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A critique of approaches and course materials used in teaching english speaking and listening skills in third form arts : a case study of selected schools in Gitega Commune

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UNIVERSITY OF BURUNDI

INSTITUTE FOR APPLIED PEDAGOGY

ENGLISH-KIRUNDI DEPARTMENT

A CRITIQUE OF APPROACHES AND COURSE MATERIALS USED IN TEACHING ENGLISH SPEAKING AND LISTENING SKILLS IN THIRD FORM ARTS: A CASE STUDY OF SELECTED SCHOOLS IN GITEGA COMMUNE

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A Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of the Degree "Licencié en Pédagogie Appliquée, Agrégé de l'Enseignement Secondaire en Anglais"

Bujumbura, April 2010

DEDICATION

I dedicate this work to my late parents, late brother, and all my siblings.

AKNOWLEDGEMENTS

The present work would not have been what it is without the enormous contribution of many people to whom I owe deep gratitude.

First and foremost, I would like to express my thanks to Mr.Ajayi Owolabi Badmus, who supervised this work.

I also wish to express my thanks to my all teachers who contributed to my training from primary school to the University especially those of the department of English –Kirundi in I.A.P. I am also indebted to the Makerere University and University of Burundi librarian staff for their help.

Special thanks go also to teachers of English in the third form Arts and their students in Gitega commune who willingly helped me in the data collection. Thank you for your frank collaboration.

A special word of thanks is addressed to Father Frédéric Nkurunziza and Sister Félicité Kabura for their unfailing help during my studies.

Last but not least, I wish to record my heartfelt gratitude to my classmates and all my friends. But I owe much more than I can say to my wife Josiane Hakizumuvunyi for her moral support.

ABSTRACT

This work entitled "A critique of approaches and course materials used in teaching English speaking and listening skills in third form Arts: a case study of selected schools in Gitega Commune", aims at criticising approaches and materials used in teaching speaking and listening skills in the third form Arts in Gitega Commune. Basic questions on which this research was carried out include the kind of approaches used by teachers when teaching English speaking and listening skills, the impact of these approaches and the question of the availability of teaching materials to help teachers and students during English speaking and listening lessons. In order to find what approaches used by English teachers, a questionnaire, a classroom observation and an interview were used. Through this study, it was discovered that most teachers use traditional approaches when teaching English. These approaches affect the teaching of English speaking and listening skills negatively because they only emphasise the reading and writing skills. It was also discovered that the teaching of English speaking and listening skills in third Arts in Gitega Commune is affected by the lack of appropriate materials. Then some recommendations were made to different partners involved in the educational system.

LIST OF ABBREVIATIONS, ACRONYMS AND SYMBOLS

L.1 : First Language

L2 : Second Language

L3 : Third Language

I.A.P : Institute for Applied Pedagogy

BEPES : Bureau d'Etudes des Programmes de l'Enseignement Secondaire

(Office of study of secondary school teaching programmes)

e.g : For example

B.A : Bachelor of Arts

M.Ed : Master of Education

M.A : Master of Arts

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CHAPITER ONE: GENERAL INTRODUCTION

1.1. Background information

When we talk of language, we evoke human beings since the capacity of speaking is exclusively reserved to them. They need language in order to communicate with one another. Among languages we can distinguish between mother tongue or L_1 learnt without making much effort compared to L_2 or foreign language.

In order to achieve this need for communication, pupils and teachers must have materials to use. Beside this, teachers must use different approaches to teach a language.

Therefore, our research is concerned with English as a foreign language. Today, English is gaining more ground in the world. In many countries English is a language of higher education, business and government. Therefore several persons in such areas speak and use English in their daily activities. Most of the time, there are many problems in teaching a foreign language, especially to beginners, and English is no exception.

In Burundi, the reality is that many people acquire English at school where it is taught as a subject among all other subjects. Being a language, of course, English is taught and used as the second foreign language with almost no obvious communication purpose at the local level. The first language taught as foreign language is French. It is introduced to learners early in primary school and it constitutes the language in which other subjects are taught. In secondary school, classes of English range from two to seven per week, a period in this case lasting for forty-five minutes.

Given this place of English in schools, one can therefore ask oneself if the time is sufficient to cater for good learning and useful practice as English is only limited to classroom interaction. In other words, the linguistic environment in Burundi is not favourable to the use of English outside the classroom. Yet, as we know, like other languages, English is used as a medium for communication and fulfils social functions. To quote Wilkins (1985:16) a second language is: *"a language which has social functions within the community where the learner live"*

In the light of this quotation; though English is not the second language but the third in Burundi, we may assume that English ought to be taught communicatively, that is if the ideal to make learners of English communicate effectively is to be achieved. And this is possible if the learner is exposed to adequate approaches and materials. For this reason, both the learners' and country's needs have to be clarified to avoid teaching in a vacuum.

The fact that English has been introduced in Burundi schools and become an L_3 could purposely help learners solve communication-related problems. Communicating involves a speaker and a listener or a writer and a reader. This implies that communication will not come off in the classroom only, but outside the classroom, too. Nowadays, there are more occasions where Burundians have opportunities to interact with English speaking people. This fact not only emphasises the need for learners to develop all four skills of English, but also clarifies the social, economic and political roles played by English.

In addition, English is also used as a medium of instruction in English departments, and students will not pull themselves out if they do not have strong basic knowledge of this language and the ability to use it effectively in different

situations before they attend university. Hence, the general aims of English course in schools could be summarised in Semahoro's (1999: 25) thought *"to enable the child to acquire listening, speaking, reading and writing so that by the end of the course, he is able to use English as a tool of communication and learning different situations."*

This would imply that as he/she listens, the learner is expected to understand what is spoken to him and thus to respond appropriately to any statements, conversations, arguments, orders and questions contained in the speech. In the end he is expected to listen carefully for a perfect understanding.

Concerning speaking, we expect the learner to expressively convey his intended meaning. To express himself would require of him to have the ability to speak correct English with accurate intonation so as to make his ideas and thoughts logical and recognisable to the learner.

As for reading, the learner is expected to read fluently and understand any materials written in English, which means that if asked he/she can provide with a general idea from the written materials presented to him or her.

As for writing is concerned, we shall expect him/her to write in correct English, intelligibly, logically and creatively to make him/her understood.

In fact, the four skills give the students practice in changing situations from one mode of English to another: listening to speaking, writing to reading and so on. Therefore, they (the skills) must be stressed in schools to reflect what native speakers of English are doing with this language all the time. For, to speak a language effectively is to speak like a native speaker of that language. It

follows then that the mastery of these skills in our schools will be accurate if the approaches and materials are relevant and effectively used.

As far as the third form arts is concerned, people oriented to third form arts are supposed to be good at literature and language. Such people are not beginners as far as English is concerned because they have already acquired some elements of English. Our research focuses on some factors of teaching, speaking and listening skills, namely approaches and materials in order to overcome what teachers and pupils face during English lessons.

I.2. Statement of the problem

English is considered as a foreign language in Burundi, since French is the second language. Considering the English language, people seem to be interested in it but they do not speak it. Even those who are supposed to learn it at school may know the structure of the English language but fail when they are asked to communicate in English. When we talk of the language, there are many aspects which intervene such as phonology, morphology, semantics and syntax. Therefore a beginner does not want to know how a given word has come to existence or why there is a particular structure in the grammar, and not another one. For him, a language includes grammar and vocabulary. This is acquired through different approaches that the teacher uses. His task is easy if materials and resources to supplement his efforts are available. Since the nature of language and its complex operations is still a matter over which there is controversy and since psychologists have still much to learn about how language is acquired, language teachers, especially those of English are free to innovate and experiment as they try to improve ways of teaching English.

I.3. Importance of the study

This study will be of great importance to English teachers, persons interested in research and students. The importance of teacher's approach and material used in teaching speaking and listening will be highlighted. In particular, teachers will become well informed about the nature, strengths and weaknesses of some approaches, and the kind of knowledge which can help them to make a good judgement on the approach to use.

The results of the study, it is hoped, will benefit the teachers of English who should improve abilities in teaching. For those who find teaching, speaking and listening difficult, the study should help them find the task easy in future and help them make every effort to ensure their teaching of speaking and listening enjoyable. Again, this study is to make students becoming more and more communicative.

I.4. Aims of the study

As already stated, the place of English in our educational system remains secondary inspite of its increasing importance. Therefore, this study aims at making a critique of approaches and materials used in teaching speaking and listening skills in secondary schools especially in third form Arts. It also aims at showing that the English programmes do have many defects which entail a lack of fluency in that language after secondary schools. Finally, this study aims at motivating the teachers to teach these skills - speaking and listening and consider them as important as other skills - reading and writing, for they foster communication which is worthy to be mastered.

I.5. Motivation

In this research we have been motivated by the fact that from our experience as a student in secondary school, some students finish their secondary school when they are semi-literate as far as English is concerned. They not only fail to read English and express themselves in writing, but they almost fail to express themselves orally. In such cases, a careful teacher of English whose aim is to teach students English as a means of communication should base his teaching on approaches which aim at developing the learner's four basic language skills. Apart from approaches, the problem of teaching English is compounded by lack of appropriate materials to supplement the teacher's effort.

We have also been motivated by the importance of the English language in socio-economic life or political life since now Burundi is one of the countries members of East African Community, a region where English is mostly used. Through this research, we will find the value of approaches and materials in the teaching and learning speaking and listening skills. We have been interested by Arts section because they are the ones who are preparing themselves to take the lead as far as English language is concerned in Burundi.

Although the study is conducted in selected schools in Gitega, the findings will be overgeneralised to all secondary schools that have the third Arts section.

I.6. Scope and delimitation of the study

The study is conducted in nine (9) secondary schools in Gitega. It concerns only beginners of Arts section. The researcher treats the approaches

and materials used in teaching speaking and listening skills. The researcher will work in collaboration with the teachers of English in third form Arts and students.

I.7. Research questions

In this work, some important questions have to be answered so as to support the aims.

