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UNIVERSITY OF BURUNDI
INSTITUTE OF APPLIED PEDAGOGY
ENGLISH DEPARTMENT

EVALUATION OF ENGLISH SKILLS FOR FOURTH FORM PUPILS: A Critique of Approaches, Materials and Attitudes.

by

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A Thesis submitted in partial fulfilment of the requirements for the degree of **Licencié en Pédagogie Appliquée, Agrégé de l'enseignement secondaire en Anglais**

Bujumbura, February 2001

Dedication

In the memory of my late father.

To my cherished mother for all that she is to me.

To my brothers and sisters for the warmth we

shared at home.

To my cousin Remy NIMBONA and his warmate for what they did to me.

We warmly dedicate this thesis.

Acknowledgements

The present work would not have been what it is without the contribution of many people to whom I am very grateful.

Special thanks go to Professor Balthazar NAHIMANA, senior lecturer at the University of Burundi who very kindly accepted to supervise this work. He guided me from the very first draft up to the last script. His advises and guidance have made this work possible.

I am also indebted to all lectures in the English Department and all teachers I have known in my life of a student.

I am also grateful to the English Section of BEPES, to teachers and students who willingly gave me the data.

I owe more than I can say, a great debt of gratitude to my parents who sent me to school. I say thank you. May you find deep satisfaction in this work.

Sincere thanks are also due to KWITONDA, senior lecturer at University of Uganda, for his suggestions and pieces of advice.

To all my brothers, sisters, cousins, friends, etc, I say thanks for their moral support. May this work incite them to fulfil their studies.

NKURUNZIZA J.M.Thierry

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CHAPTER I : INTRODUCTION

I.1. Background to the problem

English is the language which is the most widely used throughout the world these days. Indeed, it seems that more than six hundred million people use English as their first or second language. In Burundi, it is taught as a foreign language after Kirundi, the mother tongue, and French seen as an official language and which is used as a medium of instructions in the Burundi educational system. Today, everyone needs to speak English because it is one of the international languages in which most of the modern research is conducted.

Most writers nowadays use English because they expect to have many readers in this language. In addition, English is a language for publications and computers. Furthermore, many international organisations of which Burundi is a member such as UNESCO, UNO, OAU, COMESA, KBO, WHO and others use English. Therefore, a great number of people in Burundi attend evening classes to improve communication.

One's competence in English is an asset especially when the student leaves school to join the working world. It is therefore worth noting that English maximises international communication and assists the exchange of knowledge. English language, just like any other language, comprises of four basic skills which are the following : listening, speaking, reading and writing. Therefore, the mastery of these skills helps the study of English as a subject. And

the objectives of English language teaching should mainly centres on the equal development of those four skills in the students.

From the researcher's experience as a teacher of English in junior high school and according to the inquiry he made at BEPES, he concurs with those who say that the purpose of English teaching/learning in Burundi does not focus on effective communication. The following are objectives stated by BEPES about the teaching/learning of English in Burundi: "At the end of the junior high school , the student should be able to :

- understand oral messages such as conversations, stories, songs, advertisements,...
- understand written messages such as letters, songs, stories....
- Produce oral messages such as English phonemes, rhythm, phonetics, intonation.....
- Produce written messages such as letters, dialogues, summaries of texts..."

Despite their good performance in examination, most students are poor at using oral skills in interaction. This is because the objectives set by BEPES for the teaching/learning of English are not clearly stated. They just advocate the development of all skills in general without emphasising each of them. Furthermore, it is observed that the teacher's guide and the students' book do not present clear objective to help the teacher's efforts. Consequently, students lack a good performance of some skills and emphasise others. For instance, they lack communicative competence in spoken English. They are characteristically hesitant, inarticulate, imprecise and incoherent. Therefore, they cannot effectively engage in and

sustain long stretches of conversation and participate intelligently and interestingly in a variety of oral discourse.

It is noticeable that the beginning of English teaching/learning in Burundi was not easy. The main problem was about teaching materials and teachers. Even today, there is a relative improvement but perfection is not yet reached. According to the classroom observation made by the researcher in some selected schools in Bujumbura: "Lycée de Vugizo, Lycée de Nyakabiga, Lycée du Saint Esprit, Collège Municipal de Gikungu, Collège Municipal de Rohero et Collège Municipal de Bwiza", he noticed that most of the students are good at reading passages and writing (grammar) but he found that they were bad at speaking and listening. That is why he concluded that teaching English in Burundi focuses on reading and writing with a little interest on listening and speaking . To solve this problem, changes are being operated in order to promote the four skills with much emphasis on listening and speaking. However, the task is not to promote change for its own sake but is to manage it so that to encrease the attention to the role of the learner and the process of learning.

From the above lines, we understand that change has always been motivated by a desire to improve the teaching/learning of languages. Again, the adaptation of teaching materials is needed to make the understanding easier and to motivate learners all along their acquisition process.

The researcher could not afford to investigate the problems that affect the teaching of English at all levels, but concentrate on

the problems found in junior high schools especially in fourth forms. Other researchers have also investigated the problems that affect the teaching/learning of English such as NIBIGIRA from the English department (F.A.S.S.) in "Evaluation of Today's English" (3rd form), MURYANGO from the same department in "Evaluation of English Skills II", BARAKAMFITIYE in "Evaluation of English Skills I", etc. Their contributions have been of great significance in this field.

We wished to contribute to this great body of knowledge by investigating how far the teaching of English is affected by teachers' approaches, lack of materials and students' attitudes towards English .

I.2. Statement of the problem

The success of the teaching process depends upon many factors. Among them we can name the teacher, the student, approaches, teaching materials, etc. In the same perspective of the teaching/learning of English, the educational system in Burundi reveals that teachers of English do not teach students to learn English as an effective means of communication, but as a means to achieve a certain end : to pass examinations as the researcher concluded during his investigation in some selected schools in Bujumbura. As a matter of fact, the analysis will concentrate on the approaches, teaching materials and students' attitudes towards English.

English Skills For Fourth Form Pupils gives good texts for reading and a good variety of exercises. But, it does not emphasise the communicative functions of the language. In addition, reading texts from the textbook do not properly present the goal of the target language. In other words, they do not help the students to use the language they have learned in the classroom in real life.

Because of the lack of good balance among the four skills, some teachers emphasise the acquisition of linguistic structures and vocabulary. As a result, students may know the rules of the language usage, but will be unable to use the language. Teaching/learning should emphasise the importance of the Communicative Approach as Larsen-Freeman (1986:123) points out:

> *Since communication is a process, it is insufficient for students to simply have knowledge for 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.*

In the same perspective, the textbook English Skills for fourth form pupils does not contain clear genuine communicative activities at all. Even some communicative exercises that we find in it are not enough. The problem becomes important in so far as the teaching of English language especially in developing countries become disillusioned because of the inappropriate materials to supplement the teacher's efforts and classroom experience as Strevens (1983 : 27) says :

> *there is a positive relation in any given country between effectiveness of teaching and the quantity of materials available to choose among.*

In Burundi, students need a good balance of the four skills for effective and meaningful communication. They should possess the ability to communicate with other members of society, engage in different types of conversations and activities in unofficial and official situations involving administration, education, medicine, politics, etc. Bearing in mind the necessity to communicate with the international community for political, economic, scientific and technological progress, approaches and materials should be chosen accordingly.

Even if teachers used the best and modern approaches, suited to the teaching of English as an effective means of communication , one wonders whether the teaching of English would be easier. There is an important variable in the overall teaching and learning of English, which is the students' attitudes. Their attitudes towards English will determine their proficiency. In order to show and solve the problem, the present study will assess whether the teaching of English is affected by the availability or lack of teaching materials, whether it is affected by the choice of approach or by the students' attitudes towards the language.

I.3. The purpose of the study

English is taught in Burundi as a foreign language after Kirundi, the mother tongue, and French, seen as an official language. Like any language, English is intended for communication. There is no doubt about the necessity to learn English language since its importance is noticeable all over the world.

Nevertheless, the linguistic environment does not give it support. In fact, students learn English language only in the classrooms. As soon as they get out of class, they do not have enough opportunities to practise it. Therefore, teachers and materials are the only sources of language data at the students' disposal. That is why the present study will bring to the attention of teachers of English, persons who are interested in academic researches the importance of approaches, teaching materials and students' attitudes in the English teaching/learning. In particular, teachers will become more informed about the nature, strengths and weaknesses of some approaches. The study will also help them to make better judgement on the approach to use.

Moreover, the role of materials in supplementing the teachers' efforts in teaching English and the students' attitudes will be investigated. Furthermore, material designers, textbook writers and teachers of English will also be made aware of the essential factors in designing materials for use in the teaching of English. The information yielded by this study will benefit teachers of English who should be able to improve their abilities in teaching. For those who find teaching English difficult, the present study should help them make every effort to ensure that their teaching of English is an enjoyable and educative experience.

CHAPTER II : LITERATURE REVIEW

II.1. Introduction

When English was introduced for the first time, in 1958, in Burundi, there were many problems. There were problems of finding materials, qualified teachers, suitable curriculum, etc. Teachers used books, notes that their own teachers used without analysing whether they were adapted or not. Some years later, the problem of curriculum and materials was somehow solved. Teachers used Cartledge's books "English courses for French speakers". Before BEPES was created, a seminar was held in 1971. The participants, who had realised that Cartledge's books were not adapted to Burundian students, were looking for some suitable books. Thus, since 1973, BEPES embarked on the production of a new series known as English Skills for Africa for the junior high school and Today's English for the senior high school.

