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Factors affecting students' oral communicative performance in english in Burundi secondary schools : the case of first form arts section in Bujumbura and Bururi provinces

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UNIVERSITY OF BURUNDI



FACULTY OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

FACTORS AFFECTING STUDENTS' ORAL COMMUNICATIVE PERFORMANCE IN ENGLISH IN BURUNDI SECONDARY SCHOOLS: THE CASE OF FIRST FORM ARTS SECTION IN BUJUMBURA AND BURURI PROVINCES

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A Dissertation Submitted of Requirements for the Awards of the Degree '**Licence en Langue et Littérature Anglaises**'

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DEDICATION

To God Almighty,

To my parents,

To my uncles and aunts,

To my brothers and sisters,

To my cousins,

I warmly dedicate this works

ACKNOWLEDGEMENTS

I wish to express my appreciation and gratefulness to all those who, in one way or another, have contributed to the elaboration of this work. It is unfortunate, however, that we cannot list them all here, but some of them deserve particular attention.

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Some people deserve special thanks. I am grateful to my parents for whatever they have done for me. I also wish to thank the family of Pascal Gahungu for what they did to make the completion of this work. I would also like to express my gratitude to the family of Prosper Turimuci for their kindness.

Finally I express my thanks to all people who contributed in any form or by any means to the elaboration of this work.

LIST OF ABBREVIATIONS AND ACRONYMS

B.E.P.E.S. : Bureau d'Etudes et de Programmes de l'Enseignement Secondaire (The Curriculum Designers of Secondary School Education)

EAC : East African Community

et al : et alii (latin) = and other people

F.L : Foreign Language

O.A.U. : Organisation of African Unity

UNDP : United Nations Development Program

UNO : United Nations Organisation

Vs : Versus

ABSTRACT

Nowadays, English language occupies a dominant position in the world. Even technology and working world use English. Today too many people use English as native speakers or some people have learnt it and use it as second and foreign language. English is, therefore, the main language used in international business, most academic conferences, most books, newspapers...The purpose of this study is to find out some factors behind poor performance among students in some Burundian secondary schools. In fact, learners of English as a foreign or second language face many problems. Those problems are caused among others by the lack of appropriate methodology and communicative activities to enable students improve their communicative competence. Many students are not familiar with English use outside the classroom. Therefore, second language learner should be surrounded by the language he is learning both inside and outside the classroom. He should also use the language both inside and outside the classroom. A number of secondary school students and teachers had been used to investigate their attitudes towards factors affecting students oral communicative competence in English. Finally, students and teachers have pointed that the fact of not being accustomed to the English use outside the classroom and the ignorance of oral practice were among the factors that affect students' communicative competence.

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CHAPTER I. GENERAL INTRODUCTION

I.0. Introduction

There are thousands of languages in the world. Some are spoken by a small number of people, while others tend to impose themselves as international. Among all these languages spoken in the world, English is one of the most widely spoken if we consider its geographical distribution. Apart from the United States, the United Kingdom, Australia, Canada, etc, that are Anglophone countries, English is also the only official language in Nigeria, Kenya, Ethiopia and Zambia.

The official language in Burundi is French, and English is of growing importance particularly with the increasing need for the international communication especially with neighboring Anglophone countries. This is the reason why English has the important place in the school curriculum.

In fact, Burundi is a member of East African Community (E.A.C). Other countries that compose EAC are Kenya, Rwanda, Tanzania and Uganda which official language is English. Burundi needs people who are able to compete with all these countries of East African community.

Another fact that shows the great demand for English is that the capital role of English in the process of modernization, science and technology is significant. A lot of scientific books are written in English. As the English language is international, businessmen and businesswomen who travel to carry out their trade need to know English in order for them to avoid problems in getting what they want; as Harmer (1983: 2) put it:

> *Businessmen need English and a young person wanting to go into business might well get a better starting position simply because he/she has a sound working knowledge of the language.*

Fishman (1996: 628) notes therefore:

> *The world of large scale commerce, industry, technology and banking like the world of certain human sciences and professions, is an international world and it is linguistically dominated by English almost everywhere, irrespective of how well established and well protected local languages, and identities may otherwise be.*

From the situation mentioned above, it is therefore clear that English has to be understood and spoken for its regional and international perspective. In our view, the teaching of English should focus mainly on speaking and listening comprehension.

I.1. Background to the Study

English is the most widely spoken language in the world. In Burundi, the need of teaching English is justified by the context of the country. Apart from the Democratic Republic of Congo, most other countries of the region are essentially Anglophone and Burundi has close links with them. Besides, being a member of such international organizations as the ONU, AU, UNDP, etc, which use English in their everyday activities, the country needs people who are able to carry out discussions and negotiations in the English language.

In addition, recent developments in business, technology science and communication show that English is becoming a very important language on a worldwide scale. Given that state of affairs, education planners in Burundi strive to find good English program to fit the primary purpose of any language, that is, to enable learners to communicate in English language.

Nevertheless, English is rarely used in ordinary conversations among people in Burundi, except among members of English clubs, classmates or others

individuals who share the same inclination and self motivation to speak Shakespeare's language. Even those people use English only on few occasions.

Anyone who uses a language has a number of different abilities. He may read books, write letters, speak on the telephone, listen to radio, etc. In fact, the most general way, when learning a language, one acquires four major skills commonly referred to as listening, speaking, reading and writing.

Any language can be acquired if one develops four basic skills in that language, that is, listening, speaking, reading and writing. Listening and speaking are interaction processes that directly affect each other. Speaking is an expressive language skill in which the speaker uses symbols to communicate, while listening is a receptive language skill which involves the interpretation of those symbols into meaning. Writing is also expressive language skill in which the writer uses written symbols to communicate while reading is a receptive language skill which involves the interpretation of those symbols into meaning.

Obviously, where all four skills are required, the relative importance of any of them may vary. There may be a specialist requirement for one or the other skill, for example, for interpretation or translating, the scientist may need a high proficiency in reading comprehension of a certain style of scientist register of the language. The salesman will need primarily a speaking proficiency with the styles of persuasion and instruction in the target language. Within this range he will considerably need to pay more attention to this pronunciation that is customary, if he is to win friend and sell more.

However, it is often true that one skill cannot be performed without another. This is impossible to keep up conversation if you do not listen as well. Students involved in an oral communicative activity will have to do some writing and reading in order to accomplish the task which the activity requires them to perform. Or they can be asked to write but on the basis of reading, listening or

discussing. These reasons lead to recognize that the language user is sometimes involved in using a combination of the four skills.

Besides, it is widely believed that motivation is the key to successful learning. Although motivation comes largely from within the individual, certain external factors (success, failure, encouragement, anxiety, rewards ...) can have a positive or negative influence. Many students bring not extrinsic motivation to classroom. They even have negative feelings about language learning. For them, what happens in the classroom will be of a vital importance in determining their attitude to the language, and a supplying motivation, which is suggested as being a vital component in successful language learning.

Moreover, the others step in the teaching learning process is undoubtfully language testing. Here the teacher tries to evaluate so as to find out how successful he has been towards his set objectives.

The abilities to speak a foreign language are without doubt the most prized language skill. Yet, as Lado, R (1977: 67) notices, "testing the ability to speak a Foreign Language (FL) is perhaps the least developed and the least practiced in language field".

In Burundi, the very common form of evaluating students' proficiency has exclusively the written one, be it in classroom tests or in national examinations. Therefore, one may wonder if this fact of ignoring the oral form in English language testing could not constitute another factor contributing to the relatively low level of students in speaking ability.

I.2. Statement of the Problem

We notice that a great number of students from secondary school face a great problem while expressing themselves orally in the English language. One may wonder what causes such problems. It is not clear that the difficulties which the

students encounter arise whether from an unfamiliarity with English use in different communicative acts or from a defective knowledge of system of English. Also, one wonders if it is the inadequate methodology approach when dealing with oral communication activities or some others factors. The issue at hand in this research is therefore to investigate the possible factors of t hat inability to speak and suggest some solutions to overcome them.

I.3. Purpose of the Study

Our objective in this work is to suggest some speaking activities and teaching aids that could be inserted in *Today's English classe de 1ère*, so that the teaching of English language in First Form Arts could be made more profitable to the communicative goal and the needs of the students.

I.4. Motivation

My desire to write about factors affecting students' oral communicative competence in English in Burundi secondary Schools was motivated by great interest in the course of sociolinguistics and in second language acquisition in particular. In fact, even though English is taught from the second year of secondary education in Burundi educational system, learners are still at a loss when it comes to expressing themselves orally in English. Students' problems in the speaking skill are due to many factors such as the milieu in which the learners live, the way English is taught to learners etc.

My focus of First Form Arts Section was dedicated by the fact that, on one hand, I studied in the Arts Section. I witnessed how students use the English in and outside the classroom. On the other hand, learners from First Arts Section are adult learners who are preparing to attend high studies at the university or look for jobs.

I.5. Justification of the Study

This topic arose out of awareness that currently available English language teaching materials in Burundi have not yet bridged the gap between classroom English and English in use outside the classroom. The secondary school syllabus in Burundi provides many excellent courses which help students to get through the introductory stages of learning the English language but there are few which have attempt to go beyond this stage.

And those which try to do fall for short of the goal of making students encounter and participate effectively in a variety of different sociolinguistic settings.

Thus, work assessing the speaking skill teaching and learning have done and have not yet revealed the exact causes of the students' inability in terms, of oral production skills. The author of this work, therefore, feels the need to continue investigating in the field which is so important in language teaching and learning so as to find out the possible problems underlying that inability of speaking and thus suggest ways to overcome them.

