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# Problems encountered in the teaching and learning of the reading skill in english in first science section of post-basic school : a study carried out in selected day schools of Bugendana commune in Gitega Province

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**UNIVERSITY OF BURUNDI**

**INSTITUTE FOR APPLIED PEDAGOGY**

**ENGLISH-KIRUNDI DEPARTMENT**

# PROBLEMS ENCOUNTERED IN THE TEACHING AND LEARNING OF THE READING SKILL IN ENGLISH IN FIRST SCIENCE SECTION OF POST-BASIC SCHOOL :A study carried out in selected Day schools of Bugendana commune in Gitega Province

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Bujumbura, November 2017

**DEDICATION**

To

The Almighty God;

My loving parents;

My brothers and sisters;

I warmly dedicate this work.

Fabrice Nkurunziza

**AKNOWLEDGEMENTS**

This work would not be as it is if there had not been a collective effort from a number of people to whom I wish to express my heartfelt gratitude.

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Last but not least, I wish to express my gratitude to my classmates, uncles, aunts, cousins and many other persons who, in one way or another, contributed to the fulfilment of this thesis.

## LIST OF ACRONYMS AND ABBREVIATIONS

AU : African Union

B.A : Bachelor of Arts

B.E.P.E.P.F : Bureau d'Etudes et des Programmes de l'Enseignement Post-Fondamental

COMESA : Common Market for Eastern and Southern Africa

EFL : English as a Foreign Language

et al : et alii (latin) : and others

I.A.P : Institute for Applied Pedagogy

i.e. (id.est) : that is

L2 : Second Language

UN : United Nations

UNESCO : United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

In this study "Problems encountered in the teaching and learning of the reading skill in English in first science section of post-basic school :A study carried out in selected day schools of Bugendana commune in Gitega Province", the researcher tried to examine the problems encountered by both teachers and pupils during reading lessons. In fact, the school population has increased enormously over the years, while other educational inputs including teaching materials did not increase accordingly. This factor and others have a negative influence on teaching and learning of the reading skill in English. A number of factors are raised and reviewed in the study. In this study, therefore, three hypotheses were formulated as following: 1) The lack of adequate teaching materials hinders the teaching and learning of the reading skill in the science section. 2) The time allotted to the reading skill in the science section is not sufficient for efficient learning of the reading skill. 3) The attitude of pupils can affect the effective learning of the reading skill in the science section. The study was conducted with 3 teachers and 64 pupils from three schools in Bugendana commune, Gitega Province. Two questionnaires were used to collect data from teachers and pupils. The data collected with the questionnaires was analysed question by question with frequencies and percentages. The following was revealed by the study: 1) The lack of teaching materials hinders the teaching and learning of the reading skill in the Science section. 2) The time allotted to the reading skill in the science section is not sufficient for efficient learning of the reading skill. 3) The pupils' attitude affects the effective learning of the reading skill in the science section. A general conclusion and some recommendations were formulated to the teachers, pupils, the Government and the English Department staff of B.E.P.E.P.F as well as to future researchers.

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# CHAPTER ONE. GENERAL INTRODUCTION

## I.0.Introduction

All over the world, human beings are characterized by communication through language. All human beings know that language has great importance because it serves as a tool for communication among people who use it. In fact, human beings use the language to communicate with their fellows. As a result, not only language facilitates communication for people but also it makes human culture possible. In this regard, Wallace (1991:16) supports this idea by saying that,

> *Language is a tool of the society that employs it, and the ways in which language is used reflects the culture of that society. This relationship between language and culture forms an important part of the acquisition of a second language because it involves the way in which members of a culture views the world.*

The quotation above means that the language serves as a means for communication among people who use it. So, considering how the language is used by people, this gives a clear picture of that society. Besides, when you are learning a language of a given society, you are also learning its culture because a language is a vehicle of culture.

In fact, people who speak a language know that language is politically, economically, socially, culturally and commercially important. This means that language is used to deal with political, social, commercial, economic and cultural matters. It is used in all activities.

In addition, as language brings human beings into relationship with each other, it equally brings them into relationship with the external World. That is justified by the fact that people of any society have to cooperate with others whose language is different from theirs. Therefore, it is evident that learning the language spoken by people of other societies is of great importance. That is the reason why some languages are learned and taught as second or foreign languages in a given society to facilitate communication with speakers of those languages.

English is an important tool for communication which is now used throughout the World. It is an official language in many countries. So, English-Speaking people use English in their daily activities. Hence, even if English is taught and learned as a foreign language in Burundi, it is nowadays getting an increasing popularity in this country.

As earlier said, people of any society have to cooperate with others whose language is different from theirs. Therefore, Burundians have to learn English in order to cooperate with English speakers. To illustrate the increasing need and importance of English in Burundi, Nizonkiza (2005) quoted by Bindariye (2008:4) says that many parastatal organizations, Non-Governmental Organizations, humanitarian missions and regional associations have found English indispensable for the smooth performance of their duties and have therefore advised the employees to enroll in English language programs. As a result, to work with those Non-Governmental Organizations operating in the country, to be proficient in English is a basic requirement. So, Burundians who want to apply for jobs need to learn English. That is the reason why a great number of Burundians attend evening classes in order to achieve a certain degree of oral proficiency in English.

In addition, many organizations of which Burundi is a member use English. Those organizations are like UNESCO, UN, AU, COMESA and others. Moreover, Burundi has joined East African Community and most of people in that community speak English since it is the language used as a tool of communication.

Furthermore, English is a popular language of commerce, travel and a major language for international business. In that case, Burundians have to learn English in order to facilitate the search for business partners beyond the national boundaries. Therefore, considering the growing importance of this language in our schools, we can encounter problems in teaching and learning it in some schools particularly those that have the science section in first year of post-basic school because this system is new and it must cause challenges to both teachers and learners of English language.

Despite its important place today, English is only given two periods per week in the above mentioned section whereas the pupils and the teachers in this section have one period for the reading lesson per week regardless of its importance. Normally, a language is learned primarily for communicative purposes. This is also the view of Littlewood (1984:1) when he says:

> *We must therefore provide learners with ample opportunities to use language themselves for communicative purposes. We must also remember that we are ultimately concerned with developing the learner's ability to take part in the process of communicating through language rather than with the mastery of individual structures....*

This case of low mastery of the English language by post-basic school pupils in the Science section may have different explanations. Some of them may be the lack of reading materials, the insufficient time allotted to the reading skill, etc.

## I.1. Background to the study

As we know, education plays a great role in the development of a country. In fact, all over the world, schools provide education but some facilities are required. According to Nikora (2006:1), those schools are supposed to have a staff who will be involved in teaching from the beginning to the end of the schooling and enough teaching materials, which will help the staff to do well what they have to do.

However, in any career, one may encounter challenges due to many circumstances. Educational systems in developing countries face a lot of problems. So, in Burundi, the educational system cannot escape to those problems. In fact, many post-basic schools in Burundi are facing a serious problem characterized by a large number of pupils.

The reason for this increasing number of pupils is that the governmental authorities are urging the population to enroll their children in schools. The pupils enrolled in basic schools are gaining some facilities. Apart from free school materials and free schooling, the pupils from basic school in Gitega Province exactly at Bugendana commune receive a day meal at school after classes. This is a way of motivating parents to enroll their children at school. Therefore with the basic-school leaving examination, the post-basic schools are admitting a large number of pupils from basic-schools.

With the year 2016, many post-basic schools with various sections including science section were created in our country. Unfortunately, this rapid increase in the number of schools and sections does not match with the increase in learning materials which facilitate and enhance quality in the learning process.

Therefore, even though good results have been achieved in getting more post-basic schools with different sections, this has not put an end to the serious problem of materials. If we consider the current situation and the general state of most of these schools with regard to the teaching materials, teaching curriculum, available infrastructures, the pupils' level and the class size, one may confirm that there is a big problem of quality as far as learning is concerned.

As earlier mentioned, the English language is now of great importance since it is used throughout the world. Then Burundians need to be into relationship with the external world. That is why research about problems which would affect the successful learning of English in post-basic schools of Burundi must be done in order to contribute to the improvement of English language learning.

## I.2. Statement of the Problem

As we already know, the target of teaching English in post-basic schools in Burundi, is to equip the pupils with the language they can use for effective communication. In that case, pupils need to be armed with all the skills that is listening, speaking, reading and writing for successful communication in and outside the classroom. This idea is shared with Byrne (1969:39) when he says that: "In language teaching, we are preparing the learner to participate in some social group, some language community other than his own, to play a part or fulfill a role in that community."

In fact, by the end of basic school, pupils are expected to be able to read, to communicate, to follow well what their English teachers are saying or reading. However, what is seen in Burundi is quite different. As far as the problem of the English language is concerned, Burundi post-basic school pupils in the science section, first year, are almost unable to read in the English language.

Another general problem is that few teachers can teach the reading skill with ease. This situation of the reading skill in the Science section of the post-basic school is discouraging since we are aware of the fact that pupils have spent many years studying English from basic school.

Besides, as the solidity of a building depends on the quality of the materials from which it is built, the level of English of a learner depends on the quality of the language component (vocabulary, syntax or grammatical structures, etc) he has acquired. Nonetheless, since English is a foreign language in Burundi, there are many problems in teaching it especially at the beginning level.

Everyone knows that the success of the teaching and learning process depends upon many factors namely the teaching materials, curriculum, the motivation of pupils, etc. Therefore the shortage of reading materials leads to a lack of comprehension of English in general.

## I.3. Purpose of the study

The purpose of this study is to identify the problems that hinder the teaching and learning of the reading skill in the English language in post-basic day schools. This is done in order to suggest possible solutions to the problems of poor performance during tests and exercises in reading skill in English in Burundi post-basic day schools in general and in rural post-basic day schools in particular.

In addition, in this study, the researcher seeks to know if the attitude of pupils towards reading, the time allotted to the reading skill has an impact on successful learning of English language in post-basic day schools. Moreover, the effects of insufficient teaching materials are assessed. The qualification of teachers is also important because it has an impact on classroom success or failure.

## I.4. Significance of the study

The researcher hopes that this study will be of benefit to a number of people namely teachers, the Government, and curriculum designers. As far as the English language is concerned, bearing in mind the idea that their role is to provide the best conditions for learning, teachers may become aware of the problems that can hamper the teaching and learning of the reading skill and this will lead to the choice of techniques and teaching materials to use in the classroom. Through this study, the researcher also can inform the Government especially the Ministry of Education and course designers about the current situation prevailing in rural post-basic day schools in order to intervene promptly.

## I.5. Research questions

This study is an attempt to examine the problems that may hinder the teaching and learning of the reading skill in English in rural post-basic day schools. This is the result of the fact that the pupils' performance in reading skill in English is very low in the selected schools. So the hope is that, as soon as the problems are identified, suggestions for improvement will be made. Consequently, the work tries to find answers to the following questions:

1. Does the Science Section for post-basic day schools have enough teaching materials to promote the reading skill in the Science Section?

