon frère va bien.*)

My brother is fine.

This is again a case of transfer of verb ‘to be’ *être* from English into French. In response to the greeting ‘How are you?’ The answer is ‘I am fine’. In French, it is *comment allez-vous?* (How are you?) or literally ‘How are you going? The answer is *Je vais bien* – (I am fine) or translating word for word. ‘I am going fine.’

CLI 151 **Mon sport favori est le nager.* SN 03 C₁

(*Mon sport favori est la natation.*)

My favourite sport is swimming.

In the above instance, the Cross-Linguistic Influence is from the L₂ (Kiswahili)- *Mchezo ninaopenda ni kuogelea*. *Kuogelea* means ‘to swim’ (*nager*). In Kiswahili, this is a verb which is used as a noun. It is referred in Kiswahili as *Nomino ya Kitenzi-Jina*. In French, the correct noun derived from the verb (*nager*) is *La natation*.

CLI 152 **J'aime monsieur Mambo parce qu'il enseigne bien et aussi il connait bien les maths.* SN 34 C₁

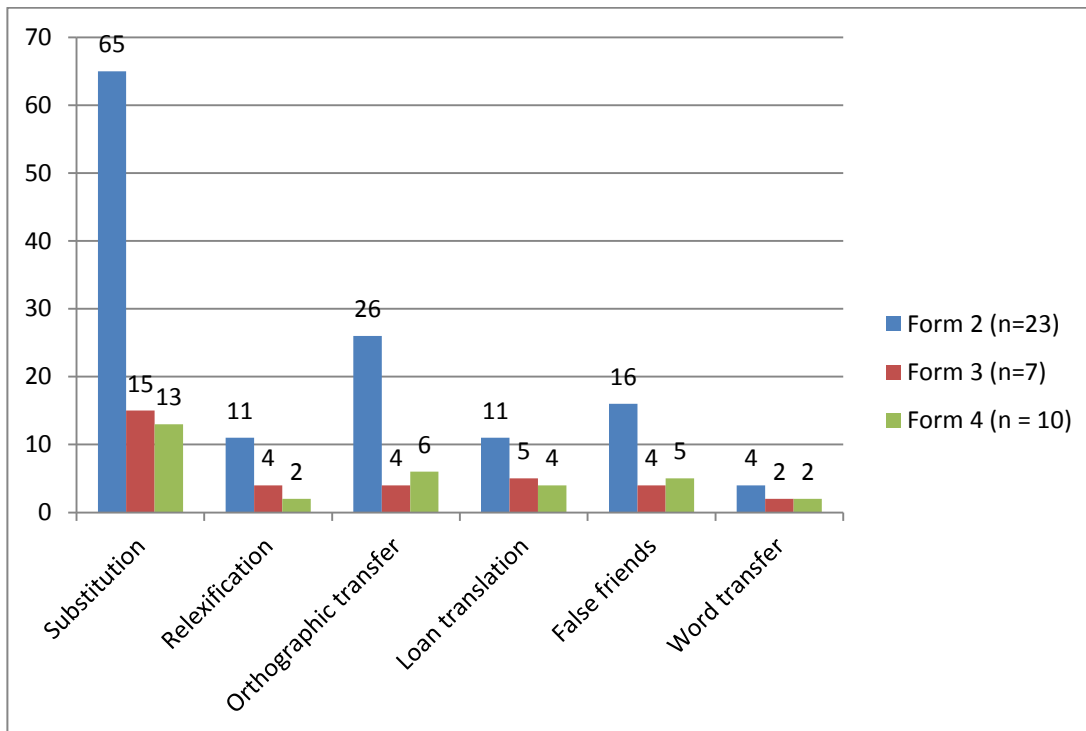
(*J'aime monsieur Mambo parce qu'il enseigne bien et il sait enseigner les maths.*)

I like Mr.Mambo because he teaches well and he knows how to teach mathematics.

The English verb ‘to know’ has two distinct verbs in French: *savoir* and *connaître*. When one is referring to knowing places and people ‘*connaître*’ – (to know) is employed. On the other hand, *savoir* is employed to refer to ‘know how’ like knowing how to do something. As it can be seen, the two aspects of knowing expressed by two different verbs in French are generally expressed by one verb ‘to know’ in English. This is the point where the erroneous usage arises when a learner uses ‘*connaître*’ to refer to ‘know how to do something’ instead of ‘*savoir*’.

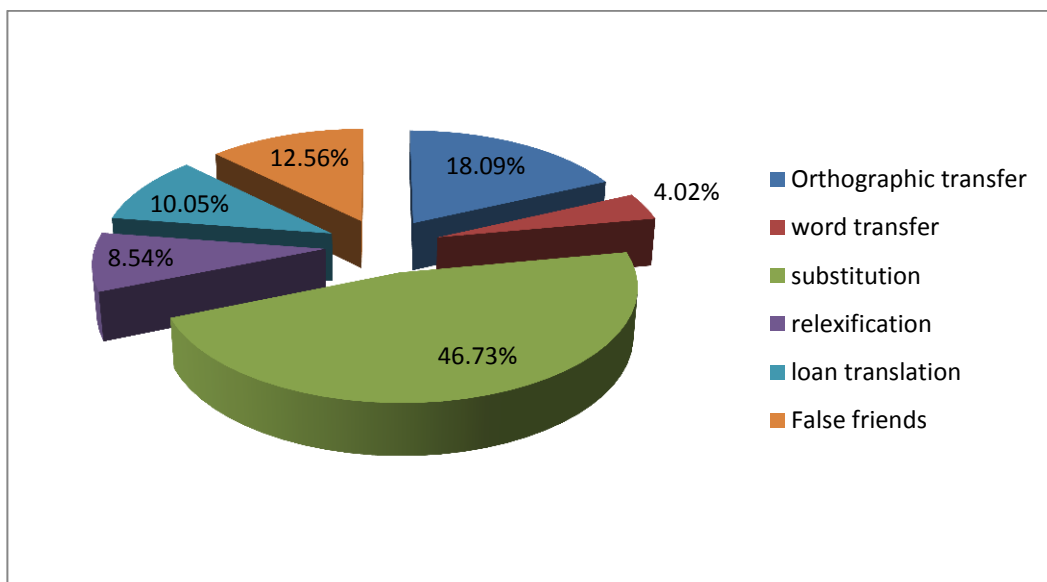
The graph below shows the distribution of the lexical CLI errors across the learners’ level.

Figure 3.1 : Distribution of lexical CLI errors per learners' level



The pie chart below shows the distribution of lexical CLI errors per error category.

Figure 3.2: Distribution of errors per error category.



After presenting and discussing the results concerning lexical errors, the next section presents and discusses the result concerning the sources of the errors in relation to the other languages that the learners spoke, namely: L₁ (Kikamba), L₂(Kiswahili) and L₂ (English).

Table 5 : Lexical transfer errors into the learners' French compositions.

Error Type	From L1 (Kikamba)	From L2 (Kiswahili)	From L2(English)	Total
Substitution	00	02	91	93
Relexification	00	00	17	17
Orthographic transfer	00	00	36	36
Loan translation	03	04	13	20
False friends	00	00	25	25
Word Transfer	00	00	08	08
Total	03	06	190	199
Percentage	1.5	3.01	95.47	

The table above shows distribution of languages contributing to lexical CLI. It is clear that learners draw majority of their lexical transfer items from their L₂ (English) as opposed to their L₁ (Kikamba) and L₂ (Kiswahili). There are many reasons which could probably be behind this phenomenon. One is due to the fact that English is the widely used language in school as it is the language of instruction for all subjects except Kiswahili and French. The second reason could be resemblance of majority of the lexical items in the two languages i.e English and French. The third and last reason could be the recency of language acquisition. The learners acquired English as an L₂ after acquiring Kikamba (L₁) and Kiswahili (L₂). The pie chart below shows the distribution of the learners languages contributing to the lexical CLI errors.

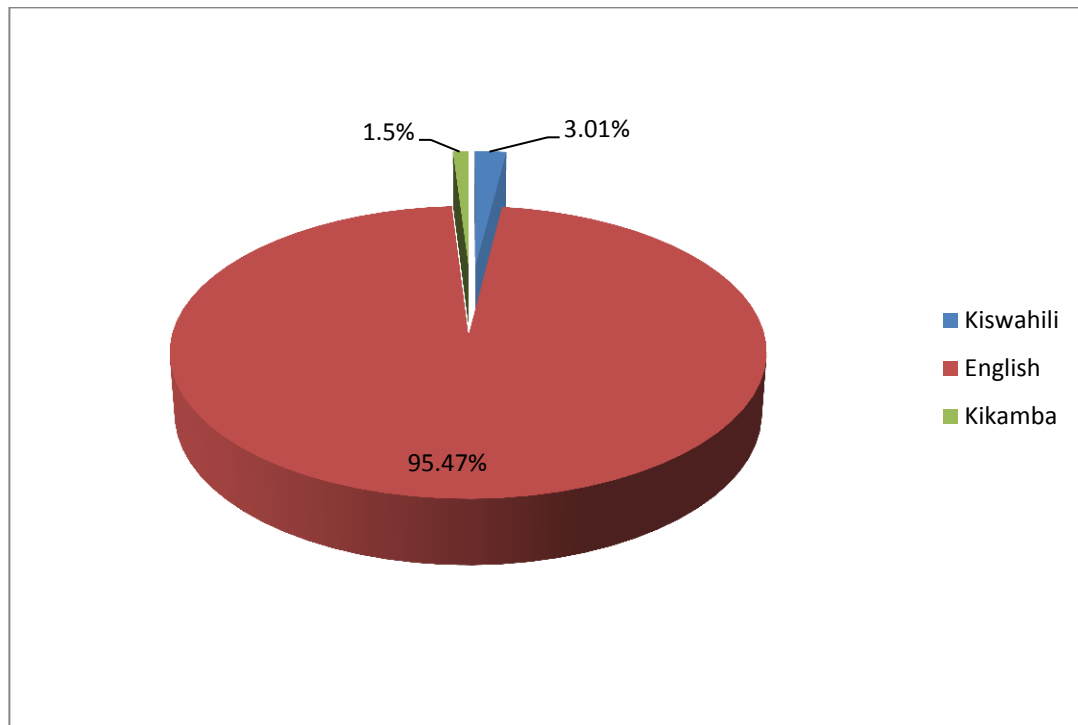


Figure 3.3 : Sources of the CLI errors in relation to the other languages that the learners spoke.

