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**The influence of socio -cultural factors in english
teaching and learning : case of second form arts in
selected secondary schools of Ngozi province**

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**INSTITUTE FOR APPLIED PEDAGOGY
ENGLISH-KIRUNDI DEPARTMENT**

**THE INFLUENCE OF SOCIO-CULTURAL FACTORS IN
ENGLISH TEACHING AND LEARNING: *CASE OF SECOND
FORM ARTS IN SELECTED SECONDARY SCHOOLS OF NGOZI
PROVINCE.***

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the Award of the Degree “**Licencié
en Pédagogie Appliquée, Agrégé
de l’Enseignement Secondaire en
Anglais**”

DEDICATION

To you,
My parents,
My brothers and sisters,
The late Nsabimana Sada and all your children,

I warmly dedicate this work.

Jean Bosco Hasabukuri

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Many people have contributed in different ways in the completion of this work.

I owe them heartfelt and deep gratitude.

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Jean Bosco Hasabukuri

LIST OF ABBREVIATIONS AND ACRONYMS

B.A	: Bachelors of Arts
Et al	: et alii (and others)
L.L	: Language Learning
L.T	: Language teaching
L1	: First Language
L2	: Second Language
Ltd	: Limited
Op.cit	: opera citato that is, in the work cited
T.L	: Target Language
U.K	: United Kingdom

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ABSTRACT

In Burundi, a large number of pupils can learn the English language only through the formal educational environment. This can be explained by the fact that Burundi is not an English speaking country and there is no opportunity to pick up the English language in everyday social life. Also, the socio-cultural environment of Burundians shapes the way we communicate in the English language as the cultural beliefs, the thoughts and attitudes together with the way of life determines someone's proficiency in any given non native language. Therefore, this fact lacks no consequences on the English language teaching/ learning process since the quality of a teacher/ learner can be influenced by his/her social and cultural settings. In this study, a number of factors are raised and reviewed on the influence of the society and culture in the process of English language teaching and learning through two hypotheses, that is 1°) Socio-cultural factors influence the teaching /learning process of the English language, 2°) Learners from different socio-cultural backgrounds differ in language learning proficiency. With these hypotheses, the researcher discussed some of the factors that may influence the teaching /learning of the English language. The collection of data was done with two questionnaires as research instruments, administered one to teachers and another to learners of seven sampled schools of Ngozi Province and a total number of 160 pupils and 7 teachers were selected. The analysis of the data collected with the questionnaires was done question by question with frequencies and percentages. After the analysis, it was concluded that learners and teachers from different social and cultural milieu do not have the same facility and advantages in the English language learning/teaching. Consequently, the ways of enhancing their proficiency in English language differs in many ways, the more disadvantaged learners/teachers being those whose environmental setting is the countryside and the day rural school learners since the latter do not have good linguistic environment and adequate instructional materials comparing to urban or boarding school ones. At the end of this study, a general conclusion and some recommendations were formulated by the researcher.

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CHAPTER I: GENERAL INTRODUCTION

1.1. Background to the study

The world is an increasingly globalised place where individuals are communicating among and between multiple cultures each day. Thus, with the globalization of today's economy, interaction among people is of utmost importance and is done in a way we never did before. Consequently, in such an economy, the importance of learning/teaching a second language becomes self-evident. Then, while doing transaction, a second language will help people to communicate across cultures since we know that today's business has no territorial confines but extends all over the world. In the course of communication, people cannot avoid cultural confrontation and for the case of a learner, when he is learning a new language, he/she is at the same time learning the culture of the society in which the language is spoken. This cultural confrontation will undoubtedly, in one way or another influence the teaching/learning process because one may find himself socially and culturally attracted by the target language community or may resist to it depending on many factors especially his attitude towards that community.

In a case of resistance to the new language cultural context, consequences are unavoidable for the teaching/ learning process of the new language. That is, the learner in that case encounters many difficulties which may prevent him/her from achieving a good level of proficiency in English language. On the contrary, once the learner is not impeded by social and cultural characteristics of the target language community and those of his/her living environment, success will be of a high rate in learning it because the process of teaching/learning does not have barriers only in classroom but is linked to other domains of social life. Krashen (1988, p.41) views it in this way: "When a good classroom environment is matched with an informal environment in foreign language learning, achievement tends to be high."

Indeed, a language is part of culture and we cannot talk about culture in isolation without talking about society because they are two different sides of one coin. Culture and society are then closely linked and a language is used as a tool of reflecting the culture of a given society, that is, the feelings, attitudes, beliefs, and the way of thinking or acting of a given society.

Culture and society are then of paramount importance in second language learning and teaching because learning a second language is affected by the total environment of the learner.

This environmental setting depends upon a wide range of socio cultural factors which, in their turn have a major influence on the teaching/learning process.

That influence can tend to hinder on the one hand that process or on the other hand to facilitate it. According to Stern (1983, p.338):

The social context of a language can be regarded as a set of factors that is linked to exercise a powerful influence on language learning and it is therefore necessary to take note of such contextual factors in analyzing a given teaching situation.

Evidently, from the viewpoint of Stern, we can say that the learner's level of proficiency in second language learning is widely influenced by the social and cultural milieu. Consequently, the teaching process will encounter many barriers and it will be very difficult to enhance the knowledge of a learner in the presence of those socio-cultural impediments. But, although socio-cultural factors are important in second language learning, we cannot ignore that linguistic structures that a learner gets from the formal milieu (classroom) are also considerable but alone cannot help learners to achieve a high level of proficiency if those factors are put aside.

In this perspective, it is clear that teaching and learning are intricately interwoven to the extent that one cannot separate the two without losing the meaning of one of them. On the one hand, bad teaching can dull learning interest and a good teaching can motivate and optimize learning and there can be no teaching without learning and vice versa although sometimes learning can exist without teaching because one can learn through experience, observation, by own intelligence or rational thinking or from mistakes, to name but a few, without needing to be taught formally.

In this research, the focus is on English as a second language in Burundi and the influence that socio-cultural factors have on it when it comes to the process of teaching and learning it. Also, emphasis is put on teachers and learners in a formal educational setting and then we will discuss the socio-cultural factors in

the teaching/learning process that may bring about hindrance or facility so far as the two subjects proficiency is concerned.

I.2. Statement of the problem

In Burundi, the English language was introduced in the late 1950s from secondary school to the university; nowadays it is even taught from the first year of basic school. However, though English is learnt in each class in secondary schools, we still experience problems in English language learning/teaching. Indeed, the evidence is that the shortcomings in language learning in general and in English in particular are due to the fact that the teaching/learning process is influenced by other factors mainly coming from outside the classroom to impede learners' level of achievement in the English language. The factors focused on are social and others cultural; among others we can mention, attitude, motivation, age, economic status, acculturation, self-identity and environment, to name but a few.

With regard to the present topic, the researcher focuses on the ways in which the teaching/learning process is influenced by those factors and therefore shows the ways of correcting the negative influence of those factors in order to improve the teaching/learning process and help learners as well as teachers of English to react accordingly.

I.3. Motivation and justification for the study

The reason which prompted me in the choice of the topic is first of all my great interest in sociolinguistics as well as other fields related to the pedagogical domain with the desire to find out the main factors preventing English language learners from being proficient as expected. I therefore center my work on the influence of socio-cultural factors in the teaching/ learning process.

Secondly, my motivation to undertake this study was driven by the negative attitude of some Burundians towards English arising from the false assumption that speaking English (especially in remote places of the city and in the countryside) shows that the subject is boasting. As a consequence, this brings about hindrance in English performance because a large number of learners and

teachers avoid speaking English in public whereas we know that a language is learnt through speaking.

Thirdly, the motivation comes from my own-observation in English teaching practice because the realization is that what is learnt/ taught in the classroom is not sufficient to enhance proficiency in languages if environmental factors are put aside.

Last but not least, policy makers are given a good opportunity to scrutinize other factors of low proficiency in English in relation to the present topic in the teaching/learning practice.

I.4. The purpose of the study

This study aims at improving the process of language learning and teaching in Burundian schools. In that sense, the research focuses on showing factors enhancing success apart from grammatical structures or vocabulary items learnt or taught in classroom.

Besides, with the teaching of the English language in the schools of Burundi, it is evident that policy makers did establish the objectives to be attained at the end of the teaching/learning process through the curricula of different sections. However, with the low level of proficiency of Burundian secondary school English learners, one can say that the objectives of the national curricula are not well attained. This is because there are other factors which may have not been taken into account in the elaboration of those curricula. Among these are social and cultural ones. In this study then, I focus on them in the aim of promoting the mastery of English language during the teaching/learning process.

I.5. Research questions

For conducting this study, the following questions were raised to guide the work:

How do social factors influence the English language teaching and learning processes?

To what extent do learners from different socio-cultural settings differ in English language learning proficiency?

I.6. Research hypotheses

With reference to a number of literary works available on socio-cultural factors in second language learning and teaching, the following hypotheses were formulated:

Social factors influence the teaching/learning process of the English language.

Learners from different socio-cultural background differ in language learning proficiency.

I.7. Scope and delimitation of the study

This study was conducted in Ngozi Province, located in the north of Burundi. It deals with the influence of socio-cultural factors in English teaching and learning in the secondary schools of Ngozi Province. Due to the meager resources, the researcher could not extend the study to all the schools of Ngozi Province. Therefore, some schools were taken as sample and the questionnaire was administered to teachers and pupils of Second Form Arts in a way of finding out the social and cultural factors influencing the English teaching/learning process and consequently proposes solutions which can be adequate to that influence.

I.8. Definition of key terms

Policy makers: all those people in the government whose concern is the planning of the policy of the country in its different sectors including the sector of education.

Society: according to *Oxford Advanced Learner's Dictionary, International Student's Edition (7th edition)*, society is defined as people in general, living together in communities. It is also "a particular community of people who share the same customs, laws, etc."

Culture: according to *Oxford Advanced Learners Dictionary, International Students Edition (7th edition)*, culture is "the customs and beliefs, art, way of life, and social organization of a particular country or group". It is also "a country, group, etc with its own beliefs etc."

Teaching: The online definition of teaching given by Merriam-Webster is “the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus of the psychological and intellectual growth of a person by another or artifact.” It is also “the process of attending to people’s needs, experiences and feelings, and making them interventions to help them learn particular things.”

Learning: According to Merriam-Webster (definition online), learning is “the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something.”

Factor: The term “factor” is defined by *Oxford Advanced Learners’ Dictionary, International Students Edition, (7th edition)* as “one of several things that cause or influence something.”

Environment: The online *Advanced . Learner’s Dictionary* defines “environment” as “the conditions that you live or work in and the way that they influence how you feel or how effectively you can work.”

Influence: *The Oxford Advanced Learners’ Dictionary, International Student’s Edition, (7th edition)* defines “influence” as “the effect that somebody/something has on the way a person thinks or behaves or on the way that something works or develops.”