2. Is the time allotted to the reading skill in the Science Section sufficient?

3. Can the pupils' attitude towards reading play a role in the effective learning of the reading skill in the Science section?

## I.6. Research hypotheses

1. The lack of adequate teaching materials hinders the teaching and learning of the reading skill in the Science section.

2. The time allotted to the reading skill in Science section is not sufficient for efficient learning of the reading skill.

3. The attitude of pupils can affect the effective learning of the reading skill in the Science section.

## I.7. Motivation of the study

Considering the importance of English and how this language is spreading all over the world pushed the researcher to work on this topic. In addition, since there may be problems hampering the teaching and learning of the reading skill in English in post-basic day schools, I decided to make an investigation in order to contribute in finding out some of the problems that hinder performance in the reading skill in English in post-basic day schools. Once these problems are identified, this will allow inspectors, policy makers and the public to take appropriate measures as far as this issue is concerned.

Moreover, another reason that led the researcher to work on this topic is that, given the geographical situation of Burundi in the East African Community which uses English as the official language and, as the country has joined the Community, it becomes obvious that we cannot sit and watch. However, performance in English should be developed by improving the conditions for learning the language successively.

## I.8. Scope and Delimitation

As the researcher's study is an examination of the problems that may hamper the teaching and learning of the reading skill in English in post-basic day schools, it would be better to conduct such a study in all post-basic day schools of Burundi. However, due to the lack of financial means, the researcher found impossible to carry out this research throughout the country, as it would be expected.

Thus, this study was conducted in one Province, which is Gitega exactly in Bugendana commune, in three post-basic day schools which have the science section namely Kivuvu day school, Mutoyi day school and Bugendana day school. There are many post-basic day schools in Gitega Province, but the researcher preferred to choose those three ones to be able to carry out an effective and reliable study.

Moreover, the researcher could not study all problems that might hamper the teaching and learning of the reading skill in English in first year of the post-basic day schools due to the limited time whereas they are so many. For that reason, he focused on three issues that is teaching materials, the time allotted to reading skill and pupils' attitudes towards reading skill in English.

## I.9. Definition of Key Terms

**-Teaching**: According to Hirst (1974:3), teaching is 'an attempt to cause changes in behavior..., the process of teaching can be planned and discussed, while the activity itself can of course be observed.'

Nacino at al (1982:2) support this definition by stating that ' teaching is an attempt to help someone acquire or change some skill, attitude, knowledge, idea or appreciation.'

**-Learning:** According to Ellis (1985:129), learning is defined as 'the internalization of rules and formulas which is then used to communicate in L2.'

**-Reading Skill:** Smith(1978:24) views 'reading' as 'the process of obtaining meaning from a written text or the process of identifying written words, understanding them, interpreting their meaning and making sense out of those words.'

On the other hand for Richards et. al (1985:220) in the Longman Dictionary of Applied Linguistics, reading means:

(1) perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that results is called comprehension
(2) Saying a written text aloud (oral reading). This can be done with/without an understanding of the contents.

**-Language**: Language is a tool of communication which facilitates a transmission of the message from one person to another. According to the Oxford Advanced English Learners' Dictionary, language is the system of communication in speech and writing that is used by people of a particular country or area.

-**Day school:** The Oxford Advanced Learners' Dictionary (2006) defines day school as a school with students who live at home and only go to school during the day.

## I.10. Conclusion on Chapter one

The first chapter tried to inform the readers about the situation which hinders good mastery of the English language by post-basic day school pupils. It talks about major problems encountered by both teachers and pupils during the reading lesson in the science section. Then, the researcher formulated hypotheses that need to be verified.

This chapter comprises eight sections namely a general introduction, the background to the study, the statement of the problem, motivation of the study, the research questions and hypotheses, the purpose of the study, scope and delimitation and definition of key terms. The next chapter deals with the Review of related literature.

# CHAPTER TWO. REVIEW OF RELATED LITERATURE

## II.1. Introduction

In Burundi, much research has been carried out on the factors hindering the reading skill in various sections. But, none has been carried out on the problems encountered in teaching and learning the reading skill in the science section, in first year of post-basic day schools.

In this chapter, a review of the related literature focusing on the problems encountered in teaching and learning the reading skill in the science section, is carried out focusing our attention on the following elements: reading skill, importance of reading, the teaching of the reading skill, the learning of the reading skill, instrumental materials and the reading subskills.

## II.2. Reading skill

Reading can be viewed as an interactive process of communication between the writer and a reader made possible through a text. More and more people are always engaged in reading in order to decode written communication. Reading is not only a rich personal source of information and pleasure but it is itself an accomplishment throughout the civilized world of today in or out of school. It helps to equip readers with practical and functional language skills, that is, skills needed to cope with tasks and demands in a learning situation.

Reading in English, therefore, is a skill that students at all levels need to acquire in order to benefit from further studies. Reading is essential in any academic pursuit. A student needs to read to make notes for enjoyment and relaxation, to expand knowledge and know what is happening elsewhere in the World. In a nutshell, reading helps pupils to keep abreast of what happens in this dynamic World of ours and it inevitably enables pupils to come in contact with vocabulary and writing styles larger than their own.

According to Alderson and Urquhart (1984:16), 'reading is necessarily interactive. Since texts must have readers, readers must have something to read.' This implies that in reading a text, there are two elements which occur and which are mutual, namely a text and a reader. One needs the other in order to be meaningful, fulfill the reader's task, which is good reading.

As Lado (1964:132) says, 'to read is to grasp language patterns from their written representation.' When a person reads, he/she can gain knowledge and improve comprehension. According to Kenneth (1975:20), "reading is the contact of the eye to the text for the purpose of reader's comprehension, interest and knowledge acquisition."

In fact, a reader uses his eyes and mind in the process of reading. In this sense, he or she has to be involved with the content of the text, whether interesting or not, which enables him/ her to know different things. The Reading skill has subskills and the basic skills need to be improved to enhance both speed and comprehension. Students will need to make use of reading skills and should also develop the habit of wide reading for information, inspiration and pleasure. In this connection, Nuttal (1982:193) says:

> *Nothing can replace the motivation supplied by needing to read. If you can, therefore, draw your students' attention to the sort of purposes for which they might conceivably find foreign language reading useful outside the classroom. And you can try to give them reading materials that reflect the authentic purposes for which people do read. This will help them realize that reading is not just a linguistic exercise but is involved with the getting of meaning outside of a text for some purpose.*

This means that pupils should be given enough reading materials in order to be good readers and improve knowledge. Furthermore, Richards et. al (1985:238) define reading as "perceiving a written text in order to understand its contents. This can be done silently.The understanding that results is called reading comprehension." Thus, a reader has to read silently so that he/she can understand the sense of the text.

In fact, a reader has to be equipped with the abilities and the reading consists of two fundamental processes as Newsum (1983:11) points out, "physical or visual and mental or intellectual", which are interdependent. This means that two fundamental elements namely eyes and mind are in action in a reading activity.

Moreover, reading, according to Alderson and Urquhart (1984:3) involves four factors: knowledge of the language, ability to predict or guess in order to make the correct choices, ability to remember the previous cues and ability to make the necessary associations between the different cues that have been selected.

In fact, reading requires a reader to have certain abilities in order to comprehend, understand what he reads .A reader has to be familiar with the context which is used in the text as well as words such as linking words which are used to connect, link different ideas within the text. In the process of reading, a reader needs to know the intended meaning of the expressions he reads.

## II.3. Importance of Reading

Reading is one of the important channels through which language learning is done .The quality of English is likely to improve if the reading skill gets the

attention it deserves. Hence, if any progress is to be made in teaching English, then priority should be given to improving the teaching of the reading skill in English.Therefore, for the learning of English to be meaningful and comprehensible to the learner there must be an opportunity to read much and widely. Reading is an integral part of English language learning. It is a skill teachers cannot afford to take for granted .It requires mastery both by the learner and by teacher. When this is done there will be a considerable positive impact on performance in the English language. In this regard, Gurry (1960:48) says:

> *The value of being able to read easily and acquiring the habit of reading is undeniable. Pupils meet with new ideas and their minds assimilate many of them without laborious effort thus acquiring fun of facts and information about a variety of subjects.*

As a matter of fact, it may be difficult to live without knowing how to read and write. It is now common that those who are unable to read and write are referred to as illiterate.While reading, a reader learns several expressions and his knowledge increases. In this connection, Mackey (1965:55) says that "reading is supposed to educate readers to be adapted to performing all reading-related tasks at their disposal." Reading is essential not only in school but also out of school. Bright (1966:64) asserts this when he says that "It is though reading that one can acquire speech and skills of understanding, comprehending, interpreting and appreciating."

In accordance with the above, Bright and Mc Gregor (1970:53) say that " the more the student reads, the more the background knowledge he acquires of other ways of life, behavior and thought and the more books he finds he can understand." This means that during reading, a reader assimilates the culture, ideas given in the text and by doing a lot of exercises he understands the meaning of the text.

Furthermore, reading helps one to learn and improve language learning. In this connection, Alderson and Urquhart (1984:51) state that "reading is really essential for academic studies, personal success and personal development." In this fact, a student finds difficulties or fails in academic matters or in life if he/she does not read a lot.

Besides, reading helps one to learn a language on one's own and to perfect it. Bright and Mc Gregor (1970:82) emphasize this when they say that "reading is a rich and personal source of language learning/ acquisition. Reading relieves a teacher from telling his students things they can even find out for themselves."

Reading helps the reader to distinguish different types of reading comprehension according to the reader's purposes in reading and the type of reading used. In this connection, Richards et al (1985:238) distinguish the following types of reading comprehension:

a) Literal comprehension: reading in order to understand, remember or recall the information explicitly contained in a passage.

b) Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.

c) Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.

d) Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

This means that reading comprehension is differently done depending on the objectives of a reader. One can read for information whereas another one can read for criticizing or appreciating. In literal comprehension, a reader goes word by word in order to understand the information contained in a passage. In inferential comprehension, a reader guesses the unstated information with reference to his own experience. Critical or evaluative comprehension involves a reader who has knowledge about the information that he is going to compare .And appreciative comprehension produces the effects on the reader such as emotion.

## II.4. The teaching of the reading skill

Teaching reading is a complex exercise requiring elaborate preparation and background knowledge of the learner's reading ability. Teaching act involves the teacher. While teaching the reading skill, there is a need for the teacher to be aware of the course objectives and the learners' needs.

The teacher has to assist and cultivate in pupils the desire to read by themselves and for their own satisfaction and also to encourage them to read widely for enjoyment, information, knowledge and criticism. In accordance with this, Saville (1979:31) suggests an effective way to teach English reading when he says that "Improving the reading skills of any students begins with identifying his weaknesses, and then implementing appropriate methods for strengthening

these skills." The first thing for the teacher of foreign language reading to do is to find out the weaknesses or problems of the students, which sometimes can be done through test and observation. A teacher must guide the learner to the purpose of reading and stimulate students' awareness and interest.

