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Factors affecting the learner's performance in spoken english in the ninth form of Burundi public basic schools

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UNIVERSITY OF BURUNDI

FACULTY OF ARTS AND SOCIAL SCIENCES



DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

FACTORS AFFECTING THE LEARNER'S PERFORMANCE IN SPOKEN ENGLISH IN THE NINTH FORM OF BURUNDI PUBLIC BASIC SCHOOLS

By

Jean de Dieu KAZATSA

A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the Degree **"Licence en Langue et Littérature Anglaises"**

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Bujumbura, August 2017

DEDICATION

To my late father,

To my mother,

To my aunt,

To my brothers,

I warmly dedicate this work.

ACKNOWLEDGEMENTS

This work was brought up to the present stage thanks to many people. For this, I am very indebted to them for their assistance.

First and foremost, my heartfelt thanks are addressed to Dr Sylvestre Nkurikiye, supervisor of this work and lecturer at the University of Burundi in the department of English Language and Literature, who, in spite of his numerous tasks, kindly accepted to supervise this work. His corrections, suggestions, and comments from the very first draft to the present shape of this thesis deserve special mention.

Secondly, I owe a debt of gratitude to all teachers who taught me in elementary school, and an endless gratitude to all lecturers who taught me at the University of Burundi, for the special regard and sound education they have provided with me. May God bless all of them with a long and good life in order to provide with the same service other students!

I thirdly acknowledge with thanks the permission given to me by different headmasters of different schools where I conducted this research. I must again express here my indebtedness to all my respondents who constituted my research sample for their help in responding to my questionnaires despite their overwhelming duties.

Fourthly, to my friends: Sammy Nduwayo, Ildephonse Niyokindi, Venant Ntiranyibagira, Desire Niyongere for their kind pieces of advice they gave me.

Had I to mention all the names of those who contributed to the completion of this work, I would come with a very long list. So, many people whose names are not mentioned here, I thank you all.

LIST OF ABBREVIATIONS

BBC : British Broadcasting Corporation

EAC : East African Community

etc. : et caetera

FL : Foreign Language

i.e. : id est (that is)

RTNB : Radio Télévision National du Burundi

VOA : Voice of America

ABSTRACT

This work is about *"Factors Affecting the Learner's Performance in Spoken English in the Ninth Form of Burundi Public Basic Schools"*. It looks into the factors that affect pupils' ability in the English speaking skill in the Ninth Form of Burundi Public Basic Schools. It sought to confirm or refute the four research hypotheses that are: There is a shortage of adequate teaching/ learning materials that can help in the success of teaching/ learning of spoken English in the Ninth Form of Burundi Public Basic Schools, Burundi Public Basic School pupils of the Ninth Form lack an English speaking environment outside the classroom that can help them improve their English speaking skills, the teachers of the Ninth Form of Burundi public basic schools are not competent enough so as to effectively teach the spoken English, and the large classes in the Ninth Forms of Burundi Public Basic Schools hinder the teaching/ learning of English speaking skill. With regards to the methodology, the classroom observation and questionnaires one for teachers and anther one for pupils were made use of to collect data. The area of the study is made up of: Ngozi (Lycée Communal de Mubuga), Gitega (Lycée communal Urbain de Gitega and Lycée Musinzira), Bujumbura mairie (Lycée Scheppers and Lycée Municipal de Nyakabiga), and from Rumonge (Lycée Rukinga) and the population is constituted by the teachers and pupils of the ninth forms of those respective schools. The sample of our population was selected on the basis of 1/3 selection for pupils while the number of teachers was taken as a whole. The findings of this study led the researcher to a number of conclusions. It was revealed that there is a lack of adequate teaching/ learning materials and an English Speaking environment outside the classrooms in the Ninth Form of Burundi Public Basic Schools. In addition, it was realized that teachers of the targeted schools were not competent enough so as to effectively teach the spoken English. Also, the large classes were observed in those schools. At the end, recommendations are addressed to different practitioners namely the teachers, curriculum designers, government, pupils, and further researchers in order to improve the teaching/ learning of the English speaking skill in the Ninth Form of Burundi Public Basic Schools.

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CHAPTER ONE: GENERAL INTRODUCTION

1.0. Introduction

This chapter aims at proving the reader with the necessary information about the topic under investigation. It deals with: background information, statement of the problem, purpose of the study, research questions, research hypotheses, motivation, significance of the study, scope and delimitation, definitions of some key terms, and the structure of this work.

1.1. Background to the Study

Mastering a language means being able to speak, read, and write it well as well as to understand its spoken version; knowing to express oneself completely in such a language is what is most important. As Fromkin and Rodman (1993:3) point out, "whatever else people do when they come together... they talk".

This statement shows to what extent the spoken language is important to human beings. When we consider the social and dynamic aspects of a language, it is the speech which serves as the most natural means of communication in a given community. To be capable to explain things clearly, describes vividly, tell a good joke, respond with wits and speed are all parts of the oral skill that come with practice. It is then the reason why communicative competence in speech should be emphasized in any language teaching/ learning.

This study which is about is "Factors Affecting the Learner's Performance in the Spoken English in the Ninth Form of Burundi public basic schools" will be profitable to English learners in general and to ninth form pupils in particular for it highlights the problems that they encounter during the teaching/ learning activities. It also attempts to suggest what may be the possible solutions to overcome those problems.

Therefore, in spite of the fact that several researchers have been interested on the speaking skill, not many have been interested in the speaking skill in the ninth forms of Burundi public basic school. However, the oral skill is a great stimulus for learning other skills. When people read and write, they call upon what they know of the language orally.

For this, the improvement of spoken English in Burundi public basic school in general and that in the ninth forms in particular is obligatory necessary. There is thus a room for investigation and this study will contribute to the completion of these former researchers.

1.2. Statement of the Problem

In Burundi, since the 2005-2006 school year, pupils of primary school started to learn English language which was being taught from the secondary school before that time. The intention of the adoption of this language as a course in primary school curricula is to prepare Burundian youth in the regional integration. The main objective is to have harmonized curricula and active competition in East African Community (EAC) in particular and worldwide in general.

In the same perspective, to align with the school system prevailing in other countries of East African Community, the Burundi government changed the old primary educational system into the "Basic School". The primary school which used to take six years before a pupil enters the secondary school is now of nine years. In this system which started in the 2013-2014 school year, English is among three other languages (Kirundi, French, and Kiswahili) which are being taught.

The purpose of the public basic school is to form a candidate able to compete in the region as well as worldwide on one hand; and on the other hand someone who would be able to settle his or her own business as a self-employed one after the end of the cycle of nine years, if the latter does not get an opportunity to go on with his or her further studies. English language is therefore there to facilitate the task especially that it is an international language mainly used in the East African Community (EAC) and in several parts of the world. Then after those nine years of basic school, a learner is expected to be able to communicate effectively especially in spoken English because it is that skill which is mostly helpful when it comes to carrying on one's studies or doing some small business even though other skills of that language are important.

However, the success of language teaching/ learning in general and spoken language in particular depends on many aspects such as: the teacher, the approaches, the teaching materials, the linguistic environment, to name but a few. Nonetheless, no one has conducted a research to find out if those elements are available to permit a learner of the ninth form to finish this level having an effective oral ability which would help him to communicate successfully in English.

Indeed, this is problematic because the results of a particular activity vary depending upon various situations. But, as it is mentioned above, English especially the spoken one is of a paramount importance in the life of a pupil who finishes his or her first cycle of nine years, as far as the public basic school is concerned. Therefore, a study is needed to evaluate Factors Affecting Learner's Performance in Spoken English in the Ninth Forms of Burundi Public Basic Schools.

1.3. Purpose of the Study

Our purpose is to provide readers with information and ideas on both theoretical and practical aspects of teaching/ learning oral English in the ninth forms of Burundi public basic school. The competence and performance of a language are important for educational and career success. Without them, a learner will encounter difficulties when learning other subjects and later on in his or her daily life.

First, this study aims at assessing the learning and the teaching activities devoted to speaking skill, including the outside class practices. It purports to point out the problems encountered by the learners during the learning of oral expression, and the factors which hamper the course objectives.

Second, the aim of teaching the language is to increase ease of contact with foreign or second language speakers within or out of the country. In short, this study contributes to the fluent and appropriate conversation in English.

Third, the purpose of this study is practically to help teachers broaden their repertoire of techniques so that they can enable learners to communicate effectively in English. This is to let them know that it is not enough to teach learners how to manipulate the grammatical structure of a foreign or second language. This is to help them to know that they should develop strategies for real situations in their daily life.

Therefore, they must provide learners with ample opportunities to use the language themselves for the communicative purposes.

Finally, I want people to understand clearly the English spoken realities here in Burundi in order to stimulate a progress towards an improved oral skill. And that is not only to be aware of them, but also to put them into practice.

1.4. Research Questions

This study will be guided by the following research questions:

1. Are the teaching/ learning materials that help in the success of teaching/ learning of spoken English available in the ninth form of Burundi public basic schools?
2. Do Burundi public school pupils of the ninth form have an English speaking environment outside the classroom that can help them improve their English speaking skill?
3. Are the teachers of the ninth form of Burundi public Basic schools competent enough so as to effectively teach the spoken English?
4. Do the large classes in the ninth form of Burundi public basic schools hinder the teaching/ learning of English speaking skill?

1.5. Research Hypotheses

In addition to the research questions, this study will make an attempt to confirm or reject the following hypotheses:

a. There is a shortage of adequate teaching/ learning materials hat help in the success of teaching/ learning of spoken English in the ninth form of Burundi public basic schools.

b. Burundi public basic school pupils of the ninth form lack an English speaking environment outside the classroom that can help them improve their English speaking skills.

c. The teachers of the ninth form of Burundi public basic schools are not competent enough so as to effectively teach the spoken English.

d. The large classes in the ninth form of Burundi public basic schools hinder the teaching/ learning of English speaking skill.

1.6. Motivation

To engage in a given project or activity, everybody must have a certain motivation. Likewise for me, I chose to do my research on this topic because there has been a particular motivation. Several researchers have worked on the English language on various points of view and in various areas of the country and worldwide in general.

Nonetheless, the Burundi basic school has been visited by very few researchers as it has been established previously. Moreover, a pupil who finishes the ninth form is expected to have knowledge that can help in his or her further studies or in her or his daily life as a self-employed one in the case he or she does not get an opportunity to go on with his or her further studies. I then chose to do my research on communicative competence wishing to bring a contribution to the teaching/ learning of English language in the ninth form of Burundi public basic schools.

My focus was to determine the problems that pupils of the ninth forms encounter in the learning of English in general and the English speaking skill in particular.

1.7. Significance of the Study

On the basis of the significant role the English language plays in formal and in informal situations in Burundi, in its neighboring countries as well as worldwide, it is hoped that the findings of this study will identify and point out the reasons of poor oral performance of Burundian public basic school pupils in general and those of the ninth forms in particular and then seek the possible solutions to develop oral communication in English. Furthermore, it is hoped that the findings will make aware the Burundian institutions in charge of education about the fact that there is an urgent need of different tools that require some financial means in a sense that they contribute much to the improvement of the teaching/ learning of oral skills.

Likewise, policy and educational planners would benefit from such a study by way of feedback so that they can improve and advocate an appropriate methodology on oral competence in the ninth forms of the public basic school and from the elementary level. Last but not the least, learners are likely to benefit because if the aforementioned stake holders play their role effectively, there is therefore a possibility of improving teaching/ learning strategies that develop the Burundi public basic school pupils' spoken English in general and those in ninth forms in particular.

1.8. Scope and Delimitation

Throughout the world, communication is mostly done under the four language skills i.e. writing, speaking, reading, and listening. However, one can choose to do research on the performance of one of those skills in a given sector depending up on different reasons. This study is then limited to the speaking skill. It was carried out in six public basic schools located in different parts of Burundi. It focused on factors that affect learner's performance in spoken English in the ninth forms of those public basic schools.

1.9. Definitions of the Key Terms

This section is about different definitions of some words which seem to be dominant in this work. It enables the reader to understand these terms in the context of this study and then helps him/ her to avoid some misinterpretations of various ideas.

1. **Factor**: According to Oxford Advanced Learner's Dictionary of Current English, Eighth edition, "factor", means: one of several things that cause or influence something.

2. **Affect**: According to the same dictionary: Oxford Advanced Learner's Dictionary of Current English, Eighth edition "affect" means: To produce a change in somebody or in something. It also defines it as to have an influence on somebody or something.

3. **Performance**: The Oxford Advanced Learner's Dictionary of current English, Eighth edition defines "performance" as how well or badly you do things; how well or badly something works. It also defines it as the act or process of performing a task, an action, etc. In this work, performance will be referred as how badly you do things.