I.9. Conclusion

Individuals all over the world maintain their social relations through communication. In this case, they use languages and mostly, English is used as an international language of communication. This makes different countries to plan curricula of English language learning/teaching in their different policies, to help their nations not to be isolated in the international arena. However, there are factors which come to impede the learning/teaching process. In Burundi, among those factors, there are socio-cultural ones. The causes may be the fact that Burundi is not an English speaking country and the environment together with the living conditions does not facilitate the English language learning/teaching. The next chapter deals with the review of the related literature.

CHAPTER II: LITERATURE REVIEW

II.0. Introduction

In many countries, learning a second language especially English, which is an international language of communication, is given a great importance since a big number of people use it to communicate between themselves in their everyday's activities. This is due to the fact that the world has become as small as a village thanks to high technology and the limits of being locked in our own country are now over through business, diplomatic relations, discovery of the world by people, to name but a few.

Accordingly, educational policy makers are more involved in the planning and elaboration of curricula for learning and teaching English as a second language depending on the needs of the country. Nevertheless, those curricula in isolation are not effective because other factors have to be taken into account to help a successful learning/ teaching of that language. In this chapter, with reference to various views of different authors, we discuss some of the factors that influence proficiency in English language learning/ teaching. Of course, as stated in the previous chapter, those factors are limited to social and cultural ones.

II.1. Language learning and language teaching

The two concepts of learning and teaching raise controversial views among many writers who conceive them in various ways. However, despite those various views, it becomes evident at the end that there is no big difference between the two. Both are complementary and the success of learning depends largely on the quality of teaching. But equally, it is crucial to remember that good teaching is possible if the learning is adequate because as an English proverb goes on "you can take a horse to the stream but you cannot make it drink."

From this proverb, we understand that the teacher, well qualified he may be, cannot make learners become successful language users if the latter in their turn do not have a good linguistic environment for practice and if they do not see any importance in what they are learning, that is, if they are not motivated. In this perspective, Harmer (1986, p.3) says:

It terms possible to suggest that a teacher will find a strongly motivated student with a long term goal easier to teach than a student who has to study the language because it is on the curriculum and who does not have such a goal.

In order then for the teacher to be successful in the classroom, learners have first of all to be motivated by what they learn. This is true in the sense that while teaching, the teacher provides information to touch one of more senses of learners and once their senses are touched, they will perceive, memorize and eventually combine the information with that available in their brain.

Nevertheless, even though motivated learners facilitate the teaching process, sometimes with the presence of a good learning environment and motivation on the part of learners, teaching may still be not effective. When this happens, the obstruction is the teacher himself. Learners need then competent and skilled teachers so as to perform well as viewed by Wilkins (1977, p.24) and Byrne (1979, p.36) in the following way: "Teachers should be accurate model instruments so that learning can take place."

From the foregoing, we see to what extent learning and teaching are closely linked and cannot be separated without the risk of losing the meaning of one or the other. There is then no good teaching without good learning and vice-versa.

Concerning English as a second language, on the one hand, performing it better presupposes having a good linguistic environment which comes to support the knowledge and skills got from the classroom. It is then to be recalled here that a language is a tool of communication and for that a good linguistic environment is the one which helps learners to use his/her skills through interaction because if the skills in English or any other language are not used, there is no way of saying that one has the mastery of a given language. Littlewood (1981, p.1) views it in this way:

We must therefore provide learners with ample opportunities to use language themselves for communicative purposes. We must also remember that we are ultimately concerned with developing the learner's ability to take part

in the process of communication through language rather than the mastery of individual structures.

On the other hand, not only good learning conditions and environment help in the performance in English for learners, but also the knowledge got by learners from their surrounding environment need to be checked, corrected, and reinforced by the teachers to help them achieve an accurate and successful learning. It is then up to a teacher to use and teach a language well in order to have proficient learners and this emphasizes the close relationship between learning and teaching.

II.2. The role of native language in second language learning

The intent of this point is to direct attention to the ways in which the native language can support or impede someone who is learning/ teaching a second language. According to Krashen (1988, p.64):

First language influence is the result of the performer being called on to perform before he has learned the new behavior. The result is 'padding', using old knowledge, supplying what is known to make up what is not known.

Clearly, we can say from this view that learners, whilst learning a T.L use notions they already have from the mother tongue. However, this is not always easy or possible because the two languages, that is the T.L and the native language may be widely different in terms of structures and pronunciation. Then, to rely on the first language in communicating ideas in the T.L, learners use the system that Klein (1986) calls *transfer*. In the vast majority of cases, learners can make transfer through vocabulary, structure and pronunciation or when the speaker is making an endeavor to construct a complex sentence or an expression that has never been learnt as a unit. The system of transfer is then easier when the two languages, that is, the mother tongue and the T.L have narrow linguistic distance. This means that they have many similarities in terms of structures and vocabulary items. This kind of transfer is called *positive transfer* because the second language is supported by the notions from the first language while communicating.

For example, a Burundian learning Kiswahili is more facilitated than a Chinese learning the same language. This is because more similarities are observed between Kirundi and Kiswahili than between Chinese and Kiswahili in terms of structures, vocabulary and pronunciation.

However, transfer may be negative in case the two languages have few similarities, which cause errors for the speaker, as the contrastive analysis hypothesis states it,

Where the structure in L1 differs from those in L2, errors that reflect the structure of the L1 would be produced. Those errors are caused by the influence of the learner's L1 habits on the L2 production. So, in this case, the structures of the mother tongue once transferred in the T.L cause errors.

For example, adjectives are used attributively in English and predicatively in Kirundi. That's the reason why some Burundi scholars and even incompetent teachers have the tendency to translate *umuntu munini* (a big person) in English by saying *person big or man big*, which is not correct. In this case, the mother tongue fails to support the T.L. This kind of transfer is called by Klein a *negative transfer*.

Nonetheless, though it has been said that L1 can serve to support the establishment of the T.L, other research proves the opposite. In this perspective, Norrish (1983, p.36) points out: "Interference from another language has already been mentioned as one of the possible sources of errors in language learning."

We know that when learning a language, you are at the same time learning the belief system of the T.L community. And the more you are exposed to a language, the more you learn/acquire experience in that language which determines the way you think and act. So, because Burundians are exposed to Kirundi for all their life, it is not surprising to hear that when speaking English their English sounds as Kirundi and the structures are widely those of Kirundi.

To sum up, the subject speaking a T.L will have to translate thoughts from L1 to the T.L while he has been doing his/her thinking in L1. In this case, L1 dominates the speech. This can then be reduced by working very hard on the

accent and thinking in L2 if it matters most to the speaker. Certainly, to get a pure accent as a native of the second language speaker is not possible but it will be close to that if one keeps on working.

II.3. Socio-cultural factors and language learning

So far, much has been said about the influence of L1 on T.L. Now, this point is an endeavor made in focusing on socio-cultural factors and the ways in which they influence language learning achievement. In this regard, the question which raises much interest is how learners from the same socio-cultural background may not have the same level of proficiency in a second language. Reasonably, we can say that motivation takes the forefront position in learners' performance in a second language. Harmer (1991, p.3) views it in this way: "People involved in language teaching often say that students who really want to learn will succeed whatever the circumstances in which they study."

He continued: "Learners who are motivated perceive goals of various kinds."

It is worth mentioning that, having the desire to learn a second language does not necessarily mean motivation. Once motivated, the learner has to make efforts in order to achieve his/ her goal. Also, effort alone does not mean motivation. The effort has to be concomitant with the goal in order to talk about motivation as supported by Gardner (1985, p.10) in the following way:

Motivation to learn a second language is seen as referring to the extent to which individual works and strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Effort alone does not signify motivation. The motivated individual expends effort toward the goal, but the individual expending effort is not necessarily motivated.

Many people may then want to study a language because of a promise of a better job but do not make effort to achieve the goal. In this case, we will not talk about motivation and the latter is eventually going to fail. He may also make effort but lacks experience and satisfaction in the activity of language learning.

He can also not succeed here and this often happens for most students who learn English because it is on their curriculum and want to get marks only.

Also, the society in which we live is of paramount importance in second language achievement. So, since motivation cannot exist in a vacuum, the social milieu where an individual lives can reinforce or inhibit his/her motivation depending on the attitude taken by the latter towards the target language community. Sometimes, parents play an important role to influence a learner's motivation. If they bring their contribution in supporting the learner's desire in language learning, the learner is willing to succeed. On the contrary, if they oppose their children's desire, there is no way for the learner to perform well in the language because in this case the motivation will be inhibited. Harmer (1991, p.14) in accounting for the role of parents in L2 learning towards their children states:

If parents are very much against the (culture of the) language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect.

Besides, acculturation is another factor which may account for success or failure in L2 achievement. As we know, learning a second language is accepting the loss of your own identity and the acquisition of another identity of the T.L community. Brown (1980, p.129) defines acculturation as *the process of becoming adapted to a new culture*. Then, during the process of L.L, L2 learners find themselves confronted to a new culture and the result is what Brown calls *culture shock*. This will expose learners to a challenging situation of whether to disregard his/her own culture and embrace the T.L culture. Consequently, learners of L2 will be impeded because this will result in disorientation, lack of decision, fear of self-identity loss and the process of becoming adapted to a new culture as viewed by Schuman results in failure during the second language learning process.

Furthermore, people having the desire to learn the T.L do not consider it the same in terms of how difficult or easy it is. Some may expect that learning a given language is arduous before even the learning task begins. If they engage in the T.L learning task, they will for sure find difficulties and will not therefore go

further in L.L activity. On the other hand, if learners believe that there are no difficulties in learning a given language, they will probably succeed and the learning task will appear much easier. In this context, Gardner (1985, p.146) says:

.....If the cultural belief is that it is very difficult to learn a second language, the general level of achievement will be low (a self-fulfilling prophecy).....If on the other hand, it were expected that most individuals would learn a second language, the general level of achievement will be high...

Coming back to the role of parents in the T.L learning, if parents are speakers of the T.L, in any case, learners cannot believe that the language in question is difficult to learn. In this case, they will be motivated by their parents and their level of achievement in the language will tend to be high. According to Carroll (1967, p.138):“The greater the parents use a foreign language in the home; the higher were the mean scores of their students.”

Home environment therefore offers learners a good opportunity to enhance their proficiency in the T.L if the language is used in that environment. On the contrary, if no opportunity to interact with speakers of the T.L is available, the learners' level of proficiency will be low. Pride says that opportunity includes all those activities both within and outside the classroom which expose the learner to the language and which afford him an opportunity to practice what he has learned.

Learners need then to live in a society where the language learnt in classroom is reinforced through interaction with other members of the society. In Burundi, this is not the case because many learners, once they are home from school do not practice communicatively English language. They are then handicapped by a lack of the speakers of the language in their community. Also, many of them do not get support from their parents since a large number of their parents are illiterate.