1. What is the current state of approaches used to teach speaking and listening skills in Arts section?
2. Does the coursebook provide a balance of activities that are appropriate for speaking and listening skills for third form students?
3. Are coursebooks and other resources enough for an effective teaching and learning of speaking and listening skills?

I.8. Assumptions

Apart from the research questions, two assumptions will be tested throughout this study. These are:

1. Approaches used to teach speaking and listening skills in third Arts sections are not appropriate.
2. The coursebook and other resources are not appropriate.
3. The coursebook and other resources are not sufficient for an effective teaching and learning of speaking and listening skills.

I.9. Definition of key terms

In this study, some terms need to be clarified. These included:

1. Approach: *Longman Dictionary of contemporary English* defines approach as "a method of doing something or dealing with a problem." In this study, approach is used to describe the theoretical basis of language teaching.
2. Teaching and learning materials: *Oxford Advanced Learner's Dictionary* defines materials as "things that are needed in order to do a particular activity." In this study, teaching and learning materials refer to instructional materials which are used by teachers to bring effective learning. These include: real objects, charts, specimen, books and other that may be available.
3. Coursebook: In the present study, coursebook is referred to the book *Today's English, Classe de troisième.* It is the main course material used in teaching and learning English in third form Arts section.

The next chapter of this work is entitled "literature review". The researcher wants to show different authors' views about different approaches and materials used in teaching languages.

CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction

In the present chapter, the researcher wants to show how different authors view different factors of teaching English language in general; approaches and materials in particular. Many authors have written about these factors. They made some different but related researches. This will enable the researcher to come out with his contribution to the factors of teaching speaking and listening in Arts section of Burundian schools.

2.1. Approaches

According to Edward (1977:95), the term "approach" refers to "*theories about the nature of language and language learning that serves the source of practices and principles in language teaching.*" He goes on saying that: "*an approach is axiomatic whereas a method is procedural, and within one approach there can be many methods.*"

Commenting an approaches, Richards and Rogers (1990: vii) say:

> *the proliferation of approaches and methods is a prominent characteristic of contemporary second and foreign language teaching...classroom practises and approaches to designing language programmes and materials reflect a commitment to finding more efficient and more effective ways of teaching languages.*

There are different approaches and variety of methodological options to choose from than ever before when teaching English or any other second language. Richards and Rogers (1990: 5) say that some people think that the many approaches and a variety of methods options currently available confuse rather than guide. According to Richards and Rogers (1990: 7), approaches are based

on very different views of what language is and how language is learnt. Some approaches recommend methods that are apparently strange and unfamiliar classroom techniques and practises, while others are described in books that are hard to locate, obscurely written and difficult to understand.

In view of the above needs, approaches should be chosen according to the needs of learners and to some extent the preference of teachers and the constraints of the school or educational setting.

Gurrey (1960: 1) says: "*teaching a foreign language is hard work; but hard work will nearly always bring success, especially if the teacher persistently exerts himself to make his pupils do the work...*"

Language teaching demands a lot of energy from the teacher. It requires so much mental and physical activity partly because much oral work is important and partly because of the complexity of language learning. The teacher has to see that his students understand the language that they learn, how to produce it correctly, that they learn how to read words and use the language in speech and writing.

Gurry (1960: 2) proposes teachers how they can be able to achieve those objectives. He says:

> *to handle this complexity efficiently, a teacher needs to have a dozen of different methods at his finger ends and a number of skills at his command. He needs to know different aspects of language teaching can be handled ringing changes on methods he has at his disposal.*

For a language lesson, a good teacher needs basically three things which are approaches and methods to use, an understanding of the purpose and aim of each method he uses, and confidence and skill in handling them as well as the skills to impart. Etuusa (1989:24) supplements the idea by saying; "the teacher must know his subject, how to approach it and also be involved in the whole learning process."

In addition, a teacher has to have perseverance and courage to carry on the work with good humour and enjoyment. To supplement this idea, Gurry (1960:1) says:

> *The teacher therefore has to transform that silent inactive array of printed symbols into living speech. He must do this in order to insure that the language that is being used by his pupils is realistic and living. To achieve that, he will need to use all the skills he has, all his energies and all his abilities of voice, mind, action, will, for he himself is the instrument, the language transformer of the cold printed words, giving out sounds tones, rhythms, which the new language uses to express meanings of all kinds - intellectual, emotional, purposeful.*

In some cases, a teacher fails to identify suitable approaches when teaching English. In relation to this Kyeyume gives a light to what a good approach should be. He says:

> *A good approach to be adopted when teaching English should be aimed at developing the specific skills involved in describing, persuading ...and other communicative needs that are always immediate in the students' environment.*

Through this assertion, we deduce that when teaching a second or foreign language, the teacher's choice of approach which predetermines methods is an important factor. A poor or sterile and rigid approach may not yield good results.

Approaches to teaching English are divided into two major groups: the "Traditional Approach" and the "Modern Approach". We use the term "Traditional Approach" to mean that the teacher of English limits himself to developing the skills of reading and writing, while the term "Modern Approach" implies that the teacher of English emphasises on developing all the four basic skills of language: listening, speaking, writing and reading.

2.1.1. The Traditional approach

Under this category are included approaches of teaching second and foreign languages like the audio-lingual approach, grammar-translation approach, the grammar-based approach and the direct approach.

The grammar-translation approach is the most prominent. It dominated European and foreign language teaching a whole century from 1840's to the 1940's and in a modified form, it continues to be widely used in some parts of the world today. It is still widely used in situations where understanding literary texts is the primary focus of foreign and second language study and where there is little need for a speaking knowledge of the language. Like the other traditional approaches, it is a rigid approach which demands of the teacher only mechanical use of rules rather than the advancing of message to the audience.

With this approach and the other traditional approaches, speaking the foreign language is not the goal, and oral practice is limited to students reading aloud of sentences or a part of a passage. In most cases, what students read bears no relation to the language of real communication. The goal of foreign language

is to learn a language in order to read and benefit from its literature. Reading and writing are the major focus. Little or no systematic attention is paid to speaking or listening.

Howatt (1984:25) says that a lesson typically consisted of reading selection, two or three long columns of new vocabulary items with native language equivalent, and a test. According to Rivens (1968:62) students were exposed to wider literary vocabulary that was selected according to its ability to illustrate grammatical rules, and direct vocabulary instruction was included only when a word illustrate grammatical rule. The sentence is the basic unit of teaching and language practice. With the traditional approach, the students' native language, as said earlier, can be used as a medium of instruction when teaching English. Accuracy is emphasized. Students are expected to attain high standards in grammar of the target language because of the high priority attached to preparing students to read and write classical materials and to pass standardized exams.

The traditional approaches to teaching English do not aim at developing the four basic skills. The approach turned out to be inefficient and lacking because it never developed the oral proficiency of learners. Opposition to its application in foreign language teaching developed in the late nineteenth century giving way to the reform movement which developed the Modern Approach. However, defending the Grammar-translation, Byran (1989:10) says:

> *The grammar-translation method has been widely and unjustly criticized. It should not be criticized for not doing what it did not set out to do: to produce speakers of the language on the model of native speakers. It is more reasonable to assume that it set out to produce a 'native reader and write.*

From the quotation above, we see that even if the grammar- translation method is criticised, it did much in teaching foreign languages. It helped to produce good readers and writers of foreign languages.

2.1.2. The Modern Approach

The term 'Modern Approach' is used in this study to refer to what is regarded current in usage. Therefore, under this subtitle will be discussed the communicative approach, the situational approach and integrated approach because they are considered relatively current approaches to teaching a foreign language. A lot of similarities do exist between these approaches, and no approach works in isolation from the others. These approaches are interdependent.

They assert the following:

1. The spoken language is primary and it should be reflected in an oral-based methodology.
2. Learners should hear the language first, before seeing it in written form.
3. Words should be presented in sentences – never in isolation – and sentences should be practiced in meaningful contexts and not be isolated, disconnected elements.
4. If grammar rules are to be taught they should be taught only after students have practiced the grammar points in contexts. Grammar is to be taught inductively.

It is commonly known that language teaching has to focus on the development of the fundamental components of it. That is to say that language teaching aims at developing the basic aspects of communication: listening, reading, speaking and writing. These skills must be presented in a certain order: listening and oral production should precede reading and writing. This is the right order because it is the one through which a child learns his mother tongue. This is

due to the fact that no person would learn how to speak a language without having heard someone else speaking it. In addition, in language teaching, the meaning of new words and grammar points are more understood if they are presented in contexts.

Barry (1991:2) says that for a second language learner we assume three things. Firstly, he says that for the students, English is a useful language because it is widely used; secondly, English is heard and used outside the school on a regular basis and; third, the students want to learn English for a certain quality: ''good English''. But from the researcher's experience as a student in secondary school, some students finish their secondary school without enough knowledge in English since they cannot communicate in the language. In such cases, a careful teacher of English whose aim is to teach students English as a means of communication should base his teaching on modern approaches which aim at developing the learner's four basic language skills. The teacher should base his teaching on the situational approach. However, this approach is best suited to be applied in a more modified form to suit the beginners of the second cycle of secondary school. The teacher's task is to handle well the context of situation, that is, the environment in which meanings are exchanged. The objective of the situational approach is to teach a practical command of the four basic skills of language.

Richards and Rodgers (1990:36) say:

> *Accuracy in both pronunciation and grammar is regarded as crucial and errors are to be avoided at all costs. Automatic control of basic structures and sentence patterns is fundamental to reading and writing skills, and this is achieved through speech work.*

When using the situational approach the teacher needs to realise that language teaching begins with the spoken language. It is taught orally before it is presented in the written form. The target language is the language of the classroom and the principal classroom activity in the teaching of English structure is the oral practice of structures. The oral practice of controlled sentence patterns should be given in situations designed to give the greatest amount of practice in English speech to the students. The theory that knowledge of structures must be linked to situation in which they could be used is very important. The situational approach emphasizes on a close relationship between structure of language and the context and situations in which language is used.

