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Assessment of the problems encountered by the Burundian militaries while using english language in service mission abroad : Case of the listening and speaking skills of AMISOM officiers

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UNIVERSITY OF BURUNDI

FACULTY OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

ASSESSMENT OF THE PROBLEMS ENCOUNTERED BY THE BURUNDIAN MILITARIES WHILE USING ENGLISH LANGUAGE IN SERVICE MISSIONS ABROAD:

Case of the Listening and Speaking Skills of AMISOM OFFICERS

By

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

Bujumbura, May 2018

DEDICATION

To my late parents;

To my uncles;

To my aunts;

To all my relatives.

I dedicate this Memoire.

ACKNOWLEDGEMENTS

"Many hands make light work" and "One hand cannot clap itself". This is the reason why I would like to express my sincere gratitude to some people who contributed to the completion of my work.

First and foremost, I am grateful to Dr. Sylvestre Nkurikiye, lecturer at University of Burundi in Department of English Language and Literature, who, despite his various responsibilities, accepted the supervision of my work. His constructive suggestions, his criticism made the work what it is today. I am also indebted to all teachers who taught me from the early stages of primary school up to the university level. My innermost feelings of thanks are extended to the lecturers in the Department of English Language and Literature.

My appreciation is extended to my late parents for what they have done for me from my childhood till now. To finish with thanks, I would like to thank my uncles and aunts, and all of my relatives for their generosity, encouragement and advice. May my success be their pride. For anyone's moral and/or material support, I am sincerely grateful. This work is yours.

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ABSTRACT

The first chapter aims at providing the reader with the necessary information about the topic under investigation. It deals with the background information. The second chapter has to do with theories and involves different concepts and works related to the topic under study. It reports the findings of other researchers, allowing thereby to know what to be based on in the analysis of the data from the research of the topic under investigation. The third chapter is concerned with the Methodology used which findings embodies the problems encountered by the Burundian militaries in service missions abroad." The fourth chapter deals with the presentation of the data collected, analysis and interpretation of the findings. It also seeks to provide answers to the research questions. The last chapter is about the conclusion drawn from the research questions according to the research hypotheses whose main target is to investigate the problems encountered by the Burundian militaries when using the English language in service missions abroad. Case of listening and speaking skills of AMISOM officers. It is also in this part of our work that we sum up the whole work chapter after chapter. In addition, recommendations to improve English in the Burundian Army personnel in charge of peacekeeping mission abroad in general and Burundian officers in particular have been addressed to the mission, planners, organizes and the participants.

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CHAPTER ONE: GENERAL INTRODUCTION

1.0. Introduction

All over the world, anyone can encounter some professional problems that can affect his work and so far the employer. Some of those problems can be related to communication in general and lack of a given language knowledge in particular. In different Burundi ministries and departments, we observe such problems. Here then, we have to do with the Ministry of Defense in senior officers' group while using the English Language in mission abroad. For then, this chapter of general introduction aims at providing the reader with the necessary information about the topic under investigation. It deals with the background information, statement of the problem, research questions, purpose of the study, motivation, importance of the study, scope and delimitation and the definition of some key terms, and the structure of this work.

1.1. Background to the Problem

The structure of the Burundian government is composed by different ministries and the Burundi National Defense Ministry is one of those. This ministry is divided in different parts of staffs that form the general one. The first is the one which organizes different training sessions among different activities organized by this ministry and various training sessions are known to be done in this area. Some of them, like physical exercises are known to many people because they are performed in the sight of civilian or some public places. For example we have parading, running, shooting, unarmed fighting techniques and different exercises which are performed in everybody's accessible places.

Apart from these physical exercises performed in the passers-by access sight, the Burundian army organizes through the trainings staff some training for its personnel when it is needed. For instance, there are two faculties (Economics & Fundamental

Sciences) in the Higher Institute for the Military Officers (Institut Supérieur des Cadres Militaires hereafter "ISCAM"). Apart from the two faculties, there is a possibility of sending other military students in other local universities and through cooperation, in the universities outside the country to study other courses that cannot be found in ISCAM. These training activities have as results the fact that in the Burundian Army, we can find different services done by militaries. For example, we have the Kamenge Military Hospital (HMK), the Military Constructions Enterprise (Régie Militaire des Constructions hereafter "RMC") and the Savings and Leasing Cooperative for Self-Development (Cooperative d'Epargne et de Credit pour l'Auto-Develpment "CECAD") where almost the total staff is composed by militaries.

The Burundian Army uses French and Kirundi as working languages. Different texts including regulations are in French. However, depending on the academic standard and the level of language mastery, Kirundi (Burundi national language) is used as a language of explanation. Other languages such as English and Kiswahili which exist in the country are not commonly used in this ministry. Although these ones are not usually used in this ministry, a considerable need of them is increasing nowadays for the national, regional and world's interest.

1.2. Statement of the Problem

In the Higher Institute for the Military Officers, few of Burundian army members had studied in the English language and literature department until 1977. Many of the members of this institution had only the little English they had studied in secondary school and where not fluency in almost all the four skills. Today, apart from those who have been graduated in English Language department, there are many English sessions organized for the army staff. Some of the members of the ministry did their intensive English training at ISCAM whereas others did it in the Williams Academy Burundi like other members of other ministries.

Learning or teaching requires much time and means in general and much more for adult learners in particular. It requires very much attention for adult learners to master the listening, reading, speaking and writing skills. Some other supplementary short trainings are organized for the preparation for the militaries to be sent to different missions outside the country but the training period is not enough to learn and get a sufficient ability in military techniques and language tools in general and for officers in particular.

Nowadays, the linguistic trainings for AMISOM Burundian contingents do not exist. However, no one has ever determined the consequences of lack of foreign languages knowledge for the militaries sent in the outside missions in general, and the AMISOM in particular country because no study has been carried out on these missions for the Officers category. The shortcomings of lack of sufficient knowledge problems are challenges in English language listening and speaking fluency in all this mission communication occasions such as meetings and briefings, orders giving and commands, oral reporting, radio communications, interviews to name but a few.

In Burundi, four languages: Kirundi, French, Swahili and English were not all officially used Until Thursday 28th August 2014. This changed with the adoption of the parliament law regarding the status of languages in order to make the linguistic domain regulation. This gave to English an important place as official language as it is the mostly used in the East African Community in official affairs and trade. And with this regional integration, English and Swahili are obligatory recognized official and now taught at school from the first year of primary. Kirundi and French were the only recognized languages to be used in official settings in Burundi in general and in the Burundian Army in particular. Once a language is learned, you need and hope to use it in your professional activities, and as already known, language exists

only in use and communication through listening, speaking, reading and writing skills.

Until 2006, no Burundian army member had participated in any peacekeeping operation outside the country. It is with December 2007 that the first soldiers of the Burundi National Defense Forces serving with AMISOM began a rotation of troops 26 August at Aden Abdulle International Airport. The Burundi contingent is the second largest within AMISOM with 5,500 troops. Burundi was also the second to deploy troops into Somalia, its first soldiers having arrived in Mogadishu in December 2007.The main aim is to provide support for the Federal Government of Somalia in its efforts to stabilize the country and foster political dialogue and reconciliation.

AMISOM is also mandated to facilitate the delivery of humanitarian aid and create necessary conditions for the reconstruction and sustainable development of Somalia through the joint peacekeeping mission. To fulfill their mission to protect the local civilian people against rebels attacks and help them in some civilian tasks. The work language of AMISOM is English and the other countries that have sent troops are Uganda, Kenya, Djibouti, Ethiopia, and Sierra Leone. Without a communication tool, nothing can be possible between firstly troops from the different contributing countries among themselves and secondly, all the interveners and the local people. To clarify the preceding paragraphs, let us notice that listening and speaking targets given results. The need of linguistic tools in outside missions can be proven through the investigation on the past participants in the outside country missions. Burundian militaries do English language training.

However, the level of knowledge must be sufficient to fulfill the mission. Furthermore, the listening and speaking skills should be, not only, taught but also used for the Burundian military staff and even all other state staffs. Likewise we

have seen that assessment of the problems caused by the lack of sufficient English language oral and listening skills knowledge is important.

Thus since Burundian army uses mainly French and Kirundi, we need to know the listening and speaking skills problems those Burundian militaries encounter in English language problems AMISOM joint peacekeeping missions.

1.3. Research Questions

The above stated problems generate various questions related to the English language obstacles in listening and speaking skills encountered by the Burundian Militaries in the AMISOM. The research questions for this study are the following and are mentioned here to help in the assessment of the English language problems encountered by the AMISOM Burundian Militaries when accomplishing their mission, especially with the listening and speaking skills.

1. To what extent is the English Language used in AMISOM?
2. Are all Burundian officers able to use fluently English language in general and listening-speaking in particular?
3. What are the English language problems encountered by the Burundian officers past attendants of AMISOM? What can be done to find solutions for improvement to the future participants?

