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Assessment of the techniques used to teach english in some private nursery schools : Case of King's School in Bujumbura municipality

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UNIVERSITY OF BURUNDI

INSTITUTE FOR APPLIED PEDAGOGY

ENGLISH-KIRUNDI DEPARTMENT

ASSESSMENT OF THE TECHNIQUES USED TO TEACH ENGLISH IN SOME PRIVATE NURSERY SCHOOLS: Case of King's School in Bujumbura municipality

By

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A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the Degree " **Licenciée en Pédagogie Appliquée, Agrégée de l'Enseignement Secondaire en Anglais"**

Bujumbura, September 2013

DEDICATION

To the Almighty ;

To my late father ;

To my mother, brother, and sisters;

To my children Alyssa, Gabriella ,Tony Hebert and Mukunzi;

I dedicate this work.

ACKNOWLEDGEMENTS

The completion of this work owes much to the contribution of so many people that any attempt to list them would be doomed to failure. However, some outstanding figures deserve a particular attention.

First of all, I wish to express my deepest gratitude to Mr. Gaspard Muhitira, Lecturer at the University of Burundi, who kindly accepted to supervise this work willingly and tirelessly from the first draft upon to its present state.

I am especially indebted to Institute of Applied Pedagogy (I.P.A.) lecturers for the moral and intellectual education they provided me throughout my studies.

Next, I express great thanks to the principal and teachers of King's School who kindly accepted to answer my questionnaires.

I also express a great thanks to the Maguru's family for this support.

My deepest gratitude goes to my dear husband Athanase, who has contributed to this study beyond measure. He tolerated my absence from home for long hours and carried out most of the family duties, single-handed but successfully.

Lastly, to all the people who contribute in any form or by means to the elaboration of this work, to my former classmates, I say thank you.

Estella Ndayikengurukiye.

LIST OF ABREVIATIONS AND ACRONYMS

BEPEP : Bureau d'Etude des Programmes de l'Enseignement Primaire

BEPES : Bureau d'Etudes des Programmes de l'Enseignement Secondaires

E.C.E : Early Childhood Education

E.L.T : English Language Teaching

I.A.P : Institute for Applied Pedagogy

ABSTRACT

This study aims to find out the techniques used to teach English in nursery schools. One nursery school from Bujumbura city is selected for this study. i.e. King's school. This study is intended to find out whether nursery school teachers are equipped with appropriate methods to teach English to young children.

This study also aims to find out the factors that makes the teaching English to young children successful. The researcher will analyze the attitudes of nursery teachers towards the type of training they receive in teaching English to young children.

For this study, three teachers and Headmaster were selected. Data will be collected through questionnaires, oral interviews, and classroom observation. They were then qualitatively and quantitatively analyzed using chart of frequency and percentages in order to draw up the best techniques to be used and the factors that impact the teaching of English to young learners in private nursery schools in Burundi.

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CHAPTER I: GENERAL INTRODUCTION

I.0. Introduction

Today, English is taught in so many places in Burundi for so many purposes no one would deny its extension. Indeed, English is taught not only in secondary school, where it used to be majority confined, but also in Burundi and recently, from 2007 in almost all the public and private schools. Some private schools, such as King's school, in Kinindo Quarter in Bujumbura municipality, even use English as their means of teaching the different subjects taught at the nursery level, in primary school.

On one hand, Burundi has entered the family of East African Community (EAC) and English is the language of communication of those countries. So, there is a strong need for Burundian children to be well trained to speak English.

On the other hand, in Burundi, most of children are coming from homes where English is not spoken, so the first need is the knowledge of the English language. And the danger of this, the teacher obliged to allow the children to use the mother tongue in the classroom.

The linguistic environment of Burundi does not favor the learning of English. In fact, learners learn English only when they are in classroom once they get out of the class, they do not have enough opportunities to practice learnt language they do not speak it on the bus home with the driver or other classmates. They do not use it at home with their parents, they do not watch TV in English, in brief and their contact with English will have to wait until the next class meeting. Therefore, teachers and materials are the only sources of language acquisition at the learners' disposal. That is why the present study paid

much attention on teachers themselves and the methods of teaching English at the nursery level.

After exploring these problems, the study suggests ways of improving the teaching of English at this level, that is, the nursery school. To assess the teaching at the nursery level as well as at the other levels, one must consider the teaching methods, the teachers' qualification, the appropriacy of the teaching material and the learner's characteristics and strategies.

I.1. Background to the study

It is often believed that child's mind was smaller than the adult's mind and that one could use the same methods of teaching young children as those used for adults. Indeed, writers such as Frederick Froebel considered young children as a miniature adult. Philosophers began to study the nature of young children and the best method for their learning. These early philosophers discovered that the child's mind is quite different from the adult's. Therefore, methods for young children differ from those of adult's.

For example, Fredrick Froebel (1782-1852: 67) believes that:

> *"educating young children is similar to cultivate plants". He coined the term "kindergarten" which means a garden of plants.*

From this view, Frobel advocated that teaching young children is like watering them with rich experience as they naturally grow up for their own. He sets up a kindergarten school for young children where he experienced his ideas on the methods of teaching them.

Another founder of Early Childhood Education is Jean Jacques ROUSSEAU, who wrote a famous book about children's education such as "*LA NOUVELLE ELOINE AND EMILE*" (1898:84). Through his book, he expressed: "*Nature wants children before they are men*". From this view, Jean Jacques ROUSSEAU is of the view that children should be treated as children.

Maria Montessori (1973:57), a doctor and one of the founders of Early Childhood Education viewed that children were not supposed to do activities which were modeled on adult's activities. According to Montessori, we are wrong when we consider young children from their physical point of view as little men. The young children have characteristics and proportions that are entirely special to their age.

John Locke (1924:78), another founder of Early Childhood Education has famous view of "Tabula Rasa" which is still held even up today. This is an idea that a child is born with a blank slate of mind. Then the environment he lives in becomes the source of ideas which begins to be registered as the child grows up.

From the view of John Locke, it means that the environment should have rich learning experiences which will help the child to learn effectively.

During the 20th century, An American John Dew wrote a book "The Child and Curriculum" (1902:130). Through his book, he gives many contributions to the current revolution about the young child's learning methods.