II. 4. Socio-cultural factors and language teaching

In any formal educational environment, learners and teachers play a complementary role and one of the two cannot exist in isolation because teaching and learning are interactive processes. Thus, it will not be possible to talk about teaching without taking into account learning and vice versa. But, on this point, the main focus is on teaching of course being aware that the teacher is at the core of the learning process as stated by Walker et al (1967,p.47) in the following way: "The teacher in primary and secondary school is the most significant factor in the whole program."

From this, it is obvious that teaching comes at the forefront because it guides the learning process. As a guide then, a teacher is affected and even influenced by the society where he/she lives and orients learners depending on how his/her living milieu, beliefs and attitudes influence him/her. Once a teacher is negatively affected the result is that learners will suffer from the lack of competence and therefore their level of proficiency will be low. The society in which the teacher is underestimated by the people, where the teacher does not satisfy well his/her primary needs, all of these will deeply work on his/her psychology. Consequently, the teacher will not feel at ease during the teaching task and therefore the process of teaching cannot be effective. According to M. Rivers (1987, p.5): "Teachers are individuals who teach and interact most effectively when what they are doing conforms to what they feel most comfortable doing."

From what precedes, we can say that there is no way of expecting high rate of proficiency from learners taught by individuals receiving a very low salary. That is, even though the teacher is competent, his/her competence may be inhibited by the precarious living conditions and the learners' level of achievement will tend to be low.

Also, in any formal environment, the teacher should be aware of the social background in which the teaching/learning is taking place. In this case, he/she will know how to successfully cope with pupils' difficulties in L.L achievement. In relation to this, Brain, et al (1990, p.68) state "...The classroom teacher needs to be aware of the types of social factors which play a part in pupil's achievement."

Thus, pupils may be victimized by their social or cultural milieu in their learning process, for instance poverty or parents who do not want them to attend school in order to deal with household activities because they do not see the importance of the school. As a result, the learner is always characterized by frustration and anxiety which may hamper his achievement and the teacher needs to be aware of all of these and react accordingly in order not to aggravate the situation. Braine, et al (1990, p. 69) views it in this way:

The chief problem when considering the sociometry of the classroom is that the influences on a child's work are not always obvious and the teacher needs to be ever vigilant about the ways in which the dynamic friendships are changing and whether this is influencing work patterns.

In brief, the effectiveness of teaching is largely dependent on the socio-cultural environment of the learners he has to teach.

II.5. Learners' natural environment

The natural environment of the learners differs in many ways. Some live in the countryside, others in cities and within the confines of their settlement, individuals communicate with members of their surroundings. In so doing, they increase their capacity in many things learnt in the classroom including a second language because the latter is not learnt only in classroom as said by Steinberg (1982, p.166) as follow: "Not all second language learning takes place in the classroom. A second language can be learned under natural conditions."

However, pupils are not exposed to a second language in the same way. Also, the time spent in conversing is different depending on the number of people to talk with or their everyday's tasks. In this sense, we find that cities are characterized by communication than other places located at the outskirts or far from the city. Halliday (1978, p.154) views it in this way:

A city is a place of talk. It is built and held together by language. Not only do its inhabitants spend much of their energies communicating with one another, in their conversation they are all the time reasserting and reshaping the basic concepts by which urban cities is built.

Learners living in this kind of environment are then more advantaged than others in second language learning because they are exposed to a place of communication and most of the times get the opportunity to hear, use and listen to the language.

Cooper (1973, p.313) quoted by Pride (1979, p.19) in stating variables on which good language learning depends includes opportunity and says that the latter includes all those activities both within and outside the classroom which expose the learner to the language and which afford him an opportunity to practice what he has learned. He added that a good language learner uses the language when he is not required to do so and seeks an opportunity to hear the language (attend foreign language movies, join foreign language clubs, listen to TV or the radio, uses the foreign language with other students outside the class).

However, learners from deprived areas, far from the city do not have all these advantages but only benefit from classroom language. But, even this kind of language needs to be practiced outside the classroom, especially with native speakers so as to communicate effectively as said by D. Krashen (1985, p.70) in the following way:

...Students need to acquire the entire language in the language class, when they finish the class, they still make mistakes. Their acquisition will continue as they interact with and receive comprehensible input from native speakers.

So, in Burundi, except for some urban learners who can access native speakers, but in a very limited number, to interact with, the environment is not helpful in L2 learning.

In this case, the more disadvantaged pupils are those from the rural environment because the area is not motivating enough. This lack of motivation may be caused by limited views of people of their surrounding about the importance of languages in particular and of the school in general. According to Passow (1963, p.182): "School performance may be devalued because youth from depressed areas see no relationship between high levels of educational achievement and realities of the future."

Briefly speaking, the natural environment in Burundi does not help learners of English as a L2 to communicate effectively though those from urban areas benefit from some advantages than rural learners in L2 achievement.

II.6. Teacher's quality and instructional materials

II.6.1. Teacher's quality

The teaching profession is arduous and requires commitment on the part of the teacher to help learners be successful in their school activities. However, being committed by the teacher to the profession is not the only factor we can consider in order to talk about effectiveness of the teaching activity. But, we need also to take into account his/her level of education as Strevens (1977, p.21) puts it out:

The general effectiveness of learning and teaching in many given countries is heavily dependent on the nature and quality of the training which teachers undergo before entering their profession.

Then, the expectation of a high level of achievement in languages from learners is evidently conditioned by a teacher of high level of professional competence and adequately prepared in language teaching. In this case, as the teacher is skilled enough, he will be aware of all the possible ways he can use to ensure success in the classroom and therefore changes from one method or techniques to another and try to adapt learners to the program. Strevens (1980, p.40) in accounting for how a good teacher should be like say:

...The teacher is like a chameleon. To be efficient, i.e. to survive, the chameleon must continually observe his surroundings and adapt to them. And adapting means action: it means selecting from among a range of possible colorings and patterns precisely those which are appropriate to the moment. The teacher, to be efficient – perhaps even to survive-needs to adapt in a similar way: to select from a wide range of possible techniques and courses of action precisely those which are appropriate to the circumstances of the learning/teaching situation.

Also, for a good teacher, every method is good as revealed by Larsen (1986, p.26) in saying that there is no bad method in teaching but there exist bad or good teachers. However, if the teacher is bad, inadequate or inexperienced, he/she encounters problems during the teaching process as Brain, et al (1990, p.20) accounts it for, *the problem for the inexperienced teacher is having to work at the pupils level after pursuing his or her own academic career to a high level.*

As they continue to say it, *this also applies to oral instruction and give the following example: The teacher who says to a class of twelve year olds in a Personal and Social Education as study skill 'I would like you to reflect on and analyze your current work practices with a view to improving the effectiveness of your learning'- is clearly going to experience difficulties in teaching his charges.*

To sum up briefly, for the sake of the whole educational system, good, competent and adequate teachers are needed to ensure success in different schools of different areas of the country.

II.6.2. Instructional materials

In any learning/teaching situation, instructional materials are very important because they help in the mastery of a given subject by learners. Niyonzima (2002, p.24) says that: "The materials provide opportunities for independent study, use and self-evaluation and progress in learning."

Learners need then to have good and sufficient materials in order to attain a high level of achievement. Not only learners need good learning materials to enhance their knowledge but also teachers need them to offer the best teaching. In relation to this preceding point of view, Brain, et al. (1990, p.4) states the following:

Your classroom approach, planning, and preparation of lessons, plus, ultimately, your control, will be subtly influenced by the amount and quality of physical equipment available for your use in school. Whatever your subject specialism, such equipment will be fundamental to your style.

On the contrary, without good materials, even though the teacher is competent, the teaching cannot be effective as said by Nkeramihigo (1976, p.30):“A talented or experienced teacher cannot offer the best teaching with dull or inappropriate materials.”

Undoubtedly, as it has been said above, a competent teacher paves the way to the learning process. Nevertheless, the lack of good instructional materials may be among the important impediments for the teaching/learning process.

II.7. Language learning/teaching and related social factors

II.7.1. Age

Every human being possesses innate potentialities to learn a language. But, those potentialities are not inherent in human beings because as an individual matures, those potentialities gradually die away as do senses (perception, sight, feeling, and sense of smell, contact, and taste) in particular and his nerves and muscles in general. For the concern of language learning, children possess an overwhelming capacity to learn/ acquire a language since their brain is still fresh and their potentialities to learn are available at their maximum rate. As proposed by Lenneberg, within the critical period, that is, the period between the ages of 6 and 13, a child learns a language with much ease than an old one. In this period, the learner is at the best position to acquire/learn a new language.

From this hypothesis of Lennerberg, we see that the learning of a given language should start at an early age so as to be effective. On contrary, from puberty and beyond, difficulties in the process of language learning manifest themselves as said by Freudenstein (1979, p.16) in accounting for the view of the critical period hypothesis as follow:

According to the 'critical period hypothesis', puberty is the period when difficulties in language learning begin. Foreign accents cannot be overcome easily anymore after this time, and a more or less natural acquisition from more exposure to a foreign language disappears.

This can be explained by the fact that adults, unlike children, do not often practice the language communicatively especially in public places because they

have fear of the loss of self-identity. This then hinders their language performance as said by Klein (1986, p.96) in the following words: "The desire to preserve one's identity may become a major obstacle in mastering a second language."

Children do not then border about the loss of identity in committing oral errors but these errors will help him to progress in L.L because once committed they are corrected by other competent speakers of the language. In so doing, a child progresses in mastering the language.

II.7.2. Gender

In terms of language learning, some writers accounted for the difference between boys and girls so far as their proficiency is concerned.

In this perspective, David Fontana in studying the difference between boys and girls in reading and mathematics discovered that girls have more reading abilities than boys. He also added that girls also tend to be more verbal and articulate than boys at first, though these differences disappear by the age of 16 or so.

For girls, being verbal than boys does not happen at random but depends on the situation whereby girls are exposed to more input than boys. As he continues to explain it, David Fontana says that in western societies girls spend more time within the home than do boys and are more concerned for parental approval. They are thus more likely to be exposed to a verbally stimulating environment.

Another reason to explain this is the idea that women are more acculturated than men and have therefore the tendency to incorporate target language forms and ideas into their speech and the way of thinking and acting of the same language speakers.

Besides, so far as learning French is concerned, Gardner (1985, p.43) states:

Girls who were learning second language French in Canada were more positively motivated than boys-learners and also had more positive attitudes towards speakers of the target language.

However, this is not always the case because other factors may be combined to determine someone's second language proficiency. Among others, one can say the teacher's influence in the classroom, the roles and position assigned by society to boys and girls and even parental expectations. All of these may foster or inhibit boys or girls' second language learning ability.