1.4. Hypotheses

The topic under study has to do with problems encountered by AMISOM Burundian Militaries in listening and speaking skills. We have then to formulate the hypothesis for the sake of assessing those encountered problems in that mission abroad. And those hypotheses which have to be verified are the following:

1. All the Burundian Senior Officers in AMISOM are able to use fluently English Language to communicate.
2. No attended Burundian Senior officers participate in any English language preparatory training before being sent in mission abroad.

1.5. Purpose of the Study

The purpose of this study is to fully analyze the problems the Burundian militaries encounter when they are in their mission in AMISOM in Somalia and this on the points as follow:

1. To what extent the participants can communicate with militaries from other contributing countries in the mission and local people through the four skills.
2. To know what motivates the militaries to participate in the trainings and the missions.
3. To see the importance of English language in communication.
4. The appreciation of the English level of usage in the whole mission.
5. To see the English language communicational obstacles encountered by Burundian military officers in general.
6. To identify what are different situations existing in AMISOM involving English language Listening and speaking skills.
7. To know the view of the trainers /Planers about the trainings they give and how they are perceived.
8. To know the English language usage levels of the Burundian military officers in the mission for the headquarters' workers.
9. To know the place given to languages in general and English especially in Burundian Army.

10. To know the military officers' views about the English language communication in foreign missions trainings.

11. To collect different suggestions that can improve the interest given to English in the Burundian army and then formulate recommendations in order to make the militaries apt to work in English language environments.

1.6. Motivation

The choice of any topic to investigate on, there must be motivations. As far as I am concerned, I had a particular motivation which pushed me to do so, as there are many other fields of the English language. Different researchers have worked on English language on various aspects and various areas of the country and the world in general. However, the Burundian army has been visited by few researchers investigating on the use of English in foreign missions and the problems encountered in this area. Today, various missions are engaged outside of Burundi in which many Burundian military troops are taking part and the working languages are dominantly English and French, but none of the researchers has made an assessment of the languages problems that militaries encounter in such outside country missions. Hence, as the Burundian army is taking part in AMISOM and the used language of the mission is English; I wish to know the English problems encountered by the Burundian army officers in AMISOM.

1.7. Significance of the Study

This study is important on different aspects and in different areas. Many studies are done on the different English skills teaching, learning, usage and its importance in Burundi and the world in general, but none of the researchers undertook the task of reaching former Burundian army troops participated in AMISOM to ask them what problems they faced when they were in their mission in terms of foreign languages'

usage in general and English language in particular. Likewise, no researcher has ever assessed the English language problems encountered by the AMISOM Burundian army officers in their everyday communication. This work is very important in the way that it will show to what extent is important to have sufficient knowledge in English to accomplish its mission in an environment of English language users through communication. The result will be profitable not only to Organizers and participants but also to decision makers and the planners in general.

For the organizers, it will help them to know to what extent the past participants have been communicating with their fellows from other countries and the difficulties they have encountered in listening and speaking as they were acting together with the soldiers from English speakers. It will help to see how important is the fact that militaries that go to outside missions have sufficient linguistic knowledge. It will also help to identify the weaknesses and strengths of the preparation of trainings in terms of linguistic tools, which will help them to know what to correct, strengthen or n introduce other new features for future contingents' trainings. For militaries, it will expose the problems they have encountered when back from Somalia and therefore hope for suitable solutions. For decision-makers in general, it will remind and make them aware of what to take in consideration in planning or preparing the upcoming trainings.

1.8. Scope and Delimitation

There are many aspects of language and there are various kinds of people using languages and English in particular. These people use it in different situations, environments and for different purposes. This has an impact on the users according to his position or professional category. Some of the users encounter linguistic problems. Likewise, people use language in different occasions, and the effectiveness of the used language varies from one situation to another or a group of

people to another. Similarly, there are various army missions organized all over the world, in Africa in general and in AMISOM for Somalia in particular. These missions involve various categories of militaries.

However, it would be difficult for a single individual to evaluate all various language problems in the missions organized in the world or in Burundi and on all aspects and on the listening and speaking skills. This is the reason why this work will focus on the English problems encountered by the Burundian Military officers on the two skills, listening and speaking in all services and sectors of the AMISOM Joint Peacekeeping Mission. This study will focus on the two linguistic skills in English usage in everyday life in general and AMISOM in particular and the English language problems met by the former participants of the former contingents in the officers category.

1.9. Definition of Key Terms

This section deals with the definition of some words which seem to be dominant in this work. It helps the reader to understand these terms in the context of this study and therefore helps him not misinterpret different ideas.

1. **Assessment**: In the *Oxford Student's Dictionary of Current English words* defines to assess /əˈsɛs/ as to estimate or to evaluate something. In this study, assessment will be used as the evaluation of the existence of something in a given situation.
2. **Language:** According to the *Oxford Advanced Learner's Dictionary of Current English, New 8th Edition*, a language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. Or a system of communication used by a particular country or community

3. **Listening:** *Oxford Advanced Learner's Dictionary of Current English, New 8th Edition*, defines Listening as the ability to pay attention to and effectively interpret what other people are saying.

4. **Speaking:** From *Oxford Advanced Learner's Dictionary of Current English, New 8th Edition*, speaking is the ability to talk to somebody about something or giving a certain message in a way he can understand.

1.10. Structure of the Work

The Structure of the work shows the organization of the study. According to Oxford Advanced Learner's Dictionary, a structure is way in which something is put together, organized, built, etc. As for this work, it is divided into five chapters.

The first chapter is entitled "General Introduction" and deals with different information related to the topic under investigation. The second chapter has as title "Literature Review" and deals with some theories by other researchers, and which are related to the present study. The third chapter is entitled "Methodology" and describes different methods that will be used in the conducting of this study. The fourth chapter is entitled "Data Presentation, Analysis, and Interpretation of the Findings" and deals with the analysis of different answers that have been given by the respondents to the questionnaires that were addressed to them in order 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 the chapters as well as recommendations formulated with reference to the findings of this study and suggestions by the respondents.

CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction

A literature review involves different concepts and works related to the topic under study. It reports the findings of other researchers or what they think, allowing thereby to know what to be based on the analysis and understanding of the data from research of the topic under investigation. The literature review establishes the base upon which this new work stands. Typically, it comes early in an academic paper, and its goal is to summarize and synthesize existing work in the relevant field.

This chapter talks about teaching speaking skills, learners' culture and understanding of teaching materials, teaching the listening skills, listening comprehension process. The points above help us get into a better interpretation of the data collected. Before that, let us remind you that the knowledge of English as other languages entails the mastery of the four skills namely listening, speaking, reading and writing.

2.1. The Four language Skills

2.1.0. Introduction

Whoever uses a language has a number of different abilities. He/she may listen to the radio, read books, write letters or speak on the telephone. This is to say that, in the most general way, when learning a language, one acquires four major skills referred to as listening, speaking, reading and writing. It is often true that one skill cannot be performed without another. For instance, during a given conversation, people have to listen to each other. Moreover, for a good teaching and learning in class, pupils have to listen to their teacher.

Thus, students involved in oral communicative activity will have to do some writing and reading so as to accomplish a task which the activity requires them to

perform. All these reasons push one to recognize that the language user is sometimes involved in using a combination of the four skills.

2.1.1. The Listening Skill

The listening skill is an important language skill among the four English language skills. It is a skill that has to be paid much attention to when learning a language. While the speaking skill is a productive activity, the listening skill is a receptive one. As it has been discussed by Candlin et al (1957:38):

> Listening is the activity of recognizing the signals conveyed through the aural medium. Through listening, we constitute sentences which have a certain signification. It recognizes what function sentences have in an interaction, what communicative value they take in as instances of use.

The listening activity is very active since the stream of sounds that is produced becomes a well-constructed and meaningful message in the listener's mind. In fact, the decoding process demands active participation for full communication between interlocutors. The participation of the listener is shown by a verbal reaction or facial movements or non-verbal noises. Most spoken discourse takes the form of exchange whereby participants in an interaction say something and listen. Thus, there is generally a close interrelationship between productive and receptive activities. The speaker and the listener are continually changing roles and the interaction cannot be sustained unless they listen to each other. Therefore, what is encoded (the speaker's production) and what is decoded (the listener's production) are much together. In short, in a communication situation, there is no speaker without the listener.

2.1.2. The Speaking Skill

As far as the speaking skill is concerned, the teacher expects his/her students to be able to perform at their respective level in English. It is generally agreed that no one can pretend to know a language when he/she is unable to express himself/herself in it. This implies the ability to react through expressions in any context and situation accordingly. This is supported by Manirambona (2010:8):

> The teaching speaking skill aims at enabling the learners to use communicatively the language for their own purposes. Therefore, practice will be given to the pupils for continual training and different communicative activities must be carried out in and outside the classroom. The learner must be given the opportunity to express himself/herself.