He brings out the following ideas:

- That the school should be organized as a miniature society
- That the learning at the nursery level should provide opportunity for the interplay of thinking and doing in the child's classroom experience.

- That the teacher should be a guide and co-worker with children, rather than a task master assigning a fixed set of lessons and recitations.
- That child's education process must be built up-on of the child's interest.
- That the goal of education at the nursery level is the growth of the child in all aspects of its being.

Through these ideas, one can see that modern technical methods to teach young children put more and more pressure on nursery teachers to be sure that meaningful learning experience is available in school.

In this line of ideas, in spite of the new ideas that have been discovered about children's learning in Nursery I Nursery II and Nursery III a method of teaching for many lower nursery teachers.

Today, in most primary schools, especially public schools, the children are being subject to such a system of learning which calls for dulling and memorization. Such methods call for subject-centered curriculum which is suitable for children's developmental stage of learning.

I.2. Statement of the problem

Most of nursery teachers do not know when, where, and how to apply a teaching techniques. In teaching language, the well planned technique is fundamental prerequisite successful teaching and learning. The importance of the study identifies the problems associated with the application of the techniques use to teach English in nursery school. The study is curried out to suggest ways and means of improving facilities enable nursery teachers to use the successful techniques. This study focused on the technique used to teach English to young learners at King's School.

I.3. Purpose of the study

The purpose of this study is to find out whether nursery teachers are equipped with proper methods of teaching English to young children through the discipline of nursery schools.

I.4. Objectives of the study

This study is specially aimed at finding out:

1) The nature of teachers and the techniques used in the teaching of English in the nursery school.
2) The facilities available for teaching the disciplines and how these facilities are utilized.
3) The attitudes of nursery teachers towards the type of training they receive in teaching English to young children.

I.5. Significance of the study

The finding of this study is likely to:

a) Highlight possible strengths in the methodology of teaching English in nursery schools. The tutor of Ministry of Education should improve the training of nursery teachers.
b) Benefit the infant learners as result of improved techniques in methodology acquired by the tutor and the teacher in the English discipline.
c) Benefit the inspector of BEPES official in the Ministry of Education to realize the importance of the work of tutors and teachers in nursery school curriculum.

d) Help the administrator to realize the need for establishing courses of English for nursery schools teachers and to push the discipline of nursery school to the next level.

I.6. Research questions

Having realized that children at King's Nursery School could easily express themselves orally in English the researcher considered how such a success could be achieved within the framework and environment of Burundi. We asked ourselves the following research questions:

1) Did the teachers at King's school receive special teaching training in their career? Or, were they given some specific teaching training?
2) King's school offers a special environment to young learners so that they are motivated /interested in learning English language?
3) Do the teachers of English at King's school use special learning materials to teach the young learners? Which ones?

I.7. Research Hypotheses

1. After analyzing such research questions, we then posited the following at the nursery level.

2. King's School learning environment makes it possible for young children to learn the English easily.

3. King's school is special teaching materials that allow young learners to acquire the language easily.

In sum this chapter aims at showing the reader the general idea about the topic and the reasons why English is focused on in our country generally and in Nursery schools particularly. Hypotheses have also been stated in this chapter.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

II.0. Introduction

Nursery school's curriculum requires teachers who are responsible, who can influence the lives of children during their schooling years. It is a challenging job though rewarding and sometimes frustrating. This suggests that nursery class level requires teachers who are very dynamic, and willing to use all possible ways in order to make children's learning happily and effectively through the use of play way methods of teaching.

The review of related literature is subdivided into six subheadings namely:

1. The subject of nursery school;
2. Pedagogical techniques in teaching young children;
3. What it requires to be a nursery school teacher?
4. Material used to teach English to young children;
5. Techniques used to teach English to young learners;
6. The motivation of young learners to learn the language.

II.1. English as a subject in nursery school at King's School

Since English was introduced in curriculum of nursery school is taught as a general subject. This has probably caused difficulties to nursery teachers who are not well grounded in methodology of teaching English in nursery schools. This means that learners may be receiving the kind of English that is above their level (to mean that it is not appropriate to their level).

According to Yusseu and Santrock (1982), Pestalozzi (1957) the methods of teaching young children using their senses. He experimented and found that the more gateways of learning, the more effective the learning will be.

Pestalozzi agreed with the Chinese saying that:

When, I hear I forget

When I see I remember

When I do I understand

This means that young children learn well through their senses (by hearing, seeing, touching, smelling and tasting).

So, the nursery teachers needs to be thoroughly trained in methodology of teaching young children.

Discussing this issue, KALAZIKULABE (1987:21) explains: teachers are important and instrumental in implementation of school curriculum. This is why the training of teachers is a key to the development of education in Burundi.

According to Montesori (1980:95), the primary role of the teachers of young children is to guide them. According to her, this would be accomplished through these means:

1. To present materials to children in a designated way according to their development stage when they have indicated the readiness for their use of language.
2. To organize the learning environment for the child in order to experiment and discover concept for himself.

By this, the teacher training is a central determinant in the effectiveness of the teaching of the school curriculum.

In this order of ideas, the curriculum in nursery school should hinge the child's learning environment relatively to developmental needs and patterns.

Mwebe (1975:36) reported:

> When children play, they intermingle with things and people. Indeed, play is so crucial in the child's life. It is a very strong characteristic through which young children learn harmoniously.

It is so meaningful that during play, children use play material which should connect them to things in their environment. Since children learn from concrete to abstract, the teacher should equip children with skills of using fun provided by games.

According to Leeke (1986:47), the young children are very difficult to teach. A teacher who is well trained in pedagogical skills of teaching young children and has the knowledge of educational psychology of the child is able to understand the children he teaches. By this, we understand that such knowledge assists the teacher to prepare suitable work for individual children and to use appropriate methods and materials to make children's learning more effective.

II.2. Pedagogical techniques in teaching young children

A pedagogical teaching technique is the teacher's manner and method of teaching. A method of teaching includes lecturing, recitations, experimenting, demonstrations, field trip and using audio-visual aids. Every teacher uses each of these methods within his/her own teaching style.

However, because of the way young children learn, certain methods are more appropriate than others. For example, the teacher of young children should

rarely lecture to young children because this method is not effective in their learning.