As far as the teaching of reading is concerned, silent and oral reading are often practiced. In silent reading, we use the eyes and our ability to understand the meaning of the written signs. In oral reading, we do one more thing: we change the written signs into oral signs giving the same meaning. Silent reading, therefore is used mainly for understanding; and oral reading is used for understanding and expression. In support of this view, Nasr (1972:78) tells how silent reading can be developed: "We can develop understanding in silent reading by giving short passages in the beginning and by asking questions about them afterwards."

If pupils are given practice in reading shorter passages in the beginning, the whole comprehension can be improved afterwards because one proceeds from the simple towards the complex words. In addition, if questions have been asked in the beginning of reading, pupils read paying attention which helps them in the comprehension of the text. In the same line of thought, Kenneth (1975:78) says: "Silent reading is a life-long sub-skill which calls for reader's use of skimming, scanning , and comprehension of a given text. It is a very educative skill."

Silent reading is essential as it calls for other subskills which are important in the reading comprehension of a given text. As far as oral reading is concerned, it is similar to reading aloud and it stands for expression. Nasr (1972:79) states that '*In the beginning it is better to have the teacher read every single sentence for the students to repeat.*'

In the process of teaching oral reading, a teacher may ask the pupils to repeat only parts of the sentence after him. These parts make it easier for the pupils to repeat things correctly and enable them to group words together according to their meaning.

## II. 5. The learning of the reading skill

The learning of the reading skill involves the learner who is exposed to silent and reading aloud depending on what the teacher regards as the learner's immediate need .It also enables the learner to read on his/her own outside the classroom.

Pupils should be allowed to have a closer and independent contact with the text and, as Alderson and Urquhart (1984:16) observe, "reading involves two elements, the reader and the text .This is so because the reader is expected to draw full meaning from the text on his own." The pupils should be encouraged

to read on their own and have personal interaction with the text so as to develop their reading skill. In their schools, pupils learn the reading skill with the help of their teachers. Besides, the learner has to be taught some techniques for reading well such as skimming, scanning, extensive and intensive reading, which help them to improve their reading comprehension.

## II.6. Instructional materials

Without teaching materials, both teachers and learners would have problems while choosing what to teach/learn and what to drop. For this reason, curriculum designers must provide appropriate materials .The content of these materials is of vital importance since it must meet the pupils' level, interests and needs. Materials which lack such qualities are not likely to help the pupils and teachers in the teaching/learning process. In this regard, Strevens (1977:26) establishes characteristics that materials need to have:

1. Materials should be realistic, i.e. capable of being used by the teachers and learners; capable of being learned from; cheap enough to be available;

2. Materials should be relevant to the particular point in the learner's progress; to his aim and age-group;

3. They should be interesting, i.e. varied; related to topics of interest to the learner; intellectually satisfying.

4. They should also be motivating, i.e. having the quality of making the learner feels he is making progress, or at least enjoying his learning.

5. Finally materials should be compatible with the approach being followed; with the teacher's attitudes.

The above means that the materials which are not expensive can help both teachers and learners to improve the knowledge because they find them easily due to their availability. Besides, the materials should be appropriate to the learner's needs as well as age. They should help them acquire knowledge and have to motivate the learner(s). In this case, learner(s) will be motivated and enjoy much learning. And finally the materials should relate to what the teachers want pupils to learn. The materials should be useful to learners and allow them to progress at their own rate of learning. They also provide opportunities for independent study.

Moreover, the materials are useful in supporting classroom teaching and they should be a priority over other things. To support the above, Niyonzima (2002:24) says that "The materials provide opportunities for independent study, use and self-evaluation and progress in learning." Thus, if the learner has sufficient materials, the learning may be successful; he/she can learn for his/her

own interest due to the availability of materials and the acquisition of knowledge increases. To have reading materials only is not enough. These materials must be varied and appropriate so as to help pupils to learn the reading skill. In this connection, Nkeramihigo (1976) quoted by Nsabimana (2009:19) says that "A talented or experienced teacher cannot offer the best teaching with dull or inappropriate materials." So, the materials such as books and other instructional aids must be plenty, updated and relevant to the learner's needs. A teacher has to know that all the materials are not important to all the pupils. So, it is up to the teacher to know what kind of materials to use to teach a group of pupils because some pupils are weak whereas others are good, and the first ones need help.

## II.7. The reading subskills

Reading involves various subskills which include: intensive reading, extensive reading, scanning, skimming, note-taking, comprehension, etc. But, both were not witnessed during my classroom observation; only intensive reading, comprehension were used among the above subskills due to the low level of the first year post-basic school pupils.

### II.7.1. Intensive reading

Intensive reading is generally at a slower speed, and requires a higher degree of understanding than extensive reading. Thus, intensive reading involves approaching a text under the close guidance of a teacher so that the pupils may achieve a deep and detailed understanding of the text. According to Nuttal(1982:23)," intensive reading involves reading for accuracy. So, efforts should be made to ensure that students read intensively and be given proper guidance." In the same line of thought, Hedge (1985:108) points out that

> *Through intensive reading activities in the classroom, pupils are trained in the various skills and strategies necessary for progress in reading. The activities involve a close study of reading passages and an examination of the features of language. Intensive reading activities are designed to help pupils in the detailed comprehension of shorter reading passages.*

In fact, with the help of a teacher, a reader in intensive reading, acquires certain rules of language which later will help him through understanding of the language. A reader is even taught other reading subskills as well as methods used for teaching them.

Furthermore, intensive reading is used on shorter texts in order to extract specific information. It concludes very close and accurate reading for detail. Intensive reading skill is used to grasp the details of a specific situation .In this case, it is important that the reader understands each word, number or facts.

**II.7.2. Extensive reading**

Extensive reading involves approaching many texts and thereby promoting reading out of class. According to Hedge (1985:23),

> *Extensive reading plays a vital role not only in improving reading skills but also in improving students 'abilities to communicate in English in speech and writing, and thereby raising their performance in other subjects.*

The above means that in reading out of class, a learner (reader) has to meet with various subjects so that they can help him in understanding and communicating in English with other English speaking people. Extensive reading requires a reader to avail himself of or consult different reading materials. In this connection, Nuttal (1982:193) states that

> *Showing that you are a reader means carrying books around with you, referring to books as you teach, reading out brief passages that may interest students, talking about what you are reading at the moment, and handling books as if you loved them.*

In fact, books constitute central element to which a reader has to refer in extensive reading and tell the content of the books to other people who may not know their content. During the lesson, teachers have to tell their pupils the content of the books they read by referring to what they are teaching. Besides, extensive reading helps the pupils to get a better comprehension of what is read. In this connection, Richards et all (1985:100) explain that

> *Extensive reading involves reading in quantity in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading.*

In fact, through extensive reading one acquires the knowledge by reading varied materials for better understanding. In addition, in doing extensive reading, a reader improves by gaining more vocabulary as well as structure and by so doing, the interest in reading grows.

Furthermore, Hedge (1985:37) writes about extensive reading saying that "the aim of extensive reading is to give pupils the opportunity to practise the skills learned through intensive study by reading longer texts and developing the ability to read understandably and quickly."

From the above, it is implied that intensive reading and extensive reading are complementary; they need each other even if extensive reading deals with longer texts. Intensive reading practiced in class needs to be complemented by extensive reading in or out of class.

### II.7.3. Scanning and Skimming

Scanning can be defined as the rapid glance through a text for a specific piece of information while skimming is the rapid glance through a text for determination of the general gist of that text. In this same line of thought, Richards et al (1985:250) defines scanning and skimming as follows:

> *Scanning (in reading) is a type of speed reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage.....scanning may be contrasted with skimming or skim-reading, which is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage.*

The above means that for scanning, a reader has to refer or choose one point, one element among others which is useful to him, and for skimming, he has to refer to the main idea of the passage. Skimming gives the general idea of the text. According to Pollock (1961:46), "skimming is one way to read .It is the opposite of close, careful reading to get all the facts. You skim a newspaper, for example when you glance through it quickly to see what the headlines are talking about." In fact, for skimming, a reader does not need to go word by word; instead, he has to locate the general idea of a text or passage. Skimming is different from extensive reading due to the fact that it does not refer to all the facts.

In addition to the above, skimming is a specific reading technique necessary for quick and efficient reading. In this connection, Grellet (1981:19) states that "when skimming, we go through the reading material quickly in order to get the gist of it. When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so."

The above quotation explains that scanning and skimming are done differently and both skimming and scanning do not follow the linearity of the passage. It is not essential to understand each word when skimming. However, Pollock (1961:50) adds that "there are as many ways to read as there are things to read. There is no one right way to read everything. To study effectively one must be able to read different things in different ways at different times."

To achieve what is said above, skimming can be done, for instance, by asking pupils to tell briefly the content of the text or books by glancing quickly through the text when answering the questions. And for scanning, the pupils scan for a single word or specific fact (name, place, etc) in a text or a book.

### II.7.4. Note- taking

The note-taking skill is essential as it helps the pupil to remember what he reads or listens to. Note-taking helps the pupil not only in learning English but also in other subjects. According to Grellet (1981:23), "note-taking involves understanding the meaning of the text. Note-taking is a difficult activity which sums up most of the strategies developed in the text." This should not discourage the teachers from developing this skill in pupils. So, it means that subskills such as skimming, scanning, comprehension, etc are involved in note-taking.

Moreover, note-taking has further use and, as Grellet (1981:23) points out, "when note-taking, it is necessary to establish the structure of the text, its key ideas and to learn to leave out unessential information." So, in note-taking, skimming and scanning are practiced and are of great importance. Hence, the ability of a good reader involves equally note-taking where he/she gives up unnecessary information which means that note-taking is done by a good reader or listener.

### II.7.5. Comprehension

Comprehension can be taken as the complete understanding of the text or any reading material so that any questions about the text can be correctely answered. For Grellet (1981:4), "understanding a written text means extracting the required information from it as efficiently as possible according to purpose.

Furthermore, according to Hedge (1985:38),

> *Comprehension involves identifying the main points of the paragraph or text, following the ways in which meaning links across sentences and working with cross-cultural information about the topics of the texts and the assumptions of the writers so that students can extract cultural meaning from the texts.*

In fact, to comprehend a text, a reader has to see how ideas follow one another and to work and link words which are in a text. That is the ability to understand; an exercise that trains pupils to understand a language.

## II.8. Conclusion on chapter two

This chapter dealt with the review of related literature. It reviewed the literature from a research which has been carried out in the field of reading in general,the importance of reading, intensive and extensive and the issues related to the learning of the reading skill. The following chapter deals with research methodology.