1.10. Structure of the Work

A structure of the work shows the organization of the study. According to the Oxford Advanced Learner's Dictionary of Current English, 4th edition, a structure is a way in which something is organized or divided into. This work is divided into five chapters.

The first chapter is entitled "General Introduction" and is about different information related to topic under investigation. The second chapter is entitled "Literature Review" and deals with some theories by other researchers, and which are related to the present study. The third chapter is called "Methodology" and describes various methods that have been utilized in the conducting of this study. The fourth chapter is entitled "Data presentation, Analysis, and interpretation of findings" and deals with the analysis of different responses that have been provided by the respondents to the questionnaires that were addressed to them so as to give the information related to this study.

The fifth and last chapter of this work is "General conclusion and recommendations". It provides a summary of all the chapters as well as Recommendations formulated with reference to the findings of this study and suggestions by respondents.

CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction

A literature review deals with various concepts as well as works related to the topic under investigation. It talks about the findings of other researchers or their viewpoints permitting thereby to be aware of what to be based on in the analysis and understanding of the data from research of the topic under the study. Thus, it helps the reader to briefly understand different notions that will be found in the work.

This chapter will focus on diverse aspects among them: the speaking skill teaching, the teacher's professional background, the teaching materials, the linguistic homogeneity, large classes, overcoming the lack of English speaking environment, and the communicative approach. Hence, these ones will serve us to interpret the collected data.

2.1. Speaking Skill Teaching

For many years, the emphasis of foreign/ second language teaching was on the teaching of written language. Nevertheless, as Brown (1977) states it, it is only during the last twenty years that the teaching of speaking skill has prevailed and become accepted. However, a number of authors had mentioned the importance of speaking skill teaching. Rivers (1968:162) reports the following:

> *To teach the speaking skill, it is necessary to have a clear understanding of processes involved in speech. Through speech man expresses his emotions, communicates his intentions, reaches to other persons and situations, and influences other human beings. Spoken language is, then, a tool for man.*

This is the first importance of teaching spoken language according to Rivers. She goes on stating the importance of learning speaking skill in saying that it is a basic element in learning a language. Furthermore, speaking skill is a motivational factor in language.

In other words, speaking skill is a great stimulus for learning other skills. She asserts that when people read and when they write, they call upon what they know of language orally. This means that, one reads more fluently for he is able to recognize the whole phrases which one could say aloud. In writing, one puts in graphic forms what he could say. That is why speaking skill must be taught with much focus in classroom.

Lado (1961:23) also supports the view about the speaking skill being the best in a sense that it involves the development of other skills when he puts:

> *The ability to speak a language is without doubt the most highly praised language skill and rightly so, because he who can speak a language well can also understand it and can learn to read it with relative ease. Also the ability to speak a language will greatly expedite and facilitate the learning to write it.*

From this quotation, Lado upholds that the speaking skill development is a key to other skills' improvement. Therefore, in public basic schools, where learners are studying English language, the speaking skill is of a paramount importance for success in improving other skills. It involves the development of reading, the writing as well as the listening skills. That is the reason why the English speaking skill must be taught with much interest and attention in the ninth forms of Burundi public basic school as well as at other educational levels.

2.2. Teacher's Professional Background

The teacher's professional background which encompasses his training, qualification and experience, is extremely important in any learning/teaching situation. Research has established that the teacher should have a wide knowledge on how to present his or her materials to his or her students. Otherwise, he or she cannot teach properly. To support that view, Mackey (1965), mentions that a teacher should be able to tell a good method from a bad method. He adds that a good method is useless in the hands of a teacher who does not know how to use it.

This means that a teacher will only be able to make this distinction of method and make a use of it effectively if he knows much about it. This knowledge is gained through training, experience, and wide reading.

In the same perspectives, Brumfit (1984) points out that a teacher should be open with his colleagues and students and should always be willing to give students everything he knows. They need to benefit from his experience and expertise.

In addition, Kiwanuka (1987) suggests that second language teacher should continually examine what he does and how he does it. He must strive to arrive at new understanding of his discipline and should continually try to satisfy himself whenever he is in doubt.

All these views imply that a teacher's experience is important due to the fact that a teacher who is aware of the current development is not only able to improve himself professionally, but is also able to better motivate his students and organize suitable materials for them. It is from this view point that many writers contend that effective teaching of oral skills is only possible if the teacher is conversant with his subject. They maintain that a teacher should be a model for his students.

Gleason (1978) emphasizes that oral skills should be presented by an instructor who is thoroughly acquainted with vowel system sound of English. Similarly, Bright and Mc Greagor (1978) argue that teachers need special knowledge of phonetics if they have to teach speech effectively.

Wilkins (1977) and Byrne (1979) suggest that teachers should be accurate models, instruments so that learning can take place. The implication of the above suggestions is that a teacher who is not effective will produce poor learners.

Investigating into teacher's effectiveness, Agard (1985) found out that teacher preparation had influence on the methods the teacher uses. Similarly, the teachers of public basic schools in general and those of ninth forms in Burundi public basic school in particular lack training in methods of teaching English speaking skill. Such teachers are not able to organize their classes well or present their materials in the most suitable way.

The investigation into the English programme for secondary school revealed that many teachers were granted in the grammar and structural approach to language of training they received. That is the same in basic school in general and in the ninth forms of Burundi public school in general, for, teachers who were assigned to teach in the public basic schools were chosen among those same teachers who

were teaching in primary or secondary school and, the latter, apart from a training of some days or weeks they do annually, they do not get a specific training in English speaking skill as well as in other skills of this language or even in other courses. What they do in that formation is only to learn about the general aspects around the public basic school system due to the fact that it is new in Burundi. In a situation then, where, the training relies on one aspect of teaching, other aspects are bound to suffer because teachers would not feel comfortable to teach them.

2.3. Teaching Materials

Teaching materials are documents available in the classroom or outside the classroom or created by the teacher for the students. They are utilized so as to reach the expectations of both the teacher and the learners in the teaching/ learning activities. When there is a lack of teaching materials, the teachers are the only resources the students depend on. They dominate all the talking and are the only people who know and consequently the only source of knowledge.

Nonetheless, learners learn by doing, touching, feeling, seeing and, hearing. They actively learn by participating in their learning experience. That is what is referred to as *learning by doing.* While talking about how people learn, Bell (1981:24) says that we learn by imitation, mimicry, constant practice and in the end our new habits become as fixed as these of our mother tongue. From this Bell's view point; we understand that when there are no teaching materials, the teaching/ learning activities cannot be successful.

It is true that the Burundian state managed to equip the basic schools in general and the ninth forms of public basic school in particular in terms of English books even though they are not enough as it is observed in some public basic school classrooms while pupils are reading.

However, if we really want to improve the speaking skill as well as other English language skills, if we want the public basic school learners to be fluent enough, there is a need of a considerable number of teaching/ learning materials as Bright and Gregor (1970) uphold that there are special requirements and general techniques for the teaching of speech. There are tape-recorders, record-players, radios, and well appropriate television set and, if possible sound projector for films.

Considering that Bright and Gregor assertion, one may ask himself or herself whether those materials are available in the ninth forms of public basic school or not, or what teachers rely on while teaching the English speaking skill. According to what we experienced as pupils when I was still in the secondary school, we have never seen any of those materials. And when I tried to ask some pupils as well as teachers if those materials were brought with the starting of the new educational system of basic school, they told me that they too have never seen a tape-recorder, either a sound projector or television or even a single radio as a didactic material.

However, audio and video materials permit the language to be put in its own culture and be used appropriately in a sense that language and culture are inseparable. Rivers (1987) exemplifies this idea when he mentions that the greeting "how are you today?" can be presented in a variety as follows;

Print: how are you today?

Audio: we hear the phonic chain with stress and intonation for the particular meaning intended.

Video: We observe individuals greeting one another and saying "how are you today?" with gestures appropriate to the culture.

From this Rivers analysis, we realize that in public basic schools, it is difficult to reach the desired level of oral fluency because of the lack of these kinds of teaching materials and that is not only noticed in the ninth forms of public basic schools, but also at other Burundi educational levels. In the same vein, Bennet (1968:135) enhances this belief in saying that the teacher unaided will almost certainly be incapable of the high standard of conscience of production of phonology, syntax, morphology and lexis on which learning of the spoken language will depend.

With regard to the above Bennet's point of view, without teaching materials, the teaching of English in general and spoken one in particular is almost impossible. He goes further in saying that high efficiency on learning will depend on matching materials and means to individual needs. However, here in Burundi, in learning situation whether in the ninth forms of public basic school or at educational, either high or low levels, the teaching of the English speaking skill is most of the time done without any teaching materials.

2.4. Communicative Approach

The ultimate aim of any language teaching is to train learners to use language for communication. In addition, a good language guide should build on a good theory. As a matter of fact, a good teacher should provide the learners with best method which fastens learning. The theory of language teaching implies the theory of language learning because these two concepts are intimately linked. Therefore, it is through language teaching that learning is defined and understood.

There are many methods for teaching a language, but some are more appropriate for one skill than others. In the case of teaching speaking skill, the more appropriate method to be used is the communicative language teaching. This method comes from the British language teaching tradition. It has been developed as a reaction against audiolingualism, the communicative use of the target language. Harmer (1983:38), one of the outstanding figures in the communicative language teaching method affirms that Communicative approach is an umbrella term to describe methodology, which teaches students how to communicate efficiently and which also, lays emphasis on the teaching of communicative value and, in some cases, the teaching of language functions. The same author Harmer (1983) carries on saying that whatever activity the students are involved in, if it is to be genuinely communicative and if it is really promoting the language use, the students should have a desire to communicate.

Thus, the communicative approach recognizes the communication as the main purpose of language learning. Furthermore, this approach is considered as the one whose main goals in language teaching are the acquisition of communicative competence and the development of the four language skills. Communicative competence is the rule to determine appropriate use in any situation apart from the knowledge of distinction of grammatical tasks. One can then deduce from the views mentioned above that the main goals of communicative language teaching are to make learners communicatively competent in a foreign or second language and develop all the language skills.

Moreover, according to Richards and Rodgers (1986), language is a system to express meanings and its main function is interaction and communication. Thus, interaction implies speaking. They continue saying that the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

All in all, communicative language teaching is chosen due to the fact that it gives learners the opportunity to express themselves while interacting with others and involves integrated skills. Then, this communicative approach would be necessary for both the ninth forms teachers and pupils of Burundi public basic schools in a sense that it would help them to successfully achieve their expectations in the teaching (for public basic school English teachers) and the learning (for public basic school English learners) in English speaking kill or even in other skills of that language.

2.5. Large Classes

While talking about a large class, Nkezarugero (2009: 10) insists on the number of students: He writes the following:

> *Some people hold that fifty learners would be large enough for a college English class. Others would argue that a large English class could have as many as over one hundred or even one hundred and fifty learners. However, most English teachers general argue that a language class of fifty to sixty or students is large enough.*

From this assertion, we see that there is no clear definition of a large class. Nkezarugero emphasizes on the number of learners ranging from fifty and more within a classroom so that it can be called a large class. In the visited schools, the classes of ninth forms of the public basic schools have more than fifty learners in each class. To support Nkezarugero's idea that there is no clear definition of a large class, Backer and Westrup (2000: 16) state the following:

> *A class is large if the teacher feels that there are too many students for them all to make progress in English. So, a large class may mean any number. However, it is not just the number of students which makes teaching difficult. In large classes, there may be big differences in the students' abilities.*

From Backer and Westup's point of view, we understand that the problem is not the number of the students but on the students' ability. According to them, a class may be of a normal size, but difficult to be dealt with.

However, if a teacher is in front of a great number of students, he/ she encounters many problems, some of them are stated on the following web site: http: //www.English clubcom:

- **Intimacy**: Remembering students' names by teachers can take a while. Teachers may feel that they do not get to know their students as well as they would like to.

- **Anxiety**: Some teachers feel so anxious of being so exceeded in number by students. In addition, some students are afraid to ask questions or participate in a large class.

- **Students' needs**: Meeting individual needs can be difficult or impossible when the size is very big.

- **Marking**: Grading assignments and tests can be very time consuming and teachers' pay will generally be the same as for a small class.

- **Distractions**: There are more distractions for teachers in large classes such as late comers and people chatting while the teacher is teaching. At times, the teacher may feel more like a disciplinarian than a teacher.

- **Monitoring students**: Teachers may find it difficult to keep students on task as their monitor pair and group work.

- **Space**: There is limited space in classroom for energy activities such as role playing.

- **Textbooks and resources**: There may not be enough textbooks or computer available for all students.

