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The necessity of teaching phonetics and phonology from fourth form in Burundi secondary schools : case study of some selected secondary schools in Muramvya commune

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UNIVERSITY OF BURUNDI

INSTITUTE FOR APPLIED PEDAGOGY

ENGLISH-KIRUNDI DEPARTMENT

THE NECESSITY OF TEACHING PHONETICS AND PHONOLOGY FROM FOURTH FORM IN BURUNDI SECONDARY SCHOOLS: CASE STUDY OF SOME SELECTED SECONDARY SCHOOLS IN MURAMVYA COMMUNE

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of the Degree **"Licencié en Pédagogie Appliquée, Agregé de l'Enseignement Secondaire en Anglais"**

Bujumbura, February 2017

DEDICATION

To my dear father and mother;

To my brothers and sisters;

To my uncles and aunts;

I dedicate this work.

ACKNOWLEDGMENTS

The Lord has done great things for us, and we are glad. Psalm 126:3

Bless the Lord, O my soul, and forget not all His benefits. Psalm103:2

The completion of this thesis is due to many people's support and advice. Most of all, I owe an enormous sort of gratitude to my supervisor Ayancho who has done all his best from the beginning of this work till now. May the heavenly Father, the Creator of the ends of the earth bless him richly.

I owe more than I can say a great debt of gratitude to my parents who sent me to school and for everything they did for me. I say thank you. The sacrifice you made, perhaps unnoticed on earth, in heaven will proclaim. May this work awaken your deepest satisfaction.

I cannot forget my teachers in general and of English in particular who aroused in me a motivation to like English.

To anyone who prayed for me,

To anyone who contributed either materially or morally,

I dedicate this work. May the hands of Him who created the stars of heaven bless you abundantly.

LIST OF ABBREVIATIONS

%	: per cent
B.B.C	: British Broadcasting Corporation
E.A.C.	: East African Community
E.A.C.	: East African Community
Ed.	: Edition
No.	: Number
Op. cit.	: opera citato (from Latin) to mean "in the work already cited"
p.	: page
Pho-Pho	: Phonetics and Phonology
Vol.	: Volume

ABSTRACT

This study entitled "The Necessity of Teaching Phonetics and Phonology from Fourth Form in Burundi Secondary Schools: Case Study of some Selected Secondary Schools in Muramvya Commune" mainly attempted to contribute to the teaching of Phonetics and Phonology in Burundi Secondary Schools from fourth form. The study aimed at showing to the Ministry of Education the necessity of teaching the course of Phonetics and Phonology in Burundi Secondary Schools and sensitizing teachers of English about the problems encountered by learners who are not taught Phonetics and Phonology and also highlighting the importance of knowing the phonetic transcriptions for everyone who wants to study English. Questionnaires administered to teachers and pupils on one hand, and the classroom observation on the other hand were used to collect the data for this study. Through this research, it was found out that there is no course of Phonetics and Phonology in Burundi Secondary Schools though it is necessary on one hand. On the other hand, it was found that the teaching of the course of Phonetics and Phonology in Burundi Secondary Schools would be the starting point of improving the teaching or learning of the English language.

RESUME

In Burundi, we have a number of subjects taught in secondary schools. When students reach the University, they are taught new subjects which are not taught in secondary schools, among which we can name the course of Phonetics and Phonology which is not taught in secondary schools. The present study entitled "The Necessity of Teaching Phonetics and Phonology from Fourth Form in Burundi Secondary Schools: Case of some Selected Secondary Schools in Muramvya Commune" mainly attempted to contribute to the teaching of Phonetics and Phonology in Burundi Secondary Schools from fourth form upward. The study aimed at showing to the Ministry of Education the necessity of teaching the course of Phonetics and Phonology in Burundi Secondary Schools and sensitizing teachers of English about the problems encountered by learners who are not taught Phonetics and Phonology and also highlighting the importance of knowing the phonetic transcriptions for everyone who wants to study English. Questionnaires administered to teachers and pupils on one hand, and the classroom observation on the other hand were used to collect the data for this study. Through this research, it was found out that there is no course of Phonetics and Phonology in Burundi Secondary Schools though it is necessary on one hand. And on the other the other hand, it was found that the teaching of the course of Phonetics and Phonology in Burundi Secondary Schools would be the starting point of improving the teaching or learning of the English language.

TABLE OF CONTENTS

DEDICATION ..... **i**

ACKNOWLEDGMENTS ..... **ii**

LIST OF ABBREVIATIONS ..... **iii**

ABSTRACT ..... **iv**

RESUME ..... **v**

TABLE OF CONTENTS ..... **vi**

CHAPTER I: GENERAL INTRODUCTION **1**

I. 1. Background to the Study **1**

I. 2. Statement of the Problem **3**

I. 3. Motivation of the Study **4**

I. 4. Research Questions **5**

I. 5. Hypotheses **6**

I. 6. Significance of the Study **6**

I. 7. Aim of the Study **6**

I. 8. Research Objectives **7**

I. 9. Definition of Key Terms **7**

I. 10. Scope and Delimitation of the Study **9**

CHAPTER II: LITERATURE REVIEW **11**

II.O. Introduction **11**

II.1.The level of the teacher **11**

II.2. English Language Performance in Secondary Schools **13**

II.2.1.The Listening and Speaking Skills **13**

II.2.2.The Writing Skill **25**

II.2.3.The Reading Skill **29**

II.3.The syllabus **29**

CHAPTER III: RESEARCH METHODOLOGY **31**

III.0. Introduction **31**

III. 1. Description of the Research Area **31**

III. 2. Sample Selection **32**

III. 3. Data Collection Procedures **33**

III. 3.1. Questionnaires **34**

III.3.2.Classroom Observation **34**

III.4. Data Analysis Procedure **34**

III.5. Problems Encountered **34**

CHAPTER IV: DATA PRESENTATION, ANALYSIS AND FINDINGS .. **36**

IV. O. Introduction **36**

IV. 1. Data Presentation and Analysis **36**

IV. 1. 1. The Students' Questionnaire **38**

IV. 1. 2. The Teachers' Questionnaire **50**

IV. 2. Findings **56**

CHAPTER V:GENERAL CONCLUSION AND RECOMMENDATIONS **60**

V. 0. Introduction **60**

V. 1. General Conclusion **60**

V. 2. Recommendations **62**

VI. BIBLIOGRAPHY **63**

1. Published Works **63**

2. Unpublished Works **66**

VII. APPENDICES **67**

VII. 1. The Letter for Learners **68**

VII. 2. The Students' Questionnaire **69**

VII. 3. The Letter for Teachers **74**

VII. 4. The Teachers' Questionnaire **75**

CHAPTER I: GENERAL INTRODUCTION

I. 1. Background to the Study

Throughout the world people communicate. They communicate through different languages. All countries have at least their own mother tongues. Before colonization, English was spoken by the British and a minority of other countries. It is during the colonization outbreak that colonial masters imposed their languages to their colonies. English and French were the main languages spoken at that time by colonial masters.

In Africa, people had their native dialects, that is, their local form of language but when colonial masters intruded, they imposed their languages to Africans. French was spoken in countries colonized by French-speaking colonial masters and so was English in countries colonized by English-speaking colonial masters.

In Burundi, we did not have any chance to be under English-speaking colonial masters. Even though such a chance escaped from us, English is spoken in our country by a large number of persons such as those who have learnt or learn English, English-speaking foreigners who settle their companies in our countries, Burundi traders who acquire English by their frequent going abroad to import or export their goods and so on.

Burundi people need English for several reasons: political and economical strategies. These strategies are justified by the fact that Burundi is now member of East African Community (E.A.C.) which comprises English-speaking countries such as Kenya, Rwanda, Tanzania and Uganda. But apart from politico-economic need, we should not forget that English is a language of Education. Most of the documents are published in English. Whether one is studying Sciences,

Technology, Medicine, Business Administration, Economics, Law, philosophy, Sociology or any other social science, one needs some knowledge of English. Anyone who wants to learn any subject should not leave English behind.

To learn a language in general and English in particular is to learn how to express oneself in it. How to express oneself in it includes pronunciation and a good pronunciation to allow the hearer to understand what someone is speaking. For example in the junior level of Burundi schools, the English language syllabus states that its intention is to develop speaking, listening, reading and writing skills. That is to say that a pupil who completes the junior level in Burundi is expected to understand oral English and then speak it fluently. But it is not what we have even after the completion of the senior level of Burundi schools.

Teaching English in Burundi secondary schools has not been effective in general and pronunciation in particular. This is because the course of Phonetics and Phonology which deals with the phonetic transcription and pronunciation is totally absent. Tracy (1993:35) says that *"failing to plan is planning to fail"*. Since the course of Phonetics and Phonology is not taught in Burundi secondary schools, learners of English keep a bad pronunciation of English. A pupil can fail to understand a pronounced word or group of words not because he/she does not know the meaning of the same word or group of words, but because he/she has a bad pronunciation of the same word or group of words.

In order to have a successful communication, the speaker and the hearer must understand each other. Underwood (1989:5) states:*"Merely to 'hear' what a speaker says is insufficient for communication to occur. When nobody listens or when a listener fails to understand the message, we say that communication has broken down."*

Seeing that a pupil can fail to get the message of a spoken form of English not because the words which are pronounced are new for him/her but because he/she has a bad pronunciation of the same words, this incited the researcher to write on the topic "The Necessity of Teaching Phonetics and Phonology from fourth Form of Burundi secondary schools."