# CHAPTER III. METHODOLOGY

## III.1. Introduction

This chapter deals with issues concerning methodology and procedures used in the study. The chapter looks at: area of the study, population and sampling, instruments utilized, encountered difficulties and data analysis procedures.

## III.2. The area of study

The study was limited to post-basic schools which have the science section in Bugendana Commune in Gitega Province. The schools fell under only one category that is public ones. These are the schools available within the selected area of study. The choice of the study area was based on the fact that the researcher could easily travel to these schools taking into account the limited resources and time available to carry out the study. Three schools were selected and participated in the study.

## III. 3. Population and Sampling

The total population of this study comprised 192 pupils and three teachers of the first year of post-basic school in the science section. The population included pupils of both sexes, that is, female and male. As far as teachers were concerned, different qualifications were noticeable.

The first year of post-basic school was not chosen randomly. The purposive sampling technique was used. First, it was a new educational level which followed the basic school. Then, it is in that perspective that the researcher decided to carry out investigations in order to identify the challenges that the English language teachers as well as learners face during the teaching and learning process.

Besides, those pupils are mature and judged serious in answering questions. Therefore, I expected to get from pupils more information on how they learned the reading skill. However, the resources available to the researcher did not allow to study the whole population; the researcher tried to use a smaller portion of the population to represent all the main traits of the whole population.

In any research, sampling is one of the most important requirements to meet. Indeed, as it is impossible to administer the questionnaire to all the subjects or to include them all in the research, it is necessary to make a selection, but great care must be taken so as to make sure the sample is an accurate reflection of the population from which it is taken.

In this study, the researcher used simple random sampling. Simple random sampling is a sampling in which every subject or unit is given equal chance of being selected. This is to say that members of the target population are selected one at a time and independently. Therefore, due to this equal opportunity of being selected given to every member, random samples are considered unbiased.

As far as this study is concerned, the subjects who were included are pupils and teachers of first year of post-basic school in three public day schools. For pupils, a sample of one third of the total class was selected in each class to respond to the questionnaires. Therefore 64 pupils participated in filling the questionnaire. Concretely, I wrote the names of pupils on slips of paper folded them and put them in a box and mixed them and, I picked one at a time until I covered the needed number for each class. As far as teachers were concerned, three sampled English teachers from the selected schools responded to the questionnaire. In the same vein, three schools, e.i. Lycée Communal Bugendana, Lycée Notre Dame Siège de la Sagesse de Mutoyi, Lycée Communal Kivuvu were selected among nine post-basic day schools which had the first year with the Science section namely Lyceé communal Bugendana, Lycée communal Kivuvu, Lycée Notre Dame Siège de la Sagesse de Mutoyi, Lycée Notre Dame d' Assomption de Mugera, Petit Seminaire de Mugera, Lycée Communal Nkanda, Lycée Etoile du Matin de Kirimbi,Lycée Communal Cishwa, Lycée Communal Busangana and all of them are located at Bugendana commune in Gitega Province.The selection of those Schools were done by using a simple random sampling. The table below provides a clear picture of the population used in this study.

**Table 1: Research Population and the Sample**

| Schools | Number of classes for sampled schools | Number of teachers | Number of pupils | Number of sampled pupils | Number of sampled teachers |
|---|---|---|---|---|---|
| Lycée Communal Bugendana | 1 | 1 | 60 | 20 | 1 |
| Lycée Notre Dame Siège de la Sagesse de Mutoyi | 1 | 1 | 69 | 23 | 1 |
| Lycée Communal Kivuvu | 1 | 1 | 63 | 21 | 1 |
| Total | 3 | 3 | 192 | 64 | 3 |

All the three schools were taken as sample. From the total number of 192 pupils, 64 were taken as a sample. As far as English teachers are concerned, all of the teachers in the first year of Post-Basic schools in the science section in sampled schools were surveyed.

### III.4. Research instruments

The researcher used two types of instruments namely classroom observations and two written questionnaires, one for teachers and another for pupils. Both classroom observation and written questionnaire have advantages. For classroom observation, the researcher has a critical eye on what he needs and for the written questionnaire; it can be anonymous, well designed, simple and clear. That is why I decided to use classroom observation and written questionnaire in this study.

#### a. Classroom observation

This procedure is important in any research concerning language teaching and learning. It is of a paramount importance in the sense that it helps the researcher to be present in classes in order to be able to make a critical analysis of what is being done while teaching and learning the language concerned. This method is direct and it allows the researcher to have a face-to-face contact with the informants. Concerning classroom observation, Wallace (1991:61) says:

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

The statement above means that classroom observation is an important technique since it gives the researcher first hand information. In addition, it gives a chance to the researcher to attend some classes and have a critical eye on what he needs because the information he gets may be more crucial than what he gets from teachers and learners. Consequently, the main reason that brought the researcher to use this procedure was to have the opportunity to see what actually happens in the classroom, that is, to see how often teachers give the opportunity to the pupils to read English texts. The other reason that pushed the researcher to use this technique was to check whether the reading materials for both teachers and pupils in the science section of Post-Basic school were sufficient and suitable.

**b. Written questionnaire**

A questionnaire is one of the tools used to gather relevant data. The procedure of using written questionnaires, one for the pupils and another for the English teachers, is valuable since the respondents feel at ease while answering the given questions. In addition, written questionnaires are convenient for collecting information from a large population within a short period of time.

Moreover, by means of a written questionnaire, I wanted to be aware of pupils and teachers' ideas about the problems encountered in teaching and learning the reading skill in the science section of post-basic schools which is the concern of this study. Good questions must be clear and unambiguous. Thus, two types of questions: open-ended and close-ended questions were used. Open-ended questions allow the informant to provide freely his opinions while close- ended ones provide the alternative answers to the informants among which to choose one answer or more. Seventeen questions were designed for pupils and fifteen ones for English teachers.

## III.5. Pilot study

The purpose of doing a pilot study is to check the validity of a questionnaire, whether it is understandable or not, and to find out its imperfections and correct them, to discover and leave out questions which are irrelevant or replace them with adequate ones.

For this study, the pilot study was conducted with first year level pupils and their teachers of science section in post-basic school who were given the questionnaire. Two schools were chosen namely Bugendana Communal Lycée and Kivuvu Communal Lycée. As far as the pilot study population is concerned, seven pupils and a teacher per school answered the questionnaires. As a result, fourteen pupils and two teachers were given the questionnaires. After analyzing the answers from the pilot study, the researcher noticed that all questions were clear, valid and relevant.

## III.6. Data collection procedure

As it has been mentioned earlier, the study was conducted in three sample schools in Bugendana Commune in Gitega Province. As far as the distribution of questionnaires in those schools is concerned, I moved from one school to another until all questionnaires were given to the respondents.

In each school, I firstly talked to the headmaster in order to give me permission to contact the English teachers. At two schools, the headmasters were absent and I was obliged to go back. After distributing the questionnaires, I was obliged to write the pupils' names so that the collection of the questionnaires would be facilitated and be sure if all of them are given back. A week and a half was given to them in order to fill the questionnaires.

### III.7. Encountered difficulties

In carrying out this study, a number of difficulties were encountered. First, the study was carried out before the end of the school year and the pupils were busy. Therefore, there was a delay in filling in the questionnaire. As a result, this activity was time consuming and slow.

In addition, since the field research was carried almost at the end of the school year, the teachers claimed to be very busy because they were rushing with their programs and then firstly refused to take the questionnaires. But after the researcher's insistence, they finally accepted to take the questionnaire. Thus, it took much time for the respondents to answer the questionnaire. Then, since the researcher had no other choice, he was obliged to wait until they got a good opportunity.

### III.8. Data analysis procedure

After we had gathered the information, we went ahead to analyse and interprete the data. The collected data was processed in such a way that the answers given by the pupils and teachers were analysed separately. In order to come up with correct answers to our research questions, each response was analysed carefully. The results were given in tables and by means of frequencies and percentages. While analyzing the data, tables were used and comments were made after each table. The researcher hence used quantitative and qualitative analysis, question by question, theme by theme.

### III.9.Conclusion on chapter three

This chapter dealt with major points concerning the methodology of this work, namely the area of the study, population and sampling, the data collection instruments, data collection procedure and data analysis procedure. Two types of instruments were used to collect data, that is written questionnaires for pupils and teachers and classroom observation. After this description of the methodology used in the study, the researcher went ahead with data presentation and analysis and findings, in the following chapter.

# CHAPTER FOUR. DATA PRESENTATION, ANALYSIS AND FINDINGS

## IV.1. Introduction

This chapter deals with the presentation and analysis of the collected data from the pupils and teachers 'questionnaires and classroom observation, as well as the presentation of the findings of the study. The duty of the researcher in this chapter is to show on the basis of the data from the questionnaire, that the research questions found appropriate answers and explanations.

The chapter is divided into two sections: the first one is concerned with the analysis of the data collected. The latter has three parts. The first part is concerned with the presentation of the data collected from classroom observation, the second one deals with the presentation of pupils' answers followed by their discussion and interpretation. And the third part deals with the presentation, analysis and discussion of the data from teachers' questionnaire. In the second section, the researcher presents the findings from the analysis of the data.

## IV.2. Data analysis

As already mentioned, the analysis of the data was done in different phases, namely the analysis of data from classroom observation, and the analysis of data from teachers and pupils' questionnaires. This enabled the researcher to see clearly what information the data collected revealed.

### IV.2.1 Analysis of the data from classroom observation

Classroom observation was done in order to get more information about activities related to the teaching and learning of the reading skill in the science section of Post-Basic Schools. These included the teaching methods as well as the teaching materials. I noticed that in science in general and in first year of Post-Basic School in particular, the teaching and learning process lacks English teaching materials because only teachers have reading materials. As I was interested in the reading skill, I observed that it is time consuming for the teachers are obliged to write first the texts on the blackboard before studying them in details.

In fact, in lesson observation that the researcher made, he noticed that the methods and techniques used by teachers do not help the pupils to develop the reading skill. The researcher noticed that a large number of pupils per class do not get an opportunity to practise reading during the English lessons.

This is because the classes are overpopulated and very few pupils raised their hands to read or respond to the teachers' questions. Consequently, if ever those who raised their hands to answer were not given the opportunity, most of them were frustrated and were not having any intention to raise them again. So, this does not mean that all texts were complicated but the time allotted to English was not sufficient and also the pupils were not motivated.

According to Cunningsworth (1984:25), "motivation determines the students' level of attention during the class." This means that the lack of motivation on the part of the pupils is a handicap to the improvement of the language in the science section because everything related to English was very difficult for them.

To sum up, the classroom observation showed the researcher that the reading skill is taught with difficulties due to the lack of reading materials and the time allotted to English per week which was insufficient. Therefore, the insufficient time does not permit both teachers and pupils to develop the reading skill properly.

### IV.2.2. Analysis of the data from the pupils'questionnaire

The informants to whom the questionnaire was administered handed it back all of them. As earlier mentioned, the questions in the questionnaire given to the different respondents were designed along various themes. Therefore, their analysis was done in relation to these themes.