As it has been suggested in the previous chapter, much attention is paid to the reading and writing of English in Burundi, which presupposes a good knowledge of the grammar. As such, the English learnt is for a specific purpose : to use when writing examinations. Students are not taught to communicate in different situations which may need oral skills. The student's command of English lacks flexibility and therefore makes him a poor communicator because communication is not limited to reading and writing only. About the problem of concentrating on some skills and neglecting others, Evans (1971 : 93) says :

> *The teacher should realise the importance of separating that work done for development of standards for the sake of examinations.*

The teaching and learning of a language should cover all the skills that are required for the full mastery of it as Biehler and Snowman (1976 : 443) observed :

> *Language is not only a means whereby we make statements and express our thought and ideas about things. More than this, we actually think by means of language. Our ability to think as well as our ability to use language, our power of understanding the thought of other people is limited by our own ability to use language ourselves. In addition, language is one of the means whereby we express ourselves.*

As it has already been stated in the general introduction, many varied factors combine to affect the teaching/learning of English. In this study, however, the researcher will limit himself to some of these factors and investigates teachers' approaches, lack of materials and students' attitudes towards English.

II.2. Aims of teaching/learning English

In his work, Malamah-Thomas (1987:75) realises that the main point of being in a classroom is for learning to take place. This is the aim of the classroom transaction, the learner's reception of the teaching message being every bit as important as the teacher's delivery of it. What goes on inside the learners, is therefore crucial in any examination of teaching practice. Successful learning is the main criterion of teaching success.

Furthermore, the way the teacher and the student feel about each other, about themselves and about what is going on in the

classroom is another important area for a meaningful and successful teaching/learning of English.

As already suggested, the objective in teaching a foreign language, unless it is simply that of getting pupils over an important education hurdle, is to enable the learner to behave in such a way that he can participate to some degree and for certain purposes as a member of a community other than his own. And what should a course in spoken English language production prepare a student to ? According to Brown and Yule (1983 : 27) :

> *The intention is often that the students should be able to express himself in the target language, to cope with the basic interactive skills like exchanging greetings, thanks, apologies and to express his needs and request information services.*

It has also been pointed out that one of the main aims of most English teachers is to enable their students to communicate information effectively in spoken English. In pursuing this aim, the teacher may wish to be able to assess, at regular intervals, how his students are progressing and also to find out if there are areas of students' performance. In addition, language teaching prepares the learner to participate in some other social groups, some other language communities other than his own, to play a part in fulfilling a role in that community. Unacceptable or inappropriate language prevents him from interacting satisfactorily with the other members of that community. Therefore, he may fail to achieve his ends, he may fail to communicate, be misunderstood or make himself ridiculous.

In short, teaching/learning English should prepare the learner to participate in a conversation with one or more speakers of the second language, to present a class report or to listen to and participate in panel and classroom discussions, to read and write textbooks, reports, advertisements, etc.

II.3. Approaches to language teaching

According to Strevens (1977 :23) :

> *By approach is meant a commitment to particular, specified points of view to an ideology, one might say about language teaching. Adherence to the set of ideas which characterised the Audio-lingual method is one example of an approach, adherence to Cognitive-code teaching is another. Direct method teaching embodied an approach; so did and does Grammar-translation teaching.*

The theories to language acquisition and second-language learning have resulted from several approaches and many methods for second-language instruction. However, this study will focus on the approaches widely used today.

II.3.1. Traditional Approaches

II.3.1.1. The Grammar-Translation Approach

In his introduction Larsen-Freeman (1986 :4) said :

> *The Grammar-Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called Classical Method since it was first used in the teaching of classical languages, Latin and Greek.*

In the same perspective, other researchers continued saying that classical languages were traditionally taught with the Grammar-Translation Approach. Students were never expected to speak or think in the target language. A fundamental purpose of learning a foreign language was to be able to reach its literature and literary language was superior to spoken language. This approach dominated European and foreign language teaching from 1840's to the 1940's, and in the modified form, it continues to be widely used in some parts of the world today. The approach is still used in situations where an important goal is for students to be able to translate each language into the other. If students can translate from one language to another, they are considered successful language learners.

As it has already been noticed by the researcher during his classroom observation, the primary skills to be developed are reading and writing. Little attention is given to speaking and listening and almost none to pronunciation. In the classroom, the teacher is the authority and it is very important that students get the correct answer. In short, the Grammar-Translation Method is a rigid one which demands of the teacher only the mechanical use of rules rather than the advancing of message to audience.

II.3.1.2. The Direct Approach

As with the Grammar- Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years as Freeman (1986 : 18) says :

> *Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.*

In the Direct Approach, teachers were intending to develop students' communicative ability in the target language and they should also learn to think in the target language. Likewise, students should learn to think in the target language. To do this successfully, reading in the target language should be taught from the beginning of the language instruction.

In addition, students learn to think in the target language as soon as possible and vocabulary is acquired more naturally if students use it in full sentences rather than memorising words lists. Furthermore, the teacher should demonstrate not translate. It is desirable that students make direct association between the target language and meaning. Likewise, lessons should contain some conversational activities and some opportunities for students to use language in real contexts are necessary. Students should be encouraged to speak as much as possible. However, it has one very basic rule : no translation is allowed and the native language should not be used in the classroom.

II.3.1.3. The Audio-Lingual Approach

The Audio-Lingual Approach, like the Direct Approach , has a goal that is very different from that of the Grammar-Translation Approach. The Audio-Lingual Approach was developed in the

United States during World War II. At that time, there was a need for people to learn foreign languages rapidly for military purposes. According to Ambart and Melendez (1984:41):

> *The Audio-Lingual Approach introduced new material in naturalistic dialogue. Vocabulary and grammatical structures are carefully controlled and sequenced. Language skills are sequenced : i.e. listening, speaking, reading and writing. Memorisation via repetition drills is stressed. Classes are conducted primarily in the target language but brief explanations in the native language are sometimes used.*

With this approach and all the other traditional approaches, speaking the foreign language is not the goal, and oral practice is limited to students' reading aloud of sentences or parts of a passage. In most cases, what the 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, mental discipline, and intellectual development. Reading and writing are major focus, little systematic attention is paid to speaking and listening. The sentence is the basic unit of teaching and language practice. With the traditional approach, the student's native language can be used as a medium of instruction when teaching English accuracy is emphasised. Students are expected to attain high standards in the grammar of target language because of the high priority attached to meticulous standards of accuracy for passing the formal written examinations.

The traditional approaches to teaching English do not aim at developing the learners' four basic language skills. For example, the Grammar-Translation Approach did not aim at developing the four skills. The approach turned out to be inefficient and lacking because

it never developed the oral proficiency of learners. Defending the Grammar-Translation Approach, however, Byran (1989 : 10) says :

> *The Grammar-Translation Method has been widely and justly criticised, but it should not be criticised for not doing what it did not set out to do : to produce speakers of the language on the model of, and assessed against the ideal of, a native speaker and a highly educated native speaker to boot. It is more reasonable to assume that it set out to produce a native reader and writer.*

From the above quotation, we understand that developing countries' objectives to teaching English as a foreign language have for a long time aimed at producing good readers and writers of English who would perform well in written English examinations.

After this brief analysis of traditional approaches, the following subchapters are concerned with the modern ones.

II.3.2. Modern Approaches

Modern teaching/learning of English should insist on creativity and flexibility in order to accommodate the needs of the students. They should learn how to communicate by communicating, by using the language. Communication activities focus more on fluency than on accuracy. Language drilling requires quite a lot of teacher-control. The teacher gives the learners more freedom to communicate. They will probably make some mistakes but that is not important at this stage, at least they will also be gaining competence and confidence in using the language independently.

II.3.2.1. The Situational Approach

It is believed that language is for communication. Linguistic competence, the knowledge of forms and meanings is, however, just one part of communicative competence. Thus, the learner needs knowledge of forms and meanings and functions. However, he must also use this knowledge and take into consideration the social situation in order to convey his intended meaning appropriately.
For this reason, the teacher could base his teaching on the Situational Approach. He has to bear in mind 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 skills of language as Richards and Rodgers (1990 : 36) suggested :

> *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 sentences 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. Materials are taught orally before it is presented in the written form. The target language is the language of classroom and the main classroom activity in the teaching of English structure is the oral production of structures. The theory that knowledge of structures must be linked to situations in which they could be used is very important. The Situational Approach emphasises a close relationship between structure of language and the context and situations in which language is used. Language learned for one situation may not

apply to other situations. This approach is advantageous because it exposes the students to different challenging situations which they usually meet after school.

II.3.2.2. The Communicative Approach

Communicative competence involves being able to use the language appropriate to a given social context. To do this, students need knowledge of the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these, the most appropriate form, given the social context and the roles of interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors.

As it has been already noted, there is no clear-cut demarcation between these approaches. They are complementary. Hence, we suggest that a teacher informed about the available choices would make better decisions about methodology. It is worth to encourage teachers to examine their own beliefs about teaching and learning, on which they can base their methodological decisions. Being clear about this would put them in a better position from which to consider the ideas associated with the methods discussed in this study.

The Communicative Approach to second language teaching emphasises that the goal of language learning is communicative competence. Commenting on the communicative approach, Littlewood (1984 : 1) asserts :

> *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.*

It is therefore observed that originators of most of the methods discussed in this present work take as their primary goal enabling students to communicate using the target language. During communication, we use the language to accomplish some functions, such as arguing, persuading, promising, etc. Moreover, we carry out these functions within a social context. A speaker will choose a particular way to express his argument. The goal of the Communicative Approach as Freeman (1986 : 38) comments, is to have one's student become communicatively competent. While this has been the stated goal of many of the other methods, in the Communicative Approach, the notion of what it takes to be communicatively competent is much expanded.

