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Adapting today's english, classe de première to the speang needs of the learners in Burundi secondary schools

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UNIVERSITY OF BURUNDI

INSTITUTE FOR APPLIED PEDAGOGY
ENGLISH DEPARTMENT



ADAPTING *TODAY'S ENGLISH, Classe de Première* TO THE SPEAKING NEEDS OF THE LEARNERS IN BURUNDI SECONDARY SCHOOLS

by

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Mrs. Consolata Nahimana

A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the Degree « **Licencié en Pédagogie Appliquée, Agrégé d'Enseignement Secondaire en Anglais** »

Bujumbura, May 2007

DEDICATION

To the Lord

To my Parents,
Serges Karenzo and Anastasie Butoyi,

To my beloved Sisters,
Béatrice Nahimana and Lucie Nahimana,

To the Education developers,

I dedicate

This Memoir.

ACKNOWLEDGEMENTS.

This work is the result of combined efforts of many people to whom my heartfelt thanks must be addressed.

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To my classmates, I am very grateful for their joyful accompaniment and daily encouragement all along my studies at University of Burundi.

Didace Hatungimana.

List of Acronyms and Abbreviations

BEPES: Bureau d'Etude des Programmes de l'Enseignement Secondaire.
DEK : Department of English and Kirundi.
DELL : Department of English Language and Literature
EFL: : English as a Foreign Language.
e.g. : "exampli gratia" (latin); for "example given".
ELL : English Language Learning.
ELT : English Language Teaching.
ESL : English as a Second Language.
Et al. : and others.
etc. : et caetera
IAP : Institute for Applied Pedagogy
IPA : Institut de Pédagogie Appliquée.
i.e. : (Latin) id est : that is
L_1 : First Language.
L_2 : Second Language.
Ltd : Limited.
Ly : Lycée
MUK : Makerere University in Kampala.
OUP : Oxford University Press.
P. : page
SS : Students.
Ts : Teachers.
UB : University of Burundi.

Symbols.
& : and
$\simeq$: almost

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CHAPTER I: INTRODUCTION

1. Background to the Study

Human language has been considered by linguists as one of the essential characteristics distinguishing human beings from animals. It is an instrument by which a number of functions are performed within a human society so that different social relationships can be established. Any human society is anthropologically founded on language. In this respect, the more languages we count, the more language communities we have. Thus, there is no single human society that can exist without language to ensure communication among its members as well as with its neighboring societies. Language is a vehicle of human communication of ideas, emotions and experience... Above all, language is a tool of communication by which any man defines himself, as E. Helmut (1980: VIII) points it out:

> *Language is vital to human life. It permeates every aspect of existence and becomes one of the defining characteristics of man himself. (...) The language we speak has a rich capacity for individuality. Not only do we use it as a tool to get things done, we also use it to create an identity unique to each of us.*

Beside the above, J.P. Sindayigaya (2000:1) quoting P. Phenix (1964:64) accounts for human language as follows:

> *It is a means of establishing human relationships. Through language, communities are created and sustained. Perhaps the deepest of all human needs is to belong to a community and be accepted by others. Such relationships are also the very ground of a person's own selfhood.*

From what precedes, language is not only a human communication tool but also a generator of human communities and their organizor, which is learnt by any social member. In this respect, human communities cooperate thanks to language, which might be taught and learnt purposefully. The nature of language teaching/learning is dictated by a number of factors among which, purposes have no reason to be left out of discussion.

Since there is no human being without a capacity to communicate with others, the primary purpose of teaching and learning a language is, without any doubt, communication with speakers of the language being taught. This

communication can be held either orally or in writing. Therefore, using language as a tool of communication involves the use of language skills known as listening and speaking used in oral communication, and reading and writing used in written communication. It is obvious that none of these language skills is more important than others.

However, the world communication is dominated by the spoken language. Moreover, the held view that language skills are equally important is doubted by some linguists. J. Lyons (1987:11) has the following to say about speech and world communication in written language:

> *The historical priority of speech over writing admits little doubt. There is no human society known to exist or to have existed at any time in the past without the capacity of speech. Although languages, as we know them today in most parts of the world, may be either written or spoken, the vast majority of societies have, until recently, been either totally or very largely illiterate.*

The argument by John Lyons (1987), in his *Language and Linguistics*, implies that spoken language is basic in world communication, which we finally share. As far as Burundi is concerned, its geographical environment makes it imperative to use the English language to partake in the world communication.The neighboring countries such as TANZANIA, UGANDA, KENYA and ZAMBIA use English as their official or as one of their second languages. What is more is that Burundi is a member of the International Organizations (examples: U.N.O, A.U, U.N.D.P, UNESCO, SADEC, etc) and it is imperative for Burundian people to know English. Furthermore,the English language is so widely used in crucial domains of life that it works as a language of science, technology, trade, travelling, broadcast, to name but a few.

From the above, the English language should be promoted at any level of secondary schools in Burundi to achieve the general aims foreseen.

However, designing appropriate teaching/learning materials for a particular purpose of communication can be a problem especially in case of a foreign language. It depends on the national policy and the aims of language teaching at a given level of education, and the sociolinguistic realities that prevail in the country at the moment. Still, teaching/learning materials might focus on students' needs. They should focus on the language use. And since language use involves communicating, language learning materials should

enable students to communicate. This implies that language teaching/learning might promote the four fundamental language skills as defined by the National Institution in charge of the programmes in Burundi secondary schools, BEPES (1992:103):

> *« Le programme de l'enseignement d'Anglais a été conçu pour promouvoir les 4 aptitudes linguistiques, à savoir: Ecouter, Parler, Lire, et Ecrire. »*
> (The Secondary School English Teaching Curriculum has been designed to promote the four linguistic skills namely **Listening, Speaking, Reading and Writing**).

In this respect, language, as J.P. Sindayigaya (2003) clears it out, should be taught integratively.

Nevertheless, some teachers and the textbooks focus on reading and writing skills forgetting the language priority that is speech which was, since ages, and is still widely used in world communication as pointed out by J.Lyons (1987:11). And to shorten his view that we finally share, "Spoken language is structurally, functionally and biologically basic over written language".Any methodology or course book that tackles only some of the language skills in terms of language teaching/learning fails to achieve the national language teaching/learning aim in general, and the student's language learning purpose in particular. Such a teaching methodology and course book are inappropriate to cope with the language use for they are not communicative.

Being concerned with the English teaching /learning in senior level in Burundi secondary schools in general, and in First Form Arts Section in particular, the question is to know whether or not it does achieve the purposes of the English teaching on the other hand. It is here to know if the teaching/learning materials are appropriate to achieve the purpose above, mainly to enable students of the First Form Arts Section to orally use the English language orally out of classroom contexts.

Very little interest is directed to the language teaching/learning materials in First Form Arts Section. In the existing literature about this subject of language teaching/learning materials, one single study has been conducted to generally evaluate the language course book designed to the class above: *Today's English, Classe de Première*, Hatier, 1979.
This course book like other language course books accuses a number of weaknesses, qualities and strengths related to language learning. Still, the

evaluative study by E. Baribarira (1993) shares with us the view that the so-called language course book *Today's English, Classe de Première* was produced for international market (African countries) as E. Baribarira (1993:6) citing Dubin and Olshtain (1986:29) accounts for the nature of this book.This implies that it was not designed for specific needs of the target population. Thus, referring to H.G. Widdowson (1983:1), a course book of the above kind does not respect the English for Specific Purposes (ESP). And in the Burundi secondary schools, specific purposes of language teaching/learning are combined into communication. The present study is, however, concerned with speech as students' main learning purpose.

After all, to enable students to be performant in the world communication after having used the course books of English, mainly *Today's English, Classe de Première*, changes are necessary to be made. Authorities and teachers must always take into account many factors, either in revising syllabuses, improving teaching/learning materials, methodology, etc. In the present study we are concerned with, not improving the teaching/learning materials as such, but adapting *Today's Enlish, Classe de Première* to the students' speaking needs for the reasons discussed earlier in a bid to remedy the problem stated in the following section.

2. Statement of the problem.

The need to use English language in Burundi is more and more increasing. There should be an equally growing concern among partners of education in order to improve this language. Programmes and course books might regularly be checked whether or not they are in accordance with the requirements of the country and the students' needs.

As far as human life is concerned, it is expressed through language, which leads life to a certain development. Obviously, he who does not have any of the living languages on fingertips to communicate with others is to encounter difficulties to live in a society. Therefore, it might be a concern with any educational system. Educationalists might wonder how to prepare students to their future life as the educational encyclopedia, the *Encyclopédie Française Tome XV, Education et Instruction* (1959:11) is indignant:

> *« Comment! aux XX^{è} siècles, vos élèves en seraient là, en fait de mathématiques ? Comment, ils ignoreraient les faits essentiels qui sont à la base de la physique moderne ? et de la chimie moderne ?et de la biologie moderne ?*

> *Comment, vous prétendez les lancer dans la vie sans qu'ils sachent à fond deux langues étrangères ? »*
>
> (How! In the 20th centuries, would your students reach the point in fact of mathematics? How would they ignore the essential facts that are basic for modern physics? and the modern chemistry? and the modern biology? How do you pretend to launch them in the life without knowing efficiently two foreign languages?)

From the above, it follows that success in life depends on how much one knows, not necessarily about sciences but about at least one of the foreign languages in use. The same Encyclopedia of Education and Instruction goes on clearing out the way this issue was remedied in French Education in the 60's mainly in secondary schools:

> *« (...) dès qu'il entend ces clameurs (...), l'Enseignement Français oublie du coup, sa théorie de culture désintéressée et de la gymnastique gratuite. Et de tripler, de quadrupler, de quintupler les vieux programmes de physique et de chimie. Et d'exiger la possession pratique d'une ou de deux langues vivantes, en dehors des langues mortes qui subsistent. »*
>
> (Once these claims are heard, the French Teaching breaks off with tripling, quadrupling, quintupling, the old-dated programmes of physics and chemistry. And recommend the practical possession of one or two vivid, apart from dead languages that are still subsisting)

It follows that, as the view above reads, the way out to supply an objective and up-to-date education is to review and teach language programmes, the ones that suit the students' needs of the moment before "swallowing"[1] any amount of other courses. This is obvious given that languages are tools of instruction, that is any course is taught and learnt through languages. And since foreign languages (FL) are basic in modern teaching/learning, as emphasized earlier by the *Encyclopédie Française Tome XV, Education et Instruction* (1959:11), the crucial aim should be for a language to be learnt for communicative purposes.

[1] Swallowing: refers to the learning theory by François Rabelais (1532) in Pantagruel. Chapter VIII.

The same idea is strengthened by T. Doyle & P.Meara (1991:18) advising the language learners:

> *You have to learn consciously how the language works and you have to use it to communicate. The basic aim is usually to talk to other people so the process may be more enjoyable and in some ways more effective, if you can do it with a group, a class or a teacher.*

This point makes us assume that any language learning aims at communication held either in speaking or in writing. This aim is achieved in using an appropriate methodology to match the communicative purposes as put by H.G. Widdowson (1983:30): "If language is to be taught for communication, it has necessarily to be presented as communication".Hence pedagogical materials that are curriculum, syllabuses and course books must be regularly checked if their contents respond to the needs of the population they are intended to.A language course book has to be examined, just to recall the argument by Mc Cornck & James (1983) cited by N., Mastula (2000:17), in terms of relevance between its content and particular needs, and to make changes, adjustments and improvement if need be.

A language course book might enable learners to communicate after all. However, the term communication is broad.It is worth mentioning that communication can be held either orally or in writing. Thus some teachers and textbooks aim at written communication only whereas oral communication is most basic as cleared out in earlier section. Such course books are disappointing for the students who would get performant in world communication, and therefore are unable to achieve the specific purpose of language learning since a great amount of communication is orally held.

For this reason, language teaching/learning materials of English used in the senior level of Burundi secondary schools in general, and *Today's English, Classe de Première* designed for the First Form Arts Section in particular, are questionable. An earlier study by E. Baribarira (1992) in his *Evaluation of Today's English (First Form)*, singled out general weaknesses and strengths of this course book in broad terms of communication. There is no single study carried out to evaluate this course book in terms of speaking needs for learners of English in the last year of the General Humanities.

However, classroom observations during our teaching practice in the same class of First Form show that students are unable to orally communicate in English. Although language teaching/learning process is normally

interactively held, the students of the First Form fail to interact among themselves and with the teacher, the worst being exchanging in English out of classroom context. Surprisingly, even the students from the Department of English at the University of Burundi are not performant in speaking after seven years of English Learning.E. Baribarira (1992) puts that *Today's English (First Form)* fails to guide both the teacher and the students.
As far as we are concerned with the English teaching, we assume that within the course book we are dealing with, there is a shortage of communicative activities. There are authentic texts but built around unrealistic language with boring drills.As a result, this course book offers no ease to both teachers and students during the teaching/learning process. It becomes hard to teach and learn from it.

Moreover; glance at the book in question shows that it was produced by syllabus designers who were not familiar with Burundian population to which *Today's English* was intended.

From the above, it flows that a similar teaching/learning material is disappointing as shared with V. Doyle & P. Meara (1991:18) whose aim of any language learning is for the language use, to communicate and hold a talk with other people.

Given that students of First Form are mature to hold further responsibilities in diverse domains, among which knowing English in general is necessary; and speaking English, in particular, is a requirement; given that these students do not have enough opportunities to practise for improving their speaking skill in English during and outside classes, given that English is a foreign language, thus not spoken out of classroom context in Burundi, there is a strong need to modify the existing English Programme and English Teaching/Learning materials intended to the First Form Arts Section for they no longer achieve what today's people expect from them.
Thus, the present study is to be carried out, not to simply modify *Today's English, Classe de Première* but, to adapt it to the students' speaking needs and motivation as long as they will be using the so-called *Today's English, Classe de Première*. This might be a general goal of the study whose specific purposes are detailed in the following section.

3. Purpose and Significance

> *(...) the quality of a course book is the basis of students' performance.*
> N. Mastula (2000:19)

Any course book is designed for either a general purpose or specific purpose that underlies its content and must meet the learners' needs.
The more the book is appropriate, the more the learners' needs are achieved and the more the learners become performant. Since *Today's English, Classe de Première* is inappropriate to achieve the specific learners' needs, that is to enable learners of First Form Arts Section to orally communicate in English, there might be a gap between the book and its users' expectations as discussed in the earlier sections.

For this reason, the present study aims at not simply improving *Today's English, First Form* but adapting it to the learners' speaking needs. Moreover, it intends to help both teachers and learners of English in First Form to feel at ease when using the book we are concerned with in this work.
Furthermore, this work intends to make this course book offer more guidance to its users during classes. After having adapted the book *Today's English, Classe de Première* to Burundi realities, we also expect the book in question to enable the First Form learners to orally communicate even out of classroom contexts.

The achievement of this study is for the English course book we are concerned with to match its users' needs for being communicative indeed. Hence, we assume that the learners of the last class of General Humanities will be performant in oral communication, will no longer be let down in their lives for they will have both communicative competence, motivation, and communicative tools on their fingertips.

We finally hope the work to push syllabus designers to regularly check if programmes and course books are in accordance with the target population' s needs and revise them accordingly.