I.6. Research Questions

Research questions are questions which a researcher would like answer by undertaking the study. They are stated in questions. In this works, the research questions are:

1. How does the English course in the First form Arts Section help students to communicate orally in English?
2. How frequent do the students speak English outside the English class?
3. How appropriate are the methodology and the communicative activities in the improvement of students' oral communicative competence?

I.7. Hypotheses

Hypothesis is a tentative statement about the outcome of the research question. In this work it is based on the following assumptions:

1. There is ignorance of oral practice in English course in First Form Arts section.
2. Many students are not familiar with English use outside the English class.
3. There is a lack of appropriate methodology to provide students with to improve their communicative competence.

I.8. Definitions of Key terms

Our thesis is entitled "Factor affecting students' oral communicative competence in English in Burundi secondary schools.

In order for the reader of this work to fully understand, it is better to define some Key terms that will regularly appear in the course of this work. We thought particularly of defining the following ones.

Communicative competence is defined by the Longman Dictionary of Applied Linguistics (1985. 19) as "the ability not only to apply the grammatical rules of language to form grammatically correct sentences but also to know when and where to use these sentences and to whom".

Communicative competence includes:

a. Knowledge of grammar and vocabulary of the language;
b. Knowledge of rules of speaking (e.g. knowing how to begin and end conversation, knowing what topic may be talked about in different types of speech events, knowing which address forms should be used with different situation).

c. Knowing how to use and respond to different types of speech acts, such as request, apologies, thanks and invitations.
d. Knowing how to use language appropriately.

Factor is defined by Oxford Advanced Learner s Dictionary (2010:526), as one of several things that cause or influence s omething. Oral communication is opposed to written.

Oral communication consists of producing words without referring to the written symbols. In view of communicative competence, it is the use of spoken language in different acts.

I.9. Scope and delimitation of the Study

Communication may involve listening, speaking, reading and writing. This thesis concentrates on the two primary language skills, speaking and listening, because these in the opinion of most teachers are more difficult to practice in classroom conditions.

In addition; in reading and writing, learners can take time to reflect on the form and meaning of the language they are dealing with. Oral communication (speaking and listening) does not give unlimited time for consideration or correction of the language being used.

The issue at hand of this study is to focus on the development of communicative oral skills. Others forms of communication here are not neglected. We have taken only what seems to have been the most widely neglected aspect in the current English teaching syllabus in Burundi.

In our thesis we deal with oral communication activities currently practiced in First Form Arts with a special emphasis on the use of communicative methodology, speaking activities and teaching aids to make the teaching in the First form Arts section more effective in matters of oral communication.

Furthermore, because of time constraints and practical reasons, our research is limited to four schools in Bujumbura mayor ship, and on four schools in the province of Bururi in First Form Arts section.

I.10. Conclusion

Communication involves using appropriate forms in appropriate ways and the use of inaccurate forms militate against communication. The acquisition of forms is therefore of a vital importance in language learning. Thus, however, to add the communicative dimension one must not forget this acquisition. In this chapter entitled "General Introduction", we deal with different issues related to the topic namely, the background of the study and what the researcher proposes to do. In the following chapter I deal with the view of what others scholars have done in related topics and then discuss.

CHAPTER II. LITERATURE REVIEW

II.0. Introduction

Speaking is a skill which deserves attention in both first and second language. Our students often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which students use to learn and therefore the teaching of speaking merits more thought. This chapter is largely concerned with different views by different scholars who made researches in the field of oral communicative competence.

II.1. Factors Influencing Language Learning

Since language teaching concerns activities interested to bring about language learning, a theory of language teaching implies concepts of language learning.

However, this understanding of language learning depends on many factors. These include motivation of students, their age, their level, the number of hours they study the course per week and more importantly the teacher's competence.

The success or failure of students may also depend upon the content of the program itself. To quote Savignon (1972: 7) "it is very important to establish whether or not the program corresponds to both the needs of students and the needs of the country as a whole, and whether or not its contents are of the required quality".

As our main goal is communicative competence, the learner should be placed in situations where he must use language as an instrument for satisfying immediate needs, and where the criterion for success is functional effectiveness rather than structural accuracy. Motivation and attitude in language learning are, therefore, of a great importance.

II.1.1. Motivation and Attitude in language Learning

Motivation is the most important factor involved in a person's learning of a foreign language (F.L). The researchers Gardener and Wallace Lambert (1972); demonstrate that attitude and motivation are equally important. Since then, research and experience have revealed a large number of other factors that might influence learning. Littlewood (1987: 97) presents some conclusions of a more general nature as follows:

1. Language learning is a natural response to communicate needs (productive) and (or receptive). Therefore, we should try to ensure that learners are always aware of the communicative value of what they are learning. For example, we should help them to relate the language to social context in which it is spoken; we should create communicative contexts in the classroom; learners should be helped to use the language for expressing their own personal need and their own personality; and when possible, we should arrange contacts with native speakers.
2. In most situations, learning occurs more easily if they are positive attitude towards the second language community. Learners should therefore try to break down any prejudices towards this community and help learners to perceive the common interests that that link its members with themselves.
3. For many foreign language learners, their first visit through the foreign language creates a sense of inadequacy and anxiety (so-called culture shock). They need to be prepared for this first contact as thoroughly as possible with knowledge and coping strategies for everyday situations.
4. In the classroom, anxiety can hinder learning and make learners reluctant to express himself/ herself through the second language. We should therefore avoid becoming overcritical of their performance; try to create

space for each learner's individually to express" learner and work to produce a relaxed classroom atmosphere with cooperative relationships.

5. Successful learners adopt certain identifiable Learning strategies such as seeking out practice opportunities or mounting the answers to questions put to others learners. We cannot encourage all learners to adopt such strategies.

In some cases, this may be through definite (e.g. selecting language relevant to needs or arranging activities which involve cooperation). In other cases, it may be through less tangible modification of attitude (e.g. to error) or emphasis (e.g. on the learner initiative rather than the teacher's control).

However, we all know it is impossible for learners to speak totally without errors and that we cannot correct every single error they make. It is not only impossible; it is unnecessary-even undesirable. A certain amount of trial and error is an indispensable part of learning and constant correction inhibits learners and discourages them from trying.

In addition, some students bring no extrinsic motivation to the classroom. They may have negative feeling about language learning. For them, what happens in the classroom will be of vital importance in determining their attitude to the language, and in supplying motivation which we have suggested as a vital component in successful language learning.

II.1.2. Language Testing the Four Skills

As we teach language for communication, it goes without saying that language testing should reflect an element of communication. Brumfit and Johnson (1979: 70). "It is certainly the case that testing (as teaching) must be concerned not only with knowledge of language, but also with ability to use it". Roosner and Bolitho (1990: 70) argue: "since the goal of our program is communicative

competence, naturally the criterion for the assessment of student's performance is effective communication".

About tests or examinations, Brumfit and Johnson unfortunately notice that they seem to assess linguistic form. They say:

> *English tests and examinations have not yet gone beyond linguistic form, and learners' performance is still assessed only in the terms of linguistic competence. The examination is the piper that calls tune.*

In First Form Arts Section, the only way of assessing students in tests or examinations it is to give them the written test. Therefore, the oral communication seems to be ignored. In our work, we have looked at the way the English language is tested in order to see whether it influences or not students' motivation towards its oral practice.

II.2. The Four Main Skills

As it was noted earlier, speaking and listening are said to relate to language expressed through the oral medium while reading and writing are the visual medium. Another way of presenting these skills is by referring not to medium but to the activity of the language user. Thus, the speaking and writing are said to be active or productive skills because they involve a production of a substance of language. Listening and reading are said to be passive or receptive skills because the listener or the reader gets from a speaker or a writer a substance of language.

From a combination of Widdowson (1978), and Candlin et al. (1975),

conventional notions are conveyed in a diagram as follows:

	Productive Active	Receptive Passive
Aural medium	Speaking	Listening
Visual medium	Writing	Reading

The terms of aural/visual and productive/receptive only refer to the way the language is manifested rather than the way the language is realized in communication. However, in classroom language, there is the tendency to focus attention on one skill at time. In our work, integrating skill is more important because this is what happens in real life.

II.2.1.The Listening Skill

Listening is considered as a passive skill in contrast to the speaking skill. Candlin et al.'1975: 38) state in ***Developing Study Skill in English***:

> *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 communicative value they take one as instances of use.*

The listening activity is therefore very active, since the stream of sounds that is produced becomes a well structured and meaningful message in the listener's mind.

In fact, the decoding process demands active participation for full communication between interlocutors. The participation of listener is shown by a verbal response or facial movements or no-verbal noises, for instance uuuuh(er---). Those utterances do not have meaning in the sense of conveying information but serve to establish social contact between speakers.

Most spoken discourse takes the form of exchange whereby participants in an interaction alternately say something and listen. Here, there is generally a close inter-relationship between productive and receptive activities. The listener also participates as a speaker in a conversation or discussion or discussion. The speaker and the listener are continually changing roles and the interaction cannot be sustained unless they listen to each other, what is encoded (the speaker's production) and what is decoded (the listener's production) are matched together. In a communicative situation, a speaker without a listener means no communicative at the all. Interaction is probably the commonest form of listening at least in everyday behavior.

In our secondary school, all the emphasis has been laid on teaching of pronunciation of English rather than on the comprehension of spoken English (listening). There seems to have been very little, if any explicit teaching of listening comprehension of English. It seems to be assumed that the students would just pick it up somehow in general process of learning the foreign language.