3.7 Summary and Conclusion of Chapter 3

This chapter sought to analyse, present and discuss the results of lexical CLI from the analysis of the data. It has been found out that the frequency of Lexical CLI errors is highest in form two with a percentage of 41.79%, followed by form three with a frequency percentage of 35.06%. Form four had the lowest lexical CLI error frequency of 23.13%. After the analysis of the data, it also emerged that the learners drew majority of the lexical CLI from English 95.47% Lexical CLI from Kikamba and Kiswahili were very low at 1.5% and 3.01% respectively.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE RESULTS : GRAMMATICAL CLI ERRORS

The Grammatical CLI errors that will be presented belong to the following grammatical categories: negation-related CLI, adjectives and other noun modifiers, wrong placement of objective personal pronouns, gender marking, non –use of the plural marker on adjectives, non-use of the hyphen, difficulty in using the preposition *à* and *de*, concordial agreement, verb forms and auxiliaries.

Table 6 : Summary of grammatical CLI errors by category and learners' level

Category	Form 2	Form 3	Form 4	Total	%
Negation-related CLI	04	00	01	05	1.9
Adjectives and other noun modifiers	10	02	05	17	6.5
Wrong placement of object personal pronouns	05	02	07	14	5.4
Gender Marking	32	10	16	58	22.3
Non-use of the plural marker on adjectives	17	04	07	28	10.8
Spelling: non-use of the hyphen	03	01	02	06	2.3
Difficulty in using the preposition <i>à</i> and <i>de</i>	16	02	03	21	8.1
Concordial agreement	08	01	03	12	4.6
Verb form	26	02	02	30	11.5
Auxiliaries	34	20	14	68	26.2
Total	155	44	60	259	
%	35.4	32.80	31.7		

CLI 154 **C'est ne pas une bonne idée. SN 23CI*

(Ce n'est pas une bonne idée.)

It is not a good idea

Let us examine the parts of the idiosyncratic sentence

<i>*C'est</i>	<i>Ne pas</i>	Une	bonne	<i>idée</i>
It is	not	a	good	Idea

The negation particle '*ne*' should have been placed before the conjugated verb '*est*' and since the verb starts with a vowel, '*ne*' is contracted to '*n'*'. The correct form of the sentence is:

Ce n'est pas une bonne idée.

CLI 155 **C'est ne pas acceptable. SN 23 CI*

(Ce n'est pas acceptable.)

It is not acceptable.

CLI 156 **Et moi, je ne pas dancé.*

(Et moi, je n'ai pas dansé)

And me, I did not dance.

Note that the learner in the above sentence, the negation (*ne...pas*) has been placed before the main verb. This could have resulted from the influence of the L1 or L2 (Kiswahili). Let us look at the following sources of influence:

L₁ – *o nakwa ndaasunga.*

o nakwa ndaa - sunga

**Et moi (je)ne pas dancé.*

*And me did not dance

L₂ (Kiswahili) *Na mimi sikucheza densi.*

Na mimi si kucheza densi

**Et moi (je)ne pas dancé.*

*And me did not dance

CLI 157 **Quand nous arrivions à l'école, nous trouvions il n'y a pas personne.* SN 18CI
(*Quand nous sommes arrivés à l'école, nous avons trouvé qu'il n'y avait personne.*)

When we arrived in school, we found there was no one.

The French negation for 'nobody' or 'no one' is *ne ... personne*. The negation ... **il n'y a pas personne* is erroneous because once the word *personne* is used, the word *pas* cannot be used. This is a CLI from the learners' L1 or L2 Kiswahili as illustrated below:

L₂ (Kiswahili) – Tulipofika shuleni, hatukupata mtu.

Tu – li – po – fika shuleni, ha – tu – ku – pata mtu

**Quand nous sommes arrivés à l'école, nous trouvions il n'y a pas personne*

When we arrived in school we did not find anyone

L₁ – Yila twavikie sukulu, tuyaaithia mündũ.

Yila twa – vikie sukulu tu-yaa – ithia mündũ.

**Quand nous sommes arrivés à l'école, nous trouvions il n'ya pas personne*

When we arrived in school we did not find anyone.

Note that the last noun (*mundu* and *mtu*) in the L1 and L2 (Kiswahili) respectively has no negation and this could have been the influence for the learner to use double negation in French (**ne ... pas ... personne*) which is erroneous. The correct form is : *Quand nous sommes arrivés à l'école, nous n'avions trouvé personne.*

4.2 Adjectives and other Noun Modifiers

CLI 158 **Un intéressant weekend.* SN07C2

(*Un weekend intéressant.*)

An interesting weekend.

In French, descriptive adjectives come after the noun they modify. The adjective *intéressant* should come after the noun *un weekend*. This is different from the L₂ (English) which places the adjective before the noun. This is what influenced the learners' idiosyncratic sentence.

CLI 159* *Quelle exacte heure?* SN 28 C₃

(Quelle heure exacte.)

What exact time?

Note here the erroneous utterance was influenced by the L₂ (English). The learner supplied the word order as it appears in the English form

CLI 160 **Une visite au national parc.*

(Une visite au parc national.)

A visit to the national park.

The adjective ‘*national*’ should come after the noun it modifies *parc*. The erroneous word order is an influence from English where the adjective is placed before the noun, that is ‘national park’.

CLI 161 **Je vais à la Wote stade.* SN 07 C₂

(Je vais au stade Wote.)

I am going to Wote Stadium.

The above sentence is an erroneous order of noun followed by another noun structure, in which the first noun modifies the one that comes after it. A similar structure is less frequent in French, and when it happens, the modifying nouns comes last.

CLI 162 **J'aime l'Anglais Premier league.* SN 30 CI

(J'aime la première ligue Anglaise.)

I love the English premier league.

In French ordinal numbers are placed before nouns and the adjective for nationality comes after the noun. This is contrary to word order in English where the adjective for nationality comes first, followed by the Ordinal number then the noun comes last.

4.3 Wrong Placement of Object Personal Pronouns

CLI 163 **Il était le 16 août l'année dernière quand ma grand mère a appelé moi.* SN 39 C₃

(Il était le 16 août l'année dernière quand ma grandmère m'a appelé)

It was on 16th August last year when my grandmother called me.

The learner in the above example has used the emphatic pronoun *moi* instead of direct object pronoun *me*. Both pronouns translate to ‘me’ in English. French places the direct object pronoun before the verb and the auxiliary. i.e. (... *quand ma grand-mère m’a appelé*. This is a CLI from L₂ (English).

CLI 164 **Mon frère a donné moi ses vêtements* SN 38C₃

(*Mon frère m’a donné ses vêtements.*)

My brother gave me his clothes.

The idiosyncratic sentence is a CL1 from English. The direct object pronoun ‘*me*’ (me) which contracts to *m’* when preceding a vowel or mute *h* should precede the auxiliary verb.

CLI 165 **Je n’informe jamais vous*. SN 21G

(*Je ne vous informe jamais.*)

I will never informe you.

CLI 166 **J’aime vous* SN 32C₃

(*Je vous aime.*)

I love you.

The placement of the pronoun *vous* (you) has been influenced by the L2 (English). It should precede the verb.

CLI 167 **Le directeur dit à moi ...* SN 09 C₃

Le directeur me dit...

The principal says to me...

4.4 Gender Marking

Nouns in French are marked for gender: either masculine or feminine. Gender marking is based on the status of the noun in question. Gender marking involves the transformation of the adjective to the correct form: masculine or feminine. Articles also take the gender of the noun. Let us examine some erroneous sentences from the data.

CLI 168 **La semaine prochain.*

(*La semaine prochaine.*)

Next week.

Semaine (week) is a feminine noun. The adjective *prochain* (next) should be transformed into feminine form – *prochaine*, since it is used with a feminine noun. This is unlike English, Kiswahili or Kikamba where there is no gender marking for adjectives.

CLI 169 **Une chemise blanc.* SN 27C₂

(*Une chemise blanche.*)

A white shirt.

Une chemise (a shirt) is a feminine noun. *Blanc* (white) it is the masculine form of the adjective of colour white. If this adjective is used with a feminine noun, the feminine form of the adjective should be supplied. *blanche*.

CLI 170 **Les sources chaud.* SN11C₂

(*Les sources chaudes.*)

Hot water springs.

The adjective *chaud* (hot) has not been gender marked. This is erroneous because it modifies a feminine plural noun (*les sources*) the correct form is *chaudes*. The inflected ‘e’ is for feminine form and ‘s’ for plural form.

CLI 171 **C’était une grand animal.* SN 35C₂

(*C’était un grand animal.*)

It was a big animal.

**Une grand animal* is erroneous because of the use of the feminine indefinite article *une* with a masculine noun *animal*. The correct indefinite article to be supplied to the noun is ‘*un*’ (a). In the learners’ L₂ (English), there is no gender distinction of the indefinite article (a/an). This might influence learners in failing to supply articles in accordance with the gender of the noun.

CLI 172 **La bus* SN 18C₃

(*Le bus.*)

The bus.

CLI 173 *La lion SN 08 C₂

(*Le lion.*)

The lion.

CLI 174 *La mois dernier SN 32C₂

(*Le mois dernier.*)

Last month.

CLI 175 **J'ai regardé* la film. SN 11C₂

(*J'ai regardé le film.*)

I watched the movie.

The four idiosyncratic sentences reveal erroneous use of the feminine definite article *la* with masculine nouns. The learners should have used the masculine form of the definite article 'Le'. *Le bus* (the bus), *le lion* (the lion), *Le mois dernier* (last month) and *le film* (the movie).

4.5 Non-use of the Plural Marker on Adjectives

CLI 176 **Les chemises rouge et les pantalon noir.* SN 31C₂

(*Les chemises rouges et les pantalons noirs.*)

The red shirts and black trousers.

This is a L₂ (English) CLI. French adjectives of colour are usually marked for number in accordance with the nouns they modify. The learner in the sentence above failed to supply the plural marker (-s) to the adjectives of colour *rouge* (red) and *noir* (black). Since the nouns they modify are in plural form, the correct form of sentence should be *Les chemises rouges et les pantalons noirs*.

CLI 177 **Les arbres était très grand.* SN 36 C₃

(*Les arbres étaient très grands.*)

The trees were very big.

Les arbres (The trees) is a noun in plural form. However, it has been supplied with a singular verb (third person singular) and a singular form of adjective. The correct form of the sentence is "*les arbres étaient très grands*". The failure to inflect the adjective for plural, is a CLI from English.

CLI 178 **Quand nous sommes arrivés mes grandparents étaient très content.* SN 39C₃
(*Quand nous sommes arrivés mes grandparents étaient très contents.*)

When we arrived, my grandparents were very happy.

Note the adjective *content* has not been put in plural form as the case with the noun (*mes grandparents*). This is a L₂ (English) influence.

4.6 Spelling: non –use of the hyphen

CLI 179 **Comment vas tu?* SN 31 C₂
(*comment vas – tu?*)

How are you?

In French, interrogative sentences with subject verb inversion, a hyphen is used to separate the verb and the subject. In English, Kiswahili and Kikamba, there is no hyphen in inverted subject verb interrogatives.

CLI 180 **Nouns nageons l'après midi.* SN 03 C₁
(*Nouns nageons l'après- midi.*)

We swim in the afternoon.