The form of new words and sentence patterns must be demonstrated with examples and not through explanations. The meaning of new words and sentence patterns is not conveyed trough translation. It is made clear visually with concrete objects, pictures, realia, action, gestures, mine, role play, speech act, debates, interviews and all useful and available contexts in the classroom to demonstrate the meanings of new language items. Reading and writing are introduced once sufficient lexical and grammatical basis are established.

This approach is advantageous for the reason that students are exposed to different challenging situations which they usually meet after school. On the other hand, this approach has been criticised because a teacher may not be able to predict all situations the learner may find himself in, even if he did, those situations may appear superficial. For students this may result in loss of meaning and confidence in what is done. A teacher may fail to find materials to support his English lessons and therefore there may be no systematic presentations in the language learning process. Language learned for one situation may not apply to other situations.

As already observed, there is no clear-cut demarcation between these modern approaches. They are interdependent. The communicative approach to second and foreign language teaching focuses on the fact that the goal of language learning is communicative competence. Littlewoods (1984:1) commenting on the communicative approach says: "*one of the most characteristic feature of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language.*"
This approach has four basic strands. These are: the grammatical competence which emphasises the ability to apply grammatical rules correctly; sociolinguistic competence which implies the ability to produce and understand utterances appropriately in terms of context; discourse competence which implies the ability to combine meanings with uniform and acceptable spoken or written texts in different genres and, the strategic competence which relates to verbal and paralinguistic features which learners may need to use to communicate effectively.

Littlewoods (1984:1) commenting on the communicative approach advances the claim that language is acquired through communication so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. According to Howatt (1984:53), if the former could be described as ''learning to use English'', the latter entails ''using English to learn it''.

The range of exercise types and activities compatible with the communicative approach is unlimited provided that such exercises enable learners to attain the communicative objectives, engage learners in communication and require the use of such communicative processes as information sharing. Students should be involved in the activity by active

participation with a desire to communicate. Students should use language in some way to achieve an objective which is communication.

The emphasis in the communicative approach on processes of communication rather than mastery of language form leads to different roles for learners from those found in more traditional approaches in second language classrooms while students are engaged in social interaction activities like conversations, discussions, dialogues, role playing. The teacher should not intervene that is by telling students that they are making mistakes, insisting on accuracy and asking for repetition, for this undermines the purpose of the activity.

Harmer (1986:44) suggests that there be freedom of use of materials. He says:

> *often students work with materials which force the use of certain language, or at least restrict the students' choice of what to say and how to say it. By restricting the students' opinions, the materials are denying them language variety which we have said is important for genuine communication.*

No-communicative activities will generate no desire to communicate. Students involved in a drill or in repetition exercise will be motivated not by a desire to reach a communicative objective, but by the need to reach the objective of accuracy. If such exercises place emphasis on the form of the language rather than the content, students will not achieve communicative competence.

The most efficient communicator in English is not always the person who is best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and his hearer, taking account of what knowledge is already shared between them and selecting items which will communicate his message effectively.

With its interactive nature, this approach places the learner in the central position of the teaching and learning process. Maley (1987:61) believes that languages are to be learnt and not to be taught. The approach is reflective in its outlook to language teaching and learning because it exposes students to the language they are to use outside the school. Littlewoods (1990:1) supplements this idea by arguing that the approach opens up a wider perspective on language in terms of its structures and teacher stand to realise from the use of this approach in the language class.

Littlewoods (1990:1) says:

> *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 communicating through language rather than with the mastery of individual structures.*

This approach is criticized for the fact that teachers may fail to precisely choose relevant and interesting topics and materials for their learners. But with the learners' involvement, the problem of choice and interest could be overcome. Students should be given chance to choose what to learn. The approach is also criticized for its inability to handle syntactic and morphological structures so as to produce original and acceptable sentences, and it may not help the learner acquire adequate vocabulary.

The integrated approach to teaching was launched in 1983. It was designed to devise means of counteracting the deficiencies which had become so apparent in the teaching of English.

According to Van Els and Wilkins (1983:5), the approach is aimed at developing the four language skills: listening, speaking, reading and writing by integrating language and literature because they involve these skills.

The aims of the integrated approach as spelt out in Van Els and Wilkins' (1983:5) are:

1. *to assist students develop their ability to understand with reasonable ease rapid standard speech in situations such as classroom discussion, radio, or TV programmes, recorded plays, full-length films and everyday speech.*
2. *to enable the students to express themselves intelligibly, appropriately and effectively in speech.*
3. *to cultivate in students the desire to read by themselves and for their own satisfaction.*
4. *to encourage the students to develop the ability to read a wide variety of written materials for enjoyment, information, knowledge, etc.*
5. *a) to stimulate the students' response to the language art, as in prose and poetry, as means of inspiring creativity*
   b) to assist them articulate their response intelligently
6. *to guide the students in developing their ability to write correctly, creatively and effectively.*

The integrated approach integrates English language literature which has always been treated as separate subjects at secondary school level. In order to give the language skills their meaningful, practical and relevant application, and at the same time give the child the necessary tools for full exploration and creation of literature, both aspects of English should be seen as integral parts of a single subject. With this approach, literature is treated as an integral extension of

language usage. Language is reinforced, sensitized and enriched meaningfully by good literature.

According to the integrated approach, competence in English can be achieved if students are exposed to all four basic skills of language. The best means of exposure is to let the skills interact in the classroom, just as they interact in ordinary communication.

The integrated approach is always evolving and it continues to be refined. The approach attempts to adopt a flexible approach which utilizes techniques of other approaches, whenever they prove effective for teaching communication. The approach favours a more flexible negotiated syllabus creation which allows teachers to respond to learner's subjective needs. The approach is not examination oriented. It aims at the individual cognitive, social and effective development so that one is enabled to live as full apart in the life of the community as possible.

With this approach, a lot of practices in using language is provided to learners and as such, they are able to quickly adapt their performance to different contexts in which they are likely to find themselves. The approach encourages self-reliance and independence, a vital factor in the teaching and learning of second and foreign languages because it fosters a feeling of success among learners and helps to build their confidence.

The real distinguishing feature of the integrated approach is the organic integration or the close integration of the basic skills. The integrated approach is averse to the familiar practice of categorising and the sequencing of language skills. Appropriate methods and skills should be linked together within the structure of the communicative situations.

Another distinguishing feature between the communicative approach and the integrated approach to teaching language is that the communicative approach does not lay emphasis on the control of structure whereas the integrated approach does. The integrated approach relatively controls structures which are considered to be the backbone of communication in language. It is desirable to identify some basic structural items with which the learner has to be equipped to enable him master any communication. However, without making structure the prime objective of any given lesson, a grammatical basis can underlie the course progression.

According to the integrated syllabus, it is crucial that emphasis be placed, not on the raw grammar, but on the function grammar performs and that all structure items featured in each instruction unit are fully contextualized. The integrated approach is aimed at correcting deficiencies that the communicative approach is accused. It is also aimed at having English used as an effective medium of expression.

The key to good teaching of English language lies in the teacher's level and view points. There is no one approach that is to be regarded as the secret to successful teaching of language for communication. That is why controversies in language teaching have not yet resolved or adapted anyone approach as being the most appropriate and effective in teaching language. These controversies have always caused the periodical swing of language teaching opinions from one extreme to the other. Language teaching approaches have largely remained a matter of opinion rather than a fact. That is why the classification of these approaches as either "traditional" or "modern" will largely remain relative to different scholars.

2.2. Materials

The teaching of English in secondary schools in Burundi is affected by lack of materials and other resources to supplement the classroom experience of language teaching and learning.

Andrew Wright (1976:42) says:

> *whatever other functions the material may have: providing interest, fun, cultural setting and so on, the main is that of guiding the student to use his store of the foreign language to communicate his ideas and opinions.*

Materials are very important. Learning a foreign language is difficult if the leaner is not exposed to something which tells him what to do. Materials provide clear guidance about how they can be used and how the learner could produce the foreign language.

Commenting on the value of reading materials for students in the process of teaching and learning language, Nkeramihigo (1976:23) concurs with Andrew Wright who says that the syllabus puts it clearly that reading materials would help students get exposed to variety for example of prose, poetry, drama both in oral and written form, both fact and fiction, variety of theme, cultural and historical setting. Materials help students study effectively and independently.

Stevens (1983:164) says that materials can be used in effective and enjoyable ways for the teaching, or for supporting the teaching of almost every aspect of language. He says: *as any branch of teaching, the preparation of materials offers scope for ingenuity, innovation and imagination.*

Materials does not only refer to books, but is meant to refer to and include newspapers, magazines, periodicals, journals, individual articles, short stories, poems, plays, pictures, charts, photographs, maps, film charts, tapes, tape recorders, video, etc.

Most materials come from the world of realia rather than from textbooks. Materials promote comprehension and communication. Pictures and other visual aids are essential because they supply the content for communication. Materials facilitate the acquisition of large vocabulary within the classroom. Books, maps , charts, advertisements and language games are useful classroom materials since "games" by their nature focus on what they are doing and use the language as a tool for reaching the goal.

Materials help focus on understandable, relevant and interesting exchanges of information rather than on the presentation of grammatical forms. Materials involve different kinds of texts and different media which the learners can use to develop their competence through a variety of different activities and tasks.

Instructional materials are essential because they help specify subject matter content, even where no syllabus exists and define the intensity of coverage for the syllabus items. They are useful to learners because they allow learners to progress on their own rate of learning and different styles of learning. They also provide opportunities for independent study, use and self evaluation and progress in learning. The need of supporting materials like tapes and tape recorders and other visual aids to support the teaching and learning points would go a long way in facilitating the teacher's work.

The most commonly used textbook in third form Arts, is *Today's English: classe de troisième.* It is qualified by Nibigira (1992:77) as traditional. Gurrey (1960:56) says that textbook provides much material and guidance in form of text, vocabulary, grammar and exercises. Through reading literature the learner profits from the clearest most significant and appropriate use of words.