It is important to learn a foreign language because we are not living in isolation. We have to share and borrow some other people's experiences and their modes of social life. Therefore, Communicative Approach should then be used to get students exposed to natural meaningful languages as Larsen –Freeman (1986 : 123) states:

> *Since communication is a process, it is insufficient for students to simply have knowledge of 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.*

The emphasis on the Communicative Approach on processes of communication rather than mastery of language forms leads to different roles for learners, from those found in more traditional

approaches in second language classrooms. While students are engaged in discussions, dialogues, role playing and debates, the teacher should not intervene; that is by telling students that they are making mistakes, insisting on accuracy and asking for repetition, this undermines the purpose of the activity.

As it has been noted in the previous lines, a lot of similarities do exist between these above mentioned approaches. And no approach really works in isolation from the others. They are all interdependent. Modern Approaches to teaching English should be based on the following principles :

a) The spoken language is primary and it should be reflected in an oral-based methodology.
b) Learners should hear the language first, before seeing it in written form
c) Words should be presented in sentences never in isolation and they should be practised in meaningful contexts and not be disconnected elements.
d) If grammar rules are to be taught, they should be taught only after students have practised the grammar points in contexts.

From the researcher's experience as a teacher of English at senior high school, students join junior high school education with any knowledge as far as English is concerned. They do not only fail to read English and express themselves in writing, but they also 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 modern approaches which aim at developing the learner's four basic language skills.

In the classroom, the teacher is a facilitator of his students' learning. As such he has many roles to fulfil. At this stage Littlewood (1981 : xi) says :

> *He is a manager of classroom activities. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an advisor answering students' questions and monitoring their performance. At other times he might be a co-communicator, engaging in the communicative activity along with the students.*

In the Communicative Approach, almost everything that is done is done with a communicative intent. Student use the language a great deal through communicative activities such as games, role-plays, problem-solving tasks, etc. Also, students have to be provided with authentic materials. It is considered desirable to give them an opportunity to develop strategies for understanding language as it is actually used by native speakers. Finally, activities in the Communicative Approach are often carried out by students is small groups. Small numbers of students interacting are favourable in order to maximise the time allotted to each student for learning to negotiate meaning.

During the classroom activity, students should not normally be aware of intervention by the teacher during the performance of the activity. This has implications for the power relations in the class, but the crucial point is that the teacher's ability, greater power to determine what is or is not appropriate behaviour, should not affect students' freedom to hide or reveal their own intimate feelings or personal information in the same way as they would be free to

choose in a non-pedagogic environment. At this time, correction should have no place, or a very minor place, in fluency work, for it normally distracts from the message, or may even be perceived as rude. Fluency then can be seen as the maximally effective operation in the language system so far acquired by the student as Brumfit (1984 : 57) puts it :

> *The claim is that by putting students into positions where the demands of the situation force them to use language as fluently as possible, the process of creative construction should be assisted.*

It is suggested that the most efficient communicator in English is not always the person who is best at manipulating its structures. According to Mwesigwa (1992 : 79) :

> *The most efficient communicator in English 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.*

During communication, teachers may fail to precisely choose relevant and interesting topics and materials for their learners. But, with the learners involvement, this problem of choice and interest could be overcome. Students should be given a chance to choose what to learn. As Larsen-Freeman (1986 : 132) puts it :

> *In communication, the speaker has a choice of what she will say, how she will say it. If the exercise is tightly controlled so that students can only say something in one way, the speaker has no choice and the exchange, therefore, is not communicative. For example, if a student must reply to her neighbour's question in the same way as her neighbour replied to someone else's question, then she has no choice of form and content, and real communication does not occur.*

As it has been shown earlier, the key to good teaching of English language lies in the teacher's ability to centre to the learner's level and view point. Again, no approach is to be regarded as the secret to successful teaching of language for effective communication. A lot of similarities do exist between them and no approach really works in isolation from the others. They are all interdependent. That is why controversies in language teaching have not yet resolved or adopted anyone approach as being the most appropriate and effective in teaching language. Therefore, language teaching approaches have largely remained a matter of opinion rather than of fact. Consequently, the classification of the approaches as either " traditional" or " modern" will largely remain relative to different scholars.

II.4. Teaching materials evaluation

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

Commenting on the value of reading materials to students in the process of teaching and learning language, The integrated syllabus (1983 : 187) concurs with Andrew Wright . The syllabus puts it clearly that reading materials would help students get exposed to variety in type for example, prose, poetry, drama, both in oral and written forms. According to the syllabus, materials help students study effectively and independently . Strevens (1983 : 164) realises 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 concluded by saying that whichever branch of teaching, the preparation of materials offers scope for ingenuity, innovation and imagination.

Teaching materials do not refer to books, but they also include newspapers, magazines, periodicals, stories, poems, plays, pictures, photographs, maps, films, tapes, tape records, video, etc. Most materials come from the world of real rather than from textbooks. They 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. They help focus on understandable, relevant and interesting exchanges of information rather than on the presentation of grammatical forms.
Gurrey(1960 : 71) remarques that the textbook provides much material and guidance in form of text, vocabulary, grammar and exercises.

Oduke Tuwi (1991 : 30) affirms that :

> *The normal uses to which a pupil puts language during this everyday life should provide the main source of material for the work he will do under the guidance of the English teacher. But this will not be the only source for we must have, in addition, the written record of experiences of other human beings.*

Many proponents of the Communicative Approach advocate the use of authentic materials in the classroom, but, unfortunately some of the secondary schools in Burundi are without any novels or good cultural literature for their students. In Burundi, we do not have much authentic materials, there is no abridged series of novels

specially for learners of English stories, short stories, plays papers specially written for schools. In schools, there are no tapes, tape recorders, video and the limited materials available are foreign oriented depicting foreign cultures and experiences that may be of little if any relevance for our students.

In Burundi, schools that have libraries are stocked with limited materials which cannot adequately cater for the large numbers of students found in secondary schools. Some classes, especially in communal colleges, are often very large with as many as one 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 the class for group activities.

Materials should be accessible in vocabulary range and complexity of structures. It should not be too challenging or too easy. If it contains very difficult language, it will frustrate the students and demotivate them. Students in 4th form are regarded as junior students who need books that they read quickly and assume a sense of achievement. Care should be taken in choosing materials for students, and teachers should try to supplement materials that students feel they want.

Although it is said that the perfect textbook' does not exist, there should be other suitable materials. In short, teaching materials should be a priority over other things in schools considering their usefulness in supporting classroom teaching. In the previous section, we were dealing with approaches. And it is suggested that

approaches and teaching materials are inseparable. We cannot talk about one without the other. They are therefore intimately related. That is why the English teaching material used in fourth form secondary schools will be more concerned in this study.

II.5. Students' attitudes towards the subject

A factor which affects the teaching of English, which many people tend to ignore, is the students' attitudes towards the subject. Learning is affected by complex psychological factors and it only occurs easily if there are positive attitudes towards the subject. Littlewood(1980 : 56) makes the following observation:

> *One of the factors influencing how we experience the process is our attitude towards the foreign culture itself. If this attitude is negative, there may be strong internal barriers against learning, and if learning has to take place because of the internal compulsion, it may proceed only to the minimum level required by the external demands.*

Concerning attitudes, there are closely related factors which have strong effect on the success or failure in language learning inspite of teacher's efforts. Attitude indirectly affects motivation which is a complex phenomenon and includes many components: the individual need for achievement, success, curiosity, desire for communication and new experience. Favourable attitudes reinforce these factors which are very essential if teaching and learning English is to be achieved successfully. Motivation encourages somebody to pursue a course of action as Harmer (1983 : 3) thinks that motivated students do significantly better than their peers who are not.

It has been said by people involved in language teaching that, a student who really wants to learn will succeed no matter the circumstances which are under what he studies. All teachers then should think of situations in which certain motivated students do significantly better than their peers, and it seems reasonable to suggest that the motivation of the student is the single most important thing that he brings to the classroom.

Motivation is some kind of internal drive that encourages somebody to pursue a course of action. It is suggested that, if we perceive a goal and if that gaol is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal.

According to researchers, language learners who are motivated also perceive goals of various types, and we make a distinction between two important goals : short-term goals and long-term goals. Long-term goals have something to do with a student's wish to get a better job or become a member of the target language community. Short-term goals include such things as the urge to pass an end-of-term or end-of-semester exam. It seems possible to suggest that a teacher will find a strongly motivated student with a long-term goal easier to teach than a student who has to study the language because it is on the curriculum.

It is distinguished two main types of motivation in language learning : extrinsic and intrinsic motivation. Extrinsic motivation on the one hand is concerned with factors outside the classroom. A student's attitude will be strongly influenced by those around him. If, for example a young student's parents are very much against the culture of the target language community, it is possible that this will

negatively affect the student's attitude. Conversely, a positive attitude on the part of the parents might have a positive effect.

The intrinsic motivation on the other hand is concerned with what takes place in the classroom. It is worth noting that physical conditions have a great effect on learning and can alter a student's motivation either positively or negatively. Classrooms that are badly lit and overcrowded can be excessively de-motivating, but, unfortunately many of them exist in Burundi secondary schools. Accordingly, teachers should presumably try to make their classrooms as pleasant as possible. Even where conditions are bad it may be possible to improve the atmosphere with posters, students' works on the walls, etc. Farrant, (1985 : 113) concurs with Harmer, on the great importance of motivation in language learning and says:

> *If for reason his motivation is limited, he will not put as much energy and enthusiasm into his learning as when he is strongly motivated and the resulting learning will be slow and inefficient.*

Motivation which is closely inter-linked with attitudes is very important if success in learning is to be attained. Harmer (1986 : 93) observes that learners who are motivated also perceive goals of various types. One's attitude towards the culture of the target language community may also affect the way he learns the target language. A student who is attracted by the culture of the target language is integratively motivated and will learn the language more quickly. The instrumentally motivated student will learn the language but as a means to achieve a certain end. In Burundi, it might be to pass examinations.