The learner has used “l'après midi” (afternoon) without a hyphen between *l'après* and *midi*. This is a CLI from L₂ (English) where the two words are not separated. The appropriate form is *L'après-midi*.

4.7 The difficulty in using the preposition à and de

CLI 181 * *Nous avons retourné à l'école seize heure.* SN 21C₂
(*Nous avons retourné à l'école à seize heures.*)

We went back to school at 4 pm.

There is an omission of the preposition ‘à’ (at) before the time indicated. In French and English, a preposition is used to say when (time) something happens. In the learners’ L₁ (Kikamba) and L₂ (Kiswahili) such a preposition is absent. In this case, the learner could have been influenced by the L₁ or the L₂ (Kiswahili) to omit the preposition.

CLI 182 * *J'aime regarder les sports dans un télévision.* SN 36 C₁

(J'aime regarder les sports à la télévision.)

I like watching sports on television.

The wrong preposition has been used *dans* instead of *à*. This is an influence from the learners' L₁: *Nendete Kusisya mathau tiviini.* (I like watching sports on television.) In the learners' L₁, *tivii* is television while *tiviini* can have a meaning of inside the television hence the erroneous preposition *dans une télévision* (inside a television).

CLI 183 * *Nous commençons nager.* SN 22C₂

(Nous commençons à nager.)

We begin to swim.

Note there is omission of the preposition before *nager* (to swim). This is a CLI from the L₁ or the L₂ (Kiswahili)

L₁ – *Twambîa kuthambia.*

Tw- *ambîa* *kuthambia*

**Nous* *commençons* *nager*

We began (infinitive) to swim

L₂ – *Tukaanza kuogelea*

Tu- *Ka- anza* *kuogelea*

**Nous* *commençons* *nager*

We began (infinitive) to swim

The correct form in the TL has a preposition preceding the infinitive verb *nager* (to swim).

Nous commençons à nager.

CLI 184 * *La cérémonie était ici Musomo.* SN 22 C₁

La cérémonie était ici à Musomo.

The ceremony was here at Musomo.

There is an omission of the preposition 'à' (at) before the noun Musomo. This could be an influence from the L1 or L2 (Kiswahili)

L₁ – Kyathĩ kyaĩ vaa Musomo.

Kyathĩ Kyaĩ Vaa Musomo.

**La Cérémonie était ici Musomo.*

**The Ceremony was here Musomo.*

L₂ - Sherehe ilikuwa hapa Musomo

Sherehe ilikuwa hapa Musomo.

**La cérémonie était ici Musomo.*

**The Ceremony was here Musomo.*

CLI 185 **Je suis décidé aller à l'école. SN 22 C2*

(J'ai décidé d'aller à l'école.)

I decided to go to school.

The learner has made an omission of the preposition *de* (to) which should be placed after *décidé* (decided). This could be an influence from the learners L₁ or L₂ Kiswahili.

L₁ Naamuie kuthi sukulu.

Na- amuie kuthi sukulu.

**J' ai décidé (no prep) aller à l'école.*

**I decided (no prep) go to school.*

L₂ (Kiswahili) Niliamua kwenda shule.

Ni- li- amua kwenda shule.

**J' ai décidé aller à l'école.*

I decided (no prep) to go to school.

CLI 186 **Ici Kenya. SN 32 C₁*

(Ici au Kenya.)

Here in Kenya.

The omission of the preposition '*au*' (in) could have been an influence from the L₁ or the L₂ Kiswahili) in the L₁ and L₂ (Kiswahili), no preposition is required.

L₁ – Vaa Kenya.

Vaa Kenya

*Here Kenya

L₂ (Kiswahili) Hapa Kenya.

Hapa Kenya.

*Here Kenya.

The correct TL form is *ici au Kenya* (Here in Kenya.)

The problem in this category mainly lies in the use of the proposition *à* and its variants e.g. *au*. As we have seen in the examples from the data, this is a CLI emanating from the learners' L₁ and L₂ (Kiswahili).

4.8 Concordial Agreement

CLI 187 * *Nous sommes allé. SN 31C₂*

(Nous sommes allés)

We went.

The French past participle derived from movement verbs preceded by auxiliary *être* (to be) must agree with number and gender. The sentence above could be an influence from L₂ (English) where the past participle does not assume agreement of number.

CLI 188 * ... *avec mon enfants. SN 07C₂*

(... avec mes enfants.)

... with my children.

Possessive adjectives in French take the form of masculine, feminine and plural. In the sentence above *mon* (my) is masculine form singular. But it has been used with a plural noun; so there should be concordial agreement. The correct form is *mes* (my). The possessive adjective 'my' in English has three forms in French used depending on the gender of the noun and the number of the noun. They are:

Mon (my) used with masculine singular nouns.

Ma (my) used with feminine singular nouns.

Mes (my) used with masculine and feminine plural nouns.

enfants (children) is masculine plural noun and so the appropriate form of the adjective is *mes* (my). i.e. *mes enfants* (my children).

4.9 Verb Form

CLI 189 **Nous avons aussi bois du jus.* SN 21C₂

(*Nous avons aussi bu du jus.*)

We also drank juice.

The French verb form for the past tense is an auxiliary verb (present tense) and a past participle. The past participle verb form can be problematic to learners because it completely assumes a different form from the infinitive form. The use of an auxiliary *avoir* (to have) makes the construction look like a recent past tense in L₂ (Kiswahili):

Tu- li -kunywa sharubati

**Nous avons bois jus*

We (past tense marker) drink juice

Tu-Li- kunywa (pia) sharubati.

Tu li Kunywa pia sharubati

**Nous avons bois aussi du jus*

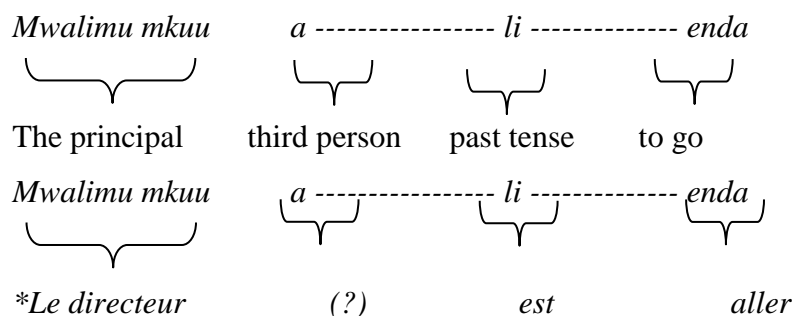
The verb form *bois* appears to resemble the form in L₂ (Kiswahili) *kunywa* (drink) and this could have influenced the learner to use the erroneous form. The correct form of the verb is *bu* (drank).

CLI 190 **Le directeur est aller.* SN 22 C₂

(*Le directeur est allé.*)

The principal went.

Again this is an influence from the learners' L₂ (Kiswahili: *mwalimu mkuu alienda*)



The last morpheme of the verb in Kiswahili does not indicate the tense. This might be a CLI to learners of French where they do not modify the main verb into past participle form as they think the use of the auxiliary is the indicators of the tense and not the main verb form.

4.10 Auxiliaries

In French, there are two auxiliary verbs: *avoir* (to have) and *être* (to be). The two auxiliary verbs are used with past participles to form the past tense. The auxiliary *être* is used with movement verbs and reflexive verbs while *avoir* is used with all the other verbs.

CLI 191 **J'ai retourné.*

(*Je suis retourné.*)

I returned.

Retourné (returned) is a movement verb and so it must be used with the auxiliary *être* (to be). However, the learner has used the auxiliary *avoir* in the above sentence. This could have been the influence from L₂ (English) where the learner used the auxiliary *avoir* (to have) to construct a present perfect form. Let us examine the sentence.

**J' ai retourné* → *je suis retourné.*

(I have returned) => present perfect (*I am returned)

The construction *j'ai retourné* (I have returned) appears more plausible to the learner than the word for word translation of the correct form of the sentence in TL i.e. *je suis retourné* (*I am returned). However, *Je suis retourné* is the correct form of the TL and it means 'I returned'.

CLI 192 **Nous allé là. SN 18 C1*

Nous sommes allés là.

We went there.

The erroneous construction above which involve non-use of auxiliary result from L₂ (English) CLI. Let us examine them:

**Nous allé là* → *Nous sommes allés là*

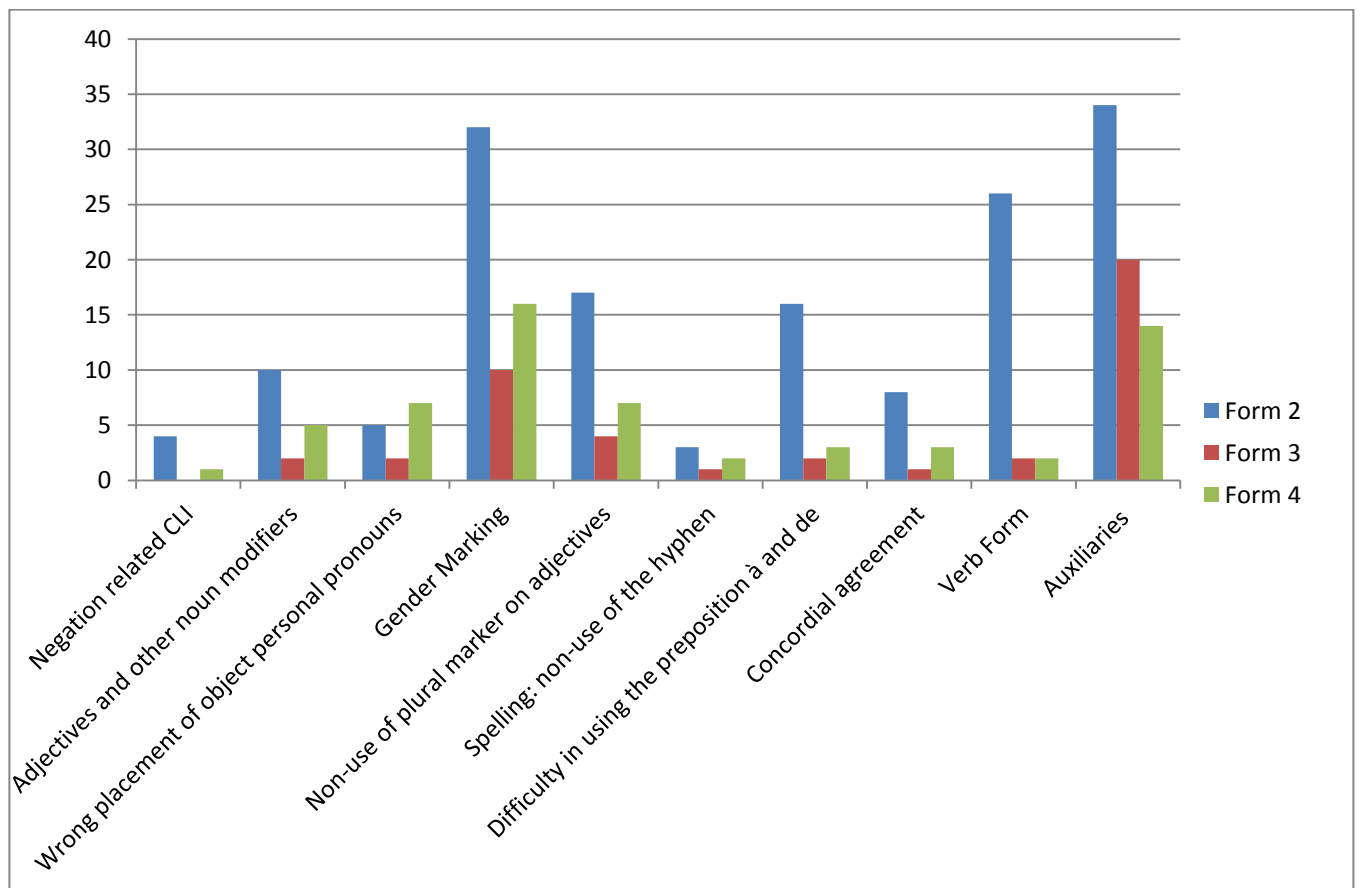
**Nous allé là*

We went there

The omitted auxiliary is a result of auxiliary absence in the English form of the sentence. The learner has transformed the main verb into a past participle but failed to accord it an auxiliary verb.