Many proponents of the communicative approach advocate for the use of "authentic" or "from-life" materials in the classroom, but unfortunately, some of the secondary schools in Burundi are without any novels or any good literature for their students and literature that reflects our culture experience and needs. The materials at hand must be interesting materials. As cunningsworth (1984:59) says: *a course book that is going to interest a learner should contain something that he wants to learn about or involve him in, quite apart from the language itself.*

On her part, Nibigira (1992:25) says that we except to find various activities in teaching materials. She goes on saying that those activities must lead to personal involvement and self-investment in the learning process. Besides, they must carry a competitive or problem-solving element in them.

In general terms good textbooks contain lively and interesting materials, they provide a sensible progression of language items, clearly showing what has been learnt and in some cases, summarising what has been studied. Good textbooks also relieve the teacher from the pressure of having to think of original material for every class.

Good teaching materials should have something that arouses the learners' emotion and allow them to express themselves. The materials should engage the learners in a need and enjoyment to interact with another.

U. B.

In Burundi, visual stimuli materials like pictures, maps, tables and diagrams cannot be made use of since these materials are in short supply in schools. In schools the limited materials available are foreign oriented, depicting foreign cultures and experiences that may be of little if any relevance for students.

In Burundi too, schools that have libraries are limited with limited foreign materials which cannot adequately cater for the large numbers of students found in schools. Some classes are often very large with as many as a hundred or more students, with limited materials to use in such classes. There is often lack of space for free movement and they almost make it impossible for the teacher to organise and reorganise the class for group activities.

Commenting on the lack of materials, Farrat (1981:307) proposes what should be done to overcome this problem. He says:

> *the most common excuses made for not using teaching aids are that they are difficult to obtain and expensive to buy. Both these objections can be overcome if you make your own. A few simple materials, a moderate imagination and a lot of care are all you need to set up in business as your own visual aids producer.*

From the above quotation, we see that it easy for teachers to produce their own simple and useful materials. The only problem for them is that they have remained prisoners of western models such as television, radio, films,...

Hawen (1982:152), on his part, suggests that teachers must be prepared to be able to produce materials from the local environment.

Lack of materials in Burundian schools is beyond the teacher's control and even beyond the school ability. Usually the teacher and his class depend one

textbook, which too is often shared between two to four students at a setting and is shared by several streams (A, B, C). Books and other materials are very expensive and not readily available in the Burundian situation.

It is believed that one of the things one must have to teach English in secondary schools in plenty of books, for the language of good literature produces more distinct and vivid description, narrative and dialogue and consequently the meaning of words become more distinctly and surely impressed on the mind. Reading experience avails the learner the fullest and richest meanings of the words and how they can be arranged and rearranged for effective communication.

In schools, materials should be a priority over things because of their usefulness in supporting classroom teaching.

2.3. Presentation of *Today's English, classe de troisième*

Today's English, classe de troisième is a textbook intended for third form students. It is made of student's book, teacher's guide and cassettes, but these ones are not available in all of the secondary schools.

The book itself comprises 8 units. Each of them is formed of a basic text, followed by a series of exercises that is, comprehension questions, vocabulary test, grammar test commentary, essay, and oral comprehension or written comprehension on two short texts A and B.

Today's English, classe de troisième is based on the audiolingualism as a theory of teaching. Some of the learning principles underlying this method can be found in the textbook.

First, language learning results essentially in the formation of mechanical habit. This has been faithfully followed by the writers of *Today's English,*

classe de troisième. Almost the same types of exercises are repeated again and again with only slight modifications. This proves the writers desire to train the students in mechanical habit formation.

Second, language items are presented in spoken form before they are given in written form. Looking at *Today's English*, in the teacher's guide, the teacher is recommended to introduce the text with language items orally. After three readings by the teacher himself, the students are allowed to read the text in their books.

Third, audiolingualism does not agree with explanation of rules. It favours instead, analogy which is thought to be better than analysis in the leaning process.

The audiolingual method bases the teaching on dialogues according to Richards (1986). But this is not respected in *Today's English, classe de troisième*. There are only four dialogues out of sixteen texts. The dialogues are not the basic texts, but secondary ones for oral or written comprehension text.

However, even though the textbook does not make use of dialogues as the basis for teaching, grammatical structures presented in a form of drills are drawn from the basic texts. At the third form level, it is more appropriate to use complex texts than dialogues. These have been used at the earlier levels.

The use of drills and pattern practice is an important feature of audiolingualism. Some of the types of drills are used in *Today's English, classe de troisième*. First, transformation which appears o the following pages:

1) page 8 n°4, 5, 10

(4)- I didn't visit you. I'm sorry not to have visited you. She helped you. It was very kind of her. It was very kind of her to her to have helped you.

(5)- Supposing I came with all my people, we would drive you away. If I were to come with all my people, we would drive you away.

(10)- They often sat talking for hours. They would sit talking for hours.

2) Page 17, n°4

He can't read = He does not know how to read

3) Page 18, n°9

He had borne the blow with an air of unruffled dignity. He could not keep it up = He could not keep up the air of unruffled dignity with which he had borne the blow.

4) Page 26, n°4

He always smiles. He can't help smiling.

He always smiled. He couldn't help smiling.

5) Page 27, n°6

You won't be the first and you won't be the last either. You won't be the first nor will you be the last.

6) Page 35, n°5

He was going into captivity again. The holyday made it so much more odious. The holyday made the going into captivity so much more odious.

Restoration is also used in *Today's English, classe de troisième*: Page 35, n°6

Nothing / to offer. Nothing offered itself for some time.

1) Page 45, n°7

I / to turn my head and / to find myself / to look at a lion. I turned my head and found myself looking at a lion.

Another form of drill used in the textbook is replacement:

Page 54 n°5 and 6

(5)- Listening to him you could imagine the walls of his lungs breaking down. Listening to him one could imagine the walls of his lungs breaking down.

(6)- On his face was the fixed grin of dead people. = On his face was the fixed grin of the dead

Audiolingualists prevent the students from opening the book except for looking at the texts and cues for drills and exercises. The writers of *Today's English, classe de troisième* respected this point. In the teacher's guide, there are clear indications on how to use the book. On page 6, the teacher is provided with different steps to be followed: first the students listen, their books closed. The teacher reads three times. After each reading the students attempt to give the general idea of the text. After the reading of the whole text, students are asked to answer to comprehension questions. At the second stage, students listen to the teacher reading the text and follow at the same time in their books. Then some students are asked to read aloud and this is followed by a comment on the text. At the third and fourth stages, students do the structural exercises in their books. The above stages show that audiolingualists believe that language is primary speech. To them, learners should be sufficiently exposed to spoken language before they can accede to the written word.

This is the case for *Today's English, classe de troisième* where the writers give a battery of exercises we could call mechanical drills and where no grammatical explanation is given. The students are not told what they are going to do. The teacher is recommended to concentrate on oral work during the early stages of the course.

The types of comprehension questions suggested show that the audiolingualists'main preoccupation is to help the students to be accustomed to giving quick answers. The students can answer the questions by simply reading parts of the sentences. For instance,

Unit 1:

1) Where did the sun and the water use to live?

   The student reads in the text, "the sun and the water both lived on the Earth."

2) Who said they were going to build a new compound?

   The student reads, "We are going to build a new compound..., replied the sun

Unit 3:

1) What did Okwolugu say Dicky might be one day?

   The student reads, "That's good. We belong to the same profession. Perhaps one day you'll be as good as me."

2) Who was Professor Ology?

   The student reads, "Professor Ology was the first white man ever to set foot on our soil."

Unit 5:

1) Who had gone out a minute before?

   The student reads, "for God's sake, gentlemen, tell me who went out a minute ago? "Lord Alloa", Sir Walter said."

2) How long did the man pretending to be Lord Alloa sit beside General Winstanley?

   The student reads, "Do you mean to tell me that man came here and sat beside me for half an hour and that I didn't realise anything was wrong? "

Unit 7:

1) How heavy is Voyager II?

   The student reads, "At Florida's Kennedy space Center, a one-thousand-eight-hundred-pound spacecraft known as Voyager II..."

2) What was Voyager II launched on?

   The student reads, "...voyager II was launched o top of rocket..."

The third chapter of the study is "methodology". Through it, the researcher describes the methodology used in collecting data, the data analysis procedures and the difficulties encountered.

CHAPTER THREE: METHODOLOGY

The present study is in the field of language teaching and learning. The aim of the present chapter is to describe the methodology and procedures used for the study. The first subsection of this chapter deals with the area of study.

3.1. Area of study

The study was conducted in nine (9) schools in Gitega commune. We chose to work in this town because there are many schools which are very close one to another, both governmental and private. The schools under study were: Lycée Gitega, Lycée notre Dame de la Sagesse, Lycée communal Urbain de Rango, Lycée Islamique de Gitega, Lycée Musinzira, Lycée Regina Pacis, Lycée Sainte Thérèse de Mushasha, Lycée communal Urbain de Gitega and Lycée communal de Mungwa. In fact, all the schools which have Arts section in Gitega Commune were included in the study.

3.2. Data collections procedures

3.2.1. Sampling techniques

As already stated, all the schools which have Arts section in Gitega Commune were included in the study. However, in order to carry out our research and collect the required data from the students, we decided to use the random selection of subjects, for a sample based on systematic selection would be difficult to operate.

This method was used to determine the number of students who were to participate in the interview. This selection followed an alphabetical order. The

selection on the established list was alternative, with an interval of five(5). The approach that was used consisted in selecting one hundred and twenty-two (122) students in all the schools, that is one fifth (1/5) of students in each class of third form Arts.

As far as teachers are concerned, all teachers of English in third form Arts participated in the study. They had spent at least one year teaching in that class. It is therefore understood that a total number of nine (9) teachers participated in the study.

Below are the tables that provide a clear picture of the population used in the study.