#### A. Theme 1: Lack of reading materials

**Question 1: Does your school have enough English materials?**

Yes ☐

No ☐

**Table 2: Data presentation for question 1**

| Pupils' answers | Frequency | Percentage |
|---|---|---|
| Yes | 1 | 1.57 |
| No | 63 | 98.43 |
| **Total** | 64 | 100 |

The table above shows that 1 out of 64 pupils, that is 1.57%, indicate that their school has enough reading materials. However a large number of pupils, 63 out 64 pupils, that is 98.43% say that their schools do not have any English reading books including dictionaries.

Even though there is a respondent who said that their school has enough English materials, during my classroom observations i noticed that there is a lack of pupils textbooks for all classes visited. Therefore, the pupil who does not have a textbook gets challenges in improving his language. Haycraft(1979:124) shows us the psychological impact of a textbook:

> *Pschologically, the textbook is important to students. It is something concrete that gives a measure of progress and achievement as lessons are completed until finally the book is finished.*

The quotation above indicates that the lack of textbooks has a negative impact on the learning of the reading skill.

**Question2: During reading lessons, does your English teacher give you the reading materials that guide you in the learning process?**

Yes ☐

No ☐

**Table 3: Data presentation for question 2**

| Pupils' answers | Frequency | Percentage |
|---|---|---|
| Yes | 18 | 28.12 |
| No | 46 | 71.88 |
| **Total** | 64 | 100 |

For the question above, the data revealed that there is a major problem as far as teaching materials are concerned. To this question, 18 out of 64 pupils, that is 28.12 % of the respondents indicated that the teacher provides the reading materials to the pupils. Nevertheless 46 out of 64 pupils, that is 71.88% show that they do not provide books. From the data, it is evident that pupils have problems during reading lessons.

**Questtion3: What are the problems that you meet in learning the reading skill?**

Lack of adequate materials ☐

English reading materials are difficult to read ☐

Other (specify) ☐

**Table 4: Data presentation for question 3**

| Pupils' answers | Frequency | Percentage |
|---|---|---|
| Lack of adequate materials | 61 | 95.31 |
| English reading materials are difficult to read | 3 | 4.69 |
| Other(specify) | 0 | 0 |
| **Total** | 64 | 100 |

For this question, 61 out 64 pupils, that is 95.31% of the informants agree that a major problem affecting the learning of the reading is the lack of materials. 3 out of 64, that is, 4.69% of the respondents say that they find reading materials difficult to read. From the above answers given by the pupils, it is evident that even if there are some pupils who say that English reading materials are difficult to read, the majority of the pupils claimed that they lack reading materials.

**Question 4: Does your school have English reading materials related to science for Post-Basic School?**

Yes ☐

No ☐

**Table 5: Data presentation for question 4**

| Pupils' answers | Frequency | Percentage |
|---|---|---|
| Yes | 0 | 0 |
| No | 64 | 64 |
| **Total** | 64 | 100 |

This table shows that all pupils, 64 out of 64 pupils, that is 100% answered that the school does not have the English reading materials related to science for post-basic school. From the above data, the researcher can confirm that the lack of these materials is a big challenge in many schools.

For this, Strevens (1977: 50) says what follows:

> *It is a practical requirement of the language learning and language teaching process that learners should have available to them an extensive range of different materials, because the bigger choice, the more effective.*

**B. Theme 2: Insufficient time**

**Question 5: Is the time allotted to the reading skill sufficient?**

Yes ☐

No ☐

Why?

**Table 6: Data presentation for question 5**

| **Pupils' answers** | **Frequency** | **Percentage** |
|---|---|---|
| Yes | 14 | 21.88 |
| No | 50 | 78.12 |
| **Total** | 64 | 100 |

The above table indicates that only 14 out of 64 pupils, that is 21.88% of the respondents accepted that the time allotted to the reading skill is sufficient whereas 50 out of 64 pupils, that is 78.12% of the informants rejected that. The reason for this may be different. Those who said yes explained that the time is sufficient because they get enough time to read the text since they have it in their copybooks after having copied it down the day before.

For those who said No, 30 out of 64 pupils, that is19.2% of the informants explained that it is not sufficient because they waste time while copying down the text in their copybooks due to the lack of English reading books.The remainder, 20 out of 64 pupils, that is 12.8% of the respondents said that the time is not sufficient because the English course itself is only given two periods per week whereas different skills have to be tackled in English lessons. Thus from the above answers, it is clear that many pupils need enough time during reading lessons.

**Question 6: How often do you have English reading lessons?**

Once a week ☐

Twice a month ☐

Twice a term ☐

Never ☐

**Table 7: Data presentation for question 6**

| **Pupils' answers** | **Frequency** | **Percentage** |
|---|---|---|
| Once a week | 22 | 34.37 |
| Twice a month | 7 | 10.94 |
| Twice a term | 23 | 35.93 |
| Never | 12 | 18.76 |
| **Total** | 64 | 100 |

From the above table, it is obvious that some teachers give their learners reading lessons. This is represented by 22 out of 64 pupils, that is 34.37% of the respondents who do it weekly. 7 out of 64 pupils, that is 10.94% of the respondents do it monthly. 23 out of 64 pupils, that is 35.93% of the informants do it two times a term while 12 out 64 pupils, that is 18.76% of the respondents have nothing at all. However even if there are some pupils who said that they never have reading lessons or have it twice a month or twice a term, during my classroom observation i noticed that the reading skill is taught once a week for all classes visited.

**Question 7: What are your English lessons focused on most of the time?**

Reading ☐

Writing ☐

Speaking ☐

Listening ☐

**Table 8: Data presentation for question 7**

| **Pupils' answers** | **Frequency** | **Percentage** |
|---|---|---|
| Reading | 6 | 9.37 |
| Writing | 37 | 57.81 |
| Speaking | 11 | 17.19 |
| Listening | 10 | 15.63 |
| **Total** | 64 | 100 |

As indicated above, 6 out 64 pupils, that is 9.37% of the respondents answered 'reading', 37 out of 64 pupils, that is 57.81% of the informants mentioned 'Writing', 11 out of 64 pupils, that is 17.19% of the respondents answered 'Speaking' and 10 out of 64 pupils, that is 15.63% of the informants mentioned 'listening'. So, after taking into consideration all answers given by pupils, I can say that the reading lessons have a low standing among other skills. The results show clearly that it comes in the last position.

**Question 8: How often do you read books after school?**

Often ☐

Sometimes ☐

Never ☐

Explain your answer

**Table 9: Data presentation for question 8**

| **Pupils' answers** | **Frequency** | **Percentage** |
|---|---|---|
| Often | 3 | 4.69 |
| Sometimes | 24 | 37.5 |
| Never | 37 | 57.81 |
| **Total** | 64 | 100 |

The presentation of the data for the above question shows that 3 out of 64 pupils, that is 4.69% of the respondents answered that they often read books after school. 24 out of 64 pupils, that is 37.5% of the informants responded that they read sometimes. The last group of 37 out of 64 pupils, that is 57.81% of the respondents answered that they never read books after school. This may have different justifications. Those who read often explained that it is because they have other things to deal with since English is not the only course they study. The second group which reads sometimes said that they have the will but the problem is to get a sufficient time and books for reading. The last category which never reads books after school said that it is due to the lack of reading materials which most of the time generates laziness among pupils. After considering all answers given by the pupils, it is evident that a great number of the pupils do not read after school.

**Question 9: Do you need much time during English reading lessons?**

Yes ☐

No ☐

Explain

**Table 10: Data presentation for question 9**

| **Pupils' answers** | **Frequency** | **Percentage** |
|---|---|---|
| Yes | 62 | 96.88 |
| No | 2 | 3.12 |
| **Total** | 64 | 100 |

The above table indicates that 62 out of 64 pupils, that is 96.88% of the respondents say that they need much time during reading lessons. 2 out of 64 pupils, that is 3.12% of the informants said that they do not need much time. Those pupils explained differently why they need much time or not during English reading lessons. Those who need much time said that it is because all texts related to science are difficult and require much concentration while dealing with them.

In addition to that, they also explained that when the time is sufficient; the teacher explains very well the text and the new words. Besides, when there is something wrong, the pupils get the opportunity to ask for more explanations. Those who do not need much time explained that it is because they dislike reading. In my opinion, even if there are some pupils who do not need much time, it is clear that many pupils need enough time during a reading lesson.

**C.Theme 3: Pupils' motivation**

**Question10. In post-basic school, the teacher encourages me to read some novels and stories written in English.**

Yes ☐

No ☐

**Table 11: Data presentation for question 10**

| Pupils' answers | Frequency | Percentage |
|---|---|---|
| Yes | 20 | 31.25 |
| No | 44 | 68.75 |
| Total | 64 | 100 |

This table shows that 44 out of 64 pupils, that is 68.75% of the informants said that they are not encouraged by their teachers to read novels and stories written in English. This is due to the lack of those materials. But there are some who get a chance to be encouraged by their teachers. 20 out of 64 pupils, that is 31.25% of the respondents indicated that they are encouraged by their teachers. In my point of view, even though there are some pupils who are encouraged to read some novels and stories written in English, it is obvious that a large number of pupils are not encouraged to do so.

**Question 11: At home, I have opportunity to read newspapers and novels written in English.**

Yes ☐

No ☐

**Table 12: Data presentation for question 11**

| Pupils' answers | Frequency | Percentage |
|---|---|---|
| Yes | 13 | 20.32 |
| No | 51 | 79.68 |
| **Total** | 64 | 100 |

From the table above, it is seen that 13 out of 64 pupils, that is 20.32% of the respondents said that they have opportunities to read extensively whereas 51 out of 64 pupils, that is 79.68% of the informants do not have that chance. As far as I am concerned, I see that even if there are some pupils who read English materials at home, it is evident that extensive reading is neglected.

**Question12: Do you see any importance in reading English Books?**

Yes ☐

No ☐

**Table 13 : Data presentation for question 12**

| Pupils' answers | Frequency | Percentage |
|---|---|---|
| Yes | 20 | 31.25 |
| No | 44 | 68.75 |
| **Total** | 64 | 100 |

As we read in table 13, 20 out of 64 pupils, that is 31.25% of the respondents see the importance in reading books. However, the majority: 44 out of 64 pupils, that is 68.75 of the informants do not see any importance in reading books. In my opinions, this shows that pupils' attitude towards a subject plays a vital role in learning the subject. So, pupils who have positive attitudes to reading are interested in this exercise and they face few challenges than those who have a negative attitude to reading.