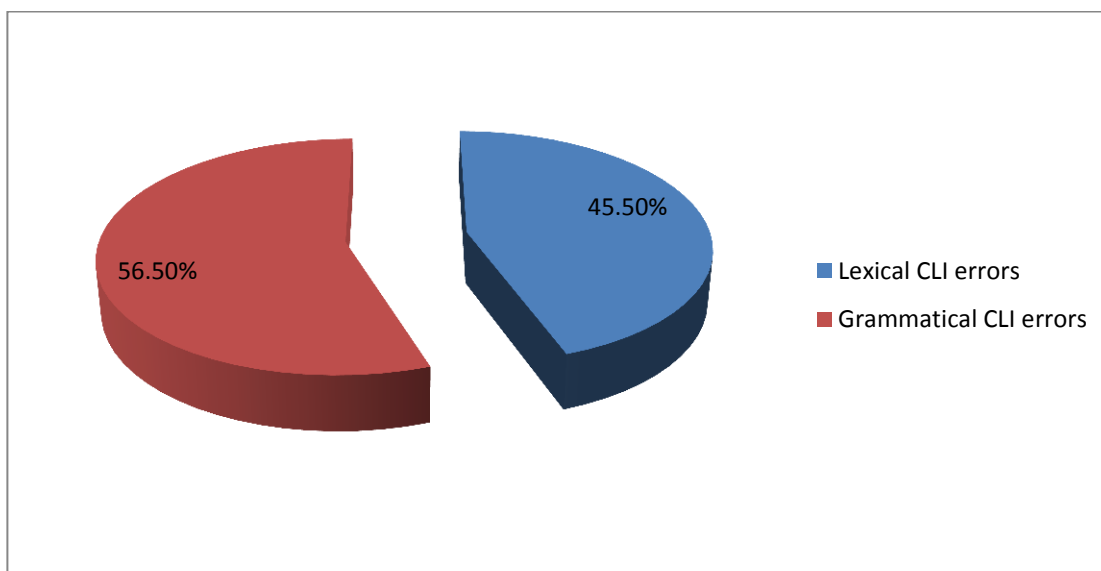
The graph below shows the distribution of the grammatical CLI errors.

Figure 4.1: Distribution of the grammatical CLI errors.



From the graph above, it can be deduced, therefore, that most of the grammatical CLI errors in the written composition of learners of French are related to auxiliaries. This analysis proves the hypothesis that CLI errors involving auxiliary verbs will be more frequent in the grammatical CLI category.

Figure 4.2: Percentage of lexical and grammatical CLI errors.



The pie chart above shows the representation of the percentages of lexical CLI errors and grammatical CLI errors. Lexical category had a total of 199 CLI errors representing a percentage of 43.5% while grammatical category had a total of 259 CLI errors which is a 56.5% of the total 458 CLI errors. From this pie chart, it is evident that grammatical category had the highest number of CLI errors. This pie chart representation proves the hypothesis that there will be more grammatical errors than lexical errors. The following table shows the distribution of the CLI errors across the learners' level.

Table 7: CLI error distribution per Learners' Level

Category	Form 2 (n = 23)	Form 3 (n = 7)	Form 4 (n = 10)	Total
Lexical CLI errors	133	34	32	199
Grammatical CLI errors	155	44	60	259
Total	288	78	82	458
Mean	12.5	11.14	8.2	

From the table above, form two learners made a total of 288 CLI errors in their compositions translating to a mean of 12.5. Form three learners made a total of 78 CLI errors and that translates to a mean of 11.4. Form four learners made 82 CLI errors in their compositions and this is mean of 8.2.

After going through these statistics, it is evident that the frequency of CLI errors keeps on reducing across the learners' level. From a mean of 12.5 in form two, it goes down to a mean of 11.14 in form three and finally to a low of 8.2 in form four. The reducing frequency in CLI errors across the learners' classes helps us prove the hypothesis that the amount of CLI errors reduces as one moves from learners in form 2 to learners in form 3 and finally to learners in form four. Lastly, we look at contribution of CLI errors from the learners L1 and L2. The table below shows the distribution of the CLI error sources.

Table 8: Error Source distribution

Category	L1	L2 (Kiswahili)	L2 (English)	Total
Lexical CLI error	03	06	190	199
Grammatical CLI errors	05	09	245	259
TOTAL	08	15	435	458
%	1.7	3.27	94.97	

The pie chart below shows the error source distribution.

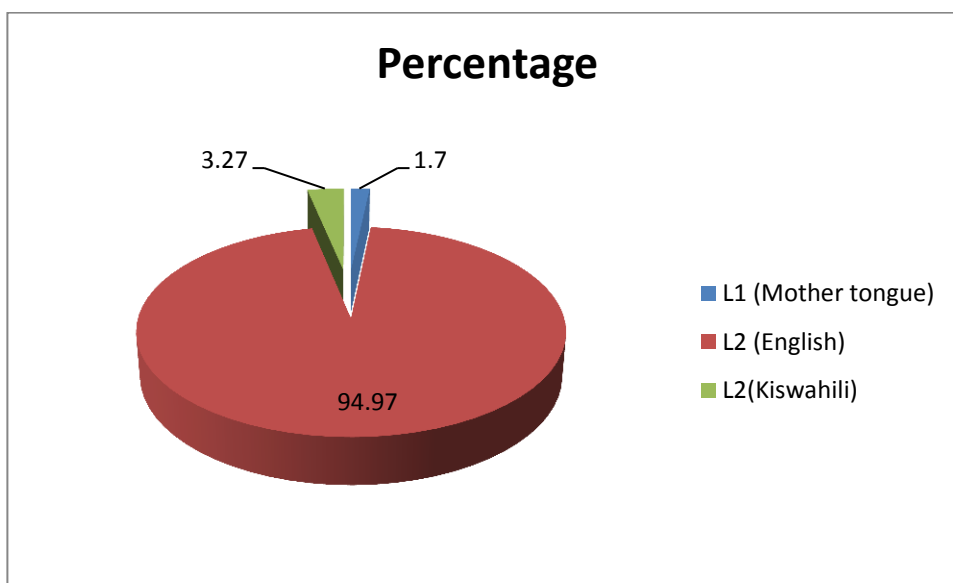


Figure 4.3: CLI Error sources

Arising out of Table 8 and Figure 4.3 above, it is evident that L₂ (English) is the language contributing the highest percentage of CLI with 94.97%. L₂ Kiswahili has 3.2% and L₁ has the least CLI with 1.7%. There are two explanations for the above revelations from the data. One is the language prototype. According to Kellerman (1979), as cited by Ellis and Barkhuizen (2005:65), learners are less likely to transfer forms that are non-prototypical. The second explanation for the L₂ (English) having the highest CLI is language distance. According to Kellerman (1979), as cited by Ellis and Barkhuizen (2005) this is the extent to which the L₂ or L₁ is linguistically close or distant from the TL.

4.11 Conclusion

In this chapter, we set out to describe and explain grammatical CLI errors. The grammatical CLI errors from the data was put into ten grammatical subcategories: Negation-related CLI errors, adjectives and other noun modifiers, gender marking, non-use of the plural marker on adjectives, non-use of hyphen, wrong placement of object personal pronoun, concordial agreement, difficulty in using the preposition *à* and *de*, verb form and auxiliaries.

Frequency of errors from each subcategory was done and put in tables, graphs and pie charts. Auxiliary related CLI errors were the highest while negation-related CLI errors being the lowest. Lastly, the data has revealed that the highest number of CLI errors came from L₂ (English) with a percentage of 94.97%. The emergence of L₂ (English) with the highest grammatical CLI errors has helped to prove the hypothesis that Cross-Linguistic Influence in the learners compositions emanates more from their L₂ (English) than their L₁ and L₂ (Kiswahili).

It was also evident that the frequency of CLI errors reduced as one moved across the learners' level. Form two had the highest with a mean of 12.5 CLI errors, form three had a mean of 11.14 CLI errors and form four had a mean of 8.2 CLI errors. This reduction in CLI errors helped confirm the hypothesis that the amount of CLI errors reduces as one moves from learners in form two to learners in form three and finally to learners in form four.

CHAPTER FIVE

GENERAL CONCLUSION

5.1 Introduction

This study sought to investigate the CLI in foreign language learning using a case study of the learning of French at Kaumoni Secondary School. The study had the following objectives:- To identify, classify and describe CLI errors in the compositions of learners studying French at Kaumoni Secondary School, to find the source of the CLI errors, to find out the frequency of CLI errors identified across the learners classes and to find out the most frequent CLI errors in the learners' compositions.

In order to achieve the above mentioned objectives, the study considered the following hypotheses: Cross-linguistic influence in the learners' compositions emanates more from their L₂ (English) than from their L₁ and L₂ (Kiswahili), there will be more grammatical CLI errors than lexical CLI errors, CLI errors involving auxiliary verbs will be more frequent in the grammatical CLI category and the frequency of CLI errors reduces as one moves from learners in form two to learners in form four.

5.2 Summary of the Findings

From the data analyzed and discussed in chapter 3 and 4, the following findings were established:

- i) The identified CLI errors in the learner's composition were classified into the lexical and grammatical linguistic categories. Lexical CLI related errors were categorized into substitution of the target word, relexification, orthographic transfer, loan translation, false friends, and word transfer. On the other hand, grammatical CLI errors were grouped into negation related CLI errors, adjectives and other noun modifiers, wrong placement of object personal pronouns, gender marking, non-use of the plural marker on adjectives, non-use of the hyphen, difficulty in using the preposition *à* and *de*, concordial agreement, verb form and auxiliaries. Grammatical category had the highest number of CLI errors at 259 while lexical category had 199 CLI errors.