I. 2. Statement of the Problem

Communication is deferred when the spoken discourse is not understood. That is why, for example, when an English pastor from America or from elsewhere comes to preach where the congregation does not understand English it is important for the leaders of the church that they call on an interpreter. A pupil may have a good stock of vocabulary on his brain. He/she also needs to have a good pronunciation and if not, the teacher or someone else will pronounce the same words the learner has in his/her stock and yet, he/she will fail to understand.

The Necessity of Teaching Phonetics and Phonology is proven to be very important in secondary schools since it helps pupils to deal with their pronunciation difficulties. It is Phonetics and Phonology which allows them to learn phonetic symbols which lead to good results in terms of how words are pronounced as they should.

The problem is that when someone does not know how to interpret phonetic symbols, they come across a word that they know the meaning and yet fail to pronounce it. They cannot take an English dictionary which has phonetic transcriptions because they do not know how to interpret them. They will only succeed to pronounce those words if they are told how they are pronounced.

Students at the University get bad results in the course of Listening Comprehension which weighs them in terms of their listening ability. Frankly speaking, the main reason is not because they do not have enough vocabulary items, but because they have a wrong pronunciation of some of the items of vocabulary that they already have and thus, they fail because of the lack of early training in pronunciation of words whose meaning they already know.

Since the failure in Listening Comprehension of University student is not mainly due to the introduction of new words but due to the wrong pronunciation of words whose meaning they already know, this revealed in the researcher the topic "The Necessity of teaching Phonetics and Phonology in Burundi secondary schools" when it is still early.

I. 3. Motivation of the Study

The choice of the topic "The Necessity of teaching Phonetics and Phonology from fourth Form in Burundi secondary schools" was stimulated by the fact that, when I was in sixth Form of secondary school (it is when we started to learn English), the English teacher could pronounce some words and I could not understand of what he was saying, but when he came to write it down on the chalkboard, it could happen to me to exclaim: "Oh!" because spoken, I could not get the meaning but once written down, I could understand the same words. This showed me that to know only the meaning of words is not sufficient, but also it is important to know how they are pronounced. Underwood (1989:14) says something: *"In English, just as in other languages, there are sounds which are unknown or unusual for foreign listeners, and which they may therefore fail to distinguish from other similar sounds or even fail to hear at all."*

The truth is that when the pupils have a different pronunciation from the right one, they will by no means understand the words which are pronounced in the right way. When we studied the course of Phonetics and Phonology at university, I wondered why such an important course is not taught in Burundi secondary schools.

Seeing that the cause of a bad pronunciation and the failure in listening to native speakers or any right pronunciation is due to the lack of early training in Phonetics and Phonology, this motivated the researcher to write on the topic "The Necessity of Teaching Phonetics and Phonology from Fourth Form in Burundi Secondary Schools."

I. 4. Research Questions

At this level, the researcher asks questions related to the topic and which will be the main focus of the research under study. These questions will be proven right or wrong after analysing the findings.

1) What is the status of the course of Phonetics and Phonology in Burundi secondary schools?

2) What would be the importance of the course of Phonetics and Phonology in Burundi secondary schools?

3) How successful can the teaching of Phonetics and Phonology be in Burundi secondary schools?

I. 5. Hypotheses

At this level, the researcher tries to find out answers to the research questions by proposing some explanations based on limited evidence, used as a starting point for further information.

1) The course of Phonetics and Phonology in Burundi secondary schools is not taught.

2) The course of Phonetics and Phonology in Burundi secondary schools should train the pupils to have a good English pronunciation and thus to communicate successfully.

3) Since *"Practice makes perfect"*, the teaching of Phonetics and Phonology in Burundi secondary schools can be successful.

I. 6. Significance of the Study

This study belongs to the domain of education since the researcher is dealing with the fact of teaching Phonetics and Phonology in Burundi secondary schools. The researcher wants to highlight the importance of a programme to teach Phonetics and Phonology in Burundi secondary schools. This, because when a pupil knows the phonetic transcriptions, he/she will come across a dictionary which has phonetic transcriptions and then he/she will decipher himself/herself the pronunciation of any word that he/ she wants to know the pronunciation.

I. 7. Aim of the Study

The aim of this study "The Necessity of Teaching Phonetics and Phonology from Fourth Form in Burundi Secondary schools" is pedagogical. This aim is stated as follows:

Firstly, this study aims at showing the Ministry of Education the importance of starting a programme to teach Phonetics and Phonology in Burundi secondary schools,

Secondary, this study aims at sensitizing teachers of English about the problem encountered by learners, who are not taught Phonetics and Phonology in their English language,

Thirdly, this study aims at highlighting the importance of knowing the phonetic transcriptions for everyone who wants to study English.

I. 8. Research Objectives

To carry out this study, the researcher had two goals into his mind:

1) To identify the status of the course of Phonetics and Phonology in Burundi secondary schools,

2) To show the usefulness of the course of Phonetics and Phonology for anyone who is learning English in general, and in Burundi secondary schools in particular.

I. 9. Definition of Key Terms

A number of terms need to be defined since they are recurrent and important in this study. They include: **Necessity, case, study, case study, Secondary school, Phonetics, Phonology, Phonetics and Phonology.**

Necessity is the state or fact of being necessary, according to the *Concise Oxford English Dictionary 11 Ed. (2004).*

Phonetics, according to *Everyman's Encyclopedia 6th ed. Vol 9 (1958:516),* is the branch of linguistic science that deals with spoken language.

Phonetics is also defined, according to *Chamber's Encyclopedia New Revised Edition Volume IX,* as the science of pronunciation of languages. It deals in particular with the mechanisms by which speech is formed and with acoustic effects which hearers perceive. It is concerned further with modes of representing speech by means of writing (1968:688).

Phonology, according to *Everyman's Encyclopedia 6thed. Vol.9 (1958:516),* is a term traditionally used in English to mean the historical study of the sounds of a language. It is now also used with reference to the study of the phonemes of a language (in this sense of phonology, the term phonetics is also widely used). Whereas the precisely definition of a phoneme has given rise to much difficulty and discussion, a working definition is that phonemes are the distinctive or significant phonic elements of a language. So, for example, there are different varieties of *t* in English (phonetically, there are different varieties of *t*in the word s*top, stop, tree, bottle, alter, lightning*); the study of these varieties comes within the province of phonetics (1958:518).

Phonology is also defined by *Webster Ninth Collegiate Dictionary (1987:884)* as the science of speech sounds including especially the history and theory of sound changes in a language or in two or more related languages.

"Phonetics and Phonology" is one of the subjects taught in English department at Burundi University.

A case, according to *Oxford English Dictionary 6th Edition (1981:341),* is an instance of something occurring.

A study is a detailed analysis of a subject or situation (op. cit.).

A Case Study, according to the *Concise Oxford English Dictionary 11 Ed. (2004)*, is a detailed study of the development of a particular person, group, or situation over a period of time. The same Dictionary defines a **Case Study** as a particular instance of something illustrating a thesis or principle.

A secondary school is one catering for boys and girls during the years of adolescence; the curriculum contains a number of subjects not taught in primary schools from which varying selections are usually made for individual pupils, though there will be throughout most of the course a common care of subjects studied by all. Secondary schools are found under one name or another in all countries with a developed educational system but the differences are so great that it is desirable to describe some of the main group separately (Chamber's *Encyclopedia, New Revised Edition, Volume XII (1968:385).*

I. 10. Scope and Delimitation of the Study

The study at hand deals with "The Necessity of Teaching Phonetics and Phonology from fourth Form in Burundi secondary schools in some selected secondary schools in Muramvya commune." This work attempts to make concern from the fourth Form upward; that is, third, second and first Forms of Arts, Scientific and Economic sections which are the ones found at those schools.

Moreover, this study does not mean that the researcher masters pronunciation perfectly. The study does not depict the researcher as someone who is skillful in Phonetics and Phonology, but the study shows some facts related to pronunciation in Burundi secondary schools.

In brief, this first chapter of the work is concerned with the plan of the whole work. It gives the overview about the statement of the problem, the motivation, the research questions and hypotheses, the importance of the study, the scope and the definition of key terms of this study. The following chapter deals with different theories developed by different scholars that are related to the topic under study.

CHAPTER II: LITERATURE REVIEW

II.O. Introduction

At this level, the researcher shows what other scholars have contributed to this study. The researcher has consulted different works related to his topic and the works are from different scholars of different origins. The following lines show what the researcher found from those scholars. It is this process that is called "Reviewing the Literature".

The performance in secondary school is discussed and an overview of some factors of a good language learning such as the different skills and the syllabus. From my point of view, it appears at this point to outline these points to be focused on.

1. The level of the teacher
2. English language performance in secondary schools
3. The syllabus

II.1.The level of the teacher

In Burundi, English used to be learned from 6th Form till the university. It is now learned from the primary school. This is really the government's significant attempt in improving Burundians English language capacity. However, this may not be enough if nothing is done to have Phonetics and Phonology taught. Valdman (1966:57) expresses this sentiment:

> *Teaching pronunciation has long been considered by some teachers a trivial activity, consisting of having students repeating such tongue twisters as "she sells sea shells by the seashore", which, although sometimes funny, are really useful.*

There are some people who think that Phonetics and Phonology is of little value. They tell the learners to repeat some tongue twisters as stated by Valdman above. But pronunciation is more than that. He goes on saying:

> *For others, pronunciation has been confused with phonetics, which has meant physics, physiology, and linguistics mixed together in order to frighten both teachers and students; and in spite of a large number of good articles in readily accessible publications it is still hard to convince the average teacher that pronunciation can be taught without tears. If this important skill has been so greatly discredited, the reason is that the subject has either been ignored or treated in a scientific way rather than in a practical one.*

Phonetics and Phonology has been invalidated in Burundi Secondary schools because it was treated in a scientific way rather than a practical one. It is not to frighten teachers and students as some think. But it is to practice if not to perfect pronunciation. If someone has a bad pronunciation, the truth is that they will hardly understand what is spoken. Roach (1983:6) writes:

> *It is, incidentally, quite incorrect to suggest that classic works on pronunciation and phonetics teaching concentrated on mechanically perfecting vowels and consonants: Jones (1956) for example, writes "'Good' speech is clearly intelligible to all ordinary people. 'Bad' speech is a way of talking which is difficult for most people to understand.*

If someone has a bad pronunciation of English, they will speak in a way which is difficult for most people to understand. This means that they have a bad speech.