Thus, any second language teacher has to pay much attention to the development of this particular skill. This is true in the sense that it is the basic element in learning a language. The speaking skill is very important because it is a motivational factor not only in language learning but also in language acquiring.

2.1.3. The Reading Skill

The reading skill is among the four aspects of a language which need to be developed since it is the decoding skill. It is worth mentioning here that means of communication engages decoding (reading and listening skills) and encoding processes (writing and speaking skills). On its part, the reading skill is also important since it is basic for learning the culture and its people. In fact, since people live from generation to generation, it is through reading that we can know the past of those people as well as the past of the country in which people live.

Afolayan (1983:11) state several reasons why the student should work to improve the reading skill. Firstly, because reading represents a major part of the student's studying time, success at university is directly related to reading ability. Second, most students have not given sufficient instructions in reading since elementary school and so do not realize that they need any more instruction, not that they are poor and inefficient readers. Finally, reading is a developmental skill which can never be fully acquired and one should therefore make a conscious effort to continue to improve one's reading throughout one's life.

From the reasons stated above, we can conclude that the reading skill should be performed from the low stage of the learning process since one is supposed to keep reading throughout his/her life. It is worth mentioning that the more one reads, the more he/she gets something new. Therefore, Rivers and Temporally (1987:187) mention seven reasons that should direct reading activities. He says: we normally read because we want information for some purpose and because we are curious about some topic; because we need instruction in order to perform some task for our work or for our daily life; because we want to act in a play, play a new game, do a puzzle or carry out some other activities which are pleasant and amusing; because we want to keep in touch with friends by correspondence or understand business letters; because we want to know when or where something will take place or what is available; because we want to know what is happening or has happened; because we seek enjoyment or excitement.

From the above reasons, the author means that each reader reads with a purpose; that is, one chooses what to read according to his /her needs or according to what he/she wants to achieve. For instance, if one would like to get a job, he/she reads almost every piece of writing he/she meets so as to see whether the writing is a job advertisement or not.

If it is a job advertisement, he/she will read it carefully. If he/she wants to know much about politics, he/she will read books talking about politics, etc. In short, a reader reads according to what he/she is interested in.

2.1.4. The Writing Skill

When writing, we use graphic symbols, that is, letters or a combination of letters which relate to the sounds we make when we speak. Thus, writing can be said to be the act of forming these symbols. However, writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged according to a certain convention to form sentences. Unlike other English language skills, listening and reading, writing is considered in the mind of the reader as the encoding process which needs to be decoded by the reader. Writing cannot also be in isolation for it needs to be complemented by other English skills.

However, the writing skill is said not to be an easy task. This is also viewed by Nunan (1989:35) in the following lines:

> It has been argued that learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is a first, second or foreign language.

From this quotation, we can say that the writing skill is difficult but important since it is permanent enough.

2.2. The Interdependence among English Skills

As it has been said earlier, to effectively master any language, the learner should be able to listen, to speak and to understand the spoken language, to read and write it as well. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading - even if they only read what they have already written.

2.2.1. The Relationship between the Listening and the Speaking Skills

When talking about the speaking skill, it is worth mentioning that this should be in parallel to the listening skill. Brumfit (1983:43) tells us that speaking and listening are interdependent activities to a great extent: since at least two persons are always involved in these activities, the mentioning to telephone conversations or role playing activities brings us to a conversation of the speaking skill.

This statement reveals that both the speaking and the listening skills are used in oral communication. For a speaker to utter a statement there must be someone who listens to him or her and no one can listen if there is no one speaking. With the same idea, Ndayihimbaze (2012:23) asserts that, in order to be able to cope with real-life language situations, the students need regular and frequent training through a program of listening comprehension which exposes them in a classroom to suitably varied models of natural speech from the earliest stages of language course.

Indeed, they have to learn to listen just before they learn to speak. As far as Byrne's suggestions (1976:9) are concerned, the main goal of learning the productive skill of speaking will be the oral-aural fluency which comprises the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation, otherwise communication may break down because the listener loses interest or gets impatient. To attain this goal, the students will have to be brought from the stage where they

merely imitate or respond to cues to the point where they can use the language to express their own ideas.

This observation of Byrne comes to emphasize the interrelationship between the oral-aural skills, that is, the speaking and listening skills in the way that if an expression with communication is performed appropriately by the speaker intelligibly and reasonably, the listener will get easily what is said, which enable him/her to respond in accordance with what has really been uttered.

Byrne (1976:8) keeps saying in the following paragraph:

> Oral communication is a two-way process between the speaker and listener, involving the productive skill of speaking and the receptive skill of understanding (or listening with understanding).

This assertion implies that both the speaker and the listener have a positive function to perform: the speaker has to encode the message to be conveyed in appropriate language, while the listener has to decode (or interpret) the message.

2.2.2. The Relationship between the Speaking and the Reading Skills

The relationship between the speaking and the reading skills is not evident and is sometimes difficult to establish. Their relationship is identified when pupils are asked to respond orally to what they have been reading. In this view, Rivers (1968:260) says that when small groups are engaged in similar extensive reading projects, they should discuss what they have discovered. Students reading individually may say what they have been reading with others. Some of the material read will serve as basis for oral presentation of project, some will be dramatized in the original form or through extempore role playing and some will provide ammunition for discussion and debate.

2.2.3. The Relationship between the Speaking and the Writing Skills

The writing and the speaking skills are considered by some authors as related skills when they say that we write what we can say. Some others such as Brookes (1990:16) suggest that there has been a strong belief among writers about language this century that spoken language is primary and that written language develops from it.

Written language has consequently been considered to be both derivative and invariably serving separate functions. In this view, Harmer (1986:47) says that its function is often to reinforce new language learnt orally. However, in the past decade particularly, linguists have given a higher status to written language showing that it has developed separately from spoken language.

2.2.4. The Relationship between the Writing and Reading Skills

As far as speech is concerned, writing is more exacting since the reader is usually absent and even unknown. It is in this perspective that the writer must be exact and accurate so as to be understood by whoever reads what he/she writes.

In this respect, Byrne (1988:87) notes the following:

> Because our reader is not present and in some cases may not even be known to us, we have to ensure that what we write can be understood without any further help from us. This is the reason for the care we have to take with writing. It is by the organization of our sentences into a text, into a coherent whole which is as explicit as possible and complete in itself that we are able (or hope to be able) to communicate successfully with our reader through medium of writing.

This quotation means that when communicating through writing, we have to be as clear as possible, that is, to avoid putting some implicature in the writings since the reader is sometimes far from writer or does not see our gestures or smiles which may

help him/her to understand the written message. In other words, this is to say that when writing, one has to read what he/she is writing so as to ensure that he/she is making himself/herself understood as far as future readers of what he/she is writing are concerned.

It is also worth noting that, in classroom activities, a teacher may ask pupils to close their books and read out some passage of a text they have been reading so as to test their ability to hear and write words correctly.

All these show how the writing and the reading skills are interrelated. As our work relies on the English language problems encountered by the Burundian militaries in service missions abroad, our focus turns back to the two skills (listening and speaking). We have already made discussion about those two skills but now let us start on the factors facilitating teaching the speaking skills.

2.3. The Factors Affecting the Teaching of the Speaking Skill

2.3.0. Introduction

The factors that affect the teaching of speaking skills are the Trainer as a model, the learner's motivation and needs, the teaching environment, teaching Method, the role of the trainer, the trainer and learner Interaction. More details for each factor are in the following paragraphs.

2.3.1. The Trainer as a Model

The trainer should be in a good position to provide his learners with sufficient knowledge. That is, he should be qualified and experienced; he should also be equipped with appropriate methods and techniques to transmit his knowledge. Brown and Yule (1983:32) say that the teacher needs to be in confident position of possessing analytic tools which enable him to determine where the difficulty lies and to help the student with. However, Wilkins (1978:47) and Byrne (1979:81) contend

that trainers should be accurate models, instruments so that learning can take place. This is because learners tend to imitate their trainers, considering them as good models.

Above all, a good trainer should be in continuous search for the best method which can help him to develop his learner's knowledge.

2.3.2. The Learner's Motivation and Needs

The goal of teaching a language has been defined by Byrne (1976:31) when he says that the key to success in foreign language learning lies in the adoption of an "integrative" orientation towards the foreign, culture, as characterized by the learners' willingness to share certain, attributes of the members of the other "linguistic community" and to regard himself as a potential member of that community. The implication of the above view is that the foreign language learner is less likely to be successful if his underlying motivation is "instrumental" rather than "integrative". In other words, the learner has less chance to succeed in language learning if he places a utilitarian value on the achievement of proficiency in the foreign language without seeking active contact with the speakers of that language, or further knowledge of their culture.

2.3.3. The Teaching Environment

It is up to the trainer to create a favorable environment which may encourage communication. He should also provide learners with opportunities to communicate. In this perspective, Ur (1988:45) states that "some activities as pair and group work help to erase inhibition because learners feel free when they talk to their associates". Therefore, we assume that he is capable of in a foreign language under conditions where he is under least "communicative stress". According to Brown and Yule

(1983:198), the conditions which relate to "communicative stress" include the features of context, the state of knowledge of the listener and the type of task.