These above illustrated elements are problems that teachers in large classes encounter. These problems are common and have a huge impact on the teaching/ learning of English in general and the speaking skill in particular. This is why it is worth to have clear understanding of them and search for a better way of overcoming them.

2.6. Classroom Management in a Large Classes

In a large class, when dealing with the speaking skill, good classroom management techniques are very important. The first mission therefore is to help learners to learn. Without good classroom management techniques especially in large classes, the teacher's effort to help the pupils would be useless. According to Backer and Westrup (2000: 106-107), classroom management in order to facilitate the teaching/ learning activities involves the followings:

- Planning lessons which include variety and which meet objectives.
- Setting up and monitoring students' interaction in pair and group works.
- Giving clear instructions to students on what the teacher wants them to do.
- Using teaching and learning resources.
- Moving clearly from one phase of the lesson to the next phase.
- Timing and balancing of learning activities.
- Starting and finishing the lesson.

These above mentioned elements are according to Backer and Westrup methodologies in order to improve the language teaching/learning process in large classes.

However, these same authors i.e. Backer and Westrup maintain that teachers do not like large classes because challenges for dealing with them are various.

They include the followings:

- Dealing with a wide range of ages and abilities
- Keeping everyone's attention
- Doing oral work
- Helping weaker students
- Checking individual progress
- Attendance and continuity

- Supervising and marking large qualities of oral works and written works.

From Backer and Westrup's suggestions about classroom management, we can deduce that by following correctly these above seven steps, the teacher is not only easing his or her job but also making easy the task of the students.

By setting up and monitoring students' interactions in pair and group work, the teacher has already overcome the problem of large class.

2.7. Linguistic Homogeneity

Burundi is a monolingual country in terms of mother tongue. It means that it has one mother tongue which is "Kirundi" spoken and understood nationwide. This is quite different for some countries such as Nigeria, Cameroon, Kenya, to name but a few where there are many tribes and consequently many mother tongues. In Burundi we have what we call linguistic homogeneity whereas in those countries with many mother tongues, we have what we call linguistic heterogeneity. In a country where there is that linguistic heterogeneity, the people have a problem of communication due to the fact that they do not have a common native language. To overcome that problem, Jocobovits (1970:51) illustrates that the change from tribalism which is largely language based to nationalism which supposes mutual comprehension of at least one common language, is largely dependent on learning of the common language.

It is obvious that in a country where there are many tribes, there must be many mother tongues or local languages and this consequently provokes the communication problems among people of those tribes. In order to come out of that situation, people turn to the use of foreign language as a unifying factor. Jokobvits goes on saying that in some countries like Nigeria where more than one hundred tribes speak as many mutually incomprehensible languages the problem is one of gigantic proportion.

Considering Jocobovits' viewpoints, we understand that, in countries where there are many tribes the problem of communication is enormous. As a means of overcoming that problem, the people turn to the learning of a foreign language, for; nothing is frustrated than not being able to communicate in the target language what one knows in the mother tongue. Nevertheless, in a country where there is a linguistic homogeneity like in Burundi this problem is not observed because "Kirundi" (the Burundian mother tongue) is spoken and understood nationwide.

This affects learners' performance in English speaking skill because they will not make much effort to communicate in English in a sense that they can all speak and understand Kirundi language.

The Burundian basic school learners speak English when they are in the classroom answering to the questions of teachers. Being outside, they hardly speak English because everybody understands and speaks Kirundi. However, this is not the case for countries like Nigeria and Cameroun where students must speak the target language in order to pass the message through. In Nigeria and in one part of Cameroun, that target language is English. This situation improves their English speaking skill due to the fact that students are mostly using English as a means of their daily communication which is not the case in Burundi.

2.8. Overcoming the lack of English Speaking Environment

The lack of English speaking environment is a big problem that Burundian English learners in general and those in the ninth forms of public basic school in particular run across. This is due to the fact that most Burundians are not knowledgeable in English language. Thus, learners do not speak English mostly at least among themselves because they are shy or fear to be laughed at especially in the case they make mistakes. In addition, they fear to be seen as braggarts and prefer to speak English when it is extremely needed or somewhere else when there is no other choice.

Nevertheless, as Burundian English learners in general and those in the ninth forms of public basic schools in particular do not get the opportunity of using English as a means of communication at home with their parents or siblings, they should create their own English speaking environment. Teachers should encourage them to try to speak English among peers outside the classroom. To back up this view, Bright (1970:2) insists on language exposure and says the following:

> *There is no language without exposure. It can be salutary to consider the kinds of English to which students are exposed and what therefore they have an opportunity to learn. Exposure needs to, of course, be limited to school situations and what happens outside may be important.*

According to Bright (1970), learners of English should not normally be limited to speaking English at school only but also what happens outside the classrooms should be the object of discussion in English. This means that if they could often practice speaking outside the classroom, they would be improving their speaking skill and this would be like creating their own English speaking community.

There are two means of overcoming the lack of English speaking environment that are:

a. The group work;

b. The conversation.

a. The Group Work

Talking about group work, Dobson (1981:62) says that if you have more than three students you may find it convenient to schedule small group discussions from time to time. This is an excellent way to give students opportunities to speak English especially if the class is a large.

The idea of group work is also supported by Jolly and Early (1974) quoted by brumfit (1984:77) when they say the following:

> *Psychologically group work 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 pupils are outgoing, communicative extrovert personalities; others are shy, withdrawn introverts. In small groups all these types of learners can meet and mix, compensating for one another's strong points and deficiencies as language learners.*

In the same perspective Dickinson (1987:34) talking about how to learn foreign languages, says that the most effective way to give learners opportunities to use the target language communicatively is to divide the class into pairs or small groups.

The above mentioned instances show the advantages of small groups when it comes to facilitating learners to express themselves in English. Working in small groups helps learners to get the opportunity to speak individually and they do it freely without fear due to the fact they are expressing themselves among friends and equals.

In addition it helps to handle the issue of large classes in a sense that each learners gets a chance to speak. Covers and Walters (1983:41) added that one of the ways of giving students more of the time they require to practice the language than is possible when you up front is by dividing the class into pairs or groups.

b. Conversation

According to Dobson (1981:17), conversation is an informal interchange of thoughts and information by spoken words.

In fact, a real conversation always develops from the interaction of at least two persons. It is a spontaneous creation and has a dynamism which no writer can duplicate exactly. Since the main purpose of language is communication in which knowledge is exchanged and social relationship are created, spoken language is therefore aimed at creating interaction among people and natural conversation is the principal channel for creating social relationships. Besides, since conversation is the most frequently occurring verbal activity among people, interaction is more developed in conversation than in any other form of communication.

Pattison (1987:7-8) contrasts what happens when the conversation is carried in the classroom under the supervision of the teacher to what happens when it is carried outside the classroom. It is in few words between what conventionally happens in the language class with what typically happens outside the classroom in relation to the content, reason, result, participants, and means of communication.

The contrasts are the followings:

List 1 FL (oral) Practice in the classroom	List 2 FL (oral) Communication outside the classroom
WHAT: Content of communication	
Content or topic is decided by the teacher, textbooks, et cetera. The meaning of what they say may not always be clear to the speakers.	Speakers express their own ideas, wishes, opinions, attitudes, information, etc. They are fully aware of the meaning they wish to convey.

	The exact content of any speakers message is predictable.

Why1: Reason for communication

Learners speak in order to practice speaking; because teacher tells them to; in order to get good marks, etc.	Speakers have a social or personal reason to speak. There is an information gap to be filled, or an area of uncertainty to be made clear. What is said is potentially interesting or useful to the participants

Why2: The results of communication

The foreign language is spoken; the teacher accept or corrects what is said; a mark is given,...(extrinsic motivation).	Speakers achieve their aims; they get what they wanted; an information gap is filled; a problem is solved; a decision is reached or a social contact is made...the result is of interest or value to the participants.

Who: Participants in communication

A large group in which not everyone is facing the speakers or in what they say; except for one person, the teacher, who pays less attention to what they say than to how correctly they say it.	Two or more people usually facing each other, paying attention and responding to what is said rather than to how correctly it is said.

How: Means of communication

Language from teacher or tape is very closely adapted to learners' level. All speech is accurate as possible, and usually in complete sentences. Problems in communicating meaning are often dealt with by translation. Learners are corrected if their speech deviates from standard forms whether or not their meaning is clear. Teachers	Native -speaker output is not very closely adjusted to foreigners' level. Meaning is conveyed by any means at the speaker's command: linguistic or paralinguistic (gestures, etc.). Problems are dealt with by negotiation and exchange of feedback between speakers. Translation is not always possible. Errors not affecting

help learners to express themselves more correctly.	communication are largely ignored. Native speakers help foreign speakers to express themselves more clearly.

From Pattison (1987) communication outside the classroom is also important in improving the speaking skill. Then, if the conversation is carried in the classroom, students are not at ease, they fear to lose marks by mispronouncing some words or to be laughed at by some classmates. Sometimes, the teacher may not be interested in what the learners are saying but how correctly they are saying it. Nevertheless, the students are not aware of that and they get frightened by his or her presence.

When the students are conversing outside the classroom, there cannot be any inhibition because they fearlessly correct one another and consequently develop their spoken skills. Pattison (1987:17-18) suggests that question such as: "what?", "What did you say?" "Could you say that again?" etc, can be used in classroom in order to correct caress mistakes without impeding the learners' fluency.

CHAPTER THREE: METHODOLOGY

3.0: Introduction

This chapter is about the various methods and techniques that I used in this study. It deals with the description of the area of the study, the population concerned, and the way data were collected and analyzed. Before describing all these procedures, it is of a paramount importance to remind that this study has to verify the research hypotheses illustrated earlier in the general introductory chapter.

3.1 Area of the Study

The area of the study in this work is the Burundi public basic school, especially the ninth forms. The research took place in different Burundi public basic schools from Ngozi (Lycée Communal de Mubuga), Gitega (Lycée communal Urbain de Gitega and Lycée Musinzira), Bujumbura mairie (Lycée Scheppers and Lycée Municipal de Nyakabiga), and from Rumonge (Lycée Rukinga).

Those various schools were first chosen due to the fact that English was being taught there. In addition, the diversity in terms of their geographical locations would permit the researcher to collect different tangible data from different parts of Burundi and then helps the work to become more credible. This area has also been selected because it is not visited by many researchers. The reason why there is a need of a research concerning the use of English language in general and the spoken English in particular in this area.

3.2. Research Population

A population is defined as a group or category of human being, animals, and other things which have one or more characteristics in common as the target population of the universe. Some of the criteria used to define population are: age, gender, educational level and geographical location.

According to Webster's Third New International Dictionary (1986), population can be defined as: "A group of individual persons, objects, or items from which samples are taken for measurement. In other words, the target population is a group researcher is interested in, the group about which the researcher wishes to draw conclusion".

The research population for this study can be divided into two groups. The first group is made up of pupils of the ninth forms of the public basic school from some selected schools in different parts of Burundi. The table below is the presentation of this population:

Table 1: Presentation of Population

Provinces	**Geographical area**	**Schools**	**Number of pupils**
Ngozi	North	Lycée Communal de Mubuga	-126(63 in class A and 63 in class B)
Gitega	Center	-lycée Musinzira -Lycée communal Urbain de Gitega	-50 -217(70 in class A, 72 in class B, and 75 in class C)
Bujumbura mairie	Ouest	-Lycée Scheppers -Lycée Municipal de Nyakabiba	-52 -192(62 on class A, 65 class B, and 65 in class C)
Rumonge	South	Lycée Rukinga	-43

The table above shows that the population is constituted by 680 pupils from the ninth forms of different public basic schools according to their various geographical locations and provinces of Burundi.

Starting from Ngozi which is a province situated in the North part of Burundi, we have Lycée Communal Mubuga where the ninth form of the public basic school is made up of 126pupils. And of those 126 pupils, 63 are in class A while 63 others are in class B. In Gitega, one of the provinces that are in the center of Burundi, we have two schools: Lycée Musinzira and Lycée Communal Urbain de Gitega. And as the table illustrates it, at Lycée Musinzira we have only one class of ninth form which is constituted by 50 pupils. Lycée Communal Urbain de Gitega has 217 pupils in its ninth form. Of the 217 pupils 70 are in class A, 72 in class B, and 75 in class C.

In Bujumbura mairie which is in the Ouest part of Burundi the table shows that we have two schools that are: Lycée Scheppers and Lycée Municipal de Nyakabiga. Lycée Scheppers has only one ninth form class of 52 pupils. Lycée Municipale de Nyakabiga has 192 pupils in its ninth forms of the public basic school.

Of those 192pupils, 62 are in class A, 65 in class B and 65 others in class C. In Rumonge which is located at the South part of Burundi, the table shows that we have Lycée Rukinga where there is only one class of ninth form made up of 43 pupils.