In order to have suitable teachers at nursery level, the headmaster of College and Lycée should let their students doing simulations and teaching practice at the nursery level. A tutor of childhood education has to be a model of what he advocates for. He must be able to put the theory into practice himself. The teacher of young children should be able to observe who he/ she uses different learning techniques of teaching children. So, he/she is able to develop his own teaching style.

Children of nursery school are nor at the operational stage of learning; they learn by touching and handling object. This is why the tutor of early childhood education should focus on the play method in his teaching.

II.3. What is required to be a nursery school teacher?

Generally, to teach nursery school is a difficult task and somehow challenging. Therefore, the teacher of nursery School should be some one who possesses personal qualities and professional understanding. A teacher of such a class would be like young children, then he/she should have the same reaction as the young children, only then, would he/she understand them.

Strevens (1977-54) points out that:

> *The training of teachers is intended to produce ideal teachers. Such an ideal teacher would possess technical abilities, personal qualities and professional understanding. The general effectiveness of a language teaching and learning in any given country is heavily*

> *dependent on the nature and quality of training which teachers undergo before entering their profession.*

By this, a teacher of nursery school should strive to create conditions that would enable him/her to realise his/her aims.

As regard the Burundian situation is concerned, the ideal teacher of English in nursery school is one who sees to it that social opportunities for learning the language are created in the school. Thus, the nursery teacher should be very organised, be absolutely sure of what he is going to teach and plan his work. Hence, to do these effectively, one needs qualities of training by language teaching specialists.

Richard and Nunam (1990:106) say that:

> *the traditional responsibility of language teaching specialists in teacher education, particularly where language teachers are not native speakers of the target language involves methodology.*

By this assertion, here in Burundi, teachers of English in nursery school have instruction in the second language, that is, the target language in order to raise their level in second language proficiency. Essential components of their training teaching focus on the effective use of language in the classroom. The use of the language in the classroom should also be an important part of training a teacher of Nursery School.

Tiffen, B. (1969: 74) points out that: "*the failure to learn English means the failure to learn other subjects, to participate in any other affair*".

This situation especially prevails in countries where language of education is English (USA, UK, Australia, Uganda, etc.)

In Burundi; French is the language of education, the channel of learning at the primary, secondly and tertiary level of education. English is taught as foreign language as subject among others at the different levels of education.

In this position, it is not considered as the language of acquiring knowledge and ever be taught in French. But the best way to teach a language as advocated by language specialists is to teach it through the language itself. Thus, the teachers of English at nursery school; whether they completed University or only secondary education, they must have a mastery of English language, first all, and professional quality to deal with children in addition.

II.4. Facilities of teachers for teaching English to young children

Teachers teaching in nursery school especially teachers of English need a variety of materials in order understand how children learn the language. For young children themselves, teachers also need to construct those materials.

For example, here in Burundi, such schools need library facilities so that the teachers may read widely about the psychology of young children. But in our country we lack financial means to by such facilities and we cannot by all material for children's learning.

Children can get the same satisfaction and equal benefits from improvised materials. However, equipment that the child uses in his learning should be things within his environment.

Ajike (1984:24) made a study found out that:

> *A happy child has plenty of materials to play with.*
> *These materials give him the opportunity to interact with his environment.*

In our country, we lack these facilities that make happy the child because in most of nursery schools, they don't have enough materials to contribute the enjoyment and interest of the child's learning.

II.5. Techniques used to teach English to young children

A child learns the language used in his environment and by imitation. Therefore, plays are important in children's linguistic development. It follows that a deaf child cannot learn normal speech since he does not hear and therefore cannot imitate the sounds. Of equal importance to the imitation of others is the imitation of those sounds which the child himself has made.

According to the Handbook for caregivers from UNICEF, it is stated that:

"*a desire to hear himself talk is what contributes to his activities*". By this, we understand that when the child is in the presence of an adult and accidentally makes sounds, parents are likely to pronounce a word which is approximate to the sound made by the child and this is a good training since it stimulates the child to remember a sound he has pronounced.

Normally, a child has considerable understanding of what others are saying before he has used the words. Such understanding occurs at about the end of the first year of nursery school. The infant's use of gestures before he can speak is evidence that he understands adults. A method of studying children's vocabulary development is the direct observation procedure. The investigator records all of the child's utterance in a given situation. At this level, the direct observation procedures can be used, play way method, memorization with sound and games.

II.6. The motivation of young learners to learn the language

Children are said to be more curious than anything else, and this is in itself motivation. At the same time, their span of attention or concentration is less than that of an adult. Children will often seek the teacher's approval. The fact that the teacher notices them and shows appreciation for what they are doing is of vital importance.

Jean Claude Manirakiza (2005:18) in his memoire **Contribution of age and motivation in learning of English as foreign language in Bujumbura city** said that: *children need activities which are exciting and which stimulate their curiosity.*

By this, children need to be involved in something active and they need to be appreciated by the teacher. It is unlikely that they will have any motivation outside such kind of extremely valuable observation since certain action will be to clear to the observation in a way that they cannot be to the teacher.

CHAPTER TREE: METHODOLOGY

III.0. Introduction

In this study, a descriptive research design was used in order to study and describe the teaching methods and materials used to teach English in nursery schools, especially at King's School in Bujumbura.

Both quantitative and qualitative methods were used in collecting data. The quantitative and qualitative method was used to gather information through a questionnaire then, the answers were categorised with frequency of events and percentages for each question. The qualitative method was used to gather views through oral interviews, focus group discussion and class observations.

III.1. Area of the study: King's School in Bujumbura municipality

This study was carried out in one nursery school in Bujumbura, the King's School. The choice of this school is due to the fact that it will give an overview on how preschool education is in Burundi and how teacher King's school can enhance English language. The characteristics of the area of the study were motivated behind the choice of area of study.

King's school is located in Kinindo quarter in the south eastern part of the city at avenue Nzero.

III.2. Selection of subjects

Three Teachers and Headmaster of King's nursery School were selected in order to provide data about the methodology of teaching in nursery schools. They also provided data about facilities available for the teaching of English in

Nursery Schools. The subjects of this study include three categories of population: teachers and headmaster of King's school, head of department of preschool education in ministry of education.

a) Headmaster of King's school

The principal of King's school is selected for the study because he is the instructional leader of the school. So, he is in the best position to know his teacher's performance in teaching and what facilities for teaching English were available at the school.

b) Teachers

Three teachers of King's School are selected, i.e teacher in Nursery I, II, III for their views on the method of teaching English to young children.