II.2.2. The Speaking Skill

The meaning of listening in terms of the four language skills is that the teacher expects his students to be able to perform at their given level of English. Here, we can understand speaking as communicative competence. Of course, communicative competence cannot be immediately required of students, since it is based on too many cultural assumptions.

A more realistic goal will then be communicative efficiency. This means that the teacher is not expecting perfection from his student. The main concern is that the students should be able to communicate efficiently with what they have learned even if the level of their language is fairly low. It is the job of the teacher to make students communicate with this limited amount of information.

Communicative skills are those ways through which we express our message Lado (1961: 48) argues thus:

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

II.2.3. The Reading Skill

Reading can be considered as a receptive skill, on the opposite of writing which involves the encoding and reading which involves the decoding or interpretation of the message. To quote candling et al. (1975: 61): "reading refers to the ability to recognize sentences and their meaning as linguistic element. That is to recognize how they function as parts of discourse".

Taken as the understanding of discourse, reading doesn't simply involve recognizing words and sentences manifested through the visual medium but associating them with their correct meaning.

However, teachers face some problems when it comes to teaching reading comprehension. It is often difficult to convince students of English as a foreign language that texts in English can be understood even though there are vocabulary items and structures the students have never seen before. Generally, skill such as extracting specific information can be satisfactorily performed even though students do not understand the whole text. It is important to train students in these skills (the ability to understand what is important even though the reader cannot understand everything) since they may well have to comprehend reading in just such a situation in real life.

There will be few occasions where students will be profitably asked to read aloud. This will occur when they are asked to read for other activities, for example, when students have done a group activity which involves making a report to whole class. In this case, students will pay attention because they are learning something new. For these reasons, reading aloud in general is not a useful practice even if it is considered as an effective way of improving pronunciation.

II.2.4. The Writing Skill

Writing is defined as the use of graphic symbols. That is, letters or a combination of letters which relate to the sounds we make when we speak. Writing, then, can be said to be the act of forming these symbols.

Thus, writing is clearly much more than the production of graphic symbols, just as s peech is more than the production of sounds. The symbols have to be arranged, according to certain conventions to form words and words have to be arranged to form sentences. The written language is the language of literature and scholarship. It is language which is rich in excellent exemplification. While the students are acquiring the understanding of the written language, they are themselves practicing the art of producing sentences of the language. Furthermore, written language does not vary much depending on where it is written whereas spoken English appears very variable and different from one dialect to another.

Writers such as Harmer (1983) and Byrne (1988) have tried to compare writing to speaking. They pointed the important difference between speaking and writing concerns the need for accuracy. This difference can be summarized as follows:

Failing to complete a sentence or mixing up one grammatical construction with another is normal while speaking. A piece of writing, however, with mistake and half-finished sentences, etc, would be judged as illiterate since it is expected that writing should be correct. From the point of view of language teaching there is often greater pressure for accuracy in writing than there is for accuracy in speaking. Speakers have a greater range of expressive possibilities at their command. Apart from their actual words they use, they can vary their intonation and stress which helps to show which parts of their discourse are more or less important.

At any point, while they are speaking, they can rephrase what they are saying or speed up depending on the feedback they get from their listeners. People listening to them can show, by a variety of means that they do or do not understand, approve of what is being said. Moreover, the speakers can use facial expression, gesture and body posture to help to convey their message. These points are especially true of speaker involved in a conversation where others participants can interrupt, ask for clarification or give other types of feedback. The speakers will learn a lot from the attitude of their listeners. Speaking on the telephone obviously does not allow the use of facial expression or gesture but intonation and stress are used to a great effect as well as rephrasing, etc.

II.3. Linguistic Knowledge and Linguistic Performance

The learning of a language involves acquiring the ability to compose correct sentences. That is, one aspect of the matter. But, it also involves acquiring and understanding of sentences which are appropriate in a particular context. The first kind of ability depends upon knowledge of the grammatical rules of the language being learned. But, as we use the language, we do not simply display the abstract system of the language; we at the same, realize it as a meaningful communicative behavior.

II.3.1. Competence Versus Performance

We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations) writes Chomsky, (1965: 4). The problem is that while "competence" has been specified with some precision "performance" seems to include not merely the lapses in performance which occur when knowledge is interfered with fatigue or inattention, but also stylistic variation (Chomsky, 1965: 27) and acceptability (Chomsky, 1965: 10-15).

Performance thus seems to embrace both the failure to achieve competence which is found in the traditional psychological distinction between what is known and what is and what is actually done and also certain other kinds of knowledge which allow us to produce utterances which are appropriate as grammatical. Communicative competence will include formal competence but will extend that to embrace knowledge of the "rules of use without which the rules of grammar would be useless" (Hymes, 1971: 15).

We are generally required to use our knowledge of the language system in order to achieve some kind of communicative purpose. That is to say that we are generally called upon to produce instances of language use. Obviously, communicative competence must include knowledge of grammar but the reverse is not the case knowing a language is taken to mean having knowledge of grammar but this has to be complemented by knowledge of appropriate use.

II.3.2. Knowledge of Grammar Rules

Traditional linguistics understand grammar as a set of rules which account explicitly for all the potential structures of the language and only those structures (in this sense, understand rule as perspective rules). Thus, as De Saussure (1959) put it: "a language should be studied from the point of view of

its own structure and every language functions with a different system and structure".

In its everyday usage, grammar evokes ideas about correctness and we hear people condemning others for their "bad grammar". This everyday view of grammar involves value judgment about the acceptability of certain utterances and includes strong prescriptive elements.

However, a fresh departure in grammar writing employs communicative grammar rather than the structural approach. Svartvik and Leech (19756: 11) argue thus:

> *The student may therefore benefit from looking at grammar from another angle, where grammatical structures are systematically related to meanings and situations. The conventional method of presenting English grammar in terms of structure has a certain drawback. The students who are primarily interested in making use of language rather than in learning its structure, is not likely to find such arrangements particular helpful.*

In our schools in Burundi, particularly in First Form Arts Section, a student has enough in the grammar of the English language after seven years of English course in secondary school. His or her proficiency in actual using of language may be disappointing. This is because in our teaching, the tendency has been and still now is to concentrate on grammar. The assumption is that the teaching of structure will guarantee the use of language in everyday life.

The evidence seems to be that, learners who have acquired a good deal of knowledge of the structural grammar of a particular language find themselves at a loss when they are confronted with actual instances of use. It is often possible for someone to have learned a large number of sentence patterns and a large

number of words which can fit into them without knowing how they are actually put to communicative use. As mentioned above then, grammatical structures are necessary to organize meaning. However, we believe that we are required to use our linguistic knowledge in different circumstances of the situation.

II.4. Characteristics of Typical Oral Practice

As Pattison (1987:7) puts it, "Oral practice involves some of the characteristics to fully communicate." We have among these characteristics what, why, who, and how. In the following lines, a more detailed analysis for each characteristic is mentioned.

II.4.1. What: Content of communication

Speakers express their own ideas, wishes, opinions, attitudes and information. They are fully aware of the meaning they wish to convey. The exact content of any speaker's message is unpredictable. The content or topic is decided by the teacher, textbook, tape etc. The content is highly predictable

II.4.2. WHY 1: Reason for Communication

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

II.4.3. WHY 2: Result of Communication

Speakers achieve their aims; they get what they wanted, an information gap is filled, a problem is solved, a decision is made etc. The result is of intrinsic interest or value to the participants.

II.4.4. WHO: Participants in Communication

Two or more people, usually facing each other, paying attention and responding to what is said, rather than to how correctly it is said.

II.4.5. HOW: Means of communication

Native speakers' output is not closely to foreigners' level. Meaning is conveyed by any means at the speaker's command: linguistic or paralinguistic (gestures etc). Problems are dealt with by negotiation and exchange of feedback between speakers. Translation is not always possible. Errors not affecting communication are largely ignored. Native speakers help foreign speakers to express themselves more clearly.

The following comments are however made by Pattison (1987: 9) when he says that: "No classroom can reproduce completely the conditions above. Moreover, where learners encounter and use the foreign language for only a few hours a week, they must make optimum use of the time available, and their learning must be structured in some way. Pattison continues saying that it does not mean that it is impossible to develop the learners' communication skills in a F.L classroom. It means that their classroom practice should have as many characteristics of oral practice as possible".

Besides, Pattison says that the characteristics under WHAT are important and those under WHY 1 and 2 are essential in any kind of communicative practice. "There must be a clear intention behind the learner's speech with interest in the message conveyed and the results achieved". (Pattison: 1987, 9). In a nutshell, he says that learns can be given aims for their speech which are more suited to the classroom context, while resembling those operating outside it.

II.5. Analysis of the structure of Today's English

Today's English, classe de 1ère, was written by J. Ailloud, M. Saad and F. Zobel and H. A. waters in 1979. It is made up of twenty different topics. Each of these topics comprises three different reading texts, followed by a set of comprehension questions, grammar exercises, summary and commentary on each text. We notice that at the end of each text, we have a crossword puzzle game. At the end of the book, we have a series of poems.

In fact, the same types of exercises are repeated again from the beginning to the end of the book with the only emphasis on answering comprehension either by writing or saying them orally. The students who are primarily interested in the language are not likely to find such arrangements helpful. They cannot use the as they do not use their own words. These kinds of exercises can never teach the students to communicate in the language. Comprehension questions give the students an opportunity to say or write something rather than develop the reading skill.

As far as grammar exercises are concerned, drills are formulated in the same way:

"On the above pattern, make five sentences" or

"Sum up the text in your own words" or

" Commentary" etc.

The drills emphasize here the form of patterns of language more than the communicative function of language. The drills should be left open: for example "sum up the text in your own words" in this case, the teacher will succeed in getting his students to pay attention to the communicative use of language.