In the same lines, Harmer (1983 : 61) makes the following comment in order to maintain the students' motivation; the teacher has to consider what they have been doing recently. If they have been doing a large controlled work, they may be given a freer activity. If the work has been tiring, challenging and too serious, they may be given an activity whose purpose is to relax the students. The teacher has to be present with a range of choices to achieve this. However, English Skills For Fourth Form Pupils does not offer enough choices to allow the teacher to vary activities as much as possible.

It is suggested that students are motivated when they are taught about cultural aspects which they can easily relate to and cultural aspects which can easily capture their attention. Teachers should then introduce topics which helps students to be involved in the act of communication. For instance, topics related to "love" are particularly interesting for adolescent pupils. As far as students in 4th form are concerned they are between 16 years old and 18 years old. Therefore, they are strongly motivated when they are dealing with such topics. In other words, when there is something to stimulate students' emotion, they are motivated to communicate. Accordingly, textbook writers and designers should include a large number of topics that involve the learner's emotions when writing them. It would be also interesting to encourage students to express themselves by creating suitable situations related to their daily life.

Littlewood (1981:109) understands that the development of communi-cative skills can take place if learners have motivation and opportunity to express their identity. A learning atmosphere which

gives them a sense of security and value as individuals is very important. Such an atmosphere depends on the existence of interpersonal relationships which do not create inhibitions, but which are supportive and accepting.

More than that, to increase the student's motivation is to present the language data in an interesting way. This includes a simple and daily language. If it happens that the content of the message is not interesting, the result will be negative. It is then the job of the teacher to know the student's needs, what their interests are, in order to introduce subjects that maintain their desire to learn the language. As Cunningsworth (1984 : 57) puts :

> *We need to see that the materials which are adopted make use of language in order to convey information, express opinions, etc. which are of genuine intrinsic interest to the learners.*

According to experiences, small groups provide greater intensity of involvement so that the quality of language practice is increased. More than that, the setting is more natural than that of the full class, for the size of the group resembles that of normal conversational groupings. Because of this, the stress which accompanies public performance in the classroom should be reduced. Experience also suggests that placing students in small groups assists individualisation, for each group, being limited by its own capacities, determines its own appropriate level of working more precisely than can a class working in lock-step, with its larger numbers. Furthermore, co-operation may be seen as ideologically desirable as Jolly and Early (1974 :2) point out :

> *Psychologically, group working increases the intellectual and emotional participation or involvement of the individual pupil in the task of learning a foreign language. Some pupils are more intelligent than others, while some are more gifted in learning languages, some pupils are outgoing, communicative, extrovert personalities, while others are shy, withdrawn introverts. In small groups, all these types of learner can meet and mix, compensating for one another's strong points and deficiencies as language learners.*

Finally, it goes without saying that attitudes of students to a subject determine the degree to which knowledge or skill is acquired by the learner. Therefore, lack of facilities in the school : textbooks, libraries, stable staff and teacher's approach to language teaching could be some of the factors that may cause negative attitudes in students.

After this second chapter dealing with Literature Review, the third chapter of this study will be concerned with the Methodology that has been used all along the research.

CHAPTER III: METHODOLOGY

III.1. Area of study

The study was conducted in six secondary schools in Bujumbura : "Lycée de Vugizo, Lycée du Saint Esprit, Lycée de Nyakabiga, Collège Municipal de Bwiza, Collège Municipal de Gikungu et Collège Municipal de Rohero". The schools studied could not be more than six because of the financial constraints, transport and security problems anticipated by the researcher.

III.2. Data collection procedure

III.2.1. Selection of subjects

Since the study focused on the assessment of English Skills For Fourth Form Pupils, the researcher decided to work with 4th form students and teachers who have taught or still teach English in the fourth form. Under normal circumstances, three years learning a language are regarded enough to master it. Consequently, students are expected to express themselves clearly and confidently in English. More than that, they are regarded mature enough to give their opinions or attitudes towards English language. In all the selected six secondary schools, a total of (240) two hundred and forty subjects were used regardless of their sex, socio-economic status and home background.

The target population of the study also included fifteen teachers of English. They were those who have taught or still teach

English in the fourth form. The researcher wished to know whether these teachers use the traditional or modern approach to English teaching.

He also wished to elicit information about materials and other supportive resources used to supplement their efforts in teaching English.

Selected schools were divided into two groups. The first group was classified as the reasonably better-off schools. These were "Lycée de Vugizo, Lycée de Nyakabiga et Lycée du Saint Esprit" . These schools are adequately equipped with language teaching materials. The second group included "Collège Municipal de Rohero, Collège Municipal de Bwiza et Collège Municipal de Gikungu". These are basically day schools. They have poor stocked book stores which presupposes that they lack materials to support teacher's efforts in the teaching of English. The aim of categorising schools into these two groups was to show a representation of secondary schools in Burundi where some schools were better-off than others in terms of facilities and teaching materials.

III.2.2. Questionnaire

Through this study, three types of questionnaire were used : the first one was concerned with the teachers' approaches used while teaching/learning English ; the second one was concerned with the materials' evaluation ; the last one was about students' attitudes towards the course and teachers. Before making a final correct and meaningful questionnaire a pilot study was made. For

this, we used forty subjects from four schools. The objective of the pilot study was to see whether there was any modification to be made on the final questionnaire. The questionnaire for teachers about the approaches they use and about the suitability of the material were taken from Harmer (1983 : 241-244). In fact, Harmer's book is based on Communicative Approach to language teaching as we read in the preface:

> *The Practice of English Language Teaching aims to make the teacher's job easier by drawing together many of the theoretical insights of recent years, and putting them at the service of a broad methodological approach (called, in this book, " the balanced activities approach") to the teaching of English as a foreign or second language.*

As already mentioned above, three types of questionnaire were used :

III.2.2.1. Teachers' questionnaire on approaches

This questionnaire aimed at testing the approaches they used when teaching English. Teachers were required to indicate activities they engaged their students in during lessons. Thus, the approach used could be deduced from the indicated activities. Approaches could then be designated traditional or modern. The questionnaire was easy to administer. Whenever the researcher could not find the junior high school English teacher, he would leave the questionnaire with the headteacher. Owing to a limited time, a week was given to the teachers to complete the questionnaire. After completion, the teachers could hand it to the headmaster or headteacher.

III.2.2.2. Teachers' questionnaire on the suitability of teaching materials

This one aimed to seek information about materials and other resources teachers use to support their efforts while teaching English. This one was also easy to administer. Whenever the researcher could not find, the junior four English teacher, he would leave the questionnaire with the headteacher or headmaster. A week was given to teachers to complete their questionnaires. A teacher could hand it to the headmaster or headteacher.

III.2.2.3. Students' questionnaire on their attitudes towards the subject

Having got the letter of introduction from the headmaster, the researcher made a familiarisation tour of the schools in the area of study. In each school, the researcher introduced himself to the headteacher who in turn introduced him to the headmaster. The latter advised the researcher on how to deal with his subjects. He was also introduced to one teacher of any science subject in each school who later helped the researcher to administer the students' questionnaire on attitudes towards English.

The questionnaires were quite easy to administer because they occupied rather a short time. Students were required to express their responses in the limits of fixed answers in form of "yes" or "no". The questionnaire items measured the tendency to be either positive or negative.

In each school, the questionnaire was handled by a science teacher to avoid students' bias. The completed questionnaires were collected by the science teacher pending their collection from him or her by the researcher. The exercise lasted a week.

The main objective of the present study was to examine some of the factors that affect the teaching/learning of English in Burundi secondary schools. Hence, some of them were investigated and the results will be determined in the next chapter.

III.3. Data analysis procedure

The analysis tried to investigate how far the teachers' approaches, teaching materials and students' attitudes affect the teaching of English. Therefore the following are the fundamental questions that the findings are going to answer to.

i) Do teachers' approaches affect the teaching of English ?
ii) Is teaching English affected by lack of teaching materials ?
iii) Do students' attitudes affect the teaching of English ?

For a better analysis of data, the researcher used descriptive statistics by means of percentages and results are given in tables. In this section, the researcher also looked at answers given by both teachers and students. This procedure of analysing has been inspired by the ones used by NIBIGIRA (1992) while evaluating Today's English(IIIrd form) and NIYUHIRE (1996) while evaluating English Skills I (sixth form)

As it has already been mentioned earlier, the researcher wished to know whether these teachers use traditional approaches or the modern ones to teaching English. Therefore, answers given by teachers helped the researcher to deduce whether the approach was traditional or modern. For second part of the teacher's questionnaire, we wished to elicit information about materials and other supportive resources teachers use to supplement their efforts in teaching English. Looking at the answers given by teachers, we would also conclude whether materials at their disposal were sufficient, appropriate and suitable.

As far as the students' questionnaire on attitudes is concerned, the researcher wished to know the feelings of the students to be either positive or negative towards the English as a subject, the teacher himself and the physical conditions during English teaching/learning.

Finally, students had to say whether English Skills For Fourth Form Pupils is a good textbook and if they would propose its usage in that class. In the case the textbook were to be found inappropriate, they were asked to propose all changes they would like to introduce in it. On the other hand, teachers were asked if they would recommend continuing the use of English Skills For Fourth Form Pupils. If not, they were warned to provide definite suggestions to improve the textbook.

All in all, the results will help us to determine whether the textbook can continue to be used as it actually is, or whether there is a need for it to be improved.