II.7.3. Economic status

The economic situation of different families determines the place they occupy in a given society. Thus, families of lower economic situation are found in lower social classes and children originated in those kinds of families are negatively affected by their familial situation when it comes to language learning. In this same view, Weener (1969, p.194) quoted by Edwards (1976, p.81) points out:

Children from lower social class homes or minority ethnic groups usually speak a distinctive dialect form, and display retarded development on measures of language skills and general cognitive functioning.

Also, children from lower economic class are poor at language use because their families have poor educational level as viewed by Ezewu (1983, p.131) in the following way:

...Children from lower socio-economic status groups display lower levels of syntactic construction and communication abilities such as sentence length, vocabulary and grammar. This may be due to the relationship between socio-economic status families and general attainment in education. The children of low status families are sometimes poor at languages because the families also did not attain high levels of education and are not so conversant with languages.

However, families of higher economic status than the first, for example those occupying the middle social class are positively influential on their children's language performance as posited by Edwards (1976, p.86):

... Middle class children used longer sentences at an early age and had a wide vocabulary. The main explanation offered were the "poor" language models provided by lower class parents and their less frequent verbal interaction with their children.

He continued by stating that the most common social explanation for the linguistic superiority of the middle-class children was their closer and more frequent contact with significant adults.

In a nutshell, the economic situation of different families affects the language achievement of children. So, children from rich social classes perform better whereas poor social class children manifest deficiencies in language learning.

II.7.4. Risk-taking

Risk taking is an important factor in language learning. Thus, many people avoid speaking a given language especially in a public place because of the fear to make mistakes and to be laughed at. David Fontana in accounting for the risk taking for an adolescent in a group of peers says "for an adolescent, to be humiliated in front of one's peers group is to be robbed of that status and to be lowered in both the peer's eyes and one's own". In this case, the fear to be humiliated in front of others prevents adolescents or anyone else learning a second language from performing it better. In any case, adolescents and adults are seen as having a higher risk taking awareness than children because the latter do not bother about the committing of mistakes and this is very helpful in the process of language learning. Then, a child learns/acquires a language from the process of overgeneralization and his/her speech and structure is shaped by competent speakers of his/her social living milieu until he/she reaches a high level of achievement in that language. Adults on contrary will even forget all what they know if nothing is done to decrease their risk taking awareness.

II.8. Society, language and culture

Every human is a social individual, that is, every person has to interact with other members of the community in which he lives. Through this interaction, he/she must obey the rules and norms of the society. In this case,

communication is modified to fit situational, social, cultural and relational context. That is what M. Taylor and Richards Bourhis call "Communication Accommodation Theory." Language, culture and society are then three important concepts not to be taken each one in isolation when talking about L2 learning.

So far as society is concerned, *The Oxford Advanced Learners Dictionary* defines it as "*people in general, living together in communities*". It is also "*a particular community of people who share the same customs, laws etc*"

Then, once people are gathered together, they must interact between themselves and this is done through language. Language in this case refers to what members of a given community use as a means of communication. In other words, language is a code which identifies people as belonging together. Another aspect of identifying people in a community is their culture since there is no society without culture and vice-versa. So, the ways in which members of a given society behave or speak are largely determined by the culture. In this context, Crystal (2005, p.276) says:

Social norms are culturally relative. The words used in politeness rituals in one culture can mean something completely different in another culture. For example "thank you" in American English acknowledges receiving something (a gift, a favor, a compliment), in British, it can mean "yes" similar to American English's "yes, please", and in French "merci" can mean "no" as in "no thank you".

The examples above given by Crystal show not only the connection between society and culture but also that between language and culture, as emphasized by Hymes (1964, p.456) who says that the interaction of language and other aspects of culture are so close that no part of the culture of a particular group can properly be studied without reference to the linguistic symbols in use.

Linguistic components or the choice of words by the speaker can lead us to make the differentiation between cultures of different societies as what we say reflects our culture and our own perception of the world and Wardhaugh (1998, p.405) views it as follow:

That there should be some kind of relationship between the sounds and, words and syntax of a language and the ways in which speakers of that language experience the world and behave in it ...seems so obvious to be a truism.

Then, the way people conceive the world relates to the way they use a language. For example, Crystal suggests that in a Chinese translation of the Lord's Prayer 'give us this day our daily rice' would be most apt translation of 'give us this day our daily bread', and an Eskimo version would be best as 'give us this day our daily fish.'

Besides, within the confines of the same culture, there are some words considered as taboo by society and are not therefore allowed to be spoken in public or in the presence of children. When this happens, the recourse to use euphemism or circumlocution will be the culturally accepted way to express these ideas. To enlighten what precedes, Wardhaugh (1998, p.229) said:

Certain things are not said, not because they cannot be, but because people don't talk about those things; or, if those things are talked about, they are talked about in very roundabout ways. In the first case, we have instances of linguistic taboo; in the second we have the employment of euphemisms so as to avoid mentioning certain matters directly.

For example, in Kirundi, words naming sexual organs are prohibited by society, especially in the communication between senior-junior and vice-versa or in a public place and can, but secretly or in isolated place, only be used between equals or peers. In this case, in public places euphemism or circumlocution is culturally accepted to name those parts of the body. Thus, 'inzanyi' (penis) will be said 'igihimba c'irondoka c'umugabo' (male sexual organ) and 'igisabo' (vagina), they say 'igihimba c'irondoka c'umugore' (female's sexual organ).

So, language as our primary tool of thoughts and perception is in the heart of who we are as individuals. It influences our perception of the world and contributes to the formation of our personalities and makes us human. But, it does not make the same persons because as cultures and societies are different,

there are also different connotations for words and extra linguistic cues as said by Wallwork (1978, p.97): "Different societies, different cultures and sub-cultures, different social classes all have different verbal and non-verbal cues."

For example, as he continues to say it, an Englishman nods his head for assent and shakes it for dissent while an Abyssinian jerks the head to the right shoulder for 'no' and throws it back for 'yes', and in no other culture can we assume that our head noddings and shakings will be understood as we mean to be understood.

Briefly, society, language and culture are three concepts which do relate to one another. On the one hand, society and culture influence the words we speak and on the other hand, the words we speak influence society and culture. We then arrive at meaning through conversational interaction which follows social norms and rules and culture determines how individuals use words and other socially acceptable linguistic components in order to avoid miscommunication, confusion and frustration.

II.9. Language learning/teaching and its socio-cultural interconnection

In the process of second language learning and teaching, individuals are to a large extent involved in the norms, beliefs and culture of the target language community. This can be referred to by what Brown calls 'acculturation' and, as he defines it, acculturation is the "process of becoming adapted to a new culture."

Second language learning/teaching requires then individuals to be acculturated, that is, to change the beliefs and attitudes of the original community and adapt them to a new culture. Wallwork (1978, p.146) says:

The forms and functions of a language are inextricably related to the reality of the life of individual or community, and therefore any change in reality is likely to have an effect on them.

Then, since learning/teaching a second language requires identification with the T.L community, the socio-cultural milieu in which we live may be a factor of determination for our proficiency in L2. This can be explained by the fact that

our beliefs and attitudes towards the community may hinder or facilitate our L2 learning/teaching. In relation to this preceding viewpoint, Gardner (1985, p.147) says:

...the cultural beliefs will influence not only the general level of proficiency in a second language that will be achieved in a community but also, and more importantly, those factors that will influence individual's differences in achievement.

In short, learners as well as teachers of a second language are influenced by their social and cultural milieu which determine their attitude towards the T.L community .It is that attitude which influences success or failure in a second language as said by Corder that ...the relative degree of success will be influenced to some extent by the individual's attitudes toward the other community or to other communities in general as well as by the beliefs in the community which are relevant to the target language learning process.

II.10. Conclusion

In this chapter, the relevant literature reviewed shows various views of different writers concern in the topic under study. In their views, the main common factors hindering or enhancing the learning/teaching of languages were the attitudes, the beliefs, the linguistic environment and the living conditions which may determine how easy or difficult learners lack or get extra instructional materials and pursue their studies. The next chapter concerns the methodology used to carry out the research.

CHAPTER III: METHODOLOGY

III.0. Introduction

In the previous chapter, the relevant literature was reviewed. The present chapter is concerned with describing the procedures used to collect the data which helped in the realization of the study and in checking to what extent our expectations are met. It focuses on the analysis of selection of the research area, the schools sampled, the samples of subjects from the population and the sampling techniques, the instruments used, the pilot study and the field study.

III.1. The area of the study

This study was carried out in some selected day and boarding secondary schools of Ngozi Province. To collect my research data, two groups of population were chosen. That is, the Second Form Arts pupils and the teachers of English in those same classes.

Those selected secondary schools are mixed (that is, there are boys and girls). The investigation was then limited to 7 Schools out of 14 secondary public schools having Arts sections that make up both rural and urban Ngozi Province. The schools selected are: Lycée Communal Nini, Lycée Don Bosco, Lycée Islamique de Ngozi, Lycée New Life, LycéeBuye, Lycée Communal Musenyi, and Lycée Communal Rukeco.

The researcher chose to work in that area in order to analyze the factors behind pupils English achievement as complaints are heard from teachers.

III.2. Selection of Schools

The schools selected for this study were drawn from urban and rural areas of Ngozi Province. Then, seven schools took part in this study. Several characteristics were taken into account in the choice of those schools. Some of them are boarding schools and others day schools. So, as the topic is the influence of socio-cultural factors in English teaching and learning, the selection of those schools was based on the assumption that urban and rural learners are not influenced in the same way in the English language learning as their social

and cultural environments are different when we take into account the lifestyle of the two areas.

Also, another assumption was that pupils of boarding schools and those of day schools may also exhibit different levels of proficiency in second language achievement depending on their living milieu.

This was done with a view of avoiding biased conclusions influenced by either of the two settings. Besides, one class (second Form Arts) from each selected school is involved in the study. Then, in selecting those schools, the following characteristics were taken into account, that is, day or boarding school, school located in the city or far from it as can be seen in table1 below:

Table 1: Schools selected for the study

Name of the school	School location regarding the city(Ngozi)	School regime
1.Lycée Islamique de Ngozi	In the city	Day school
2.Lycée Don Bosco	In the city	Boarding school
3.Lycée Communal Nini	Far from the city	Day school
4.Lycée Communal Rukeco	Far from the city	Day school
5.Lycée Buye	Far from the city	Boarding school
6.Lycée Communal Musenyi	Far from the city	Day school
7. Lycée New Life	In the city	Day school

III.3. Selection of subjects and sampling techniques

In this research, a sample of pupils and teachers was selected in consideration to several factors.

Firstly, second form Arts pupils are selected because they are considered to have advanced knowledge in the English language which is required to get sufficient information for the study. Secondly, the choice has taken into account the pupils' setting as well as that of teachers. Then, pupils / learners living far from the city or in the countryside are thought to be less proficient in languages than those of urban areas. That is, the world cultural views and social life of the two groups of learners are to a big extent different. This then brings about their different influence in language learning because their experiences and lifestyle are not the same.