Therefore, if the exercises are non-communicative, this may make the English course boring.

As far as commentary is concerned, students must pay much attention to the text. The teacher is required to offer the students a well-defined context for practice. In preparing a commentary the teacher asks the students to work in pairs before going aver opportunity to talk while discussing the comments.

Another consideration is the kinds of texts we find in *Today's English Classe de 1ère*. As mentioned earlier, themes in *Today's English* are different. Each theme is illustrated by three texts. One is made up of African literatures, the other is made up of British literature and the last one constitutes American literature. By referring to these different literatures, authors of *Today's English Classe de 1ère* are sharing the view that they provide students with different visions of the world. At the end of the book, we have a series of poems that give place to poetry. Authors of this book want first, to give place to oral comprehension without ignoring other types of language.

II.6. Developing the English Speaking Skill in First Form Arts Section

From the purpose of English as means of communication, we estimate that it is necessary to propose a method, techniques, and teaching aids to develop the speaking skill which seems to be neglected in secondary schools especially in First Form Arts section. In Burundi English is spoken by a small number of people outside the classroom. Therefore, the classroom remains a convenient place to learn the English language and improve the English speaking skill in particular. Our main objective is to develop our students' abilities to use the language they are learning for the purpose of communication.

In the previous discussion, we indicated the central role of grammar. From this we realize that learning a foreign language requires more than the use of

utterances in correct sentences. Hymes (1972: 269-293) argues that in addition to our knowledge of grammar rules, knowing a language entails being able to use it orally and in writing, in social and communicative situations.

In order to display a good oral expression in English that takes into account the structural aspect of the English language, we should make sure that each activity the students are involved in, has a communicative intent. Therefore, we remain fully convinced that with communicative methodology, students will acquire the general communicative ability which will enable them to cope with everyday situations. This can be made possible by a good communicative methodology.

II.7. Communicative Methodology

In regard the actual concept, learning a foreign language requires more than the use of utterances in correct sentences. On this view, Hymes (1972: 269-293) pointed out that in addition to our knowledge of grammar rules, knowing a language entails being able to use it orally. The following elements such as origins, principles of communicative methodology and syllabus help in providing good communicative methodology.

II.7.1. Origins

Communicative methodology originated in English in the 1960s. British Applied linguists began to call into question the situational language teaching developed from the 1930s. They considered that the situational language teaching was not efficient in language learning because it focused on the language itself and therefore was a return to the traditional concepts and methods. Linguists such as Johnson and Morrow (1981) Brown and Yule (1983), have proposed a number of communicative principles to facilitate students to integrate their linguistic knowledge. In this view, Freeman (1986: 38) comments: "Even the main goal of other methods is to have one's students become communicatively competent, in the communicative approach, the nation of what it takes to be communicatively competent is such expanded". Notice here that one of the main communicative approaches has been the realization that just getting students to perform drills or

engage in controlled practice may not be enough to help them to stand on their own fact s users of English. There must be occasions when students in the classroom use language to communicate ideas, not just to practice language. They are required to talk freely and use any of the language that they know.

II.7.2. Principles of Communicative Methodology

Communicative methodology is based on the four language skills. Some of its principles are:

1. Students must work on all four skills from the beginning. Teaching a language must be seen not simply as a set of correct forms to acquire, but as a means of communication. Language functions are emphasized over forms and a variety of forms are introduced for each function.
2. Communicative methodology views a language for communication. Dealing with elements in isolation as in our traditional teaching method is no indication of ability to communicate. Knowledge of the functions of language is used for it is only shown in real situation.

In our view, *Today's English Classe de 1ère* is an example of a textbook that presents elements in isolation. For example; on page 85, the structure:

Ought to…….. = should……., is introduced and taught in the following way:

e.g. you ought to come with us = you **should** come with us

You should do it = you **ought to** do it

Transforms the following sentences as above:

1. You should listen to his sermons.
2. She ought not to spoil her child
3. They should await his decision.
4. We ought to help her to slice the onions.

5. You ought to be less troublesome.

This way presenting structures will never prepare students to engage in a conversation. They should practice this structure while performing a language function.

The communicative methodology aims at getting students exposed to natural meaningful language. Johnson and Morrow (1981: 61) argue: "A critical feature of the communicative method will be that it operates with stretches of language above the sentence level and operates with real language in real situations."

3. Another cardinal tenet of communicative methodology is that "you learn to do by doing". Only by practicing communicative activities can we learn to communicate. The students learn from classroom management exchanges and realize that the target language is a vehicle for communication, not just as a subject to be studied. The communicative approach suggests activities such as role playing, games, problem-solving activities, etc. unfortunately, we do not find such activities in *Today's English Classe de 1ère*. It only emphasizes language forms.
4. As for as the teaching/learning process is concerned, everything is done with a communicative intent. To quote Johnson and Morrow (19981: 62) who point out that true communicative activities have three features:

a) Information gap: There is a gap between the speaker's and hearer's information and the conversation helps to close that gap so that now both speakers have the same information. Teachers are set up situations with information gaps and which motivate the students to fill them in appropriate ways. Here is an example without an information gap: **we both know today are Tuesday and I ask: what day is it today? And you answer "Tuesday"**
b) Choice: here, the speaker will select from his language what he thinks is appropriate for his purpose. Concerning this feature, the communicative

method has to give practice in using language for real purpose. Normally, communication is purposeful. When a person speaks to another, he/she has an aim in his/her mind all the time he/she is speaking (for example to invite him/her, to complain to him/her….).

What he/she says is designed to reach that aim and what the other will say to him/her will be evaluated in terms of aim.

Having talked about communicative methodology principles, we will now turn our attention to the type of syllabus that the curriculum can be based on. A language program goes inevitably with vital preparatory work.

II.7.3. Syllabus

Syllabus is viewed as an instrument that allows the teacher to reach a compromise between the students' needs as social being and individuals and the activities that will take place in the classroom (Brumfit: 1987, 14)

Today' English Classe de 1ère consists of a list of linguistic structures (grammar to be taught) and a list of words (lexicon), for example, the text "I have a dream" on page 48, which is accompanied by the following grammatical structure and key words or new vocabulary items:

A. Grammatical structure:

Must + verb (obligation)

e.g: - That is something **I must say** to my people.

- We **must not be** guilty of my wrongful deeds.

B. New vocabulary items:

Among others:

- Whirlwinds:

- Bright day
- Desolate
- Valley of segregation
- Racial justice
- Heat of oppression,...

This manner of setting the course plan is regarded as deficient. In fact, one of the main effects of communicative syllabus in language teaching may be the abolition, in the classroom, of the focus on the structure of the language over the other areas.

It is true therefore that in the First Form Arts section, activities that take place are successful in promoting grammatical accuracy. They are not related to practicing communication. For instance, at the end of each text, there are comprehension questions to be answered. The answers are simply consisted of reading a part of the text; then a question-answer technique is used. Let us consider questions that accompany the text "Dating" in ***Today's English Classe de 1ère,*** on page 77:

1. Why do Americans want teen-agers to mix easily with other young people?
2. Why do some young people turn to drugs?
3. Why do groups of friends share a house by the sea communally
4. Why do young people like group living?
5. What do you think of the American system concerning young people?

Students read in their books in answering all these questions. They use what Rodgers (1978) calls a "reporting language". In order to achieve communicative operation, the focus changes from the accurate production of isolated utterances to the fluent selection of appropriate utterances in communication. The student is concerned with using language. To do so, the communicative suggests giving roles to learners. The teacher has to set up the conditions for communication to take place. In Today's English Classe de 1ère, this does not appear.

In communicative methodology, we introduce in a kind of conversation where students use the structure while talking about their feeling. Context also plays an important roles O'Neill (1970), argues: "Students are presented at the beginning of each unit with contextualized examples of the grammatical patterns under study. They are followed by drills, invention and practice situation".

Here, the situations are described as representing typical instances to put the class in a natural situation where they have to use the patterns which are drilled.

Wilkins (1976) gives examples of the communicative functions of language and their relation to grammatical forms.

A. **Function to Form.**

Function	Sentence Forms	Realization
odering	a. Imperative	—Please finish that letter Miss Smith.
	b. Conditional	—Perhaps it should be best if you finish that letter.
	c. Infinitive	——We do except you to finish that letter.
	d. Farticipal	——You should have no difficult in finishing that letter
	e. Modal	————You must finish that letter

B. Form to function

Sentence form	**Realization**	**Function**
Imperative	Give me some water.	——— Ordering
	Release me now.	——— Pleading
	Buy a bilingual dictionary.	——— Advising
	Don't go in there.	——— Warning

From these illustrations, we can conclude that one function may be realized through several sentence forms, while sentences exemplifying the same structure do not all serve the same function.

As Wilkins (1976) puts it, there are now three main components to be considered in preparing a syllabus.

Possible components of a syllabus:

1. The semantic component ⟹ Notion

Basic concept: What to communicate

---

2. The functional component

Interactional aspect: Why we communicate ⟹ Functions

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3. The functional component

Grammatical knowledge: How to communicate ⟹ Structure

Several models and proposals of what a syllabus might look like are summarized in a communicative language teaching. The syllabus includes descriptions of the objectives of a foreign language, the situation in which students might typically need to use a foreign language (e.g. business, travel), the topic might need to talk about (e.g. personal identifications, education, shopping), the function they need the language for (e.g. describing something, requesting information, expressing agreement,...), the notion used in communication (time, frequency, duration), as well as vocabulary and grammar needed. These cannot be found in ***Today's English Class de 1ère.***

Then language teaching methodology must be concerned with reality, that is, the reality of communication as it takes the place outside the classroom and with the reality of learners as they exist outside and inside the classroom.