By this, we can say that they will not even understand a "good" speech. There is no problem to teach pupils Phonetics and Phonology.

II.2. English Language Performance in Secondary Schools

Different studies have been conducted on the performance in the English language in secondary schools. Various observations have also been made about how the English is used. In Burundi, there are researches which have been carried out in the field of English language and which came out with dissatisfaction with the secondary school students generally perform in particular skills of English.

Thus, it is easily noticed that in Burundi education system, pupils complete secondary school without having the knowledge of oral expression whereas it is said to be the basis of the other aspects of language.

Any formal language is based on the four skills namely listening, reading, writing and speaking. The following are some of the observation with reference to the skills.

II.2.1.The Listening and Speaking Skills

Schools in Burundi have neglected the aural-oral. Yet all the skills are based on those aspects. Nonnative teachers of English neglect the aspect of intonation and stress. Incorrect intonation or stress can lead to misinterpretation of the speakers' intention and break down of communication.

It is clear that, even though the listening and the speaking skills are apparently neglected in our education system in general, they have been and are still the foundation of all the other skills.

It is worth mentioning here that the speaking skill is always connected with the listening skill. Spoken language is based on the creativity of both the speaker and the listener. Jones (1975:2) says this:

> *Ability to speak a language or understand it when spoken does not involve the ability to read or write it in the conventional way. One may learn to speak English perfectly without ever seeing ordinary English orthography. And conversely it is impossible to learn to read and write the language without being able to pronounce it.*

Someone may understand an English conversation and yet fail to tell what they understood. It may be that it is their pronunciation which is poor because when people do not understand what someone says the truth is that communication has broken down. Any person who works with language will do well to have a basic knowledge of phonetics. This is what Catford (1988:1) puts in his introduction:

> *Any person who works with language would do well to have a basic knowledge of phonetics. The teacher of language, for example, including the teacher of English as a second language, must be able to diagnose the pronunciation errors made by students, and devise means of correcting them – this is impossible without both theoretical and practical knowledge of phonetics.*

Jones (1975:10) goes on saying that *"It will be seen from what has been said that though the acquisition of a spoken language is essentially an oral process, yet a book on pronunciation may be of service in several ways"*.

In Burundi, English is a foreign language. To understand the spoken form in English is not acquired naturally. Then this ability must be taught. This is what Brown and Yule (1983:55) say: *"If the ability to understand the spoken form of a*

foreign language is not acquired naturally, then it appears obvious that this ability must be taught." The pronunciation of English in Burundi is not acquired naturally because English is not our mother tongue. This implies that this ability must be taught and this is through Phonetics and Phonology. Quirk (1962:3) says: *"The student must be able to hear the differences between the various sounds of foreign language, and between the various sounds of his mother tongue."* This means that a student must differentiate sounds, whether of a foreign language or of his mother tongue.

The form of English teaching in Burundi secondary schools focuses on the English alphabet. Bright and McGregor (1970:3) proposed the way in which things should be done:

> *Because of the notoriously confusing nature of English spelling, it is particularly important to learn to think of English pronunciation in terms of phonemes rather than letters of the alphabet; one must be aware, for example, that the word 'enough' begins with the same vowel phoneme as that at the beginning of 'inept' and ends with the same consonant as 'stuff'.*

There is a habit in Burundi secondary schools to teach the pronunciation of the letters of the English alphabet, widely known as 'The ABC Song'. It is not bad, but it is particularly important to learn the English pronunciation in terms of phonemes rather than letters of alphabet. Those who think that Phonetics and Phonology may be difficult can read what Quirk (1962:262) says concerning difficulties:

> *As we strive in our ordinary day-to-day use of English, to put into words what we want to say in the best possible way for our hearers and readers on a specific occasion, it is perhaps*

> *some comfort to remember that those who use English best of all – our poets and novelists, for example – experience the same difficulty.*

The early training of the pupils of Burundi secondary schools to pronounce and thus, the elaboration of a programme to teach Phonetics and Phonology is something that is very essential. Brown and Yule (1983:1) say: "*We simply do not know how language originated. We do know that spoken language developed well before written language*". This means that the spoken form of a language, that is, the pronunciation, should be of great priority during the teaching of English in Burundi secondary schools. Moreover, we know that before learning to write, a child starts speaking. Gimson (1980:3) states the following:

> *The child will learn from a very early age to respond to the sounds and tunes which his elders habitually use in talking to him; and in due course, from a need to communicate, he will himself begin to imitate the recurrent sound patterns with which he has become familiar. In other words, he begins to make use of speech; and his constant exposure to the spoken form of his own language, together with his need to convey increasing subtle types of information leads to a rapid acquisition of the framework of his spoken language.*

Here, it means that a Burundian who starts to learn English is like a child in the terms of understanding of the language. Then Gimson said that a child begins to make use of speech. He learns from a very early age to respond to the sounds and tunes that his elders habitually use in talking to him. Gimson (1962:6) goes on saying:

> *This book, An Introduction to the Pronunciation of English (1980:6), is primarily concerned with the sound system of English and is proper, as we have seen that phonetic and phonemic analysis should occupy an important place in the study of any language.*

What happens in Burundi secondary schools does not match with what Gimson wrote because he underlines that a phonetic and phonemic analysis should occupy an important place in the study of any language. There is no course of Phonetics and Phonology that occupies an important place. A change is necessary, that is, to teach Phonetics and Phonology in Burundi secondary schools should start.

To learn a language in general and English in particular, one needs to learn the spoken form and learning the spoken form of a language requires to imitate the native speaker. Valdman (1966:70) adds more:

> *Many agree with the fact that hearing a sound is certainly the first step of learning to imitate it. But learning to hear foreign sounds correctly is a difficult task. We hear what we are accustomed to hear in our own language.*

It is true that when we listen to foreign speakers we hear what we are accustomed to hear in our own language. It seems that we catch some words which sound like the ones that we already know in our mother tongue. Valdman (1966:70) goes on saying:

From this point of view the human ear has often been compared to a filter which blocks all unknown sounds. To teach students to hear a foreign language the way the native speaker of the language perceives it, it would be helpful to use the following auditory technique stated by Valdman (1966:70):

> *All new sounds are contrasted with the closest equivalent sound of the mother tongue. Then the new sound is contrasted with another, already-known sound of the target language.*
> *French: sonne code mode note bonne cotte*
> *English: sun cud mud nut bun cut.*

This means that the teaching of Phonetics and Phonology should be that all new sounds are contrasted with the closest equivalent sound of the learner's mother tongue, already known sound of the target language as shown above. For that reason, a terminal objective of a foreign language course is stated by the same Valdman (1966:62) who echoes this sentiment:

> *In this Outline Guide for the Practical Study of Foreign Languages, Bloomfield specified a terminal objective of a foreign language course: a command of the spoken forms of the languages. This command includes the ability to speak the language fluently, accurately, and with an acceptable approximation to a native pronunciation.*

In terms of what happens when someone is pronouncing words, Catford (1988:2) adds the following:

> *What the competent phonetician must acquire is a deep, internally experienced awareness of what is going on within the vocal track, ability to analyse and hence describe and ultimately control the postures and movements of organs that produce the sound of speech.*

Here, when the teacher is teaching the different sounds, it is very important for him to tell the learners how and where the speech organs (the tip of the tongue, the

blade of the tongue, and the back of the tongue ...) are positioned. This way the learners will be aware of what happens in order to succeed the pronunciation of given words. It is necessary that the learners of phonetics should have an idea of what happens on the level of speech organs. Jones (1975:14) agrees with me on that when he writes: "*It is necessary that the student of phonetics should have a fairly clear idea of the structure and function of the organs of speech.*"

Living itself is a struggle; it is the same when someone is learning a foreign language which has sounds not found in their mother tongue. Students cannot learn the English pronunciation without making mistakes. But the problem is not the mistakes they make, the problem is to let them free, to overlook their mistakes and turn a blind eye on their mistakes. Bright and McGregor (1970:4) proposed a way in which things should be dealt with:

> *We have all been given, after unfortunate blunder the healing advice, 'well, never mind, we learn from our mistakes.' In language learning this is not simply true, and the good language teacher keeps steadily in mind that when children learn they do not learn mistakes.Which means that the teacher must give his pupils as much opportunity as possible for the correct practice of language skills, and as little opportunity as possible to make mistakes.*

Here, when the teacher overhears pupils mispronouncing a word, he should not take it for granted. The teacher should correct them in a gentle way. This way, the pupils will not be intimidated and the next time they will even speak their mind. This is because there are teachers who have a rude reaction after hearing pupils mispronouncing some words, something that the researcher is not going to develop here. Gimson (1962:299) states:

> *Clearly a learner of a foreign language who requires an adequate performance in the language for the practical purposes of everyday communication will not need to master all variants described. Nevertheless, any teacher must consider how much of the time given to the acquisition of another language should be to pronunciation and what level of performance is necessary for efficient communication.*

During the acquisition of another language, the teacher must consider how much of the time given to pronunciation and what level of performance is necessary for efficient communication. He continues saying that "*in any course of English a realistic amount of time should be devoted to practice in the spoken language*". When Gimson says "*that a realistic amount of time should be devoted to pronunciation*", he wants to say that it is of great value to teach Phonetics and Phonology. He continues (1962:301):

> *Nevertheless, the teacher must deal systematically with the teaching of pronunciation, even though he may be forced to postpone the correction of some mistakes which occur in the early stages. In organising his teaching he will require answers to such questions as:*
>
> *-What form of pronunciation is to be taken as model?*
>
> *-What level of pronunciation is to be aimed at?*
>
> *-Can the difficulties of English pronunciation be ordered?*
>
> *-What general principles should underlie the teaching of pronunciation?*

The teacher must be an organiser in the teaching process in the classroom. He has to know what is required, the difficulties of his learners and what to do to lead his learners to success. Gimson (1980:305) continues:

> *The various elements of English pronunciation will offer different degrees of difficulties according to the linguistic background of the learner. The teacher should obviously be concentrated on those features of English which are not found in the learners' native language.*

Learning pronunciation will be difficult depending on the linguistic background of the learner because of the fact that English has some sounds never found in Kirundi such as *th* found in thief and *th* found in then. He (1980:307) continues to say that:

> *There are, however, certain basic characteristics of pronunciation which seems sufficiently specific to English to constitute a priority for the great majority of learners.*
>
> *1. Accentuation*
>
> *The stress-timed rhythm of the English utterance (be it obscuration of weak syllables is the prime distinguishing feature of the language's pronunciation, with no exact parallel in any other language.*
>
> *2. Segmental system*
>
> *3. Sound in context (assimilation and elision)*
>
> *4. Intonation (for e.g. tendency to use generally falling tunes for declarative statements and commands).*

These are certain basic characteristics of pronunciation which seems sufficiently specific to English to constitute a priority for the great majority of learners. Tench (1981:1) says that:

> *Pronunciation is not an optional extra for the language learner, any more than grammar, vocabulary or any other aspect of language is. If a learner's general aim is to talk intelligibly to others in another language, a reasonable pronunciation is important. A teacher has to give due attention to it along everything else.*

Phonetics and Phonology is essential for someone who is learning English. This is what says Tench when he states that "*pronunciation is not an optional extra for the language learner.*" When I say that the course of Phonetics and Phonology is important in Burundi secondary schools, I find myself singing from the same hymn sheet with Tench (1981:2) who says that "*if a learner's general aim is to talk intelligibly to others in another language, a reasonable pronunciation is important*". Tench (1981:14) proposes factors involved to be understood in a new language:

> *Making yourself understood in a new language involves several different linguistic factors simultaneously. When you say something,*
>
> 1. *it has to be formulated according to the grammatical rules of the language,*
> 2. *it has to make sense, with the right choice of vocabulary, idiom and syntactic alternatives,*
> 3. *it has to be appropriate to the situation, bearing in mind such matters as who you are speaking to and where,*

4. *it has to accord with the conventional expression of the particular purpose you have in mind, for example, apologising, thanking, complaining etc,*

5. *it has to fit in satisfactorily with what has gone on before,*

'And'

6. *it has to be pronounced reasonably well.*

All these factors belong together in anything we say; if one factor is impaired or wrongly used, then an utterance may well become unintelligible or mean something other than we intended.

Tench supports the researcher in (6.) above, when he says that *"it has to be pronounced reasonably well"*. The researcher of this study asked himself the question: How can someone pronounce reasonably well when they did not study pronunciation and thus, when they have not followed the course of Phonetics and Phonology? This implies that the course of Phonetics and Phonology is of great importance in Burundi secondary schools. When Tench adds that *"if one factor is impaired or wrongly used"* (including pronunciation), then *"an utterance may well become unintelligible or mean other than we intended."*

Here, we understand that when pronunciation is impaired, an utterance may well become unintelligible or, mean something other than we intended. Then I boldly suggest that there should be a programme to teach Phonetics and Phonology in Burundi secondary schools. It is of a great importance to teach Phonetics and Phonology in Burundi secondary schools because if the learners know the phonetic transcriptions, they will be able to decipher how a given word is pronounced by simply looking up the word in a dictionary. This will avoid the fact that a teacher

must always be there to tell learners the pronunciation of every word which leads teachers to exasperate. This is what Byrne (1980:1) says:

> *'How many times; says the exasperated teacher, 'have I got to tell you?' 'I'm always telling them but they go on making the same mistakes. 'Telling isn't teaching. Our first principle should be: 'Never tell anybody anything he can find out for himself.' Our business as teachers is to provide situations so designed that the pupils will learn for themselves. This is true for all subjects.*

This means that students should be taught Phonetics and Phonology in order to be able to decipher themselves the pronunciation of words, without being told so. In order for learners to have a good English pronunciation, they must have heard a good pronunciation. In Burundi, English is a foreign language. To speak it very well necessitates imitation of at least native speakers. This is what Byrne (1980:185) states:

> *In foreign language, pronunciation is the one area where it is generally agreed that imitation is the essence of the leaning process. Some people are better at imitation than others, but one thing is clear: in order to imitate correctly one must have heard correctly what is to be imitated.*

When people are speaking, their brains send out what they have stored. Therefore, if someone has stored up a bad pronunciation, they will send out a very bad pronunciation. This shows that a good pronunciation has to be taught. Let us consult what Butler (1979:1) says:

> *When two people are talking to each other, a great deal of activity of many different kinds is going on them. The most vital part of this*

> *is taking place in their brains because this is where they have stored away all the knowledge about the language they are using, which is indispensable for communication by speech.*

When we are speaking, we say what we have stored up into our mind. Someone who kept a wrong pronunciation will mispronounce words and the one who has stored up a right pronunciation will pronounce correctly. If someone wants to understand a spoken form of a language, they must have at least a good pronunciation. In other words, in order to be a good listener, someone must have a good pronunciation. If we really want to develop the listening skills, we should start by pronunciation because listening is the application of pronunciation. We listen to what has already been spoken, in other words, to what has already been pronounced. In her *Teaching Listening* introduction, Underwood (1089: ix) clarifies:

> *It is important to help our students develop the listening skills they may need for further study, work or leisure, so that they will not be among the many people who, having studied English for some years, find, to their amazement and horror, that they are unable to understand the utterance of native speakers of English.*

If Underwood states that it is important to help our students develop the listening skills, she insinuates that we should help them to pronounce well because if we have a wrong pronunciation we will have difficulties to listen to a right one.

II.2.2.The Writing Skill

The writing skill is also a very essential skill. Its role is vital for the development of both cognitive and professional effectiveness. Through writing, someone can

express their feeling. Hence writing is of great importance both in society in general and at school in particular. Tench (1981:3) states this:

> *The teacher's general aim is to achieve in the learner a certain degree of accuracy and fluency in understand and responding to the language when it is addressed to him, in either speech or print (or handwriting), and to achieve a degree of accuracy and fluency in expressing himself in the language in both speech and writing. This understanding, responding and expressing is affected on all levels of language simultaneously.*

The teacher has an important role to play. He is the guide, the leader and the controller. He helps the learner to achieve a certain degree of accuracy and fluency in understanding and responding to the language when they talk to him.

Furthermore, Tench (1981:5) continues: *"English spelling is only a poor reflection of English pronunciation, although it must be admitted that there are many regularities between sounds and written symbols which is valuable for the teacher to know."*

Pronunciation is not the fact of spelling the letters of alphabet as it is sometimes done in our secondary schools. English spelling is a poor reflection of English pronunciation. Each sound of English is represented by more than one written letter or by sequences of letters; and secondarily, any letter of English represents more than one sound or it may not represent any sound at all. English is a special language. Words may have the same sounds but be written differently. This is what Tench (1981:14) states:

> *The most familiar example of the lack of consistency between spelling and pronunciation is the letter sequence 'ough'.*

Though (rhymes with slow)

Through (rhymes with true)

Thought (rhymes with taut)

Thorough (rhymes with colour)

Cough (rhymes with off)

Tough (rhymes with stuff)

Bough (rhymes with now)

This shows the speciality in the English language. Some sounds are pronounced in the same way, but they are obviously written differently. Tench (1981:16) adds:

> *All this serves to warn us that the spelling of a word is not the basis of pronunciation of the word. Consequently, the teaching of pronunciation should not be based on the written form of a language; the written form may act as a kind of support or reinforcement, but the primary stimulus in pronunciation practice must be the spoken form itself.*

To teach pronunciation is not based on the simple act of spelling words. It is particularly important to learn pronunciation in terms of phonemes rather than letters of alphabet. Tench (1981:16) adds more:

> *Pronunciation, then, is itself a complex of sounds (consonants, vowels and diphthongs), syllables (word accent and rhythm) and intonation and each element need attention. Pronunciation is more than a matter of consonants, vowels, and diphthongs. There is the use of fall of the pitch of the voice, the pausing and grouping*

> *together of words. To take a well-known example, "'import" ('precedes the accented syllables) is a noun, but (to) "im'port" is a verb. But beyond that sentence or, better, utterances display a kind of rhythm and are accompanied by variations, or intonation.*

The teacher must be the guide. He has to indicate where syllables are stressed or where they are not because the stress must be correct in its context. Haycraft (1971:7) testifies by what he calls 'pure imitation':

> *Using no text, begin with some useful expression: e.g.: Hello! Goodbye! Good morning! Good afternoon! Stress is placed on -lo, -bye, morn-, -noon. The class is made to repeat these greetings several times in abstract, both in chorus and individually. Should a student have difficulty with, for example 'Hello!' the teacher makes him just repeat the stressed '-lo' several times. Then the whole 'Hello!' can be tied.*

The teacher has to indicate where a stress is placed in a sentence and make the student copy the teacher's pronunciation and correct the ones who have difficulties. When someone is learning English, they must be aware that there is a difference between English and their mother tongue, in terms of phonology and lexicon. They have to know that new sounds which differ from their mother tongue will appear. This is what Wang (1977:7) says:

> *In acquiring full control over the language of his speech community, the child must learn to deal with an enormous array of lexical and phonological elements which constitute the grammar of that particular language, different from all other possible languages.*

A student who is learning English has to be able to know that English differs from Kirundi in terms of their sounds, and therefore he must be able to hear the difference between the various sounds.