The answers to all these interrogations are found in the fourth chapter of this work, namely Findings.

CHAPTER IV : FINDINGS

IV.1. Introduction

We undertook this study to investigate some of the factors which handicap the teacher in his efforts to teach English in selected secondary schools in Bujumbura. The data were analysed to test the three hypotheses formulated by the researcher in chapter III. This chapter is then a presentation and interpretation of the data. The first type of questionnaire was given to fifteen teachers and the following is the results from different questions about teachers' approaches.

IV.2. Data from teachers on their approaches

Table 1 : Skills to be given priority

Skills	Reading	Speaking	Writing	Listening	Total
(%)	17.3	36.7	34.2	11.8	100

Our informants have distinguished two main groups of language skills. To start with, speaking and writing are skills of production on the part of the language user. Listening and reading are receptive skills in that the language user is receiving written or spoken language. In order to master these skills, some of our informants suggest : " anyone who uses language well has a number of different abilities. He may read books, write letters, speak on the telephone, listen to radio, etc".

In the same perspective, they said that productive skills should be given priority before the receptive ones. This is because speaking is the most important since English like any other language is first and foremost spoken. Students or speakers should be able to cope with basic interactive skills like exchanging greetings, thanks, apologies , expressing their needs, etc.

From the table, it is observable that the skills have been deeply distinguished according to their importance. Some of the teachers have talked too much about separation of skills : " Skills should be separated and treated as such, one day students will concentrate on reading, and reading only, the next day speaking and only speaking, the third day listening and listening only and fourth day writing and only writing". To support their point of view, they said that if you ask the learner to combine all skills, the understanding becomes fuzzy and the learner does not perform any of them. As a reaction to this point of view, Harmer(1983 : 47) comments :

> *In fact this position is clearly ridiculous for two reasons. Firstly it is very often true that one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom writing without reading even if they only read what they have just written. Secondary though, people use different skills when dealing with the same subject for all sorts of reasons. Someone who listens to a lecture may take note and then write a report of the lecture.*

In these cases, and in many more, the same experience leads to the use of many different skills, and in our teaching, we will try to reflect this. Where students practise reading, we will use that reading as the basis for practising other skills. For example, students involved in an oral communicative activity will have to do

some reading or writing in order to accomplish the task which the activity asks them to perform. Students will be also asked to write, in order to emphasise reading, listening, etc.

As it has already been commented in the previous lines, teachers have concurred with the researcher that some skills especially speaking and listening are too much neglected in the Burundi educational system. About writing, they said that today's world is engaged in official affairs so that everything must be written to be formal. In addition, today's people travel too much from country to country, from continent to continent, etc.

As a consequence, interpreting, and translating activities become great businesses. Furthermore, the majority of workpeople need to write to keep documents clear. In short, concluded our informants, the most important on writing is a greater need for logical organisation in a piece of writing than there is in a conversation.

At this point, people who are interested in the role of different skills have made some comparisons between written and spoken English. They said that a speaker has a great range of expressive possibilities at his commend. Apart the actual words he uses, he can vary his intonation and stress words that help him to show that part of what he is saying is more or less important. To support this point of view, Harmer (1983 : 48) says :

> *At any point while he is speaking, he can re-phrase what he is saying or speed up or slow down depending on the feed back he gets from his listeners. People listening to him can show by a variety of means that they do or do not understand/ approve of what is being said, and of course the speaker can use facial expression, gesture and body posture to help to convey his message.*

More than that, some researchers add that the single most important difference between writing and speaking, however, concerns the need for accuracy. Native speakers constantly make mistakes when they are speaking. A piece of writing, however, with mistakes and half-finished sentences, would be judged by many native speakers as illiterate since it is expected that writing should be correct. From the point of view of language teaching, therefore, there is often far greater pressure for written accuracy than there is for accuracy in speaking. The writer also suffers from the disadvantages of not getting immediate feedback from the reader and sometimes getting no feedback at all. He cannot use intonation or stress, and facial expression, gesture and body movement are denied him. These disadvantages have to be compensated for by the greater clarity and by the use of grammatical and stylistic techniques for focusing attention on main points.

Concerning reading, they said that it can not be separated from writing. A person who has a piece of writing has also to read it. And listening is included in the other skills. While talking to an audience, this latter listens and reacts, asks questions, makes comments, etc.

Table 2 : Teachers' answers about activities

Activities	Proportion(%)			
	Yes	No	No answer	Total
1.Using language one in the classroom	43	57	-	100
2. Importance of accuracy and fluency in communicative activities	52	48	-	100
3. Place of students talking-time and teacher talking-time	57.3	41.2	1.5	100
4. Effective communication after fourth form	-	100	-	100
5. Importance of group and pair working	33	67	-	100
6. Role of grammar in English class	72.6	27.4	-	100

With reference to the use of language one during English class, 43% of our informants said that they sometimes use it. In other words some teachers are still using students' native language as one of them observes :

> *The meaning of the target language is made clear by translating it into the students' native language. The language that is used in class is mostly the students' native language.*

In fact, after explaining an item, using very simple words to make it understandable, if students do not get its meaning, they said they may translate the word in native language. By contrast, 57% said that they never use language one in English class. Moreover, familiarising students to talk in native language is a bad thing

because whenever they come across a difficult word, instead of trying to guess the meaning in the target language, they will simply ask the meaning in the native language.

As it is shown in the table, a good number of teachers use language one in their English class. Likewise, the majority of them do not use it. For this reason, we may say that teachers partly use traditional approaches and partly modern ones. For instance, Grammar-Translation Method which emphasises translation from language one to language two is used in some secondary schools.

Concerning the importance of accuracy and fluency in communicative activities, 52% said that they could not tolerate mistakes during English class. When a student makes a mistake, the teacher has to stop him or her immediately and correct the mistake. As Larsen-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 with the correct answer.*

Conversely, the other group 48% provided different positions of teachers on how they respond to students' errors and mistakes. At this point of view, the great majority of our informants said that the position of teachers varies from one to another, depending on the approach one is using. To begin with, the role of the teacher in theGrammar -Translation Method is traditional. He is the authority in the classroom and students do as he says so that they can learn what he knows. Concerning errors and mistakes, it is very important

for students to have correct answer. If students make errors or don't know an answer, the teacher supplies them with the correct answer. Compared to the Direct Method, the teacher directs the class activities and the students' role is less passive than in Grammar-Translation Method because the teacher and the students are more like partners in the teaching/learning process. For this method, correct answer is not provided but the teacher has to employ various techniques to get students to self-correct whenever possible.

Talking about the role of teachers in the Audio-Lingual Method, one of our informants asserts :

> *The teacher is like an orchestra leader directing and controlling the language behaviour of her students. She also is responsible of providing her students with a good model for imitation.. Students are therefore imitators of the teacher's model or the tapes she supplies of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible.*

Here, students' errors are to be avoided if at all possible through the teacher's awareness of where the students will have difficulty and restriction of what they are taught to say.

Besides, the teacher should let the student get to the end of what he or she is supposed to be saying before giving feedback. Again, before a teacher makes his comment, he should first and foremost give a chance for self-correction. He should not have to correct the mistakes himself but show that a mistake has been done. Teachers may do it by the expression of their faces, or by making a sign with their hand or whatever comes naturally. After this, the teacher gives the students a little time to recognise the mistake and correct it. The student may not know what to say, or make another

mistake. In this case, the teacher can ask if anyone else in the class can do the example correctly. If there is none to provide a good answer, the teacher gives the correct forms. To support this idea, Larsen-Freeman(1983:65) asserts:

> *The teacher works with the students in getting them to self-correct. Students are not thought to learn much if the teacher merely supplies the correct language. Students need to learn to listen to themselves and to compare their own production with their developing inner criteria. If the students are unable to self-correct and peers cannot help, then the teacher would supply the correct language, but only as a last resort*

To sum up, it is suggested that most of the interaction in general English classroom is from the teacher to the students. Flankly speaking, there is a little student initiation and little student-student interaction. Few teachers said that they try student-to- student interaction in chain drills or when students take different roles in dialogues. However, this interaction is teacher directed. In short, most of the interaction is between teacher and students and is initiated by the teacher.

Commenting on communicative activities, students need the experience of a meaningful communication if they are to learn to use the language. If students are to say anything meaningful, they need to feel that people are listening to what they are saying not how they are saying it.

Making mistakes in a foreign language use is normal since native speakers constantly make mistakes when they are speaking as Harmer, (1983 : 48) says :

> *They hesitate and say the same thing in different ways and they often change the subject of what they are saying in mid-sentence.*

Our informants said that the textbooks they use are highly examination oriented. Hence, reading and writing skills become the most important activities to be developed with little emphasis on listening and speaking. What is more, the textbooks do not contain enough communicative activities. Even the few communicative exercises they contain fail because they are not sufficiently related to the student's interests. Teachers and students worked and continue to work through them for years. However, at the end of their studies, students are very good at answering multiple-choice questions, blank-filling, but are unable to answer even a simple question in spoken English.

Regarding the talking-time on the part of students and teachers, the first group 57.3% said that students talking-time should be promoted. However, if they do so, they will not cover the whole programmes which are often too vast. The second group 41.2% said that in many classrooms, it is the teacher who does most of the talking. Instead, speech-work doesn't mean teacher-talk. This may mean that in a forty five minutes lesson, each student might speak for an average of only a few seconds. No wonder so many students are poor at spoken English. Speech-work then, means primarily student-talk. In many classrooms speech-work is neglected. However, it is a vital language skill in teaching/learning a foreign language.