In short, the fundamental idea of this work is that in the teaching or learning of English (or any other language), the exposure to language is very important. This enables the learner to a rich language store. Being exposed to language should then go hand in hand with producing the language. If the learner puts this into practice, chances are that he or she will likely improve their fluency. In the following chapter, we deal with the methodology which tells how data were collected in relation to the work under study.

CHAPTER III: METHODOLOGY

III.0 Introduction

Through this chapter, we deal with the methodology and procedures we used to gather useful data for our study and how far the met our expectations in answering the questionnaire. Besides, those procedures describe the population which is concerned with the study and consequently the research sample. In addition to that, the area of the study and the description of schools and subjects are stated.

III.1 The area of the study

As it is mentioned earlier, our topic is "Factors Affecting Students 'oral Communicative Competence in English: the case of 1st Form Art Section in Bujumbura Mayor Ship and Bururi province."

In investigating the factors behind the inability to speech Shakespeare's language, be based our research on eight schools that is, for schools in Bujumbura and four other schools in Bururi Province. The choice of the two provinces was that there is no researches carry out on factors hampering students' oral communicative competence in the two areas.

III.2 Research Population

In a research, the population is a group or category of human beings, animals and other things which have one or more characteristics in common. In this study, the term population refers exclusively to human beings in general, and specifically to students of 1st Form Arts and their respective teachers. 1st Form Arts students were used in that they are at the advanced level in learning the English language. They are in their last year of secondary school and they try to master the language as much as possible in order to succeed in the National test and get their diplomas. Teachers of English were also used as informants

because they know their students, that is, how their students are strong or weak in the English language.

III.3 Category of Schools

The following table shows the two categories of schools:

- Boarding schools where students live at their schools and
- Day schools where students, after their day lessons, return to their homes.

Table 1. The Selected Schools

Category of Schools	
Boarding Schools	**Day Schools**
Lycée GISENYI	Lycée Municipal ROHERO
Lycée MATANA	Lycée Municipal MUSAGA
Petit Séminaire KANYOSHA	Lycée Communal MATANA
Lycée TORA	Lycée Communal MUGAMBA

This categorization was based on the assumption that there is a difference between boarding schools and day Schools as far as the communicative performance is concerned. Students of boarding have many opportunities of being together either in clubs organized at school or when they are in dormitory. Other students from day Schools suffer from the lack of opportunities to experience their speaking skill because they turn back home after the day lessons. They have limited time to stay together.

III.4. Sampling

Generally speaking, while carrying a research, the researcher should use the whole population to collect information. The sampling technique was used because the reasonable resources and time available could not allow the

researcher to investigate the whole population. In fact, a sample is a smaller portion of the population which represents all the main traits of the population.

There are 5 sampling methods: simple random sampling, systematic list sampling, stratified random sampling, area of cluster sampling and multi-stage cluster sampling. As all the methods could not apply to this work, two of them were chosen for their adequacy. They were multi- stage cluster sampling and systematic list sampling. In multi-stage cluster sampling, the researcher picks a sample at various levels. In fact, at the level of provinces as Bururi represents the south and Bujumbura represents the west. Instead of going on at the level of communes the researcher just selected a few informants who reliably represent any other student or teacher from any communes. In Bujumbura mayorship, informants were selected from final Arts students of lycee GISENYI, lycee Municipal ROHERO, lycee Municipal MUSAGA and Petit Seminaire KANYOSHA. In Bururi, informants were selected from Lycee MATANA, Lycee TORA, Lycee Communal MUGAMBA and Lycee Communal MATANA. The total number of students in these schools was 405.

As for the systematic list sampling, the researcher selected one third from the schools selected above. The systematic list sampling consisted of selecting informants using the list. Thus, the population to be studied on was put on lists and the total number was divided by the number of the sample to get an interval. For instance, every third student was selected. The starting number was randomly chosen.

It should be mentioned here that an English teacher per school was asked to fill in the teacher s questionnaire. The total number of inquired teachers was 8 corresponding to the number of visited schools.

Table 2. Sample of Subjects

School	Total Population of Students	Sample	Number of Teachers Selected
Lycée GISENYI	45	15	1
Petit Séminaire KANYOSHA	41	13	1
Lycée Municipal ROHERO	52	17	1
Lycée Municipal MUSAGA	58	19	1
Lycée MATANA	47	15	1
Lycée TORA	48	16	1
Lycée Communal MATANA	64	21	1
Lycée Communal MUGAMBA	50	18	1
TOTAL	405	134	8

III.5. Data Collection Procedures

There are many instruments that a researcher can use in carrying out a research. To collect the data, if the researcher uses inappropriate instruments, the latter lead him to wrongful results. In this study, only observation and questionnaire were chosen.

Description of Instruments

➢ Students' and teachers' Questionnaire

The following lines give a detailed description of the format of the Questionnaire, its importance and the relevance of the questions to achievement of this study. As Pinto and Grawitz (1971:657) put it, they distinguish two types of questions namely closed and open questions. The former limits the respondents' expression while the latter lets the respondent free to organize their answers. In the students' questionnaire, most of the questions are closed because the respondents are not required to make an effort in thinking on answers to questions. Closed questions are economic both in time and thoughts. This makes them easy to analyze. However, the teachers' questionnaire is made up of a mixture of both closed and open questions. This is so because teachers can take much more time to think on the questions and even make comments on them.

Concerning the importance and the relevance of the questions, the students' questionnaires had three themes: First, I want to know to what extend the language skills are important in speaking a language, second, the relevance of the materials used, and lastly the occasions or the opportunities for students where they can use the English Language.

➢ Classroom Observation

The researcher made the classroom observation before administering the questionnaire to teachers. The researcher planed to observe a total of two lessons at least in each school visited. However, this was not possible in that the time the researcher visit the sample schools students were about to start examination and some teachers were hurrying in order to finish the program. Only one lesson was observed in the schools selected. This procedure is of a great importance because the researcher is present in class and therefore can make a critical

analysis on what is going on during the teaching process in any lesson. In doing such a research, the researcher hoped to find out the various teaching materials used. Beside, exercise books for students were also examined in the eight schools selected.

In a nutshell classroom observation is a paramount importance in the sense that it helps in the evaluation of teaching/learning process.

III.6. Data Analysis Procedures

The data analysis procedure is a set of ways through which the researcher presents the data, finding out the frequency, calculating the ratio in relation to variables. In fact, this procedure consists of organizing the data collected. The data were organized and presented in an understandable form using descriptive statistics. These are statistics used to summarize the data. The respondents' answers then were analyzed and summarized in form of tables

III.7. Problem Encountered

As the instruments used to collect data were the questionnaires and observation, I did not get an opportunity to explain the questionnaire to students. In some schools, students were busy studying hard for their coming exams and teachers were busy trying to finish the program and preparing exams.

Moreover, schools were distant from each other and it was not easy to distribute the questionnaire since it required great financial means. Some students in Lycée Municipal Musaga did not give back the questionnaire administered. The researcher thought that the three students did not put much emphasis on what was being done.

In brief, all the above descriptions indicate how we proceeded in gathering useful data. The researcher should know the kind of information needed to

answer the research questions, know the sources of data and finally he must know the techniques which are to be applied for analyzing and interpreting the data. In the following chapter, we will be presenting the results the researcher came up with.

CHAPTER IV: DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

IV.0. Introduction

This study aimed at establishing factors affecting students' oral communicative competence in English in 1st Form Arts in Bujumbura and Bururi provinces. This chapter deals with the presentation and analysis of data from students' and teachers' questionnaire. In addition to the questionnaire, the observation done in class is also analyzed. The study was a descriptive survey, thus the data collected were basically quantitative in nature. They were initially recorded in the form of frequency count and converted into percentages.

IV.1. Data presentation and Analysis

The present section aims to present and discuss the data from the questionnaires (teachers' and students' questionnaires) and the results from the classroom observation. The researcher analyzed separately students' answers and teachers' ones; this was also the case with classroom observation. In analyzing the data, we went through those which were collected thanks to the procedures used in the previous section: classroom observation, students' and teachers' questionnaires.

First of all, classroom observation was used to test the speaking activities in the material which was at the students' disposal. In fact, a classroom observation is nothing but a live evaluation of teaching and learning activities. Second, the results from the teachers' and the students' questionnaire helped us to have an account of how speaking as a course should be understood and viewed for the better interest of students. In this way, students as well as their teachers gave reasons about what may be at the origin of students' inability to speak English after six years of the course.

IV.1.1 Data from Students' Questionnaire

In this section, I present and interpret the different answers given by the 1st Form Arts students in relation to the questionnaire given to them.

Question N°1

When you are in the English class, what are the skills that are given more importance?

a. Listening b. Reading c. Writing (range them according to their importance)

Table 3. Presentation of the data for Question n°1

Answers	Frequency	Percentage (%)
Listening	18	13.84
Reading	36	27.70
Speaking	26	20
Writing	50	38.46
Total	130	100

From the above table, it is observed that 50 out of 130 students, that is 38.46% acknowledge that writing is giving more importance for them, whereas 36 out of 130 students, that is 27.7% responded that the reading skill is more important. Other students, that is, 26 out of 130 students (20%) responded that speaking is given more attention, whereas the remaining ones that is 18 out of 130 students (13.84%) confirmed that listening is given more importance in the English class. In relation to the above results given b the students, I can say that the listening skill is given the last place in the English teaching process. It is true therefore

that language is primarily a spoken activity and that the written version is a representation of the spoken word.