We should ideally use the whole population to get the data but it is not realistically possible since the time and resources at the disposal of the researcher are not enough. In spite of that, with the number of population selected, one will agree that it is representative enough.

- As far as our research is concerned, a total number of 160 pupils and 7 teachers were selected. In selecting pupils, I used a random sampling technique. Pupils' questionnaires were then distributed to one third of each class members. In distributing them, I put one questionnaires on one desk in jumping one desk; the first half of the questionnaires to boys and another to girls. After that, I distributed the remaining questionnaires in asking those who haven't received them to raise their hands up. I then distributed them in respecting the same number of boys and girls. If I find that girls are in a limited number, all of them are given questionnaires. However, no technique was used in selecting teachers. Only, every English teacher of Second Form Arts on the schools selected for the study was given a questionnaire.

The following table 2 indicates the number of pupils sampled in the selected schools and the number of teachers per school.

Table 2: Samples in the selected schools

Name of the schools	Number of sampled pupils	Number of sampled teachers
Lycée Islamique de Ngozi	24	1
Lycée Don Bosco	14	1
Lycée Communal Nini	18	1
Lycée Communal Rukeco	23	1
Lycée Buye	18	1
Lycée Communal Musenyi	43	1
Lycée New Life	20	1
Total	160	7

III.4. Instrument

In conducting the research, the instrument used for both learners and teachers were questionnaires. The latter were used because they help to collect information from a large population within a short period of time. Also, while responding, the subjects feel free especially if their names are not mentioned on the questionnaire, which emphasizes the reliability of their answers.

a) The students' questionnaire

The students' questionnaire (appendix B) was designed and administered to students in the selected schools. The latter consisted of 16 closed questions and sought to gather information concerning the students influence in English language learning/ teaching by their living milieu. Also the questionnaire seeks to know the appreciation of students of how the English course is given and if the school and home environment respond to their needs and ability in English language learning.

b) The teachers' questionnaire

The teachers' questionnaire (appendix D) was administered to teachers with the aim of collecting information concerning the teaching situation, especially the impediments encountered by teachers in their teaching process from pupils' mindset or socio-cultural life, the teaching materials at their disposal on their schools, the extent to which they are committed to their profession and some other factors concerning the teaching process.

The questionnaire consisted of 9 questions, closed and open questions mixed in order to get sufficient information concerning the English teaching situation as we want our respondents to be free while responding to it.

III.5. Pilot study

Before applying the questionnaire to the whole target population, it was first of all tested to a small sample to check its effectiveness. In the light of what precedes, Davals et al (1976, p.185) states the following: "Une fois construit, le questionnaire n'est pas utilisé sous sa forme première. Il est mis à l'essai, à l'épreuve sur terrain, il est testé."

Which can be translated as: "Once the questionnaire is elaborated, it is not used in its original form. It is put to the test, on the field, it is tested."

For this research, the questionnaires were distributed to the pupils and teachers of Second Form Arts at the upper level of secondary schools, namely: Lycée New life, Lycée Communal Nini and Lycée Buye.

In those schools, 5 pupils per school and class answered the questionnaire as my investigation to the study was concerned with one class, that is, the Second Form Arts on each selected school. In addition, 3 teachers answered the questionnaire to check its validity. Then, with this pilot study, some modifications were made on the questionnaire in consideration of the answers given by the respondents. Thus, in order to have our questionnaire correctly responded, some questions were reformulated and a final questionnaire was elaborated by eliminating ambiguous words to facilitate the task of filling the questionnaire.

III.6. Field study

Before reaching the field of the study to conduct my research, I first of all introduced myself to the heads of the sampled schools who in turn directed me to the English language teachers. Next, I conversed with the teachers a little while in order to know one another to create good conditions for collaboration in my research and afterwards I informed them about the objectives of my study. Then, I administered the questionnaire to them which questionnaire was designed in English because ambiguous and difficult words were removed in the pilot study and also second form Arts pupils are able to answer an English questionnaire. After that; they helped me to administer the questionnaire to pupils where possible. I collected the questionnaires myself and in one month, all the questionnaires distributed to all the sampled schools and subjects were collected.

III.7. Data collection procedure

III.7.1. Distribution of students' questionnaire

A number of steps have been made by the researcher before the administration of the questionnaire to students:

Firstly, the researcher asked permission from the headmasters of the selected schools to conduct the study and sought information from the latter on the number of students they had in Second Form Arts section. This was done with a letter from the Dean of the Institute for Applied Pedagogy, University of Burundi.

Secondly, the researcher got in touch with the English teachers in the selected schools to help as supervisors in the administration of the questionnaire.

Thirdly, the researcher in collaboration with the English teachers in each selected schools distributed the questionnaire to the selected subjects. After the subjects had finished filling them in, the researcher collected the questionnaire. Thus, the presence of the teachers ensures the discipline and the administration of the questionnaire.

III.7.2. Distribution of teachers' questionnaire

As the questionnaire comprises open and closed questions and requires a sufficient and good time to be responded, it was not possible to collect them the same day they were distributed. The informants had to keep the questionnaire two days so as to respond them being free and calm in order to provide information that they feel is correct.

III.8. Data analysis procedure

Under the section of this chapter, the concern is the analysis of the data collected. The answers from students' questionnaire were presented in tables with frequencies and percentages and this was done question by question. However, the answers from teachers' questionnaire were not presented in tables but we did combine the information from all the seven teachers in a written form as a text.

III.9. Difficulties encountered

During the collection of the data, one among the teachers to whom I handed the questionnaire did not respond all the questions because of busy schedule. He was occupied with correcting pupils' scripts and rushing to end the program since the research was conducted in the end of the school year. Also, sometimes, when we reached some schools, teachers were not available and we were obliged to use airtimes to find them or even to go back to return the following day, which required great financial means as we used means of transportation to go to those schools.

III.10. Conclusion

In this chapter, the essential procedures used to carry out the research have been shown, that is, the area of the study, the schools and subjects, the sampling techniques, instruments, the pilot study, the field study and the data analysis procedure. It is those elements which helped the researcher all along the study. The following chapter is about the data analysis and interpretation.

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

IV.0. Introduction

The present chapter deals with the analysis of the data collected and the interpretation of the results. Thus, it shows the extent to which the hypotheses concerning the influence of socio-cultural factors in English teaching and learning which this study investigated on have been verified.

IV.1. Data presentation and analysis

In carrying out this research, the analysis of the data was done in different phases, namely the analysis of the data from pupils' questionnaire and the analysis of data from teachers' questionnaires. The results from learners' questionnaire were presented in tables in terms of frequencies and percentages but those from teachers were not presented in tables.

IV.1. 1. Analysis of data from pupils' questionnaire

A numbers of 160 copies of the questionnaire were administered to pupils of Second Form Arts in seven public secondary day schools of urban and rural areas of Ngozi Province and also some boarding schools of the same area. The main reason of doing this was to see to what extent pupils from those different socio-cultural backgrounds perform in English language. Answers are then presented in tables below following the order of questions as they appear on the questionnaires.

Question 1: Do you like English? a) Yes ☐ b) No ☐

This question was put to know if learners like English or hate it.

Table 3: Data presentation for question1

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	Frequency	%	frequency	%	Frequency	%		
Yes	44	100	84	100	31	96.8	159	99.3
No	0	0	0	0	1	3.1	1	0.62
Total	44	100	84	100	32	100	160	100

From the above table, we see that 44 pupils representing 100% responded 'yes' in urban schools, 84 pupils representing 100% responded 'yes' in rural schools and 31 pupils representing 96.8% responded 'yes' in Boarding schools, out of 160 sampled pupils. However, except 1 pupil, that is 3.1% in boarding schools who answered 'no', the remaining of the respondents said 'yes'. Clearly, all the pupils want to learn English (even though the reason of liking it is not specific) but are may be hampered by other factors which may be the short time they have been learning English. Let's analyze the second question to find that out.

Question 2: When did you start learning English?

a) In primary school ☐ b) In secondary school ☐

This question was put to know if there may be some learners who started learning English at an early age.

Table 4: Data presentation for question 2

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	Frequency	%	Frequency	%	Frequency	%		
In primary school	0	0	0	0	1	3.1	1	0.62
In secondary school	44	100	84	100	31	96.8	159	99.3
Total	44	100	84	100	32	100	160	100

This table reveals that only 1 pupil, that is, 3.1% in boarding schools, out of 160 sampled pupils have started learning English in primary school. So, a large number of secondary school pupils investigated on started learning English at an advanced age.

Question 3: Do you have any parent who speaks English?

a) Yes ☐

b) No ☐

This question was put to know if learners' parents speak English or not

Table 5: Data presentation for question 3

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	frequency	%	frequency	%	Frequency	%		
Yes	4	9.09	12	14.2	6	18.7	22	13.7
No	40	90.9	72	85.7	26	81.2	138	86.2
Total	44	100	84	100	32	100	160	100

From the table above, 9.09% pupils responded 'yes' in urban day schools, 14.2% pupils in rural day schools said 'yes' and 18.7% pupils in boarding schools said 'yes' to the question, out of 160 sampled pupils. However, in urban day schools, 90.9% said 'no' and 85.7% in rural day schools, 81.2% in boarding schools answered 'no' to the question. Evidently, in the secondary schools where was done the investigation, a large number of pupils have parents who cannot speak English. Then, from the above data in table 5, we can say that pupils, either those in urban, rural or boarding schools, once they are home from school do not have a home linguistic environment to practice communicatively their English language with their parents.

Question 4: Do your parents encourage you to learn English?a) Yes ☐b) No ☐

This question seeks to know if learners' motivation to learn English partly or totally comes from their parents.

Table6: Data presentation for question 4

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	frequency	%	frequency	%	Frequency	%		
Yes	27	61.3	25	29.7	7	21.8	59	36.8
No	17	38.6	59	70.2	25	78.1	101	63.1
Total	44	100	84	100	32	100	160	100

From the table above, 61.3% in urban day schools responded 'yes', 29.7% in rural day schools said 'yes' and 21.8% in boarding schools said 'yes' to the question, out of 160 sampled pupils. However, in urban day schools, only 38.6% said 'no'. But, 70.2% in rural day schools and 78.1% in boarding schools responded 'no' to the question. Evidently, in urban day schools, a large number of pupils are encouraged by their parents to learn English; what is not the case for rural day schools and boarding schools.

Question 5: How often do you speak English outside the classroom?a) Sometimes ☐b) Rarely ☐c) Never ☐

This question seeks to know whether pupils speak English out of classroom activities or in their living milieu.