Concerning the features of context, it is easier for the speaker to talk to one listener than to many, preferably one of his peers, in familiar environment. Regarding the state of knowledge of the listener, it is helpful for the speaker if the listener knows as much of the target language as the speaker does and if the speaker has information that the listener needs.

For the type of task, it is helpful for the speaker if he understand thoroughly the information that he has to convey and if he is familiar with the foreign language vocabulary which is essential to the completion of the task. Moreover, it is easier for the speaker to give an account of a series of events than is to provide an argument for why those events occurred in that order.

2.3.4. Teaching Method

It is has been mentioned that a language teacher has to be equipped with enough methods and techniques required to transmit these knowledge. Thus, he has to be able to choose among those methods the one which is appropriate for his pupil's level. Mackay (1965:62) states that the teacher of English should be able to tell a good method from a bad method. He adds that a good method is useless in hands of a trainer who does not know how to use it. It means that, after choosing the best method the learner has to know how to handle it efficiently in order to bring best result.

2.3.5. The Role of the Trainer

The trainer is the means to the end: an instrument to see that learning takes place. In addition to this general function, the teacher has specific roles to play at different stages of learning process. It is only by acknowledging that we can begin to see why

we must vary and just our techniques to suit the vary stages of the learning process. At the presentation stage, the trainer is considered as an informant. As he knows the language, he select the new material to be learned and present it in a such way that he makes its meaning as clear and as memorable as possible. Then, come the practice stage where we have a trainer as a conductor. Now, it is the time of the learners to do most of talking, while the trainer's main function is to provide them with the maximum of practice.

The last stage is the production stage where we have the teacher as guide. The trainer provides his learners with activities for free expression and discretely watches over them. As the learners carry the activities out, the trainer takes on the role of guide or adviser.

2.3.6. The Trainer and Learner Interaction

The possibility that a trainer's level of achievement might to some extent be determined by the attitude and expectations of his trainer has long been a matter of debate, but until recently, there has been little direct experimental evidence on which to base judgment. A large scale study of education of the disadvantaged children. (U.S office of education, 1970:59) also reported an extraordinarily consistent relationship between teacher expectations and pupil's achievement.

Rist has carried out a study on a class of black children in an urban ghetto school, reported that children judged by the trainer (apparently on the basic of social class criteria) to be potential fast learners received the majority of the available teaching time and that bulk of the learner's supportive behavior. As a matter of fact, such learners were likely to be successful.

Therefore, the teacher should adopt an attitude which encourages all his learners in order to come up with best results.

2.4. Learners' Culture and Understanding of Teaching Materials

Many ideas and suggestions have been advanced by those concerned with the subject, especially as regards to the use of teaching materials whose content relates to learners' culture or learners' daily life.

Morris (1959:18) says that a reader brings to bear upon the text his accumulated knowledge, experience and opinions and discovers the relationship between them and what he is reading.

In the quotation above, Morris shows that while readers of a given text written in a particular language may generally possess linguistic schemata, formal and content schemata vary from one reader to another, depending on experience. This shows us that people with a similar socio-cultural background have some culture specific knowledge that is not shared by others. In supporting the idea that teaching materials whose content relates to learners way of living can contribute in making him good at the listening comprehension, Morris (1969:48) tells us in the lines below:

> Many human characteristics can be understood by people from different culture, but conditions of life are more localized and cannot be transferred across cultures without modifications. Common words (...) to arrive at a total meaning, these socio-cultural meaning have to be considered besides the lexical meaning.

Wallace (1991:43) says that we share ways of interpreting texts with those of similar social class or ethnic group, or of similar religions or political beliefs. This idea of Wallace has been given whereas others thought about it before him. Lipson for example did a study in 1983 where she worked with 4th, 5th and 6th graders who used English as their first language but came from catholic and Jewish backgrounds. Here, Lipson gave the subjects two passages based on the religious practices of each group.

The results showed that readers were able to interpret the text with the religious background similar to their own without major deviations from what the writer intended. The conclusion was that religious cultural background had an effect on the way the subjects interpreted what they read (as cited in steffensn (1987:46). The same author (1987:43) states that when a reader and a writer share cultural assumptions and knowledge about social systems and rituals, there is a higher level of interactions of the reader with the text than occurs when such assumptions and knowledge are not shared.

What Steffensn talks about the reader only, I think that this can also be relevant to the learner of listening because either reading or listening, both are receptive skills. Even Willis (1978:42) is of the same view in saying that listening and reading are substitutable in terms of teaching. Willis (1978:42) demonstrates this where she shows how a teacher can state his/her aim while teaching listening or reading.

<table>
<tr><td colspan="3">This is to give you practice in listening/ reading for</td><td colspan="3">1. The general idea;
2. The key point;
3. Specific details;
4. Relevant information;
5. The organization of the text;
6. The sequence of events.</td></tr>
<tr><td>And you</td><td>1. Don't need to;
2. May not</td><td>1. Understand;
2. Know</td><td>Every</td><td>1. Word;
2. Phrase;
3. Sentence</td><td>1. It won't matter;
2. Don't worry</td></tr>
</table>

When a learner with a different background and who is learning listening listens to a material prepared with a particular audience in mind, this learner will lack the appropriate schemata necessary for filling the missing gaps and for interpreting the

listening material according to its designer's intention. This is clear in the suggestion of Morris (1959:24) says that the learner cannot be expected to imagine a situation that has absolutely no parallel within his knowledge in order to appreciate it. These paragraphs below are based on how listening skills is taught. Here then is the discussion.

2.5. Teaching the Listening Skill

According to estimates, a typical human being utters about 20,000 words a day. Even if he talks to himself sometimes, most of the thousands of words he speaks each day are directed to other people. He/she expects them to listen to. He/She is annoyed if they do not. So, the question is the following: "Can somebody say that he/she is a good listener?" On the surface, listening seems as effortless as breathing, but it is not. Good listening is a complicated activity, one that requires constant attention. It is indispensable to effective discussion.

Listeners sometimes call out to a speaker "Louder!" Often when they do this, however, it is not because they cannot hear him, but because they cannot understand him. His voice can be loud enough, but because of some factors that must come into play when we listen to something such as lexis, cultural aspects of the target language, way of enunciating sounds, facial expression, conducted, listeners will always have problems to interpret as accurately as possible what is said.

Rivers and Temperly (1978:29) see the process of listening with comprehension as going through the following stages: "As we hear sound or stream of sound, our first reaction is to decide whether it is organized sound as language or music are or simply random". That is, before we go on to understand, or fail to understand we must perceive whether the sound coming to us is systematic or not; we then impose some kind of structure on the stream of sound. We can break it up into words and sentences if it is language or other equivalent units if is music; we next re-circulate the sound

in our mind, selecting from it what we judge to be important. The selected information is recorded and put into different language and then stored in memory for future use.

The conclusion that can be drawn from the above explanation is that listening comprehension is more complex that it may appear at first.

2.5.1. Objectives of Teaching Listening Skill

While teaching listening, the aim of instructors is to produce learners who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. That is producing learners who can use listening strategies to maximize their comprehension of aural input, identity relevant and non-relevant information, and tolerate less than word-by-word comprehension.

To accomplish these goals, instructors should focus on the process of listening rather than on its product in:

1. Developing learner's awareness of the listening process and listening strategies by asking learners to think and talk about how they listen in their native language.
2. Showing learners the strategies that will work best for the listening purpose and the type of text when working with listening tasks in class.
3. Explaining how and why learners should use the strategies
4. Having learners practice listening strategies in class and asking them to practice outside in there listening sessions.
5. Encouraging learners to be conscious of what they are doing while they practice listening sessions.
6. Encouraging the development of listening skills and the use of listening strategies by using the target language to conduct classroom business: making

announcements, assigning homework, describing the content and format of texts.

By raising learner's awareness of listening as a skill that requires active engagement, and by teaching listening strategies, the following teachers' task should be to help their learners developing both the ability and the confidence to handle communication situations they may encounter in and out of the classroom. The general goals of teaching a language especially English language are to equip the learners with the language they can use for genuine and effective communication. Our pupils need to be armed with the skills of listening, speaking, reading and writing for successful communication in and out of the language classroom.

The integrated English syllabus and teacher's Guide (1983:1) supports Grant and Wang'Ombe is proposing us one of its subaims:

> To assist the pupils to develop their ability to understand with reasonable laze rapid standard speech in situations such as classroom discussion, radio/T.V. programs, recoded plays, full-length and everyday speech.