4. Scope and Delimitation of the study.

Language teaching/learning involves a number of factors such as teachers, students, resources that include funds, teaching/learning materials, teaching/learning aids, etc. Effective language teaching/ learning depends on each of these elements.

However, a teacher and course book take the lead in improving the teaching/learning process. Some researchers, such as N. Mastula (2000:19), say that successful language teaching/learning depends on the quality of the teacher and the teaching/learning materials at hand. Thus N. Mastula (2000:19) highlights the quality of a course book by saying that: "(...) the quality of course book is the basis of students' performance".

From this idea, teachers and students need to use course books that help them to best achieve their performance in and after using them. Thus, course books need a regular evaluation for them to be preserved, improved or deleted. As far as *Today's English, Classe de Première* is concerned, English instructional materials used in the senior level of Burundi Secondary Schools might be relevant to the respective classes in terms of students' specific needs since earlier studies were more general to evaluate them.
Hence, our study is interested in the instructional materials because, at that level, just to bring in the shared idea with Baribarira (1993:6), the students are supposed to be mature and ready to decide on the orientation of their lives. Any programme and course book intended to this level, First Form Arts Section, have to be up-dated as the language changes and evolves within the time.

From what precedes *Today's English, Classe de Première* is to be specifically evaluated in terms of the speaking skills the students of this class need, in a bid to really justify the title of this instructional material, and then to enable the students to orally use the English language in their everyday life.

In our study, we expect to use both the student's book and the teacher's book *Today's English, Classe de Première*. We are also to use information from any teacher of English having taught such a course in First Form Arts Section for at least one year. Students of First Form Arts Section as well as those from the Department of English at the University of Burundi will be our informants. The first are still using the course book we are interested in and the second have recently used it. Thus both can practically provide faithful data about *Today's English, Classe de Première*.

5. Motivation.

The present topic has been inspired by a real linguistic situation. The speaking skill is undeniably dominant in world communication. Scholars, such as J. Lyons (1987), agree that spoken language is basic over written language.

In addition, studies have shown through the language acquisition process that the speaking skill is so much more primarily important that it could be referred to as both a productive skill, on one hand, and one of appropriate ways to acquire and improve a language, on the other hand. This is obvious for, as H.G. Widdowson (1984) claims, we learn a language in speaking it and we speak a language in learning it.

For the case of English language teaching/learning context, the existing literature shows that very few studies attach an importance to the speaking skill. This might be developed through teaching/learning materials of English so far used in senior level in general and in First Form Arts Section in particular. One research by E. Baribarira (1993) in his *Evaluation of Today's English (First Form, Arts)* points out general weaknesses of this course book. It does not specify whether or not this course book enables students to orally communicate.

What is more is that during our teaching practice, classroom observations suscited indignation and curiosity to know why students of the First Form, a last class of the General Humanities, could not interact with the teacher, neither the full-time teacher of English in that class nor the trainee. The worst of all was exchanging in English among them outside the classroom context. The students spent, even today as long as we are actually concerned with English teaching in the very class, their break time talking in Kirundi or Kiswahili rather than French or English. This might be due to the fact that students are not familiar with practising the foreign language, especially the English language. They might have inherited this habit from the language teaching/learning materials, which do not offer guidance and opportunities to practise language in class, and thus throughout everyday life in speaking language.

Hence, the present study is to help the syllabus designers to review both programme and course books so far used in First Form Arts Section according to the students' speaking needs. It aims at making *Today's English, Classe de Première* more communicative, and develop the speaking skill, which is unfortunately neglected in Burundi secondary schools, although speech is basic in the world communication. Thus, our study is entitled "Adapting *Today's English, Classe de Première* to the Speaking Needs of the Learners in Burundi Secondary Schools."

6. Definition of Key terms.

Not all words have sense out of a context. This implies that some words or terms find an appropriate meaning once in a given context. The more

contexts the more meanings of a term we get. Thus, along this study, some terms may not have the sense one might expect at first sight. It is worth mentioning that the terms listed here after have either the common sense or their own sense fitting the present context within this work. Hence, with reference to *Webster's Ninth New Collegiate Dictionary* (1987),we note the following:

1. Adapting: here means making the book ,*Today's English, Classe de Première,* suitable for teaching and learning spoken language, for enabling students to get accustomed to oral communication in English whenever it is necessary to.

Adapting a course book to particular language needs, here just to recall the title of the present work, involves two operations:

1° modifying the course book content known as syllabus design.

2° using appropriate methodology to implement the so-called course book.

2. Speech: oral communication in expressing oneself.
3. Syllabus: a summary or outline of a course book of study
4. Course book: a book used in the study of a subject as a book containing a systematic presentation of the principles, vocabulary and practice of a subject.
5. Curriculum: the courses offered by an educational institution.
6. Resources: funds, infrastructures, teaching/learning materials, teaching/ learning aids and teachers' motivation as a duty of the Government.

7. Hypotheses.

In a bid to go through a research of anything in a dark area, the researcher needs to enlighten the place. The same is true for our work for which we have to know what causes the problem singled out in earlier sections. We need to diagnose what might cause the teaching/learning of the English language to be ineffective especially in teaching and learning the spoken English.

Therefore, we are hereby to state what would prevent students' speaking skill from developing in using *Today's English, Classe de Première.* Thus, through this section, our path to the research will be enlightened by the hypotheses stated here after:

1. First Form Arts Section students are not given enough opportunities to practise various English speaking skills.
2. Teachers do not use techniques and activities that promote communicative competence in spoken English.

3. The instructional material, *Today's English, Classe de Première*, is not appropriate to develop communicate competence in spoken English.

CHAPTER II: REVIEW OF RELATED LITERATURE.

0. Introduction.

Language has been looked at with much more concern among linguists for its basic function in human society, which is communication. Since there is no single human society that has ever existed or exists without the capacity of speech, as some scholars such as J. Lyons (1987), have been considering it, there might be an evenly growing concern among educationalists to enable people to become competent and performant in speech.
Thus, the present chapter is to review the theoretical framework of the interest in the spoken language applied to language teaching/learning for the communicative purposes in English language. It is to be reviewed through two main axes:

1. Language for communication
2. Language skills and teaching/learning materials.

1. Language for communication.

The present section tackles a twofold point. It aims at clearing out the language in relation to the main goal of teaching/learning i.e. communication.

1.1. Language.

1.1.1° Definition.

Many linguists have been attempting to define Language for ages. According to Sapir (1921:8) for example in his *Language*, language is "a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols".
This definition does not cover all what is meant by language. There are, for example, many systems of voluntarily produced symbols as objected by J. Lyons (1981) and language has what to do with society. Robins (1989:12) on his point sees language in its social aspects as a system of arbitrary vocal symbols by means of which a social group cooperates. N. Chomsky (1957:13) in his *Syntactic structures* considers language as follows: "From now on, I will consider a language to be a set (finite or infinite) of sentences each finite in length and constructed out of finite set of elements".
Chao (1957:1) acknowledges language as a conventional system of habitual vocal behaviour by which members of community communicate with one another.

Todd (1987:1) in his *An Introduction to Linguistics* considers language as a set of signals which we communicate.

From the preceding considerations attempting to define language, different features of language can be identified. It is for instance a set of habit, a tool of communication, a conventional and social institution. In addition, language is featured as, a purely set of structural properties.

Thus, since almost all the language definitions above turn around its apparently social properties it entails that although language is hard to define, it is however a very useful instrument at the service of people to communicate. Therefore we shall be grateful to analyze it as a tool in the following.

1.1.2° Language as a tool.

There is nothing that can be done without language beyond immediate silent demonstration. All what we recall of past actions, all what we mention of intended actions, all what refers to beings not physically present here and now must take place through language. This is why it is pedagogically claimed that, "all teachers are teachers of language". This does not imply that there is no need of language lessons in schools since pupils "practise" language throughout the school timetable. Pupils have to specifically learn language for it is complex in nature and in use. Since language can be used as well as badly, people in general and pupils in particular might learn it profoundly. They might know that language can be used as a well sharpened tool that does the job efficiently or as a blunt instrument that messes the works.

Thus from the start, time must be taken to mould the tool according to the tasks for which it is to be used and also to the size of the one who is to use it, and language level differs accordingly.

A child will need less vocabulary and limited grammatical patterns, while an adult needs elaborate vocabulary with good amount of grammatical patterns. Thus, language being an instrument that can be used to put every thing in order or to challenge people, brief, to fine human life for it is vital to life after all, it is viewed as a tool; the one which is to be sharpened and resharpened and refined throughout years at school in a bid to attain the higher and elaborate language. Parallely, teaching/learning materials will vary accordingly in terms of content. Moreover, as the tasks multiply, so the pupil must learn to adapt his tool–language–to these varied tasks. Hence language is like a pocket knife with different blades each especially suited for a particular

task: cutting, sawing, chiseling, sharpening, etc. In order to have such an elaborate tool, it needs enough time of its own and method as well as good materials. Good materials here are referred to as appropriate language teaching/learning course books. This is the job of language teachers. And after all, the tool must be at the service of other different situations in terms of schooling. This is to mean that there is no such thing as teaching the language for its own sake. Language serves, definitely, to teach/learn other subjects at school. Language is then a teaching/learning tool through communication indeed.

Since everything we act out, everything we linguistically materialize in speaking or writing is thought of beforehand, we can undeniably analyze language as a tool of thinking and communicating.

a. Language as a tool of thought.

Language is a need to describe relations between two or more objects, that is relation of possession with: **my**, **your**, **his**, **mine**, **yours**, **whose**, **ours**, etc; relation of time, place, manner and all the relational ways adverbials operate; relations of cause and effect introduced by **because**, **although**, **despite**, etc; relations of conditional consequence: **if**.... **then**; relations of number –with mathematical concepts entailed.
All these ideas are thought of before any word is uttered, and the mind elaborates the language that is appropriate to express them. Hence, it is difficult, almost impossible to conceive how any of these kinds of reasoning could take place without language. This is why some people especially students make speaking mistakes in English or any other foreign language once they were thinking in the first language. They tend to reproduce their thoughts in their L_1 and map them into L_2 without necessarily thinking in the same L_2.

From the above, language helps to think on one hand, and thoughts need to be spread out using the same language. This derives from the fact that there is no one who could speak for himself, there must be an information recipient. Thus language could be looked at as a tool used to materialize what one thinks of, to communicate it to the others.

b. Language as a human communication tool.

It has been observed from the preceding section that language is at the service of humans to make and express their life. Above all, as anthropologists

view language, there is no possible life without language which, finally, is life that mentally starts earlier with human development.

In fact, humans are capable of thinking and after having thought of any possible idea, one's mind elaborates appropriate language in which his/her thoughts are to be spread out as seen earlier. They may be spread out of the mind either orally or by writing, both language skills being productive. They help us to send out and share ideas and feelings with one another. This is the goal of language learning.

Linguists have been looking at various language functions. Bright (1965:24) for example in his *Patterns and Skills in English, book one* sorts out 31 purposes of human learning. Wittgenstein (1978:56) sums them up under three main headings: – cognitive (informative) – affective (expressive) – and conative (directive) purposes of language. But, for reasons those motivated the present study, the language teaching purposes can be summed up into one language purpose that is **communication**. Although the term communication is broad, as it will be cleared out later on, language is the most efficient communication instrument. It helps people to share information, to put thoughts and beliefs and even feelings together–in communication. Once communication takes place, it helps language control in human society. This argument overweighs the one according to which language is absolutely interactional–to maintain social relations as long as the point does not cover the whole language function field. Therefore, E. Helmut (1980: VI) puts it as:

> *Communication is essential for the functioning of human society in fact, that most people remain unaware of its various forms and nature until the communication process breaks down.*

This entails that language helps human society to well function through communication. The latter is realised in different ways for there are many kinds of communication systems. The most efficient however to better communicate is the spoken language given that language is primarily vocal. The present argument is shared with E. Helmut (1980: VII) when he asserts that, "although many different ways of commucating exist, the most important and efficient one is language".Besides, G. Brown & G. Yule (1983:23) leave out confusion on which nature of language is suitable for communication in society:

> *The primary function of spoken language is interactional to maintain social relations. However, an important function of spoken*

language is primarily transactional–to convey information.

From what precedes, it is to be noted that language is finally transactional, and in the present study much concern is about the spoken language which is involved to convey information. People think and act through language they have learnt. It would be, therefore, unbelievable to conceive whatever that is to be performed out of language. Since conveying information intends to talk to someone in a bid to communicate, we should seek out what is an actual communication.

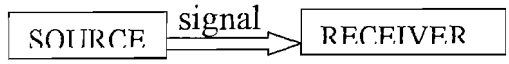
1.2. Communication.

1.2.1° Definition.

Although we can store, remember or draw deductions and make hypotheses of information, all these functions direct to the most evident function of the language that is to communicate. This is to share information with any one else. It implies also negociating the meaning of what is said in order to reply or react to it. Otherwise each man would develop his own private language that would be unintelligible to any one else as supported by J. Beatrice (1983:123) in her *Developing Language Skills*. Then, the ultimate use of language is not simply to formulate ideas, attitudes, emotions and desires but to share them with others–to communicate them.

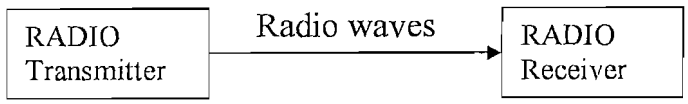
1.2.2° Communication development.

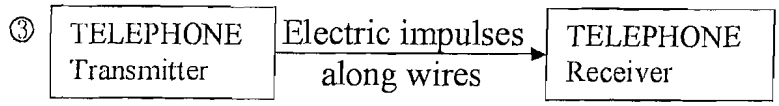
Communication is held in different ways. It is gone through different models depending on communication patterns gathered as a model of communication. The simplest and more general model recalls communication that develops between the **source** of information and its **receiver,** both linked by the **signal**: ①



This model characterizes the communication process as consisting of three basic parts. From this model, more others can be generated with different types of transmission of information or message. Transmission can be mechanical as shown in ② and ③

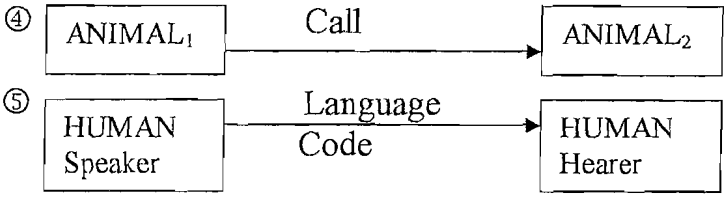
- **Mechanical transmission system.**

② 



- Physical transmission system.

The general model ① applies equally well to physiological transmission systems, such as they are found in animal and human communication numbered in ④ and ⑤.



These are communication systems we can so far sort out. Hence the most elaborate is the one involving humans. They are the only beings capable of articulated language. Therefore, communication develops from the speaker to the hearer on one hand or from the writer to the reader on the other hand. However, even though communication can be achieved orally or in writing, oral communication overweighs the one in writing for reasons those have motivated the present study. In addition, it is believed that "all the writing systems are derived from the spoken language" , and the widely held world communication is actually oral.