**Question 13: The English language is of great value.**

Yes ☐

No ☐

**Table 14: Data presentation for question 13**

| Pupils' answers | Frequency | Percentage |
|---|---|---|
| Yes | 44 | 68.75 |
| No | 20 | 31.25 |
| **Total** | 64 | 100 |

The above question was asked to check if pupils know the value of learning English. The table above shows that the majority of respondents answered positively, 44 out of 64 pupils, that is 68.75% of the respondents. It shows that English is obviously of great value to pupils even if the learning of it sometimes causes problems. Meanwhile, we see that other pupils still perceive negatively the value of English: 20 out of 64 pupils, that is 31.25% of the informants. Thus, pupils have different reasons. The pupils who perceive positively the value of English argued that familiarity with English is crucial since the latter is all over the World occupying a high place in the communication process. However, those who negatively view English said that they are not motivated due to the lack of English reading materials at their disposal.

After considering all answers given by pupils, it is clear that a large number of pupils appreciate the value of English. Nevertheless, there are a small number of pupils who ignore the importance of English language. Besides, apart from the reasons given above, this may also be due to the lack of individual help for the pupils who manifest some weaknesses.

**Question 14: Reading in English lessons is always boring.**

Yes ☐

No ☐

Explain why

**Table 15: Data presentation for question 14**

| **Pupils' answers** | **Frequency** | **Percentage** |
|---|---|---|
| Yes | 50 | 78.12 |
| No | 14 | 21.88 |
| **Total** | 64 | 100 |

The table above shows that 50 out of 64 pupils, that is 78.12% of the respondents answered that reading in the English lessons is always boring. However, 14 out of 64 pupils, that is 21.88% of the informants found that reading in English lessons is not always boring. The reasons given are different from one group to another.

The first group argued that reading in English lessons is always boring because they lack English reading materials and find it difficult to deal with reading without books. Therefore, this leads to a lack of motivation. Besides, they also said that English texts in Post-Basic school are generally difficult to tackle. Thus, while reading those texts, they hardly get the meaning conveyed and that is why reading is always boring to them. The other group which answered that reading is not always boring said that they find interest in participating in English reading lessons. In my view point, I notice that even though there are some pupils who said that reading in English lessons is not always boring, there are a large number of pupils who indicated that it is always boring. So, for the latter, it means that the pupils feel ashamed to utter any single word in English reading lessons. They prefer to keep quiet even if some of them are able and provide good answers to questions.

**Question 15: Reading is very interesting and instructive for me.**

Agree ☐

Disagree ☐

Explain.

**Table 16: Data presentation for question 15**

| **Pupils 'answers** | **Frequency** | **Percentage** |
|---|---|---|
| Agree | 24 | 37.5 |
| Disagree | 40 | 62.5 |
| **Total** | 64 | 100 |

The presentation of the data for the above question shows that 24 out of 64 pupils, that is 37.5 % of the respondents agree that reading is very interesting and instructive for them. However, 40 out of 64 pupils, that is 62.5% of the informants said that reading is not interesting and instructive for them.

The explanations provided are different from one group to another. The first group said that reading brings pleasure and opens the mind of readers. Besides that, they added that since the teacher cannot teach everything in the classroom, reading is another way of getting further knowledge and developing their language abilities. The other group showed no interest in reading because they do not have the will to read. In addition to that, they said that they cannot think about reading whereas they do not possess English reading books.

For this, Littlewood argues:" When Students have a negative attitude towards the subject, they will not learn it." Therefore he says that teachers should always try to learn their students' attitudes towards their subjects. From the answers given by pupils, it is evident that even though most of the pupils argued that reading is not interesting and instructive for them, there are others who showed that they were interested in reading. This means that motivation does not affect all pupils.

**Question 16: Reading is the opportunity to spend time when I have nothing else to do.**

Yes ☐

No ☐

**Table 17: Data presentation for question 16**

| Pupils 'answers | Frequency | Percentage |
|---|---|---|
| Yes | 54 | 84.38 |
| No | 10 | 15.62 |
| **Total** | 64 | 100 |

In the above table, we see clearly that 54 out of 64 pupils, that is 84.38% of the informants answered that they prefer to read when they have nothing else to do. This shows that pupils' lack of motivation implies the lack of interest in reading. On the other hand, we notice that only a small number: 10 out of 64 pupils, that is 15.62% of the respondents, said that it is not a way of spending time when they have nothing else to do. In other words, they consider reading as an interesting skill from which they can learn and grow in the acquisition of the English language.

**B. Suggestion**

**Question 17: What do you propose to the Government to do in order to enhance the teaching and learning of reading in the English language in the science section of Post-Basic school?**

The following suggestions were given by the pupils:

-The Ministry of Education should provide enough teaching/learning materials related to the science section of Post-Basic school.

-The Ministry of Education should provide enough qualified English teachers.

-The English Department Staff of B.E.P.E.P.F should reduce time for other subjects in the first year level in order to have sufficient time for English lessons.

-Since this level is new, the Ministry of Education should provide many in- service training sessions for English teachers in the science section at least three per year in order to be familiar with the system requirements.

-The Ministry of Education should provide enough English reading books (novels, short stories, newspapers).

### IV.2.3. Analysis of the data from the teachers' questionnaire

In this section, I dealt with the analysis of different answers given by teachers who teach English in the sciences section of post-basic school, particularly in the first year.

### A. Theme 1: Reading materials

**Question 1: Which textbook do you use in teaching the reading skill?**

Project aftermath ☐

Texts related to business English ☐

Teacher's guide ☐

**Table 18: Data Presentation for question 1**

| Teachers' answers | Frequency | Percentage |
|---|---|---|
| Project aftermath | 0 | 0 |
| Texts related to business English | 0 | 0 |
| Teacher's guide | 3 | 100 |
| Total | 3 | 100 |

The data presented above show that all the teachers use a teacher's guide book while teaching the reading skill. As far as I am concerned, in relation to the above answers given by teachers, I can say that even though there are no pupils' reading books, the teachers try their best to teach reading by using other strategies.

**Question2: How do you find materials you use?**

They are useful ☐

Helpless but no other way ☐

Explain your answer

**Table 19: Data presentation for question 2**

| **Teachers' answers** | **Frequency** | **Percentage** |
|---|---|---|
| They are useful | 3 | 100 |
| Helpless but no other way | 0 | 0 |
| **Total** | 3 | 100 |

The data presented for the question above indicate that all the teachers agree that the materials at their disposal are useful. They give different justifications to this question. 2 out of 3 teachers that is 66.67% of the respondents said that those materials help the teachers during the teaching and learning process. 1 out of 3 teachers, that is 33.33% of the informants said that even if those materials are useful, they need to be supplemented by others. In my opinion, although the English teachers try to teach English using materials which are useful, they don't get enough of what they need.

**Question 3: Do you have enough of the materials you need?**

Yes ☐

No ☐

**Table 20: Data presentation for question 3**

| **Teachers 'answers** | **Frequency** | **Percentage** |
|---|---|---|
| Yes | 0 | 0 |
| No | 3 | 100 |
| **Total** | 3 | 100 |

The above table indicates clearly that the teachers responded negatively to the question above. After analyzing the above answers, I can say that all the schools visited with a science section, pupils don't have reading materials.

**Question 4: When there are no reading materials, how do you manage to get them?**

Buy ☐

Photocopy ☐

Borrow ☐

Other ☐

**Table 21: Data presentation for question 4**

| **Pupils' answers** | **Frequency** | **Percentage** |
|---|---|---|
| Buy | 0 | 0 |
| Photocopy | 1 | 33.33 |
| Borrow | 2 | 66.67 |
| Other | 0 | 0 |
| **Total** | 3 | 3 |

For this question, teachers showed various sources through which they get teaching materials. 1 out of 3 teachers, that is 33.33% of the respondents said that he makes a photocopy of the texts he finds interesting. 2 out of 3 teachers, that is 66.67 % of the informants said that they borrow them. In my view point, I can say that if the teacher has to deal with a reading lesson, he must look for reading materials from other sources and not rely only on his school.

**Question 5: a) Does your school provide you with means to photocopy the reading materials you get from other sources?**

Yes ☐

No ☐

**5: b) If not what do you do?**

-Abandon all ☐

-Use your means ☐

**Table 22 : Data presentation for question 5.a**

| Teachers' answers | Frequency | Percentage |
|---|---|---|
| Yes | 1 | 33.33 |
| No | 2 | 66.67 |
| **Total** | 3 | 100 |

From the table above, we see that if reading materials lack in these schools, the latter do not care. Indeed, 1 out of 3 teachers, that is 33.33% of the respondents agrees that the school helps him to photocopy the reading materials. However, 2 out of 3 teachers, that is 66.67% of the informants are not assisted at all.

**Table 23: Data presentation for question 5.b**

| Teachers' answers | Frequency | Percentage |
|---|---|---|
| Abandon all | 0 | 0 |
| Use your means | 3 | 100 |
| **Total** | 3 | 100 |

The presentation of data for the question above shows that all teachers (3 out of 3 teachers) that is 100% of the informants, answered that if their schools do not provide them with means to photocopy the reading materials they use, they use their own means in order to photocopy them.

From the answers given above by all teachers for those two sub-questions, it is clear that even if there are some teachers who are helped by their schools to photocopy the reading materials they get from other sources, there are others who use their means in order to get them. Therefore, all teachers should adopt such an attitude of relying on themselves in the case of necessity and not think that everything will be provided by the schools.

**B. Theme2: Insufficient time**

**Question 6: Is the time allotted to the reading skill sufficient?**

Yes ☐

No ☐

Give the explanation

**Table 24: Data presentation for question 6**

| Teachers' answers | Frequency | Percentage |
|---|---|---|
| Yes | 0 | 0 |
| No | 3 | 100 |
| **Total** | 3 | 100 |

In the table above, all the teachers: 3 out 3 teachers, that is 100% of the respondents say that they have little time to teach the reading skill. 2 out of 3 teachers explained their answers by saying that they have only two periods per week whereas they are obliged to cover other skills such as writing, listening and speaking. 1 out of 3 teachers said that the time allotted to the reading skill is not sufficient because much time is used while copying down texts on the chalkboard. Therefore, they need much time in order to teach well. After considering all answers given by the teachers, it is evident that the time allotted to the reading skill is not enough. However, it is worth mentioning that the use of sufficient time facilitates the teaching/ learning process.

**Question7: How often do you use reading materials during a lesson?**

a) Often ☐
b) sometimes ☐
c) Rarely ☐
d) Never ☐

Explain your answers

**Table 25 : Data presentation for question 7**

| Teachers' answers | Frequency | Percentage |
|---|---|---|
| Often | 3 | 3 |
| Sometimes | 0 | 0 |
| Rarely | 0 | 0 |
| Never | 0 | 0 |
| **Total** | 3 | 100 |

From the above table it is clearly indicated that all teachers, that is 100% of the respondents said that they often use reading materials during a lesson. They justify their answers by saying that since there is a lack of pupils' reading books, they proceed by taking the reading texts from the teachers' guide book and write them on the chalkboard before dealing with them. As far as I am concerned, I see that this is time consuming but since those teachers have no other choice, they have to adapt to the situation.