In many cases, an instructor has to speak while teaching. That is why the latter must make his/her voice effective in order to be understood as well as possible. To make the voice effective means the instructor must control its pitch, its volume, its quality.

a. Pitch: the pitch of his/her voice means how high or how low it is. In the pitch of his/her voice is too high or too low, listeners may become uncomfortable. If it never changes, they may get bored. Inflection will be the sliding of the pitch of his/her voice during the utterance of his/her words or sentences. Inflection may be: Rising; Falling; Curved.

The direction of the inflection can change the meaning.

Arising inflection can, in most of the cases be used to ask a question;

e.g Are you there? What did you say?

A falling inflection denotes positiveness or completeness

e.g I don't want it We are all happy now

A curved inflection can be used for surprise or sarcam

e.g. Oh! You don't say!

b. Volume: The volume of his/herlouderness with which audience can hear him/her. The instructor must be sure to speak loudly enough so that all his /her learners can hear him/her.
c. Quality: By quality, we mean that the instructor describes the kind of voice that is free from obstruction, from tension and from unpleasantness. A good tone for the instructors should be round, full, rich and resonant.

With a good voice, the instructor's "correct pronunciations" correct pronunciation of words is shown in a dictionary by means of stress marks, diacritical marks and phonetic respelling. In supporting what is stated above, Rivers (1968:52) observes that oral communication is not complete without aural comprehension. He says that after the student has heard the correct spoken form of the language, he can attempt to reproduce it himself.

Oral communication, therefore, comprises two major language skills: listening comprehension-understanding the spoken message, and speaking conveying a verbal message. One listens to speech in order to understand and respond appropriately. When the teacher is teaching the listening skills, he/she should analyze himself or herself as a participant and take into account both his/her listening and speaking habits. Such analysis will reveal much to him/her about the art of listening. Does he/she address his/her remarks to all his/her pupil? Does he/she let them have their say? How appealing is his/her topic or lesson? Because everyone in the class should know something about the subject or at least have some interest in it.

2.5.2. Importance of Listening Skills

Listening is very important because, among other communicative skills, the latter is the most used. The time adults spend in communicative activities is estimated; about 45% is devoted to listening; only 30% is to speaking, 16% to reading and a mere 9%.

Many of the enjoyable situations and activities a learner may indulge in the target language – for example listening to the radio, television programs, music, watching films…-all demand that the pupil exercises the listening skill. In support, Rivers (1968:135) asserts that teaching the comprehension of spoken language is of primary importance if the communication aim is to be achieved.

Burundian soldiers need to be armed with all different skill of English language in order to succeed in their different activities all over the world in general and in peacekeeping mission in AMISOM in particular where English is the widely used and spoken language. Because Burundian army has become a member of the countries in peacekeeping mission in AMISOM, Burundian soldiers should be good at English especially good at listening because as it has been stated above, this skill is the most used among other communicative skills.

2.5.3. Enabling skill

In order to be able to understand as well as possible what a given speaker is saying, a listener uses a combination of other listening skills that enable him to make the understanding possible. In this study, those enabling skills are grouped into three levels: discourse level, phonological level and note-taking level. At the discourse level, we have the enabling skills which give the listener the ability to understand: grammar and vocabulary, discourse markers and cohesive devices, literal meaning

of utterance, implications, speaker's intention, general meaning of a spoken text, to name but a few.

The enabling skills at his level give the listener the ability to make deductions, to infer meanings of unknown words, to identify the speaker's mood, attitude and opinion, to pick out specific information and to retain, to summarize and to recall the main points. At the phonological level, the listening enabling skills give the listener the ability to discriminate between phonemes of English; to recognize stress patterns and understand their significance, to understand tone of voice.

At the note-taking level, these enabling skills give the speaker the opportunity to process and summarize the information received orally, to make inferences and drawing conclusions there from, and finally to become familiar with the various styles and accents of the teachers whose voices the pupils always listen to. These above mentioned enabling listening skills are very important and essential for effective communication. Listening teachers should do their best in order to be sure that they are well practiced and mastered in the language classroom.

Unlike other language skills, listening comprehension is an internal process that cannot be directly observed. None can say with much certainty what actually happens when we listen to and understand what another person is saying. Psycholinguistics has put forward several theories as to what they think happens when one listens to the spoken discourse. Lukong (1988:20) through the discussion below one theory suggests that as a person listens, he is constructing a parallel message based on the sound clues he receives from his interlocutor and verifying whether his message corresponds with what he hears.

According to this theory, listening is an active process in which the listener plays a very active role in construction the overall message that is eventually exchanged between listeners and speakers. That is the reason why the following main goals

should be taken into account while designing a listening teaching materials or program: to give the learners experience of listening to a wide variety of spoken language samples. The purpose here is exposure (as in the mother tongue) to different varieties of language (standard, regional, formal, informal…); different text types (conversational, narrative, informative…); to train the learners to listen flexibly for example for specific information, for the main idea or ideas; to provide, through listening, a stimulus for other activities. Eg: discussion, reading and writing; to give the learners opportunity to interact while listening (through discussion-type activities and games, where listening forms a natural part of the activity). It is done in small groups, but there are occasions when the teacher can profitably interact with the whole class.

If we carefully examine the listening abilities of many of our pupils, we realize that they are not as competent as we think. One of the problems faced by Burundi secondary school learners of English is their inability to understand the spoken discourse. While many can hear and speak the language, not as many will retain and later recall what they heard. This state of affairs should convince us of the need to systematize the teaching of this skill in Burundi secondary schools in using listening teaching materials whose content reflects the way of life of Burundians. This can be a good contribution in making our pupils to be good at listening comprehension. The objective of this study is to show that listener's cultural background can be one of the factors that influence pupil's performance in listening comprehension.

This does not mean that all other listening teaching materials now used in the upper level of Burundian army have to be banned. Our learners need to know and to be informed about what happens in other societies and cultures.

CHAPTER THREE: METHODOLOGY

3.0. Introduction

In the previous chapter, we have already provided the related literature of this research area. The present one explains clearly the data collection which embodies the problems encountered by the Burundian militaries in service missions abroad". In order to be successful, a scientific work like mine needs an adequate methodology which can show how data are collected and analyzed, how the sample of informants is selected from the whole population so that the researcher's goal could be achieved.

3.1. Sample Population

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming. As far as our research is concerned, the population was made by two main groups. The first one was made of 34 militaries with high English language level. The second group was constituted of 66 militaries with low English language level. Both the first and the second group were 100 informants and provided to us reliable and complete data. They have also to answer to questions related to the research we are conducting.

3.2. Sampling Technique

Ideally, the whole population should be used to get complete information for the research under study. However, we had to use a limited number of the population known as sample population. According to Oxford Advanced Learner's Dictionary (1989:77), a sample is a number of people or things taken from a larger group and

used in tests to provide information about the group. As far as our study is concerned, we use simple random sampling technique.

This one is useful in documenting that a particular quality of a substance or phenomenon occurs within a given sample. It is also very useful for detecting relationships among different phenomena.

In addition, the sample must be carefully selected using an adequate technique since the results should give an accurate picture of the whole population De Landsheere (1982:382) is telling us through the lines below:

> Echantillonner c'est choisir un nombre limité d'individus, d'objets ou d'événements dont l'observation permet de tirer des conclusions (inférences) applicable à la population entière (univers) à l'intérieur de laquelle le choix a été fait.

Translated as:

> To choose a sample is to choose a limited number of individuals, object or events whose comments allow drawing a conclusion (inferences) applicable to the entire population (universe) inside which the choice was made.

However, if it is possible, it would be fair to use the entire population to get enough data for the research but this case is very rare.

3.3. Instrument

Sufficient good data on speech are provided by tape recorded interviews and we have not been able to use a tape recorder but one instrument like written questionnaires have been used.

3.4. Written Questionnaire

A questionnaire once it is well written and answered provides information for a report or a survey. In the present study, the questions were formulated in such a way that they are relevant to our research questions and hypothesis.

The questionnaire items were written in French and in English distributed to the 100 informants who gave written answers in French or in English based on questions provided in French and in English.

3.5. Data Collection and Analysis Procedures

3.5.1. Data collection procedures

This section provides a description of the way the data were collected and analyzed in order to provide answers to the research questions. Our work dealt with assessment of the problems encountered while using English language by the Burundian militaries in service missions abroad. Case of the listening and speaking skills of AMISOM officers.

Therefore, the choice of the source from which we drew our data was justified and consistent. That source was able to provide data in clear context.

Brown and Yule (1983:20) give some information about the data when they state that on the few occasions where constructed data is used as illustrations, it is inevitably directed towards accounting for the range of formal options available to a speaker or writer. More typically, the discourse analyst's data is taken from written texts or tape-recordings. It is rarely in the form of a single sentence. As matter of fact, we collected our data through questionnaire. A questionnaire is an instrument used to collect data, consisting of a set of questions to which the subject responds in writing. In this study, two types of questionnaire were used, one for the past trainees consisted of two sections: the first section is for the identification for the past

trainees, and the second one for attitudes' survey and suggestions with regard to the effectiveness of this English language training in the Burundi National Defense Forces.