Therefore, given that human communication is socio-cultural and mostly interactive, it has no guarantee to succeed for reasons and circumstances in the following section.

1.2.3° Success and Failure in Communication.

It has been a matter of discussion among linguists about the way communication goes through regarding how much complex the tool used is. Still, the question is to know whether communication is always achieved. If not, we might seek out factors, which hinder communication success.

From the different communication models sorted out in the preceding discussion, communication is not held in vacuum. Any speaker's utterance might have an effect to the hearer. Hearer's reaction often shows that he/she has got something partially or totally different from what was thought to be

being transmitted. A number of factors accounts for this communication defect.

Human communication requires knowing the language itself. Participants have grammatical competence, that is the mastery of the communication language code (grammatical rules and patterns – verbal and non-verbal language); including vocabulary, word-formation, spelling, linguistics, semantics, sentence formation and word pronunciation.
In case one of these features and rules of the language code is not mastered, communication will not succeed for one of the participants will still ask: "what do you mean?", which implies that communication, let us agree on the argument with reserve, is achieved on condition that the participants share and master the language code.

Another communicative competence that is needed for the actual communication is socio-linguistic competence. It refers to what M. Canale, & Swain (1980) term as both socio-cultural rules of use and rules of discourse. It is concretely the extent at which spoken language is produced and understood appropriately in different socio-linguistic contexts. This implies that utterances have to fit the purposes of the interaction –the talk (Command, invitation, complaining, request, convincing…) and then utterances must be appropriate in meaning and form. Communicative language functions, attitudes (politeness and formality) and ideas have to be proper to a given social context in which communication is being held. For instance, it would sound rough for a waiter, whose intention is to politely take an order from a customer, to use inappropriate grammatical form in asking: 'Ok, chump, what are you and this broad goanna eat?'
He/she would apply a formal language that would sound polite for a restaurant waiter. To illustrate, utterances like:
–May I have your order (Sir, Mum, Miss…, please)?
–We have this menu (presents it) today, may I know your preference? etc, could work . Thus language use varies from society to society. Otherwise, the purpose of the waiter fails once he/she uses wrong (inappropriate) register. Then, for one's sake in communication, participants have to apply what D.H. Hymes (1972a) says to be the rules of speaking.

Furthermore, the language of communication goes beyond the utterances. It is sometimes and necessarily a requirement to support sentences with the paralanguage, equally termed body language. It involves gestures, and facial expressions for communication to be more efficient and economic. People use this kind of language so differently that it may be difficult for non-native speakers to decipher. For example, Erickson and Schultz cited in Corson (1990) found that white and Black American speakers have different

conversations for eye gaze in speaking and listening setting. White speakers let their gaze wonder; Black speakers look at the listener. It has been calculated that an average of the total impact of a message owes 7% to the words, 38% to the paralanguage and 55% to non-verbal signals, by Mehrabian cited in Gill & Adams (1998). In other words, people speak with the vocal organs and communicate with the whole body. A simplest example is that a person can hear of utterances and still does not understand what he/she is told. He/she fails consequently to react appropriately to what he/she has heard. Explanation, limited to verbal language may fail to make one understand until gestures, drawings and/or facial expressions are used. Teaching experience reveals that pupils can similarly fail to catch up their teacher's oral explanation although they may be good listeners.

However, once paralanguage and/or realia are used, the learners will scream: "aah...!" This implies that before the use of the elaborate teaching technique above, effective communication had failed with spoken words. By the way, body language is in close link with culture. What is said to be the communicative competence, by linguists such as Swain (1980) and N. Chomsky (1965), implies the linguistic competence already discussed. But its main focus is the intuitive grasp of social and cultural, interpersonal aspects in addition to the grammatical and phonological aspects.

Nonetheless, some educators do not find it useful to be busy with cultural aspects of communicative competence. Wright (1979) for example thinks that these educators believe that not all teachers and their students are concerned with the culture of the native speakers of the language they are learning. Beside that, they believe that there is not enough time in language classes to provide a varied experience of the foreign culture. This argument as put by T. Omara (2003:13), is shortsighted.

In fact, learning a foreign language implies learning a foreign culture as defined by anthropologists. Therefore different cultures may hinder communication in case people meet with different cultures. Once these people are to talk, there will be all kinds of communication problem. This is due to different cultural assumptions that speakers make. Paralanguage and non-verbal signals will tend to differ (in meaning) from a culture to another such that speakers and listeners will have difficulty to easily communicate.

Above all, it may be argued that it might appear almost difficult for anyone, except a native speaker, to acquire the communicative competence such that we should not conceive a second / foreign language learner's communicative competence at the same level as that of the native speaker. Hence, the language complexity lets us assume that the exhaustive communicative

competence is hardly ever achieved, and ever undesirable to attempt to reach it as acknowledged by practitioners and linguists including Rivers (1983). The ideal is to use appropriate body language including gestures and facial expressions, ways of shaking hands, various shades of kissing, standing up and kneeling down for some people in greeting, order of introduction, the use of the right hand instead of the left hand, etc. This competence is viewed as survival knowledge and its components are some of the English culture conventions, which when misunderstood may create hard feelings in communication. But, things often go in a different way. Referring to the native speaker's communicative competence (Survival knowledge), non-native speakers communicate as people whose grammatical competence is limited. This is to be sorted out by face-to-face talk with native speakers although a culture shock will be experienced. This is one of many ways to improve communicative competence.

From what precedes, educationalists should take into account the paralinguistic and socio-cultural aspects of the language so far neglected. This might be the concern of syllabus designers. They might think of the nature of language to be included in textbooks that fit students' needs as well as their socio-linguistic and cultural background. These course materials would enable learners to become communicatively competent.

Hence the following tackles the relationship between the language and the teaching /learning materials. We are to analyse how much these materials might include which type of language, which language components are involved in teaching/learning materials for oral communication.

2. Language Skills and Teaching/Learning Materials.

Communicating supposes to have learnt the language code. Communication can be held orally or in writing. This entails that the four fundamental language skills are embedded in a set of skills involved in communication. Thus the following analyses language as a set of skills.

2.1. Speaking skill in relation to other language skills.

Language skills are abilities underlying a language, those which enable a learner to acquire and understand it and produce that language either orally or in writing. They have been traditionally sorted out into two categories: receptive and productive skills. These are equally paired as the listening-reading skills and the speaking-writing skills as evidenced in Wallace Betty Robinett (1978).

In our own view, if we reason in terms of language teaching/learning process, there is no way one can listen to spoken language and become able to produce it by writing. Similarly, it is not by reading that a learner becomes competent in oral production of language. Any listening activity involves necessarily, at least, the speaking task, for we listen to what is spoken. For this reason, some textbooks propose to the language teachers, such as *Today's English, classe de Première*, to use the aural-oral English teaching method. By the same approach, syllabus designers believe that further language mastery could be achieved – in grammar, vocabulary, and thus in the reading and writing skills.

Hence, language skills are not separate. They are interlocked, that is, each language skill recalls at least another, as seen in W.B. Robinett (1978). Some SL teachers and learners, however, prefer to deal with one or another skill at the expense of the others. This might be an erroneous process. If some thinkers such as Caroll (1966) and Scherer Wertheinur (1964) argue that any instructional emphasis put on any of the language skills makes learners good at that skill, it does not imply that good speakers are good readers or writers. He who is a good reader is not necessarily a good listener or speaker although they are almost all involved in communication.

Therefore, language skills are to be tackled integratively as J. P. Sindayigaya (2002) suggests. They, moreover, might be studied in a logical pairing according to the close relationships existing between them. Hence, the study should be concerned with: **Listening - Speaking** and **Reading - Writing**. This cross pairing of language skills helps us to glance at how each pair is involved in communication.

2.1.1° The Listening - Speaking skills.

It is no more a question that human communication is achieved thanks to the language medium. It may be held even between illiterate people, who are not familiar with reading and writing. More emphasis is to be put on oral communication, which, for earlier communicators, whether illiterate or educated, involves the basic skills those of listening and speaking as the head line reads. A number of reasons account for the fact.

Behaviorists put forward that language learning is a process of getting habits by listening to people and imitating them speaking.
In addition, studies including Christine Nuttall (1983:83) have shown that, although it is a bad habit, a person being reading silently a piece of writing tends to murmur. This is a signal of will for people to spread out what they have in mind. In language teaching/learning situation, this is a learning

strategy of the speech-sounds. Hence, a language learner may hear utterances and still be unable to reply to what he/she has heard. This inability is for Jones Daniel (1967: 3) a matter of gymnastics of vocal organs on one hand. Some learners may be good at listening comprehension and still be unable to articulate, although they have what to say or they are not accustomed to the foreign language speaker's delivery or extra-linguistic features such as stress, intonation and many other causes as fatigue and situational stress.

Furthermore the listening and speaking activities are very useful in a classroom situation. It is hardly possible to think of a silent class from the beginning to the end. Even during writing and reading classes, spoken language is involved, unless both the teacher and the students are mute. There must be interaction between and among them such as in asking and answering questions, instructing and prescribing tasks to the learners, etc. Any way not everything is written and read in and/or out of class.

What more makes us emphasise on speaking and listening skills is that even uneducated people communicate efficiently although they do not know how to read and write.

Moreover, people spend great amount of time listening and speaking in their everyday life. Thus, the two language skills might be viewed as basic, that is all the others are acquired and developed later on. J. Lyons (1987:13-5) observes that spoken language is structurally and biologically basic over written language. Dr. P. Rankin (1954) mentions that "70% of our waking day is (spent on) verbal communication". Therefore how are basic language skills viewed by teachers and learners of Second Language?

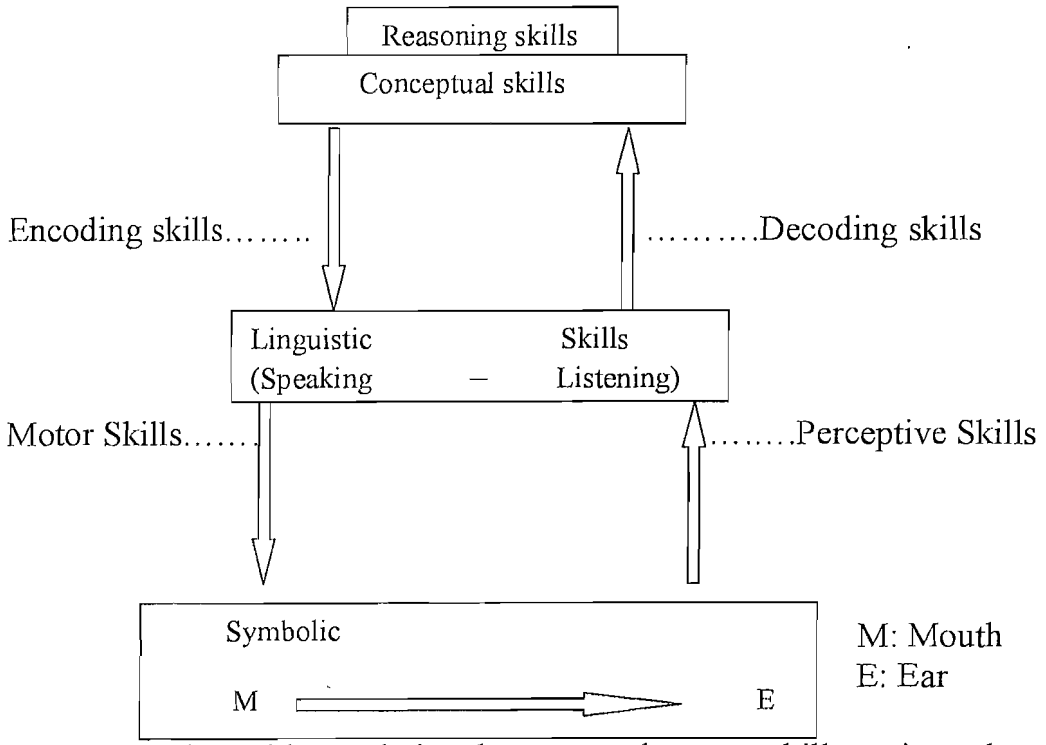
Many teachers of second language believe these basic language skills to be complex, both in teaching, learning and practising them. But, reading and writing are practised easily. They think that speaking and listening are difficult to practise without hampering others' work. Besides, language listening and speaking activities are thought of, in teachers' opinion, as time consuming to deal with in opposition to reading and writing. P. Pattison (1987:5)'s view point emphasises the above in saying:

> *(...) Listening and speaking (...) are more difficult to practise in classroom condition (...) and speech practise. In reading and writing, learners can take time to reflect on the form and meaning of the language they are dealing with. Oral communication does not give*

unlimited time for consideration or correction of the language being used.

In addition to the preceding argument, some language teaching/learning materials are inappropriate to deal with the listening and speaking skills or they do not deal with all skills. For these reasons many teachers and learners of English as second language are reluctant to deal with these basic skills. They feel ignorant and unsure of themselves. They focus on some language aspects, such as grammar, vocabulary, reading and writing at the expense of the others that are listening, speaking including the paralinguistic features of the language. The outcome of this process in language learning is something unpleasant. Learners fail in oral communication as it will be detailed in later sections and this is what aroused our investigations in the present work as long as it may be a result of inappropriate course books. This fact is evident in today's secondary schools. Teachers and parents are always deploring the English learners' incompetence in oral communication although they have learnt lots of grammatical structures and know many vocabulary items. Thus, it is worth seeing how these basic skills combine in verbal talk independently of reading and writing.
The following chart by B. Jones (1983:203) illustrates oral communication.

Figure 1: Oral communication.



Communicating with words involves more than two skills as it reads on the diagramme above. The smooth efficient movement of the vocal cords when

producing speech demands motor skills, and the correct discrimination of vocal sounds demands perceptive skills. Mental or reasoning skills are needed to produce or receive the message, while linguistic skills are needed to encode, for the speaker, and decode the message, for the listener. The sets of skills correspond to the three broad components of verbal communication – the conceptual, the linguistic and the symbolic.

The conceptual component involves everything to do with the composition of ideas. The linguistic component involves all processes connected with the semantic, syntactic, lexico-morphological and phonological system of language: language competence. The symbolic involves the production of concrete material or physical symbols such as sounds. Since communication is a two-way flow and moves from mind to mouth, and from ear to mind, the reverse process also takes place within these components. Sounds are interpreted by the hearer into language and language is interpreted (decoded) into a message.

Any defect of one of the verbal communication components makes communication break off. In addition to the reasons discussed in **Success and Failure in communication** of our work, genuine verbal communication can fail because of fatigue, situational stress, emotion, etc. Given the closeness between listening and speaking some thinkers believe that, as Strevens (1978) observes, good listeners are generally good speakers. Listening entails perception and comprehension of the spoken language, hence we may agree with Strevens.

Furthermore, educationalists think that developing one of the basic skills entails developing another. Thus, M.Underwood (1989); J.Sins& P.W.Peterson (1981) and many others agree that listening develops speaking through the same useful activities.