III.3. Description of instruments

III.3.1. Structured interview

Structured interview were given to the Headmaster and the teachers in the selected school: King's school. The interview was also administrated to the tutors of Ministry of Education. This interview designed by the researcher in order to get in-depth information on the quality of teaching and the availability of teaching materials for nursery school.

Structured interview was also used in collection data because some respondents were more willing to talk than to write. If a research develops a friendly relation, sensitive information can be easily released. The researcher is able to explain a point in case of misunderstanding since the interview takes face in-situ and face to face.

III.3.2. Questionnaires

Questionnaires used to find out methods and facilities used by the teachers to teach young learners. They were designed by the researcher herself and later distributed physically to the respondents.

Questionnaires were administered to the teachers, the principal of selected nursery school i.e King's school. Questionnaires were designed to collect data and test hypotheses. As indicated above, the written questionnaire was completed by structured interview.

III.3.3. Teacher's questionnaire

Questionnaires were devised in an attempt to answer the research questions, i.e, they were also meant to determine what improvement should be made for a good teaching of English in nursery schools. This instrument was concerned with the teacher's methodology. It also sought information about the quality of teaching materials while teaching English to young learners.

III.4. Research procedures

Research tools were designed and administered by the researcher. The questionnaires were done on a different group from that of the study. Questionnaires were delivered physically to the respondents by the researcher herself.

III.4.1. Direct observation

Direct observation method was used in this study. During the lesson, the research noted the different methods that were used by the teacher in his teaching. The facilities used in the lesson were also noted.

This method as a tool of gathering data was especially useful because the research could observe for herself some information that would not have been revealed by the subjects during the interview/ questionnaire answers.

Classroom observation is also viewed as important because it help to get reliable and direct information. The researcher could not rely solely on information given by her informants. Also with classroom observation during a lesson, the observer may more objectively judge the progression of learners. Thus, researcher was interested in teaching methods, teaching materials and children's attitude towards the English language at King's school.

As Wallace (1991:62) suggested:

"*the spectator sees most of the game*"

By this, we understand that what you have seen yourself is better than what you are told about. Then, this kind of observation is extremely valuable since a certain aspect of actions will be clear to the observer.

The purpose of this observation is to observe techniques used to teacher English to little children. This procedure is required in any research concerning ability. It is of great importance in sense that it helps the research to be present in a class in order to be able to make critical analysis of what is being done when pupils are learning.

In short, a classroom observation carried in King's school in nursery I, nursery II and nursery III helped the researcher to get informations that her informants would not give. For the presents study, the researcher could notice that one English lesson was observed at each level e.i Nursery I, II, III.

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

IV.0. Introduction

The researcher carried out a study to access the successful learning of English by the factor contributing to King's nursery school used appropriate methods to teach English to young children. The study was conducted in one selected nursery school of Bujumbura city: King's School located in Kinindo quarter.

This chapter analysis data and data analysis lead to the findings. It is structured in following form: data analysis including analysis of questionnaire and oral interview. Findings will followed analysis of this two kinds of instruments. Whether for interview analysis or questionnaire analysis are purposed to answer the research questions and prove the basic assumptions that they were earlier mentioned.

In this chapter is to analyse data collected by using different technique mentioned. Those techniques are questionnaires designed for both nursery teachers and headmaster, oral interview and classroom observation.

Tables have been chosen to be used in order allow a clear reading of the results. A task that follows was interpretation of this data and then how to draw conclusion. Furthermore, this chapter will make it possible for the researcher to check the extent to which her research questions have got answers.

To guide the study, three hypotheses were posited, a questionnaire was designed to collect data according to the set hypotheses, opinions expressed during oral interview with the principal, the teachers and the tutors in the Ministry of Education in the Department of Early Childhood Education were

considered and used in the discussion and in drawing conclusion and recommendations.

IV.1. Analysis of Data for Hypothesis I

Teachers at King's School underwent special training for teaching English at nursery level. The items to test this hypothesis were reflected in questionnaire n°1,2,3,4,5,6,7.

- ❖ Analysis of teachers' questionnaires
  - ➢ Question 1:

Is nursery school is a part of foundation of education of all student?

In asking such a question, the researcher wanted to know if nursery school are necessary or not. All the respondents agreed that at the nursery level, a child progress in using his developing motor skills. They continue that a child who attends nursery school is more successful than another who does not.

TABLE N° 1

Analysis of teachers' responses to question 1

Answers	**Frequency**	**Percentage**
Yes	3	100%
No	0	0%
Total	**3**	**100%**

From the chart above, all teachers agrees that the nursery school is a part of foundation of education of all students. From this again, the researcher understood that it is easy to educate the child when he is early age. As we know, the key of learning are languages, then the child should be confronted to

language in informal way before dealing with them in formal way. The early schooling helps the child to develop language and communication skills.

➢ Question 2

Are you specialised in the theory of teaching English in school?

Asking such a question, the researcher wanted to be informed if nursery teachers at King's school are specialised in the theory of teaching English in nursery level.

TABLE N°2

Analysis of teachers'responses to question2:

Answers	**Frequency**	**Percentage**
Yes	1	33.33%
No	2	66.66%
Total	**3**	**100%**

From the result above we realised that 2 (i.e 66, 66%) of teachers surveyed are not specialised in the theory of teaching English at the nursery level. There is a great difference between the observed and the expected. One could have expected all teachers at this level to be specialised in teaching English to young children, but it is not the case.

➢ Question 3:

Before coming here to teach at King's school you tested in the theory of teaching English at the nursery level.?

By asking such a question, the researcher wanted to be informed if teachers underwent a test (oral/written) concerning the methodology of teaching English at the nursery level.

TABLE N°3

Analysis of teachers' responses to question 3:

Answers	**Frequency**	**Percentage**
Yes	0	0%
No	3	100%
Total	**3**	**100%**

From the result above, the researcher realised that teachers were not tested in methodology theories concerning the teaching of English at nursery level. One of them said that they were assigned a class and gave teaching materials (books, cassettes, posters, pictures, etc) and that it is up to the teacher to adapt to the methods and contents of a given books.