II.2.3.The Reading Skill

In any formal language, the reading skill is intended to provide with the learner the capacity to read and understand the message held by a piece of writing. Through reading, people learn the language, something which eventually helps them to satisfactorily grasp the message from various pieces of writing. Reading, therefore, strengthens the learner's capacity and for others, it is enriching both intellectually and professionally. Bright and McGregor (1970:187) state the following:

> *There is no question in our minds about the necessity of teaching the active use of a phonetic script to pupils in training colleges. For them it is an essential tool. Even the secondary pupil must be able to decipher one in order to use his dictionary. Where the classes are very large genuine conversation is hard to arrange, it is also valuable for them to be able to read phonetic script fluently in order to make use of some of the phonetic readers that are available.*

Phonetics and Phonology would be an essential tool in Burundi secondary schools. Students should be aware of the use of phonetic transcriptions. They should also be able to read fluently phonetic transcriptions. Pupils can be successful in reading comprehension and in writing the language without being able to pronounce it.

II.3.The syllabus

The syllabus is compulsory for any teaching. In fact, it is a framework within which all activities are carried out. The role of a syllabus is of a very great

importance. A syllabus is the first step in any language learning planning. Jeremy (1985:22) says this: *"We should not forget that the syllabus is only the first stage in planning a language course, but since it provides the framework for the course it is vitally important to consider factors that make groups of students different"*.

Therefore, the syllabus design is a fundamental operation and must take into account the learners who will use it for example, their educational background, their interests and needs.

CHAPTER III: RESEARCH METHODOLOGY

III.0. Introduction

The previous chapter deals with the literature review under study. In this chapter, the focus is mainly on the method and procedures used in the collection of data for the topic under study. This chapter will show the procedures used to determine the subjects and the basis on which the sample was made.

III. 1. Description of the Research Area

The present research was carried out in Muramvya commune. There are five secondary schools that are worthy of my research, that is, schools which have classes from Fourth Form upward. These schools are: Muramvya High School, Communal High School of Muramvya, Communal High School of Shombo, Communal High School of Bugarama and Communal High School of Kibogoye.

Among those schools, there were some which had new sections, that is, which had only the third Form, others had only one section, that is, Arts section only or the Scientific section only and then those which have Arts section section, Scientific and Economic section.

Muramvya High School has three sections, namely Arts section, scientific section and Economic section, all of them from Third Form to First Form. Communal High School of Muramvya has two sections; Arts is from Third Form to First Form and Scientific section was new there, that is, there was only the Third Form. For the communal High School of Shombo, there were two sections, namely, Arts and Scientific sections. Arts section was from Third to First Form. Scientific was new there which means that there was only the third Scientific.

Among those five secondary schools which are in Muramvya commune and which are worthy of my research, that is, which have from Fourth Form upward, three of them were selected, namely Muramvya High School, Communal High School of Muramvya and Communal High School of Shombo. Only three schools were selected because of financial means and also the time. Concerning the financial means, the questionnaire would have been very costly if I had carried the research in all those five secondary schools, namely the money for the questionnaire, the ticket for getting to the school in question... I frankly say that I was not biased by this or that reason to those schools and not the others. The question was for the time, distance and the meagre resources at the disposal of the researcher. The question was of the time because the period for examinations was drawing near. Apart from financial resources, I could not carry out the research in all those five schools because I had to gather as much as information in all classrooms of each school worthy of this research in each one of the three schools.

III. 2. Sample Selection

The people who are included in this study are students from Fourth Form upward and their English teachers, as both subjects, that is, students and teachers, are in a position to provide reliable and complete data. The researcher wanted information from different sections, that is, from different classes and different background, that is, from teachers and pupils.

The researcher used the sample of 3/5 of the schools because three schools out of five were selected. The selection of those three schools out of five was random. The researcher wrote down the five schools on five separate sheets of paper; that is, each school was written down on its own sheet of paper. Then the researcher crumpled each sheet of paper one by one. He afterward put them into a box and

shook it. He, then, picked up three of them and read what he had picked up. Thus was how those three schools were selected.

Ideally, the whole population should be used to get data, but this is realistically impossible. Ghiglione et Matalon (1978:38) express the difficulty involved with such a population when they say this: « *Il est très rare qu'on puisse étudier exhaustivement une population, c'est-à-dire en interrogeant tous les membres : ce serait si coûteux que c'est pratiquement impossible.* » That is, "*it is very rare to study exhaustively a population; that is, interrogating all members. It would be very expensive in such a way that is practically impossible.*"

The technique used was the random sample. Harris and Liba (1960:1882) noticed: "*The random method is used because it gives every item in the research population the same probability of being selected.*" The research population of the selected schools is composed of 465 students and 9 teachers, among which 85 students and 6 teachers were selected by the sample method. This represents 1/5 of students and 2/3 of teachers who responded to the questionnaire. The population is representative. According to Javeau (1971:32): "*Un échantillon de 1/10 ou 1/20 de la population parente quand il est tiré au hasard est suffisamment représentative de celui-ci.*" That is to say:"*A sample of 1/10 or 1/20 from the research population when it is drawn at random is sufficiently representative.*"

III. 3. Data Collection Procedures

The teachers and the students were handed their own questionnaires. In the first moment, both the teachers and students seemed unwilling to respond to the questionnaire saying that the questions are hard to answer. Fortunately, I was there to cheer and encourage them. I invited them to perform a service, something that they did at last.

III. 3.1. Questionnaires

Two types of questionnaires were formulated; one designed for teachers and another for students. In fact, 14 questions were addressed to students and 8 to teachers. All the questions were related to the topic under research. Some of the questions were close-ended, followed by comments. There were also open-ended questions to give the respondents opportunities to say something. This helped the researcher to get more information about this study.

III.3.2.Classroom Observation

Through classroom observation, the researcher got information by a direct contact with the teachers and students. The researcher's observation consisted only in seeing what happens in terms of Phonetics and Phonology and in scanning through students' copybooks in order to see whether there are some phonetic transcriptions and also find out if pronunciation is taught.

III.4. Data Analysis Procedure

Data obtained from questionnaires was analysed in a descriptive way using tools such as percentages. The results from the teachers' and the students' questionnaires allowed the researcher to understand the status of Phonetics and Phonology in Burundi secondary schools because the answers provided on questionnaires were analysed.

III.5. Problems Encountered

Throughout this research, a number of problems were encountered even though they did not impact too much upon the completion of this work. The first limitation was that some schools were very distant from one another. For this reason, it was

difficult to make very long distances moving from one school to another with the limited financial means.

The second limitation was that there was reluctance displayed by some teachers and some students to participate. According to them, taking part in the investigation was an extra burden.

This chapter has presented the methodology used to carry out this study. It shows the procedures followed to get the data and the problems encountered while carrying out this research. The following chapter deals with data presentation, analysis and findings.

CHAPTER IV: DATA PRESENTATION, ANALYSIS AND FINDINGS

IV. O. Introduction

The current chapter deals with the analysis of data collected from teachers' and students' questionnaires as well as the presentation of the findings of this study. It is thus divided into two sections; the first section deals with the analysis of the data collected, which is divided itself into two parts: the first part deals with the presentation of pupils' answers followed by an interpretation while the second part presents the data collected from the teachers' questionnaire with its interpretation. In the second section, the researcher will present the findings gathered from the analysis of the data under study.

Thus, this chapter aims at showing the extent to which the research hypotheses, on which the study was carried out, have been proven right or wrong thanks to the students' and teachers' answers to their respective questionnaires and thanks to the results from the classroom observation.

IV. 1. Data Presentation and Analysis

At this level, data is going to be presented as it was obtained. Tables of distribution of sampled teachers and students in the selected secondary schools are going to be shown. The following is the distribution of sampled teachers and students in their respective secondary schools:

Table0.Distribution of sampled teachers and students in their respective chosen secondary schools:

High School	Number of English teachers	Number of sampled teachers	Classes	Number of students	Number of sampled students
Muramvya High School	4	3	3rd Scientific	53	9
			3rd Economic	61	10
			3rd Arts Form	80	13
			2nd Scientific	15	6
			2nd Arts Form	60	10
			1st Scientific	15	5
Communal High School of Muramvya	2	1	4th Form	63	12
			1st Arts Form	38	6
Communal High School of Shombo	3	2	4th Form	40	8
			1st Arts Form	40	6
Total	9	6	10	465	85

From this table, it is clear that Muramvya High School has 3 sections, namely Arts, Scientific and Economic. Communal High School of Muramvya has only 1 section:

Arts. Communal High School of Shombo has 2 sections; namely Scientific which was new there; that is, only 3rd Form and Arts section.