There are, however, misconceptions concerning Listening that have delayed the teaching of listening in schools. One is that listening is a matter of knowing the language. The same conception believes that if you learn the grammar of the FL, you will understand what is said. It therefore implies that there is no need to learn to listen in the mother tongue. This is to confuse development of language skills with language acquisition. Another common fallacy is to think that understanding is coupled with intelligence. Studies reported by the *World Book Company* show little correlation between listening and intelligence as reported in R. Nichols&, J. Lewis (1954:8). For example, it has been demonstrated that in 95 out of 100 times, men were better at listening than their female counterparts who had averaged a higher intelligence quotient. It is also believed that, since listening is practised all day

U. B.

long, it is not necessary to conduct lessons in it. This is based on an erroneous understanding of the proverb 'Practice makes Perfect', which, instead, implies that listening and speaking must be practised as well as other linguistic skills. Great emphasis has been and is laid upon the art of reading, at the rate of the world development in communication based on high technology (use of computer and access to internet); the spoken language is in the same way to be emphasised; and yet even in so paperbound a nation as the USA, the population listens three times as much as it reads. Besides this argument, studies have shown that the spoken word is more effective to influence people such as in politics, as Nichols &, J.Lewis (1954:9) noted when the American population was voting. They share the point of view with us that good listening as well as other skills is developed by progressive practice.

To sum up, good listening and speaking habits are taught and learnt, not caught. Hence we shall analyse the components of the Speaking Skill to be developed.

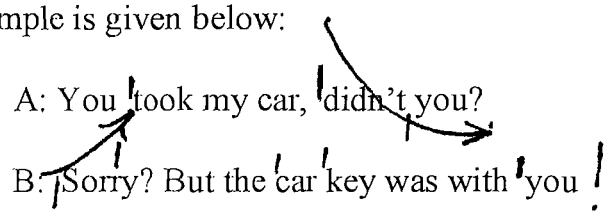
2.1.2 ° The components of the Speaking Skill to be developed.

The components of the speaking skill in a second language use are no longer a question. What is important is the relative importance of the different aspects, the interaction between them and the perspective from which they are viewed. Finocchiaro and Brumfit (1983:30) look at communicative competence in spoken language in terms of the 'oral code of a community of speakers', and categorise them into four subsystems: the sound, the grammar, the vocabulary and the cultural systems. Von Ek cited in Corson (1990) and Niakaris (1997) view the communicative competence in its components in terms of skills, attitudes and knowledge. To them, communicative competence sub-skills are made up of linguistic, discourse, socio-linguistic, socio-cultural and strategic competences. Richards (1985) looks at them from the language user's needs. According to him, communicative competence should be meaning-based, conventional, appropriate, interactional and structured. As for Stern (1983), communicative competence in spoken language is knowledge of phonology, lexis, syntax, semantics as well as socio-cultural discourse units and situational features.

From the foregoing, it may be concluded that most linguists agree, in principle, on the broad components of communicative competence in spoken language as comprising the sounds, grammar, vocabulary, social and cultural systems. For simplicity, English speaking competence at a higher level of secondary studies, First Form Arts Section in the present work, can be looked at in terms of one's ability to be intelligible in the target language. This could

be expressed in terms of pronunciation accuracy, comprehensibility, fluency and appropriateness of the utterance to the socio-cultural situation.

But, what linguists seem not to agree upon is which aspect is more important than the other even within each broad sub-system. For example, there is disagreement on which sub-skill within the sound system is more important. Tiffen (1979) asserts that intonation is more important than pronunciation, for a person whose pronunciation is correct but whose intonation is faulty, is more unintelligible than a person whose pronunciation is faulty but speaks with more or less correct intonation and stress. Gill & Adams (1998) observe that difficulties with accent, stress and intonation will unwillingly give out the wrong signal and create wrong impressions. A simple example is given below:



From the short dialogue above, the fact that A has used a high tone on the verb took and a high-falling tone or intonation, in the question tag didn't you, does not mean that he needs to know who really took his car any more. Instead, the high-falling tone means that B is guilty of the wrong deed. That is why B feels blamed and accused and screams with a low-rising tone. Hence stress, accent and intonation can lead to mutual irritation.

On the other hand, Wong (1993) argues that pronunciation is an antegral part of language learning. The controversy seems to be based on the mistaken belief that pronunciation means only sounds, and on the failure of such a limited focus to affect learner's overall pronunciation. Effective communication in a FL depends not only on the pronunciation but also on being an intelligible speaker.

The controversy seems to be more acute between the importance of the major sub-skills. Brumfit (1984) has expressed views that are in opposition to the more traditional teaching language. He says that a lot of structures have been taught and this is evident in the kind of syllabi designed, teaching strategies adopted, and evaluation that emphasizes the ability to manipulate structures in communication. This approach is effective because, as Aguti (1990:11) says, "effective communication does not depend on just manipulation of structures but it rather involves selection of items for effective communication of messages". A similar view was expressed by Corson (1990:21) when he accuses the audio-lingual method that advocates

for stressing the development of linguistic competence of accuracy at the expense of fluency. He puts it as follows:

> *Too often attention was paid to the structural changes that had to be made in manipulating fragments of language. Unfortunately this level of concentration on accuracy often failed to capture language as it is used in communication.*

It should be noted, however, that it does not mean that structural practice needs to be excluded from the teaching situation. Linguistic competence of this kind may be a very necessary acquisition, provided that the other competences are not ignored. And in the case we are concerned with, at the higher level of secondary studies, the students are supposed to have already mastered the language although they often fail to use it in oral communication. As Elphick (1991) points out, linguistic accuracy in speech is important but not as far as an end in itself, but as only in so far as it helps to get the message across. Although it is being suggested by Elphick that communicative competence in speech goes beyond linguistic competence, there is an implicit assumption that accuracy is all that there is to oral communicative competence. The term "accuracy" here refers to correctness of the linguistic elements used in the production of speech namely pronunciation, grammar, vocabulary and meaning. This view is refuted by Waibi Walubi (1990:50) and we share the point that:

> *It is not enough to be able to know a lot of words, nor even to be able to pronounce them well. It is also essential to speak fluently and take part in natural conversation.*

According to Waibi Walubi (1990:53), oral fluency "is the speaker's ability to best use the linguistic system and extra features in expressing himself easily and well". However, to enable one to express himself/herself well in the target language so as to be understood by the native speaker of the language, there is a need to acquire social, interpersonal and cultural competences as well. As Richards (1985) points out, parts of messages in oral communication are sometimes misunderstood or given false value due to the fact that socio-cultural experiences have not been shared by the listener and the speaker. What is more is that, as discussed in the section of success and failure in communication, language users need to develop the use of paralinguistic features of communication. This is because message achievement is successful to a great extent, not only thanks to the words spread out, but also thanks to the paralanguage (gestures, facial expression,

eye gazing, to name but a few). Therefore it is worth using some teaching techniques involving paralanguage in classroom situations even though paralinguistic features of communication may appear difficult to interpret for non-native language users. This is because the paralanguage is related to the socio-cultural language use.

To go through communication, most non-native speakers behave as "strategic competent" as observe Canale and Swain (1980). This is ability for speakers to conduct themselves as whose socio-cultural and/or grammatical competence is limited. Such people might experience cultural shock once they happen to talk to the native speakers. They fail to gesticulate and react appropriately to the natives' paralanguage when needed. The ideal should be that people willing to use language for communication should use what Wright (1976) says to be the "Survival knowledge". It consists of communicating genuinely as well as native language users. Thus, if our students at higher level of secondary studies, especially the First Form Arts Section, are to be involved in the world communication and in further responsibilities deriving from the everyday life, language teaching/ learning materials should include communicative competence features or components of the spoken language.

However, research findings have established that many of the spoken sub-skills of communicative competence are neglected in the language (English) teaching/learning situation. This situation is compounded by the fact that oral skills (listening and speaking) are not tested during the National Examination. Yet as Sesnan (1992) points out that students do not make great effort to learn what is not tested, pupils tend to review the material that they know will be tested and graded by teachers or officials.

Consequently, teaching/learning spoken language, English, is neglected in Burundi Secondary Schools. The same defect was observed in Ugandan educational system, even at higher level in 1970s, as observed by Cooper, Ladefoged and Click (1972) cited by Thomas Omara (2003:14). He states that teachers believe that teaching oral skills is imbalancing and time consuming, and the same argument is shared with Brown (1987). He says that emphasis is laid upon the teaching of pronunciation. Rivers (1984) too, has noticed that the aspects of intonation and stress are neglected.

In opposition to the previous observations, Tiffen (1979) believes that it is pronunciation which is neglected by teachers. Foreigners lack the confidence to teach pronunciation and English teachers have a complex about it. Tiffen sees that teachers are shy of teaching pronunciation.

Wong (1993) attributes this aversion to teaching pronunciation to four commonly held myths about what it means to learn and teach pronunciation of English.

- Learning the pronunciation of English means learning to pronounce the individual vowel and consonant sounds.
- It is difficult if not impossible for students to learn and pronounce some sounds, therefore, it is useless to spend time on pronunciation.
- Non-native speakers of English cannot teach pronunciation.
- Pronunciation instruction is boring.

Notwithstanding the above contradictions we might recognize that pronunciation is not all that there is to be tested. In any case pronunciation should not be seen as an isolated activity. Sounds are not produced separately from other sounds, nor should they be uttered in meaningless contexts.
The challenge to the teacher is to recognize this and develop imaginative techniques and materials to the teaching of not only pronunciation, but also other aspects of English for communicative competence.
This study tries to establish the speaking communicative subskills that are covered sufficiently in the selected secondary schools and hence, have some insights into why secondary school students, especially those of First Form Arts Section, are not competent in spoken English.
But we are to glance at what the teaching/learning materials, which could best help to develop the communicative subskills needed for effective oral communication in English language, are.

2.2. English Teaching/Learning Materials to develop the Speaking Skill.

Language study has been applied to communication for ages. Still, finding appropriate language teaching/learning materials, which are suitable to develop communicative skills for communicative purpose in the terms of H.G. Widdowson (1984), has been challenging from early 1970's. This rises from an existing problem in education which aroused investigations, among them our study. K. Johnson (1982:121) agrees with us when he observes that:

> *Much of the very considerable momentum of present day language teaching may be seen as a response to a problem which teachers have been aware of for a long time. It is the problem of the student who may be structurally competent, but who cannot communicate appropriately.*

This is the very problem, which is really observed among educated people even at higher level. They may have mastered language structures and

language rules and still be unable to orally communicate, as we already discussed in the earlier sections of the present work. Newmark (1966) cited in K.Johnson (1982) gives us an example of a student who, despite his linguistic competence, fails to functionally use in communication the language structures and vocabulary he has been taught.

> *(...) This student may know the structures that the linguist teaches [Yet] cannot know that the way to get his cigarette lit by a stranger when he has no matches is to walk up to him and say one of the utterances "Do you have a light?" or "Got a match?" not one of the equally well-formed questions "Do you have illumination?" or "Are you a match owner?"*

Many students fail as the above language learner in actual communication. K. Johnson (1982) provides two approaches to the teaching of English for communication: **syllabus design** and **methodology** in a bid to solve this problem. Thus, we are to look at suitable syllabus to teach language for communication after having sorted out syllabuses.

1° Distinction between curriculum and syllabus.

In order to bring about this tistinction between curriculum and syllabus, K. R. Johnson (ed) (1989:26) puts the following in quoting Rogers (1976):

> *The assumption implicit in the formulation of syllabi, as a basis for school programmes, has been that syllabi and curriculum are synonymous. Syllabi, which prescribe the content to be covered by a given course, form only a small part of the total school programme. Curriculum is a far broader concept. Curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn, but how they learn it and how teachers help them learn, using what supporting, materials, styles and methods of assessment, and in what kind of facilities.*

The implication is that curriculum is broader for it is concerned with school programme with the general policy related to its implementation. The syllabus

is, however, concerned with one single subject programme designed for one educational level. The following are then different types of syllabus.

Types of syllabus.

On the basis of F.Dubin & E.Olshtain (1986) and D.A.Wilkins (1976)'s views, we sort out the following syllabuses:

1. Grammatical syllabus, is concerned with grammatical items such as tenses, articles, singular/plural, adverbial forms, complementation,... Many textbooks reflect this type of syllabus. However, educationalists consider that this syllabus is ineffective to help students become good communicators.
   For example, C.J. Brumfit & Johnson, (1979:82-83) mention that "the process of being taken systematically through the grammatical system often reduces the motivation of those who need some immediate practical return for their learning". It follows that the grammatical syllabus, as Brumfit et al observe, fails to provide the necessary conditions for the acquisition of communicative competence.

2. Semantic or notional syllabus put an emphasis on the content of grammatical units and the forms of language. This is the establishment of relationship between the relevant notions and the grammatical means by which they are expressed. Wilkins (1976) calls this syllabus notional or semantico-notional syllabus. According to him, it is organized around broad areas of meaning. These are space, time (ex: point of time, frequency, duration, time relation) quantity, obligation. It cannot work for learner's communicative needs.

3. Situational syllabus: It is based upon predictions of the situation. Learners can describe situations answering to the questions such as: –when, how, what, will the learners need the target language for –what notions will the learners expect to be able to express with the target language?

4. Functional syllabus: It focuses on language functions such as invitations, apologies, refusal, etc.

Nevertheless, N. Grant (1987) distinguishes two types of syllabus: traditional and communicative syllabuses reflected by traditional and communicative textbooks.

Traditional textbooks try to get students to learn the language as a system. They are characterized by the following:

- They tend to emphasise the language forms or patterns more than the communicative functions of language. They stick to grammar.

- They tend to focus on reading and writing activities rather than listening and speaking activities.
- They often make use of great deal of L_1.
- They emphasise the importance of accuracy.
- They tend to focus on syllabus and examination.
- They are often attractive to some teachers, because they seem easy to use, and are highly examination oriented.

Although many textbooks actually used in schools are of the above kind, what is commonly agreed upon among linguists and educationalists is that such textbooks have nothing good to do with spoken language use. As discussed at the beginning of the present section II.2.2, students having learnt language from these textbooks hardly orally communicate. Neville Grant (1987:13) says that:

> *However, despite this, at the end of their studies they are still incapable of using the language: they may 'know' its grammar – the system – but they can't communicate in it.*

This problem might be solved by a type of textbook that makes teachers achieve aims of the syllabus and students' needs. For our case, we are to think of a textbook which can help students feel at ease and achieve communicative competence.

2° Communicative textbooks/Syllabus.

A communicative textbook is the one that is to reflect a communicative syllabus. Communicative textbooks are student-centred for they create opportunities for students to use the language in the classroom, before using it in real life. Communicative textbooks are used, therefore, to solve the problem that motivated our study.

Hence, contrary to the traditional textbooks, communicative textbooks,
- emphasise the communicative functions of language (the jobs people do using the language – not just language system),
- try to reflect the students' needs – here oral language use – and interests,
- emphasise skills in using the language and are activity - based,
- usually have a good balance among the four language skills, but emphasise the **listening and speaking skills**,
- tend to be very specific in their definition of aims,
- have both content and method which reflect the authentic language of everyday life,

- encourage the work in groups and pairs and thus make teachers play their role to organize them,
- emphasise fluency – not just accuracy.