Question 4

Are you interested in teaching young children?

By asking such a question, the researcher wanted to be informed if King's nursery teachers are interested in teaching young children or not. The respondents answered that they are not interested in teaching at this level.

TABLE N°4

Analysis of teachers'responses to question 4:

Answers	Frequency	Percentage
Yes	1	33.33%
No	2	66.67%
Total	**3**	**100%**

From the result above, we read that 1 (i.e 33.33%) is interested. 2 (i.e 66.67%) are the respondents who are not interested in teaching at this level. They told to the researcher that it is a very difficult and challenging job to teach at the nursery level.

Question 5

Did you have any theoretical training in teaching English to young children ?if yes where did you get this training from?

By asking such a question, the researcher wanted to be informed if teachers had the theory of teaching English to young children.

TABLE N°5

Analysis of teachers'responses to question 5

Answers	Frequency	Percentage
Yes	1	33.33%
No	2	66.67%
Total	**3**	**100%**

As we read the chart above, 1 (i.e33.33%) had the opportunity to study methods of teaching English at the nursery school; that one was not Burundian. She came from Kenya. She told the researcher that, in Kenya, the Early Childhood Education is developed like other sectors of education. Two teachers out of three (i.e 66.67%) said that they had never had methodology courses of teaching English at nursery school. As we can see, the majority of teachers (66.67%) at King's nursery school are not prepared to teach English at that level.

Question 6:

Did you teaching demonstrations or simulations related to teaching at nursery school level?

By asking such a question, the researcher wanted to be informed if teachers had such kind of practice in front of their classmates or lower level?

The respondents told the researcher that they had never had simulations or demonstrations in classroom.

TABLE N°6

Analysis of teachers'responses to question 6:

Answers	**Frequency**	**Percentage**
Yes	1	33.33%
No	2	66.67%
Total	**3**	**100%**

From the result above, we read 1 (i.e 33.33%) had classroom teaching demonstrations of the methodology of teaching English at nursery school. The other two teachers (i.e 66.67%) didn't have such kind of teaching simulations.

Question 7:

What are the best methods which help young children to pronounce a word in English?

Asking such a question, the researcher wanted to be informed on the best method teachers at King's nursery school use when they are teaching the pronunciation of the word in English.

TABLE N°7

Analysis of teachers' responses to question 7:

Answers	**Frequency**	**Percentage**
Yes	2	66.67%
No	1	33.33%
Total	**3**	**100%**

On the chart above, we see that two teachers out of three train or coach the young learners in order to improve their good pronunciation of words in English. Another teacher (1or 33.33%) does not coach young learners.

Question 8

When children use educative play material do they discover fact and pronounce a word in English?

Here, the researcher wanted to know if young learners easily found the word in English when they used play materials. The respondents told the researcher that when using play materials (visual aids, drawings) they easily pronounce a word. For example, if the teacher shows a picture of an orange, children immediately recognize and pronounce the word.

TABLE N°8

Analysis of teacher' responses to question 8:

Answers	**Frequency**	**Percentage**
Yes	3	100%
No	0	0%
Total	**3**	**100%**

As we read in the chart above, we understand that young children learn better when using play materials. We have also seen that young children learn well through play. The play fosters learning, growth and development. Games which are essential for children's learning and growth should therefore be children's daily work.

Question 9

Should a class of young children be decorated with nice pictures?

The aim of this question was to know if young learners like to admire teacher's work or not. All responsents told the researcher that children do not like to admire the teacher's work, they like their own work, even if it is a draft.

TABLE N°9

Analysis of teachers 'responses to question 9:

Answers	**Frequency**	**Percentage**
Yes	0	0%
No	3	100%
Total	**3**	**100%**

Having analysed teachers' answers in order to verify Hypothesis I which stated that:

"Teacher at King's nursery school underwent special training for teaching English at the nursery level"

We realise that Hypothesis I is rejected because the result showed that the teachers at King's school are not prepared in methodologies of teaching English at the nursery level. However, children at King's nursery school express themselves in English very well. This is due to certain factors to be discovered later on.

IV.2. Analysis of data for Hypothesis II

Hypothesis II states that *"King's school learning environment makes it possible for young learners to learn English easily"*

The environment of King's school fosters the learning of English in ways that all the staff at King's school communicates only in English. They urge all the students to speak only English when they are at school.

Another element of such success at King's school is that they have more hours of English on their timetable in order to improve their speaking skills. Moreover, all subjects are taught in English language. For example, at nursery level, teachers involved the young learners in the English culture by giving them games, songs in English.

In addition to this, there are so many reasons that show that King's school offers a special environment to young learners to be more motivated in learning English language. An example is a special room provided for the teaching and display of nursery level. In the nursery level, there is a painted wall with charts and pictures.

Therefore, it is crucial to establish a learning environment where young children can interact with their peers and their teachers. They need an environment where they feel secure, play and have success in early learning and psychosocial development, activities with the opportunities to express their feeling to develop skills and to establish and to foster social relationship.

From the analysis of data for Hypothesis II which states that King's school learning environment makes it possible for young learners to learn English easily is verified because the result of the analysis have revealed that the environment of King's nursery school allows the effective learning of English language.

IV.3. Analysis of the data for Hypothesis III

Hypothesis III states that " *King's school is using special teaching materials that allow learners to acquire the English language easily*". To test this Hypothesis, the researcher used the headmaster's answers to the questionnaire.

- Data from the principal's questionnaire.
  - **Question 1**

Are there enough reference books for teaching English at King's nursery school?

By this question, the researcher wanted to know if at King's school there are sufficient books for the nursery level. The respondent told the researcher that they have enough reference books which allow the learning of English effectively.

➢ **Question 2**

Is there a special room provided for the teaching materials at the nursery level?

Asking such question, the researcher wanted to be informed if there is a special room provided for teaching or not. The respondent told the researcher that this kind of room is well equipped in order to improve good learning of English language.

➢ **Question 3**

Do the teachers provide their own materials for making chart and learning materials?

Asking such a question, the researcher wanted to know if teachers at King's provides their own teaching materials or not. The respondent told the researcher that teachers didn't provide their own teaching materials, but the school provided them.