Both types of questionnaire sought to discover the expectations of both the trainees and the organizers before the training, different views of the involved people in this training on the results, the problems encountered by the past trainees when they went back to the job, and different suggestions for the improvement of this training.

3.5.2. Data Analysis Procedures

After data collection, these data were then analyzed systematically. The first analysis was done on the questionnaire for the organizers. This questionnaire was analyzed question after question. During the interpretation of the findings, the fourteen questions were divided into three groups relating to three themes. The first theme consists of the aims of training and expectations from the training. This theme refers to questions 1 to 5. The second theme consists of attitudes of the organizers toward the outcome from the training and refers to questions 6 to 13. The third and last theme on this questionnaire consists of suggestions of the organizers about improvement of this English language training for Burundian militaries.

Similarly, the questionnaire for the past trainees was also analyzed in the same way. This questionnaire is made up of two sections, one for the identification of the past trainees and the other one for attitudes' survey. The questions on the sections were analyzed separately. On the second hand, the questions on the first section were analyzed in order to see the variables on which the past trainees converge and those on which they diverge. The variables common to all past trainees were not taken into consideration; they were left aside while those on which they diverge were used in order to see how much they influence in the effectiveness of English language

training they did. The variables that have finally been taken into consideration are officer category, work area, and work place.

On the other hand, the second section of the past trainee's questionnaire consisted of questions that sought to answer to the research questions of this study. During the interpretation of the findings, the questions on this section have been divided in reference to four themes. The first theme consist of the opportunities of use of the knowledge got from the training and is related to questions 1 to 5. As for the second theme, it consists of the motivation and expectations of the trainees before they come to the training and is related to questions 6 to 8. The third theme consists of feelings of the past trainees on the conducting of the training and the outcome from the training and is related to questions 9 to 13. As far as the fourth and the last theme is concerned, it consists of the problems that the past trainees encounter when they are applying the knowledge they got and different suggestions for solutions of these problems. This theme is related to questions 14 and 15.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND FINDINGS

4.0. Introduction

This chapter deals with the presentation, analysis and interpretation of the data collected with Burundian officers' questionnaire. It also seeks to provide answers to the research questions of this work and which are the following:

1. To what extent is the English Language is used in AMISOM?
2. Are all Burundian officers able to use fluently English Language in general and listening-Speaking in particular?
3. What are the English Language problems encountered by the Burundian Officers past attendants of AMISOM? What can be done to find solutions for improvement to the future participants?

The research questions will be answered with the help of answers from the questionnaires that were responded by some of Burundians officers who used to be in AMISOM.

4. 1. Data Presentation and Analysis

This part of the work is dealing with presentation of the data from the research conducted with the help of questionnaire addressed to some Burundian officers. Each question is stated with some comments for clarification. For the next step, I will make a presentation of answers that were given by my informants; but trying to bring closer together the similar answers at each question as follows:

Question 1: *What rank do you hold in the army?*

To this question, 100% of the informants converged on the answer that they are all officers. This question sought to know who my informants are, as it has been stated,

the respondents have to be Burundian officers and considering the answers they gave, they were all officers and this implies that answers should be relavant.

Question 2: *What is your level?*

Primary school ☐ *Secondary* ☐ *School* ☐ *Bachelor* ☐
Masters ☐ *Doctorate* ☐

For this question, the researcher wants to know his respondents' level of study. The answers are subdivided in two groups. 80% of informants answered that they have Bachelor degree while 20% of them answered that they have High School Diploma. Reading between the lines, we can understand why those Burundian officers do not have the same degree. It is based on the fact that, with Arusha Peace Agreement of 2002, rebels and Burundian militaries had been mixed and become National Defense forces. Among those rebels, there were some who did not finish their university studies but encountered in militaries with high rank; to mean senior officers.

Question 3: *How many times have been in Somalia? Once* ☐ *Twice*
Three times ☐

Table 1: Frequency of participation in Mission in Somalia

Times	**Informants**
Once	75%
Twice	20%
Three times	5%

This question intends to know how many times the Burundian officers have been in mission abroad. With regard to the question, 75% answered that once, 20% twice and 5% three times. I tried to ask them why that difference in terms of participating in mission abroad, they said that the large number of officers who turned back Somalia or somewhere else depend upon their English level since that it is that language they use to communicate. From that answer, we deduce that English language plays a vital role for all the Burundian militaries in general and senior officers in particular in terms of communication and participating in mission abroad.

Question 4: What are other countries participating in AMISOM and their Official languages?

Here the researcher wants to know how many countries have been invited and participated in AMISOM. 100% of my informants enumerated and listed the participated countries which are Burundi, Kenya, Ethiopia, and Djibouti. Trying to read between lines, the research intends also to know what is their common language for communication since that they are coming from different countries. All the respondents converged on English language as used material for communication between militaries in AMISOM.

Question 5: What are the frequent occasions where you use English in AMISOM?**.....**

The question sought to know how many occasions and where exactly English language is used. 100% of my respondent answered that when the meetings between headquarters are held, the English language is used. It has been mentioned by some of my informants that none can be appointed to any post without knowing at least basic English.

Question 6: How often did you receive visitors using English language in your AMISOM service?

a. Very often ☐ *b. Often* ☐ *c. sometimes* ☐ *d. rarely* ☐ *e. never* ☐

This question intended to know if Burundian officers were receiving their colleagues from other countries. 86% answered that they received visits before and after the meeting each month. 14% of my respondents had answered that they did not receive any visitor because they did not occupy any particular post. They said they worked closer with the junior officers. Trying to read between lines, I come to conclude that the Burundian officers who used to receive visitors were those whose responsibilities and roles are accomplished in different offices.

***Question** 7: Have you talked to a colleague from another country in AMISOM in English?*

Yes ☐ *No* ☐

Table 2: Intelligibility while Communicating with a Colleague From another Country

Answers	Yes	No
Informants	73%	27%

This question sought to know if Burundian officers met opportunities to talk to other officers from other countries. 73% of my informants replied yes whereas 27% answered no. Those who spoke English with their colleagues from other country said that it depended upon the meetings organized if not the opportunities where and when those Burundian officers speak English are few.

Question 8: What is the working language of AMISOM?

This question intended to know what common language for the participants in AMISOM. 100% of my informants answered that language used for communication between militaries in AMISOM was English. According to what they said, English was used while giving message between soldiers or in all services between the staff.

Question 9: What are the English skills frequently used in the mission?

Writing ☐ *Reading* ☐ *Listening* ☐ *Speaking* ☐

Table 3: Frequently used English Skills in AMISOM

English Skills	Informants
All the skills	50%
Writing, Listening and speaking	23%
Speaking and Listening	27%

This question sought to know which kind of language skill was frequently used among writing, reading speaking and listening. 50% of my respondent answered that in AMISOM all those skills above mentioned are used but not on the same level. 23% on my informants replied that only writing, listening and speaking are the most used skills in AMISOM. The remained informants to mean 27% converged on two skills speaking and listening. Trying to read between lines, I deduce that all the language skills are used but speaking and listening are the most useful skills while communicating.

Question 10: Before you went to Somalia, did u get any preparatory training in English? *Yes* ☐ *No* ☐

This question will help the researcher to know if Burundian officers do the English preparatory training. 100% of my respondents answered no. They said that it was true that they met Mutukura for military training especially being taught how they used some weapons while catching and fighting against El Shabab.

Question 11: Had you studied English before you entered the army?

Yes ☐ *No* ☐

This question intended to know if Burundian officers have studied English before they entered the army. 99% of my respondents answered that they studied English in secondary school whereas 1% said that they studied English at secondary school and university in the English department. For the second case of those officers who studied English at the university, the communication becomes easier than the remained group. Most of the cases, they are given other missions apart from the one of AMISOM.

Question 12: How do you rate your level of English listening skill mastery?

a. very good ☐ *b. good* ☐ *c. fair* ☐ *d. bad* ☐ *e. very bad* ☐

Table 4. The Mastery of English Listening Skills

Level	Informants
Very good	1%
Good	56%
Fair	43%

This question sought to know the rate of Burundian officers' English level. For this question, we received different answers. 1% of my respondents answered that they did not have any problem with English during their mission. 56% of my informants said that their rate of English level is good because they studied it in secondary school and tried to use it in their different mission. The remained group of 43% answered that their rate of English level is bad. They said that after secondary school, they did not get opportunities where they had to speak English.

Question 13: Were you able to fluently respond to your interlocutor?

Yes ☐ *No* ☐

Table 5: Communication with English Language

Answers	Yes	No
Informants	57%	43%

This question then sought to know if Burundian officers were able to communicate with their colleagues from other countries. 57% of my informants answered yes because their English level is good. The remained group of 43% answered that they were not able to respond to their interlocutors. The reasons behind are the fact that there are not English preparatory trainings to help those soldiers whose the rate of English level is low, they would like to raise it.

Question 14: Did you use an interpreter?