The other group of population of this study is constituted by teachers of those public basic schools mentioned above. This imply one teacher of Lycée Communal Mubuga (Ngozi), one of Lycée Musinzira (Gitega), one of Lycée communal Urbain de Gitega (Gitega), one of Lycée Scheppers (Bujumbura mairie), two of Lycée Municipal de Nyakabiga (Bujumbura mairie), and one teacher of Lycée Rukinga (Rumonge).They are seven in total.

3.3. Research Sample

A research sample is a portion of the population selected for the sake of a research. A sample is used because it is sometimes difficult to use the whole population because of different reasons. According to Leabo and Smith (1964:82), sampling implies the selection of few items from a group to be investigated on, in such a way as secure data on the basis of which reasonable conclusion can be drawn regarding the entire mass.

Throughout the above quotation, Leabo and Smith (1964) strengthen the idea that if a sample is carefully selected, the results of the sample should give an accurate picture of the whole population. They let us know that there is no need of taking a whole population that can imply hundreds or thousands of population. A well selected sample is enough for a research.

In this work, a number of 226 pupils were taken as a sample in the 6 selected Burundi public basic schools. As far as teachers were concerned, all of them were taken as a sample. This means that all the 7 teachers (i.e. 5 teachers from 5 of those schools plus 2 of Lycée Municipal de Nyakabiga) of those public basic schools were considered. As a researcher, my interest was to focus on pupils and teachers of the ninth forms of Burundi public basic school. Those pupils were selected on the basis of 1/3 in each class.

This implies that I took 1/3 of the total number of each class and followed the alphabetical order; that is from the first pupil on the class list up to the last one on the number constituting the sample in each class.

As regards to the teachers, I found out that it would be better to take them as a whole due to the fact that they were not so many (only 7 teachers). I realized that to take a small number as a sample out of such a population would somehow rend my research mediocre and incredible. Moreover, to take the total number of those teachers would help me to collect as many information as possible. And this would contribute much in my work in a sense that teachers are in permanent contact with their pupils and are therefore well placed to talk about their pupils' strengths and weaknesses, their possessions in teaching materials, etc.

3.4. Data Collection Procedures

The data collection procedure refers to the research instruments used in the collection of data. This study made use of two types of research instruments namely, classroom observation and two questionnaires: one for the ninth forms pupils of the public basic school and another one for their teachers.

3.4.1. Classroom Observation

Before the questionnaires were distributed to the pupils and teachers, as a researcher, I participated in some ninth forms lessons that were being given in those public basic schools where I conducted this research. I was interested in the way pupils spoke English and some realities that a teacher or pupils could not reveal when a questionnaire were used. Talking about direct observation, Wallace states the following:

> *This kind of observation is also extremely valuable since certain aspects of action will be clear to the observer in a way that they cannot be to a teacher. In sports there is a saying that "the spectator sees most the game".*

This means that a direct observation helps to see clearly some aspects and that in different ways. I then choose to be present in classroom for a direct observation so as to see clearly what was going on in those classrooms and also respond to some questions that were not included on the questionnaire such as asking to the teacher: "Do you think you are competent to teach the spoken English at the ninth level of the public basic school?". This could be compromising and the teacher would not feel comfortable to answer such a question.

The classroom observation was based on some criteria like:

1. Teachers's competence
2. Size of the classes
3. Setting
4. Main skills
5. The speaking subskills
6. Techniques/ activities
7. The teaching materials

In each school, I got an opportunity to observe eight lessons. The introduction to schools was made in this way: I introduced myself to the headmaster first and second to the perfect. I told each of them my name, where I came from and the object of my visit in their schools. When it came to introducing myself to the teachers, I did it without mentioning that my interest was focused on the speaking skill. The reason was that I actually wanted those teachers to be more natural while teaching.

I was welcome in schools but some intended to ask me what I wanted to look for before my observation was made. I told them that I would like look for "writing", "listening", as well as how "some vocabulary items" are being taught. Indeed they found out my interest in the questionnaire but fortunately, it was distributed after the observation was made.

3.4.2. Questionnaire

3.4.2.1. Teachers' Questionnaire

A questionnaire is an instrument used to collect data, consisting of a set of questions to which the subjects respond in writing. Pinto and Grawitz (1971:657) distinguish two types of questions namely closed questions and open questions. The former limits the respondent's expression while the latter let the respondent free to organize his or her answers.

In this work, the questionnaire which was designed to teachers comprised nine questions including seven closed questions which were multiple choice questions in which the teachers had to choose one alternative among many alternatives and two open questions in which the teachers were asked to choose one alternative and give his/ her viewpoint about his/ her choice wherever it was required. The idea behind giving open ended questions to teachers was that they were mature enough and were able to express themselves and they were well placed to know what happens in the classroom.

3.4.2.2. Pupils' Questionnaire

The pupils were given questionnaires which include only close ended questions. They were given 10 questions in which they had to choose among the multiple choices.

As it has been mentioned before, I took 1/3 of the total number each class and I followed the alphabetical order. In some schools which had more than one class of ninth form, I had to combine pupils of all those classes and then take 1/3 of them as sample after. And this was done according to the numbers on the lists of those classes. It implies that pupils from the first number on the class list up to the last one constituting the sample were given a questionnaire to fill in. This gave me 42 pupils from Lycée Communal Mubuga, 17pupils from Lycée Musinzira, 72 pupils from Lycée communal urbain de Gitega 14 pupils from Lycée Rukinga, 17 pupils from Lycée Scheppers de Nyakabiga. The pupils' questionnaire was constituted by different questions and some of them were similar to those on teachers' questionnaire. Among the 226 pupils' questionnaires distributed, only 200 were returned, and the 26 others were missing for some pupils did not give them back.

3.5. Data Analysis Procedures

This section consists of how the data collected has been analyzed. The analysis was done on the basis of data collected from the two kinds of research instruments as mentioned earlier. Those are the classroom observations and the questionnaire administered to both teachers and pupils.

The information obtained through data collection procedures described above was analyzed by categorizing and tabulating, using frequency tables according to items being investigated on.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE FINDINGS

4.0. Introduction

This chapter is about the presentation, analysis, and interpretation of data collected with the classroom observation, teachers', and pupils' questionnaires. It also seeks to establish the research hypotheses mentioned in the first chapter (General Introduction).

The present chapter is split up into two main sections:

The first section deals with the analysis of the information got from the various methods used in collecting data. This includes data gathered from the classroom observation, teachers', and pupils' questionnaires.

The second section deals with the findings about the possible causes of problems that Burundian learners of English in general and the spoken one in particular face in the ninth forms of Public basic school. It will deal with them according to the data collected from the classroom observation, the teachers', and pupils' questionnaires.

4.1. Data Presentation and Analysis

4.1.1. Data from Classroom Observation

4.1.1.1. Teachers' Competence

During the classroom observation, it was realised that most of the teachers would not put much focus on the speaking skill. The programme designers did not precise the amount of time that should be spent on the speaking skill. Then, those teachers would only ask pupils to read aloud some texts and after read in their turn. Some of those teachers were not even good at reading as far as the pronunciation of some words was concerned. That was the case when I was observing a lesson related to reading comprehension in one of those schools I visited.

The text was entitled: *Going abroad* and it was one of the texts that constitute the *Theme 7* entitled: *Information and communication Technologies (ICT'S)* which is in the Pupil's book. Then when the teacher was reading the title for instance, instead of saying: [gəʊɪəŋ ə' brɔd], he would say [gowiŋi ɛbrodə]. That was therefore a big issue because such a teacher could not be able to correct the pronunciation errors made by his/ her pupils.

Since there was no specific amount time allocated to the teaching of speaking skill, some practices that had to be available to help would be: to pronounce new words from texts, use them in sentences orally, reading aloud and play role. However during the observation some teachers would only ask pupils to read aloud, take a look at some vocabulary items and after go on with grammatical structures and the latter was the one on which they would put much focus. That was because some of them did not know that those practices help in improving the oral skill.

4.1.1.2. Size of the Classes

During the observation in different schools, I realized that almost all the classes were overpopulated. In some schools, the number of pupils in classes would vary from 60 to 75 while and in others it would vary from 40 up to 50 pupils. Four or three pupils would squeeze on one small desk and this was a problem in a sense that they could not feel comfortable seating in that way. Moreover, it was very difficult for them when it came to reading some texts in a sense that in some classes one book would be shared by three or four pupils.

4.1.1.3. Setting

The setting here refers to the area where the schools were located. This is because, the fact of being aware of this area would help to know if it is favourable or not to the teaching/ learning process. Thus, during the observation, I realized that some schools were placed in areas which were not favourable to the teaching/ learning process due to the fact that they were built alongside the roads or other beside a stadium where much noise from people was always being heard. That noise would then be hampering the teaching/ learning process.

4.1.1.4. Main Skills Taught

During the lessons observation, it was established that among the four English language skills which must be taught in the ninth forms of the public basic school, that is reading, writing, speaking, and listening, the skills mostly taught were reading and writing. The speaking skill was not given sufficient time.

4.1.1.5. Speaking Subskills Taught

It was found out that the emphasis was sometimes put on the following major systems of communicative competence in spoken English: the grammar system and the sound system. A detailed analysis of the subskills taught within the major systems of communicative competence stated above also established that some subskills were sometimes given sufficient coverage. Within the grammar system, the aspects were constructing sentences orally followed by using words in sentences orally.

The only subskill taught under the sound system was pronunciation especially of new words from some texts but even that was not used by many teachers. Intonation was not taught at all. This was due to the lack of emphasis laid on sound system in the coursebook and some teachers' incapability of using them.

4.1.1.6. Techniques/ Activities

The data from classroom observation showed that the techniques used in order to promote a communicative competence in spoken English were mainly "questions" and "answers". This could be attributed to teachers' tendances to use teaching techniques that are less taxing in terms of time.

The fact of reading in classrooms also tended to be common. Pupils were made to read aloud from textbooks, but in this case, teachers were teaching "Reading comprehension". The "role play" was rarely used because during the observation I only saw one case when it was used and that was at Lycée Musinzira de Gitega. Other techniques such as "pair" and "group work", "story telling", and "debate" were not made use of.

4.1.1.7. Instructional Materials

The instructional materials were taken into consideration for they are viewed as an important part of the teaching/ learning process. The kind of textbooks, supplementary materials and teaching/ learning aids utilized were examined.

As far as the course books are concerned, it was observed that the only course book used was a book that was constituted by lessons and some texts in Kirundi, Swahili, French, and English. Some schools did not have coursebooks in sufficient quantity because in many of those schools, one book would be shared by three or four students sitting on one desk. This was considered because it is believed that for meaningful practice of the exercises found in textbooks to take place, there should be enough copies for pupils. It was realized that no single teaching/ learning aids like radio, TV, etc were being used.

4.1.2. Data from Teachers' Questionnaire

As it has been mentioned before, the questionnaire is another tool that was used so as to collect data which might not have been discovered during the classroom observation. It intends to collect different views from the respondents who provide answers to different questions found on those questionnaires.

Question1: *What is the average number of pupils in class (es) you are teaching?*

a) Less than 50

b) Between 50 and 60

c) Between 60 and 75

This question intended to check if the number of pupils in classes was easy to manage while teaching the speaking skill. This was especially when the teacher had to apply the various activities of developing communicative competence in pupils that are: pair and group work, role play, etc.

Table 2: Views on the Average Number of Pupils in Class (es)

Answers	Frequency
Less than 50	1
50-60	2
60-75	4
Total	7

The table above shows that 4 teachers said that they have a number of pupils that is between 60 and 75 per class. 2 teachers confirmed to have a number of pupils which is between 50 and 60 while only one teacher mentioned that he had less than 50 pupils in his classroom. It can then be concluded that many classes are overpopulated in terms of pupils. This is a problem for a class which has a big number of pupils is not easy to manage. That is, apart from the fact that pupils are always disturbing and making noise, it is not easy for teachers to apply various activities which permit to develop communicative competence in pupils' oral abilities that is: pair and group work, role play, etc. Besides, it is difficult for them to apply language practice in a class of more than 50 pupils while they are rushing so as to cover their annual programmes.

Question 2: *How much time per week do you devote to the teaching of English speaking skill?*

a. Less than an hour

b. One hour

c. Two hours

d. More (specify please)

This question intended to check if the speaking skill is being taught in the ninth forms of the public basic schools. If it is so, it is put to see how much time is spent on it. That is to determine if that time is enough or not to improve the pupils' ability in terms of English speaking skill.