Six teachers out of nine were sampled; that is; 66.6% of teachers were sampled. Eighty-five students out of 456 were sampled, that is, 18.27% of students were sampled.

IV. 1. 1. The Students' Questionnaire

Question no.1: Do you like English?

Yes ☐ No ☐

Because.....

Table no. 1: Presentation of data for question no.1

Answers	frequency	%
Yes	82	96.47
No	3	3.53
Total	85	100

The answers reported in the above table show that 96.47% of students like English and 3.53% of the do not like it.

We can then conclude that students like English because the majority of them responded by 'Yes' to the question 'Do you like English?'

The reason for which they like English is, according to them, because Burundi is now member of East African Community, English is an important language; they want to improve in it.

Question no.2: How do you feel when you hear people speaking English?

I feel very well ☐

I become surprised ☐

I feel unhappy ☐

Other (s) specify.....

Because.....

Table no. 2: Presentation of data for question no.2

Answers	Frequency	%
I feel very well	78	91.76
I feel unhappy	4	4.70
I become surprised	3	3.54
Others	0	0
Total	85	100

The answers reported in the above table show that 91.76% of students feel well when they hear people speaking English, 4.70% feel unhappy and 3.54% become surprised. For those who feel very well, the reason, as they say, is that they like English very much and that they want to improve in English. For those who feel unhappy, they say that the reason is because they do not know how to pronounce very well. This table shows that students feel very well when they hear people speaking English.

Question no.3: Do you speak English when you are not in classroom?

Yes ☐ No ☐

If yes, how often?

Most Often ☐ Sometimes ☐ Rarely ☐

Because.....

Table no. 3: Presentation of data for question no.3

Answers	Frequency		%
Yes	Most often	20	23.52
	Sometimes	43	50.58
	Rarely	11	12.94
No		11	12.96
Total		85	100

The answers reported in the above table show that 23.52% of students most often speak English when they are not in classroom, 50.58%of them sometimes speak English when they are not in classroom, 12.94%rarely speak English when they not in classroom. In other words, 87.04%, that is, 23.52%+12.94%+50.58% speak English when they are not in classroom, only 12.96% do not speak English when they are not in classroom.

For those who speak English when they are not in the classroom, the reason is that they want to improve in it, said they, English is necessary in society, that is why they like it. For those who do not speak English when they are not in classroom, the

reason is that they do not have someone to speak English with and others said it is because they do not know English very well.

This table shows that the majority of students sometimes speak English when they are in classroom.

Question no.4: Does it happen to you to hear some words you do not understand but when the teacher writes them down you understand them?

Yes ☐ No ☐

Table no. 4: Presentation of data for question no.4

Answers	Frequency	%
Yes	80	94.11
No	5	5.89
Total	85	100

From the answers reported in the table above, it happens for 94.11% of students to hear some words they do not understand but when the teacher writes the same words down the students understand them. Only 5.89% of them understand the words even though the teacher would not write them down.

This table shows that there are words that students hear but which they do not understand but when the same words are written down, students understand them.

Question no.5: Does your teacher show you how words are phonetically transcribed?

Yes ☐ No ☐

If yes, how often?

Most Often ☐ Sometimes ☐ Rarely ☐

Table no. 5: Presentation of data for question no.5

Answers	Frequency		%
Yes	Most often	7	8.25
	Sometimes	28	32.94
	Rarely	9	10.58
No	41		48.23
Total	85		100

The results provided in the table above show that 8.25% of students said that the teacher most often show them how words are phonetically transcribed, 32.94% of them said that the teacher rarely show them how words are phonetically transcribed and 48.23% said that the teacher never show them how words are phonetically transcribed.

What is obvious is that the majority of students said the teacher never show them how words are phonetically transcribed.

Question no.6: Does your teacher ask you to repeat some words by imitating his pronunciation?

Yes ☐ No ☐

If yes, how often?

Most Often ☐ Sometimes ☐ Rarely ☐

Table no. 6: Presentation of data for question no.6

Answers	Frequency		%
Yes	Most often	23	27.05
	Sometimes	41	48.23
	Rarely	10	11.76
No	11		12.96
Total	85		100

The answers reported in the above table show that 87.04% of students, that is, 27.05%+48.23%+11.76%, stated that their teachers train them to pronounce some words by imitating his pronunciation.

What is obvious here is that, according to 11% of students, the teacher does not ask them to repeat some words by imitating his pronunciation.

Question no.7: How do you fell when the teacher tells you to repeat the pronunciation of a word?

I feel happy ☐

I feel shameful ☐

Other (s) specify.....

Because.....

Table no. 7: Presentation of data for question no.7

Answers	Frequency	%
I feel happy	70	82.35
I feel shameful	14	16.47
Other (s)	1	1.18
Total	85	100

From the results from the table above, we see that the majority of students feel happy when the teacher tells them to repeat the pronunciation of a word, that is, 82.35%. Only 16.47% feel shameful and 1.18% is afraid.

For those who feel happy, they stated that it is because they realise that the teacher takes care of them, because they are going to know how to pronounce those English words, because they like to speak English, because the teacher corrects them, because the teacher wants the students to know those words.

For those who feel shameful, the main reason, they said, is because they do not want their classmates laugh at them; they said they feel shameful because they do not understand English very well.

It is clear that the majority of students feel happy when the teacher tells to repeat the pronunciation of a word.

Question no.8: When you are alone, does it happen to you to imitate the teacher's or someone else's pronunciation?

Yes ☐ No ☐

If yes, how often?

Most Often ☐ Sometimes ☐ Rarely ☐

Table no. 8: Presentation of data for question no.8

Answers	Frequency		%
Yes	Most often	11	12.94
	Sometimes	54	63.52
	Rarely	18	21.17
No	2		2.27
Total	85		100

The answers reported in the above table show that 97.63%, that is, 12.94%+63.52%+21.17%, of students try to imitate the teacher's or someone else's pronunciation. Only 2.27% do not.

By this, we conclude that the majority of students are thirsty to know the English pronunciation.

Question no.9: Are there some English words whose meaning you know that you do not know how to pronounce?

Yes ☐ No ☐

Table no. 9: Presentation of data for question no.9

Answers	Frequency	%
Yes	75	88.23
No	10	11.77
Total	85	100

The answers provided in the table above gives 88.23% of the students who know the meaning of some words but do not know how to pronounce the same words and 11.77% of students who know the meaning and at the same time their pronunciation.

By this, what we can conclude is that students need that pronunciation should be taught to them because it is obvious that they know the meaning of words but not how to pronounce them.

Question no.10: Are there phonetic transcriptions that you know how to interpret?

Many ☐

Some ☐

Very Few ☐

Not Any ☐

Table no.10: Presentation of data for question no.10

Answers	Frequency	%
Many	7	8.23
Some	39	45.88
Very few	32	37.64
Not any	7	8.45
Total	85	100

The answers provided in the table above show that 8.23% of students know many phonetic transcriptions, 45.88% of them know some, 37.64% of them know very few and 8.45% of them do not know any phonetic transcription.

From this, we can conclude that it is important to teach phonetic transcriptions in Burundi secondary schools, seeing that those who know phonetic transcriptions are very few and that there are students who do not know any phonetic transcription.

Question no.11: When you use an English dictionary which has phonetic transcriptions, do you look at the phonetic transcriptions?

Yes ☐ No ☐

If yes, how often?

Most Often ☐ Sometimes ☐ Rarely ☐

Table no.11: Presentation of data for question no.11

Answers	**Frequency**		**%**
Yes	Most often	19	22.35
	Sometimes	26	30.58
	Rarely	11	12.94
No	29		34.13
Total	85		100

The answers reported from the table above show that 22.35% of students most often look at the phonetic transcriptions in an English dictionary when they use a dictionary which has phonetic transcriptions, and 30.58% of them sometimes look at the phonetic transcriptions and 12.93% of them rarely look at the phonetic transcriptions and 34.13% of the students do not look at the phonetic transcriptions.

From this, we can conclude that a good number of students do not look at phonetic transcriptions when they use a dictionary seeing how high their rate is.

Question no.12: Do you wish you would improve your English pronunciation when you hear someone who has a very good English pronunciation?

Yes ☐ No ☐

Because.....

Table no.12: Presentation of data for question no.12

Answers	Frequency	%
Yes	84	98.83
No	1	1.17
Total	85	100

The results presented in the table above show that 98.83% of students would like to have a good pronunciation of English when they hear someone who has a good pronunciation and only 1.17% does not want.

By this, we conclude that students are thirsty to have a good English pronunciation.

The students who wish to have a good English pronunciation say that it is because they like English, others say that they would like to be like them, to communicate with them, they say that they would like to be perfect in English.

Question no.13: Have you ever asked someone to tell you how to pronounce a given word?

Yes ☐ No ☐

Because.....

Table no.13: Presentation of data for question no.13

Answers	Frequency	%
Yes	82	96.47
No	3	3.53
Total	85	100

The results from the table above show that 96.47% of students have ever asked how to pronounce a given word, 3.53% of them have not.

This shows that students are eager to improve their English pronunciation. The reason they stated is that it is because English pronunciation is not easy; others said that no one knows all things, others said that they want to improve their English pronunciation, others said they want to know it very well and others said they want to know many things.