Table 7: Data presentation for question 5

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	Frequency	%	Frequency	%	Frequency	%		
Sometimes	24	54.5	12	14.2	23	71.8	59	37
Rarely	13	29.5	39	46.4	9	28.1	61	38
Never	7	15.9	33	39.2	0	0	40	24.9
Total	44	100	84	100	32	100	160	100

From this table, those who responded ‘sometimes’ are 24 pupils in urban day schools, that is, 54.5 %, 12 pupils representing 14.2% in rural day schools and 23 pupils that is, 71.8 % in boarding schools. Those who responded “rarely” are 13 pupils representing 29.5% in urban day schools, 39 pupils, that is, 46.4% in rural day schools, 9 pupils that, is 28.1% in boarding schools. They responded ‘never’, 7 pupils, that is, 15.9% in urban day schools and 33 pupils, that is, 39.2 % in rural day school but none in boarding schools. It is then evident that boarding schools pupils sometimes speak English than the other pupils and follow urban day secondary school pupils. In boarding and urban schools, those who rarely speak it are few whereas they are many in rural day schools. Few pupils in urban day schools and none in boarding schools never speak it but many do it in rural day schools.

Question 6: How does your English teacher influence you to learn English?

a) Positively ☐

b) Negatively ☐

This question was put to know if teachers may inhibit or not learners’ motivation.

Table 8: Data presentation for question 6

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		Frequency	%
	Frequency	%	Frequency	%	Frequency	%		
Positively	44	100	79	94.04	32	100	155	96.8
Negatively	0	0	5	5.95	0	0	5	3.1
Total	44	100	84	100	32	100	160	100

As shown in the table above, except for 5 pupils representing 5.95% in rural day schools, all the sampled pupils are positively influenced by their teachers. That is, the attitude of teachers generally does not hamper pupils' performance but they may be hampered by other factors.

Question 7: Do you feel at ease when speaking English in public?

a) Yes ☐

b) No ☐

This question seeks to know if learners feel at ease or not when speaking English in public.

Table 9: Data presentation for question 7

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		Frequency	%
	Frequency	%	Frequency	%	Frequency	%		
Yes	20	45.4	11	13.09	10	31.2	41	25.5
No	24	54.5	73	86.9	22	68.7	119	74.3
Total	44	100	84	100	32	100	160	100

From the table above, the pupils who responded 'yes' to the question are 45.4% in urban day schools, 13.09% in rural day schools and 31.2% in boarding schools. However, 54.4% responded 'no' to the question in urban day schools, 86.9% responded 'no' in rural day schools and 68.7% said 'no' to the question in boarding schools. So, comparing to others, in rural day schools, few pupils feel at ease while speaking English in public.

Question 8: I do not speak English frequently because:

a) I do not get opportunity to speak it. ☐

b) My parents do not like it. ☐

c) I do not understand it. ☐

This question was put to know what makes pupils not to speak English frequently.

Table 10: Data presentation for question 8

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	Frequency	%	Frequency	%	Frequency	%		
I do not get opportunity to speak it.	13	29.5	49	58.3	3	9.3	65	40.5
My parents do not like it.	1	2.2	6	7.1	1	3.1	8	5
I do not understand it well.	30	68.1	29	34.5	28	87.5	87	54.3
Total	44	100	84	100	32	100	160	100

This table shows that the pupils who do not get the opportunity to speak English represent 29.5% in urban day schools, 58.3% in rural day schools and 9.3% in boarding schools, out of 160 pupils sampled. Those whose parents do not like

English represent 2.2% in urban day schools, 7.1% in rural day schools and 3.1% in boarding schools. Others do not understand the language well and are represented by 68.1% in urban day schools, 34.5% in rural day schools and 87.5% in boarding schools. Many pupils then especially those from the countryside do not get the opportunity to speak English and this may explain the fact of not understanding it as shown by the data on the table above.

Question 9: At home, what helps me to learn English is:

- a) Films and movies in English.** ☐
- b) Evening classes paid by my parents.** ☐
- c) Other reading books available at home.** ☐
- d) None of these** ☐

This question seeks to know other sources of information for learners in English once they are home.

Table 11: Data presentation for question 9

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	Frequency	%	Frequency	%	Frequency	%		
Films and movies in English	18	40.9	3	3.5	9	28.1	30	18.6
Evening classes paid by my parents	9	20.4	0	0	1	3.1	11	6.22
Other reading books available at home	9	20.4	11	13.09	4	12.5	23	14.9
None of these	8	18.1	70	83.3	18	56.2	96	60
Total	44	100	84	100	32	100	160	100

From this table, the pupils helped by films and movies in learning English are 18, that is 40.9% in urban day schools, 3 pupils, that is, 3.5% in rural day schools and 9 pupils (28.1%) in boarding schools. Those who take evening classes are 9 pupils (20.4%) in urban day schools, 1 pupil (3.1%) in boarding schools but none in rural day schools. Those who use books available at home are 9 pupils (20.4%) in urban day schools, 11 pupils (13.09%) in rural day schools and 4 pupils (12.5%) in boarding schools. However, others are not helped by any among those mentioned on the table and responded 'none of these', that is, 8 pupils (18.1%) in urban day schools, 70 pupils (83.3%) in rural

day schools and 18 pupils (56.2%) in boarding schools. So, many learners, especially those from rural areas do not have extra instructional materials.

Question 10: While speaking English:

a) The people of my surrounding become frustrated. ☐

b) My peers tell me I am boastful. ☐

c) All the people around me want to listen. ☐

This question seeks to know the reactions of others while learners are speaking English.

Table 12: Data presentation for question 10

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	Frequency	%	Frequency	%	Frequency	%		
The people of my surrounding become frustrated	2	4.5	38	45.3	4	12.5	44	27.4
My peers tell me I'm boastful	10	22.7	29	34.5	5	15.6	44	27.4
All the people around me want to listen	32	72.7	17	20.2	23	71.8	72	45
Total	44	100	84	100	32	100	160	100

This table shows that pupils who said that people of their surrounding become frustrated while those pupils are speaking English are 2 pupils (4.5%) in urban day schools, 38 pupils (45.3%) in rural day schools, 4 pupils (12.5%) in boarding schools. Those who are told by their peers to be boastful are 10 pupils (22.7%) in urban day schools, 29 pupils (34.5%) in rural day schools and 5 pupils (15.6%) in boarding schools. Others are listened by those around them and are 32 pupils (72.7%) in urban day schools, 17 pupils (20.2%) in rural day schools and 23 pupils (71.8%) in boarding schools.

Question 11: I do not speak English fluently because:

- a) I most of the time speak Kirundi. ☐
- b) I am a Burundian. ☐
- c) English is difficult. ☐

This question was put to know what prevent learners from being fluent in English.

Table 13: Data presentation for question 11

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	Frequency	%	Frequency	%	Frequency	%		
I most of the time speak Kirundi	27	61.3	54	64.2	26	81.2	107	66.7
I am a Burundian	0	0	0	0	0	0	0	0
English is difficult	17	38.6	30	35.7	6	18.7	53	33
Total	44	100	84	100	32	100	160	100

From this table, pupils who do not speak English fluently because they are most of the time speaking Kirundi are 27(61.3%) in urban day schools, 54(64.2%) in rural day schools, 26(81.2%) in boarding schools, out of 160 pupils sampled. Those who said that English is difficult are 17 pupils (38.6%) in urban day schools, 30 pupils (35.7%) in rural day schools and 6 pupils (18.7%) in boarding schools. Then, in urban, rural and boarding schools, the Kirundi language handicaps pupils' fluency in English. Next, comes the belief that English is difficult.

Question 12: I like learning English more than other languages because:

- a) It will help me to get a job. ☐ b) It sounds well. ☐

This question seeks to know why pupils prefer English than other languages.

Table 14: Data presentation for question 12

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	Frequency	%	Frequency	%	Frequency	%		
It will help me to get a job	35	79.5	52	61.9	22	68.7	109	68
It sounds well	9	20.4	32	38.09	10	31.2	51	31.8
Total	44	100	84	100	32	100	160	100

The table above reveals that pupils who study English because it will help them to get a job are 35(79.5%) in urban day schools, 52(61.9%) in rural day schools and 22(68.7%) in boarding schools, out of 160 pupils sampled. Others study it because it sounds well and are 9 pupils (20.4%) in urban day schools, 32 pupils (38.09%) in rural day schools and 10 pupils (31.2%) in boarding schools. Then, many of them (especially in urban schools) study it because they think it will help them to get a job.

So, they are somehow motivated, but in rural school, there are a considerable number of pupils who simply study it because it sounds well. Then, they lack motivation in their learning activity.

Question 13: How do you feel when you see your English teacher?

a) Happy ☐ b) Unhappy ☐ c) Neither happy nor unhappy ☐

This question was put to know if learners do not fear their English teacher.

Table 15: Presentation of data from table thirteen

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	Frequency	%	Frequency	%	Frequency	%		
Happy	39	88.6	73	86.9	23	71.8	135	84.2
Unhappy	0	0	3	3.5	2	6.2	5	3
Neither happy or unhappy	5	13.6	8	9.5	7	21.8	20	12.4
Total	44	100	84	100	32	100	160	100

From this table, it is clear that many pupils feel happy when they see their English teacher, that is 39 (88.6%) in urban day schools, 73(86.9%) in rural day schools, 23(71.8%) in boarding schools, out of 160 sampled pupils. And very few feel unhappy, that is 3(3.5%) in rural day schools and 2(6.2%) in boarding schools. Others are neither happy nor unhappy, that is 5pupils (13.6%) in urban day schools, 8 pupils (9.5%) in rural day schools and 7pupils (21.8%) in boarding schools. Evidently, teachers' attitude is not a handicap to pupils' performance.

Question 14: At school, what prevent me from learning English are:

a) The noise from outside the classroom. ☐

b) The bad conditions in the classroom. ☐

c) None of these (you propose). ☐

This question seeks to know things that may hinder pupils to learn English at school.

Table 16: Data presentation for question 14

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	Frequency	%	Frequency	%	Frequency	%		
The noise from outside the classroom	5	11.3	6	7.1	0	0	11	6.8
The bad condition of the classroom	0	0	15	17.8	9	28.1	24	14.9
None of these (you propose)	39	88.6	63	75	23	71.8	125	77.9
Total	44	100	84	100	32	100	160	100

From this table, pupils disturbed by the noise from outside the classroom in learning English are 5(11.3%) in urban day schools, 6(7.1%) in rural day schools. Those disturbed by the bad condition in the classroom are 15(17.8%) in rural day schools and 9(28.1%) in boarding schools. However, for the third question, 39(88.6%) pupils in urban day schools reported the lack of books and dictionaries, 63(75%) pupils in rural schools reported the lack of books, dictionaries and the absence of English clubs and 23(71.8%) pupils in boarding schools mentioned the absence of sufficient time to practice English orally.

Question 15: Your English teacher teaches:**a) Well** ☐**b) Badly** ☐

This question seeks to know how learners evaluate the way they are taught.