- ii) Substitution of the target word with one from the learners' L₁ or L₂ was the most dominant in the lexical CLI category with 46.73%. Word transfer was the least frequent in lexical CLI category with 4.02%.
- iii) Auxiliary verb use was the most dominant in the grammatical CLI category with a percentage of 26.2 and negation related CLI was the least with a percentage of 1.9.
- iv) Most of the CLI errors were from the learners L₂ (English) than from their L₂ (Kiswahili) and L₁. L₂ (English) had 94.97%, L₂ (Kiswahili) had 3.27% and L₁(Kikamba) had 1.7% CLI errors.
- v) The study established a reduction in CLI errors across the learner's classes from form two to form four. Form two had a mean of 12.5 CLI errors, Form three a mean of 11.14 CLI errors and form four had a mean of 8.2 CLI errors.

5.3 Limitations

In the course of this study, the researcher encountered several challenges. One, he had hoped to collect data from several schools in Makueni County but due to the long distance between the schools and the time frame of carrying out this study, it was impossible to involve other schools. Secondly, much as I said that there were errors across the learner's classes from form two to form four, the sample size was small and the findings cannot be generalized. Lastly, this study involved learners who had learned French for a period of 1 ½ years (form 2), 2 ½ years (form 3) and 3 ½ years (form 4). The time constraints could not allow us to include learners in colleges and other educational institutions.

5.5 Suggestions for Further Research

The findings of this study have provided information about CLI errors made by learners of French as a foreign language. But there is still more that calls for further research on the same topic.

While this study focused on CL1 errors only, based on the data collected. It was evident that there were intralingual errors. Future studies should be carried out to investigate intralingual errors. This study investigated the CL1 errors in the learning of French emanating from the learners' L₁ and L₂. Future research should be carried out to investigate the CL1 of French in the learners' L₁ and L₂. This study focused on data from the learners' written compositions. Future study on oral production should be made to investigate learners' phonological CLI errors.

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APPENDICES AND ANNEXES

APPENDIX A

LEARNERS' COMPOSITIONS

SN 01 C

Mon sport favori ✓

Mon sport favori est le ping pong. Mon école s'appelle l'école de ping pong est deux études mon mère et pière.

Il est pratique le ping pong. est le dining table. lundi, mardi, mercredi et jeudi.

Il est professeur de la ping pong mon Mamadou Mawendwa il est 36 ans et professeur de français, mathématiques et l'éducation matières.

mon frère est frabien de ping pong. il est 29. Janvier 2015 mon frère et gagner frabien il est National ping pong compétition.

moi j'aime et adore ping pong et mon école et j'aime regarder la compétition de la table soccer.

Mon Sports favori ✓

J'aime le football est le basket ball.

Je suis très sportif, ~~Nous~~ ^{Mes} ~~Mes~~ ébdrants

Pratiquons dans un grand terrain de sports.

✱ Numerous ébdrants aime le basket. Selon

moi j'aime le football. A 4.00 pm. Nous venons

dans ~~un~~ un grand terrain. Il y a vingt deux

A football il y a vingt deux. Notre vêtements

est très cher et ~~moderne~~ moderne. le grand

terrain de football est ~~le~~ moderne. Nous

Pratiquons football de bonne heure. ~~Flan~~ J'adore

football. ✓

SN 03 C1

Le 26 Mars 2020

Mon sport favori

Je m'appelle Mbo. Je suis Kenyan. J'habite à Nairobi. Je suis étudiant en forme deux à l'école secondaire de Kamoni. J'ai 16 ans.

Mon sport favori est le nager. Il est en rivières, lacs et le ~~à piscine~~. Je nage avec mes mon trois amis: Kirito et Rakhidi.

Nous nageons l'après midi, il fait chaud et il est très intéressant. Je participe en bigrement ~~et~~ trop sport de nager et je win trop prix. étudiants

Je réussis en en nage dans mon école. J'adore nager. ✓

SN 04 C)

MON SPORT FAVORI ✓

Mon sport favori c'est le football. Le sport s'amuse le people. Le sport est vieux. En effet le sport est convenable par people.

Il y a onze players à un team. Il y a deux teams quel play. Il y a referee quelle contrôle le game. Le players ne font pas quand jouer.

Le leur players avoir le vêtements. Le sport ya 11 elez moitié. Un moitié car quatre vingt cinq et ce total moins est quatre vingt dix.

En fait le sport est entertainment. Je préfère players le foot ball et regarde le game car foot ball.

est clupartun car très bien. J'aime très bien le foot ball.

Écriture

Le 27 Mars 2015

Mon sport favori ✓

Je m'appelle Andrew. Je suis étudiant. Je suis kenyan. J'habite à Mbooni. Je suis en form. un. à l'école secondaire de Kamoni. J'ai 16 ans. Je parle l'anglais, le Kikwaha et le français.

Mon sport favori est le football. J'adore regarder le foot en télévision. J'aime le foot le mercredi et Lundi. Il est à 16h00.

Mon sport favori est le football. Ma sœur et moi adorons le football. Il est onze joueurs. Moi je m'appelle huit positions.

J'adore le foot. ✓

MON SPORT FAVORI

SN 06 C

Mon sport favori est football.
Il y a ~~vingt deux~~ personnes intéressées. Mon
père aime ~~le~~ basket, ma mère
aime le golf. Mon frère aime le
Tennis ma sœur aime le volleyball.
J'ai 16 ans. Le 2 février 2015, mon
père achète un ballon. Je suis très
orgueilleuse.

SN 07 C1 ✓

le football est très bien. J'ao
football beaucoup. le football est played
en weekends. le football est played en
l'école Secondaire de Kavmoni, en France,
USA et England. le football ~~est~~ en
Secondaire Kavmoni, il ya vingt deux
étudiants. En England le football est
intéressé. En football J'adore Wayne
Rooney, Robin vanpersie, Ashley young et
David De Gea. Mon sport favori
est très bien intéressé.

SN08 C1

Mon sport favori ✓

Le 26 Mars 2014 ✓

Je m'appelle Leon, Je suis Kenyan, J'habite à Nairobi, Je suis étudiant en forme deux à l'école secondaire de Kaumoni, J'ai 17 ans.

Mon sport favori c'est le nager, Il est en rivières, lacs et ^{la} piscine.

Nous nageons l'après midi, Il fait chaud et il est très intéressant, Je participe en brèvement trop sports de nager et je win trop prix. J'adore nager. ✓

Rédaction

SN 09 CI

Mon sport favori

Le 26 Mars 2015

Dans mon école, il y a un grand terrain de sports. Nous pratiquons au football Volleyball Tennis, Handball, Basket, Rugby et Athlétisme. Moi, j'aime beaucoup le football.

Le football est pleine de heuruxes. Moi vêtements le team est cher. Moi coché est monsieur Iota et monsieur Mulwa. Avant rejoindre football, quelque fois moins convenable sport et le Volleyball.

Tout le monde est football et pleine de heurux. Matériel le football est ballon.

Ballon est grand et bien. Mon patron est surhumain et modèle. Le football est comprise est éleveur et dix membres.

Tout le monde est football seule réussir est football. Se reposer est reposer est midi.

SPORTS ✓

Le sport, est très intéressant. Moi j'aime beaucoup les sports le sport est bonne pour la santé, le sport assiste beaucoup pour ^{corps} en forme.

Moi j'aime bien le basket, le basket est un sport international. La personne qui joue le basket est basketeur. Le sport du basket pris cinquante cinq minutes. Pour la première séance, les basketeurs à jouer le basket pour vingt deux minutes est le première, le deuxième séance pris vingt trois minutes.

Le sport du basket, il y compris deux group qui jouent le basket à 10 équipe, le club "A" est le club "B". le club qui fait beaucoup décompte est gagner plus point. apparaître aussi gagnant.

Le basket est un sport qui les basketeurs gagnent beaucoup d'argent. Le basket est grand club qui jouent le basket par exemple: «Lakers, spurs, Chicago bulls, Miami heat, les et spurs»

Lebron James est le bon sportif du basket, il est grand célèbre à Amérique est le gagner 1.4 billion pour un jour. Il joue à club Amérique s'appelle «Miami heat». Moi j'aime beaucoup le sport du basket est j'aime très bien jouer le basket. ✓

SN 11 C1 ✓

Mon sport favori ✓

Mon sport favori est le football. Il y a beaucoup de types de sports. Il y a le tennis, le volleyball, le basket, le handball et aussi la natation.

J'aime le foot très beaucoup. Le foot est très simple à jouer. Une personne me dit ils jamais le foot mais en Italie l'intelligent à jouer. Le football a beaucoup de fans. Il y a le football international que j'aime beaucoup. Il y a les clubs comme Manchester United, le club football Lyon, Real Madrid et les autres. Je suis le fan de Manchester United. J'aime Manchester parce ce que les ^{sportistes} joueurs jouent bien. J'aime aussi le club de Manchester. Par exemple il y a Falcao Wayne Rooney et Di Maria.

Pour moi, Je fais les sports pour être en forme. Je joue parce ce que quand une personne joue il rend lui en forme. J'aime être en forme tous les jours et tous les heures. Dans mon école, il y a un grand terrain pour football seulement. Nous jouons là tous les jours à 16h00. Toute le monde à l'école aime être en forme. Les profs aussi vient ^{au} à la dernier pour jouer avec nous.

Le football.

SN12 C1

D'abord des loisirs ces important beaucoup. Moi, je [↑] passe son temps, dessin, jouer le foot ball, regarder la télévision. Environ les sports, je préfère le football. Dans mon école, il y'a beaucoup type de sports. Il y a aussi de terrains de sports. Pendant l'heure de récréation, je pratique le football. J'aime il beaucoup pour ~~il~~ aider quelqu'un faire les exercices. Moi j'aime regarder le football dans la télévision. Les clubs qui j'aime sont : le club de football Chelsea et aussi Liverpool. J'aime les deux clubs parce que ils jouent très bien. Chelsea est le premier club dans la league première. Il a cinquante quatre points et la deuxième club est Liverpool. J'aime le football parceque beaucoup ~~il~~ des

gens préfère il dans la monde. Quand dans le terrains, Chelsea s'habille deux type des costumes. Il y a ceux qui est le ~~cette~~ couleur bleue est les autres qui ~~est~~ est les jaune couleur. ~~Dans~~

Dans mon école, les professeurs aident les étudiant en pratiques. J'aime bien le football.