Table 3: The Amount of Time per Week Devoted to the Teaching of Spoken English

Answers	Frequency per week
a. less than 1hour	6
b. one hour	1
c. two hours	0
d. more (please specify)	0
Total	7

As the above table shows it, the answers to this question differed from one teacher to another. Therefore, 6 teachers said that they devote less than an hour per week to the teaching of English speaking skill; 1 teacher said one hour while no one mentioned to spend 2 hours or more per week to the teaching of speaking skill.

The table shows then that the spoken English is not given enough time. This is the reason why pupils are in need of extra time for the development of communicative oral abilities either with their peers or other communicators.

Question3: *How frequently do you teach the following subskills?*

1. Pronunciation of:

a) Individual sounds

b) Individual words

2. Word formation

3. The use of grammar in its spoken form:

a) Using words in sentences correctly

b) Constructing correct sentences orally

d) Discourse competence, i.e., ability to take part in a prolonged free conversation, taking turn in a conversation, etc.

This question was put to know if the English speaking subskills are all given sufficient coverage. It was put to see if teachers are teaching them regularly so as to help pupils to improve the spoken English.

Table 4: Frequency of Teaching Different English Subskills

Subkills	Frequency		
	Often	**Sometimes**	**Never**
1. Pronunciation of:			
a) Individual sounds	2	3	2
b) Individual words	3	4	0
2. Word formation	0	5	2
3. The use of grammar in its spoken form:			
a) Using words in sentences correctly	6	1	0
b) Constructing correct sentences orally	6	1	0
c) Discourse competence	0	5	2

The table above shows the results of data gathered from teachers concerning the frequency with which the major components of communicative competence in spoken English are taught. As far as grammar is concerned, 6 teachers said that they often involve pupils in constructing sentences orally. The same number of 6 teachers mentioned that they often make their pupils use words in sentences. Discourse competence as well as the word formation was not given sufficient coverage. With regard to the sound system, only 3 teachers said that they often teach pupils to pronounce new words. Pronunciation of individual sound was not also sufficiently made use of for only 2 teachers admitted to often teach it.

Question 4: *How frequently do you use the following techniques/activities when you are teaching English?*

a. Individual verbal response,

b. pair discussion

c. Group discussion

d. Reading aloud

e. Story Telling

f. Questions and answers

g. Debate

h. Role play

i. Any other technique (please specify)

This question was put so as to see how often teachers exercised or involved their pupils in oral activities. It was asked to check how frequently they make use of different techniques/ activities that help pupils to improve English language in general and their speaking skill in particular.

Table 5: Frequency of Using Various Techniques/Activities when Teaching English Language

Techniques/ Activities	Frequency		
	Often	**Sometimes**	**Never**
a. Individual verbal response	4	3	0
b. Pair discussion	2	4	1
c. Group discussion	3	3	1
d. Reading aloud	7	0	0
e. Story telling	1	3	3
f. Questions and answers	6	1	0
g. Debate	0	2	5
h. Role Play	2	5	0
i. Any other techniques (please specify)	0	0	7

This table shows that "reading aloud", "questions and answers", had the highest proportion. It shows that 7 teachers out of 7 teachers said that they often use "Reading aloud" while "Questions and answers" technique was confirmed to be used by 6 teachers. This indicates that "Reading aloud" and "Questions and Answers" techniques are sufficiently covered.

It is worth to mention that the 2 latter techniques which are highly made use of are techniques utilised when dealing with Reading comprehension and dialogues. From the table above, it can also be realized that "individual verbal response" techniques is often used as 4 teachers admitted to often use it, while "Role play" is rarely used in a sense that only 2 teachers confirmed to often make use of it.

Unlike the techniques mentioned above, the table shows that techniques like "pair discussion", "group discussion", "story telling", debate were not often used. However, those are the techniques of a great importance in developing the pupils' communicative abilities especially the speaking skill.

Question 5: *Do you have a copy of the teacher's guide to the coursebook (pupil's book) you use?*

a. Yes b. No c. No answer

This question was put to know if each teacher had an English teacher's guide to the coursebook he uses in his daily lessons. That was because a copy of the teacher's guide to the coursebook is of a paramount importance in a sense that it helps the teacher to know how to teach what is in the coursebook.

Table 5: Availability of Copies of Teacher's Guide to the Coursebook (pupil's book)

Suggested answers	Frequency
Yes	3
No	4
No answer	0
Total	7

The table above shows that only 3 teachers responded that they have a copy of teacher's guide to the coursebook they use. Nonetheless, that guide is what helps the teacher to know how to teach what is in the pupil's book. The insufficiency of those teachers' guide is then one of the problems that hamper the improvement of the teaching of English language in general and the speaking skill in particular.

Question 6: *Are you satisfied with the assistance the teacher's guide copy provides you in the teaching of speaking skill?*

a. Yes b. No c. No answer If not, why?

This question sought to know if the copies of the teacher's guide could really help the teachers to effectively teach the speaking skill. It also asks the teachers to provide their points of view if their answers are no.

Table 7: Views on the Satisfaction about the Assistance that Teachers get from the Teacher's guide Copies

Suggested answers	Frequency
Yes	0
No	7
No answer	0
Total	7

In the previous question about the availability of copies of teachers guide, we have seen that only 3 teachers admitted to have those copies. It was then important to know if those teachers are satisfied with the guidance those copies provide them in terms of teaching the spoken English. And as the table shows it, even the 3 teachers who had confirmed that they have the teacher's guide copies said that they are not satisfied with the help that those copies provide in the teaching of the speaking skill. The reason that they mentioned is that the teacher's guide does not specify and give a detailed guidance on how to teach the speaking skill.

Question 7: *How frequently do you use the following teaching/ learning aids when you are teaching English?*

a. *Radio/ cassette recorder*

b. *Film projector*

c. *Video-tape recorder*

d. *others (please specify)*

This question was asked to know if the teaching/ learning aids mentioned above are often used for the sake of improving the teaching/ learning of the oral English. This is because the use of teaching/ learning instruments is very important in a sense that they help the learners mainly in the pronunciation, the use of a language in its different contexts, to name but a few.

Table 8: Information on the Frequency of use of Different Teaching/ Learning Aids in Classes

Teaching/ learning aids	Frequency		
	Often	**Sometimes**	**Never**
a. Radio/ cassette recorder	0	0	7
b. Film projector	0	0	7
c. Video tape- recorder	0	0	7
d. others (please specify)	0	3	4

From the table above, we can see that almost all the teaching/ learning aids identified were never used. Only 3 teachers said that they sometimes use pictures when teaching English. Nevertheless, all those aids should be available and made use of in a sense that they contribute much in learning/ teaching of English in general and the speaking skill in particular.

Question 8: *How frequently do you listen to English programmes from RTNB, VOA or BBC channels?*

This question was put to check how often teachers listen to English programmes from different channels such as: RTNB, VOA, and BBC. That is because, listening skill is strongly linked to the speaking one.

One cannot perform well in speaking skill while he/ she is not good at listening for we mostly talk about what we have heard and we talk with other people.

We need then to listen and understand them before we speak. Besides, books are not the only source of knowledge. A good teacher must manage to search for some extra knowledge in listening to some English programmes from various channels.

Table 9: Frequency of Listening to English Programmes from: RTNB, VOA, or BBC Channels

Channels	Frequency		
	Often	Sometimes	Never
RTNB	4	2	1
VOA	3	3	1
BBC	3	4	0

The table above shows that 4 teachers said that they often listen to English programmes from only RTNB. But a small number of teachers said that they often listen to English programmes to VOA and BBC. Only 3 teaching said that they often listen to English programmes from VOA and another same number of teachers (3) confirmed to often listen to those from BBC channel.

However though listening to English programmes from RTNB is useful, listening to those broadcasting in BBC and VOA would be more important. That is because in the those channels you can mostly listen to English native speakers speaking and then be accustomed to their accent and try to imitate them later on. Moreover it helps to know the language in its various contextual usages.

Question 9: *Do you make use of various appropriate methods in teaching the spoken English?*

a. Yes b. No c. No answer. Justify your answer.

This question intended to know if teachers make use of different methods in teaching the spoken English. That was because, in order to succeed in the teaching of any course, a teacher needs to test different methods so as to see the methods that may be successful to his or her class and then carry on using them.

Table 10: Information about the Use of Appropriate Various Methods While Teaching the Spoken English

Suggested answers	Frequency
Yes	2
No	5
Nanswer	0
Total	7

The results from the table above showed that only 2 teachers answered that they use various methods in teaching the spoken English. The reason was that the speaking skill was not given by programme designers a specific time during which it should be taught. The teachers said that they could not think of using different methods while there was not even a specific amount time that was dedicated to the teaching the speaking skill. They said that each teacher sometimes would manage to see the method to be used or change it depending upon the importance that he attributes to the spoken English. They mentioned that they are mostly focusing on the grammatical structures in a sense that they have to follow the programmes that they are assigned to. They added that the reason why they put much focus on those grammatical structures was that they are brought in different tests and examinations or even in the national test.

4.1.3. Data from pupils' Questionnaire

This questionnaire was designed in such a way that pupils' responses would supplement teachers' responses. It was also put to complete data got from classroom observation.

Question 1: *When do you speak English?*

a. when I am in class

b. When I am spoken to in English

c. When teachers are around

d. No answer.

Table11: Frequency of Use of Spoken English in and outside the Classroom

Answers	Frequency	Percentage (%)
a. When I am in class	120	60
b. When I am spoken to in English	50	25
c. When teachers are around	20	10
d. No answer	10	5
Total	200	100

This question was put so as to check if the pupils speak either in class or outside the class. As the table shows, 120 pupils (60%) mentioned that they speak English while in class. 50 pupils (25%) said that they speak English when they are spoken to in it. This then shows that pupils rarely speak English outside the classroom.

This is due to the fact that it is not frequent in Burundi to meet with people who converse in English. In few words there is a lack of an English speaking community in which those learners can practice their speaking skill.

Question 2: *When you are in class, how frequently does your English teacher teach you the following subskills?*

1. Pronunciation of:

a. Individual sounds

b. Individual words

2. Using words in sentences correctly

3. The use of grammar in its spoken form:

a. Constructing correct sentences orally

b. Replying in incomplete sentences, in response to questions/ statements

c. How to take part in a conversation (for instance: starting a conversation, allowing other people to speak, etc.)

Table 12: Views on the Frequency of Learning Different English Subskills

Subskills	Frequency		
	Often	**Sometimes**	**Never**
1. Pronunciation of:			
a.Individual sounds	53 (26.5%)	101 (50.5%)	46 (23%)
b.Individual words	73 (36.5%)	75 (37.5%)	52 (26%)
2. Using words orally in correct sentences	155 (77.5)	45 (22.5%)	0 (0%)
3. The use of Grammar in its spoken form:			
a. Constructing correct sentences orally	122 (60%)	78 (40%)	0 (0%)
b. Replying in incomplete sentences in response to questions/ statements	31 (15.5%)	133 (67.5%)	24 (17%)
c. How to take part in a conversation(e.g. starting a conversation, allowing other people to speak etc.	36 (18%)	115 (57.5%)	59 (29.5%)

From the table above we can see that 155 pupils (77.5%) said that they were often taught how to use new words in correct sentences orally. The table also showed that 122 pupils (60%) responded that they were often taught how to construct correct sentences orally. From this we can say that those 2 mentioned subskills were given sufficient coverage.

Concerning pronunciation, only 73 pupils (36%) replied that they were often taught how to pronounce individual new words while 53 only (26%) admitted that they were often taught individual sounds. This implies that those subskills were given an insufficient coverage.

The remaining subskills that are: "replying in incomplete sentences in response to questions/ statements" and "how to take part in a conversation" that is discourse competence were also not given sufficient amount of time because only 31pupils (15.5%) reported that they were often taught how to reply in incomplete sentences in response to questions/ statements while only 36pupils (18%) mentioned to often be taught how to take part in a conversation.

Question 3: *When you are in class learning English, how frequently does your teacher make you do the following techniques/activities?*

a. Answering the questions orally

b. Reading aloud from the texbooks

c. Practicing" dialogues from texbooks

d. Practicing dialogues of your own

e. Telling stories

f. Discussing in pairs

g. Discussing in groups

h. Practicing short drama

i. Debate

j. Giving your opinion

Table 12: Frequency of Use of Various Techniques/ Activities when Pupils are Learning English

Techniques/ Activities	Frequency		
	Often	**Sometimes**	**Never**
a. Answering questions orally	191 (95.5%)	9 (4.5%)	0 (0%)
b. Reading aloud from textbooks	183 (93%)	14 (7%)	0 (0%)
c. Practising dialogues from textooks	97 (43.5%)	90 (45%)	23 (11.5%)
d. Practising dialogues of your own	46 (23%)	146 (73%)	8 (4%)
e. Telling stories	11 (5.5%)	96 (48%)	93 (46.5%)
f. Discussing in groups	81 (40.5%)	79 (39.5%)	40 (20%)
g. Practicing short drama	22 (11%)	43 (21.5%)	135(67.5%)
h. Debate	0 (0%)	38 (19%)	162(81%)
i. Giving your own opinion	21 (10.5%)	33 (16.5%)	146 (73%)

From the table above, it can be seen that "answering questions orally", and "reading aloud" are the most frequently used techniques/ activities according to the pupils' responses. 191pupils (95.5%) said that "answering questions orally" is often used and 186pupils (93%) admitted that "reading aloud" technique is often used in teaching English language.