Table17: Data presentation for question 15

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	Frequency	%	Frequency	%	Frequency	%		
Well	44	100	72	85.7	32	100	148	92.5
Bad	0	0	12	14.2	0	0	12	7.5
Total	44	100	84	100	32	100	160	100

From the table above, out of 160 sampled pupils, those who responded ‘well’ are 44(100%) pupils in urban day schools, 72(85.7%) pupils in rural day schools and 32(100%) pupils in boarding schools. Only 12(14.2%) pupils in rural schools responded ‘badly’ to the question, out of 160 sampled pupils. Generally, the sampled pupils said they are taught well.

Question 16: In classroom I do not participate because:**a) I am always tired because a walk from home to school.** ☐**b) I do not eat in the morning and always feel hungry during classroom activities.** ☐**c) I fear to make mistakes.** ☐

The question was put to know what prevent learners from participating in English lessons.

Table 18: Data presentation for question 16

Answers	Respondents in urban schools		Respondents in rural schools		Respondents in boarding schools		frequency	%
	Frequency	%	Frequency	%	Frequency	%		
I am always tired because of a walk from home to school	14	31.8	32	38.09	0	0	46	28.7
I do not eat in the morning and always feel hungry during classroom activities	9	20.4	46	54.7	28	87.5	83	51.8
I fear to make mistakes	21	47.7	6	7.1	4	12.5	31	19.3
Total	44	100	84	100	32	100	160	100

This table shows that 14(31.8%) pupils in urban day schools and 32(38.09%) pupils in rural day schools are tired because of the long walk from home to school and this prevents them from participating. Those who do not participate because of hunger are 9(20.4%) pupils in urban day schools, 46(54.7%) pupils in rural day schools and 28(87.5%) pupils in boarding schools. Others fear to make mistakes and are 21(47.7%) pupils in urban school, 6(7.1%) pupils in rural day schools and 4(12.5%) pupils in boarding schools. Evidently, a large number of pupils in rural day schools do not eat in the morning and live far from the school and in urban day schools and boarding schools; many do not participate because they fear to make mistakes.

IV.1.2. Presentation and analysis of data from the teachers' questionnaire

Question 1: Does your qualification allow you to teach English well?

a) Yes ☐ b) No ☐

This question was put to know if teachers have qualifications which permit them to teach English well. From this question, all the informants, that is , seven teachers out of seven representing 100% responded 'yes' to the question. Then all the sampled teachers are enabled by their qualifications to teach English well.

Question 2: Do you feel at ease when teaching English?

a) Yes ☐ b) No ☐

This question was asked to know if teachers felt at ease when teaching English. From this question, all the respondents, that is 100% responded 'yes' to the question. So, all the sampled teachers feel at ease when teaching English.

Question 3: i) Are you satisfied by your monthly salary?

a) Yes ☐ b) No ☐

For this question, all the respondents, that is 100% said 'no' to the question. They are then not satisfied by the salary they get per month.

ii) If no, does it have any influence on your way of teaching?

For this question, 3 teachers representing 42.85% out of 7 sampled teachers said that their low salary does not allow them to pay for transportation as they live far from the schools where they teach and most of the times feel weak before the end of the lessons because they lack morning tea to give them strength. This causes them not to teach well. The same idea of lacking morning tea was shared by 3 teachers representing 42.85%, 2 living and teaching in the city and one teaching in countryside. However, 1 teacher representing 14.28% out of 7 sampled teachers said it has no influence on him though he responded 'no' to the question. So, low salary, in one way or another impedes teaching.

Question 4: i) Does your living environment have any influence on your teaching? a) Yes ☐ b) No ☐

From this question, all the respondents, that is, 7 teachers-out of 7 representing 100% responded 'yes' to the question.

ii) If yes, how?

From this question, 6 teachers living in the city, out of 7 representing 85.71% said they are facilitated during their lesson preparation because they live in a lighted area. Also, they can get extra instructional materials from English club sponsors operating in the city such as books and sometimes the opportunity to enhance English. This is of great help for the efficiency of their teaching. However, among them, 3 teachers representing 42.85% living in the city but teaching far from it said though the living area is lighted, the time they have is very limited because once they arrive home from school, they have first of all to rest before preparing their lessons because of the tiredness caused by the long distance they have walked. Also, they lack time to make further research and to listen/watch to English Medias which would help them to increase their knowledge because the little time they have is reserved only for school matters. For the case of one teacher living in the countryside, the latter said in his environment there is no electricity to help in preparation and cannot get any opportunity to use English.

Question 5: i) Do learners' living conditions have any influence on your teaching? a) Yes ☐ b) No ☐

ii) If yes, how?

From this question, 3 teachers (all of them teaching in schools far from the city) representing 42.85% out of 7 sampled teachers said learners' poverty influences most their teaching. The explanation given is that sometimes the classroom is empty because pupils lack school fees and are sent out, which becomes difficult for them to understand lessons taught in their absence. Also, as many of their parents are illiterate and poor, they do not provide them with grammar or reading books and dictionaries that they need to enhance their English knowledge. Also, when teaching English precisely after break, many of them do not participate in classroom because they seem to be suffering from hunger. Therefore, this makes the teaching process not to be efficient. In boarding schools, 2 teachers of boarding schools mentioned the lack of English books and

dictionaries. So, pupils ask nearly all vocabulary items encountered while teaching but say that attendance and punctuality characterize them as they live at school. On the contrary, urban pupils are found in different English clubs operating in the city and during summer holidays, some of them are paid money by their parents to increase the knowledge in English through.

Question 6: Are there at your school sufficient teaching facilities?

a) Yes ☐

b) No ☐

For this question, all the respondents, that is, 100% responded 'no' to the question. The schools where teach the sampled teachers do not have sufficient teaching facilities.

Question 7: i) Are there social factors at your school that may impede your teaching? a) Yes ☐

b) No ☐

This question was asked to know if there are things around the schools which may disturb learners and teachers during the teaching/learning process. From this question, 2 teachers representing 28.57% said 'no' to the question and 5 teachers representing 71.42% responded 'yes' to the question.

ii) If yes, which ones?

Here, they mentioned the market, heavy traffic and noise from outside the school which disturb pupils as well as teachers.

Question 8: i) Do you find any relationship between learner's level of proficiency and their families? a) Yes ☐

b) No ☐

This question was asked to know if different families in which learners live can impede or not learners' level of achievement in English. From this question, all the respondents, that is 100% said 'yes' to the question.

ii) if yes, which one?

The explanation given to justify their responses is that learners are first of all influenced by their parents' level of education. That is, learners from literate families seem to be motivated than those from non-literate families (even though they are not necessarily the most intelligent). Also, rich families give their children sufficient time to revise their courses and sometimes pay for them

evening classes whereas poor families give different tasks to their children once they are home from school and the latter lack time for reading and revision of their courses.

In addition, financial means provided by poor families to their children are only restricted to school specific needs such as school fees and uniforms but things such as dictionaries and reading books are ignored. Moreover, rich families from cities pay evening classes for their children and provide them with what is necessary for their studies

Question 9: i) Does the community in which you live positively appreciate your profession? a) Yes ☐ b) No ☐

This question seeks to know the value given to the teacher in the community where he/she lives. From this question, 6 teachers out of 7 representing 85.71% said 'no' to the question and 1, that is 14.28% said 'yes' to the question. This shows that the community does not appreciate the teaching profession.

ii) How do you react accordingly?

This sub-question was asked to know teachers' reactions to how his/her profession is viewed in his/her social milieu. Then, those who responded 'no' manifest different reactions. Some said they sometimes feel frustrated, others said they become discouraged in their teaching and there are others who have to run here and there once they are home from school to see how they can survive and have no sufficient time for lesson preparation. The one representing 14.28% who responded 'yes' said he is seen as an important person where he lives but does not make any reaction since he knows that what they say is not true.

IV.2. Findings

The present section deals with the discussion of the results found in the previous chapter on the topic 'The influence of socio-cultural factors in English teaching and learning'.

Effectively, living in an environment which socially or culturally hampers or enhances language learning, living in an environment where learners have /do not have contact with native speakers of a language, or where the opportunity is

present or lacking for learners to use a language and living in bad or good conditions may determine how learners perform in any given language.

Then, based on the first research question which is “how do social-cultural factors influence the English teaching and learning processes?” we found out that socio-cultural factors normally influence the teaching/learning process of the English language. This is shown through question 3 in the learners questionnaire where the question reveals that a large number of learners do not have parents who can speak English, that is 90.9% of learners from urban schools, 85.7% of those from rural schools and 81.2% of those from boarding schools. This does not allow them to create a favorable home linguistic environment and prevents them from practicing well English orally once they are home from school. Also, question 4 shows that many Burundian learners do not get encouragement from their parents to learn English except for some in urban areas.

Besides, from the teachers' questionnaire, question 4 indicates well that teachers' living environment does influence their teaching task. In this case, we find those teaching and living in urban area more advantaged than others in English language teaching as confirmed by the explanations given by 6 teachers on question 4. Again, the way of life of teachers influences most the English language teaching as emphasized by question 3 where 100% of the sampled teachers, said they are not satisfied by their monthly wages. This brings about the lack of every day's transportation to reach school for those who live far from it and the strength to endure till the end of the courses. They also lack sufficient means to buy their own extra instructional materials which can respond to their needs such as reading books and televisions. Furthermore, we found that teachers are influenced by learners' living conditions as shown by question 5 from teachers' questionnaire. These factors show then to what extent the socio-cultural milieu influences the teaching/learning of English language. Then, the first hypothesis “social-cultural factors largely influence the teaching/learning process of English language” is confirmed.

To continue with the second question “to what extent do learners from different socio-cultural settings differ in language learning proficiency? The researcher found that learners from different socio-cultural settings differ in language learning proficiency. This is shown through question 5 from learners'

questionnaire where many boarding school learners said they sometimes speak English and next comes urban day school learners, whereas in rural day school, many learners rarely speak it. There are even those who never practice English communicatively. Then, those who practice English orally can perform better than those who rarely or never do it because as the English proverb goes, practice makes perfect. Also, question 7 shows that many learners from rural day schools do not feel at ease when speaking English in public may be because they have high risk taking awareness than urban day school ones and not to a big extent, than those of boarding schools. Likewise, question 8 from the learners' questionnaire reveals that many learners from rural day schools, that is, 49 learners representing 58.3% said they do not speak English because they do not get the opportunity to speak it whereas a considerable number of urban and boarding school learners get opportunity but simply say they do not understand it well. The lack of time for day rural school learners may be explained by different household tasks they are assigned once they are home from school. On the contrary, only 13 learners in urban day schools and 3 learners in boarding schools do not get opportunity to speak English.

So, why do those who get the opportunity to speak it say they do not understand it well? This can be revealed through question 9 where we found that at home, many learners do not have additional learning materials apart from those found at school. In this case, we found that urban day school learners are helped by other instructional materials, that is, 18 learners (40.9%) by films and movies in English, 9 pupils (20.4%) by evening classes paid by their parents and 9 learners (20.4%) by reading books available at home. However, a large number of learners in boarding and rural day schools mentioned that they are not helped by any of those things. That is, 70(83.3%) pupils in rural day schools and 18(56.2%) pupils in boarding schools, out of 160 sampled pupils.