Concerning the effective communication of students in fourth form, all teachers 100% said that they cannot expect students to be communicatively effective at this level. They suggested that, at that stage, students will know only a very small part of the language. At

this level, students will have only a limited amount of English at their commend.

Concerning the importance of group and pair working, the majority of teachers 67% are worried about the use of the students' native language in monolingual groups. Again, incorrectness, noises and indiscipline are other teachers' worries when pair work is used particularly with children and adolescents. What is more, there can be more use of the students own language rather than English during practice and communicative activities ; particularly where students working in pair or group, share the same native language, there is a tendency for them to revert to that language when they find the task hard.

Regarding t hose who found that working in pair and group as a vital language teaching ability 33%, they said that it seems to be a good idea to familiarise students with pair-work at the beginning of a course by giving them this kind of short, simple, task to perform, etc. It immediately increases the amount of students practice. As they get used to the practice of working in pairs, the teacher can extend the range of activities being offered. About how students are put in pairs, teachers will have to decide whether they will put strong students with weak students' or whether they will vary the combination of pairs from class to class. Many teachers adopt a random approach to putting students in pairs while others deliberately mix students who do not necessary sit together. To be frank, there seems to be no research to give an answer to the ideal combinations of either pairs or groups. Simply, the teacher should probably make decision based on the particular class and on

whether he wishes to put special students together, whether he wants to do it at random by the letter of the alphabet which begins the student's name.

This way of doing allows students to use the language and also encourages them to co-operate which is itself important for the atmosphere of the class. The teacher is then seen as a controller and he is no longer oppressively present. Students have to help each other to use and learn the language.

However, as noted by the same teachers, a lot depends on the task the teacher has set and on his attitudes during the activity. If, for example, a teacher goes and concentrates on one pair or group in the corner of the classroom to the exclusion of the others, then, indeed, the rest of the class may forget their task and start playing about. Pair work is therefore a way of increasing student's participation and language use and it can be used for a great number of activities.

Concerning the areas of language to be emphasised, different opinions have been noted. Teachers said that all depend upon the approach chosen. If, for example, the Grammar-Translation Methods is used, vocabulary and grammar are emphasised. In other ways, reading and writing are primary skills that the students work on. There is less attention given to speaking and listening. The Direct Method, on its part, emphasises vocabulary over grammar and oral communication is seen as basic. In the same way, the Audio-Lingual Method emphasises structures over all the other areas. The syllabus is typically a structural one, with the structures

for any particular unit included in the new dialogue. Vocabulary is also contextualised within the dialogue. What is more, the Communicative Approach emphasises language functions over forms. Typically, although not always a functional syllabus is used and a variety of forms are introduced for each function. In short, these were different points of view from teachers about what areas to be emphasised during English class. They would like to emphasise the four language skills.
However, since textbook and curriculum are highly examination-oriented, they are obliged to focus on grammar so that students pass different examinations. Otherwise, they will be considered as very bad teachers because of the students failure.

Altogether, the researcher's findings on the teachers' approaches reveal that most of teachers use the traditional approach when teaching English. Thus, we conclude that the traditional approach used by most of teachers affects the teaching of English. The approach only emphasises two skills of language: reading and writing. Littlewood (1984 : 86) comments that a good approach to teaching English should aim at developing all the four skills of language. The use of the traditional approach affects the teaching of English negatively because it denies him the opportunity to develop the other two skills : listening and speaking which are important in communication. Structural methods are followed by teachers rather than teaching learners the four skills of language so that they can communicate meaningfully and effectively. Concerning modern approaches to the teaching of English which are least used by teachers, they would affect the teaching of English positively

because they aim at developing all the four basic skills of language which are a prerequisite for communicative competence.

IV.3. Data from teachers on the suitability of the teaching materials

Different scholars have suggested their views about "Evaluation". To begin with, evaluation is concerned with making judgement in the field of education. It is also about providing feedback, the gathering and provision of information on the working of, and processes within a curriculum in operation.
Regarding to English Skills For Fourth Form Pupils, it was published in 1973 by "La Coordination de la Réforme des Programmes Scolaire". It was revised for the first time in 1984 by BEPES. Today, we are working with the new revised edition written and printed in BEPES (February, 1996). Concerning the approach behind the book, it is structurally-based.

English Skills For Fourth Form Pupils is a textbook intended for 4th form students. It is made of students' book, teacher's guide and cassettes, but these materials are not available in all of the secondary schools. The textbook contains ten units, but only eight among them comprise a basic text, a listening and reading comprehension texts. The remaining units that is unit four and unit ten comprise revision grammar exercises.

The following is the format of each unit. The teacher begins with an introduction which may be a set of dialogues or any short text related to the basic text. After this, the teacher presents and

explains the basic text. At this period, the teacher reads and students listen to the text ; they repeat and the teacher gives the necessary vocabulary and grammar explanation. Coming next is structure exploitation. This phase contains a variation of exercises where the teacher can make his choice. Basic texts contained in the textbook are supported by listening comprehension text, reading comprehension text, dictation text and games for language learning.

In the same lines, it is suggested that evaluating a teaching material should be made with too much care. In his work, Making the most of your textbook, Grant (1987 :118) says :

> *Of course, the perfect textbook does not exist ; but the best book available for you and your students certainly does.*

Sometimes, there is no choice. But, a number of researchers have suggested some criterion to choose the best textbook. It should satisfy the following conditions. First and foremost, it should suit the need, the interests and abilities of the students. Secondly, it should suit the teacher. And thirdly, it must meet the needs of official public teaching syllabus or examinations. More than that, the best textbook should be communicative. In other words, students should be able to use the language to communicate as a result of using the book. Moreover, it should fit the objectives and the course should be teachable. To be successful, there must be additional materials to supplement the textbook such as teacher's guide, tapes, cassette recorder, etc. Unfortunately they are not available at some schools.

Talking about the overall impression of the textbook : English Skills For Fourth Form Pupils, one may conclude that students

likely do not find the textbook interesting. To start with, it is not attractive considering the average age of the students. They do not enjoy using it although it is partly acceptable since it contains some topics relevant to Burundi culture. For instance, unit two and three deal with "Hunting in Burundi", unit five deals with "Marriage" and so on. These themes reflect Burundi cultural event. However, they do not meet today's students' needs and interests. Nowadays, students need to be communicatively competent in the target language, they need to improve the use of the target language not the knowledge of it.

Of course the textbook contains a few communicative activities though they are not enough. More than that, the time allotted to them is insufficient. To meet the students' needs and interests, today's textbook should contain authentic materials relevant to real life and students enjoy using them. Today's English is too much concerned with new inventions about telecommunication, medicine, agriculture, transport and so on. It is no longer concerned with traditional themes like "Hunting", "Traditional medicine", Traditional marriage" etc. To support the idea of choosing the best textbook, Cunningsworth (1984 : 96) says :

> *The best textbook should be as comprehensive as possible, including the teaching of pronunciation as well as the teaching of grammar and vocabulary. Some attention should also be given to linking sentences to form discourse and the learner should be prepared for real-life language use, such as taking part in conversations and other interactions. It is better for a textbook to be too comprehensive than insubstantial.*

After talking about how should be the best textbook, what should be the criterion to take into account while evaluating it, we

saw that it was not an easy task. Therefore, one should not make any instant decisions. He or she should try to avoid making judgement that are too hasty, particularly if the textbook appears to be rather unusual in its format. We should perhaps, resist any natural tendencies to favour what seems familiar. In the same perspective on the problem of evaluating a textbook, Grant (1987 : 119) observes :

> *It is not easy to evaluate a textbook in a short time. Most of us have had the experience of publishers' representatives calling round and dazzling us with their new books. Many of these books are beautifully presented, with jazzy covers, and attractive artwork which distracts the eye, and dulls the brain. Sometimes, we are under some pressure to make a quick decision. Resist this pressure ! Instead, decide if the book is worth looking at more closely.*

As a matter of fact, the teacher's book is a guide about how to go through the entire textbook with a wide-ranging approach. The teacher's guide gives him or her some hints of the methodology he or she may follow to extend the list of items to deal with in classroom. In this study, the researcher is more concerned with the students' book than the teacher's guide. .

To understand the content of each unit, the students have first to understand what is contained in the basic text. The basic text is normally a conversation in which two or more persons are engaged. They have got roles to perform. These roles involve the use of some grammatical structures and lexical items which make a text. In each unit, at least one grammatical structure is introduced. Most of the grammatical structures are given with reference to the basic text and not to the reading text. All the basic text are supposed to develop the students' speaking skills through conversations in classroom.

The reading texts in their turn develop students' ability of the reading skills.

Despite a short note in the students' textbook stated by the textbook writers in BEPES (1996 : 3) :

> *... if you can substitute other words and phrases for those in the dialogues, you will be able to use what you have learned outside the classroom. You will be able to speak English to your friends for fun or practice. You will be able to talk to visitors from neighbouring English speaking countries.*

The textbook, English Skills For Fourth Form Pupils is however deficient in some of the following ways :

i) It does not contain clear genuine communicative activity at all
ii) Even the few communicative activities it contains are not enough
iii) It emphasises two skills : reading and writing

With respect to English Skills For Fourth Form Pupils, the skills to be dealt with are mainly reading and writing. This has been inquired during the researcher's classroom observation. Students were very good at reading passages and filling blanks. But if you ask them to say something in English, most of them were unable to utter any word in the target language. The textbook fails to create opportunities for students to say what they want to say. Therefore, the teacher should be aware of this and introduces communicative activities. In other words, the grammar contained in the textbook seems to be a compilation of exercises useful in terms of their

number not in the way they contribute to the mastery of the language itself. Therefore, at the end of their studies, students are incapable of using the language. They may know its grammar or system but they cannot communicate in it.