As far as other techniques/ activities like "practicing dialogues" from texbooks", "dialogues from your own", "telling stories", "discussing in pairs", "discussing in groups", "practicing short drama", "debate" and "Giving your opinion" are concerned, the table shows that they were not given sufficient coverage.

Question 4: *How many copies of English coursebook (pupil's book) are available for the class?*

a. Enough for everybody

b. One copy per two pupils

c. One copy per three or four pupils

d. very few copies for pupils

Table 13: Views on the Availability of Copies of English Coursebooks (pupils' books)

Suggested answers	Frequency	Percentage (%)
a. Enough for everybody	22	11
b. One copy per two pupils	52	26
c. One copy per three pupils	102	51
d. Very few for pupils	24	12
Total	200	100

This question was put to see if copies of the coursebook available are enough for pupils. From the table above, the lack of pupils' books is obvious. Only 22pupils (11%) mentioned that they have enough copies. The table also shows that 102pupils (51%) said that one book could be shared by three or four pupils and only 52pupils (26%) responded that one copy was shared by 2 pupils. The table also showed 24pupils (12%) admitted that they have very few copies.

Question5: *How often does your teacher use the following teaching/learning aids when teaching English language?*

a. Radio/ cassette recorder

b. Film projector

c. video recorder

d. Others (please specify)

Table 14: Information on the Frequency of Use of the Teaching/ Learning Aids

Teaching/ Learning aids	Frequency		
	Often	**Sometimes**	**Never**
a. Radio/ Cassette recorder	0 (0%)	0 (0%)	200 (100%)
b. Film projector	0 (0%)	0 (0%)	200 (100%)
c. Video tape recorder	0 (0%)	0 (%)	200 (100%)
d. Others specify please	0 (0%)	10 (5%)	190 (95%)

The above table shows that teaching/ learning aids that are: Radio/ cassette recorder, film projector, video-tape recorder or others were never used according to the pupils' answers. That is because no single pupil admitted to have seen any of those teaching/ learning aids being used while learning English. Only 10 pupils (5%) mentioned that they sometimes see their teachers using pictures during the some English lessons.

Question 6: *How do you express yourself in English? (Read the sentences below and choose the one that suits you).*

a. I think in Kirundi, and after translate my idea in French and then in English,

b. I think in Kirundi first, and after translate my idea in French and after in Kiswahili and finally in English.

c. Kirundi, Kiswahili, and French vocabularies come first in my mind and limit my expression in English

d. I think and express myself in English immediately

Table 15: Views on the Way Pupils Express Themselves in English

Suggested answers	Frequency	Percentage (%)
a. I think in Kirundi first and translate my idea in French and then in English	125	62.5
b. I think in Kirundi first and then in French, and after in Kiswahili and finally in English	45	22.5
c. Kirundi, Kiswahili, and French vocabularies come first in my mind and limit my expression in English	20	10
d. I think and express myself in English immediately	10	5
Total	200	100

This question was asked to check if language interference could be one of the factors that hamper the performance in the English speaking skill. That would be due to the fact that with the introduction of the new education system of basic school in Burundi, four languages which are: Kirundi, French, Kiswahili, and English are now being taught from the basic school up to the university. The table above then shows that 125 pupils (62.5%) said that when it comes to speaking English, they think in Kirundi first, translate their ideas in French and after in English. 45pupils (22.5%) confirmed that they think in Kirundi first, and then in French, and finally in English while 20 pupils (10%) said that Kirundi, French, and Kiswahili vocabularies come first in their minds and limit their English expression. However, to perform well especially in the spoken English pupils should think and directly express themselves in English but because of that language interference, only 10 pupils (5%) said that they think and express themselves in English immediately.

Question 7: *Are you always appreciated when you give a good answer?*

a. yes b. No c. No answer

Table 15: Appreciation that Pupils Get from their Teachers after providing good answers

Suggested answers	Frequency	Percentage (%)
a. Yes	98	49
b. No	100	50
c. No answer	2	1

This question was put to see to what extent pupils are appreciated after providing a good answer. The table shows that 100 pupils (50%) answered that they are not always appreciated by their teachers when they give a good answer. In spite of that as the table keeps showing it, 98 pupils (49%) said that they are appreciated after providing a good answer. It is obvious then that a big number of pupils confirmed not to be appreciated by their teachers after giving a good answer. However, when a learner is always appreciated after giving a good answer, he/ she feels motivated and is always seeking to answer to the teacher's questions without any problem. And this helps in the improvement of the learning of English in general and the speaking skill in particular.

Question 8: *How often do you listen to English programmes from RTNB, BBC, or VOA channels?*

Table 18: Frequency of Listening to English Programmes from RTNB, VOA, and BBC by Pupils

Channels	Frequency		
	Often	Sometimes	Never
RTNB	31 (15.5%)	37(18.5%)	132 (66%)
VOA	11 (5.5%)	32 (16%)	157 (78.5%)
BBC	12 (6%)	35 (17.5%)	153 (76.5%)

As we have seen earlier in the teachers' questionnaire, even teachers are not very interesting to English programmes from RTNB, VOA, BBC channels. It is then understandable that they do not mostly advise their learners to listen to those English programmes from those channels. The above table shows that only 31 pupils (15.5%) said that they often listen to English programmes from RTNB, and only 12 pupils (6%) confirmed that they often listen to those from BBC while only 11 pupils (5.5%) responded that they often listen to those from VOA channel.

Question 9: *How were the English teachers you have had so far in speaking English?*

a. They were competent

b. They were fluent

c. They were hesitant

Table 19: Information on the Competence of Teachers in the Spoken English

Suggested answers	Frequency	Percentage (%)
a. They were competent	110	55
b. They were fluent	78	39
c. They were hesitant	12	6
Total	200	100

This question was asked to see if the pupils appreciate the way teachers speak English while they are learning. The table above shows that 110 pupils (55%) said that their teachers were competent while 78 pupils (39%) answered that they teachers were fluent. However due to their low level of understanding, pupils may think that a teacher is competent while he/ she is not.

Question 10: *Do you wish to imitate your today's English teacher in speaking English?*

a. Yes b. No c. No answer

Table 20: Views on the Wish of Pupils to Imitate their English Teachers in Spoken English

Suggested answers	Frequency	Percentage (%)
a. Yes	110	55
b. No	55	27.5
c. No answer	35	17.5

This question sought to know if the pupils would like to imitate their teachers in speaking English. The table above showed that 110 pupils (55%) answered that they would like to imitate their teachers while 55 pupils (27.5%) said that they did not wish to imitate their teachers. However, even though a big number of pupils expressed their wish to imitate their teachers in speaking English, it does not mean that those teachers are more competent or speak English well.

It is just because pupils always think that teachers are special and knowledgeable in their subjects.

4.2. Interpretation of the Findings

This section is about a discussion of global results from the classroom observation and answers to different questions on the questionnaires. It contributes to the interpretation of what has been found in this work.

4.2.1. Findings from Classroom Observations

4.2.1.1. Teachers' Competence

During the observation, It was realised that many teachers could not put much focus on the speaking skill. As we have seen it, the programme designers did not precise the amount of time that should be spent on the speaking skill.

Then, those teachers would only ask pupils to read aloud some texts and after read in his or her turn. Some of those teachers were not even good at reading as we saw it in the provided example about the misreading of the title *Going abroad*. That is a big problem in a sense that if a given teacher is not able to read properly, he/ she could hardly be able to correct some errors made by pupils during the reading.

Since there was no specific amount time of teaching the speaking skill, some practices that were available to help would be: to pronounce new words from texts, use them in sentences orally, reading aloud and play role. However during the observation some teachers would only ask pupils to do some readings, shortly take a look at some vocabulary items and then go on with much focus on grammatical structures. That was because some of them did not know that those practices help in improving the oral skill.

4.2.1.2. Size of the Classes

During the observation, it was found out that a large number of pupils in schools is one of the impediments to the development of communicative competence in oral skill. In some schools, one single desk would be seated on by four or even five pupils due to the big number of learners. Therefore, the development of communicative competence in spoken English would become difficult for it was hard for each pupil to get an opportunity to practice orally in classes of a big number in a lesson of 45 minutes. For instance, when it came to applying teaching technique/ activity like role play, it was very difficult for teachers in classes of such a large number of pupils and that would push them to forget about that and go on with the grammatical structures.

This is the reason why pupils cannot easily develop communicative competence in spoken English due to the fact that, because of their huge number, they are not given enough time to practice in class. To support this assertion, Byrne (1976: 1) argues that, in order to develop oral skill, we have many obstacles to contend for: the size of the class, the arrangement of the class, the number of hours available for teaching the language…

This Byrne's view shows that the size of the class and the time devoted to the teaching of a language are some of the factors which help teachers in improving pupils' performance in spoken English.

The size of the class on one hand is helpful when it is not big and the time on the other hand when it is sufficiently devoted to the teaching of a language.

4.2.1.3. Setting

In any teaching/ learning process, the environment in which that activity takes place affects the latter. During the classroom observation, I realised that some schools were situated in an environment which is not adequate for the learning. This is the case of Lycée municipal de Nyakabiga which is located in the angle of two roads where there is much noise from people or cars passing by. It is also the same case for Lycée communal urbain de Gitega which is constructed just few metters from a football stadium of Gitega and whenever there is a football match or any other event, there is much noise of people who are watching or participating in that event or that of people who are passing by the school heading to the stadium. It is therefore what makes an obstacle to a better teaching/learning of English language in general and the English speaking skill in particular in a sense that pupils cannot concentrate on what is being taught under such conditions.

4.2.1.4. Instructional Materials

The didactic materials are of paramount importance in the teaching/ learning process. The development of communicative competence in spoken English depends upon the kind of textbooks, supplementary materials and the teaching/ learning aids used and the amount of reliance put on them. They can also influence the teaching techniques used by a teacher.

However, during the observation it was realized that the most commonly used didactic material is a coursebook. And even the books which are used are not enough for one copy was obligatory shared by two or even more especially in schools which had more than 60 pupils. This is then a problem in sense that exercises found in those books could not be done by every pupil.

Concerning supplementary texts, no single supplementary text was observed being used by any teacher and teachers had therefore to rely on the coursebook (pupil's book) only. And yet the pupil's book provides very little in terms of knowledge about the learning of English speaking skill. And this is a big issue in the promotion of the teaching/ learning of English language in general and the spoken English in particular.

In addition, during the observation it was realized that among all the schools where the study was conducted, no single school was in possession of the teaching/ learning aids like: Radio, cassette recorder, film projector, and video tape recorder. Nevertheless, those teaching/ learning materials play a great role in a sense that they keep pupils motivated by stimulating them and developing their oral abilities. For instance, if a teacher utilizes the teaching materials like a radio or a cassette recorder, it helps pupils to acquire the accent of native speakers of English and also develop the pupils' expressions as then improve their spoken English.

4.2.1.5. Teaching Techniques/ Activities

According to Savignon (1972), classroom activities must reflect those communication activities that learners are likely to engage in. They must be as meaningful as possible and be characterised by aspects of true communication such as its basis in social interaction. In the observation, it was noticed that most often, teachers asked pupils some questions which were answered in full sentences. However this technique of "Questions and Answers" , does not help much in developing oral skill in so far as learners need to acquire a general communicative ability that will help them to cope with various sociolinguistic situation.

4.2.1.6. Teachers' Problems

Due to the lack of suitable didactic materials, the insufficient time devoted to the oral skill and a large number of pupils, teachers of English find it difficult to develop the pupils' communicative competence in spoken English, as it was seen during the classroom observation. They are often rushing in order to cover the whole annual programme. Teachers can then only help few pupils, who understand quickly and participate in class, but those who do not participate are ignored and this is a big problem to the improvement of English language in general and the speaking skill in particular.

4.2.1.7. Pupils' Problems

During the observation, I realized that when the teacher asked to tell what the learned the day before, or to make a short summary of a text read, many pupils were hesitant to respond with the fear of making errors or mistakes.

Those who made an attempt to answer would often make long pauses, hesitations when answering, and they could not hold a coherent conversation. This was due to the fact that they were not used to holding a conversation in groups.