**Question 8: How often do you give a reading homework to pupils?**

a) Often ☐
b) sometimes ☐
c) Rarely ☐
d) Never ☐

Explain

**Table 26: Data presentation for question 8**

| Teachers' answers | Frequency | Percentage |
|---|---|---|
| Often | 0 | 0 |
| Sometimes | 0 | 0 |
| Rarely | 1 | 33.33 |
| Never | 2 | 66.76 |
| **Total** | **3** | 100 |

The data presented in the table above show that 1 out of 3 teachers, that is 33.33% of the respondents answered that he rarely gives reading homework to his pupils. 2 out of 3 teachers, that is 66.76 of the informants said that they never give a reading homework to their pupils. The justification of their answers differs from one group to another. The first said that he rarely gives reading homework to his pupils because they hardly get an opportunity to read freely at home or during their leisure time without the teacher's pressure.

The second group argued that they never give a reading homework because they find it impossible to give such task to pupils who do not have any textbook to take home. This means that due to the lack of textbooks, pupils learn to read only being in class. In my view point, even though those justifications can be relevant, homework is crucial not only in the reading skill but also in other skills because it helps the pupils to reinforce the previous lessons.

**Question 9: How often do you give reading lessons?**

Once a week ☐

Once a month ☐

Never ☐

**Table 27: Data presentation for question 9**

| **Teachers' answers** | **Frequency** | **Percentage** |
|---|---|---|
| Once a week | 2 | 66.67 |
| Once a month | 1 | 33.33 |
| Never | 0 | 0 |
| **Total** | 3 | 100 |

From the above table, it is clear that the majority of teachers, 2 out of 3 teachers, that is 66.67 % of the respondents said that they prefer to have reading lessons once a week. 1 out of 3 teachers, that is 33.33% of the informants answered that he prefers to have reading lessons once a month. So, the majority of teachers wish to have reading lessons often once a week. As far as I am concerned, I can say that reading lessons can be taught because most of the texts contain some new vocabulary items which can help the pupils in their future life.

**Question 10: How often do you teach one reading text?**

Once ☐

Twice ☐

Explain why

**Table 28: Data presentation for question 10**

| Teachers' answers | Frequency | Percentage |
|---|---|---|
| Once | 1 | 33.33 |
| Twice | 2 | 66.67 |
| More than twice | 0 | 0 |
| **Total** | 3 | 100 |

As far as this question is concerned, 1 out of 3 teachers, that is 33.33% of the respondents said that he teaches one reading text per week due to the lack of time. 2 out of 3 teachers, that is 66.67% of the informants answered that they teach one text twice a week. They justify their answers by saying that the pupils in the science section are likely not to be interested in reading. This means the teachers are required to use much time and energy in order to do his task perfectly. In my opinion, a teacher can teach one reading text once or twice depending upon how long or short is the text. This means that if the text is long, we take more time than for a short one.

**C.Theme3: Pupils' motivation**

**Question 11: Do you have time for pre-reading activities in your class?**

Yes ☐

No ☐

**Table 29 : Data presentation for question 11**

| Teachers' answers | Frequency | Percentage |
|---|---|---|
| Yes | 0 | 0 |
| No | 3 | 3 |
| **Total** | 3 | 100 |

The above table indicates that all teachers, 3 out of 3, that is 100% of the respondents argued that they do not have enough time for pre-reading activities. This means that they do not follow the required steps during reading lessons. The data from the question above show clearly that teachers face the problem of lack of time to conduct their reading lesson.

**Question 12: Do pupils try to borrow reading books from the school library?**

a)Most of the time ☐

b) Once a week ☐

c) Never ☐

Explain your choice

**Table 30: Data presentation for question 12**

| Teachers' answers | Frequency | Percentage |
|---|---|---|
| Most of the time | 0 | 0 |
| Once a week | 0 | 0 |
| Never | 3 | 100 |
| **Total** | 3 | 100 |

The table above shows that all teachers said that their pupils do not borrow reading books. To explain their answers, 2 out of 3 teachers said that their pupils are not much interested in reading books. 1 out of 3 teachers added that even their school library is not well equipped with up-to-date English reading materials.

**Question 13: Do pupils read outside the class?**

Yes ☐

No ☐

**Table 31: Data presentation for question 13**

| Pupils' answers | Frequency | Percentage |
|---|---|---|
| **Yes** | **1** | **33.33** |
| **No** | **2** | **66.67** |
| **Total** | **3** | **100** |

As far as the question above is concerned, 1 out of 3 teachers, that is 33.33% of the informants answered that his pupils read outside the class. 2 out of 3 teachers, that is 66.67% of the respondents said that their pupils do not read outside the class. From all the answers given by the teachers to the above question, it is evident that even if there are some pupils who read outside the class, the majority of pupils do not read outside the class.

**Question 14: Do you check each learner's performance in** reading **lesson?**

**Yes** ☐

No ☐

**Table 32: Data presentation for question 14**

| **Teachers' answers** | **Frequency** | **Percentage** |
|---|---|---|
| Yes | 0 | 0 |
| No | 3 | 100 |
| **Total** | 3 | 100 |

The data presented for the above question show clearly that all teachers, 3 out of 3 teachers, that is 100% of the respondents said that it is impossible to check each pupil's reading performance and give individual help. To justify their answers, they said that this is due to the lack of time and the large number of pupils in different classes.

Another reason that prevents teachers from asking questions and checking individual reading achievements in their classes, as one said: "It is difficult to move through rows to check every pupil's work in a large class. We prefer to use class work as an appropriate method in order to finish the program."

C. **Suggestion**

**Question 15: What do you propose should be done by the educational authorities in order to enhance the teaching and learning of reading skill in English in the science section of post-basic school?**

The objective of asking this question was to seek the teachers' suggestions. Besides, it was also a way of finding solutions to the problems of teaching and learning English in the science section. Many teachers suggest the following:

-English reading materials related to the science section have to be selected and designed for both teachers and pupils.

-The Ministry of Education should organize many workshops for all teachers who teach English in the science section.

-The Ministry of Education should add time as far as the schedule of English in the Science section is concerned because it is not good when the teachers need to complete the program and miss opportunities. After analyzing all answers and comments given by teachers, one can confirm that teachers encounter some problems in teaching the reading skill in the science section of post-basic School.

## IV.3. Findings

This section deals with a general analysis of the results of the study about the problems that both teachers and pupils encounter in the teaching and learning of the reading skill in the science section. Classroom observation showed that a great number of the teachers and pupils in the science section encounter a number of difficulties during the reading lesson. Some are related to the lack of reading materials, others are due to the lack of sufficient time and others are related to the lack of interest. Then, let us analyze them one after another.

The first hypothesis was "The lack of adequate reading materials hinders the teaching and learning of the reading skill in the Science Section", the findings have shown that the lack of English reading materials especially the pupils' textbooks hamper the teaching and learning process. This was confirmed by pupils as well as their teachers. Among the pupils, 98.43% of the respondents said that they lack reading materials as was confirmed by 100% of the teachers. In all those schools that I visited, I noticed that the teachers are obliged to write the texts on the blackboard before teaching them. Then, the above hypothesis was proven right.

The second hypothesis was "The time allotted to the reading skill in Science Section is not sufficient for efficient learning of the reading skill". The findings indicated that all teachers (100%) showed the lack of enough time as one of the major problems affecting the success of the reading lessons, arguing that English is only given two periods per week whereas the program covers many skills namely reading, speaking, writing and listening; therefore forcing the teachers to ignore some skills including reading. Besides, the majority of pupils (78.12%) said that the time allotted to the reading skill is insufficient and therefore hinders their learning process. For this Nida (1957:8) says: 'Taking insufficient time to study a language is perhaps the most common reason for failure in learning it.' This quotation indicates that insufficient time is also a factor that can hinder the successful teaching of reading.

In fact, when I considered for instance question 6 of the teachers' questionnaire and question 5 for the pupils' questionnaire: "Is the time allotted to the reading skill sufficient?", I saw from their answers that the time allotted to the reading skill is insufficient. Thus, the researcher can confirm that hypothesis 2 was proven right.

Concerning the third hypothesis stated as: "The attitude of pupils can affect the effective learning of the reading skill in the Science section", the findings showed that there are some pupils who have no interest in reading lessons. When I consider for example question 15 of the pupils' questionnaire: Reading in English lessons is always boring, I saw from their answers that the majority of pupils (78.12%) manifest no interest in reading during English lessons. This was also confirmed during my classroom observation where the lack of teaching and learning materials is a great problem and therefore leads to the lack of motivation among pupils. Therefore, it is clear that hypothesis 3 was proven right. So, it can be concluded that both teachers and pupils of first year in the science section for post-basic school encounter various problems during reading lessons.

## IV.4. Conclusion on chapter four

This chapter dealt with data presentation, analysis and findings. The data were collected using questionnaires, answered by both pupils and teachers. Besides, the tables were used in order to show the frequencies and percentages of each answer given. Concerning the classroom observation, the researcher reported what he has noticed during the teaching and learning activities. After the analysis of the data from both pupils and teachers' questionnaires, the researcher saw that the teaching and learning of the reading skill in English lacks materials in general and pupils' books in particular.

In addition, answers given by pupils indicated that they have negative attitudes towards the teaching/learning of the reading skill due to the fact that reading is tiresome and very demanding. Moreover, both teachers and pupils claimed that the time allotted to the reading skill is not sufficient and this hampers the effective teaching and learning process of reading. This chapter comprises four sections namely the analysis of data from classroom observation, the analysis of data from pupils and teachers' questionnaire and findings. The following chapter deals with the general conclusion and recommendations.

# CHAPTER FIVE: GENERAL CONCLUSION AND RECOMMENDATIONS

## V.1. Introduction

The major target of this study was to analyze the "Problems encountered in the teaching and learning of the reading skill in English in first year of the science section of post-basic school" and then inform the Government and different educational partners about those problems in order to intervene promptly. In this chapter, the researcher reminds the reader about the main sections that make up this work. Apart from that, a final conclusion on the findings is also presented and some recommendations are made.

## V.2. General Conclusion

This study was divided into five chapters, which were also subdivided into sections and subsections. In the first chapter which was the general introduction of the study, I justified the reasons which encouraged me to work on this topic and tried not only to discover some problems encountered by both teachers and pupils in the teaching and learning of the reading skill in the first year of Post-Basic school but also to assess their causes as well as to find solutions. The aim of this work was to make both teachers and learners aware of the importance of the reading skill in order to solve those problems that they encounter during reading lessons.

The second chapter which was a review of related literature made a survey of different works that talk about the reading skill and those which have been written on the problems that both teachers and pupils encounter while teaching and learning reading skill in the English language.

The third chapter was about the methodology used in collecting the data. The area of the study was Bugendana commune in Gitega Province, where three Post-Basic day Schools were selected. The teachers and the pupils of the first year were the target population. Teachers and pupils' questionnaires and classroom observation were used as instruments to collect data during our research.