➢ **Question 4**

In the absence of ready-made materials, do the teachers improvise by collecting materials from local environment?

This question aimed at helping the researcher to know if teachers improvise themselves in collecting materials from the local environment. The respondent told the researcher that they improvise in collecting materials when there are not ready-made materials.

For example, they told the researcher that the use. Sheet of papers to make tins, boxes, bottles, airplanes, etc.

➢ **Question 5**

What are the learning facilities available for the teaching of English at King's nursery school level?

By asking such a question, the researcher wanted to be informed about the facilities that are available at King's school, such as:

Over-head projector

Constructed play material

Pictures

Manila

Markers

Teachers'reference books

New-print

TABLE N°10

Analysis of principal's answers to question 5

Facilities available	Exist	Does not exist
Overhead projector		X
Constructed play materials	X	
Manila	X	
Pictures	X	
Markers	X	
Teachers'reference books	X	
News prints		X

As we read the chart above five kinds of materials (or 71.42%) are available. Only 2 (28.58%) are not available at that school. We see that the majority of teaching materials are sufficient and enable effective learning by pupils.

- **Question 6**

What are the teaching materials available at King's Nursery School?

The respondent said that there are so many teaching materials for effective teaching. Indeed, good teaching materials illustrate what the teacher is teaching and help young learners to understand better. The principal also indicated that the language used in those teaching material is realistic to mean that they use real life English in those teaching materials. Moreover, he indicated the content of the teaching materials were very interesting for young children. We also realised that this through classroom observation.

In sum, *Hypothesis III which states that King's school is using special teaching materials that allow the young learners to acquire the language easily* is proven right, because at King's school there are plenty of teaching materials but, all of them cannot be applied for teaching at nursery level. During classroom observation, the researcher had the opportunity to check what kind of teaching materials were used and verify if they are varied and sufficient. The realised that the teachers try to bring varied materials, for example, objects, fruits to facilitate the learners' understanding of vocabulary items.

IV.4. Analysis of data from classroom observations

During classroom observation, the researcher realised that the teacher of young children is an instrument to ensure that learning takes place. In addition to this general function, the teacher has specific roles to play at the different stages of the language learning process. It is only by acknowledging these roles that we

can begin to see why we must vary and adjust our techniques to suit the various stages of the language learning process.

At the presentation stage, the teacher is considered as an informant. As he knows the language, he selects the new materials to be learnt and presents it in such a way that it is as memorable as possible?

Then comes the practice stage where we have a teacher as a conductor. Now, it is the turn of the learners to do the most talking while the teacher's main function is to provide them with the maximum amount of activities for practice.

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

In direct observation, we have also watched English language lessons in the nursery school.

1. Listening: Listening to peers or in group develop increasing a long attention span in the classroom.
2. Speaking: A few still be developing speech sound using them correctly in some words and not in other using direct sentences. The vocabulary range from 2,000 to 3,500 words?
3. Reading: In the lesson of reading, children interpret pictures, expore books; they can also identify some sings such as "stop", displayed words on television. Then, the learners can read children's book.
4. Writing: In the lesson of writing, young children like to watch adult write. Experiment with crayola and paints.
5. At King's Nursery school, the researcher noticed that children by nature love collecting objects. Their teacher has the skill of using appropriate objects in order to teach them according to their interest.

Children learn from the easiest to the most difficult. The objects from the environment like tins, boxes, stones, leaves, flowers are often used in the teaching and thus can affect their learning.

During classroom observation, the researcher paid much attention to the teaching methodology, teaching environment, the teacher and pupils' interaction and the setting.

a) Teaching methodology: Method used at King's nursery school

The teaching methods have been our concern in this research because it is through methodology that we can notice the causes of success or failure in the language teaching.

Indeed, if the teaching method is good, we can assure that the students' performance will also be good. Through our class observation, it is uneasy to determine the method used for each skill since their mixture of four skills during the teaching. One could say that the teacher resorted to what is called the integrated approach, which actually attempts to mingle the four skills in one lesson.

During classroom observation, the researcher realised that she also discovered that to motivate the children to participate, the teacher can use many ways: for example, the teacher can create the classroom intergroup, just somehow to invite his learners to study well and to pay much attention to what they are doing. When a pupil misspells a word, the teacher asks another to say if the pupil is right or not. If he is not, he is sent to the back of the classroom. This could be a negative reinforcement but a positive one too, to push in sense that pupils pay more attention so that they may not be sent to the back of the classroom.

Another way to encourage pupils to participate in the lesson is through competition. This will help the teacher to see if the child attempts to beat out his fellows. For example, in the lesson of speaking, the class is divided into group, the lessons of asking and answering questions between the teacher and the group, the group who wins receives a reward. This will help the other group to try their best in order to get something too. The teacher here acts as parent and pupils are children competing for the teacher's favor.

In this case, the nursery teacher has to be the organizing stimulus for a behavior that integrated children in their language activities.

b) Teaching environment

During classroom observation, the researcher watched the teacher of the young learners create a favorable environment which encourage communication. The teacher provides pupils with the opportunity to communicate. The researcher thus realised that children were motivated to acquire the language through the activities proposed by the teacher. Considering that most items were appropriate for the level of the learners. We can assume that the curriculum contains something that the learners want to acquire.

Concerning the teaching environment, the researcher suggested that it would be possible to create an environment that supports children's development of English as second language by following principles used in studying first language (L1).

c) The teacher and pupils interaction

During the research, the research found that young children experienced strong emotional reactions. Young learners were unable to face uncertainty and adversity and few had less internal coping resources than adults. Young children want a safe environment where they can interact with others, feel secure, play,

and have success at early learning. They always want to express their feelings towards their teacher.

d) Setting

In addition to the observation made above, we paid much attention to the setting with a critical eye. Rooms are large enough to contain the number of learners. We also found pictures handing on the hall and a small blackboard containing English alphabet. King's School is located in a safe place far from the noise of people and machines. So there is not much disturbance from outside.

IV.5. Data from the teachers' questionnaire

The questionnaire administrated to the nursery teachers of King's School was to find out whether they are appropriately adapted to teach English to little children. In addition to this, the researcher wanted to know if the teachers before coming to teach at King's Nursery School ever underwent to a special training in English at the nursery level. They answered that they had never been trained for teaching English at that level. Only one out of three teachers surveyed told the research that she had been trained in the methodologies of teaching English at the nursery level.