4.2.2. Findings from Questionnaires

This section deals with a discussion of results from answers to different questions on the questionnaires. That is the pupils' questionnaire and the teachers' questionnaire. This section attempts to find the factors that affect learners' performance in spoken English in the ninth forms of Burundi public basic school. It is worth to mention that there is not only one factor but a combination of factors which create the situation.

It is also important to mention that, just as for the classroom observation, the answers from teachers' and pupils' questionnaires are to support the research hypotheses that were advanced in the first chapter. This discussion will then be based on the following eight points: The number of pupils in each class, The time devoted to the English speaking skill, the teaching of different English subskills, the use of various techniques/ activities in the teaching of English, the insufficiency of didactic materials, the time devoted to the listening of English programmes from different channels such as: RTNB, VOA and BBC, the use of different methods in the teaching/ learning of the spoken English, and the lack of an English speaking community.

4.2.2.1. Number of Pupils in Class (es)

The number of pupils in a given class plays a considerable role in the teaching/learning process of any course. According to the web site: *https://www.education-ni.gov-uk/articles/pupils-and-classes,* a class of pupils studying from 8 up to 14 year should be constituted by a number which varies from 20 up 30 pupils depending upon the practical subject they are doing. This implies that a good class should not exceed 30 pupils regardless the subject one is following. Such a class then becomes easy to manage in a sense that the teacher can easily target each learner and can guess his/her strengths and weaknesses. In this case, it becomes effortless to the teacher to improve each pupil's ability in the understanding of a course. In addition in a class of a limited number of pupils, every learner feels concerned and participates in the lesson.

Then, smaller class size has a positive impact on the teaching/ learning of any course.

Nevertheless, as far as our study is concerned, it was realised that all the classes in which the study in question was conducted were constituted by a big number of pupils. As it was seen on what was given as answers on the questionnaires, some classes would had a number of pupils varying from 60 up to 75 while others would have that varying from 50 up to 60. The only one class which seemed to have a smaller number of pupils had 43.

However, as we have seen it above, a class should not be constituted by more than 30 pupils. This big number of pupils has therefore a negative impact on the teaching/ learning of English in general and the speaking skill in particular. This is because, a teacher finds hard to control each pupil and guess his or her pupils' feebleness in such overpopulated classes. It becomes so difficult for teachers to improve pupils' ability in English language in general and in speaking skill in particular. Again, instead of following the lesson participating in it, some pupils are profiting from such huge number of pupils and are mostly disturbing by making noise or even playing with one another during the course of a lesson.

4.2.2.2. Time Devoted to the Teaching of English Speaking Skill

The results from the teachers' responses showed that there is no specific time devoted to the English speaking skill, as a lesson. Grammar and sound components were the only aspects which were mainly focused on. Within the grammar system, we saw that constructing correct sentences orally and the use of new words in correct sentences were the most favoured. Within the sound system, pronunciation of new individual words was emphasized. The finding from pupils' questionnaire confirmed that the grammar components are given sufficient coverage, followed by sound components.

The fact that those aspects of grammar are consistently the most often taught shows that learners do not get sufficient exposure to all components of communicative competence in spoken English. This confirms Brumfit's (1984) and carson' s (1990) observations when they said that a lot of structure has been taught at the expense of other communicative competence.

However, in foreign language learning, learners are likely to be confronted with situations that require interacting with other users of that language. It is then imperative that in order to prepare learners for such eventuality, sufficient

coverage and practice of all the components of communicative competence in the language should be made.

This would increase the learners' communicative competence in the language especially in its spoken form. But the results analyzed show that learners are not given enough exposure to all components and subskills of communicative competence. And this is an obstacle to the improvement of learners' abilities in learning English language in general and the speaking skill in particular.

4.2.2.3. Use of Various Techniques/ Activities in the Teaching of English Language

As it has been realized in this study, the teachers' questionnaire confirmed that "Questions" and "Answers" formed the bulk of their techniques in teaching English in general and the speaking skill in particular, followed by "Reading aloud" when dealing with the reading comprehension. Nonetheless, the proportion of teachers who mentioned that they often use "pair and group discussion", "dramatization", "story telling", "debate" and others if they use them was not high. This implies that those techniques/activities were less often used. Furthermore, the information gathered through pupils' questionnaire still put the activities stated above on the top, then confirming findings from the classroom observations and teachers' questionnaire. These findings confirm Mc Gregoir's (1998) and Byrne's (1997) observations when they state that in an attempt to teach oral skill, teachers keep asking questions and hope that pupils will learn to communicate in this way.

The findings are therefore contrary to what is expected in an English lesson in which pupils should be busy with talking most of the time. A good proportion of classroom time should be devoted to group and pair discussions, practicing short drama, telling some stories, etc.

In the same perspective, Wilkins (1977) mentions that a good performance or mastery of the language depends upon the language teaching techniques applied by the teacher.

However the results of this study show that teachers of English hardly use various techniques that promote pupils' ability to communicate competently in spoken English.

And this prevents pupils from developing their communicative abilities and then account for the inadequacy of those learners in expressing themselves effectively in spoken English.

4.2.2.4. Instructional Materials used in the Teaching/ Learning Process

As the instructional materials cover a wide range of items, the analysis of data was divided into two: course materials and teaching/ learning aids. The data gathered through teachers' and pupils' questionnaire showed that the most commonly used course material was "pupil's English book". Although this kind of coursebook was commonly made use of, it was not available in sufficient quantity. In some cases, pupils were obliged to take their own photocopies, which they were not content with, for in spite of the fact photocopy is somehow different from the original copy, it would also require them some financial means. From the data gathered through teachers' questionnaire, it was found out that copies of the teachers' guide to the coursebook they use were not available for some teachers. And even the few teachers who happened to possess those teachers' guide copies would still complain that those copies provide poor guidance as far as the teaching of communicative oral skill is concerned.

As regards to the teaching/ learning aids, (Radio/ cassette recorder, film projector, video-tape recorder, and others), the teachers' questionnaire as well as the pupils' questionnaire confirmed that they were not used. This was due to the fact that schools were not in possession of any single material of those teaching/ learning aids. This is therefore an impediment to the promotion of English language in general and the oral skill in particular.

4.2.2.5. Teaching of Different English Subskills

The data collected from teachers' questionnaire showed that teachers do not devote enough time to the teaching of speaking skill. Moreover, both teachers' and pupils' responses to questionnaires indicated that the speaking subskills most often practiced were some points of grammar and pronunciation.

It becomes then a big problem for pupils to improve their performance in spoken English if they are not given enough practice of the language. The language practice should aim at achieving the maximum of pupils's activity. But in our analysis of teachers' and pupils' answers, we noticed that teachers aim at providing good knowledge of the Basic English grammar and vocabulary. This

was due to the fact that grammar aspects, structure and vocabulary items were always tested in class and were brought in national examinations. That is the reason why teachers pay much attention to the aim at passing examinations and devote much time to these aspects which intervene in examinations either of the class or the national ones.

4.2.2.6. Time Devoted to the Listening of English Programmes from Different Channels like: RTNB, BBC, and VOA

Listening to some English programmes from different channels is a practice that contributes much to the improvement of communicative performance in the oral English. This does not only help in knowing the different contextual uses of a language, but also in the development of pronunciation of various words produced by native speakers especially from VOA and BBC.

However, the data from teachers' and pupils' answers showed that the listening of English programmes from, BBC and VOA channels is not devoted much time. An only number of teachers that seems to be high responded that they often listen to some English programmes from RTNB channel. And even though this is helpful in the development of some English expressions, it does not help much in the pronunciation because those programmes are held by people (journalists for instance) who cannot use as good accent as that of native speakers. It should then be better if they often listen to English programmes broadcast by VOA and BBC channels where those programmes are held by mostly native speakers. According to those data a big number of pupils said that they do not often listen to English programmes from VOA, or BBC channels. This is because the teachers who should incite them to follow those programmes from those channels are themselves not interested in listening to them. They cannot then advise their learners to do something in which they do not see any interest. This is therefore an obstacle to the promotion of the pupils' ability in spoken English.

4.2.2.7. Language Interference

In Burundi educational system, four languages are now being taught. And this is what makes it a multilingual country. The national language (mother tongue) is indeed Kirundi which is the medium of instruction in elementary classes.

French is the second main language in Burundi for it is used in official matters and a working language of the government. Furthermore, French is a medium of instruction.

With the implication of Burundi in the EAC (East African Community), Kiswahili was also introduced in Burundi educational system and is now taught from the basic school up to the University. As far as English language is concerned, it started to be taught from the first year of the basic schools up to the university just in the same perspectives of facilitating the Burundi integration in the EAC. However, it was before taught from what was called the sixth form of the secondary school up to the university.

Nevertheless, the learning of English language in general and its speaking skill in particular is not easy because of language interference. This was seen in the way pupils answered to the question related to how they express themselves in English. As they were given four options among which they had to make some choices, a considerable number of pupils answered by choosing the one which states that in expressing themselves they first think in Kirundi, and then translate their ideas in French and finally put them in English and some even confirmed that before translating in English, they translate their ideas in Kiswahili. This constitutes a big issues in a sense that those pupils tend to always translate literally and in doing so, loose a complete meaning of what they intend to say. This is because, a good translation needs some skills and a better mastery of both the two languages and yet, those pupils do neither have the potentials of translation nor the mastery of English as well.

It would be for instance difficult or even impossible to translate literally an idiomatic expression or a proverb from one language to another, for words which make the latter do not often have their original meanings. In addition, proverbs are strongly linked to the cultural background of a language and culture differs from one society to another. This is the reason why it is prohibited to translate an idiomatic expression or a proverb from one language to another literally. Nevertheless, those pupils do not know those translation phenomena and then, they are mostly translating wrongly for they translate the way they think. This is therefore another big problem to the promotion of English language in general and the oral skill in particular in the ninth form of the Burundi public basic school.

4.2.2.8. Lack of an English Speaking Community

In Burundi, four languages that are: Kirundi, French, Kiswahili, and English are now being taught from the basic school up to the University level. Kirundi which is the national language or mother tongue is spoken by almost all Burundians. It is a language that is used in almost all Burundian communities. Apart from some few communities which are mostly made up of Muslims that often use Kiswahili; it is hardly found another Burundian community using another language than Kirundi. French is taken as a second language and is mostly used in education and government.

As far as English is concerned, it is mostly spoken when it is being taught at school. It is rare to find Burundian people or communities communicating in English. On the first question concerning pupils' questionnaires, a considerable number of pupils confirmed that they only speak English when they are in classroom. This is because those pupils do not often meet with people who are communicating in English outside the classroom for on the same question, another small group of pupils said that they speak it when they are spoken to in it. This implies that, if those learners were often to meet people with whom they are obliged to speak in English so as to understand one another, they would make effort to speak it and then get an opportunity to improve the their oral skill. However, due to the lack of those English speaking communities, pupils often prefer to use Kirundi (their mother tongue) so as to easily understand one another. This is therefore a big issue in the promotion of English language especially the spoken one for the time used in the classroom is not enough. Pupils should practice much outside the classrooms in speaking in English among themselves or in founding some English clubs in which they can exercise speaking English freely.

CHAPTER FIVE: GENERAL CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This study has focused on "Factors Affecting Learners' Performance in the ninth forms of Burundi public basic school". The study was conducted in some selected public basic schools on pupils and teachers who provided me with some information by filling the questionnaires that I have given them. Those pupils and teachers were met in various public basic schools from different provinces of Burundi country which are: Ngozi, Gitega, Bujumbura mairie, and Rumonge.

5.1. General Conclusion

This work is made up of four chapters apart from the present one. The first chapter of this work is entitled: "General Introduction" and dealt with the background to the problem, the statement of the problem, the research questions, Research Hypotheses the purpose of the study, the motivation, the importance of the study, the scope and delimitation, definitions and some key terms, and structure of the work. This chapter aimed at giving the reader all the necessary information about the topic under investigation.

The second chapter is "Literature Review" and is about different theories that are related to this study. As the first chapter, this one was to provide the reader with the background information needed to understand the surroundings of the present study. This chapter dealt with the findings of different researchers who worked on topics similar to the present one.

The third chapter which is called "Methodology" and dealt with the shedding light upon the techniques used in gathering and analyzing the data. It is divided into the following sub-titles: The data collection procedures in which the classroom observation and the questionnaire are focused on, the description of the population in which we are presented the population as well as the technique used in order to get the representative sample, the data analysis, the encountered difficulties and the limitation of the study.