SPORT FAVORI

SN 13 21

Je m'appelle Isaac. Je suis étudiant à l'école secondaire de Karmoni. Karmoni est une école publique. Dans l'école Karmoni, il y a des classes, des bureaux administratifs, sept dortoirs et des terrains de sport.

Le directeur de l'école Monsieur Kyengo dirige l'école aide par le sous directeur. Dans l'école il y a d'autres activités hors du programme scolaire par exemple, les sports, les pièces de théâtre et les festivals de musique.

LES DROGUES

SN 14 C1

Une drogue est une substance qui change les fonctions de la corps. Il y a deux types de drogues : les drogues médicament et les drogues que les gens utilisent sur les loisirs. Les drogues médicament est les drogues que les ^{docteurs} gens donner les gens un moment ils tomber malade. Les drogues médicament est bonne drogues. ^{Exemples} des drogues médicament c'est paracétamol, Malaraquin, Cupseaux et pintons.

Les drogues que les gens utilisent sur les loisirs n'est pas bonne. Beaucoup de jeunesse utilise les drogues. Ils fument ^{et boivent} du bière ou les parents et les professeurs ne connaît pas. C'est ne pas une bonne idée pour un ^{jeune} qui utilise les drogues pour ~~les~~ les drogues affecter un cerveau. Il y a ~~légal~~ les drogues légale et les drogues illégales.

Les drogues légale comprennent bière, les drogues médicament et cigarette. Les drogues illégales comprennent marijuana, cocaïne, héroïne e.t.c. Les drogues est très dangereux un moment et utilise pour ~~ce~~ à tort.

CE MATIN ✓

SN ~~15C1~~ ✓

Je me suis levé à 8h00. Je ne suis rien à la salle de bain
Je me suis lavé depuis dix minutes. Je me ^{suis} brossé les dents
après avoir ^{pris} mon petit déjeuner. Je m'habille mon pantalon
noir, chemise blanche et pull-over noir. Le petit déjeuner est du
thé avec du pain.

Je viens à l'église. Nous prions. Après avoir l'église Je viens
à la salle de classe. Les cours commencent à 8h00. Je ne
prends physique que et le premier soir pour le jour. À 8h00
Je prends l'anglais. Puis je ne suis lire l'histoire de Jean
Kenya.

À 8h20 il y a ^{eu} de Kiswahili. Le professeur de Kiswahili
^{était} n'est pas là. Je viens à la bibliothèque pour lire les livres
différents pour Kiswahili. J'aime Kiswahili beaucoup.
À 10h00 nous nous mangeons de nguni avec du thé
depuis 10 minutes.

Je me reviens à la salle de classe. Le Professeur de
Français ^{était} est en classe. J'adore mon professeur de français
mais il est très sympa. Mon matin était très mémorable.

ab

16
SN ~~PC~~

un accident

En route j'ai jeta des ordures par la fenêtre quand la musique de rock est bunes de la system de la matatu. le chanteur de la matatu Monsieur Kamau est mon ami. le conducteur de la matatu adore de la musique mais le chanteur change de la musique et il adore de la musique benga qui icon la matatu.

«Fundamental»

Appelle vous, le matatu qui accellerement de la speed et le chanteur il n'est pas qualifié de la ~~matatu~~ A nome matatu "emboneza" et de la direction ~~compte~~ à collision de la matatu j'ai entre. il ne personne pas de matatu deux personne est tres blessé des jambes et de la tête.

Moi j'ai été tres blessé de la personne qui entre de la matatu. Mon amie il y a tres blessé et il est assistant la police de la collection d'information de la scène.

la police qui demande de la licence qualification et mon amie, il est arêter et il a donner à la ~~police~~ station de la police.

Après

Pique-nique La forêt

Mon école est située près d'une grande montagne et une grande rivière. Ce n'est pas tout. Il y a un lac dans la forêt à côté de l'école. Vendredi dernier, au moment où je quittais l'école, le professeur d'histoire annonce le pique-nique pour le club d'histoire avec le lac dans la forêt.

Les étudiants préparés est en vendredi dernier. Le directeur _____ le bus est les étudiants entrent dans le bus pour commencer le voyage. La forêt à côté de l'école est Mbanui. La forêt Mbanui, comprises deux rivières, la rivière Ube est la rivière Paie.

Les deux rivières entrent dans le lac Midani. Le professeur monsieur Bakani, explique les animaux sauvages dans la forêt est donne tout exemples; les lions, l'éléphant, le gorille et les buffalots.

Le bus entre à la rue dans la forêt à dix heures est commencer le voyage par aller à le lac Midani. Les club arrivés tout pour les objets qui regardé dans la forêt. A onze heures le bus il est arrive à côté la rivière Ube. Tout le monde dans une bus attendant pour regarde le grand rivière. Le rivière est très belle est intéressant site touristique.

Le professeur donne les étudiants le déjeuner à côté la rivière est pour commencer le deuxième section pour les pique-nique est elle à le lac Midani. Les bus arrive le lac midani est deux heures après. Le lac Midani est très grande. Le lac est situé à midi au forêt.

Le club est pris les photos pour le lac. Est ça fait dans le lac Midani. Le pique-nique est très intéressant.

SNIC,

2(a) QUEL JOUR!

Mon école est située près d'une grande montagne et une grande rivière. Ce n'est pas tout; il y a un lac dans la forêt à côté de l'école. Vendredi dernier, au moment où je quittais l'école... avec mon ami Brian, nous ~~allez~~ ~~la~~. Nous quittions à l'école à ce matin pendant les autres étudiants ~~étaient~~ étaient en récré.

Nous sommes marchés pour trente minutes et finalement nous arrivions à la grande montagne. Nous étions en notre vêtements pour école. La montagne était très froide parce qu'il était le mois de juin. En train de marcher, nous regardions une grande arbre qui était beaucoup de fruits. Mon ami et moi commençons de prendre des fruits immédiatement.

Nous sommes allés au lac et puis nous commençons nager là. L'activité était très intéressante. Nous sommes pris une heure là. Nous sommes allés à la rivière aussi. Dans la rivière, nous regardions des poissons. Il y étaient beaucoup.

Quand nous ~~sommes~~ ^{sommes} fini notre excursion, nous décidions d'aller à l'école. Il ~~était~~ était quinze heures. Quand nous arrivions à l'école, nous trouvons il y n'a pas personne.

L'adjoint était la seulement. Il n'a pas regardé moi mon ami et moi. Nous ~~sommes~~ sommes allés dans notre classe et pris notre livres et allés ~~à~~ à notre hommes. Les autres étudiants étaient congédiés où nous ~~sommes~~ ^{étions} ~~étaient~~ ^{mais} ils ne dit pas les professeurs.
Quel jour!

1.

LA VISITE L'AMBOSELI

SN 19 C1

En février Samedi, mon classe est donné un idée pour allé le
visite Amboseli. Tout le monde a la classe est tres heureuse la idee.
Les professeur en français est aimé le idée tout les étudiants est écrite
une lettre pour donné le député directeur à l'école.

Le directeur est accepté le idée est donné votre classe permission pour
visite Amboseli. Le mois prochain tout le monde a la classe est téléphoner
les parents est commanderai les argent pour utilisé en la visite Amboseli.
En Mercredi tout le monde est était pre. pour allé a l'amboseli.

2b)

Drama Festival

SN 20 C1

L'année prochaine après mes études secondaires, la vie sera de la musique festival: le festival. Il a lieu de ~~Kakamega~~ ^{Kakamega} les études de mon école, ils ont très préparés de la festival, ils ont présente la danse traditionnelle, la danse moderne et le drama. Monsieur Mwangi, le patron de la club de musique c'est très grand, il est gros et de la barbu.

Le bus qui occupé c'est numero KBN 670 R. le climat de Kakamega c'est très frais et comparé de la climat de mon école qui très chaud. le festival commença à 9h.30 et mon école présente de la danse moderne, le danse c'est très bon et les audience apprécie de les participants.

le deuxième article c'est drama et les étude n'est pas bon de pratique. Les ont manger dix ~~mais~~ Tube mange beaucoup de légumes et de la viande. Je mange de les légumes traditionnelle, c'est

Cher Monsieur,

SN 21C1

Premièrement J'ai désolé parceque ~~je~~ j'ai absent la semaine dernière et je n'informé jamais vous. Ja Je suis assisté mon sœur cérémonie de mariage. Je suis voyagé à Mombasa ^{avec} mes parents pour acheter mon jupe, et Chaussure et shirt pour le cérémonie.

Je suis aussi voyagé à Nakuru avec mes parents pour ^{visité} ~~visiter~~ mon sœur et elle homme. Je suis assisté le cérémonie en samedi mercredi.
en moment J'ai retourné à notre maison, J'ai tombé malade.

Je suis visiter un ^{hopital} ~~hopital~~. le docteur donné moi les médicaments.
vendredi Je suis retourné à l'hôpital pour apatre médicament. Maintenant
J'ai finir mon médicament et J'ai recourir.

~~Brian~~

Brian.

j'ai jeté des ordures par la fenêtre quand...

SN 22 C1

(a)

Boîte postale 50

Le 2 février 2014

Musoma,

Cher Luzy

Bonjour Luzy? Comment ça va? Ici, je vais bien merci, Je suis habite la Ville Musoma avec mes parents, et ma cousine

Ann. Ils sont très bien.

Je voudrais informer le weekend prochain, Je participe à une cérémonie ~~de~~ mariage avec mes parents et ma cousine.

Une cérémonie de mariage, c'est à me cousin, kiko avec

Japhet. Une cérémonie ~~est~~ est intéressant. Il ya beaucoup de personnes. Aussi, il ya beaucoup de repas, des fritures, du riz, de la viande

Titre? SN 23 C1

Beaucoup de jeunes abus les drogues. C'est la situation
où quel qu'un distribue les drogues, les drogues a beaucoup
des inconvénients à les personnes qui se drogue.
L'exemple des drogues c'est le tabac, l'heroine
cocaïne, d'alcool, Marijuana, Mica et d'autre
drogues.

De nos jours, tous le monde est consommer de
le drogues, aux femmes, aux hommes, aux jeunes et même
aux vieux. Ici au Kenya c'est ne pas acceptable
drogues partout. Il ya des places qui est designer
pour le drogue. Il Ya beaucoup des drogues qui
n'est jamais acceptable ici au Kenya. Par exemple
cocaïne, Heroïne et tous le Marijuana.

Les trafiquants de drogue est arrêtés et il mettraient en prison pour longtemps. Beaucoup des hommes boirais d'alcool et les résultats est très sombre. Dans la maison il n'avait rien à manger. Ils dormaient dans les bars. Leurs femmes n'avaient pas de travail à l'aide avec les choses, chercher de l'argent et toutes les fois à la maison.