Question n° 2

What kind of English do you need most outside the classroom (Speaking, reading, listening or writing)?

Table n°4: Presentation of the Data for Question n°2

Answers	**Frequency**	**Percentage (%)**
Speaking	20	15.38
Reading	18	13.9
Listening	82	63.07
Writing	10	7.65
Total	130	100

As far as this question is concerned, a great number of students that is 82 out of 130 students (62.07%) responded that the listening skill is needed outside the classroom. Another group of respondents, that is, 20 out of 130 students (15.38%) answered that the speaking skill is needed most outside the classroom. Other respondent, that is, 18 out of 130 (13.9%) agreed that reading skill is needed. 10 remaining students out of 130 (7.65%) said that the writing skill is needed outside the classroom. Looking at these students' answers, I can say that the speaking skill is the most needed skill outside the classroom whereas the writing skill is the least required.

Question n° 3

What do you like among the following?

- Reading

- Writing
- Summarizing orally
- Conversing

Table 5. Presentation of Data for Question n° 3

Answers	**Frequency**	**Percentage (%)**
Reading	58	44.61
Writing	34	26.15
Summarizing orally	22	16.92
Conversing	16	12.32
Total	130	100

According to students' answers to question n°3, 58 informants out of 130, that is 44.61% said that they like reading most. Another group of respondents, that is, 26.15% said that they like writing most. 22 out of 130 students answered that they like summarizing orally most whereas the remaining students mentioned conversing. Referring to these students' answers, I can argue that few students like conversing; the reading skill is given such a score because in ***Today's English Classe de 1ère*** there are many texts and students while studying them proceed by reading.

Question n° 4

What do you like more between grammar and doing free communication?

Table 6.Presentation of Answers for Question n°4

Answers	**Frequency**	**Percentage (%)**
Grammar	80	61.54
Doing Free Communication	50	38.46
Total	130	100

It is observed from the above table that a great number of students, that is, 80 out of 130 students (61.54%) responded that they like grammar more than doing free communication, whereas 50 out of 130 students (38.46%) answered that they like doing free communication. In relation to the above answers, students do not have much time to practice the speaking skill.

Question n° 5

How do you feel when you are asked to speak English in the classroom in front of other students?

- Happy
- Afraid

Table7. Presentation of Answers for Question n°5

Answers	**Frequency**	**Percentage**
Happy	54	41.54
Afraid	76	58.46
Total	130	100

My intention when I asked this question was to check how the students feel when they are asked to speak English when they are in front of others. A great number of respondents that is 76 out 130 students (58.46%) feel afraid whereas 54 out of 130 students (41.54%) feel happy. In relation to this table, I can say that students do not have a positive feeling while they are asked to speak in the classroom in front of others. As psychologist puts it, student with high self-esteem performs better in learning than students with low self-esteem. The students, therefore, must attain a high degree as possible of linguistic competence. He must develop skill in manipulating the linguistic system to the point where he can use it spontaneously and flexibly in order to express his intended message.

Question n° 6

Do you speak English outside the English class?

- Yes
- No

Table 8: Presentation of Answers for Question n° 6

Answers	**Frequency**	**Percentage**
Yes	60	46.15
No	70	53.85
Total	130	100

This question aimed at getting an idea about students' ability to speak the English language. A great number of students that is 70 out of 130 answered that they do not speak English outside English class. The remaining students, that is, 60 out of 130 students responded that they speak English outside the classroom. As time parted to English language learning is too short, the researcher believed that having extra time outside the classroom can also be useful.

Question n° 7

Are you able to make a conversation with an English speaker?

- Yes
- No

Table n° 9: Presentation of Answers for Question n° 7

Answers	Frequency	Percentage
Yes	56	43.07
No	74	56.93
Total	130	100

In this table, 74 subjects that represent 56.93% of the respondents answered by No. 56 subjects that totaled 43.07% of the respondent replied by Yes. On the above view, it is clear that no matter how one knows a language, he cannot communicate with anyone if he is afraid to use it.

Question n° 8

What are the difficulties that you face when you have to express yourself orally in English? (Choose among the following)

- Lack of vocabulary
- Afraid of making mistakes
- Problem of pronunciation

Table 10: Presentation of Data for Question n° 8

Answers	Frequency	Percentage (%)
Lack of vocabulary	44	33.84
Afraid of making mistakes	66	50.76
Problem of pronunciation	20	15.4
Total	130	100

This question was asked to know which outstanding problem students have when they have to express themselves orally in English. From the above table, it is observed that 66 out of 130 students, that is, 50.76% respond that they are afraid of making mistakes. Other 44 students that is, 33.84% revealed that they lack vocabulary. 20 out of 130 students that is, 15.4% said that they have a problem of pronunciation. With reference to the above results, one can say that all the problems cited above affect the speaking skill. Notice here that the amount of time which is given to students to speak determines the case with which they speak. If students have enough time to speak, they get an accustomed to speaking. The result to this question revealed that the students do not get enough time to practice and use their English.

Question n° 9

Do you think that the English course in the 1st Form Arts helps you to communicate orally in English?

- Yes
- No

Table 11: Presentation of Data for Question n° 9

Answers	Frequency	Percentage
Yes	52	40
No	78	60
Total	130	100

The data in this table showed that 78 subjects that is, 60% of the respondents answered 'No'; to mean that the English course in 1st Form Arts does not help them to communicate orally. A number 52 students that represents 40% of the respondents answered 'Yes'.

With regards to the above question, responses from students, we can say that English course in 1st Form Arts does not help students to communicate orally. When we realize the number of hours (English Lesson) per week (7), and the way Today's English is structured, one can agree that the assertion above is true. The learning material should contain exercises which would help students communicate orally.

Question 10

Does the textbook ***Today's English Classe de 1ère*** provide you useful exercises?

- Yes
- No

Table 12: Presentation of Data for Question n° 10

Answers	Frequency	Percentage
Yes	80	61.54
No	50	38.46
Total	130	100

It is observed from the above table that a great number of students, that is, 80 out of 130 students (61.54%) gave a 'Yes' answer, whereas 50 out of 130 students (38.46%) responded with a 'No'. from these results, one can argue ***Today's English Classe de 1ère*** provides students useful exercises.

Question n° 11

Is ***Today's English Classe de 1ère*** a good book for you?

- Yes
- No

Table 13: Presentation of Data for Question n° 11

Answers	Frequency	Percentage
Yes	82	63.07
No	48	36.93
Total	130	100

For this question, concerning the value of the textbook used in 1st Form Arts, I just want to know if the students' book which is at their disposal is good for them. To this question, 82 students responded 'Yes', meaning that the textbook is a good book for them. The remaining 48 students, that is 36.93% responded with a 'No' answer.

Seeing how the tests and state examination in English are asked, the students have a reason in giving such a response. This is so in the classroom and National Test evaluations.

Table 14: Summary of Students' answers to their Questionnaire (in Frequency and Percentage)

Questions	Answers	Frequency	Percentage
1. When you are in the English Class, what are the skills that are given more importance?	Listening	18	13.84
	Reading	36	27.7
	Speaking	26	20
	Writing	50	38.46
2. What kind of English do you need most outside the classroom?	Speaking	82	63.07
	Reading	18	13.90
	Listening	20	15.38
	Writing	10	17.65
3. What do you like most among the following?	Writing	34	26.15
	Summarizing orally	22	16.92
	Conversing	16	12.32
4. What do you like more between Grammar and doing free communication?	Grammar	80	61.54
	Doing free communication	50	38.46
5. How do you feel when you are asked to speak English in classroom in front of other students?	Happy	54	41.54
	Afraid	76	58.46
6. Do you speak English Outside the English class?	Yes	60	46.15
	No	70	53.85
7. Are you able to make a conversation with an English speaker?	Yes	56	43.07
	No	74	56.93
8. What are the difficulties you face when you have to express yourself orally in English?	Lack of vocabulary	44	33.84
	Afraid of making mistakes	66	50.76
	Problem of Pronunciation	20	15.4

9. Do you think that the English course in First Form Arts helps you to communicate orally?	Yes	52	40
	No	78	60
10. Does the textbook ***Today's English Classe de 1ère*** provide you useful exercises?	Yes	80	61.54
	No	50	38.46
11. Is ***Today's English Classe de 1ère*** a good book for you?	Yes	82	63.07
	No	48	36.93

IV.1.2 Data from Teachers' Questionnaire

As already said, teachers' questionnaire and students' questionnaire were formulated in different ways, that is, the mixture of closed and open questions for teachers, while the students' questionnaire had closed questions. Despite this difference, they would contribute to a unique goal, that is, factors affecting students' oral communicative competence in English. The questions and the responses from teachers' questionnaire are as follows:

Question n° 1

Give an order of priority for the different language skills that your students in 1st Form Arts students will need when using English:

- Speaking
- Writing
- Reading
- Listening

Table 15: Presentation of Data for Question n°1

Answers	Frequency	Percentage
Speaking	2	25
Writing	4	50
Reading	1	12.5
Listening	1	12.5
Total	8	100

In asking this question, my intention was to find out the place given to the four language skills. To this question, one out of eight teachers, that is 12.5% responded 'reading skill', one other teacher out of eight teachers responded 'listening skill', two others, that is, 25% mentioned 'speaking skill' and four teachers, 50% answered 'writing skill'.

As far as I am concerned, in relation to above answers given by teachers, I can say that the reading and the listening skills are given the last place. It is considered necessary for the teacher to force the students only to speak English during the English class. The teacher himself must be able to convince his students to be brave to speak English no matter how they have a bad grammar.

Question n° 2

What kind of language (spoken or written) do you think 1st Form Arts students' should be able to understand?