Question no.14: Do you think a course on how words are pronounced is essential in Burundi secondary schools?

Yes ☐ No ☐

Because.....

Table no.14: Presentation of data for question no.14

Answers	Frequency	%
Yes	83	97.64
No	2	2.36
Total	85	100

The results in the table above show that 97.64% of students see that a course on how words are pronounced is essential in Burundi secondary schools and only 2.36% of them said it is not.

Then, we can conclude that the majority said that the course is essential. This is seen from the reasons they stated. They said that that course is essential in Burundi secondary schools for these reasons: this course teaches to read English very well, many people know the meaning of many words but the same words appear difficult for them to pronounce, many people make mistakes, it is a good way of improving English pronunciation, it is necessary to know how to pronounce every English word, to know the English pronunciation is the foundation of knowing it very well, because they use English at school and, said they, they do not know English without pronunciation.

IV. 1. 2. The Teachers' Questionnaire

Question no.1: Do your learners like English?

Yes ☐ No ☐

Because.....

Table no.1: Presentation of data for question no.1

Answers	Frequency	%
Yes	6	100
No	0	0
Total	6	100

The results from the table above show that 100% of teachers confessed that their learners like English. The reasons the teachers stated is that it is because they motivate their learners to like English, others said they try to make their like it.

By asking this question to teachers, I wanted to know whether they motivate their learners to like English, something that they do.

Question no.2: Do you teach Phonetics and Phonology in your English lessons?

Yes ☐ No ☐

Because.....

Table no.2: Presentation of data for question no.2

Answers	Frequency	%
Yes	1	16.66
No	5	83.34
Total	6	100

The results from the table above show that 83.34% of teachers do not teach Phonetics and Phonology in their English lessons and only 16.66% of them do it. Those who teach Phonetics and Phonology said it is because it is necessary to show learners how words are phonetically transcribed. Those who said they do not teach Phonetics and Phonology said it is because that course is not on the programme of secondary schools, others said it is too difficult, others said they do not have textbooks and teaching materials.

Seeing all these results, we can conclude that Phonetics and Phonology is not taught in Burundi secondary schools.

Question no.3: Do you train your learners how to pronounce words which have sounds not found in their mother tongue?

Yes ☐ No ☐

Because.....

Table no.3: Presentation of data for question no.3

Answers	Frequency	%
Yes	6	100
No	0	0
Total	6	100

The answers reported in the table above show that 100% of teachers train their learners how to pronounce words which have sounds not found in their mother tongue. The reason why they do it, as they said, is because it may be difficult for students to guess the pronunciation of a word, others said it is essential for learners of a foreign language to teach its pronunciation, others said that they cannot teach English without pronunciation.

From this table, it is obvious that all teachers train their learners how to pronounce words which have sounds not found in their mother tongue.

Question no.4: How do your learners behave when it happens to you to ask them to repeat a given word the way you pronounce it?

They repeat happily ☐

They are accustomed to that ☐

They succeed at the second, third.... trial ☐

They do not succeed ☐

Other suggestion (s).....

Table no.5: Presentation of data for question no.5

Answers	Frequency	%
They repeat happily	4	66.66
They are accustomed to that	0	0
They succeed at the 2nd, 3rd....trial	2	33.34
They do not succeed	0	0
Total	6	100

The results provided in the table above show that 66.66% of students repeat happily when the teacher asks them to repeat a given word the way he pronounces it and 33.34% of them succeed at the 2nd, 3rd.....trial. This shows that teaching pronunciation in Burundi secondary schools should not be boring; they like it.

This table testifies that the majority of students repeat happily when it happens to the teacher to ask them to repeat a given word the way they pronounce it.

Question no.6: Do you think that it is important to teach Burundi secondary school learners the course of Phonetics and Phonology?

Yes ☐ No ☐

Because.....

Table no.6: Presentation of data for question no.6

Answers	Frequency	%
Yes	5	83.34
No	1	16.66
Total	6	100

The answers from the table show that 83.33% of teachers think that the course of Phonetics and Phonology can be successful in Burundi secondary schools and only 16.34% of them said they do not think so.

It is obvious that the majority of teachers said that it is important to teach that course in Burundi secondary schools.

Question no.7: Do you think that it is necessary for learners to know the phonetic transcriptions?

Yes ☐ No ☐

Because.....

Table no.7: Presentation of data for question no.7

Answers	Frequency	%
Yes	5	83.33
No	1	16.67
Total	6	100

The results from the table above show that 83.33% of teachers said that it is necessary for learners to know phonetic transcriptions and only 16.67% of them said it is not.

Those who said it is necessary for learners to know phonetic transcriptions stated these reasons: it helps them in pronouncing new words very well, afterward, they will teach others.

Even the ones who said it is not necessary for learners phonetic transcriptions said, the reason is, that students like listening. Then, if so, I think they like listening to a good pronunciation. They listen to something pronounced.

From this table, it is clear that it is necessary for learners to know the phonetic transcriptions.

Question no.8: What can you say as far as Phonetics and Phonology is concerned in English language teaching?

To this question, teachers replied:

1. As far as Phonetics and Phonology is concerned, it is important but it is not taught in secondary schools; the reason why it is found difficult at University and then not easy to teach after graduating.
2. Phonetics and Phonology is very important for learners, but the level of pupils cannot allow them to learn it successfully if ever they have time.
3. Phonetics and Phonology in English language teaching is very important for the good pronunciation.
4. Phonetics and Phonology is a difficult course and we can teach in secondary schools but we should look at a programme related to the level of the students.

5. Phonetics and Phonology is a course which is necessary to be taught to secondary school learners so far as it would be a hint for the students at University who will head for the English Department and other language departments. The Government should provide the necessary materials and training for teachers to reinforce their capacity in the matter.

All these answers from the teachers show that it is necessary to teach Phonetics and Phonology.

IV. 2. Findings

In this section, the researcher is going to present the findings gathered from the analysis of the data under study. These findings are the results from the classroom observation, the students' and the teachers' questionnaires. These same findings aim to show the extent to which the research hypotheses have been proven right or wrong.

From the classroom observation, the researcher noticed that some teachers have a habit to leave notes to the students to copy them in their notebooks while dealing with a reading comprehension lesson, instead of being with them to tell them how new vocabulary items are pronounced. Also, the researcher has seen through a special inspection of students' notebooks, that there were not any phonetic transcriptions. This matches with the answers to question no.5 of the students' questionnaire which was about to know whether the teacher shows the students how words are phonetically transcribed or not; 48% of the answers is no. A new item of vocabulary is explained and sometimes with an example given, but not its phonetic transcription. This supports the first hypothesis which states that the course of Phonetics and Phonology is not taught in Burundi secondary schools.

Also by the help of the classroom observation, the researcher has seen, by simply asking the pupils to read some words such as: nature, develop, horizon, radio...words that they are supposed to know how to pronounce them. This matches with the answers to the question no.9 of the students' questionnaire which was about to know whether there are some English words whose meaning they know but that they do not know how to pronounce them, or not. All 88.23% responded by 'yes'. This means that students know the meaning of words, but not how to pronounce them.

For the question no.4 of the students' questionnaire which was about to know whether it can happen to students to hear some words they do not understand when pronounced but when the teacher writes them down they understand them, the answers showed that 94.11% of students responded positively. This means that students are weak in English pronunciation and thus, it is of great importance to teach Phonetics and Phonology in Burundi secondary schools. This supports the second hypothesis which states that the course of Phonetics and Phonology should train pupils to have a good pronunciation and thus, to communicate successfully.

For the question no.6 of the students' questionnaire which is about to know how often the teacher asks students to repeat some words by imitating his pronunciation, the researcher found that 48.23% of students said that the teacher sometimes asks them to. It should not be sometimes but something like most often, even something like always. This shows that pronunciation is given little concern, while it could be the main focus since it is a language which has many sounds not found in the students' mother tongue.

For the question no.7 of the students' questionnaire which is about to know how they feel when the teacher tells them to repeat the pronunciation of a given word, 82.35% said that they fell happy. And it was their majority. This shows that

students are eager to learn Phonetics and Phonology. In the same way, answers to question no.8 of the students' questionnaire which was about to know whether when the students are alone, it happens to them to imitate the teacher's or someone else's pronunciation or not, show that 63.52% of students sometimes do it and 12.94% most often do it. This shows that students really want to know the English pronunciation.

For the question no.10 of the students' questionnaire which was about to know whether there are some phonetic transcriptions that the students know how to interpret or not, show that 8.23% of them said they do not know any. This is terrible for someone who is learning English. They are students and they may use an English dictionary and look up the meaning of new words and how they are phonetically transcribed. This implies that they will keep a bad pronunciation because they use an English dictionary, yet they do not know how to interpret any phonetic transcriptions. 37.64% of students said they know only to interpret very few phonetic transcriptions. Only 8.23% of them said they know how to interpret many phonetic transcriptions but many is not all. All this shows that it is very important to introduce a programme to teach Phonetic and Phonology in Burundi secondary schools.

For the question no.11 of the students' questionnaire which was about to know whether when they use an English dictionary which has phonetic transcriptions, they look at the phonetic transcriptions or not, a number of the students, that is 34.11% of them responded negatively, to mean they do not look at the phonetic transcriptions. This is explained by the fact that they cannot look at what they do not know. A dictionary which has phonetic transcriptions becomes useless for them and then they are bored.

For the question no.14 of the students' questionnaire which was about to know whether a course on how words are pronounced is essential in Burundi secondary schools or not, all 97.64% of students responded positively. The same is for the question no.5 of the teachers' questionnaire which was about to know whether it is important to teach secondary school learners the course of Phonetic and Phonology, the great majority the teachers, that is 83.33% responded positively.