Inspired by Neville Grant (1987), we argue that the content of communicative textbook is based on communicative activities or exercises. If we recall that the language learning aim is communication, activities delt with in classroom might help students to use the language they have learnt in real life. For example:

- students may listen to a recording of an airport announcement,
- they may also talk to each other about a point as it might be in real life – discussion – etc.
- if students are ever assigned to read, they might read such as it might be in real life.
  Example: point at specific information or main point from a newspaper, etc.
- writing might concern realistic purposes such as writing a postcard to a pen friend, completing an application form, making notes...

Even if some language materials still contain non–communication exercises– such as drills– because they are believed helpful in learning, they are not communicative in themselves.
But, there are more traditional activities which are important only for the following reasons:

- dictation, grammatical explanations as well as blank–filling and sentence completion for accuracy.

They fit some learners' and teachers' styles in teaching and learning. Besides, they help in examinations.

To sum up the point, a communicative syllabus is reflected through communicative textbooks. A communicative textbook is language learner–centred in a way that its content and objectives focus more on the learner's needs than the language forms. It underlies a communicative approach, learning by doing to solve the problem we have been pointing at along the preceding parts of the present work. Given that students at the upper level of secondary school in Burundi, especially at First Form Level fail to orally communicate, we should examine the quality of the teaching/learning main course book used.

3° Evaluation of *Today's English, classe de Première* as a course book to develop the speaking skill.

There is no doubt; success in language learning depends on many factors. The main factor among the others is the course book as N. Mastula (2000: 19) observes. This does not mean that any teacher or student with a good textbook will necessarily teach or learn successfully. However, if we have qualified teachers with worse course books in quality, things may turn out to go wrong. In Burundi secondary schools, as well as elsewhere, although studies have shown that there are insufficient qualified teachers, the feeling is that there is an average number of them, still as Kyeyune (1993), cited by T. Omara (2003), notes with concern that teachers are blamed for the inability of school learners to use the English language both in higher education and employment, in brief, in everyday life. We can then attribute this problem to the course books and teaching method used in First Form Arts Section.

To start with, we may present the course book used at the level precedingly mentioned and watch out its quality in the following.
Today's English, Classe de Pemière (1979) is a course book designed for the First Form students in Arts Section of the Secondary Schools. It is accompanied by Teacher's Guide and cassettes. As its Preface reads, it was intended for African First form students.

It is structured around sixty texts, each one being followed by twelve exercises. Later on comes a series of fifteen poems, a list of some irregular verbs and then bibliographical notes are finally provided. The textbook is amazingly good for the following:

The texts provided are varied for they attempt to cover a good number of themes, 20 themes, although human life deals with an infinite number of themes. Besides, each theme tries to cover African, British and American Literatures. This variety might make students motivated and encouraged to know more of the English language use. They might cope with other cultures. Motivation might characterize the First Form Learners because some of the texts deal with very interesting topics for young people.
In addition, some writers might have been read in earlier classes such as in Second Form using *Today's English, Classe de Seconde*. This implies that Learners in First Form have some background to some authors.
For example:
1. The theme **Leaders of Nations** has three texts (pp.5-13).
These are: - 'Unity, freedom and work'
- 'A lion's heart', and

- 'Nothing to fear but fear'.

These texts are respectively from African, British and American literatures. The same texts are about the most famous political figures who could attract students' attention and the teacher would introduce them (the texts) to the students.

2. **Social Customs** theme is developed through (pp.66-74):
- 'Women in disguise' from *No Sweetness Here*, by a Ghanaian Writer, Ama Ata Aidoo.
- 'The pub' from *The London and the People* by a British writer, Donald Cowie.
- 'Dating' from *Living in the USA*, by an American writer, Alison Raymond.

3.The theme of **love and marriage** is attractive for young people as well as for adult learners of First Form since they may afford further responsibilities in family. It is developed through three texts (pp.78-86).
-'A possessive woman' from *Strange Interlude*, by Eugene O' Neill, an American writer.
- 'A difficult choice' from *Candida*, by G.B. Shaw, a British author.
- 'The Customary African marriage' from *The African* by William Conton, in African Literature.

4.**The problems of Independence** is a theme which matches the learners' historical background. It therefore, might rise their interest.
Illustrative texts (pp.166-175) are:
-'The legacy of long colonialism' from *Heart of Darkness* by Joseph Conrad, African Literature but by a British author.
-'Ready for Independence' from *The New Breed* by Charles Njoku, African Literature.
-'Disillusion' from *Africa Emergent* by John Hatch.

5.**Times of slavery** is a theme related to race. It may bring learners to make up orally a debate in drawing similarities between what they already know about African History (ex. Apartheid in South Africa) and what is talked about in the following texts:
- 'The End of Christy Tucker', (p.154), from *The End of Christy Tucker* by Erskine Caldwell, in African Literature.
- 'We are the masters' (p.159), from *Burmese Days* by George Orwell, British Literature.
-'A mine riot in colonial times', (p.162), from *People of the City*, by Cyprian Ekwensi, a Nigerian writer, African Literature.

Our point of view is emphasised by research findings by E. Baribarira (1993:66).

What is more helpful in *Today'English, Classe de Première* is a series of different photos accompanying some texts for illustrative purposes. For example, Martin Luther King, Jr. giving a speech is illustrated on page 48; an African marriage setting is illustrated by an attractive photo on page 87 while an African prime minister of an independent country is illustrated on page 200, while giving an interview. These are very useful teaching/learning visual aids as detailed in chapter 8 of the *Principles, Methods and Techniques of Teaching* by J.C Aggarwal. They help, as one role among others, to create or sustain learners' interest. The same variety is observed in poems such as 'For you O democracy', (p.234), and 'The intellectuals' (p.236). Both develop the theme of politics. Feminine condition of African women is developed through 'To the women of new Africa', (p.234), while race and love are respectively developed through 'The Black finger' and 'Lover's secret', etc.

The course book comprises sixty texts, three per theme. Each text is followed by a number of exercises. They are for the study of the same text and are usually twelve.

The teacher's guide, although not available in many schools, offers first a series of new grammatical and lexical items, and gives a huge number of comprehension questions related to each text for its intensive reading.
If we sort them out according to their value, these exercises begin with nine grammatical or structural exercises. Most of them are drills and completion, sentence transformation, etc, which are almost similar and repeatitive.

Examples: 1. On the above pattern, make 5 sentences p.7
2. Transform the following sentences as above p.7
3. Transform the following sentences as above p.16
4. Transform the following sentences as above p.22
5. Transform the following sentences as above p.22
6. On the above pattern, complete the following p.23
7. On the above patterns make sentences with the following elements. p.23

Some two exercises concern: one for the summary of the text and another for writing (Essay).
Examples: - Sum up the text in your own words.
- Essay: You have to give a talk about unity, freedom and work. p.5

The last exercise deals with translating a number of French sentences into English. By the end of the course of English in First Form Arts Section, *Today's English, Classe de Première* would enable students to use English language in their life, especially in oral communication.
However, the following points make it doubtful.

Today's English, Classe de Première was designed by a team of materials developers who are not familiar with our students. We share the point with E. Baribarira (1993:5) when he puts that "these materials developers are possibly interested in 'the broadest definition of the target population' for an international market". (Dubin and Olshtain 1986:29). This means that this course book was intended for the whole African English learners of First Form Arts section.

Therefore, could it be practical to invent such a book for multicultural and multi socio-linguistic language learners? Could it be realistic to generalize findings from a too reduced sample, eleven secondary schools in the whole Africa, as we know it, to elaborate a course book that would be suitable to all African English learners' needs, here language use in oral communication? Our slight answer to these questions can be anticipated even though a related hypothesis is not yet confirmed or rejected by further research findings. It is possible that the materials designers of *Today's English* are satisfied with their own purposes. However, it was designed with broad objectives and cannot achieve particular objectives since it was elaborated without focus on specific purposes, such as oral communication. Objectives to achieve were more general while the First Form English learners need foremost to partake in oral communication in their lives.

How could *Today's English, Classe de Première* help learners to communicate in these conditions for Burundians? *Today's English*, the main course book was produced in 1979 and it is still being used in today's language learning. This leads us to the assumption that the present material is among traditional textbooks, which are not meant to develop communicative competence. *Today's English, Classe de Première* is a forerunner of the two textbooks, of the same series, used in 3rd Form and 2nd Form already evaluated respectively by Niragira (2001) and A. P. Ndikuriyo (1998), and they accuse weaknesses regarding our aim. Once we compare it with what we singled out previously, we find out that *Today's English, Classe de Première* (1979) proposes the audiolingual method to implement the book above. This approach avoids rules explanations. Instead, students are commended to use analogy such as:
- on the above pattern make 5 sentences,
- transform the following sentences as above,

- etc, and grammar is a means to an end.
This approach is beneficial for the outdoor syllabus makers of *Today's English* regarding their aim: to train students in habit formation.
The same type of exercises occurs many times. They are viewed to be drills, which are mute, mechanical not understood by the learners and in the eyes of thinkers, they are boring as Neville Grant (1987) observes.
The same audiolingualism bases the teaching on dialogues. Unfortunately, *Today's English, Classe de Première* contains very few dialogues. Some six texts as "The Bride Price" (p.18) from the *Lion and the Jewel* by Wole Soyinka, "Breaking the laws of society" (p. 56) in *With Strings* by Kulpi Sondhi, A possessive Woman (p.78) from *Strange Interlude* by Eugene O'Neill... are given in form of dialogues. However the few dialogues among sixty texts are not meant for practice of speaking at all. They are provided for reading and grammatical structures.

From what precedes, we assume that, as well as other studies, E. Baribarira (1993), A. P. Ndikuriyo (1999), M. L. Niragira (2001) . . . ; observe, that audiolingualism is inappropriate to help in teaching and learning language for communication.

For teaching/learning English to achieve the speaking needs of the learners, language is to be taught and learnt as communication, as shared with H.G. Widdowson (1983). This principle gives more opportunities to the students in a bid to practise language. This method is likely 'The Project Method' used in modern education.

Referring to J.C. Aggarwal (1996:239) when he says that:

> *1.a)... we learn most when our minds are ready to receive. The project method prepares the mind of students by providing them with suitable situation.*
> *b)... Learning to be effective must be practised. The project method offers many opportunities to the students to learn by doing. Etc*
> *c)(...) Learning becomes practical and intimately related with life when meaningful activities are proposed to the students. The children get opportunities to acquaint themselves with the real problem of life (...),*

the project method is similar to what Neville Grant (1987) and Christopher Brumfit (1984) term "communicative Approach/ Methodology". Many educators have been supporting the above methodology in teaching /learning

language for communicative purpose. We can cite Keith and M. Keith (1981:71), Ray Tong (1991:114) to name but a few who agree that the communicative approach is meant to develop communicative competence.

From all what precedes, how *Today's English, Classe de Première* is likely to be nearly communicative in terms of content or methodology?
This question is fundamental and obviously appropriate to our study. The solution of this question is twofold. **Communicative textbook** and **communicative methodology** may remedy the problem students of First Form are actually encountering with *Today's English, Classe de Première* as elicited by Brumfit (1979) and K. Johnson (1982). They see that communicative language teaching/learning solves a problem of learners of language who are surprisingly unable to communicate.

The second phase of evaluation of our textbook *Today's English, Classe de Première* tackles the content. We have already noted that each text is supported by twelve exercises. Among them, nine are structure-centred. The only communicative exercises are summary and commentary, a series of comprehension questions related to each text. They are good at some extent and insufficient to develop speaking abilities. This implies that the textbook above is mostly based on grammatical drills, which are even boring for they are monotonous and occur several times under a text. Referring to the traditional textbooks earlier described, grammatical drills create discomfort of learners and all other drawbacks caused to the students.

Many a linguists and educationalists have been negatively considering them. Although structures are taught in First Form through pattern practice, repetition, comprehension, etc, Costinett and Donald (1965) see them as "meaningless drills", Klein (1996) compares this method of language teaching (grammar centred) to a driving conductor who lets the learner practise pressing the clutch and operating the gears without moving the car. This implies that students in First Form Arts section are not given opportunities to practise their speaking skills in using the language learnt nearly in real life. If students always do the grammatical patterns in class, they only aim at language system and not developing the language communication as they use what Neville Grant (1987) calls traditional textbooks.
J. Yalden (1987:10) supports the view above in saying that:

> *Textbook with exercises of grammar structures fits the "Generative Grammar" which was of course not initially concerned with language in use at all, quite the contrary.*

Therefore, given that drills of grammar are repetitive under one text, students become demotivated and bored. It is true that drills are useful and important for students' and teachers' styles, because they are not more demanding than analogy to the model given and can be used for examination purposes, grammatical exercises in *Today's English, Classe de Première* are non-communicative in general to develop students' speaking skills. Learners become passive indeed. If they do not communicate in English in and out of the class, it is then partly a habit inherited from *Today's English, Classe de Première*'s organisation which does not offer enough opportunities of language practice –in speaking–for communication. Hence to emphasise the point, Elisabeth Perrot (1982:9) asserts that: "Complex skills cannot be learned without a great deal of practice". Likewise, practice might be enough in class to develop learners' communicative habit. That is why it is often claimed that if you decide that you are not willing to give more than very few minutes or some times a week to oral work, your class will make little progress.

Another language activity within *Today's English, Classe de Première* is the last exercise after each text concerning translation. Each exercise numbered twelve (12) in the book above is always translation and seems controversial. It seems beneficial for learners, on one hand, in the sense that the latter are exposed to two languages at the same time. However, as research findings by E. Baribarira (1993) reveal, some learners approve of translation exercise – for further prospect – and many others, on the other hand, disapprove ofit. This is obvious, it is taken for granted that translating is at a higher level of the target students. As long as there is not yet any lesson or course on translation in secondary schools, it is hard to believe that the exercise would match the students' level and interest. In addition, this exercise, for most of the time, proposes sentences which resource from hard text to mould regarding the students' lexicon store. As they are asked to turn sentences from French into English, students tend to translate literally whereas English is more idiomatic than French. Hence, as translation exercise is generated from the ancient method of Grammar-Translation, it does not require the students to talk about anything of their own. Whether it is done orally or in writing, this exercise is not a communicative activity.

To sum up, *Today's English, Classe de Première* is weak to satisfy the syllabus's aims and students' needs. Instead of offering good balance of activities, the book contains more grammatical structures and very few communicative exercises. This book may not develop the learners' speaking since it refers to a traditional syllabus. The same course book is contradictory in terms of its head title and the content it reflects. We would think that the title *Today's English* reflects a real up-date English, but it is not the case. As

long as its content is grammar centred instead of being language use centred and learners' needs centred, it is a traditional course book.
Therefore, *Today's English, Classe de Première*, even though it is interesting for some teachers and learners but uninteresting for others, needs a careful revision. The following chapter presents how teachers' and learners' view points about this book, in terms of developing English learners' speaking abilities, have been carried out.

CHAPTER III: METHODOLOGY.

0. Introduction.

The present chapter aims at showing how the study has been conducted. The textbook under study is *Today's English, Classe de Première*, a course book designed for First Form pupils in Arts Section of Burundi Secondary Schools, General Humanities. The research instrument that has been used is the questionnaire for its practicality and effectiveness. We are also to present the choice of our subjects from whom a useful sample has been determined. Besides, we are to describe the questionnaire and procedures to go through data analysis.