General presentation of the sample from teachers

School	Number of teachers
1. Lycée Gitega	1
2. Lycée Notre Dame de la Sagesse	1
3. Lycée Communal Urbain de Rango	1
4. Lycée Islamique de Gitega	1
5. Lycée Musinzira	1
6. Lycée Regina Pacis	1
7. Lycée communal Urbain de Gitega	1
8. Lycée Communal de Mungwa	1
9. Lycée Sainte Thérèse de Mushasha	1
Total	**9**

General presentation of the sample from students

School	Number of classes of third form Arts	Total number of students	Selected students
1. Lycée Gitega	1	57	11
2. Lycée Notre Dame de la Sagesse	2	63	12
		62	12
3. Lycée Communal Urbain de Rango	1	67	13
4. Lycée Islamique de Gitega	1	38	7
5. Lycée Musinzira	2	58	11
		52	10
6. Lycée Regina Pacis	1	58	11
7. Lycée communal Urbain de Gitega	1	67	13
8. Lycée Communal de Mungwa	1	47	9
9. Lycée Sainte Thérèse de Mushasha	1	69	13
Total	**11**	**638**	**122**

3.2.2. Questionnaire

In order to collect data, a questionnaire has been used. In fact, the questionnaire was administered to the third form Arts teachers. It was subdivided into two sections – a section related to approaches used by teachers when teaching speaking and listening and a section concerning course materials and other audio-visual aids. The questions were both open- ended and closed-ended.

Questionnaire administration

Concerning the administration of the questionnaire, we went from school to school to distribute it. This allowed us to be sure that only the right subject was given the questionnaire. In some schools, English teachers were absent and the researcher could go back to the school to distribute the questionnaire himself. We were obliged to collect the copies by ourselves in order to avoid losing copies. Luckily, we collected the totality of the distributed copies.

3.2.3. Interview

The interview involved the students of the third form Arts. It was designed by the researcher to get in-depth information on the way they are taught speaking and listening. The interview also helped the researcher to discover if learners are able to follow and understand what they are taught during speaking and listening classes. Focus was also on teaching materials they use when learning these skills.

3.2.4. Classroom observation

Classroom observation was viewed as important because it helped to get reliable and direct information. The researcher could not solely rely on information given by his informants because it could be misleading.

Niyonzima (2002: 29) commenting on classroom observation says that a classroom observation is crucial because what you see yourself may be clearer than what you are told by others. With classroom observation, during a lesson, the observer may more objectively judge the lesson. In fact, the observer sees all what happens in the classroom.

These reasons led the researcher to plan and execute classroom observation and make it more objective. The researcher set criteria for classroom observation. Thus, he was interested in activities related to approaches and teaching materials.

The researcher sat in the back of the classroom where he could observe anything taking place in the class. He observed how the teachers manipulated the approaches and other techniques they used when teaching. This observation allowed the researcher to observe exactly what teachers could not tell him because of some personal reasons.

3.3. Data analysis procedures

First, it was the analysis of data from the classroom observation. Secondly, it was the analysis of the teachers' answers from the questionnaire. This was divided into two groups – the analysis of the teachers' answers about approaches they use and then the analysis of the teachers' answers about the course materials and other teaching aids they use to supplement their effort when teaching speaking and listening skills. Thirdly, it was the analysis of the students' answers from the interview. These analyses were done item by item in a chart form. Percentages also were used. This would help the researcher to find out solutions to the research questions stated previously in chapter one, and after all, draw conclusions and make suggestions on what approaches should be adopted in teaching speaking and listening skills in third form Arts.

3.4. Difficulties encountered

The realisation of a study like this could not be ended without any difficulty. The researcher faced two major problems during the realisation of this work. The first problem he faced was the fact that when he wanted to distribute the questionnaire, teachers in secondary schools were striking. So, the researcher could not go where each teacher of English in the third form Arts lives since he did not know where. The administration of the questionnaire was therefore postponed for two weeks after.

Another problem is that the researcher had wished to observe speaking and listening lessons during his classroom observation. In fact, no listening lesson has been observed because of lack of materials used in teaching this skill, that is tape recorders and tapes.

The next chapter deals with the presentation, analysis of data and findings.

CHAPTER FOUR: PRESENTATION, ANALYSIS OF DATA AND FINDINGS

4.1. Introduction

This chapter is concerned with presenting and analysing the collected data. It is also concerned with the presentation of the findings. The researcher's aim was to test the two hypotheses already formulated in chapter one. The analysis deals with the data from the classroom observation, data from the teachers' questionnaire and data from students' interview.

4.2. Analysis of data from classroom observation

In general the classroom observations were made to get reliable and direct information about the teaching/learning of speaking and listening. We intended to seek what actually happens during English speaking and listening lessons. In fact, classroom observations were an opportunity to check whether the poor performance in English depends on the teaching approaches or materials used.

So, under this section analysis of data from classroom observation; we will tackle two important issues, namely:

1. the assessment of teaching approaches,
2. the materials at teachers' and learners' disposal.

4.2.1. Assessment of teaching approaches

The teaching of a foreign language is not an easy task. As far as English teaching is concerned, we have noticed that there are no approaches agreed upon to teach this language. In Burundi, especially in third form Arts. During our

observation period, we realised that approaches used varied from one teacher to another. In addition, the same approach could be handled differently. However teachers of classes visited informed us that the choice of a particular approach to be used is conditioned by the materials at one's disposal. That is why according to them, some skills, though important, seem to be neglected because there are no adequate teaching materials. This is the case of listening skill which is hampered by the lack of tape recorders and tapes in almost all the schools.

Then, three methods were constantly used though differently. These are communicative, grammar translation and, grammar-based methods. For the teachers who were using the communicative method, we realised that the students were motivated. This is because this method focuses on the importance of learning through the usage of language. Thus, pupils got many opportunities to express themselves in it with each other or by interacting with their teachers.

On the other hand, some other teachers used the grammar translation and structure-based methods. For classes in which these methods were used, we noticed that students were not really motivated. The interaction between students themselves or between students and their teachers was not favoured, consequently, the result was not satisfying.

In a nutshell, the first method, that is the communicative method is to be used while teaching the language whereas the two others that is the grammar-based and grammar-translation methods are used to teach about the language. The observation made revealed that good approaches are keys to success in foreign language teaching/learning. So, it is said that the approaches used can be the causes of success or failure in language learning; for it is ultimately the approach that determines the what and the how of language instruction. In the

light of the above statement, we came up to realise that approaches are important tools which may impair or favour the success of the teaching/learning process.

4.2.2. Materials at the teachers' and learners' disposal.

As far as teaching materials are concerned, we saw that the nine schools visited were not equally equipped. Most of them were characterised by a shortage of coursebooks. That was really a serious problem both to the teachers and to the pupils. For instance, at Lycée communal de Mungwa, in third form Arts, there was only one photocopy of the coursebook - *Today's English: Classe de Troisième*, which is used by the teacher. During a reading lesson, students were obliged to copy the text before the reading lesson. Since the same book contains all the drills, the teacher was obliged to write them on the chalkboard; and this actually was time consuming. Here, students were complaining a lot because, according to them, English course was neglected.

In addition, apart from this shortage of the main coursebook, English teachers did complain about the inefficiency of the teacher's guide. To them, this material was very poor and did not provide clear guidelines. Let us signal that only two teachers (two out of nine) possessed this material and one preferred not to use it.

All in all, we realised that the existing materials for English language in the third form Arts is far from bringing success to Burundian learners. English teachers need to be well equipped with different books, tape recorders and tapes. Hence, the same teachers still have worries about the quality and the quantity of the main coursebook, *Today's English: Classe de Troisième,* and wish to have it changed or improved.

4.3. Analysis of data from teachers' questionnaire

As already stated, the teachers' questionnaire was divided into two sections: a section on approaches and a section on materials. The seven(7) first questions were designed to teachers in order to seek informations about approaches they use. The other remaining questions were asked in order to get informations on materials used by teachers and students to supplement the teachers' efforts. Emphasis was put on both quantity and quality.

Question 1: which of the four language skills do you often give priority during lessons? (reading, writing, listening, speaking) Give a brief comment.

Table 1: Presentation of answers for question 1

Answers	Frequency	Percentage (%)
reading	3	21.4
writing	3	21.4
listening	2	14.2
speaking	6	42.8
Total	**14**	**100**

As the table above shows us, different views about skills to be given priority have been suggested by teachers. The speaking skill is given a large percentage, that is, 42.8%. It is followed by two skills: the writing and reading with 21.4%. At last comes the listening skill with 14.2%.

Question 2: What method do you often use when teaching?

Put a tick in the box of the method you often use.

☐ Grammar translation method

☐ Structure-based method

☐ Communicative method

☐ Audio-lingual method

Table 2: Presentation of answers for question 2

Answers	Frequency	percentage
Grammar translation	0	0
Structure-based	2	22.2
Communicative	1	11.1
Audio-lingual	1	11.1
No answer	5	55.5
Total	**9**	**100**

As this table shows, most of our correspondents did not answer this question. Only 4 teachers that is 44.4% of our respondents provided answers for this question.

Question 3: What do you expect from your students at the end of the third form Arts? (Indicate with a tick what you expect and give a brief Comment).

a) to succeed in a written exam ☐

b) to be fluent in English ☐

Table 3: Presentation of answers for question 3

Answers	Frequency	Percentage (%)
to succeed in a written exam	3	33.3
to be fluent in English	6	66.6
Total	**9**	**100**

According to the table above, the majority of our informants that is six (6) out of nine (9) or 66.6% said that they expect from their students to be fluent in English. On the other hand, three (3) informants, that is 33.3% said that they expect from their students to succeed in a written exam. For this category, they said that the success in a written exam is a factor to determine whether a student

can get ahead or repeat the school year. According to them, the only criterion to say that a given student has succeeded a written exam is to give the correct answer.