The answers provided from Question no.8 of the teachers' questionnaire supports the third hypothesis which states that the teaching of Phonetics and Phonology in Burundi secondary schools can be successful. The teachers stated that we should arrange a programme related to the level of the students.

These answers from students' and teachers' questionnaires approve of the topic under study: "The Necessity of Teaching Phonetic and Phonology from Fourth Form of Burundi secondary schools."

The fourth chapter has presented, analysed and given a broad view about the results from the data that were collected. Thus, it brings out the findings from the students' and the teachers' questionnaires and from the classroom observation. The following chapter deals with the general conclusion and recommendations.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

V. 0. Introduction

The research under study was carried out in selected secondary schools in Muramvya commune. Its main focus was to know the status of Phonetics and Phonology in terms of English language teaching, whether it was taught in secondary schools or not. The pervious chapter is about data presentation, analysis and findings. Under this section, the researcher is going to present the general conclusion and recommendations.

V. 1. General Conclusion

Before undertaking any research, the researcher must have some hypotheses which he/she is going to make the research on. For this current research, the researcher had three hypotheses among which the first is that the course of Phonetics and Phonology is not taught in Burundi secondary schools. This has been proven true by the results provided in the Findings section. This was approved by the answers to the questions of the students' and the teachers' questionnaires which were about to know whether the course of Phonetics and Phonology is taught or not. The answers provided state that it is not taught at all. Moreover, the researcher's classroom observation also proves true the authenticity of this hypothesis stating that Phonetics and Phonology is not taught in Burundi secondary schools. It was proven by the fact that the researcher inspected the students' copybooks and found there no phonetic transcriptions.

The second hypothesis that the researcher had on his mind before undertaking this research was that the course of Phonetics and Phonology in Burundi secondary schools would train the pupils to have a good English pronunciation and thus to

communicate successfully. Also, this hypothesis has been proven true not only by the results presented in the Findings section, but also by other scholars in Literature Review section. The scholars say that if the ability to understand the spoken form of a language is not acquired naturally, then it appears obvious that this ability must be taught. This same hypothesis has been proven true through the answers provided by the students' and the teachers' questionnaires because there words in English whose meanings the learners know, yet they do not know how they are pronounced and because there are some phonetic transcriptions that they do not know how to interpret.

The third and the last hypothesis that the researcher had on his mind which states that the teaching of Phonetics and Phonology in Burundi secondary schools can be successful has been proven true. Not only the answers which are provided by the students' and the teachers' questionnaires stated that it can be successful, but also scholars in the Literature Review section say that a teacher has to give due attention to it along everything else. The teacher's general aim is to achieve in the learner a degree of accuracy and fluency in expressing in the language in both speech and writing. There is no question about the necessity of teaching the active use of phonetic script to pupils in training colleges.

All in all, the research hypotheses that the researcher had before the study was investigated have been proven true thanks to the results from the students' and the teachers' answers to their respective questionnaires, the classroom observation and thanks to the viewpoints of other scholars in the Literature Review section.

V. 2. Recommendations

Having seen how the course of Phonetics and Phonology would be suitable for Burundi secondary schools, at this section, the researcher has addressed to a number of recommendations to various stakeholders in Education.

a) To the Government

The Government through its Ministry of Education should commence a programme to teach Phonetics and Phonology in Burundi secondary schools, without which English pronunciation cannot improve. To this effect, the Government should give a special place to English Phonetics and Phonology in providing to schools qualified teachers and appropriate teaching material.

b) To Programme Planners

The Programme Planners should design teachers' guides with proposals of methods of teaching Phonetics and Phonology.

c) To Teachers of English

Teachers of English should be aware of the importance of the course of Phonetics and Phonology in Burundi secondary schools if someone really wants to learn English and to give opportunity to learners to practice the right English pronunciation.

d) To everyone who undertakes the English language

The researcher recommends to anyone who undertakes the English course to be aware of the usefulness of knowing the interpretation of phonetic transcriptions, that it leads someone to a good English language pronunciation.

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VII. APPENDICES

VII. 1. The Letter for Learners

University Of Burundi

Institute for Applied Pedagogy

Dear learner,

I am a student from the University of Burundi, Institute for Applied Pedagogy (I.P.A) in English Department. For the moment I am carrying out a study entitled ***"THE NECESSITY OF TEACHING PHONETICS AND PHONOLOGY IN BURUNDI SECONDARY SCHOOLS: CASE STUDY OF SOME SELECTED SECONDARY SCHOOLS IN MURAMVYA COMMUNE."***

Therefore, you have been selected to kindly answer the enclosed questionnaire which has been designed to collect as reliable and valuable information as possible. This information will be helpful in the writing of this dissertation and your answers will be treated confidentially.

Thank you very much for accepting to contribute to the completion of this work.

Yours sincerely

Jean NGENDAKURIYO

ENGLISH DEPARTMENT

VII. 2. The Students' Questionnaire

Instructions

Please kindly read this questionnaire before answering it, and then do the following:

- Fill in the space with correct information,
- Where alternatives are given, indicate your choice with a stick (v) in boxes given,
- Make a comment when it is requested.

Please answer the questions truthfully and freely. The answers that you give will not be used against anyone. It is not necessary to write down your name anywhere on this questionnaire.

Identifications

Name of the school: .....

Section: .....

Class: .....

Question no.1: Do you like English?

Yes ☐ No ☐

Because.....

Question no.2: How do you feel when you hear people speaking English?

I feel very well ☐

I become surprised ☐

I feel unhappy ☐

Other (s) specify.....

Because.....

Question no.3: Do you speak English when you are not in classroom?

Yes ☐ No ☐

If yes, how often?

Most Often ☐ Sometimes ☐ Rarely ☐

Because.....

Question no.4: Does it happen to you to hear some words you do not understand but when the teacher writes them down you understand them?

Yes ☐ No ☐

Question no.5: Does your teacher show you how words are phonetically transcribed?

Yes ☐ No ☐

If yes, how often?

Most Often ☐ Sometimes ☐ Rarely ☐

Question no.6: Does your teacher ask you to repeat some words by imitating his pronunciation?

Yes ☐ No ☐

If yes, how often?

Most Often ☐ Sometimes ☐ Rarely ☐

Question no.7: How do you fell when the teacher tells you to repeat the pronunciation of a word?

I feel happy ☐

I feel shameful ☐

Other (s) specify.....

Because.....

Question no.8: When you are alone, does it happen to you to imitate the teacher's or someone else's pronunciation?

Yes ☐ No ☐

If yes, how often?

Most Often ☐ Sometimes ☐ Rarely ☐

Question no.9: Are there some English words whose meaning you know that you do not know how to pronounce?

Yes ☐ No ☐

Question no.10: Are there phonetic transcriptions that you know how to interpret?

Many ☐

Some ☐

Very Few ☐

Not Any ☐

Question no.11: When you use an English dictionary which has phonetic transcriptions, do you look at the phonetic transcriptions?

Yes ☐ No ☐

If yes, how often?

Most Often ☐ Sometimes ☐ Rarely ☐

Question no.12: Do you wish you would improve your English pronunciation when you hear someone who has a very good pronunciation?

Yes ☐ No ☐

Because.....

Question no.13: Have you ever asked someone to tell you how to pronounce a given word?

Yes ☐ No ☐

Because.....

Question no.14: Do you think a course on how words are pronounced is essential in Burundi secondary schools?

Yes ☐ No ☐

Because.....

VII. 3. The Letter for Teachers

University Of Burundi

Institute for Applied Pedagogy

Dear Sir/Madam,

I am a student from the University of Burundi, Institute for Applied Pedagogy (I.P.A) in English Department. For the moment I am carrying out a study entitled ***"THE NECESSITY OF TEACHING PHONETICS AND PHONOLOGY IN BURUNDI SECONDARY SCHOOLS: CASE STUDY OF SOME SELECTED SECONDARY SCHOOLS IN MURAMVYA COMMUNE."***

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Thank you very much for accepting to contribute to the completion of this work.

Yours sincerely

Jean NGENDAKURIYO

ENGLISH DEPARTMENT

VII. 4. The Teachers' Questionnaire

Instructions

Please kindly read this questionnaire before answering it, and then do the following:

- Fill in the space with correct information,
- Where alternatives are given, indicate your choice with a stick (v) in boxes given,
- Make a comment when it is requested.

Please answer the questions truthfully and freely. The answers that you give will not be used against anyone. It is not necessary to write down your name anywhere on this questionnaire.

Question no.1: Do your learners like English?

Yes ☐ No ☐

Because.....

Question no.2: Do you teach Phonetics and Phonology in your English lessons?

Yes ☐ No ☐

Because.....

Question no.3: Do you train your learners how to pronounce words which have sounds not found in their mother tongue?

Yes ☐ No ☐

Because.....

Question no.4: How do your learners behave when it happens to you to ask them to repeat a given word the way you pronounce it?

They repeat happily ☐

They are accustomed to that ☐

They succeed at the second, third.... trial ☐

They do not succeed ☐

Other suggestion (s).....

Question no.6: Do you think that it is important to teach Burundi secondary school learners the course of Phonetics and Phonology?

Yes ☐ No ☐

Because.....

Question no.7: Do you think that it is necessary for learners to know the phonetic transcriptions?

Yes ☐ No ☐

Because.....

Question no.8: What can you say as far as Phonetics and Phonology is concerned in English language teaching?