In any case, what teachers need first is the language; the basic linguistic competence will be essential. However, this will pose a problem as far as Burundi is concerned since English is a foreign language rather than a second language. It may therefore be necessary to train foreign language teachers especially at the nursery level which requires special teaching skills.

The findings also revealed that nursery teachers at King's school were not interested in teaching young children. In fact, they said that to teach young children is a very difficult and somehow challenging job.

IV.6. Other findings from the study

Note that under chapter of data analysis, this section of findings is concerned with the answers of questions of the structured interviews proving proofs to basic hypothesis of the study. The work at hand being: ASSESSMENT OF TECHNIQUES USED TO TEACH ENGLISH IN SOME PRIVATE SURSERY SCHOOL: Case of the King's School in Bujumbura Municipality;

During the structured interview with the respondent of department of preschool in Ministry of Education states that:

> *L'enseignement préscolaire est négligé. Le gouvernement ne peut pas avoir la mauvaise conception des écoles maternelles. Si c'était cela, les gens de grande personnalité ne devrait pas être les premiers à envoyer leurs enfants à l'école maternelle. Je pense plutôt qu'ils sont égocentriques, ils savent les valeurs de l'enseignement préscolaire mais ils ne veulent promouvoir cette institution pour que tous les enfants y compris ceux des pauvres aient la possibilité de fréquenter cette institution préparatoire des études.*
>
> Translated as
>
> *Nursery schools in Burundi are neglected. It is only the initiative of private institutions. The government may not have the misconception of nursery schools.*

> *They could be the first to create nursery schools and send their children to that institution. Instead, I think that they are selfish, they know that what an infant can gain from a nursery institution and which hints for learning but they do not want to promote them so that any child including that of a poor people has the opportunity to attend this preparatory learning institution.*

This is a justification why a large number of nursery Schools in Burundi are in the hands of private institutions.

Another respondent of the department of Early Childhood Education in Ministry of Education states that: "*la structure de l'éducation préscolaire était organisée en dehors du secteur formel*".

Translated as:

"*Preschool education is organised outside from the formal of education*"

He continues by saying that teaching at the nursery level is accepted for different reasons:

a. Social reasons

A nursery school adjusts to classroom routines. The children acquire social skills. They are better behaved and learnt, they have family background. The majority of the teachers feel the ability of children to adjust quickly to classroom activity. Routine is the most significant distinguishing factor of nursery school when they young learners enter primary school.

b. Intellectual reasons

Logically, nursery schools are preferred because they are prepared children to speak other languages better than their mother tongue such as English, French, and Kiswahili. Any teacher feels that the preparation is the best indicator of nursery school background.

In addition to this, the researcher has seen that the most important function of nursery school is an agent of socialization. This institution prepares the child for smooth social and psychological transition to primary school. It would then appear that the best performance of English ability in primary school follows from good nursery school education. This will favour the English learning.

CHAPTER V: CONCLUSION AND RECOMMENDATIONS

V.1. Conclusion

This study is intended to establish whether teachers of nursery school in Burundi are adequately prepared in the methodology of teaching English to young children.

In conducting, this study, the researcher was interested on how young children at King's Nursery School express themselves very well in English. The considering the facility in expressing orally in English. The researcher was very pleased to analyses the method of teaching English and facility available at King's Nursery School.

Three hypotheses were tested in this study. This chapter interprets and discusses the results hypothesis.

Hypothesis I: The teachers at King's School underwent special training for teaching English at nursery level.

This hypothesis was rejected following the data analysis. The results show that teachers of young children are not adequately prepared in methodology of teaching English in nursery classes. 66.67% of respondents indicated that only 33.33% of the respondent showed that she has been trained in methodologies of teaching at that level. Out of three teachers interviewed only one is specialized in the methodology of teaching English at nursery level.

Through the interview with teachers, the researcher found out that teachers have low moral because of poor remuneration. So, they are reluctant to do such things as making teaching materials for their pupils.

Hypothesis II which states that: *King's school learning environment makes it possible for young learners to learn the language easily.*

This hypothesis was proven right. According to the results, environment at King's School, encourages the learning of English language. The principal indicated that printed charts and pictures are available in their school but they do not have overhead projectors or slides in the departments of nursery school.

In addition, the staff communicates only in English and English is allotted more hours on the timetable. The facilities in the teaching of English in nursery school are adequate to enable the nursery teacher to learn how to teach English to young children.

Apart from the reason given, these facilities are expensive for nursery schools. It is impossible for the teacher to prepare enough learning facilities for children in the class because children will not have full participation in the use of these facilities.

Another element which shows that the environment at King School's allows the effective learning, there is plenty of space for free movement in the classroom. All these views are from Montessori's ideas which out a lot of emphasis on child's learning environment. She explains that her method of work is reflected in child's learning environment.

Hypothesis III states that: *May King's school is using special teaching materials that allow the young children*

Under this hypothesis, the principal explained that there are plenty of teaching material which allow effective teaching by instructors and about effective learning by the young learners. One reason of the learner's good performance given by the teachers reflecting about play way methods of learning was put on them by the head teacher to see that children excel on

academic subject at an early age. This indicates that the head teacher lack guidance from the inspectors' section of the Ministry of Education. In Burundi, we have few specialists in Early Childhood Education because it is not offered at high level of learning like Masters or Ph.D levels. This is why it is difficult for the principal to nursery school to measure the required standards.

- Nursery school teachers are not adequately exposed to relevant methodology to enable them to teach English in lower nursery classes effectively.
- The learning environment at King's nursery school is viable for acquiring the English language easily.
- Teaching materials which allow the effective learning are available at King's School.

It may follow that the standards of education in nursery classes may have declined especially because of the way nursery teachers are prepared at Lycée level. Tutors are not demonstrating the correct in teaching English to young children. This will be the object of another researcher in the future.

This is due mostly to the lack of necessary facilities to do this. Morever, tutors in Ministry of education lack moral of creating Nursery Schools. This is due to the low payment for their work. Likewise, nursery teachers resort to rote methods of teaching and coaching children because they lack knowledge of the right methodology.