English Skills For Fourth Form Pupils does not underline any particular approach. Different approaches are therefore presented in it. First and foremost, the textbook advocates the Audio-Lingual Approach. To begin with, new vocabulary and structures are presented through dialogues. These are learned through imitation, repetition and students' successful responses are positively reinforced. The Direct Methods is also introduced in the textbook. Teachers believe students need to associate meaning and the target language directly.

When the teacher introduces a new target language word, he demonstrates its meaning through the use of real-life words, pictures, etc. He never translates it into the students' native language. We also notice the use of the Communicative Approach. Students are expected to use the language a great deal through communicative activities such as games, role-plays and problem solving tasks. Activities are often carried out by students in small groups in order to maximise the time allotted to each student for practising the target language.

As it has already been shown in the above lines, the textbook for 4th form pupils embodies more than one approach. In other words, it does not underline clearly any particular approach. Accordingly, we can say that there is no one approach that is to be

regarded as the most successful teaching of language for effective communication. That is why approaches in teaching/learning process should be interdependent.

For this, evaluation measures and assesses the validity of the content whether it suits the objectives, and whether the methods are appropriate for conveying the content and achieving the objectives.

Table 3 : Availability of teaching materials

Practical consideration	Proportions (%)		
	Yes	No	Total
Availability of materials	18	82	100

82% of our informants said that they do not have integral parts of materials, apart some schools that we had earlier called better-off- schools which were equipped with reasonably stocks of teaching materials.

For the other schools, they have at least the teacher's guide and one or two students' books. Again, a good number of schools do not use cassette-recorders, tapes, television, etc because they do not have electricity as energy. Also, lack of materials in some schools is somehow caused by the financial problems. Books and other materials are very expensive and not readily available in the Burundian situation. Above all, some classes especially communal colleges are often very large with as many as seventy students or more. Still, schools that have libraries are stocked with limited foreign materials which cannot adequately provide for a large

number of students found in some classes. Even those who said yes (18%) are equipped with very limited materials and traditional ones.

Table 4 : Materials appropriateness

Design	Proportion (%)		
	Yes	No	Total
Appropriate design	43.6	56.4	100%

Among fifteen teachers, 56.4% found the design of materials inappropriate whereas 43.6% found it comfortable.

Some teachers suggested that there is no connection between texts and themes found in English Skills For Fourth Form Pupils. The main theme contained in the basic text i.e. the unit has nothing with subthemes which are in the Reading and Listening comprehension texts. In addition, the grammar in the coursebook seems to be a compilation of exercises useful in terms of their number not in the way they contribute to the mastery of the language functions.

Those who found the coursebook appropriate said that themes in it are related to the Barundian situation and found in every student's environment. Moreover, texts are relatively understood. At this stage, the teacher has a great role to play : he has to assess the student's aims, their likes and dislikes, their strengths and their weaknesses. He has to decide what methods and materials are most appropriate for the students. It is also the job of the teacher to decide whether to use, adapt, replace, omit or supplement the methods and materials used in the textbook.

Table 5 : Teachers feelings towards the subject and content

Subject and content	Proportion (%)			
	Yes	No	No answer	Total
Relevance to students' needs	40.8	58	1.2	100%

Concerning 40.8% of teachers agreed that subject and content are relevant to students' needs. But 58% said that they are not satisfied with the relevance of subject and content to students' needs. Now that the students are eager to communicate in English, they are facing the coursebook content which doesn't emphasise communicative activities. And those who feel at ease with the subject and the content have recognised the role of teacher to decide on the activities he is going to do in class. Sometimes, it is impossible for him to foresee some contexts and situations in which students will probably use English. And 1.2% of the teachers did not provide any answer.

Nevertheless, few textbooks provide subjects of genuine intrinsic interest. According to our informants, English Skills For Fourth Form Pupils needs to be improved as far as subject and content are concerned to meet the students' needs. This would allow the students to know the appropriate language to be used depending on the context and situation. For example, units may describe someone travelling in a foreign country. The passengers may be described at the airport, how to ask for information, what to carry, what conditions to fulfil in order to be allowed to travel, etc. The students may be learning at the same time the language and something about travelling. Texts may also describe someone

involved in business. This may increase the students' interest because they would be dealing with realistic activities.

It would be interesting if students could be much trained in speaking skill. Unfortunately, textbooks at their disposal are based on audio-lingualism which emphasises the formation of mechanical exercises in a form of drills than communicative activities.

Teachers would like communicative exercises to be more focused on, in order to help students to improve the ability, while giving their points of view. Some of them added that they are glad to see students enjoy speaking English when they have occasions. It was a great pleasure for them because in that case, they may assess their communicative competence.

In the same lines, Widdowson (1984 : 215) noticed that teaching for communication involves shifting the emphasis from language as such to its usage to achieve communicative ends. It also involves focusing on learning objectives, referring not to what is actually being taught in the classroom, but the desired outcome of the teaching activity.

Table 6 : Teacher's feelings about skills in the coursebook

Skills	Proportions(%)		
	Yes	No	Total
Balances skills	23.3	76.7	100%

76.7% of our informants said that skills are not balanced in the coursebook and 23.3% found skills balanced. As already noted by the researcher during his classroom observations, the great majority of teachers concur with him when they suggested that the textbook English Skills For Fourth Form Pupils gives more importance to grammar and reading than listening and speaking activities. That is why after their studies, students are good at writing activities but very bad at oral ones.

The majority of teachers mentioned the problem of time. In fact, the textbook is vast and teachers are obliged to run after time so that to end the programme. Because of the time constraint, teachers neglected listening and speaking activities for the sake of covering the whole programme.

Table 7: Guidance in the coursebook

Guidance	Proportions (%)			
	Yes	No	No answer	Total
1. English knowledge	59	41	-	100%
2. Materials : clearly written and objectives clearly stated	47	51	2	100%
3. Clear guidance	40	59	1	100%
4. Appropriate objectives	38	62	-	100%

Among fifteen teachers, 59% are satisfied with the coursebook. They mentioned that English Skills For Fourth Form Pupils comprises grammar, that students need to make their communication, while speaking or writing. Those who said no (41%) are aware of various grammar exercises in the textbook. However,

grammar is not sufficient for a learner to make a meaningful conversation. About the way the coursebook is written , 47% are quite satisfied. They said that texts in it are clear without any reading problem. For the other group, 51% are not satisfied with the way objectives are stated. As a matter of fact, any modern teaching materials should have clear objectives. Nevertheless, the coursebook English Skills For Fourth Form Pupils does not contain clear objectives.

Table 8 : Teachers' opinion about the coursebook

Opinion	Continuing	Improve	Total
Proportions(%)	31	69	100

As it can be observed through tables and comments from teachers, the average of 31% would like to continue using the textbook as it is now stated. But the great majority (69%) of them would like English Skills For Fourth Form Pupils to be improved. The change concerns the objectives and the choice of topics. Not only writing and reading are important, but listening and speaking should also play an important role. The improved coursebook should have to include sufficient and genuine communicative activities.

From the researcher's findings on the suitability and availability of teaching materials, the conclusion is that ; teaching English is affected by lack of suitable materials. In the same perspective, Strevens (1983 : 163) concurs with Wright (1976 : 87) that materials affect the teaching of English positively because they

can be used to contextualise language, foster and motivate communication between learners in and outside the class.

Teachers indicated that if they had enough materials to support their efforts in teaching English, they would teach better. Their views are supported by Strevens (1983 : 81). He understands that it is a practical requirement of language learning and language teaching process that learners should have an extensive range of different materials because the bigger the choice, the more effective. Finally, all teachers agreed that the materials they use are not suitable for providing the language varieties of the students' needs. The text alone is inadequate in providing language varieties to suit the students' needs.

IV.4. Data from students on their attitudes towards the subject

Table 10 : Students' attitudes towards English

Students' attitudes	Positive attitude (%)	Negative attitude (%)
English	100	-
Teacher	81.3	18.7
Coursebook	52.8	47.2

Two hundred and forty students in fourth form from the selected schools in Bujumbura were investigated. To start with, all of them 100% have positive attitudes towards the subject. They said that they like English very much. It is a language used in everything: business, administration, politics, high technology, etc.

Talking about students' feeling during English class, our informants said that they are very relaxed; first of all because they

sometimes have lessons in a classroom where they are as comfortable as possible; there, are easy chairs, soft lighting, air-conditioning, music, etc. These are all available to contribute to a relaxing environment. Secondly because during the course, students have to select target language names to go along with their new identities.

It is believed therefore that if students are relaxed and confident, they will not need to try hard to learn the language. It will just come naturally and easily. In addition, students have also to choose target language names on the assumption that a new identity makes them feel more secure and thus more open to learning. To make students feel at ease during English class is to reduce the stress they feel when studying foreign languages. In their points of view, they would like to be allowed to speak when they are ready. Otherwise, forcing them to speak before will only create anxiety.

Students also like teachers to give them opportunities to express their individuality by having them share their ideas and opinions on a regular basis. As Littlewood (1981 : 94) suggests :

> *This helps students to integrate the foreign language with their own personality and thus to feel more emotionally secure with it.*

Students added that they are very relaxed when English class is to start. And many of them would like all the time to practice it by communicating: first, between students and their teachers, and second, between students and students. However, they are obliged to shift from speaking to reading and writing to prepare national tests and other written exams.

Concerning their teachers, the great majority of students 81.3% agreed that they have good teachers. But some students said that their teachers are not totally good. First, because they are very fast, second, because they use difficult words so that students do not catch the message, third, because they sometimes do not make all the students participate in English class. They just work with those who are good at English and neglect the rest of the class. As a consequence, the neglected students become demotivated and begun to do others things.