Table 16: Presentation of Answers for Question n° 2

Answers	Frequency	Percentage
Spoken	2	25
Written	6	75
Total	8	100

To this question of knowing the kind of language between spoken and written language the students should be able to understand, 2 teachers out of 8 (25%) answered 'spoken language' whereas 6 other teachers (75%) responded 'written language'. In relation to the above answers given by teachers, it is evident that the spoken language is not understood by the students. As a language is described as a means of communication, there is a strong concern for the social reality and the nature not just of systemic competence but of communicative competence, how students manage to use language for what they want and need.

Question n° 3

Which skills do you like to teach your students among the following:

- Speaking
- Writing
- Reading?

Table 17: Presentation of Data for Question n° 3

Answers	**Frequency**	**Percentage**
Speaking	4	50
Writing	2	25
Reading	2	25
Total	8	100

This question was asked to know which of the above mentioned skills teachers like to teach their students. 2 teachers (25%) answered 'writing' and 2 others answered 'writing, speaking'. The other 4 teachers (50%) responded 'speaking'. From these results, we can say that even though our students still have problems

in speaking, teachers do their best to teach them. In fact, time allocated to English language learning is too short (7 hours per week) and teaching all the skills mentioned is not possible.

Question n° 4

Is there, (Yes or No) a sufficient amount of communicative output in the material you use?

Table 18: Presentation of Answers for Question n° 4

Answers	Frequency	Percentage
Yes	4	50
No	4	50
Total	8	100

A group of 4 teachers out of 8 (50%) gave a 'Yes' answer while the 4 remaining teachers (50%) provided a 'No' answer. In relation to the above answers by teachers, one can say that for some teachers, there is a sufficient amount of communicative output in the material they use. For other teachers, they denied the existence of sufficient amount of communicative output in the material the use to teach in English.

It should be noticed that the material used in teaching can increase or decrease learners' competence. As our aim, is communicative competence, one can say that the production skill is time-creating device. This tend to give learners more time to formulate what they intend to say. The main feature of speaking which can be traced to the processing conditions of communication involves the time factor. The languages are being spoken as they are being decided and understood.

Question n° 5

Are the subjects and the contents of the material interesting for the students?

- Yes
- No
- Comment

Table 19: Presentation of Answers for Question n° 5

Answers	Frequency	Percentage
Yes	2	25
No	6	75
Total	8	100

From the above table, it is understood that 6 out of 8 teachers (75%) respond that the subjects and contents of the material are not interesting for the students. 2 teachers out of 8 (25%) answered that the subjects and contents of the material are interesting for the students.

As for the comments, 6 teachers out of 8 said that the material is old and consequently boring. Students would like to read varied, interesting and up-to-date books. The 2 remaining teachers which represent 25% have confidence in the material. They commented saying that if the students follow well the content of the material, they succeed in their examination or National Test.

In general, English teaching material in 1st Form Arts is to be changed to meet students' requirements in the modern world.

Question n° 6

Are the subjects and contents of the material helpful for students to communicate?

- Yes
- No
- Comment

Table 20: Presentation of Data for Question n° 6

Answers	Frequency	Percentage
Yes	4	50
No	4	50
Total	8	100

To this question of knowing if the content and subjects of the material are helpful, 4 teachers (50%) gave a 'Yes' answer while 4 others answered with a 'No' answer. With regards to the above responses from teachers, one can say that the subjects and contents of the material are helpful on the one hand and not on the other hand.

Teachers' comments on this question were that the subjects and contents of the material are helpful in so far as some themes are interesting in one hand and not helpful in other hand because they are old fashioned. What can be concluded from the above is that students' difficulties to communicate in English must be solved as soon as possible considering their needs in the working world.

Question 7

Are the subjects and contents of the material relevant to the students needs?

- Yes
- No

Table n° 21: Presentation of Data for Question n° 7

Answers	Frequency	Percentage
Yes	7	87.5
No	1	12.5
Total	8	100

From this table, it is understood that 1 out of 8 teachers (12.5%) does not see the relevance in the subjects and contents of the material in 1st Form Arts. A great number of respondents, that is, 7 out of 8 teachers (87.5%) answered with a 'Yes' answer meaning that the subjects and the contents of the material are relevant to the students' needs.

Teachers commented on this question saying that the subjects and contents of the material are relevant regarding the way students are required to answer questions in their exams. Therefore, as a language is described as a means of communication, there is a strong concern for students to link their language they learn in class to their everyday needs.

Question n° 8

Are the objectives of the contents clearly stated for both students and teachers?

- Yes
- No
- Comment

Table 22: Presentation of Data for Question n° 8

Answers	Frequency	Percentage
Yes	6.	75
No	2	25
Total	8	100

Here 2 teachers that represent 25% of the respondents answered 'No', to mean that the objectives of the contents are not clearly stated for both students and teachers. 6 teachers that represent 75% of respondents answered 'Yes' to the question, meaning that the objectives of the content are clearly stated for both students and teachers. Teachers commented that the objectives are stated at the beginning of the book in the introduction.

In fact, to correspond to the present realities, those objectives must be reviewed. A material is judged to be relevant after realizing its outcome.

Question n° 9

Is ***Today's English Classe de 1ère*** relevant for communicative purposes?

- Yes
- No
- Comment

Table 23: Presentation of Data for Question n° 9

Answers	Frequency	Percentage
Yes	2	25
No	6	75
Total	8	100

The data in this table show that 2 subjects (25%) of the respondents answered 'Yes' to mean that ***Today's English Classe de 1ère*** is relevant for communicative purposes. A big number that represent 75% of the respondents answered 'No', meaning that the book used is not relevant for communicative purposes.

The comments about the question 9 were that the book is somehow relevant for communicative purposes especially when answering the commentary questions. However, with regards to some students' ability of understanding, there would be barriers as far as communicative is concerned. Communication does not limit only in answering questions, it must go beyond the classroom questions

Question n° 10

Would you recommend adapting or continuing with the same material you use for your students?

- Continuing
- Adapting

Table 24: Presentation of the Data for Question nº 10

Answers	Frequency	Percentage
Continuing	0	0
Adapting	8	100
Total	8	100

In the table above, 8 out of 8 subjects who represent 100% responded that they recommend adapting the material they use. In relation to the answers given above, one can say that the material used in teaching English should be adapted for the students' purposes. If we carefully look at the answers received from question 10, we realize that all teachers of English in the schools visited were for adapting the material used in teaching English.

Question n° 11

Please make additional comments if any

Question 11 asked teachers to make additional comments in relation to the question and the subject under study. They commented saying that in the book, some themes are more interesting than others for students and if the class is active, the lesson becomes interesting. It is also an occasion for students to practice their speaking skill. For some teachers, the time given to the course is not sufficient enough to assess students' ability in speaking.

Besides, the textbook used put much emphasis on grammar, reading and doing the written exercises. In addition, one of the teachers said that the textbook used in 1st Form Arts is good but in order to help students develop their speaking skill, it should contain exercises which increase students' communicative activities.

Table 25: Summary of the Teachers' Answers to the Questionnaire (in frequency and Percentage)

Questions	Answers	Frequency	Percentage
1. Give an order of priority for the different language skills that your students in 1st Form Arts will need when using English	Speaking	2	25
	Writing	4	50
	Reading	1	12.5
	Listening	1	12.5
2. What kind of language (Spoken or written) do you think 1st Form Arts Students should be able to understand?	Spoken	2	25
	Written	6	75
3. Which Skills do you like to teach your students among the Following: speaking ,writing, reading?	Speaking	4	50
	writing	2	25
	reading	2	25
4. Is there a sufficient amount of communicative output in the material you use?	Yes	4	50
	No	4	50
5. Are the subjects and contents of the material Interesting for students?	Yes	2	25
	No	8	75
6. Are the subjects and contents of the material helpful for students to communicate?	Yes	4	50
	No	4	50

7. Are the subjects and contents of the material relevant to the students' needs?	Yes	7	87.5
	No	1	12.5
8. Are the objectives of the contents clearly stated for both students and teachers?	Yes	6	75
	No	2	25
9. Is ***Today's English Classe de 1ère*** relevant for communicative purposes?	Yes	2	25
	No	6	75
10. Would you recommend adapting or continuing with the material you use for your students?	Adapting	8	100
	Continuing	0	0

IV.1.3. Data from Classroom Observation

In doing a research about factors affecting students 'oral communicative competence in English, class observation was used to describe the way the English course is taught and to check if the material used while teaching are in sufficient number. During the classroom observation, I discovered that the English course is taught almost in the same way, that is, the teacher comes in the classroom, tell the students to take their books and read silently the text. After, the teacher reads the text and the students follow. In addition, students are told to take their copybooks in order to put down vocabulary or new words and expressions.

The teacher exploits the text and asks students to answer to comprehension questions related to the text. A small number of students raised hands and answered while great number of others seemed not to be concerned.

Furthermore, I noticed that some students fear to speak English in class. It is clear that we cannot expect students to overcome speaking problems if they do not make an effort to speak. I noticed that students like written exercises more than summarizing and responding to comprehension questions orally. Another problem I identified was that some classes were large with a great number of students and this made it difficult for the teacher to carry out a good control of the speaking skill.

In the boarding schools therefore, students performed speaking better than day schools due to the fact that students of boarding schools have much time to be together and then exchange. They are even in English clubs organized at their schools. However, students of day schools l eave their classes after the day lessons to go back home and they live in different localities from their schools. Thus, to have sufficient time to discuss was a problem for them. Besides, some schools were in shortage of students' books where three or more students shared one book. It is therefore true that students face problems in the speaking skill when they lack material to help them.