For those who expect from their students to be fluent in English, they said that if a student is fluent, he can easily succeed in a written exam.

Question 4: How often do you engage your students in group discussion?

(Put a tick in the box you think is right)

☐ Always ☐ sometimes ☐ rarely ☐ never

Table 4: Presentation of answers for question 4

Answers	Frequency	Percentage (%)
always	1	11.1
sometimes	6	66.6
Rarely	2	22.2
Never	0	0
Total	**9**	**100**

This table shows that six (6) teachers out of nine (9), that is, 66.6% of teachers said that they sometimes engage their students in group discussion. Two (2) teachers out of nine (9), that is, 22.2% of teachers mentioned that they rarely engage their students in such an activity. Only one (1) teacher, that is, 11.1% of the teachers said that he always engages his students in the activity.

Question 5: Is there any appropriate balance of activities used in classroom?

☐ Yes ☐ no comment.

Table 5: Presentation of answers for question 5

Answers	Frequency	Percentage (%)
Yes	2	22.2
No	7	77.7
Total	**9**	**100**

About the balance of activities used in the classroom, seven (7) teachers, that is, 77.7% do not find any appropriate balance of activities in the classroom. A small number, that is, 22.2% assumes that activities are balanced.

For the first group, they said that most of the activities rely on the reading text: students are asked to read silently and listen to the teacher's reading and his fellow's reading before the teacher begins the vocabulary exploitation of the text. At the end of each reading text, students are asked to answer comprehension questions.

Other activities which are organised are namely a vocabulary test, grammar test, commentary, essay and an oral or written comprehension test. The great number of exercises is grammatical and they are believed to be poor and mechanical without any related theory. The book that they use contains grammatical activities rather than communicative ones.

Consequently, some teachers told us that they always strive to complete the coursebook if not the students are given same and boring activities.

Question 6: Apart from the coursebook and the chalkboard, what other teaching aids do you often use?

Table 6: Presentation of answers for question 6

Teaching aid	Frequency
1. chalkboard	9
2. coursebook	9
3. grammar books	3
4. tape recorder and tapes	1

The reading through this table shows that all the nine (9) teachers have got a chalkboard and the coursebook. Among the nine teachers, three of them said that they also use grammar books and one of our informants said he also use a radio and tapes for the listening skill.

Teaching materials are not available in most of the visited schools and the one who happened to get tapes and a radio, sometimes does not use them because of problems of electricity.

Question 7: What do you do to train your students to be able to communicate in English at the end of third form Arts, if you wish they should?

As the main conclusion on approaches, teachers were asked to state what they do to train their students to be able to communicate meaningfully and effectively in English at the end of the third form Arts level. Some teachers told us it is impossible to state what they do, since within the classroom, many of the students do not even want to respond to the teacher's questions. Of course they do not have the same reasons. Some do not participate because they consider themselves to be "weak" and it is difficult to change their mind. For others, they know even the answer but do not want to respond. In addition, those students do not have the same background some have been at different schools and have been exposed to different teachers with different personalities and different levels of competence in their profession. Moreover, another problem arises from

the curriculum and the coursebook which are mostly examination oriented. Teachers are obliged to focus on grammar so that students pass different examinations. Therefore, students seem to acquire the rules of the language but fail to use them in real communication.

Question 8: Are the integral parts of the materials (coursebook, teacher's book, tape recorders and tapes, etc) available now?

☐ Yes ☐ no comment.

Table 7: Presentation of answers for question 8

Answers	Frequency	Percentage (%)
Yes	2	22.2
No	7	77.7
Total	**9**	**100**

From this table we see that 77.7% of the teachers questioned said that they do not have the integral parts of the materials at their disposal. In general, all the schools have the main book or its photocopy and only two (2) out of nine (9) teachers have also the teacher's guide. Only one school has tapes and a radio. Since the teacher's guide is not available to all the schools, teachers manage to think of other supporting materials in the school libraries where they exist.

In short, the main coursebook exists in all schools, though in limited quantity. The main problem is to find additional materials.

Question 9: Does the coursebook provide a balance of activities that is appropriate for your students?

☐ Yes ☐ no comment.

Table 8: Presentation of answers for question 9

Answers	Frequency	Percentage (%)
Yes	2	22.2
No	7	77.7
Total	**9**	**100**

Today's English: Classe de Troisième, contains six types of activities: reading comprehension, vocabulary test, grammar test, commentary, essay and oral or written tests.

As the table above shows, among the nine (9) teachers who received our questionnaire, seven (7) teachers, that is 77.7% recognise that activities in the coursebook are not balanced. Only two (2) teachers said that the activities in the coursebook are balanced.

Question 10: Are the subject and content of the coursebook relevant to your students' need?

☐ Yes ☐ no Comment.

Table 9 : Presentation of answers for question 10.

Answers	Frequency	Percentage (%)
Yes	7	77.7
No	2	22.2
Total	**9**	**100**

The reading through the table above shows that seven (7) teachers, that is 77.7%, think that the book is relevant because it provides good knowledge for students, the four skills are taken into account, enough structures and vocabulary are presented. However, two teachers, that is 22.2% of teachers think that not all the contents are relevant. According to this category of

teachers, *Today's English: Classe de Troisième* needs to be modified as far as the subjects and content are concerned to meet students' needs. Since students will need to use the language in different contexts and situations at some future date, it would be interesting if the texts could be related to those contexts.

This would allow the students to know the appropriate language to be used depending on the context and situation.

Question 11: Are the subject and content of the coursebook interesting to your students?

☐ Yes ☐ no comment.

Table 10: Presentation of answers for question 11

Answers	Frequency	Percentage (%)
Yes	6	66.6
No	3	33.3
Total	**9**	**100**

The table above shows that six teachers, that is, 66.6% of the teachers said the subject and content of the coursebook are interesting. On the other hand, three teachers (33.3%) said that the subject and content of the coursebook are not interesting.

Those who said the subject and content are interesting provide the following reasons: The topics are about people's behaviour in society although those people belong to a different culture. Some stories give pieces of advice. Some topics are about people in danger and the way they get through it. Maybe this is a good topic which gives opportunities to students to talk.

Those who said the topics are not interesting argue that some topics are about science and a student from literary section cannot like them because he is not much interested in science.

Question 12: Where the coursebook encourages practice, is the practice motivating for your students?

☐ Yes ☐ no Comment.

Table 11: Presentation of answers for question 12

Answers	Frequency	Percentage (%)
Yes	6	66.6
No	3	33.3
Total	**9**	**100**

Among the nine (9) teachers, six (6) teachers (66.6%) find that the practice is motivating. Three teachers (33.3%) find that the practice is not motivating.

Question 13: Is the language used in the coursebook appropriate to the level of your students?

☐ Yes ☐ no Comment.

Table 12: Presentation of answers for question 13

Answers	Frequency	Percentage (%)
Yes	6	66.6
No	3	33.3
Total	**9**	**100**

The reading through table 12 shows that six (6) teachers, that is 66.6% of the teachers think the language used in the coursebook is appropriate to the level of their students. Three (3) teachers, that is 33.3% of the teachers said the

language is not appropriate. For the latter, *Today's English: Classe de Troisième*, does not satisfy the students' needs. While the students need to know to speak the language, the book presents a language which is not spoken first because it is literary language, second it is too complicated and above the students level.

Question 14: Does the teacher's guide contain clear guidance for the teacher's effective and successful teaching?

☐Yes ☐no Comment.

Table 13: Presentation of answers for question 14

Answers	Frequency	Percentage (%)
Yes	1	11.1
No	1	11.1
We do not have it	7	77.7
Total	**9**	**100**

About the question, as the table shows, only one (1) out of nine (9) teachers said that the teacher's guide contains clear guidance. One teacher agrees that the teacher's guide does not contain clear guidance. For the remaining seven (7) teachers, that is, 77.7% do not have the teacher's guide and therefore do not use it. Each teacher manages by his own, sometimes with success, to find guidelines appropriate to this course.

Question 15: Is the coursebook clearly written for your students to easily comprehend?

☐Yes ☐no Comment.

Table 14: Presentation of answers for question 15

Answers	Frequency	Percentage (%)
Yes	5	55.5
No	4	44.4
Total	**9**	**100**

Through this table, we can read that five (5) teachers; that is, 55.5% of our respondents think that the coursebook is clearly written. On the other hand, four (4) teachers, that is, 44.4% state that the coursebook is not clearly written. They argue that objectives for both the students and teachers are not clearly stated.

Question 16: Do you think the coursebook and other resources you use are appropriate enough to help you achieve your lesson objectives?

☐ yes ☐ no Comment.

Table 15: Presentation of answers for question 16.

Answers	Frequency	Percentage (%)
Yes	2	22.2
No	7	77.7
Total	**9**	**100**

This table shows that two (2) teachers (22.2%) think that the materials they use are appropriate enough to help them achieve their lesson objectives. Seven (7) teachers, that is, 77.7% of the teachers who responded to our questionnaire think that the coursebook and other resources they use are not appropriate enough to help them achieve their lesson objectives. in fact, the teaching of English in the visited schools relies only on the coursebook which also is not sufficient in all the schools. As we have already stated it, only one teacher was

equipped with a tape-recorder and tapes. These also are not regularly used because of the problem of electricity.

Question 17: would you recommend the continuation of these materials or changing them for your students?

☐ continuation ☐ change Comment.

Table 16: Presentation of answers for question 17

Answers	Frequency	Percentage (%)
Continuation	0	0
change	9	100
Total	**9**	**100**

From this table, it is clearly indicated that all the teachers (100%) agree that *Today's English: classe de Troisième* needs to be changed or improved. In fact, the change may concern the choice of topics, the materials' organisation with a special emphasis on the grammar. The change may also concern the insertion of communicative activities in order to come up with a communicative use of language.

Regarding all observations that have been made towards the coursebook and other resources, two concluding questions were put to teachers:

- Would you recommend the continuation of these materials or changing them for your students?
- As a teacher of English, what would you like to recommend

a) to the government?

b) To the curriculum development agency (BEPES)?

c) To teachers in order to improve English teaching-learning?