In general, the techniques used by teachers of English at the nursery level include the following:

1. Indoctrination
2. Coaching methods
3. Rote learning method.

For better results the teacher should resort to the recent and more efficient techniques such as:

- Play way methods
- Speaking (oral expression)
- Display way method
- Demonstration
- Field trip
- Recitation
- Using audio-visual aids
- Lecturer methods
- Using constructed materials.

The above methods are the best ones which must used to teach the English language at the nursery level because they help young learners to acquire language easily.

V.2. Recommendations

In the view of the findings of the study some recommendations have been suggested by the researcher.

V.2.1. Recommendations to the teachers at King's School

The teachers of English at King's School should adopt the teaching approaches appropriate to young learners of the nursery level. They should not rely only on material described in the syllabus; they should then be in continuous search for suitable ones to go further in their teaching. Teachers should create opportunities to interact with young children. In doing so, the young children will be motivated and will seek to improve their speaking ability. If they say something wrong, their teacher should correct them.

Nursery teachers at King's School should be specialized in the discipline of Early Childhood Education in order to get well grounded information in the methodology of teaching English to young learners. In addition to this, teacher should adapt a positive attitude towards their training since they will be able to handle elementary methods of teaching English to young learners.

V.2.2. Recommendations to the principal at King's School

The principal of King's School should constantly and regularly assess and evaluate the work done by the teachers to ensure that proper teaching methods are applied.

V.2.3. Recommendations to the program designer

Program designer should elaborate a detailed and a clear teacher's guide. They should take into account the children's needs the language teaching, purposes, the socio-cultural background, etc.

In order to come up with a suitable program for to the young learners, the level of learners must be considered while elaborating the program. They should provide all teachers with enough materials which include teacher's guide, learner's books, images for illustration, audio-visual and other relevant instruction materials.

V.2.4. Recommendations to be school inspector of Early Childhood Education

The tutors of Early Childhood Education (the pre-school) should inspect the King's School assess the relevance of what is taught and the quality of material used. Finally it is worth recommending that this study should provide the basis for further researcher about the factor that affect the teaching of English in other private nursery schools. Only if these series of recommendations are performed, then the teaching-learning of English will be improved and continue to be developed at King's School in particular and at the nursery schools in general.

Nursery teachers at King's School should be specialized in the discipline of Early Childhood Education in order to get well grounded information in the methodology of teaching English to young learners. In addition to this, teacher should adapt a positive attitude towards their training since they will be able to handle elementary methods of teaching English to young learners.

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APPENDICES

Estella Ndayikengurukiye

University of Burundi

Institute for Applied Pedagogy

English-Kirundi Department

Dear Sir, Madam,

I am research Student at the University of Burundi and at the moment I am undertaking a research on teaching.

Enclosed with this a questionnaire designed for teachers at King's School. My purpose is to gather data that would help me to carry out successfully my work entitled: ASSESSMENT OF THE TECHNIQUES USED TO THEACH ENGLISH IN SOME PRIVATE NURSERY SCHOOLS: Case of King's School in Bujumbura Municipality.

The answers that I expect from you are to be vital to the realization of my work and I would then be grateful for your answers to be as sincere and clear as possible. In addition, I promise that your answers will be treated solely for completion of my research and I beg you not to mention your name.

I look forward to your sincere collaboration.

Yours faithfully,

Estella Ndayikengurukiye

QUESTIONNAIRE TO THE TEACHERS AT KING'S NURSERY SCHOOL ON THE TEACHING METODS.

Put at tick on the corresponding response.

1. Is Nursery school a part of education of all student?

Yes ☐ No ☐

2. Are you specialized in the theory of teaching English at nursery school?

Yes ☐ No ☐

3. Before coming here to teach at King's school were you tasted in the Theory of teaching English in nursery school?

Yes ☐ No ☐

4. Are you interested in teaching little children

Yes ☐ No ☐

5. Did you have any theoretical training in the teaching English to little Children?

Yes ☐ No ☐

6. Did you do the teaching demonstration or simulation related to the teaching at nursery school?

Yes ☐ No ☐

7. The best method of helping little children to pronounce a word in English is to coach them?

Yes ☐ No ☐

8. When children use educative play materials do they discover the fact and pronounce a word in English?

   Yes ☐ No ☐

9. Should a class of little children be decorated with nice pictures?

   Yes ☐ No ☐

QUESTIONNAIRE TO THE PRINCIPAL AT KING'S SCHOOL

Put a tick to the corresponding response.

1. Are there enough reference books for teaching English at King's School nursery school?

Yes ☐ No ☐

2. Is there a special room provided for the teaching and display at nursery level?

Yes ☐ No ☐

3. Do the teachers provide their own materials for making chart and teaching materials?

Yes ☐ No ☐

4. In the absence of ready- made materials, do the teachers improvise by collecting material from local environment?

Yes ☐ No ☐

5. What are the learning facilities available for the teaching of the English at the King's nursery School level?

a) Over head projector

b) Constructed play materials

c) Manila

d) Pictures

e) Markers

f) Teacher's reference books

g)News [prints

6. What are the teaching materials available at King's nursery school?

STRUCTURED INTERVIEW WITH THE PRINCIPAL ON METHODS USED IN AT KING'S NURSERY SCHOOL.

1. Indoctrination, rote learning and coaching children have been characterized by many nursery classes in school. Is it a sign of poor preparation of teachers at the Lycée level?
2. Are the teachers in your nursery school specialized in teaching English at nursery level?
3. What teaching experience do your teachers have?
4. What is their performance in the subject of teaching English at the nursery level?
5. How do you select teachers for your nursery classes?

STRUCTURED INTERVIEW WITH THE TUTORS OF THE MINISTRY OF EDUCATION IN THE DEPARTMENT OF EARLY CHILDHOOD EDUCATION.

1. Does the college provide learning facilities for early childhood Education?
2. The Early Childhood Education tutors make suggestion for purchase of ECE equipment for the college or Lycée
3. Is there any need for learning facilities in you the Department?
4. Does the administration buy any teaching/ learning materials for use in the subject of teaching English in nursery level?
5. Do you get opportunity to use the demonstration classes of Nursery I and Nursery II, Nursery III for demonstration lessons in ECE?