Beaucoup d'alcool est manufacturé ici au Kenya à Kenya Breweries. Tous des jeunes disent que la société moderne sans le drogue est mal. Ils disent qu'ils réduisent agressions et chômage. Je pense que le gouvernement est réellement par imprisonner les revendeurs et des trafiquants de drogues. Par exemple Miraa est très utilisé au région et aussi aux Kenya de la jeunes aux école, collèges et aussi à l'université. Il n'a personne qui a questionner pour utilisé khata mais il est très dangereuse à la santé.

Par moi Selon moi les gens drogues à cause ils n'avaient rien à faire. Ils ne veulent pas travailler dans

(2b) NUIT MALVAISE

Moi je suis dormi très tard parce que je suis allé au théâtre à la ville. Le théâtre terminé à neuf heures et je suis allé à la maison. Un moment j'ai entendu ma chambre j'ai ouï un bruit près de la rue. Le bruit connu de plus en plus. Aussi je suis très en rade. « J'ai allé en scène et je n'ai pas ».

Après cinq minutes j'ai decidé partir aller. Je ouvrir la porte et je suis traversé la rue. Un moment j'ai arrivé pour la scène il y a grande foule près de à Matatu.

Le Matatu été un accident avec à l'autobus. La police été arrivé pour la scène. Cinq personnes été mort dix personnes et très blesé. L'ambulance arrivé pour la scène et été assisté personne très blesé. J'ai à retourner pour ma maison. Cet soir je ne dormi pas. Cet matin j'ai expliqué la situation pour mes amis.

SN 25 C1

CE MATIN ✓

~~Mardi~~ Mercredi dernière, vous vous êtes réveillé tard. Je me suis levé et je suis allé à la salle de bains. Je me suis douché pour quinze minutes et je suis ~~retourne~~ retourné au dortoir. Je me suis habillé, ma chemise blanche, un pantalon noir et pulllover noir. Ensuite, je suis allé à la salle de ~~de~~ manger.

J'ai mangé à la petite déjeuner. La petite déjeuner était délicieux. Après ~~avoir~~ je suis allé à l'église. Après la prière à l'église je suis ~~soit~~ retourné à la salle de classe et je ~~commence~~ ^{suit} commence mes études. ^{La} première leçon, il est était Maths. Monsieur Hesabu ^{le} entré de la classe et ~~est~~ il est commence ~~le~~ leçon. J'aime les maths parce que c'est très difficile. Aussi j'aime monsieur Hesabu parce qu'il est explique bien et il est très sympa.

Le deuxième leçon, il était français. Le française était mon mateur favori parce que le matière était beaucoup d'avantage. Le première d'avantage c'est je ~~le~~ voyage beaucoup. Le deuxième c'est je travaille ^{le} quidi touristique. Aussi j'aime beaucoup professeur de française il est gentil et il est très sympa. Aussi, il est explique bien. Vive le matin!

SN 26 C1

7

2b

QUEL JOUR

Le jour Je levé à 4h ce matin. Je ~~dois~~ et je brosse les dents. Je ~~habille~~ le pantalon noir, le chemise bleu, une veste rouge et le cravate noir.

Après notre pique-nique Le weekend passé, nous sommes entrés dans le bus pour rentrer. En route j'ai été des ordes par les fenêtres.

J'ai décidé de passer mon pique-nique à Masomo. Le jour de départ faisait beau et chaud. Je suis allé à la gare pour prendre le bus. J'ai acheté un billet de aller-retour à Masomo. A 7h sur la dotte, le bus est parti de la gare.

J'avais un petit sac. Dans mon sac il y a mes vêtements, mes livres, mon portable, mes stylos et un soda et biscuits.

J'ai étaint mon petit sac à côté de mon siège.

Après dix minutes en voyage en bus, j'ai dormi parce que je suis fatigué. Jusqu'à Madongo je me suis réveillé parce que je fait soif et faim. J'ai décidé de bois du soda et mange des biscuits.

Je cherché mon sac qui étaient un soda et les biscuits. Quel surprise! Mon sac n'était pas là. Je cherche partout sans succès.

Les passagers m'ont aidé moi à chercher mon sac. Le conductrice ouvert le fenêtre. J'ai regardant la rue

et il n'est pas là. Un passager ouvert le sac pour moi. Quel joie! J'ai ouvert le sac. Mon Dieu! Mon passeport, mon portable, mes livres n'étaient pas là.

J'ai pris notre bus pour retour. J'ai été très sale parce que je cherché mon sac sur le siège des passagers. Je n'ai pas attendre le pique-nique.

2 a)

LES EXPÉRIENCES HORRIBLES.

Mon école est située près d'une grande montagne et une grande rivière. Ce n'est pas tout, il ya un lac dans la forêt à côté de l'école. Vendredi dernier, au moment où je quittais l'école, au ~~pre~~ auparavant j'écouté les voix et criants avec ~~par~~ les gens seul après nous étudions décidé rechercher surtout dans la forêt pour les gens.

~~Recher~~ Rechercher, Rechercher, Rechercher avec succès. Nous nous décidons à dormir sur les arbres. Ils dormiraient pour vingt cinq minutes, le ~~le~~ person crient à haute voix. Ils sont levé immédiatement. Il à été le grand giants. Ils ne parlent pas avec les autres. Nous décidons la fait jogging et évader la giant.

Ils crient pour l'aider ne ^{pas} succès. Ils continuera jogging et nous mettre à guide la Forêt. La guide à accepté et surveiller leur pour sécurité. Il est utilisé la mitin de militaire pour descendre la giant sous. La giant est tomber par terre avec à grand tréble. La giant n'est pas là. Il été évader. Nous ~~se~~ était contenté ou nous offrés applaudisés. Il à décidé nous accompagnons auparavant extérie de la Forêt. Nous promettons jamais visiter de la forêt.

1(a)

SN 28C1

Jean Kamau,

Le 4 Juin 2015.

B.P 1711a,

Madongo.

Chère Alice,

Bonjour Alice? Ça va? Je vais bien. Ma famille va bien. Ma soeur et mon frère ~~alle~~ en promenade. Mon père et ma mère ~~alle~~ au cinéma.

Le week-end-end passé j'ai ~~participe~~ participé à une cérémonie de marriage pour Monsieur Jean et Madame Catherine. Je me levé

à 8h ce matin. Je ~~douche~~ douché et je me ~~brosse~~ brossé les dents. Je pris mon petit déjeuner. Je ~~retourner~~ retourner à ma chambre, Je ~~s'habille~~ s'habille le pantalon noir, le chemise bleu, les chaussures noir, une veste rouge et le caravate rouge.

À 9h sur le dotte j'arrive à l'église. Je fais le ménage et fais l'environnement à de l'église. Monsieur et Madame Jean arrivé à 9h ce matin. Il est sympa et s'habille très bien. Parce qu'il fait chaud il n'est habillé pas un pullover.

Les hommes bougé avec Monsieur Jean a entré à l'église et les femme bougé avec Madame Catherine. Le pasteur arrivez à 8:30h et il commence le mass. Après le cérémonie je voyage à Mapito.

Je t'embrasse,
~~Ton ami~~ amicaliste

Jean Kamau.

Wednesday

CE MATIN ✓

SN 29 C1

Ce matin, j'ai levé à six heures exactement, Je suis allé à la salle de bain est baigner. A six heures trente, Je prépare mon petit déjeuner. J'ai pris mon petit déjeuner pour dix minutes est habillé mon uniforme. Ma chemise bleu, mon pantalon noir, mon cravate rouge est mon palotone blanc.

A sept heures, j'ai pris un bus pour aller à l'école, à l'école. Je suis arrivé à sept heures trente. Moi est mes amis alle à la classe. Le Matière Mathématiques est commencé à huit heures. Le professeur M. Kembo est notre professeur Mathématiques. Il est très strict, il n'aime pas les étudiants paresseux.

Monsieur Kembo arrivé à la classe à sept heures quarante est commencé à nouveau chapitre 'le calculus'. Le chapitre est très intéressant. M. Kembo (il) a donné beaucoup d'exercice pour faire à la leçon prochain.

La deuxième leçon est commencé à neuf heures le leçon français. Moi est mes amis alle à la classe français. Français est mon matière favori à votre classe. Moi est mes amis participer pour pour la leçon.

SN 30 e,

Mon sport favori

Je suis étudiant. mon école s'appelle Kaumoni. Je suis à form
quarte. J'ai dix-sept ans. Je préfère football et tennis. le
football ce très facile Je jouer. le football est à moyen
d'exercice. J'aime l'anglais premier league.

Il y a beaucoup club de football d'Europe. le numero une
est Manchester-unis. le club est à organisation qui
il y a onze participants. Il y a une coach et deux assistants. de la
club qui il y a une ball qui il est jouer.

le football international c'est une réunion de la nations.
Je préfère soutenir la touche club de foot.

Il ya mon école Je jouer au football. J'ai numero neuf et
Je suis de la gagnat de le scores. Je préfère foot beaucoup et

il y a beaucoup de sports. il y a un groupe des sports par exemple football, basket,
badminton, le tennis, volleyball et le rugby.

Moi j'ai joué le foot parce que il est très
intéressant et aussi il est assisté par la santé develop
en forme. Onze personnes joué le foot dans
une a l'équipe. le gardien garde le poste. aussi
moi je joué le position de gréviste. le foot est très
difficile.

Ce matin ✓

Je me suis réveillé à 8h comme d'habitude. Je suis allé à la salle de bains. Je me suis douche dix minutes et je suis retourné au dortoir. Je ~~me~~ me habille une chemise blanche une pantalon noir et un pullover noir. Je suis allé à la salle de ~~la~~ manger. J'ai bu de café et j'ai mangé des pain.

Je suis allé à la classe après le petit déjeuner. puis je suis allé à l'église pour la messe de matin. Je suis allé à la classe après. à l'église de prière. A 8h les leçons commencent.

Le première matière est français. le professeur de français madame Mwangi ~~amivée~~ et la commence. J'aime beaucoup le français. la professeur est très gentille et sympa. la leçons à

duration quarante minutes.

la deuxième leçon c'est chimie. le professeur ~~est~~ n'était pas là mais nous étions très occupé en faisant les expériences au labo. A 10h c'est une heure de ~~mange~~ J'ai mangé quatre ngumu à la cantine. la durée c'est vingt minutes.

J'aime beaucoup de la matières et j'ai passé de bon moments ce matin. ✓

SN 32 C1

Écrivez une rédaction ^à près 150 à 180 mots sur la situation d'abus de drogue dans votre pays.

Titre ?

Dans le monde entier, il y a un grand problème d'abus de drogue. Ici, Kenya un grand nombre de jeunes aux écoles, aux collèges et même aux universités sont fumeurs; ils fument la cigarette et marijuana. Les hommes, aux femmes, aux jeunes et même aux vieux de ne jamais se droguer parce que leurs effets ne sont jamais favorables.