IV.2.Interpretation of Findings

The results we come up with in the previous sections were satisfactory. This is because the objectives on basis of which this study was conducted were achieved. Moreover, the hypotheses were satisfactorily supported. It should be recalled the objectives were to determine how English course helps students of First Form Arts to communicate orally, how frequent do students speak English outside the English class, and how appropriate are the methodology and the communicative activities in the improvement of student 'oral communicative competence.

Despite some differences in point of view on the part of informants, the reader of this study should know that all the information providers agreed generally on the most essential ideas, objectives and hypotheses of this study.

In fact, the language should be learnt for communicative purposes. The learner has to be well trained so as to be able to speak accurately and fluently. To solve learners' problems related to performance, the learner has to accumulate more input and have opportunities to produce output by practicing his language outside the classroom. In other words, language outside the classroom complements language inside the classroom.

- **The Importance given to the Language Skills**

If we carefully look at the column dealing with the percentage in table 3, we realize that the speaking he students' answers display a tendency to give more importance to the writing skill. In the same way, question 1 and 2 from teachers' questionnaire sought to know which skill students in First Form Arts Section are able to understand. The findings showed that all the four skills are needed at the same level when using English. Question 3 from students' questionnaire sought to know the skills that students like most among the four mentioned. Results showed that reading skill was the most likely used as students read their text before doing anything. As for question 4 from students' questionnaire sought to know what students like between grammar and doing free communication, a great number of respondents mentioned grammar whereas a small put doing free communication.

In fact, communication involves the four language skills namely listening, speaking, reading and writing. It is therefore true that one skill cannot work alone without another. Then, students need all these skills in order to accomplish the task of communication. The language user is sometimes required a combination of the four skills.

All in all, some students have the tendency to give less attention to some skills than others (table 3). The conclusion is that there is a complementarity between the skills. However, based on the results obtained, I can say that hypothesis one

which states that there is ignorance of oral practice in English course in First Form Arts section was proven right.

- **The Use of English Language Outside the Classroom**

To learn a language, the learner has to be in contact with a community where the language is spoken. This is supported by Mackey (1965:107) when he says that a learner of a second language who has no contact with a community where the language is spoken may fail to learn or maintain his second language. He also indicates that time plays a major role in the English learners' low performance. However, opportunities of using English may occur and learners may not care about them. For instance, students at boarding schools have much time to perform the English language as they live together at their schools. Even if time is not sufficient for day students, break time can help them to practice speaking. Therefore, hypothesis 2 which states that many students are not familiar with English use outside the English class was proven right.

IV.3.Findings from Classroom Observation

During my classroom observation, I noticed that students were taught in the same way using the same material (***Today's English Class de 1ere)***.However, the teacher entered the classroom, told the students to take their books and read the given text. After that, students took down notes and answered comprehension questions related to the text. In addition, some secondary schools visited were in lack of sufficient books where three or more students had to share one book. The book is full of exercises. Among them, we have commentary questions at the end of each text.

I therefore noticed that those teachers did not like to give such exercises to their students and this will not help students to improve their speaking skill.

Moreover, when answering comprehension questions, many students feared to raise their hands and then respond. The interaction between students and teachers was almost absent in that few students managed to answer questions orally. It was observed that the time allocated to the English course was not sufficient. In fact, it was very hard for the English teacher to give many exercises related to speaking skill within the forty five minutes. Note that when they got opportunities to give exercises to their students, they did not get enough time to check and correct due to the great number of students in some schools.

Based on my observation, I realize that the methodology and teaching material did not provide students with all their needs to improve their communicative competence. In fact, I noticed that the absence of teaching-learning material is a handicap for effective learning process. Therefore, the hypothesis 3 that states that there is a lack of appropriate methodology to provide with to improve their communicative competence was right.

IV.4.General Discussion of the Results

The results of our research help us to know different factors behind the communicative competence in First Form Arts. In fact, our results are discussed in relation the category of schools (boarding and day school). The following lines provide results the researcher came up with.

First of all, all the schools have the same material which is in the students' disposal. Therefore, in the boarding schools visited, students' books are enough while they are in limited number in the day schools. When it comes time of reading a text, students of day schools wrote the text on the blackboard. After the day lesson, books were kept in the library for day schools while students of boarding schools keep the books by themselves.

Moreover, the social milieu that surrounds students plays an important in encouraging students to overcome speaking problems or not. Students of day schools fear to speak English when they are at home. If it happens for a student to speak English at home, hi is seen by people around him as proud. Thus, such a milieu does not help students practice speaking skill well. The lack of occasions to perform oral skill causes learners' failure to express orally in English.

In sum, students lack a good command of spoken English to communicate fluently and appropriately. However, since English is an instrument of communication throughout the world, students need to acquire it and use it in real life. This requires students' self involvement which in turn enables them to participate in various discussions at different circumstances.

CHAPTER.V.GENERAL CONCLUSION AND RECOMMENDATIONS

V.1.General Conclusion

Our research was carried out with the main objective of pointing out the factors that are behind low level of students' communicative in Burundi secondary schools. We wished to focus on how communicative competence is conducted in First Form Arts section in a total of 8 schools (4 schools in Bujumbura mayor ship and four other schools in the province of Bururi).

The first chapter of the present study deals with the general introduction where we try to show the importance of the English language in the world in general and in Burundi in particular. Here a particular emphasis is put on the English oral skill and how First Form Arts students view this aspect of the English language. Statement of the problem, research questions and research hypotheses are mentioned in the first chapter.

The second chapter deals with the views and critics by different authors who have worked on the field of communicative competence. The third chapter deals with the methodology used to collect the data. Therefore, the questionnaire and classroom observation were used as instruments

As far as fourth chapter is concerned, it deals with the presentation and analysis of the data collected and the discussion of the findings. Three main components are particularly focused on, that is, the importance given to the different language skills, the use of English outside the classroom and methodology used in First Form Arts. With the help of students' and teachers' questionnaires, in association with classroom observation, results are collected, presented and analyzed.

V.2.Recommendations

1. To B E P E S (The curriculum Designers Bureau of Secondary School Education)

It should revise the English book used in First Form Arts and adapt it to the present realities to help students overcome speaking problems.

2. To students: They should obtain as high a degree as possible of Linguistic competence, that is, they should develop the skill in manipulating the Linguistic system to the point where they can use it spontaneously.

They should distinguish between the forms which he has mastered as part of his Linguistic competence and the communicative functions that they perform.

They should develop skills and strategies for using to communicate meanings as effectively as possible in concrete situations.

3. **To teachers of English:** They should organize their students in groups and give them topics to develop and discuss.

This work is not exhaustive, I would like to invite other researchers to investigate on factors that affect students' oral communicative competence and find more.

4. To Future Researchers

This work is not exhaustive, I would like to invite other researchers to investigate on students low level in terms of production skill and find more.

5. To Donors

They should continue providing money to the ministry of education in order in order to change secondary school program.

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APPENDICES

Appendix A: Students' Questionnaire

1. When you are in Class, what are the skills that are given more importance ?

a. Listening b. Reading c. Speaking d. Writing (range them according to their importance)

2. What kind of English do you need most outside the classroom?(Speaking, Reading, Listening, Writing)

3. What do you like most among the following: Reading, Writing, Summarizing orally, conversing?

4. What do you like more between grammar and doing free communication?

5. How do you feel when you are asked to speak English in the classroom in front of other students?

a. Happy b. Afraid

6. Do you speak English outside the English class?

Yes ☐ No ☐

7. Are you able to make a conversation with an English speaker?

Yes ☐ No ☐

8. What are the difficulties you face when you have to express yourself orally in English?

9. Do you think that the English course in First Form Arts helps you to communicate orally?

Yes ☐ No ☐

10. Does the textbooks ***Todays' English classe*** *de 1ère provide you with useful exercises?*

Yes ☐ No ☐

11. Is *Today's English classe de 1ère* a good book for you?

Yes ☐ No ☐

Appendix B: Letter to teachers

Fulgence Havugiyaremeye

Faculty of Arts and Social Sciences

Department of English Language and Literature

Dear Teachers,

I am a final year student at the University of Burundi and for the time I am carrying out a research on speaking activities among First Form Arts Students. The following is a questionnaire designed for you. It aims to investigate the problems encountered by the students in learning of speaking skill and the possible solution to them.

If you could objectively answer the following, it is vital for the comprehension of my study.

Thank you for your cooperation.

Yours faithfully,

Fulgence Havugiyaremye

Teachers' questionnaire

1. Give an order of priority for the different language skills that your students in First Form Arts section will need when using English.

a. Speaking b. Writing c. Reading Listening

2. What kind of language (Spoken or written) do you think First Form Arts students should be able to understand?

3. Which skills do you like to teach your students among the following: (Speaking, writing, Reading)?

4. Is there a sufficient amount of communicative output in the materials you use? a. Yes b. No

5. Are the subjects and contents of the materials interesting for the students?

a. Yes b. No Comment……

6. Are the subjects and contents of the materials helpful for students to communicate?

a. Yes b. No Comment…..

7. Are the subjects and contents of the materials relevant to the students' need?

a. Yes b. No Comment…..

8. Are the objectives of the contents clearly stated for both students and teachers?

a. Yes b. No Comment….

9. Is Today's English classe de 1ère relevant for communicative purpose?

a. Yes b. No Comment

10. Would you recommend adapting or continuing with the same materials you use for you students?

11. Please make additional comment s if any.

Appendix D: Classroom Observation Checklist

1. To assess English teaching lesson

2. To know wether there are sufficient books

3. To see the atmosphere that reigns in classroom during the English lesson