The fourth chapter is entitled "Presentation of the Data, Analysis and Interpretation of the Findings". And as the title indicates it, it dealt with the presentation, analysis and the interpretation of the findings from the classroom

observation, and those got from the questionnaires handed to the pupils and the teachers of the ninth forms of the selected Burundi public basic schools. It is therefore this chapter that provides the reader with the insights on the extent to which the research hypotheses this study investigated on have been confirmed or refuted. The findings were discussed according to various points which are: the number of pupils in classes, the time devoted to the teaching of English speaking skill, the use of various techniques/ activities in the teaching or English language, the unavailability of instructional materials used by teachers and pupils, the teaching of different English subskills to promote the English speaking skill, the time devoted to the listening of English programmes from different channels like RTNB, VOA, and BBC, the language interference and the lack of an English speaking community.

In a nutshell, I cannot say that this study has been exhaustive, or that all the questions related to "Factors affecting learners' performance in spoken English in the ninth forms of Burundi public basic school" have been found adequate answers. However, the main goal was to determine those factors and try to suggest some solutions to those problems. This helped me to construct a series of recommendations which, if implemented would deal with those factors and then improve the teaching/ learning of English in general and the oral skill in particular in the ninth forms of Burundi public basic school or even at other low and high educational levels.

5.2. Recommendations

In this study, the recommendations are directed to teachers, curriculum designers, government, pupils, and further researchers. They all have to contribute so as to improve the teaching/ learning of English in general and the spoken one in particular and that in the ninth forms of Burundi public basic school as well as at other levels of Burundian education.

5.2.1. Recommendations to the Teachers

The choice of techniques/ activities and teaching materials used is very important in the teaching of any language skill. In light of the findings of this study, it is evident that these are needed in public basic school as far as communicative competence in spoken English is concerned. The following recommendations are directed to teachers of English in the ninth forms of Burundi public basic school:

- Teachers of English should give sufficient coverage to all aspects of communicative competence in spoken English.
- Teachers should use techniques/ activities that promote communicative competence in spoken English such as: pair and group discussions, classroom role play, telling stories, etc.
- Teachers of English should also give pupils enough practice in the speaking skill.
- Teachers of English should take time to improve their knowledge and their own speaking skill by listening to different English programmes from different channels such as: RTNB, BBC, and VOA.
- In order to create a socio-linguistic environment, teachers of English should create English clubs in their schools. English clubs are very provocative and stimulate full and relaxed atmosphere.
- Last but not the least, teachers should look beyond examinations and consider teaching/ learning as a preparation for life. This implies that they should not concentrate only on aspects which prepare learners for examinations.

5.2.2. Recommendations to Curriculum Designers

The following recommendations are directed to curriculum designers:

- Curriculum designers should review the program of English by giving directions to teachers on how the speaking skill should be taught in ninth form of public basic school. By so doing, curriculum designers should indicate the time that should be devoted to each skill during English lessons and try to emphasize the speaking skill by giving it sufficient time.
- Curriculum designers should also try to ask the Ministry of education to organize periodical seminars for English teachers in general and those of ninth form in particular so that they can get to be aware of current trends and issues in language teaching.
- As far as pupils' activities are concerned, curriculum designers should include various activities such as sketches, debates, exposes discussions etc

because they stimulate pupils and provide pupils with much help in the use of the language.

- As regards to the instructional materials, coursebooks should be increased so that every pupil can have his/ her own copy, instead of sharing one copy with two or more pupils. In addition, copies of teachers 'guide to the coursebook used should be made available for each teacher for we noticed that some teachers did not have those copies of teacher's guide.
- Also, teaching/ learning aids such as: radio/ cassette recorder, television, video-tape recorders should be made available in all Burundi public schools.

5.2.3. Recommendations to the Government

The role of the government is of a paramount importance in the educational domain. Without the contribution of the government, almost all the recommendations made earlier cannot be achieved. So, the government should make a great contribution to the education sector by providing with the financial means to buy sufficient didactic materials because schools cannot afford them. In addition, the government should provide with money to help the organization of seminars for teachers so as to improve the teaching of English in general and the spoken English in particular.

The government should challenge the teachers in sponsoring interschool communicative competence competitions where both the teachers and pupils of the successful schools are rewarded together to appreciate each party's effort. It may be a debate competition or speech making competition to test pupils' competence in the speech act.

5.2.4. Recommendations to Pupils

We recommend to pupils to be conscious of the fact that they need to express themselves in English and hence, to practice it in the classroom or outside with their classmates. They should remember that "practice makes perfect". As listening is strongly linked to the speaking skill, it should be helpful for pupils to often listen to some English programmes from some channels like: RTNB, VOA, and BBC. This would help them to improve their pronunciation, oral expressions and would help them in knowing the different contextual use of English language and then promote their spoken English.

5.2.5. Area for Further Research

This study has focused on one aspect that is, factors affecting learner's performance in spoken English in the ninth forms of Burundi Public schools. There are other important areas which have not been searched into. Consequently, I would encourage future researchers to complete the present study by: firstly investigating on factors affecting learner's performance in Spoken English in the Public basic school in other parts of Burundi; secondly investigating on factors affecting learner's performance in spoken English in the ninth forms of Burundi private basic school; thirdly investigating on factors affecting learner's performance in spoken English at other educational levels of basic school from the lower to the upper one; and last but not the least investigating on other English language skills such as the writing, listening as well as reading and that not only in the ninth forms of Burundi Public basic school but also at other educational levels.

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APPENDICES

This part shows different appendices that have been used in conducting the research of this study:

- Appendix A: A Letter to the Teachers
- Appendix B: Teachers' Questionnaire
- Appendix C: A letter to the Pupils
- Appendix D: Pupils' Questionnaire

Appendix A: A Letter to the Teachers

UNIVERSITY OF BURUNDI

FACULTY OF ARTS AND

SOCIAL SCIENCES

DEPARTMENT OF ENGLISH

LANGUAGE AND LITERATURE

E-mail: jeankazatsadedieu @yahoo.fr

Contact: 71547206

Dear Teacher,

I am a student in the English Department at the University of Burundi. I am doing a research on the topic: ***"Factors Affecting the Learner's Performance in Spoken English in the Ninth Form of Burundi Public basic schools".***

In fact, this is a questionnaire for you hoping that the information you provide is for the elaboration of our thesis. We would therefore appreciate if you kindly refer to your real experience to answer the questions.

The information you provide will be processed with high confidentiality.

Thank you for your cooperation.

Yours sincerely.

Jean de Dieu KAZATSA

Appendix B: Teachers's Questionnaire

a. Kindly read this questionnaire.
b. Put a tick in the right box and comment wherever it is required.
NB. **Please do not write your name anywhere on this format.**

1. What is the average number of pupils in class (es) you are teaching?
   a. Less than 50 ☐
   b. Between 50 and 60 ☐
   c. Between 60 and 75 ☐
2. How much time per week do you devote to the teaching of English speaking skill?
   a. Less than an hour ☐
   b. One hour ☐
   c. Two hours ☐
   d. More (specify please) ☐
3. How often do you teach the following subskills?

Subskills	Frequency		
	Often	Sometimes	Never
1. Pronunciation of:			
a. Individual sounds	☐	☐	☐
b. Individual sounds	☐	☐	☐
2. Word formation	☐	☐	☐
3. The use of Grammar in its Spoken form:			
a. Using words in sentences correctly	☐	☐	☐
b. Constructing correct sentences orally	☐	☐	☐
c. Discourse competence, i.e., ability to take part in a prolonged free conversation, taking turn in a conversation, etc.	☐	☐	☐

4. How often do you use the following techniques/ activities when you are teaching English?

Techniques	Frequency		
	Often	Sometimes	Never
a. Individual verbal response	☐	☐	☐
b. Pair discussion	☐	☐	☐
c. Group discussion	☐	☐	☐

d. Reading aloud	☐	☐	☐
e. Story telling	☐	☐	☐
f. Questions and answers	☐	☐	☐
g. Debate	☐	☐	☐
h. Role play	☐	☐	☐
i. Any other technique (Please specify)	☐	☐	☐

5. Do you have a copy of the teacher's guide to the coursebook (pupil's book) you use?

a. Yes ☐ b. No ☐ c. No answer ☐

6. Are you satisfied with the assistance the teacher's guide copy provides you in the teaching of speaking skill?

a. Yes ☐ b. No ☐ c. No answer ☐ If not, why?.....
.....

7. How often do you use the following teaching/ learning aids when you are teaching English?

Teaching/ Learning aids	**Frequency**		
	Often	**Sometimes**	**Never**
a. Radio/Cassette recorder	☐	☐	☐
b. Film projector	☐	☐	☐
c. Video tape recorder	☐	☐	☐
d. Others (please specify)	☐	☐	☐

8. How often do you listen to English programmes from RTNB, VOA or BBC channels?

Channels	**Frequency**		
	Often	**Sometimes**	**Never**
RTNB	☐	☐	☐
VOA	☐	☐	☐
BBC	☐	☐	☐

9. Do you make use of various appropriate methods in teaching the spoken English?

a. Yes ☐ b. No ☐ c. No answer ☐ Justify your answer

.....

.....

Appendix C: A Letter to the Pupils

UNIVERSITY OF BURUNDI

FACULTY OF ARTS AND

SOCIAL SCIENCES

DEPARTMENT OF ENGLISH

LANGUAGE AND LITERATURE

E-mail: jeankazatsadedieu @yahoo.fr

Contact: 71547206

Dear pupil,

I am a student in the English Department at the University of Burundi. I am doing a research on the topic: ***"Factors Affecting the Learner's Performance in Spoken English in the Ninth Form of Burundi Public Basic Schools".***

In fact, this is a questionnaire for you hoping that the information you provide is for the elaboration of our thesis. We would therefore appreciate if you kindly refer to your real experience to answer the questions.

The information you provide will be processed with high confidentiality.

Thank you for your cooperation.

Yours sincerely

Jean de Dieu KAZATSA

Appendix D: Pupils' Questionnaire

a. Kindly read this questionnaire.
b. Put a tick in the right box.
NB. **Please do not write your name anywhere on this format**

1. When do you speak English?

a. when I am in class ☐

b. When I am spoken to in English ☐

c. When teachers are around ☐

d. No answer. ☐

2. When you are in class, how often does your English teacher teach you the following subskills?

Subskills	Frequency		
	Often	Sometimes	Never
1. Pronunciation of:			
c. Individual sounds	☐	☐	☐
d. Individual sounds	☐	☐	☐
2. Word formation	☐	☐	☐
3. The use of Grammar in its Spoken form:			
a. Using words in sentences correctly	☐	☐	☐
b. Constructing correct sentences orally	☐	☐	☐
c. Discourse competence, i.e., ability to take part in a prolonged free conversation, taking turn in a conversation, etc.	☐	☐	☐

3. When you are in class learning English, how often does your teacher make you do the following techniques/ activities?

Techniques	Frequency		
	Often	**Sometimes**	**Never**
a. Individual verbal response	☐	☐	☐
b. Pair discussion	☐	☐	☐
c. Group discussion	☐	☐	☐
d. Reading aloud	☐	☐	☐
e. Story telling	☐	☐	☐
f. Questions and answers	☐	☐	☐
g. Debate	☐	☐	☐
h. Role play	☐	☐	☐
i. Any other technique (Please specify)	☐	☐	☐

4. How many copies of English coursebook (pupil's book) are available for the class?

a. Enough for everybody ☐

b. One copy per two pupils ☐

c. One copy per three or four pupils ☐

d. very few copies for pupils ☐

5. How often does your teacher use the following teaching/ learning aids when teaching English language?

Teaching/ Learning aids	Frequency		
	Often	**Sometimes**	**Never**
a. Radio/Cassette recorder	☐	☐	☐
b. Film projector	☐	☐	☐
c. Video tape recorder	☐	☐	☐
d. Others (please specify)	☐	☐	☐

6. How do you express yourself in English? (Read the sentences below and choose the one that suits you)

   a. I think in Kirundi, and after translate my idea in French and then in English. ☐

   b. I think in Kirundi first, and after translate my idea in French and after in Kiswahili and finally in English. ☐

   c. Kirundi, Kiswahili, and French vocabularies come first in my mind and limit my expression in English. ☐

   d. I think and express myself in English immediately. ☐

7. Are you always appreciated when you give a good answer?

   a. yes ☐ b. No ☐ c. No answer ☐

8. How often do you listen to English programmes from RTNB, BBC, or VOA channels?

Channels	Frequency		
	Often	**Sometimes**	**Never**
RTNB	☐	☐	☐
VOA	☐	☐	☐
BBC	☐	☐	☐

9. How were the English teachers you have had so far?

a. They were competent ☐

b. They were fluent ☐

c. They were hesitant ☐

10. Do you wish to imitate your today's English teacher?

a. Yes ☐ b. No ☐ c. No answer ☐