Presque chaque jour on trouve dans les médias du trafic de la drogue ou du trafic des stupéfiants. Dans les médias, on lit ou voit on entend de l'arrestation et l'imprisonnement des revendeurs de drogue et des trafiquants de drogue, les

uns sont condamnés à mort, les autres sont mis en prison longtemps.

De nos jours, beaucoup d'eux se disent que la consommation de drogues est le mode de vie et surtout c'est le moyen de socialisation. De nos jours, beaucoup de nos jeunes dans la société sont consommateurs des drogues. D'autres se disent que c'est le moyen de détente et de réduire les agressions de la vie moderne, étant donné que le chômage touche partout.

Ici Kenya les drogues qui extraient sont drogue narcotique. Par exemple le marijuana, l'héroïne, cocaïne, le tabac et l'alcool. Ici Kenya, les jeunes et même les vieux, mâles et femelles sont souvent l'accol beaucoup.

Les drogues, perte de mémoire pour les étudiants, ne succède pas bien. Il baisse de motivation, les gens qui drogue n'aiment pas socialisation. Il autre risque de mort par sur dose. Risque de transmission de virus par s'injecter. Destruction de nerfs et il a cause de troubles cardiaques.

Il est conseillé aux hommes, aux femmes, aux jeunes et même aux vieux de ne jamais droguer parce que leurs effets ne sont jamais favorables. Pour les étudiants, il est conseillé les étudiants pour changer le mode de la vie, participer aux activités comme les sports, choisir bien des amis et éviter des amis qui se droguent.

LES SPORTS ✓

SN 33 C1

Il ya plusieurs types des sports. Le volley ball, le hockey, le handball, le rugby et football. J'aime beaucoup la natation. Je pratique le volley ball avec ^{mes} mon copain. Les sports sont très important pour la santé. (Il est) peut être en forme et se défendre.

CE MATIN

SN 34 c1

Je me ~~re~~ réveillai à 4h45 heures et ~~je~~ ^{je} ~~passai~~ ^{me} suis allé à la classe pour une heure. Nous étudions les mathématiques avec Monsieur Mambo. Après les études à 6:00 heure j'étais à mon bain à la salle de bains - rapidement. J'apportais mes uniformes à dortoir et je suis allé à la salle de manger pour le petit déjeuner.

Après le petit déjeuner qui était le pouce, je suis allé à l'église pour le mass. Le mass terminais à 7:40 heures et moi-avec les autres étudiants ~~retour~~ ^{retour} étaient le premier matière qui ~~était~~ ^{était} la biologie. Pour la forme quatrième, le première matière était la biologie avec Madame Owino.

La deuxième matière était les mathématiques avec Monsieur Mambo. J'aime monsieur Mambo parce qu'il enseigne bien et aussi il connais bien les maths. La troisième matière

était l'anglais avec Monsieur Masomo. Il grand et il est sympa aussi. Il enseigne bien aussi. Après l'anglais, nous étalent le ~~re~~ re re re où nous sommes bu du thé avec du bain.

Le re a pris right minutes seulement. et Nous sommes allés à les classes et commençons étudier les autres matières.

Le sport favori

SN 35

Le sport est une activité que une personne fait dans le terrain. Il y a beaucoup types de sport. Par exemple le football, le volley ball, le tennis et le rugby.

~~D'après moi~~ Moi je préfère le tennis et c'est le sport que je joue ici à l'école. Dans mon école, il y a huit étudiants qui jouent le tennis. Dans ce sport, nous utilisons les raquettes et petit balle. Le tennis demande la terrain qui n'est pas grand.

Deux gens jouer ensemble dans le terrain. Le gagnant devrai avoir soixante points. Il y a un entraîneur qui écrit les points.

L'année dernier, je suis joué le tennis à Métropolitain. J'ai obtenu deux certificats. Quand je ne travaille pas, je pratique le tennis. J'aime le tennis à cause c'est simple à jouer, et les équipements sont très bon marché.

LES SPORTS

SN 36 C1

Un sport est une activité qui aide une personne pour la santé et gagner bonne forme. Il y a beaucoup de type de sports pour exemple judo, karate, football, basket ball, natation, pingpong etc. Les sports est bon pour les gens. Dans mon école il y a beaucoup de sports que nous jouer. J'aime le football pour moi parce que c'est facile pour jouer. J'aime regarder les sports dans un télévision. Dans les clubs internationaux, j'aime et j'adore Neymar. Neymar est un footballeur dans un club Barcelona. J'aime comme il jouer au football.

Hier l'année dernier, nous sommes assisté un fonction où notre club de foot joué contre autres clubs des foot. C'était drôle. Beaucoup d'école est assisté la fonction. Cinq clubs des foot assisté. Premièrement, nous ^{sommes} joué contre ~~le club~~ Jamukuri Club de foot. Nous ~~avons~~ gagné victoire. Nous sommes joué contre tous les clubs des foot et nous ~~avons~~ gagné victoire. Hurray! Nous ~~avons~~ Chorté. Je ~~me rappelle pas~~ ^{me rappelle} une expérience de foot ball l'année dernière. J'aime beaucoup de football et tout sports.

SN 37'CI

LE MATIN

Je m'appelle Isaac. Dans ce matin, nous levé de mat-
5h00 et nous allons à la classe. Dans une classe j'ai
lire et nous ~~partir~~ ^{partir} la ce classe à 6h00 pour nous
Allons prendre le petit déjeuner. Nous ~~partir~~ ^{partir} les
uniforme et nous allons à l'église. Après (à)
l'église je ~~partir~~ ^{retourne} la classe et je debut apprendre.

Après ~~les~~ ~~leçons~~ je ~~arrive~~ au de la classe
Dans une classe, j'ai lire trois matières, Kiswahili,
Mathématiques, et anglais. ~~partir~~ professeur de Kiswahili
Monsieur Masomo entre en classe à huit heures pile. J'aime
le professeur de Kiswahili parce qu'il est très sympa
Prof. de Mathématiques entre à la classe à huit heures

SN 3

Ce Matin ✓

Ce Matin, je me suis levé à 5 heures. Je me suis allé à la salle de bains. Je me suis lavé pour quelques minutes donc je suis retourné au dortoir. Je me suis habillé en une chemise blanche, un pull-over noir et un pantalon noir. Donc je suis allé à la salle à manger. J'ai mangé du pain et j'ai bu du thé. Mon petit déjeuner était très délicieux. Après ça, je me suis brossé les dents et je suis allé à la classe. Les autres étudiants sont arrivés à la classe. Je suis allé à l'église avec ~~avec~~ les autres étudiants pour la messe de matin. Après ça, je suis retourné à la classe et à 8 (huit) heures pile les leçons ont commencé. La première leçon était les Maths et il a commencé à l'heure. La professeur de Mathématiques est Melodane Mwendu. Elle est une professeur qui ^{me} j'aime beaucoup. Elle est belle et elle a une voix très douce. Il y a les autres leçons.

À 10 heures c'était l'heure pour la récréation.

SN 38 07

Je suis allé à la cantine et je suis acheté six pièces de Nyumu. Je ~~suis~~ me suis bien amusé à lire et à étudier.

L'abus de drogue ✓

SN 39 C1

L'abus de drogue est une situation où quelqu'un se drogue. Il est un grand problème dans toute notre société, mais aussi dans le monde entier.

Un grand nombre de gens se droguent. Il y a beaucoup de types de drogues. Les plus communes sont celles qui sont prises en cachettes, sniffées, bues, fumées et ceux qui sont injectés directement dans les veines.

Se droguer est un moyen de gagner une vie. L'abus de drogue est un crime. De temps en temps, on voit sur la télévision ou dans les journaux, les sportifs ou les athlètes qui se servent de drogue pour avoir beaucoup d'énergie de gagner le premier prix dans les compétitions. Ceux-ci sont exclus de participer aux compétitions pour quelques années à cause de drogues.

Dans nos écoles, il y a quelques étudiants qui se droguent. Ceux-ci n'arrivent pas à concentrer pendant les cours. Ils sont indisciplinés et quelquefois, ils quittent l'école avant de terminer leurs études. De temps en temps, ils sont les

ménages des grèves dans les écoles.

Les parents découragés leurs fils ou filles se droguent. Le conseil est manqué par beaucoup d'adolescents. Il y a beaucoup de gens qui meurent à cause de l'abus de drogue.

Les drogues est éduquer le public sur l'abus de drogue. Il est conseillé de créer l'emploi pour les gens qui abus des drogues. Il faut mettre des règles strictes à ceux qui font le trafic de drogue. Finalement, ceux qui sont des victimes de l'abus de drogue doivent être emmenés dans les centres spéciales et ils avant cette mauvaise habitude.

SN 40 C1

Ce matin

Je me suis réveillé à 8h pile. Je me suis levé et je me suis allé à la salle de bain. Pour cinq minutes, je me suis lavé. Je me suis habillé un pantalon noir, une chemise blanc, une cravate rouge et une pollover noir. Comme d'habitude je suis allé à la salle à manger. J'ai bu du porridge parce aujourd'hui il n'y a pas de pain. Quelle dommage!

Après avoir le petit déjeuner, je suis allé à l'église pour de messe de matin. Nous prions. Je suis retourné à la classe. Les cours commencent à 8h pile. La première était le géographie. Monsieur Masomo n'était pas là. Nous faisons les révisions ensemble dans la classe.

Les mathématiques était le deuxième. Madame Casenave était

14. J'aime beaucoup les mathématiques. Quand le prof arrive
tout le monde est très sérieux. Le prof enseigne très vite mais
très bien. La troisième leçon était l'anglais. Monsieur
Alco qui est le prof arrive à l'heure et nous commençons
immédiatement. Il est très strict. Il parle très bien et
l'anglais standard. Les leçons durent quarante minutes. Sa
leçon est très intéressante. Il aime beaucoup des histoires.
Il ~~peut~~ dit à lui une histoire pour l'engin de Paul.
Il est très amusant.

A 10h plus j'ai allé à la cantine pour acheter
les rigures. Après la récréation nous sommes allés au
laboratoire. Nous sommes au labo à 10h20 à 11h50. C'est très long
mais le prof n'était pas là. Nous faisons les expériences
ensemble. Je me suis très amusé ce matin. Comme d'habitude
je suis très occupé. Ce matin était très mémorable.

APPENDIX B

Time Framework

ACTIVITY	MONTH(S)	APPROX. DURATION
1. Research topic development.	February	3 Weeks
2. Proposal writing	February – May	12 Weeks
3. Proposal presentation	May	1 Week
4. Collection of data	June – July	4 Weeks
5. Analysis of data	July	4 Weeks
6. Report writing	August	4 Weeks
7. Report presentation	September – October	6 Weeks
Total	9 Months	34 Weeks

APPENDIX C

Estimated Budget

ACTIVITY	TOTAL COST (KSH)
1. Typing, printing, photocopying and binding.	20,000
2. Travels	20,000
3. Miscellaneous	10,000
TOTAL	50,000