Yes ☐ *No* ☐

This question intended to know the way of communication of Burundian officers in AMISOM. 100% of my respondents answered that some used interpreters especially during the meetings held between the staff or between soldiers. This was done to

facilitate the conversation because the interpreter played a vital role since he/she translates all the words during the meeting.

Question 15: Do you think you would have needed an interpreter if you had been trained in English Language? *Yes* ☐ *No* ☐

This question sought to know if Burundian officers after preparatory training in English language would have needed an interpreter. 100% of my informants answered no. They said that preparatory training in English came to raise their level and facilitated communication.

Some even said that because of communication between their colleagues from other countries they are get accustomed to communicating and give message in English; this to justify the importance of English preparatory training.

Question 16: Are there any problems that can affect your mission if you do not communicate in English?

Yes ☐ *No* ☐

This question helps the researcher to identify all the problems which can be obstacles for Burundian officers in mission. 100% of my informants answered that whoever does not know English meets some problems namely communication with their colleagues in mission. What is added is that officers cannot be given mission in other countries using English as official language without knowledge in this. Here we deduce that English plays a crucial role in military service missions abroad.

Question 17: If you feel the need of learning English language, what skills would you like to improve?

Listening ☐ *Speaking* ☐ *Reading* ☐ *Writing* ☐

Table 6: Preferred English Skills While Learning

English Skills	Informants
Reading and Speaking	45%
Speaking and Listening	27%
All the skills	28%

This question sought to know what kind of skill would be learned if the Burundian officers felt the need of learning English. 45% of my respondents suggested that they could have learned reading and speaking. They said that writing and speaking are the most useful skills in communication because you do not know to speak and you give message by writing. 27% of my informants rely on the idea that suggest that it would be good for Burundian officers to learn speaking and listening skills than reading and writing ones. The reasons behind is that while accomplishing different military services abroad, they really need to communicate by listening and speak after just to give a complete message. The remained group of Burundian officers to mean 28% of my informants answered that all the skills should be learned together since they complete one another.

Question 18: What can you suggest for those who have not yet been there to prevent communicational problems in missions and for organizers/ planers of the Mission?

This question sought to collect different suggestions that can help both Burundian officers before attending the mission and planners of those missions. The suggestions from my respondents are addressed firstly to Burundian officers by saying that they have to learn English since that it is the only official language they use while communicating. Also, my respondents suggest that whenever officers meet someone, they can speak to in English in order to improve and raise their level. Moreover, they invite them to listen to BBC news in English. For organizers, my informants suggest that they have to prepare English trainings in order to help those

officers while accomplishing different military services abroad and create opportunities where those officers have to explain in English. Also they suggest that planers of different missions abroad should create opportunities where trained officers should have contact with English environment where only English is used in order to improve fluency.

4.2. Findings

This section deals with a discussion of global results from answers to different questions on the questionnaires. This discussion follows the line of the research questions shared in this study, all of which are reflected by following three themes: importance of using English language to communicate in AMISOM, preparatory training sessions for Burundians officers and expectations from training and the problems encountered by Burundians officers in military services abroad.

4.2.1. The Reasons of English Language in AMISOM

The African Union Mission in Somalia (**AMISOM**) is an active, regional peacekeeping mission operated by the African Union with the approval of the United Nations in Somalia.

It is mandated to support transitional governmental structures, implement a national security plan, train the Somali security forces, and to assist in creating a secure environment for the delivery of humanitarian aid. As part of its duties, AMISOM also supports the Federal Government of Somalia's forces in their battle against Al-Shabaab militants. The following lines talk about the common language for participants in that peacekeeping mission which English language. In fact, all the militaries in that mission speak different languages; for instance Burundi soldiers whose their official language is French but also they speak Kirundi language. This is also the case of different countries whose their languages are many and different from what

Burundian militaries speak. To handle then with this, all the participants try to speak the common language for the sake of good communication and also giving different messages related to their mission they are accomplishing. However, it is not all the soldiers who are able to communicate in English. For that, the interpreter is involved to facilitate communication.

4.2.2. Preparatory Training Sessions for Burundian Officers and Expectations from Training

Through the analysis I made in my work, I realize that preparatory English training sessions have to be done for all Burundian army in general and for Burundian officers in particular. In fact, with Burundi integration to the East African community, it has been found that English language training for Burundian militaries began in 2009 since that in this community the working language is English. The training has been dictated by the country's integration to EAC, without understanding the place of English among world languages. In the training, the aim goal is to make soldiers able to communicate in English and the speaking and listening skills are the most emphasized skills. Participants in that training are expected to be competent on regional and international level especially during joint activities with members of Eastern Africa Standby Forces and when they are operating in peace support missions. However, this training is not all Burundi military regions; it is operated in Bujumbura area whereas it should be done for all. The reason is that English language training for Burundian army personnel aims at endowing Burundian military officers with knowledge of English that can help them to accomplish well their military job when/where English language is required, whether on their service, whether on their service in Burundi or during abroad service mission.

4.2.3. Problems Encountered by Burundian Officers in AMISOM

For Burundian officers who have been trained in English or who have that knowledge of English, once they are at their everyday job in Somalia for peacekeeping mission, they have to speak English with their colleagues for the sake for good communication. However, they realized some of the shortcomings of training they did. Some of them revealed that they have noticed some weaknesses when they were communicating in English and regarded these problems to be related to lack of sufficient practice. Others discovered that they lacked knowledge of military specialized terms. In short, the English language training participants in the Burundian Army and those who have knowledge in English from secondary school reported to have noticed problems when they were communicating in English.

CHAPTER FIVE: GENERAL CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter is about the conclusion drawn from the questions approached according to the research hypotheses whose main target is to investigate on Assessment of the English language Problems encountered by the Burundian militaries in service missions abroad. Case of listening and speaking skills of AMISOM officers. It is also in this part of our work that we sum up the whole work chapter after chapter. In addition, recommendations to improve English in Burundian Army personnel in charge of peacekeeping mission abroad in general and Burundian officers in particular.

5.1. General Conclusion

The present study attempts to Assessment of the English language Problems encountered by the Burundian militaries in service missions abroad. Case of listening and speaking skills of AMISOM officers. The results of this study help to attempt possible ways and recommendations to handle the identified challenges and, thus, improve the speaking and listening skills.

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. It is also about the purpose of carrying out such a study, the motivation of the choice of the topic, the scope and delimitation of the study referred to as the area where the study was carried out, the significance of the study, the definition of key terms and the structure of the work. That chapter aimed at providing the reader with all the necessary information about the topic under investigation.

The second chapter namely "Literature Review and Theoretical Framework" is about the review of literature related to our topic. Hence, different thoughts from various works about the speaking and listening skills are reviewed within this section.

The third chapter dealt with the procedures used to collect and analyze data. In other words, I defined the research area and conception, the sampling methods and the instruments. In the fourth chapter, Presentation, Analysis and Findings", data from different types of instruments used along the collection of data, namely, Burundian officers' questionnaires and direct observation are presented and analyzed according to the frequency count and percentage. The ways questions are answered help to validate the reliability of our research questions through the findings.

About the first research question related to the use of English language in AMISOM as a tool of communication, the analysis relies on the importance of that language since that it is used for all participants in peacekeeping mission in Somalia. Regarding the second question related to preparatory English training sessions, through the answers from my respondents, I realize that the decisions makers about sending Burundian Army personnel abroad do not organize English training and assess the participants' knowledge in English language. That is to say that Burundian army personnel face to different problems in peacekeeping missions abroad because of lack of sufficient knowledge in English language. Concerning the last research question about problems encountered by Burundians army personnel in general and Burundian officers in particular, I have enumerated a list of problems and suggest different ways to handle them.

To sum up, the fifth chapter is concerned with the conclusion of the full work and recommendations addressed to different groups from Burundian Army personnel.

5.2. Recommendations

The findings from this research are most important for drawing recommendations addressing them to various involved staff in Burundian Army sector.

to organizers

The Burundian army personnel in charge of sending militaries in mission abroad has to assess before the level of English language of Burundian soldiers in general and Burundian officers in particular. They have to create opportunities where those officers with knowledge may practice their English level. To sensitize those officers to listen to different radio stations whose emissions are produced in English. Also I suggest that they have to talk between themselves and read English books in the way of enriching themselves in the all language skills. Moreover, those organizers have to create training centers in all Burundi military regions and motivate or reward who pass the tests by sending them abroad for additional training in an English environment in order to improve their oral skills.

to Burundian officers

A number of suggestions are addressed to Burundian officers in order to improve their knowledge in English. Once they are given opportunities to be trained, they have to study seriously because it is for their own interest. Listen to radio stations should be in their priority because it is among the ways of learning any language.