Commenting on the textbook, 52.8% are satisfied with it. They said that the book is well written and texts from it are not too difficult. The students also like various structures which help in writing skills.

However, 47.2% are not satisfied with it. They do not like the coursebook ; first, because it is too big and teachers are obliged to run after time so that to cover the programme. Second, because it contains topics which are not related to students' today's needs. To sum up, it is worth suggesting that students, like their teachers, would like the textbook to be improved.

In conclusion, findings on the students' attitudes towards English show that teaching English is affected by students' positive or negative attitudes. Commenting on it, Littlewood(1984:132) realised that students who have negative attitude towards the subject, they will not learn it. As earlier observed in the literature review, learning will effectively occur where positive attitudes exist. It is therefore the job of teachers to try to discover their students' attitudes towards their subjects. Where negative attitudes exist the

teachers' efforts will be frustrated. Accordingly, teachers should influence their students to develop positive attitudes towards English.

After this 4th chapter which dealt with Data analysis and interpretation of results, the 5th chapter is concerned with the drawing of a general conclusion as well as giving a set of recommendations.

CHAPTER V : GENERAL CONCLUSION AND RECOMMENDATIONS

V.1. General conclusion

The study was to investigate some of the factors that affect the teaching of English at junior colleges especially in 4th forms. The researcher investigated some of the factors which handicap and limit the teachers' efforts in teaching English by stressing all the four basic skills of language. Also, the researcher has assessed the suitability of English Skills For Fourth Form Pupils to Burundian students given their social, cultural linguistic background, and taking into consideration their immediate and future needs.

Chapter one of this study dealt with the researcher's aim by highlighting some of the factors that affect the teaching of English. In chapter two, the researcher made an attempt to relate the present study to previous ones and comments were made by reviewing the literature available on the problems. The findings of the study has been discussed and conclusions drawn. The ultimate task of the study was to illuminate the relation of approaches, materials and students' attitudes towards English to the teaching of English at colleges.

From both teachers and students, it is possible to be aware of situations of practical daily life in which fourth form students will need to use English. In short, English will be used in studies, researches, businesses, jobs, administration, diplomacy, etc. All these situations involve the need of linguistic skills such as

speaking, listening, writing and reading. However, teachers and students put much emphasis on reading and writing skills. Besides, teachers did not find an appropriate balance of activities in English Skills For Fourth Form Pupils. Speaking and listening are neglected whereas others are rather grammatical than communicative. What is more, it is believed that the perfect textbook does not exist, that is to say that designing an appropriate teaching materials is not an easy task. As Cunningsworth (1984 : 65) observes :

> *It is rarely that a piece of published materials is wholly and completely suited to an individual teaching situation. There is nearly always scope for some adaptation and supplementation which adds a personal touch and makes the lesson more direct and relevant.*

To teach a language, one needs a lot of materials and resources to supplement his efforts in teaching, both in classroom and outside the classroom. Materials are essential for contextualising language and enriching the learners' experiences. With materials at their disposal, learners continue to learn at their own paces. Materials provide vivid and authentic audio-visual images transcending the limitations of time and space imposed by the classroom environment. This helps to enhance the students' motivation and increase their interest in learning. Their absence in schools and school environment handicap the teachers' efforts in teaching English to the required proficiency levels, that is by stressing the four basic skills of language.

A teacher may be capable of teaching English by stressing all the four basic language skills but the approach used in teaching English may handicap and limit his efforts. An approach which

affects the teaching of English positively should aim at developing the four basic skills of language. The traditional approaches to teaching English stress only two skills : reading and writing. They do not cater for the other skills of listening and speaking. Communication is not limited to two skills, but to all the skills of language. The modern approaches to teaching English stress all the four language skills.

Students' attitudes affect the teaching of English. If they have negative attitudes towards the language, they will deliberately refuse to learn it, and all the teacher's efforts to teaching them the language will be frustrated. The teacher will do better where positive attitudes exist and should endeavour to develop positive attitudes in students.

V.2. Recommendations

You may have noticed that originators of most of the methods discussed in this study take as their primary goal enabling students to communicate using the target language. And many of these methodologists emphasise the acquisition of linguistic structures or vocabulary. Overall, to make the teaching/learning of English more successful, it is worth to take into consideration the following suggestions.

1.Teachers of English should adopt language teaching approaches which reflect recognition of changes in the kind of proficiency of the learners' needs. Teachers should have and seek knowledge about socio-cultural environment and

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

2. The government and Ministry of Education should assist schools by providing them with instructional materials, because of their importance in supporting the teacher's efforts in the process of teaching English. These should include textbooks, audio-visual materials, etc. School administrators should also endeavour to enrich the school environment with reading visual materials.

3. Teachers should be encouraged to produce some materials and visual aids of their own. For example, wall charts, short essays, maps, pictures, cartoons, advertisements, etc. The materials will support the teachers efforts in the teaching of English where commercially produced ones are not available or even affordable. The materials should be photocopied for use both in class and outside.

4. Students should be encouraged to find their alternative sources of materials. To be successful, they should be helped by the head of the English department to cater for all materials, they should be encouraged to exchange them and to read books from other subjects, areas and libraries. Students will benefit from exposure to different language varieties.

5.The researcher recommends that regular seminars and workshops be organised where teachers of English should

exchange ideas on approaches to language teaching. English language should not be limited to grammar and structures bases only. It should therefore be aimed at the communicative value.

6. 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.

7. Curriculum developers and materials designers 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. Furthermore , the aims of the English language course in secondary schools are : developing the students' skills of listening, speaking, reading and writing. Besides, other subskills should be revised, outlined and presented to teachers of English. It is important for teachers to be well informed about the aims of the English language course so that they teach with the purpose of achieving these aims.

8. Burundi National Examinators should make efforts to test the four basic skills of language instead of the two skills: reading and writing. If the board is to test all the four basic skills of language, 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 other than merely for passing their written examinations.

9. Teachers should encourage students to develop positive attitudes towards English so that the task of teaching is simplified. Negative attitudes will negatively affect the whole process of learning and teaching, because students will not be enthusiastic to learn and will not take interest into what they are learning however much the teacher may try to teach.

10. It is finally worth recommending that this study provides the background for further research into the factors that affect the teaching of English.

APPENDIX

QUESTIONNAIRE FOR TEACHERS ON THEIR APPROACHES

1. Which of the four language skills are often given priority to during English class ?
   a. Reading
   b. Speaking
   c. Writing
   d. Listening
   Make a brief comment
   .....
   .....
2. Do you sometimes use language one during English class ?
   Yes No
   Comment
   .....
   .....
3. In your opinion, does English teaching process in Burundi focus on passing examinations or improving communication ?

Brief comment

.....

.....

4. Do accuracy and fluency have the same importance during your English class ?
   Yes No
   Comment

5. According to you, is speech work (student-talk) a vital language skill ?

   Yes No

   Comment

   .....

   .....

6. What do you think your students are good at ?

   Reading-writing activities ? Listening-speaking ones ?

Brief comment

   .....

   .....

7. According to you what should be the role of the teacher vis à vis to errors and mistakes during communicative activities ?

Brief comment

   .....

   .....

8. Do you think your students will be able to communicate effectively in the target language at the end of their studies ?

   Yes No

   Comment

   .....

   .....

9. In your opinion, is encouraging works in pairs and groups a good teacher's organisational ability ?

   Yes No

   Comment

   .....

   .....

10. Would you recommend emphasising the forms, patterns of language more than the communicative functions of language ?

Yes No

Comment

.....

.....

QUESTIONNAIRE FOR TEACHERS ON TEACHING MATERIALS

1. Are materials (books, tapes, magazines, films, cassette-recorders) available at your school ?

   Yes No

   Comment

   .....

   .....

2. Are the materials you use appropriate for your students ?

   Yes No

   Comment

   .....

   .....

3. Are the materials at your disposal new edited ?

   Yes No

   Comment

   .....

   .....

4. Are the subject and content of materials relevant to the students' needs ?

   Yes No

   Comment

   .....

   .....

5. Is there any balance between the four language skills found in your teaching materials ?

   Yes No

   Comment

   .....

   .....

6. Do you think materials which are at your disposal give enough knowledge to your students

   Yes No

   Comment

   .....

   .....

7. Do the materials contain clear guidance for the teacher about how they can be used to the best advantage ?

   Yes No

   Comment

   .....

8. Are the materials clearly written for your students and are the objectives clearly stated for both students and teachers

   Yes No

   Comment

   .....

   .....

9. In few words, are you satisfied with your teaching materials ? If yes why ? Be brief

   .....

10. If not what changes would you like to introduce to English Skills (4^{th} form) ? Make a brief comment.

    .....

QUESTIONNAIRE FOR STUDENTS ON THEIR ATTITUDES TOWARDS ENGLISH.

1. Do you like English ?

   Yes No

   Comment

   .....

   .....

2. Are you relaxed during English class ?

   Yes No

   Comment

   .....

   .....

3. Do you find English important these days ?

   Yes No

   Comment

   .....

   .....

4. According to you, is it possible that a good knowledge of English language will help you to get a better job than if you know only your native language ?

   Yes No

   Comment

   .....

   .....

5. Do you like your teacher's attitudes during English class ?

   Yes No

   Comment

   .....

6. Does your teacher make his class interesting ?

Yes No

Comment

.....

.....

7. Does your teacher make all the students participate ?

Yes No

Comment

.....

.....

8. Does your teacher give enough time to express yourselves during English class ?

Yes No

Comment

.....

.....

9. Are you satisfied with your English textbook ?

If yes why ?

.....

.....

10. If not what changes would you propose to improve it ? Be brief

.....

.....

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