1. Sampling.

1.1. Research population sampling.

In selecting our subjects we have been mostly inspired by literature related to the textbooks evaluation. Basing on the point raised by N. Mastula (2000:19) we after all believe that the evaluation of the course book is twofold: by the teacher and the students. In this context, we assume that, although Hutchinson and Waters (1982) argue that students are the best choice for evaluators of course materials, both teachers and students can help to evaluate any course material because they are involved in the teaching/learning process.

Therefore, subjects have been selected according to teachers and students who are using or have been using *Today's English, Classe de Première.* Our target populations are students in the First Form Arts Section as well as those in first year of English and Kirundi Department in the Institute for Applied Pedagogy on one hand, and those in first year of the Department of English Language and Literature in the Faculty of Arts and Social Sciences on the other hand. This is based on the argument by Sheldon (1988:245) that:

> *Textbook appraisal is not a once-only activity. When a course book is selected, its success or failure can only be meaningfully determined during and after its period of class use.*

Hence we bear in mind that the population above might provide useful data on the textbook under study. Based on Littlewoood's idea (1981:81) saying that:

When the teacher is using a published course book, she/he has to consider whether it should be adapted or complemented, so that it will be more suitable to his or her learners' needs.

Our subjects are also teachers of English in first form or those who have been teaching in there for at least one year. Because of financial problems encountered and practical reasons, we could not cover the whole contry and all the secondary schools. Therefore, we localised our subjects, teachers and students, in two representative provinces. Teachers from the following schools got the questionnaire: Lycée MATANA, Lycée RUBANGA, Lycée RUTOVU, Lycée BURURI, Lycée KIREMBA-south, Junior Seminary of BUTA, Lycée RUMONGE and communal Lycée of MUGARA all of them in Bururi Province. The same questionnaire was distributed to the teachers of English in some secondary schools in Bujumbura Mayorship. This implies that teachers in the first form classes at Lycée CIBITOKE, Lycée NGAGARA, Lycée de l'Humanité, Lycée VUGIZO, Lycée de la COMIBU NYAKABIGA, Lycée du Lac TANGANYIKA and Lycée du SAINT ESPRIT got the questionnaire. Schools and subjects (students) have been selected by the use of the simple random method for its fitness to our research as put by Richterick and Chancerel (1980:97).

In the same schools above and respective First Form Classes, students were sampled because they were mostly concerned with learning English from *Today's English, Classe de Première*, and expected to use the same language throughout their life. We, therefore, distributed them the questionnaire described later because we expected them to supply valid information by the end of the second term and in the third term of the school-year. We assumed that after having used the course book mentioned above for two or three terms, students could express themselves, as well as providing their attitudes on the same book.

We distributed the questionnaire to fifteen teachers and 150 students from the selected schools. This sample was completed by 25 students of English Language and Literature, first year (DELL I) and 25 students of English and Kirundi Department of the first year (DEK I), respectively in the Faculty of Arts and Social Sciences, and in the Institute for Applied Pedagogy (IAP) at the University of Burundi. The latter people were selected for they had recently used the same textbook under study. They were expected to express their judgement about the book in question. We expected them to supply an overall view on the book and help us generalize their attitude to a larger population. This is because their origins as well as their former schools were varied. Above all, they could frankly answer the questions given that,

even if it is not always the case, some of these students selected from the University of Burundi in the Department of English Language and Literature, and those students in the Department of English and Kirundi could teach English in their future prospect.

From what precedes, the sample of 150 students in secondary schools was believed significant for the following reasons:

1° Although the secondary schools have increased in number with the opening of communal colleges, most of them growing into communal or municipal Lycées, not all of Burundi secondary schools have the Arts Section.

2° Another reason is that 50 subjects selected at the University of Burundi could offer a general attitude about the book under study, and therefore complete the data.

Thus the 15 secondary schools listed on page 44 of the present work were involved in the research sampling with enough sample.

1.2. Data collection procedure.

As far as we are involved in the English professional and vocational training, and had been using the same course book in First Form during our teaching practice, inspiration rose up from our English language teaching experience in order to think of the present study as earlier discussed. Then we wanted to know other teachers' attitude as well as the students'attitude about the same course book.

1.2.1° Instrument: Questionnaire.

Thus, we thought of elaborating a questionnaire that was inspired by Kyeyune (1993) and T. Omara (2003), both treating language teaching/ learning materials that had gone wrong with students' speaking needs at higher educational level. In addition, Littlewood (1981:81) inspired us to elaborate the teachers' questionnaire. From all that precedes, we elaborated a questionnaire intended to teachers, as cleared out in determining subjects.

a) Questionnaire to teachers.

The questionnaire to teachers of English in the First Form Arts Section Classes was structured depending on our research objectives here after. We wanted to know how they cope with *Today's English, Classe de Première* in order to match the needs of the learners. We wanted, therefore, to know what they think might be done to work with this book in a bid to make learners of English be performant in the spoken English. Thus the questionnaire was

structured into three major series of questions. The first series seeks to point out the students' needs. The second was concerned with the techniques and activities teachers use in teaching spoken English. The last series of questions was about carrying out teachers' attitude to *Today's English, Classe de Première*. This point would lead us to teachers' suggestions on what should be done to the book under study. This is concerned with probable changes to be made in teaching/learning spoken English using (or not) *Today's English, Classe de Première.*

b) Questionnaire to the students.

The questionnaire to the students in First Form classes allow us to know what they were learning English language for and how much practice they were given in various subskills of communicative competence in spoken English. This series of questions helps us to conclude, to confirm or not the first hypothesis.

By the questionnaire we would get information on how teachers tackled the teaching/learning of spoken English. We would know the causes of the students' inefficiency or efficiency in spoken communication, among them the influence of the English language status in schools, appropriateness or inappropriateness of the techniques and activities used in teaching spoken English. This series of questions would enlighten us on the way to confirm the second hypothesis or not.

As it is sometimes believed that students are the best subjects to assess the teaching learning process as well as the teaching/learning materials, we asked the students to supply their feelings about *Today's English, Classe de Première*. For this reason, the last series of questions was to seek faithful data on how much the basic English course book so far used in First Form Classes satisfactorily meets the speaking needs of the learners.
We expected then to read from the answers to the questions the students' feelings about this book, and the last hypothesis would be confirmed or not.

Finally we would collect their suggestions, what the students think should be done to adapt the very book to the students' needs if need be. At this level, a contribution of our informants might appear by the end of the questionnaire. It is worth mentioning that the data, once collected might be sorted out according to the following procedures.

2. Data analysis procedure

The present section of this chapter presents and justifies why our research might be viewed as a scientific study. Given that a scientific work is based on scientific methodology of carrying out research data, we bear in mind that by the time we would be analysing the data, we would use a specific method to our study. Hence, data have been analysed by the use of percentages (%) and the results were presented in tables. We had to compare views from the respondents and draw a conclusion afterward.

Since some of the questionnaires had been very long for practical reasons, we assumed the procedures described above to be useful and would be applied to all the sampled population for further conclusion. Data would yield into the following chapter. It was concerned with the data analysis, after which we brought about the results and a joint discussion that might lead us to practical conclusion.

CHAPTER IV: DATA ANALYSIS, FINDINGS & RESEARCH INTERPRETATION

0. Introduction.

This chapter aims to check the extent to which our expectations have been responded, just to grasp if our questions have got satisfactorily answered. The same chapter is concerned with the analysis of data collected. We chose to use tables in a bid to soften the reading of the results. Afterwards, we interpreted the data. By contrasting the results of our research to the hypotheses and to what has been discussed in the related literature, we drew a conclusion. The last part of this chapter is concerned with remedial and practical considerations.

1. Data from the students.

The questionnaire was sent to 150 students in 15 secondary schools. Some schools were not so cooperative enough that two schools did not give back any questionnaire.
Therefore, only 116 students answered the questionnaire which is a significant sample, that is nearly 77.33%.

a. Students' needs.

In general, the students think that they will need to use English in the course of their life. The data revealed that the students will need English to communicate with the English speakers in various situations either in Burundi or abroad.

As long as English is spreading throughout the world, students think that they will use English when travelling, doing their businesses, studying etc. They also think that English language will be needed when applying for various jobs such as journalists, shop assistants, air hostesses, etc. These contexts of language needs are more demanding in spoken English since not everything is necessarily written, and most momentum of communication is orally held as discussed in the earlier chapters of the present work.

Furthermore, the same students believe that they will afford further responsibilities in political domain as well as in socio-economic domain of their country. As far as politics is concerned, students hope that they will become, for example, ambassadors in English speaking-countries. Knowing English might be a requirement, not only for ambassadors' duties but also for all politicians. We agree with this argument because Burundi is involved in

the world cooperation. Our country is bound to cope with diverse international political and socio-economic trends. As already singled out motivating our work in the first chapter, our country is a member of some International Organizations that mainly use English. It appears necessary to recall that Burundi needs to cooperate with powerful countries and the International Organizations in order to be politically and economically supported. Therefore, any official might be skilled at least in spoken English as long as political, socio-economic and educational decisions are internationally taken in English.

Learners believe, moreover, that they will need English when affording further studies. Since English tends to become an international language of science and technology, learners need to know English in order to embark on advanced studies in science, in technology or in more other educational areas. Since the University of Burundi cooperates with other universities in the world, students are not bound to end up their studies in Burundi. The data revealed that some students wish to take courses abroad given that scholarships are usually granted. Besides, researches are conducted and many books are written in English. Above all, machines and devices operate in English; thus using English will be needed by whoever is willing to operate them. Once University studies are over, some students will conduct researches even in English-speaking countries, and will be supervised by English speakers. Hence, it is of paramount importance that the researcher, the supervisor and the informant be able to speak the same language. In addition to the above, students believe that they will teach English in their prospect. Apart from the English teaching case, students are likely to use English in foreign offices especially when they will be working in some world organizations such as A.U, CARE International, FAO, PTA, UNESCO, UNPD, to name but a few.

In short, data confirmed that spoken English is what students will need the most once they are in everyday life. And without any risk of overweighing language skills, the argument above concurs with the language skills balance through J. Lyons's point (1987:11) that spoken language is basic over written language. In the same light, E. Baribarira (1983:54) puts it as follows: "Very often, spoken language is widely used rather than the written one because the ultimate goal in any language learning is communication".
In order to know if our informants are to achieve the aim above, we might seek to know how much English is practised. Hence, the following table shows how the English language is practised in and out of classes and schools.

Table 1: Language Practice.

Frequencies / Language practice	Proportions	
	Respondents	**%**
a. In and out of classroom	32	27.58
b. In class only	41	35.34
c. When spoken to in English	38	32.75
d. When teachers are around	2	1.72
e. Never	2	1.72
f. No answer	1	0.86
Total	**116**	**~100**

Several students, 41 or 35.3% agree that they speak English in class only. If we pay more attention to high proportions, we find out that spoken English is limited only in the classroom. Another important number of students, 38, or 32% speak English when spoken to in the same language, English. Still, do they practise it out of class? How often are they talked to in English in and out of class? These questions find answers through probable causes of Learners' inefficiency in spoken English. Besides, 32 learners, i.e. 27.5%, speak English even outside the classroom. This implies that few pupils practise English in their life. This could be caused by the following in the table here after:

Table 2: Causes of students' inefficiency in spoken English in First Form Arts Section.

Frequencies / Causes	Proportions	
	Respondents	**%**
a. No time to practise English in and out of class	26	22.41
b. **Speaking** is not dealt with in the National exam	16	13.79
c. Unfamiliarity with the **speaking** of English	48	41.37
d. No interest in **spoken English**, instead, **writing** is very important	21	18.10
e. No answer	5	4.31
Total	**116**	**~100**

The table above indicates that 48 students, or 41.37% agree that they rarely speak English because they are unfamiliar with speaking it. Some other 26, or 22.41% of the informants vow that there is no time to practise English. Another reason for rare practice of spoken English is that, as 21 students to mean 18.10% of our informants confirm, much interest and emphasis is put on writing. This is justified by the students' immediate needs. They think that what they need most is writing for the time being (short term need). Hence, 16 students or 13.79% reveal that speaking is not dealt with in the National Exam. Then they think that it is useless to study what is not tested and graded. Five respondents, however, 4.31% did not say anything about what could prevent them from speaking English as often as possible.

From what precedes, all the causes in table 2 may be valid. Since the majority of our informants say that they are unfamiliar with speaking English, this fact may logically be resulting from all the remaining causes displayed in the same table. Still another sub-question of the same question 2 helped to know other causes. Another cause of not speaking English is that students are very busy in class with other activities and courses. Teachers go fast to finish the programmes.

As a matter of fact, students in First Form Arts section work hard taking notes, running with programmes in other courses and preparing themselves for tests and exams. Hence there is no time for speaking English. Besides, our informants say that they find no interest in spoken English as long as they are not tested on it in class or in National Exam. Instead, accuracy in writing is to be improved in order to be graded in class or to pass the exam. This is a short term need favoured instead of a long term need of spoken English.

In addition, there is no favorable environment for learners to practise spoken English out of the classroom. Some students say that they rarely find someone to talk to in English while more others say that very few people know and speak English. Above all, whoever tries to talk to a friend in English out of the class is criticized by his school fellows. Once two or more pupils, as respondents say, are heard by others from other sections conversing in English, the latter accuse the former of boasting. This concurs exactly with our experience at a higher educational level where, students who conversed in English while queuing up in restaurant on campus at the University of Burundi were stared at as if they were strangers. Some students murmured and even gossiped: "Abo banyêshŭre barîshīma, barîyemeza!..." i.e. "Those students are boastful". This behaviour discourages whoever is willing to improve spoken language, and given this attitude of non-English speakers, the result is that the students' will to practise English out of the class is inhibited. Thus, students find no favorable environment for spoken English practice.

Another cause advocated by our respondents is that spoken English is not encouraged in schools. In addition to this fact, some schools have poor, if ever there are, libraries in the sense that the students find no books for reading. As a result, they still have weaknesses in vocabulary and expressions.

From the beginning of our study we introduced the present work precising that the language status in the country might have influence on the textbook or programme design. The same is true for the language in schools. The more a language is compulsory in school, the more it is practised. Then the more a language is practised the more the language teaching/learning is smooth and successful. Therefore, question 3 sought the language status in schools, whether the English practice is obligatory or not. The following table displays the details.

Table 3: English Language status in Burundi Secondary Schools.

	Proportions %		
Language status	**Yes**	**No**	**No answer**
1.Spoken English language is compulsory	24.13	75	0.86
2. There is/are English language club(s) in schools	28.44	71.55	0.86

The majority 75% of our respondents say that spoken English language is not obligatory in schools. Still, some other 24.13% of our respondents agree that spoken English is obligatory in their schools, and only 0.86% of our respondents say nothing about the same question concerning English language status in schools.After all, what demonstrates that students are not obliged to speak English at school is that the majority, 71.55% of our respondents say that there are no clubs in their schools. However, English clubs might be some occasions among others for students to freely and formerly practise speaking English. In addition, the existence of English clubs might demonstrate how much officials put emphasis on English language practice on the way to help learners to improve spoken language. Nevertheless, some respondents, 24.13% agree that the English language is compulsory in their schools. Although this population is not significant to generalise the findings as well as the attitude to adopt, it is important to note that some 28.44% of the respondents say that there are English clubs in their schools. The following table displays the types of clubs which exist in some secondary schools surveyed.