All in all, with the results of this research, we can say that English language plays a vital role in Burundian army personnel especially for those militaries are sent for different peacekeeping missions abroad. It is then for planners of those missions to organize different English trainings in the Burundian army because the knowledge from it is helpful for accomplishing well their everyday job and their private affairs. Despite the lack of time and sufficient and area of being trained, many officers try

to look for other English training centers and they are happy with the outcome from it. Army authorities should put an effort in order to create English training centers in Army and assess if the training is more beneficial to all the concerned people.

I could not leave this page without catching other future researcher's attention by saying that my present study has mainly focused on one specific aspect and that is, Assessment of the English language Problems encountered by the Burundian militaries in service missions abroad. Case of the listening and speaking skills of AMISOM officers. There are other important areas that have not been researched into. They should undertake research project under the following headings:

1. English language problems encountered by junior officers in peacekeeping mission outside the country
2. The importance of permanent English training in Burundian Army to facilitate military everyday job in mission abroad
3. A comparative study of the attitudes of English language trained and untrained Burundian militaries toward the usefulness of this training.

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APPENDICES

Appendix A: A Letter to the Chief of the General Staff of the Burundian Army

Alexis MUNEZERO

Université du Burundi

Faculté des Lettres et Sciences Humaines

Département des Langue et Littérature Anglaises

Bujumbura 17/1/2017

A Monsieur le chef d'Etat-Major General de la FDN
à
Bujumbura

Objet : Demande d'Accès aux Bureaux et Services de la FDN

Sous-Couvert du :

Doyen de la Faculté des Lettres et Sciences Humaines

Monsieur le chef d'Etat-major General,

J'ai l'honneur de m'adresser auprès de votre haute autorité pour solliciter l'accès aux différents bureaux et services de l'institution dont le commandement vous est confié.

En effet, Monsieur le chef d'Etat-major General, je suis un des étudiants de l'Université du Burundi dans le département de langue et littérature Anglaises, et je suis en train d'effectuer mon travail de mémoire sur les problèmes de communication en Anglais que rencontrent les Officiers Burundais en AMISOM. Ce travail a comme sujet **"Assessment of the English Problems Encountered while using English Language by the Burundian Militaries when they are in Outside Country Service Missions. Case of Listening and Speaking Skills of AMISOM OFFICERS"**. Une fois ce travail termine, Il pourra montrer les problèmes de communication, combien la connaissance de l'Anglais est utile pour l'armée ainsi que pour les participants des missions à l'extérieur du pays. Si vous m'accordez cet accès aux services qui peuvent intéresser mon sujet, les informations recueillies me permettront de mener à bien mes recherches.

Espérant une suite favorable à ma requête, je vous prie, Monsieur le chef d'Etat-Major General, d'agréer l'expression de mes sentiments les plus distingués.

C.P.I:

-G1/FDN

Alexis MUNEZERO

Appendix B: A letter to the Officers participating in AMISOM

FACULTY OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE
AND LITERATURE

E-mail: munezeroalexis@gmail.com

Contact: 79 957 879

Dear respondents,

I am student at the University of Burundi investigating on to what extent the English language Problems encountered by the Burundian militaries in service missions abroad. Case of the listening and speaking skills of AMISOM officers. Therefore, I would like you to assist by filling the questionnaire below, following the given instructions on the each question.

Thus, what would help me is your willingness to give me the information related to the objectives I wish to attend. The correct and sufficient information you give me will be helpful to many people because the results of this research will reveal what Burundian officers should do before participating in peace keeping mission abroad.

Yours sincerely
Alexis Munezero

Appendix C: Questionnaire

Question 1: What rank do you hold in the army?

Question 2: What is your level of education?

Primary school ☐ *Secondary School* ☐ *Bachelor* ☐

Masters ☐ *Doctorate* ☐

Question 3: How many times have been in Somalia? Once ☐ *Twice* ☐ *three times* ☐

Question 4: What are other countries participating in AMISOM and their official languages?

Question5: What are the frequent occasions where you use English in AMISOM?

.....

Question 6: How often did you receive visitors using English language in your AMISOM service

b. Very often ☐ *b. Often* ☐ *c. sometimes* ☐ *d. rarely* ☐ *e. never* ☐

Question 7: Have you talked to a colleague from another country in AMISOM in English?

Yes ☐ *No* ☐

Question 8: What is the working language of AMISOM?

Question 9: What are the English skills frequently used in the mission?

Writing ☐ *Reading* ☐ *Listening* ☐ *Speaking* ☐

Question 10: Before you went to Somalia, did u get any preparatory training in English? Yes ☐ No ☐

Question 11: Had you studied English before you entered the army?

Yes ☐ *No* ☐

Question 12: How do your rate your level of English listening skill mastery?

b. very good ☐ *b. good* ☐ *c. fair* ☐ *d. bad* ☐ *e. very bad* ☐

Question 13: Were you able to fluently respond to your interlocutor?

Yes ☐ *No* ☐

Question 14: Did you use an interpreter?

Yes ☐ *No* ☐

Question 15: Do you think you would have needed an interpreter if you had been trained in English Language? Yes ☐ *No* ☐

Question 16: Are there any problems that can affect your mission if you do not communicate in English?

Yes ☐ *No* ☐

Question 17: If you feel the need of learning English language, what skills would you like to improve?

Listening ☐ *Speaking* ☐ *Reading* ☐ *Writing* ☐

Question 18: What can you suggest for those who have not yet been there to prevent communicational problems in missions and for organizers/ planers of the Mission?

Appendix D: Une lettre en Français

MUNEZERO Alexis **Bujumbura le 10 Octobre 2017**
Etudiant à l'Université du Burundi
Faculté des Lettres et Sciences Humaines
Département des Langue et Littérature Anglaises

Bonjour,

Je suis étudiant à l'Université du Burundi en train d'effectuer mon travail de mémoire sur les problèmes rencontrés par les officiers dans le maintien de la paix en Somali. C'est pour cette raison que je sollicite votre contribution en complétant le questionnaire annexé à cette lettre.

Pour ce, ce qui favoriserait mes recherches est votre volonté pour me révéler les objectifs que je vais attendre. L'information correcte et suffisante que vous me donneriez sera bénéfique pour les officiers qui sont en mission de maintenir la paix en Somalie.

MUNEZERO Alexis

Questionnaire pour les participants

Complétez les places vides par une réponse convenable ou mettez une croix dans la case se trouvant devant une bonne réponse.

NB: Pour expliquer, vous pouvez vous exprimer en Kirundi si vous voulez. Si la place laissée pour la réponse est insuffisante, vous pouvez tourner la page et continuer au verso tout en indiquant le numéro de la question.

1. Quel grade avez-vous dans l'armée?.....
2. Quel est votre niveau d'Etude?

Ecole primaire ☐ Ecole secondaire ☐ Bac3 ☐

Licence ☐ Maîtrise ☐ Doctorat ☐

3. Combien de fois avez-vous été en Somalie? 1fois ☐ 2fois ☐ 3fois ☐

4. Quels sont les autres pays participant à l'AMISOM et leurs langues officielles?
.....
.....
.....

5. Quelles sont les fréquentes occasions où vous utilisez l'Anglais dans l'AMISOM.....
.....

6. Combien de fois avez-vous déjà reçu un visiteur Anglophone à votre service dans l'AMISOM?

a. Très souvent ☐ b. Souvent ☐ c. Quelques fois ☐ d. rarement ☐ Jamais ☐

7. a. Avez-vous déjà parlé en Anglais à un collègue venant d'un autre pays dans l'AMISOM? Oui ☐ Non ☐

8. Quelle langue de communication utilisez-. Vous dans l'AMISOM ?

9. Quelles sont les connaissances de l'Anglais fréquemment utilisées dans la mission?

Ecrit ☐ Lu ☐ Ecouté ☐ parlé ☐

10. Avant d'aller en Somalie, avez-vous eu des occasions pour la formation en Anglais ? No ☐ Oui ☐

11. Aviez-vous étudié l'Anglais avant d'entrer dans l'armée ?

12. Comment évaluez-vous le niveau de vos compétences en expression orale en Anglais ?

a. Très bon ☐ b. Bon ☐ c. Moyen ☐ d. Bas ☐ e. Très bas ☐

13. Etiez-vous capable de répondre à votre interlocuteur? Oui ☐ Non ☐

14. Avez-vous fait recours à interprète ? Oui ☐ Non ☐

15. Pensez-vous que vous auriez eu besoin d'interprète si vous aviez eu une formation en Anglais ? Oui ☐ Non ☐

16. Y a-t-il des problèmes qui pourraient affecter votre mission si vous ne communiquez pas en Anglais?

Oui ☐ Non ☐

Si oui, Lesquels?

.....

.....

17. Si vous avez envie d'étudier, quelle connaissance en Anglais focaliserez-vous ?

Ecrit ☐ Lu ☐ Ecouté ☐ parlé ☐

18. Quelle sont vos suggestions pour ceux qui n'ont pas encore participé dans l'AMISOM et ceux qui organisent ces missions afin d'éviter les problèmes de communication qui peuvent surgir ?