Also, the attitudes of some learners and people of their surrounding may have an inhibiting effect on English as shown through question 10 where in rural areas many become frustrated by hearing someone speaking English (may be on the pretext that the latter is insulting them as it is most of the time said), that is, 38 pupils in rural day schools, out of 160 sampled pupils whereas in urban and boarding schools, the frequencies show that many of those around them tend to listen to their conversation. That is, 32(72.7%) in urban day schools and

23(71.8%) in boarding schools. Besides Kirundi has a negative influence for all learners as shown through question 11 but those who are negatively influenced mostly are those from rural and boarding schools and follow urban school learners as indicated in table 12. Furthermore, social living conditions determine someone's proficiency in English as revealed by question 16 of the learners' questionnaire. From that question, a large number of learners from rural day schools said they do not participate because of hunger since they do not eat in the morning whereas in urban day schools, few learners gave that answer.

So, learners from rural schools have difficult living conditions which negatively influence their English language learning. This was emphasized by question 8 from the teachers' questionnaire where all the 7 sampled teachers, that is, 100% said learners' living conditions influence their teaching in that sometimes learners from poor families are absent from school because of lack of school fees. Also, poor families of the rural milieu do not provide learners with additional instructional materials that they need such as dictionaries, reading books and unlike urban learners, opportunity for rural learners to enhance knowledge through Medias such as T.V, movies, etc is lacking.

Last, but not least, the way the profession of teaching is seen has some influence on the teaching/learning process. So, from question 9 of the teachers' questionnaire, 6 teachers living in the city, out 7, said their community does not appreciate their job, which discourages them while teaching and are therefore not committed to their profession. This can causes a low level of proficiency among learners. But, the one teaching in a rural school has little courage because he is seen as important by people in his social milieu. He is then somehow committed to his profession and this will be to the advantage of learners whose level of achievement is enhanced if other factors to enhance language learning are fulfilled. So, learners perform differently depending of their socio-cultural setting and the second hypothesis 'learners from different socio-cultural settings differ in language learning proficiency' is confirmed.

IV.3. Conclusion

Two main activities have been the concern of this chapter. Those activities are the analysis of answers from the learners' questionnaire and from the teachers' questionnaire. Also, findings from those two questionnaires have been shown. Within those findings, all the hypotheses formulated in chapter one are confirmed. The following chapter concerns the general conclusion and recommendations.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

V.1. General Conclusion

Any learning is more a social activity than an individual one. When learning a given language, an individual is totally influenced by parents, friends, relatives, classmates, and the cultural beliefs, that is, the attitudes, ideas and feelings of members of his/her community and their living socio-economic conditions. This is what the researcher investigated along this work on the topic "The influence of socio-cultural factors on English teaching and learning in some selected secondary schools of Ngozi Province. To conduct this study, the researcher was guided by the research questions which were of great help for him to shed light on the topic under study. Therefore, the first research question sought to find out whether socio-cultural factors influence the teaching/learning process of English language. The second research question was put to know to what extent learners from different socio-cultural settings differ in language learning proficiency.

This work was divided into five chapters. The first chapter entitled "General Introduction" contains eight points, that is, the background to the study, the statement of the problem, the motivation and justification for the study, the purpose of the study, the research questions, the research hypotheses, the scope and delimitation of the study and the definition of key terms.

The second chapter deals with the description and evaluation of the literature available in this area of research where writer's ideas to develop and support this study are shown. In this chapter, we presented the major findings by some scholars because it was not possible to go through all the literature

In the third chapter, we dealt with the methodology used in collecting the data. It described the research area, the selection of schools and subjects, the sampling techniques, the instruments used, the pilot study, the field study, the data collection, the data analysis procedure and the difficulties encountered.

Chapter four dealt with data analysis and findings with the aim of confirming or not the hypotheses. The findings from this study led us to conclude that different socio-cultural factors differently influence the teaching/learning process of languages in general and English in particular, as all the hypotheses formulated

have been proved. Then, in Burundi, the socio-cultural environment does not facilitate the teaching/learning of English language but once we move from the countryside to cities, the influence tends to be positive because the two settings are different in terms of economy, culture beliefs and thoughts. Also, learners studying in boarding schools seem to perform better than those in rural day schools because there, some (but not all) good learning requirements are fulfilled.

V.2. Recommendations

In the light of the findings of this work, the researcher formulated the following recommendations:

V.2.1. To teachers

- They should inform their headmasters on the important instructional materials and buy them in collaboration with parents.
- They should help learners, especially rural ones, use English outside the classroom by creating English clubs and motivate them on the importance of English as an international language of communication.
- They should also teach learners on the social use of English and give them many oral tasks in order to help them not to be afraid in oral communication.

V.2.2. To learners

- They should create groups with their peers to converse in English on their way home from school for day school learners or within the confines of the school for boarding school learners.
- They should ignore negative comments of people in their surroundings or their peers once communicating in English.
- They should also take time everyday to listen to media such as radios and watch English movies so as to increase their vocabulary and shape their pronunciation and intonation and read English books and newspapers.

V.2.3. To parents

-They should provide their children with additional instructional materials such as books, and pay for them evening classes and create a favorable English linguistic environment at home for those who speak it.

-They should give sufficient time to children to revise their courses, to read books and watch movies in English instead of occupying them with different household tasks.

V. 2.4. To the government

The government should provide different schools of Burundi with adequate teaching materials and increase the salary for teachers in order to make them feel at ease when teaching.

V. 2.5. To further researchers

As this study is not exhaustive, it should provide a basis for further researchers and they should also extend it to other provinces to find out more so as to enhance the English language teaching/ learning in Burundi.

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APPENDICES**APPENDIX A: LETTER TO LEARNERS****UNIVERSITY OF BURUNDI****INSTITUTE FOR APPLIED PEDAGOGY****ENGLISH -KIRUNDI DEPARTMENT**

Dear pupils,

I am sending this questionnaire in order to ask you for your help in filling it for the purpose of writing my research paper.

I am a researcher in the Institute for Applied Pedagogy in the department of English and Kirundi at the University of Burundi. I would like to work on your class in the purpose of collecting data which would help me to carry out my research. I therefore write to seek your assistance.

I would be very grateful to your understanding and cooperation.

Yours Faithfully,

The Researcher

APPENDIX B: LEARNERS' QUESTIONNAIRE

Note: Before responding to the questionnaire, complete the following information:

- a) School:
 b) Sex: Boy ☐ Girl ☐
 c) Home setting: countryside ☐ city ☐
 d) Your native language: Kirundi ☐ Kiswahili ☐ French ☐
 English ☐

Instructions: Do not write your name on the questionnaire.

Be independent in your answers and write what you feel.

Question 1. Do you like English? a) Yes ☐ b) No ☐

Question 2. When did you start learning English?

- a) In primary school ☐ b) In secondary school ☐

Question 3. Do you have any parent who speaks English?

- a) Yes ☐ b) No ☐

Question 4. Do your parents encourage you to learn English?

- a) Yes ☐ b) No ☐

Question 5. How often do you speak English outside the classroom?

- a) Sometimes ☐ b) Rarely ☐ c) Never ☐

Question 6. How does your English teacher influence you to learn English?

- a) Positively ☐ b) Negatively ☐

Question 7. Do you feel at ease when speaking English in public?

- a) Yes ☐ b) No ☐

Question 8. I do not speak English frequently because:

- a) I do not get opportunity to speak it. ☐
 b) My parents do not like it. ☐
 c) I do not understand it. ☐

Question 9. At home, what help me to learn English are:

- a) Films and movies in English. ☐
- b) Evening classes paid by my parents. ☐
- c) Other reading books available at home. ☐
- d) None of these. ☐

Question 10. While speaking English:

- a) The people of my surrounding become frustrated. ☐
- b) My peers tell me I am boastful. ☐
- c) All the people around me want to listen. ☐

Question 11. I do not speak English fluently because:

- a) I most of the time speak Kirundi. ☐
- b) I am a Burundian. ☐
- c) English is difficult. ☐

Question 12. I like learning English more than other languages because:

- a) It will help me to get a job. ☐
- b) It sounds well. ☐

Question 13. How do you feel when you see your English teacher?

- a) Happy ☐
- b) Unhappy ☐
- c) Neither happy nor unhappy ☐

14. At school, what prevent me from learning English are :

- a) The noise from outside the classroom. ☐
- b) The bad conditions in the classroom. ☐
- c) None of these (you propose). ☐

Question 15. Your English teacher teaches:

- a) Well ☐
- b) Badly ☐

Question 16. In classroom I do not participate because:

- a) I am always tired because a walk from home to school. ☐
- b) I do not eat in the morning and always feel hungry during classroom activities. ☐
- c) I fear to make mistakes. ☐

APPENDIX C: LETTER TO TEACHERS**UNIVERSITY OF BURUNDI****INSTITUTE FOR APPLIED PEDAGOGY****ENGLISH-KIRUNDI DEPARTMENT**

Dear Sir/ Madam

I am a researcher at the University of Burundi. I am writing to request your assistance to fill this questionnaire which will help me to conduct research.

Thus, my aim is to collect data to carry out objectively and in a more successful way my study entitled **"The Influence of Socio-Cultural Factors in English Teaching and Learning: Case of Second Form Arts in selected secondary schools of Ngozi Province"**. Your assistance will be of paramount importance to my research.

I look forward to your honesty and helpful answers that would greatly be of considerable value in the achievement of my work.

Yours Faithfully,

The Researcher

APPENDIX D: TEACHERS' QUESTIONNAIRE

Instructions:

Complete the information

Don't mention your name

Please, respond what you feel

school:

sex:

Home setting: a) countryside ☐ b) city ☐

Question 1. Does your qualification allow you to teach English well?

a) Yes ☐ b) No ☐

Question 2. Do you feel at ease when teaching English?

a) Yes ☐ b) No ☐

Question 3. i) Are you satisfied by your monthly salary?

a) Yes ☐ b) No ☐

ii) If no, does it have any influence on your way of teaching?

.....

Question 4. i) Does your living environment have any influence on your teaching?

a) Yes ☐ b) No ☐

ii) If yes, how?

Question 5.i) Do learners' living conditions have any influence on your teaching? a) Yes ☐ b) No ☐

ii) If yes, how?

Question 6. Are there at your school sufficient teaching facilities?

a) Yes ☐ b) No ☐

Question 7. i) Are there other factors at your school that may impede your teaching?

a) Yes ☐ b) No ☐

ii) If yes, which ones?

Question 8. i) Do you find any relationship between learner's level of proficiency and their families? a) Yes ☐ b) No ☐

ii) If yes, which one?

Question 9. i) Does the community in which you live positively appreciate your profession? a) Yes ☐ b) No ☐

ii) How do you react accordingly?