Table 4. Types of English clubs existing in some schools.

	Proportions	
English Language clubs in schools	**Respondents**	**%**
1. Debate club	**20**	**17.24**
2. Drama club	1	0.86
3. Literature club	16	13.79
4. Writers' club	7	6.03
5. No clubs	72	62.06
Total	**116**	**~100**

As this table reads, where English clubs exist, 20 respondents or 17.24%, answered that there is mainly debate Club and sometimes Literature Clubs as 16 respondents or 13.79% confirm in the table. In some other schools there is also writers' club as 7 respondents, that is also 6.03% confirm while Drama Club is the almost non-existent one. We notice that schools in which clubs exist, the most frequent club is the one for Debate. It is possible that students who are members of Debate Club may be helped to express themselves in English. But it is to be regretted that Drama club is dying out while it would help to develop the students' fluency.

Another point to make is that the findings in table 4 are hard to generalise. In fact, since only very few students, a quarter of our respondents, that is 44 respondents or 29% agree on the existence of English Language clubs in secondary schools, the distribution of English Language Clubs in secondary schools is not evident. To conclude on the point, spoken English is not compulsory in all secondary schools as long as the majority of the learners i.e.72 or 62.06% ,say that there are no clubs in school.

After the point on language practice in secondary schools, a language which is really not practised at all, we wanted to know if the English language subskills are sufficiently covered in English language classes through spoken language teaching and learning. The following table displays how often some subskills of the spoken English are taught in class.

Table 5: Some of the Spoken English subskills.

Frequencies / Subskills		Proportions							
		Often		Sometimes		Never		No answer	
		Respondents	%	Respondents	%	Respondents	%	Respondents	%
1.Pronunciation		**47**	**40.51**	46	39.65	13	11.20	0	0
2. Stress		20	17.24	30	25.86	**66**	**56.89**	0	0
3.Intonation		32	27.58	34	29.31	**50**	**51.72**	0	0
4.Replying in complete sentences		**81**	**69.82**	27	23.27	8	6.89	0	0
5.Taking part in a conversation		32	27.58	41	35.34	**43**	**37.06**	0	0
6. Non verbal language	*a) Pause fillers*	18	15.51	36	31.03	**62**	**53.44**	0	0
	b) Gestures	22	18.96	45	38.79	**48**	**41.37**	1	0.86
	c) Facial expressions	29	25	41	35.34	**45**	**38.79**	1	0.86
7.Functional English language	*a) Making an apology*	42	36.20	**52**	**44.82**	22	18.96	0	0
	b) Making a request	35	30.17	**47**	**40.51**	33	28.44	1	0.86
	c) Sympathizing	29	25	**47**	**40.51**	40	34.48	0	0
	d).Introductions	27	23.27	44	37.93	44	37.93	0	0
	e) Phoning and answering phone calls	17	14.65	32	27.58	**66**	**56.89**	1	0.86
	f) Asking for and giving directions	24	20.68	31	26.72	**61**	**52.58**	0	0
	g) Welcoming someone to your home	30	25.86	**47**	**40.51**	39	33.62	0	0
	h) Thanking somebody for something	42	36.20	**55**	**47.41**	18	15.51	1	0.86
	i) Congratulating somebody	37	31.89	**56**	**48.27**	23	19.82	0	0

To determine that a subskill of a language is practised enough, it should often be taught. Unfortunately from the preceding table, it can be seen that pronunciation and utterance of complete sentences in answering questions are the only subskills often taught and learnt. But, what is observed is that, even if the first form learners have been learning English, mainly grammatical patterns and rules, mispronunciation and ill-formed sentences characterise the learners' spoken English.

While the two subskills above are often tackled, all the others are rarely practised or dealt with in class. For instance, 40.51% of our respondents say that they are rarely taught how to make request and how to sympathize with someone, and the same is equally true for welcoming somebody to one's home, while, other informants, 44.82%, 47.41% and 48.27% of our respondents say that they are rarely taught respectively how to make an apology, thanking and congratulating people.

Our attention is also paid to a set of English language subskills which are never tackled in class. As the data read in the same table 5, many subskills are neglected or ignored in class. The great majority of our respondents; 51.72%, 52%, 53.44% and 56.89% claim that they are respectively never trained in intonation, giving directions, using pause fillers and using stress as well as phoning and/or answering phone calls.
Beside the above, some other respondents 37.06%, 38.79% and 41.37% say respectively that they are never trained in taking part in a conversation, in using facial expressions and gestures.

Still some few other language skills are sometimes tackled, those are making an apology, making a request, sympathizing, welcoming people, thanking and congratulating somebody. If we look closer, only two subskills, which are pronunciation and replying in complete sentences, are sufficiently covered as it is confirmed respectively by 47 respondents, that is 40.51% and 81 respondents, that is 69.82%. The two subskills are covered in First Form classes at the expense of many other language subskills. Referring to earlier chapters of the present work, the problems of speaking English for the First Form students in Arts Section result from the lack of training in spoken English as observed during our teaching practice. What is more is that the same students' difficulties in oral communication concern the data displayed in table 5.

To conclude the point, although the language components of the spoken English displayed in the table mentioned earlier are not exhaustive, they are not really taught and learnt in all secondary schools, hence they are not practised in oral communication. Functional and non-verbal language is ignored while, as singled out in the review of related literature to this study,

it has been calculated that on average the total impact of a message owes 7% to the words, 38% to the paralanguage and 55% to non-verbal signals. These findings in connection with the language communicative components, discussed by Von Ek cited in Niakaris (1997) as communicative competence components necessary for oral communication, make us agree that the same communicative competence components are not developed for the First Form students. All in all, the learners are not given enough practice in various subskills of the communicative competence.

To go on with our research, another question was to know which activities and techniques are used in class in order to develop the speaking skill in First Form class.Thus, the following table displays activities and techniques used in classes we are interested in.

Table 6. Spoken English Language Activities α Techniques.

	Proportions							
Frequencies / **Activities and techniques**	**Often**		**Sometimes**		**Never**		**No answer**	
	Respondents	**%**	**Respondents**	**%**	**Respondents**	**%**	**Respondents**	**%**
1° Answering orally to teachers' questions	**82**	**70.68**	31	26.72	3	2.58	0	0
2° Reading aloud from the book	**76**	**65.51**	27	23.27	12	10.34	1	0.86
3° Practising dialogues	31	26.72	**47**	**40.51**	38	32.75	0	0
4° Telling stories	26	22.41	43	37.06	**47**	**40.51**	0	0
5° Reciting poems	5	4.31	29	25	**79**	**68.10**	0	0
6° Pair /group discussion	17	14.65	**51**	**43.96**	48	41.37	0	0
7° Debating	28	24	38	32.75	**48**	**41.37**	2	1.72
8° Giving interview	9	7.75	29	25	77	**66.37**	1	0.86
9° Giving opinion	51	43.96	**57**	**49.13**	6	5.17	3	2.28

From the table above, it can be seen that there are two activities which are frequently done. These are 'Answering orally to teachers' questions and 'Reading aloud from the book'. The majority of our respondents to question 5, that is 82 respondents, or 70.68% and 76 respondents, or 65.51%, say respectively that they are often asked to read aloud from the book–*Today's*

English, Classe de Première. Another fairly tackled activity is **giving opinion**, unfortunately very many respondents, 57 or 49,13% say that they are rarely asked to give their opinion. More other learners, 40.51% and 43.95%, precise that the **dialogues** and **pair/group works** such as **discussions** are rarely dealt with in class while some other language activities are never used. For instance 40.51% of the respondents claim that they are never asked **to tell stories** in class, 68.10% of the respondents claim that they are never commanded **to recite poems** although some poems are in the book they use in First Form. At last, 41.37% of the respondents vow that they are never asked to debate a given point while 66.37% say that they are never trained in **giving interview**.

From the above findings, nearly three activities and techniques seem to be used. These are **oral answers** and **reading aloud from the book**, and fairly **giving opinions**. In fact answering orally and reading aloud from the book are dictated by the methodology suggested by the teaching materials used in First Form. This is the audio-lingualism according to which teachers think that once language is spoken by the teacher, the students will likely understand it. This principle recalls the structural method elicited by Brumfit and K. Johnson (1979) citing D.A.Wilkins.

Referring to the students' needs, just the findings on the first question of our questionnaire, it is obvious that they would be involved in various activities. This is not in accordance with the findings above. The students are limited to two activities: **Answering orally** and **reading aloud from the book**. However, will they need only to answer questions and read from books in their life? Will they be busy with giving opinions on given points only? When we contrast these questions to the learners' needs of English language surveyed by the first question, we find out that the activities and teaching techniques are insufficient, since two activities often tackled in class are not the only ones the learners will need in their life.

Hence, as far as students rarely discuss in pairs or in groups, tell stories, make dialogues and never debate some subjects or learn how to give interviews, etc, we may sum up the point saying that teachers do not use activities and techniques meant to promote communicative activities. If ever they use activities and techniques of the above kind, they deal with insufficient ones. The question now is to know if the fact above is caused by the content and methodology offered by the basic English teaching/ learning materials used in First Form, Arts Sections. Thus the following deals with evaluation of English teaching/learning course book, *Today's English, Classe de Première.*

b)- **Evaluation of *Today's English, classe de Première.***

The sixth question was to know the kind of textbooks students use in First Form classes to learn English. If students often read louder from their book and often pronounce words or phrases, we wanted to know if this could be dictated by the textbook at hand. What is more is to seek out why teachers and students deal with insufficient communicative activities and techniques. What is possible is that some teachers and students are sometimes reluctant to deal with some activities although they are suggested in a textbook whatever their great usefulness to develop communication skills. To go through the section, the following table displays data on the types of materials used in First Form for English learning, as the headline reads.

Table 7: **English teaching/learning materials used in First Form Arts Section.**

	Proportion	
Frequencies / **Materials**	**Respondents**	**%**
1.*Today's English, Classe de Première* only.	72	62.06
2. *Today's English, Classe de Première* with supplementary books .	39	33.62
3. No answer.	5	4.31
Total	**116**	**100**

The table above shows the kind of teaching and learning materials used in First Form Arts Section. It can be seen that great majority, 72 or 62.06% of our respondents assert that they use the basic textbook *Today's English Classe de Première* only in order to learn English; while a few other learners, as 39 to mean 33.62% of our respondents confirm that they use the same basic textbook along with supplementary books. There are some other students, 5 or 4.31% of our respondents, who say nothing about the same question in relation to the English learning materials used in class. Do they ever use any textbook to learn English? This is questionable since this number of students is a bit important. However, it cannot be so significant to alter the data given by the majority of our respondents.

Given that the learners are often reading aloud from the course book, as findings read for question 5, the question is: "are the books sufficient in copies to satisfy all the students, given that they use *Today's English, Classe de Première* only in general?" is asked. The following table displays the

distribution of *Today's English, Classe de Première* in class according to the data from the seventh question.

Table 8: Distribution of *Today's English, Classe de Première* in classes.

	Proportions	
Number of copies of *Today's English, Classe de Première* in classes	**Respondents**	**%**
1. Enough copies for every body in class	3	2.58
2. One book for two students	15	12.93
3. One book for three students	30	25.86
4. Very few books (insufficient)	16	13.79
5. Only one book for the teacher	45	38.78
6. Only two books for the class	3	2.58
7. No answer	4	3.44
Total	**116**	**≃ 100**

From the table above, the textbook cited in headline is not available in sufficient copies. Only some 3 students or 2.58% say that they have enough books for everybody in their class while three others (2.58%) refute this argument. On the contrary, they say that the whole class shares two books only. The result is that the book in question is not evenly distributed in classes. Beside those who have enough copies of *Today's English, Classe de Première*, 15 students; that is 12.93% say that two students share one book while more others, 30 learners to mean 25.86% agree that they share it at three. For these learners, it is a bit easy to read from the textbook because they have enough copies. Nevertheless, some 16 learners, 13.79% inform us that there are very few copies of *Today's English, Classe de Première*, which are very insufficient books in class. Moreover, a great majority of our respondents, 45 students or 38.79%, confirm that there is no single copy of the same book for students in their class, only one is available for the teacher. Hence copies of *Today's English, Classe de Première* are not sufficient for the First Form learners. Therefore, it is hard and almost impossible to learn or teach English from an inexisting textbook. Consequently, the general distribution of *Today's English, Classe de Première* in the First Form classes will be given after the presentation of data from students of first years in the English Department at the University

of Burundi. Still, we wanted afterwards to know more about learners who use the book under study.

On the basis of the argument by N. Mastula (2000:19) saying "the quality of a course book is the basis of students' performance", what could be the quality of *Today's English, Classe de Première*? What is its content? What is the learners' attitude towards the same book regarding their needs? The first two questions are answered through data collected for the question 8: a) What kind of speaking activities are recommended in *Today's English, Classe de Première*? Students say that the speaking activities that are in the book above are: **Debate**, **commentary**, **comprehension questions**, **exposés**, **poems**, **summaries**, **discussion** and **translation**. However, not all these activities are found within the book we are concerned with in the present work. If we turn back to the earlier chapter, namely the Literature Review where *Today's English, Classe de Première* is presented, we find out that the only speaking activities in the book are **commentary**, **summary** and **comprehension questions**. If students cite some other activities, it could probably be valid thanks to the teachers' creativity. What is more is that the translation activity is questionable even though it is suggested in the very book as already discussed. Besides, some other students claim that they ***do not*** know anything about the content of the same book under study. This is very significant as long as some students, even the majority of them say that they have no student's book (see table 8) in the whole class. It implies that there is no way students could know something of the speaking activities within *Today's English, Classe de Première* whereas they never use it.

To move ahead, the question 8 helps us to know the value of the book in question. The following table presents learners' view, that is whether the same book could teach them to speak English efficiently or not.

Table 9: Value of *Today's English, Classe de Première.*

	Proportions					
Today's English, Classe de Première can teach students to speak English efficiently	**Yes**		**No**		**No answer**	
	Respondents	**%**	**Respondents**	**%**	**Respondents**	**%**
	40	34.48	75	64.55	1	0.86

While 40 respondents or 34.48% of the total of our sampled population, that is 116 or 100%, say that *Today's English, Classe de Première* can help them to learn and speak English as well, others, that is 75 respondents or 64.55% tell us that it can not encourage them to speak English efficiently.

As a result, students doubt the quality of the course book above. They might have diverse opinions about it. The following table below displays the details.

Table 10: Students' opinions about *Today's English, Classe de Première.*

Frequencies / Opinions on quality of the book	Proportion	
	Respondents	**%**
1.*Today's English, Classe de Première* is appropriate to teach speaking English	46	39.66
2. *Today's English, Classe de Première* is inappropriate to teach speaking English	**70**	**60.34**
No answer	0	0
Total	**116**	**100**

On the total of our sample, only 46 or 39.66% respondents agree that *Today's English, Classe de Première* is appropriate to develop the speaking skill. They add that the same textbook is at their right level, and thus can encourage them to speak or communicate orally efficiently in English. Nevertheless, the majority of our respondents, 70 or 60.34%, disapprove the book under study. They say that it is inappropriate to teach them to communicate orally in English. They consider it as unsuitable to them unless changes are introduced. Hence they suggest the following:

Table 11: Students' suggestions about *Today's English, Classe de Première*.