The fourth chapter dealt with the presentation, analysis and interpretation of the results got from the field. The analysis of the data collected gave significant information about some problems encountered during the teaching and learning of the reading skill in the English language. The data analysis allowed the researcher to check whether the hypotheses stated before in the first chapter were proven right or not.

The first hypothesis stated as follows: "The lack of adequate teaching materials hinders the teaching and learning of the reading skill in the science section." As far as this hypothesis was concerned, findings have demonstrated that the pupils in the first science of Post-Basic schools have no English reading materials. The explanations for this situation are the following:

-During a reading lesson, teachers are obliged to write the text on the chalkboard.

-Teachers did not provide the textbooks to the pupils. So, about the above hypothesis, findings have shown that 100% of pupils did not have reading materials. Besides, findings have demonstrated that 98, 43% of pupils did not receive textbooks from their teachers. This means that reading in the science section was not well taught. Therefore, it is evident that hypothesis one was proven right.

The second hypothesis was formulated as follows "The time allotted to the reading skill in sciences section is not sufficient for efficient learning of the reading in English language." About this hypothesis, findings have indicated that 100% of teachers and 78, 12% of pupils in first year of the Science section did not have enough time during lessons. This situation had different explanations:

-Teachers hardly teach all skills that English must cover due to the lack of time.

-Teachers do not get the opportunity to complete programs.

-Pupils waste time copying down the texts in their copybooks due to the lack of English reading materials. As a result, it is obvious that the hypothesis two stated above was confirmed.

The third hypothesis stated as follows: "The attitude of pupils can affect the effective learning of the reading skill in the science section." Concerning this hypothesis, findings have demonstrated that 78,12% of the pupils answered that reading in English lessons is always boring for them. The explanations for this situation are the following:

-It is difficult to them to deal with reading without having books at their disposal.

-English texts in the science section of Post-Basic Schools are difficult to handle.

The elements above show that pupils in science section have negative attitude towards reading, which can therefore hamper the effective learning of that skill. Then, by here, it is clear that the hypothesis three stated above was proven right. So, with all those findings, it is evident that the hypotheses stated before were proven right.

Last but not least, the fifth chapter which was the general conclusion and recommendations concluded the whole study and gave some suggestions for solving the problems encountered by both teachers and pupils in the teaching and learning process. It was in this chapter that I found what should be done in order to enhance the reading skill in Post-Basic day schools, in the Science section.

As far as the data collected from the informants are concerned, this work showed that there is a lack of pupils' reading materials. This study also indicated that pupils do not get enough time for reading. Then, after analyzing the problems above, the study proved that the reading skill is neglected. In few words, with regard to the materials and time required for the teaching and learning of the reading skill, this skill is a very demanding task which concerns both teachers and pupils, curriculum designers, and also the Government.

## V.3. Recommendations

After analyzing carefully the problems encountered in the teaching and learning of the reading skill in the science section, in the first year of post-basic schools, the researcher found it necessary to make recommendations to teachers, pupils, the Government and the English Department Staff of B.E.P.E.P.F as well as to future researchers.

**•To the teachers of English in the Science section of post-basic school**

To capture pupils' motivation, teachers of English should select easy and interesting texts among those which are proposed to them in the Teachers' guide and read them together with the pupils in class. The pupils can therefore be encouraged to read similar texts when they find them. Even though the time allotted to the teaching of English is not sufficient, teachers should bear in mind that the reading skill is important. Thus, they should always manage their little time and give to pupils the opportunity to read.

**• To pupils**

Pupils should be aware of the fact that the reading skill supplements other skills; that is why it must be learnt with much effort. They should also use libraries and read relevant English books. They should bear in mind that reading is crucial since it is through reading that pupils come across new things and should also enjoy what they learn.

**• To the Government**

The Government, through the Ministry of Education, should provide enough resources to B.E.P.E.P.F in order to solve those educational problems. Since the Post-Basic school is a new educational level, the Government should train all teachers in general and English teachers of the science section in particular, in order to be familiar with the requirements of that system. The Government should equip the post-basic schools with English reading materials related to science for both teachers and pupils.

**• To the English Department staff of the B.E.P.E.P.F**

The English Department staff of the B.E.P.E.P.F should review the English program in post-basic schools in general, in the science section in particular by revising the time allotted to English and providing enough appropriate course books in that section.

**• To future researchers**

This study was limited to the first year class of post-basic day schools in Bugendana commune. Future researchers should change the area and carry out research in other communes so that the findings could be more representative.

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# APPENDICES

**APPENDIX 1**

**UNIVERSITY OF BURUNDI**

**INSTITUTE FOR APPLIED PEDAGOGY**

**ENGLISH-KIRUNDI DEPARTMENT**

**Dear Pupils,**

I am writing to request your contribution in connection with my thesis entitled: **"PROBLEMS ENCOUNTERED IN THE TEACHING AND LEARNING OF THE READING SKILL IN ENGLISH IN FIRST YEAR POST-BASIC SCHOOL. A study carried out in selected day schools of Bugendana Commune in Gitega province."**

I would therefore appreciate it if you respond to the following questions as honestly as you can. The information obtained will be used exclusively for the purpose of improving the teaching and learning of the English language in our schools. It will also be treated with total anonymity, so please do not mention your name.

Thank you for your cooperation.

**Yours Sincerely,**

Fabrice Nkurunziza

## APPENDIX 2

**Pupils'questionnaire**

### INSTRUCTIONS

Do not mention your name on the paper, just tick [ X ] on the correct answers or fill in the blank spaces provided.

Background information

A. School.....

B. Class.....

**A. Theme 1.Lack of reading materials**

Question1: .Does your school have enough English reading materials?

Yes ☐

No ☐

Question2: During reading lessons, does your English teacher give you the reading materials that guide you in the learning process?

Yes ☐

No ☐

Question 3: What are the problems that you meet in learning the reading skill?

Lack of adequate materials ☐

English reading materials are difficult to read ☐

Other (Specify) ☐

Question 4.Does your school have English reading materials related to science for post-basic school?

Yes ☐

No ☐

**B. Theme 2. Insufficient time**

Question 5: Is the time allotted to the reading skill sufficient?

Yes ☐

No ☐

Why?

.....

Question 6: How often do you have English reading lessons?

Once a week ☐

Twice a month ☐

Never ☐

Question7: What are your English lessons focused on most of the time?

Reading ☐

Writing ☐

Speaking ☐

Listening ☐

Question8: How often do you read books after school?

Often ☐

Sometimes ☐

Never ☐

Explain your answer. .....

Question 9: Do you need much time during English reading lessons?

Yes ☐

No ☐

Explain.....

.....

**C. Theme3: Pupils' motivation**

Question10: In post-basic school, the teacher encourages me to read some novels and stories written in English.

Yes ☐

No ☐

Question11: At home, I have opportunity to read English newspapers and novels written in English.

Yes ☐

No ☐

Question12: Do you see any importance in reading English books?

Yes ☐

No ☐

Question13. The English reading is of great value.

Yes ☐

No ☐

Explain

Question14. Reading in English lessons is always boring?

Yes ☐

No ☐

Explain why.....

Question15. Reading is very interesting and instructive for me.

Agree ☐

Disagree ☐

Explain.....

Question16. Reading is the opportunity to spend time when I have nothing else to do.

Yes ☐

No ☐

**D. Suggestion**

Question17. What do you propose to the Government to do in order to enhance the teaching and learning of reading in the English language in the Science section of post-basic school?

**APPENDIX 3**

**UNIVERSITY OF BURUNDI**

**INSTITUTE FOR APPLIED PEDAGOGY**

**ENGLISH-KIRUNDI DEPARTMENT**

**Dear Sir/Madam,**

I am writing to request your contribution in connection with my thesis entitled: **"PROBLEMS ENCOUNTERED IN THE TEACHING AND LEARNING OF THE READING SKILL IN ENGLISH IN FIRST YEAR OF POST-BASIC SCHOOL. A Study carried out in selected Day Schools of Bugendana in Gitega Province."**

I would therefore appreciate it if you respond to the following questions as honestly as you can. The information obtained will be used exclusively for the purpose of improving the teaching and learning of the English language in our schools. It will also be treated with total anonymity, so please be free to say the truth.

Thank you for your cooperation.

**Yours Sincerely,**

Fabrice Nkurunziza

## APPENDIX 4

### Teacher's questionnaire

### INSTRUCTION

Do not mention your name on the paper, just tick [x] on the correct answers or fill in the blank spaces provided.

Background information:

A. School.....
B. Class.....

### A. Theme 1. Reading materials

Question1: Which textbook do you use in teaching the reading skill?

Project Aftermath ☐
Texts related to business English ☐
Teacher's guide book ☐

Question2: How do you find materials you use?

They are useful ☐
Helpless but no other way ☐
Explain your answer

Question3: Do you have enough of the materials you need?

Yes ☐
No ☐

Question 4: When there are no reading materials, how do you manage to get them?

Buy ☐
Photocopy ☐
Borrow ☐
Other ☐

Question5. a. Does your school provide you with means to photocopy the reading materials you get from other sources?

Yes ☐

No ☐

5. b. If not what do you do?

-Abandon all ☐

- Use your means ☐

**B. Theme2. Insufficient time**

Question6. Is the time allotted to the reading skill sufficient?

Yes ☐

No ☐

Explain

Question 7: How often do you use reading materials during a lesson?

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

Justify your answers.....

Question 8: How often do you give a reading homework to pupils?

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

Explain

Question 9: How often do you give reading lessons?

Once a week ☐

Once a month ☐

Never ☐

Question 10: How often do you teach one reading text?

Once ☐

Twice ☐

Explain why.....

**C .Theme: Pupils' attitudes**

Question 11: Do you have time for pre-reading activities in your cla

Yes ☐

No ☐

Question 12: Do pupils try to borrow reading books from the s y?

Most of the time ☐

Once a week ☐

Never ☐

Explain your choice..... .....

Question13: Do pupils read outside the class?

Yes ☐
No ☐

Question14: Do you check each learner's performance in reading lessons?

Yes ☐
No ☐

## D. Proposal

Question15: What do you propose should be done by the educational authorities in order to enhance the teaching and learning of reading skill in English in the science section of Post-Basic Schools?

## Appendix 5.

## CLASSROOM OBSERVATION PROTOCOL

| Aspects Observed | Specific Items observed |
|---|---|
| 1.Materials | -Usage of books<br>-Availability of adequate reading materials<br>-The distribution of reading materials |
| 2.Time use | -Time allotted to the reading activity<br>-Time assigned to the explanation of key terms<br>-Time allotted to the reading comprehension questions |
| 3.Attitude | -Level of noise<br>-Pupils' participation in the class |
| 4.Classroom interactions | -Degree of contact for individual help<br>-Remembering pupils' names<br>-Space for movement |