We have given the answer to the first question through the table above, and teachers recommendations will be provided in the recommendation section, that is in the next chapter titled conclusion and recommendation.

4.4. Analysis of data from students' interview

Question 1: Do you like the way you are taught listening? Why?

Table 1: Presentation of answers for question 1.

Answers	Frequency	Percentage (%)
Yes	26	21.3
No	96	78.6
Total	**122**	**100**

Through the reading of this table we can see that most of the students, that is ninety-six (96) out of one hundred and twenty-two(122), it means 78.6% say that they do not like the way they are taught listening. This is due to the fact that in most schools, teachers did not have materials to teach this skill. It is worth to recall that even where radios were available, no tapes were there.

Question 2: Do you like the way you are taught speaking? Why?

Table 2: Presentation of answers for question 2

Answers	Frequency	Percentage (%)
Yes	83	68
No	39	31.9
Total	**122**	**100**

On this question, the majority of the students (83) or 68% answered positively. They like the way they are taught speaking. This therefore has a positive impact on the learning process of the speaking skill.

Question 3: Are you able to use aural-oral English outside the classroom?

Table 3: Presentation of answers for question 3

Answers	Frequency	Percentage (%)
Yes	67	54.9
No	55	45
Total	**122**	**100**

The reading through this table shows that sixty-seven students agree that they are able to use aural-oral English outside the school. However, students also indicated that occasions in which they can use English are too limited. That is why even those who are able to use English outside the classroom do not use these skills because they do not have people with whom they can converse.

Question 4: How often do you speak English outside the classroom?

Table 4: Presentation of answers for question 4

Answer	Frequency	Percentage (%)
Always	0	0
Often	0	0
Sometimes	57	46.7
Rarely	31	25.4
Never	34	27.8
Total	**122**	**100**

This table shows that 46.7% of the students who were involved in the interview sometimes speak English outside the classroom; 25.4% rarely use it whereas 27.8% never use it. This is due to the fact that even students who are able to use English do not use it for the reasons provided earlier on answers for question 3.

Question 5: How often do you listen to emissions broadcast in English on the radio?

Table 5: Presentation of answers for question 5

Answer	Frequency	Percentage (%)
Always	0	0
Often	0	0
Sometimes	32	26.2
Rarely	34	27.8
Never	56	45.9
Total	**122**	**100**

This table shows that many students who were involved in the interview do not listen or rarely listen to emissions broadcast in English. According to them, this is due to two main factors. First, they revealed that English which is spoken on radios is very difficult to them and second they are not allowed to have radios at their disposal, especially those who are in boarding schools. This of course is a handicap for students to perform their listening skill, because the listening skill should not be limited to activities which are provided in the classroom.

Question 6: Do you have enough materials such as radio and tapes to help you study the listening skill at your school?

Table 7: Presentation of answers for question 6

Answers	Frequency	Percentage (%)
Yes	15	12.2
No	107	87.7
Total	**122**	**100**

On this question, most students, like their teachers agree that they do not have enough materials such as radios and tapes. In fact, in most of the visited

schools, the only activity which concerns the listening skill is for the students to listen to their teachers' or their fellow's speech.

Question 7: Do you have any comment or suggestion?

The last question as it appears above was the requirement of additional comments and suggestions on the behalf of the students. Their answers will be provided under the section of recommendations in the next chapter.

4.5. Findings

4.5.1. Introduction

Chapter one of this study dealt with the researcher's aim by highlighting some of the factors that affect the teaching of English. These are some factors that handicap the teacher in his attempts to teach English and achieve his lesson objectives stressing the four primary skills of language: listening, speaking, reading and writing. The importance of the study was outlined. In this section, the answers to the research questions are given and thus our assumptions are proven.

4.5.2. Assumption one

Assumption one was: Approaches used to teach speaking and listening skills in third Arts section are not appropriate.

In question 1 of the teachers questionnaire, they were asked to state which of the four language skills they give priority when teaching. From the teachers answers, we found that the speaking skill is given a large percentage, that is, 42.8%.

In fact, teachers, on this skill, explained that the speaking skill is the basis of other skills because we speak most of the time than we write or read. In addition, for foreign persons, they must know how to speak as compared to other skills, since the speaking skill becomes a survival means for them.

Concerning classroom teaching, we normally know that beginners are trained to speak before any other skill as Pattison (1987:7) points out:

> *Our aim is not to produce learners who can speak, in a restricted area, exactly like native speakers of English (in terms of accuracy) but learners who can communicate over a wide area, with native speakers (in terms of frequency). Their success in the world outside the school will be decided by their ability to understand and to make themselves understood, to express their own meaning ,rather than by their ability to produce fact-free sentences which may not reflect what they want to say.*

The two following skills to be given priority were writing and reading skills with 21.4% of frequency. Again here, teachers put writing and reading after speaking because when students have gained some knowledge about the speaking skill, they must know how to express themselves in writing, and they must get opportunities to increase their knowledge through reading.

Moreover, for the students' needs, in classroom and outside the classroom, the writing and reading skills are predominant. In fact, students must be tested in writing and reading for their exams or tests in the classroom or outside the classroom to have some jobs.

The last skill to be given priority was listening with a percentage of 14.2%. This is because most of the visited schools (eight out of nine), were characterised by lack of listening materials – tapes and radios. Even where radios were available, no tape was there. Teachers told us that they had wished to teach listening skill, but since there was this shortage of materials, they do not.

In question 2 of the teachers' questionnaire, they were asked to state the method they often use when teaching. Most of our respondents did not provide the answer for this question. This means that most of the teachers use some techniques but these techniques are not known and vary from one teacher to another. Teachers are therefore asked to pay more attention to this aspect of teaching by trying to resource themselves and to know well the specific approaches to use in the classroom.

However, from our classroom observation, we found that teachers often use traditional approaches when teaching English. Traditional approaches affect negatively the teaching of English, especially the speaking and listening skills, because these approaches only emphasize two skills: reading and writing. Teachers therefore should use the modern approaches which aim at developing the four skills: listening, speaking, reading and writing. Therefore, the communicative approach should then be used to get students exposed to natural meaningful language as Freeman (1986:123) states:

> *since communication is a process, it is insufficient for students to simply have knowledge of the target language forms, meanings and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener that meaning becomes clear.*

When teachers were asked to say what they expect from their students at the end of the third form Arts, 66.6% of the teachers said that they expect their students to be fluent in English. However, commenting on accuracy, Freeman (1986:12) asserts: "*having the students get the correct answer is considered very important. If students make errors or don't know an answer, the teacher supplies them the correct answer.*"

Accuracy and fluency should be given equal priority. However, it is normal for learners to make errors while they are learning a target language, since even native speakers constantly make mistakes when they are speaking as Harmer (1986:48) says: "*they hesitate and say something in different ways and they often change the subject of what they are saying in mid-sentence.*"

It is therefore the teacher's role indeed to judge whenever errors or mistakes are made if students are to be corrected for the purpose of an effective communication.

From the teacher's answers, it was also discovered that group-discussion activities are given less importance during classes. However, these activities would be promoted and given much time though it is not always possible for some classes where students are in large numbers. In group-discussion, each student can be given an opportunity to practice the language. If such an activity is not organised, the class is dominated by the teacher's talk and the latter works with a small number of students who are brilliant. Much of this domination of classroom talk by the teacher's language seems to be based on a simple transmission model of instruction which does not allow students' own language.

In general, students group-discussion activities are very neglected and that is why students do not perform well their speaking skill competence in and out of the classroom.

Teachers were asked to state different audio-visual aids they use while teaching. Through this study, it was learnt that most of the teachers only lie their teaching of English on the textbook and the chalkboard. The fact of not using teaching materials in teaching foreign languages affects the teaching negatively. This is because the main function of teaching materials is to guide the student to use his store of the foreign language to communicate his ideas and opinions.

In a nutshell, throughout this study, it was learnt that most teachers use the traditional approaches when teaching English. The traditional approaches used by most teachers affect the teaching of English because they only emphasize two skills of language – reading and writing. According to Littlewoods (1984:1), a good approach to teaching English should aim at developing all the four skills of language. He also adds that the use of traditional approaches affects the teaching of English negatively because it denies him the opportunity to develop the other two skills of listening and speaking which are equally important in communication.

From all these observations made, we came up to realize that approaches used by teachers to teach English speaking and listening skills in third Arts section are not appropriate and therefore our assumption one was proven right.

Traditionally, the teaching of English has been governed by the grammatical model of language, but, according to Richards and Rodgers (1990:36) and Littlewoods (1984:1), the present trend is a shift away from this grammatical model towards a communicative approach, from structural

accuracy towards communicative competence. The modern approach to the teaching of English which is least used by teachers would affect the teaching of English positively because it aims at developing all the four basic skills of language which are prerequisite for communicative competence. Its use caters for students' needs in all contexts of language use.

4.5.3. Assumption two and three

Assumption two was:
The coursebook and other resources are not appropriate.
Assumption three was:
The coursebook and other resources are not sufficient for an effective teaching and learning of speaking and listening skills.

Troughout this study, we found that the teaching of English is affected by lack of materials and other resources to support the teachers' efforts when teaching. All schools rely on traditional coursebook. Strevens (1986:165) concurs with Wright (1976:41) that materials affect the teaching of English positively because they can be used to contextualise language, foster communication between learners in and out of class, and materials can be used to provide model and native like pronunciations for learners to imitate.

In section two of the teachers' questionnaire on materials, teachers were asked to comment an activities proposed in the coursebook, the subject and content, and the guidance in the coursebook.

About activities, most of the teachers recognised that the coursebook lays more emphasis on structures, listening and speaking skills being placed in a second position. However, it is necessary to recall that according to teacher'

suggestions, speaking should be given much more emphasis whereas adequate writing activities should promote an active practice.

In our everyday life, communicative situations involve integrating two or more of the four language skills. For instance, one may be listening to the radio and taking notes of the main points. The same thing happens when a person is taking message over telephone. In both cases, listening skill is combined with writing.

Therefore, it is necessary to provide students with activities that involve the combination of skills, just as what happens in real life.

About the subject and content in the coursebook, most of the teachers agreed that they are relevant, motivating and interesting.

In fact, in the learning process, students are motivated when they are taught about cultural aspects they can easily relate to and cultural aspects which can easily capture their attention. That is why it would be interesting to include a large number of topics that involve the learner's emotions when writing textbooks.

It would not be enough to provide students with interesting topics if they are not varied. If the same topics occur again and again, students are bored. *Today's English: classe de Troisième* contains varied topics. They include love, myth, technological advancement, practical mind; illiterateness ... Every unit introduces a new topic. This is interesting for the students; they cannot be bored because they are not taught about the same thing every time.

Students are also interested when they are taught about things they want to learn about or involve themselves in. If they are denied the opportunity to talk about their feelings and attitudes, they are less interested in language learning.

Again, in order to increase the students' motivation in the language learning, it is vital to present the language data in an interesting way. This includes a simple and daily language. It also includes the message the language conveys. If the content of the message is not interesting, the learners' motivation decreases. Let us consider for instance such a comment: *it depends on topics: when it was about love, all the students were motivated. But if it was about science all the students were bored.* This shows that some teachers introduce topics which help students to be motivated. The "love" topic is particularly motivating for adolescent students. Third form students are normally between seventeen (17) and twenty (20) years old. They are still adolescents. They feel at ease when they have to deal with such a topic.

About the guidance in the teacher's guide most of the teachers did not use the teachers' guide. Not only they consider it weak but also they do not have it. They also think that both the teachers' guide and the students' book are not clearly written. Objectives for both the students and teachers are not clearly stated.

In section two of the questionnaire on materials, teachers indicated that the coursebook and other resources they use are not appropriate enough to help them achieve their lesson objectives. If they had these materials, they would teach better. Their view is supported by Strevens (1983:166). He says that it is practical requirement of the language learning and language teaching process that learners should have available to them an extensive range of different

materials, because the bigger the choice, the more effective. All teachers agreed that the materials they use are not suitable for providing the language varieties students need.

Because of the above reasons, *Today's English: Classe de troisième* should be revised in order to serve more the students' needs. While the students need to know to speak the language, the book presents a language which is not spoken. There should then be an insertion of communicative activities.

From all these observations, we came up to realize that the coursebook and other resources are not appropriate and are not sufficient for an effective teaching and learning of speaking and listening skills. Therefore our second and third assumptions were proven right.

All in all, this chapter of presentation, analysis of data and findings was completed thanks to the teachers and students help in answering the questions and the classroom observations made. In fact, it was the heart of this work. Through this chapter, the researcher commented on the teachers' and learners' opinions. He has finally discovered that students do not perform well the speaking and listening skills because first, the approaches used in teaching these skills are not appropriate, second, there is a lack of appropriate materials used in teaching the speaking and the listening skills.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

All a long this work, the task was to make a critique of the approaches and materials used in the teaching of speaking and listening skills. To conduct the research, three kinds of instruments were used: the classroom observation, a questionnaire and an interview. This work was subdivided into five chapters that we recall briefly.

The first chapter was a general introduction of the work. Through this chapter, the researchers showed the importance of English in the world in general and in the educational system, especially in the Third form Arts. Also it was in this part where he explained the motivation to conduct such a study. In addition, the importance of the study is found in this study. Another issue that was addressed in this chapter is the aim of the study which was to find answers to the following questions:

1. What is the current state of approaches used to teach speaking and listening skills in Arts section?
2. Does the coursebook provide a balance of activities that are appropriate for speaking and listening skills for third form Arts students?
3. Are the coursebooks and other resources enough for an effective teaching and learning of speaking and listening skills?

In the second chapter, the researcher dealt with the literature review of the teaching and learning of foreign languages in general and English in particular. In this chapter, the main points were articulated around the teaching approaches and teaching materials.

In the third chapter, Methodology, the researcher was concerned with the procedures used to collect and analyse the necessary data for his study. Three methods were used: the classroom observation, the teachers' questionnaire and the students' interview. It is in this chapter where the reader will find the reason of their usage.

The fourth chapter was the presentation, the analysis of the data collected and the findings section. It is thus this chapter that constitutes the nucleus of this study. Hence, it gave a clear understanding of the real problem in the teaching of speaking and listening skills and its shortcomings. The conclusion has been that the teaching of speaking and listening is characterised by approaches which are not appropriate, and a lack of appropriate materials.

The last chapter, conclusion and recommendations was the place of recalling briefly the different steps undertaken all a long the study. Different recommendations have also been formulated towards different partners involved in the domain of education especially the government itself, curriculum designers, teachers of English and students.

To conclude, it is important to mention that the three assumptions on which the study was based were proven right:

- The first assumption stated that: "Approaches used to teach speaking and listening skills in third Arts section are not appropriate." This assumption was proven right in the sense that teachers use traditional approaches. Traditional approaches affect the teaching of English especially the speaking and listening skills. They do not promote the communicative competence.
- The second assumption was "The coursebook and other resources are not appropriate".

- The third assumption was "The coursebook and other resources are not sufficient for an effective teaching and learning of speaking and listening skills". These assumptions were proven right in the sense that teachers and students observed a shortage of adequate teaching materials at their disposal. This leads to the negligence of the listening and speaking skills.

5.2. Recommendations

In the view of the above findings and conclusion, the following recommendations have been made:

1. To the government

a. To assist schools by providing instructional materials because of their importance in supporting the teachers' efforts in process of teaching. These should include textbooks and audio-visual materials.

b. Regular seminars and workshops should be organised where teachers of English should exchange ideas on approaches to language teaching. English courses should not focus to grammar only. They should aim at communicative value.

c. Training, in-service training and refresher courses for teachers of English should be encouraged to equip them with the modern approaches to teaching English which aim at developing the students' proficiency in the language by stressing all the four skills of language.

2. To teachers

a. They should adopt language teaching approaches which reflect recognition of changes in the kind of proficiency learners' need. e.g: a move towards oral proficiency in addition to reading and writing. Teachers should have and seek knowledge about socio-cultural environment and background

of the target language community and should know how the language works in communication and how it is used successfully for understanding.

b. They should be encouraged to produce some materials and visual aids of their own. The materials will support the teachers' efforts in the teaching of English where commercially produced ones are not available or even affordable. Other materials should be photocopied for use both in class and outside.

3. To students

Students should be encouraged to find their alternative sources of materials. If students have their own materials, they should be encouraged to exchange them and to read books from other subject areas. Students will benefit from exposure to different language varieties.

4. To curriculum designers

They should aim at producing materials geared at developing the basic skills of language so that students may benefit from them by achieving communicative competence in English.

5.To the state Exam planners

They should make efforts to test the four basic skills of language instead of two – reading and writing. This should be done by including listening activities and an interview. If it is the case, teachers will make efforts to teach and develop these skills in students. This will be a big step forward in

helping students study English to acquire communicative competence rather than merely for passing their written examinations.

6. To future researchers:

a. They should make researches on other factors influencing the success in the teaching/learning of foreign languages.

b. They should make similar researches on other skills – reading and writing and other disciplines such as French.

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APPENDICES

APPENDIX I: Letter to teachers

UNIVERSITY OF BURUNDI **Bujumbura, 18 September 2009**
INSTUTE FOR APPLIED PEDAGOGY
ENGLISH DEPARTMENT

Dear teacher,

No one can pretend to be self sufficient. One always needs others to come to his help in order to satisfy various needs in his life.

It is the same vision that this questionnaire is addressed to you in order to seek your contribution to the realization of the work titled:
"A critique of approaches and course materials used in teaching, speaking and listening skills in third Form Arts. A case study of selected schools in GITEGA Commune."

When answering this questionnaire there is no need to mention your name, sex, age, even your qualification. In other words, try to be anonymous as possible, concise and clear.

Please, the sincerity in your answers will be of great importance for us.
Thank you for cooperation.

Félicien Ndayikengurukiye.

APPENDIX II

Questionnaire to the teachers of English in the third Form Arts.

A . SECTION ON APPROACHES

Question 1: Which of the four language skills do you often give priority during lessons?
(Reading, writing, listening, speaking)
Give a brief comment.

Question 2: What method do you often use when teaching? Put a task in the box of the method you use.

- ☐ Grammar-translation method
- ☐ Structure based method
- ☐ Communicative method
- ☐ Audio-lingual method

Question 3: What do you expect from students at the end of third form Arts? (Indicate with a tick what you expect and give a brief comment).

a. to success in a written exam ☐
b. to be fluent in English ☐

Question 4: How often do you engage your students in group discussion?
(Put a tick in the box you think is right)

☐ Always ☐ Sometimes ☐ Rarely ☐ Never

Question 5: Is there any appropriate balanced activities used in classroom?

☐ Yes ☐ No comment.

Question 6: Apart from the coursebook and the chalkboard, what other teaching aids do you often use?

Question 7: What do you do to train your students to be able to communicate in English at the end of third form arts, if you wish they should?

Question 17: Would you recommend the continuation of the se materials or changing them for your students?

☐ Continuation ☐ change comment.

Question18 : As a teacher of English, what would you like to recommend:

a) To the government?

b) To the curriculum agency (BEPES)?

c) To teachers in order to improve English teaching – learning?

APPENDIX III

Students' interview

Question 1: Do you like the way you are taught listening?

Question 2: Do you like the way you are taught speaking?

Question 3: Are you able to use oral - aural English outside the classroom?

Question 4: How often do you speak English outside the classroom?

Question 5: How often do you listen to emissions broadcast in English on the radio?

Question 6: Do you have enough materials such as radio and tapes to help you study the listening skill at your school?

Question 7: Do you have comment or suggestion?