Suggestions \ Frequencies	Proportion	
	Respondents	%
a) To keep on using *Today's English, Classe de Première* as it is.	1	0.86
b) To use it with supplementary books	**103**	**88.79**
c) To change its content	10	8.62
d) To stop using it	2	1.73
No answer	0	0
Total	**116**	**100**

Considering the table above, the great majority of our respondents, 103 or 88.79%, suggest to use the basic textbook *Today's English, Classe de Première* with supplementary books. Some others, however, 10 that is 8.62% of our respondents want the content of the book above to be changed, whereas few other learners, 2 that is 1.73% of our sample, wish to stop using this book and one student that is 0.86% suggests to keep on using the book under study.

What is noticeable is that he who claims to use the book in First Form suggests also to use tapes in order for the learners to listen often to native speakers of English. This is obvious as long as there are no listening activities within the same textbook. However, it seems that very few schools have tapes at their disposal accompanying *Today's English, Classe de Première*. What is more is that teachers are reluctant to conduct both speaking and listening activities for reasons discussed in the Literature related to our topic. Some teachers forget that good speaking involves good listening as observed by P. Strevens (1977:82). Therefore, practical suggestions are recorded in the recommendations section.

Another surprising fact is that there is an important number of students who approve of *Today's English, Classe de Première* as seen in table 10. However, we learn from the table 11 that only one student, that is nearly 0.86% of the total of our sampled population, suggests to use *Today's English, Classe de Première* without any change. In other words, he who views this book as suitable cannot use it alone unless it is revised. To put it another way, the course book in question needs to be supplemented with additional materials and to be adapted to the learners' needs of speaking. To generalise these findings, more data were collected from people of various origins in terms of schooling in Burundi Secondary Schools.

c) Data from students of the first years in the English Department at the University of Burundi.

The questionnaire was given to 50 students sampled randomly. Once questionnaires were collected, 31 copies, to mean 62%, were returned, which made the data sound sufficient to generalise to a larger population. This is because the same students came from different secondary schools. The first question asked the students to tell the kind of books they used to learn English in First Form, Arts Section. The following table displays the data.

Table 1: English Learning Materials.

Frequencies / Books	Proportions	
	Respondents	**%**
1.*Today's English First Form* only	22	70.96
2. *Today's English First Form* and Supplementary books	9	29.03

As many of our respondents confirm, according to the view of 22 respondents or 70.96%, the students used to learn English in general from *Today's English, Classe de Première* only. Therefore, we wanted to know if this book had enough copies in classes so as to help smooth English learning. Thus, the following table shows the distribution of *Today's English, Classe de Première* in classes.

Table 2: Distribution of *Today's English, Classe de Première* in Classes

Number of copies of the book in class ⇒	One book for one student	One book for two students	One book for three students	Very few copies	Only one for the teacher	Two for the class	Total
Respondents ⇒	1	10	6	7	6	1	31
Proportions in % ⇒	3.32	32.25	19.35	22.58	19.35	3.22	100

Some students, 1 learner or 3.22%, 10 students or 32.25% and 6 learners or 19.35% of our respondents indicated that they had respectively a book for each student, one book for two students and one book for three students. This entails that some students generally learn easily from the book under study. Some others, however, had trouble to learn English from it.

Seven learners or 22.58% of our sample said that the class shared very few copies of the book in question, and 6 or 19.35% of our respondents shared no book except one single book for the teacher. In addition, even if one respondent, that is 3.32%, said that his/her class was supplied with sufficient books, his/her fellow said that the whole class shared only two books. In short, many students (17) could learn easily from the book, and some others (14) had no sufficient books to learn English.

By the third question, we wanted to know the kind of speaking activities that are recommended in the book under study. Many students said that the book–*Today's English, Classe de Première*-contains no speaking activities as such. However, others recognise that there are some activities such as *commentary*, and *summary*. They add *translation exercise* although it is controversial and designed over the First Form Learners' level. They also say that *reciting poems* and *making 'exposés'* which are similar to small talks were tackled in class. But, as the book in question has been presented in the second chapter of the present work, the two language practice exercises – reciting poems and making small talks – appear nowhere in *Today's English, Classe de Première* unless they root from the teachers' efforts and creativity. The same respondents replied that the speaking activities within the course book above were sufficient for some students and insufficient for some others to develop their speaking abilities as the table below reads.

Table 3: Speaking activities in *Today's English, Classe de Première* to Develop speaking skills.

	Proportions	
	Respondents	**%**
Activities are sufficient	4	12.90
Activities are insufficient	**21**	**67.74**
No answer	6	19.35
Total	**31**	**100**

From the table above it is seen that activities within *Today's English, Classe de Première* are insufficient to help learners develop their speaking skills as it is confirmed by the majority, 21 to mean 67.74% of our respondents. This concurs with findings from the First Form students which is to confirm the first hypothesis set in the first chapter of this work. The same questionnaire, question 3, asked our respondents how often language skills were tackled in class when students were still in First Form. The following table shows the data related to the above.

Table 3: Language skills Practice.

Frequencies / Tasks	Proportions									
	Often		Sometimes		Rarely		Never		No answer	
	Respondents	%	Respondents	%	Respondents	%	Respondents	%	Respondents	%
Speaking	11	35.48	6	19.35	12	38.70	1	3.22	1	3.22
Writing	25	80.64	3	9.67	0	0	0	0	3	9.67
Listening	0	0	3	9.67	8	25.80	17	54.83	3	3.67
Reading	19	61.29	7	22.58	2	6.45	0	0	3	9.67

From the preceding table, students read and wrote much more than they spoke in class. They rarely tackled speaking tasks as 12 students that is 38.70% of our respondents confirm in the table, while 17 respondents, or 54.83% of the sample, revealed that they never listened to any recorded English materials. Some students we spoke to told us that they came across such listening tasks at the English Department at the University of Burundi.

To sum up the point, speaking activities as well as listening ones were not dealt with as much as necessary to develop learners' speaking skills. This meets the findings from the First Form learners to confirm the second hypothesis stated in the first chapter of the present work.

As far as *Today's English, Classe de Première* view is concerned, our respondents were expected to express their view on the course book in question in terms of quality. Thus, they had different opinions, in answering question 4, which sought to know whether or not the textbook was appropriate to develop the students' speaking skill as displayed in the following table.

Table 5: Students' opinions on the quality of *Today's English, Classe de Première.*

Frequencies / Quality	Proportions					
	Yes		No		No answer	
	Respondents	%	Respondents	%	Respondents	%
Today's English, Classe de Première is appropriate for learning speaking English	8	25.80	**22**	**70.69**	1	3.22

It appears from the table above that most former students, 22 or 70.96% of our respondents, were not satisfied with the book we are dealing with in the present study with regard to the learners' English speaking needs. The textbook was and is, as already confirmed by findings from the First Form learners'needs, not appropriate to learn speaking English from it. This point confirms the third hypothesis earlier stated in the first chapter. To put it another way, *Today's English, Classe de Première* does not stimulate students to orally communicate in English.

As a result, the book under study presents some negative sub-effects on the learners' speaking competence in the following table.

Table 6: Effects of *Today's English, Classe de Première* on learners.

Frequencies / Signals of effects	Proportions					
	Yes		No		No answer	
	Respondents	%	Respondents	%	Respondents	%
a) Students were well prepared to speak English after having used the book	7	22.58	**21**	**67.74**	3	9.67
b) Students could/can express themselves in English	9	29.03	**19**	**61.29**	3	9.67
c) Students can hold a talk in discussing	15	48.38	**16**	**51.61**	0	0
d) Students can sit for an interview	13	41.93	**18**	**58.06**	0	0

As this table reads, many students, 21 or 67.74% of our respondents from first year at the University of Burundi said that they were not prepared to speak English well after having used *Today's English, Classe de Première* although 7 others, to mean 22.58% asserted to be well equipped to talk fluently in English.

Consequently, the learners in question could not, at the time they were finished with using the textbook under study, express themselves freely in English. They asserted that even though they had been taking courses at the English Department for some months today, their speech is questionable. Some other learners, 16 students or 51.61% of the respondents, declared that even today they cannot hold a talk when discussing in English; and some more others, 18 or 58.06% of our respondents, cannot sit for an interview if need be. Still, although thet majority of students fail in using English in oral communication, after having used *Today's English, Classe de Première*, a few students are proud of their input of the speaking skill after their secondary studies. They said that they could and can actually express freely themselves in English, they could and can discuss for a long time in English and can even sit for an interview.

When we asked some of the students how it could happen that some students were inefficient to speak English, while others were and are a bit performant, we were answered that it depends on how much one practised spoken English at the secondary school. Otherwise, *Today's English, Classe de Première* could and cannot equip students with the speaking ability. Thus they proposed the following activities since the textbook at their disposal contains insufficient speaking activities: *debate*, *conversations*, *small talks*, *discussions*, *sketches* were suggested. These activities have been discussed by educationaliists and, in our point of view, they are believed to be some of the communication activities. More other suggestions will appear in recommendations.

As long as our aim is to help learners develop their speaking abilities, the last question, question 7, asked for the students' decisions on the book *Today's English, Classe de Première* so far used. Thus, with regard to this book and its ineffectiveness to encourage learners to speak English, our respondents at the University of Burundi decided what has been recorded in the table here after.

Table 7: Students' suggestions about *Today's English, First Form.*

	Proportions	
Frequency / **Decisions**	**Respondents**	**%**
a) To keep on using it as it is	2	6.45
b) To use it with supplementary books	**24**	**77.41**
c) To change its content	4	12,90
d) To stop using it	1	3.22
Total	**31**	**100**

As the table above reads, many respondents, 24 or 77.41% would use the course book *Today's English, Classe de Première* with additional books. The latter could complete the former in terms of language practice. As few other learners, 4 or 12.90%, however think that its content should be changed, while one student (3.22%) would decide to stop using it as it does not develop the speaking skill. Still, although many learners suggested keeping on using *Today's English, Classe de Première* with additional books, it is worth recalling that this book is preferred by some two students almost 6.45%, who advocated that it could be used alone. For these students, the book in question is good and can be used without any alteration. But, it is shared by both students in First Form and those at the University of Burundi

that *Today's English, Classe de Première* should be used with supplementary books before it is replaced with another course book.

Nevertheless, there are general considerations to observe on the book under study, given that its users would keep using it in learning English with other books to support it. From the data collected, it seems that the same book is not evenly and sufficiently distributed in class. Hence the following question "Is *Today's English, Classe de Première* supplied in sufficient copies in schools?" can be answered when reading the data on the general distribution of the same textbook in classes and schools recorded in the following table.

Table 8: General distribution of *Today's English, Classe de Première* in classes and schools.

Copies of *Today's English, Classe de Première* in Class / Schools	Enough for everybody	One for two students	One for three students	Very few copies	Only one for the teacher	Two for the class	No book in class	Total
1. Lyceé Notre Dame de la Sagesse				x				
2. Lyceé BUHONGA				x				
3. Lyceé RUMONGE			x					
4. Lyceé MUGARA					x			
5. Lyceé BURURI				x				
6. Lyceé KIRE MBA (South)				x				
7. Lyceé MATANA					x			
8. Lyceé MAKAMBA					x			
9. Lyceé GATARA					x			
10. L.N.D. de la Joie RUYIGI					x			
11. L.N.D. BUKEYE			x					
12. Lyceé BUKIRASAZI			x					
13. Lycée Municipal CIBITOKE		x						
14. Petit Séminaire DUTWE			x					
15. Lycée MUSINZIRA				x				
16. Petit Séminaire MUYINGA		x						
17. L. N.D. ROHERO		x						
18. Lycée Sainte Famille KINAMA		x						

Copies of *Today's English, Classe de Première* in Class / Schools	Enough for everybody	One for two students	One for three students	Very few copies	Only one for the teacher	Two for the class	No book in class	Total
19. Lycée Etoile des Montagnes JENDA		x						
20. Lycée MWARO				x				
21. Lycée Communal RUSAGARA					x			
22. Lycée Sainte Thérèse		x						
23. Petit Séminaire BUTA				x				
24. Lyceé BUHIGA					x			
25. Lyceé du Lac TANGANYIKA				x				
26. Lyceé Scheppers NYAKABIGA							x	
27. Lyceé COMIBU NYAKABIGA				x				
28. Lyceé NGAGARA			x					
29. Lyceé de l'HUMANITE					x			
Total	**0**	**6**	**5**	**9**	**8**	**0**	**1**	**29**

From the data displayed in this table, the book under study is not evenly distributed in schools with regards to the number of learners. Very few schools, 6 that is 20.68%, have enough books for smoothing English learning. Besides, there are equally 5 or 17.24% schools for which learning English from *Today's English, Classe de Première* requires the learners to sit in three's. This is significant as long as the students are more and more increasing in number in schools. Nevertheless, there are other schools where it is hard to use the very course book for it is very insufficient in copies. To be clear, 9 schools that is 31.03% have very few copies of *Today's English, Classe de Première* to the extent that teachers have difficulties to distribute the same copies in respective classes. The outcome is that the work is hampered in any way. Although some schools have some few copies of the material under study, more schools have only one copy of it (*Today's English, Classe de Première*), which is used by the teacher. We should note that the teacher's guide is not available in schools so far surveyed. In addition, the course book we are concerned with has disappeared in some schools as the data read through the table. All what is at disposal of the learners is a limited number of booklets of exercises copied from the original book.

To conclude the section, *Today's English, Classe de Première* is disappearing in schools despite its weaknesses and strengths. What is surprising is that there is, apparently, no course book that is being elaborated to replace the former one. More considerations will appear through the recommendations section.

2. Data from teachers.

Being concerned by data collected from teachers of English in First Form classes, the questionnaire was distributed to 15 teachers. Some of them were not cooperative enough in answering our questions: Some of them did not even give back the questionnaire, and the same happened at some schools. Thus, after collecting questionnaires, we got back 12 questionnaires only. Hence, we assume that 80% of the data were sufficiently reliable.

1° Students' needs.

About question n°1 of our research instrument, teachers have different views about what students will need of the English language. Many teachers (58.33%) think that students will need most speaking and listening in their everyday life as well as reading and writing. However, some other teachers (33.33%) think that their students will need to read and write first of all, and then speak and listen or vice-versa. Beside the above points of view, one teacher (8.33%) thinks that learners' needs focus on writing and grammar associated with reading in their life, the other skills being auxiliary.

All in all, it can be seen that although teachers' views differ a great deal, they agree that students will need speaking and listening as well as reading and writing. But we shall note that speaking and listening will be emphasised for daily oral communication.The present fact is in accordance with the wide spread belief that people speak more than they write in daily life. In addition, the teachers' opinion coincides with John Lyons (1987:11)'s balance of speech and writing saying that speech overweighs writing. Speech is more dominant than writing in life.

2° Evaluation of the course book *Today's English, Classe de Première*.

Evaluation of a book is differently viewed by linguists and educationalists. Some of them such as Anderson (1985:2) quoted by D. Habonimana (2004:12), Jack and Richards (1983) in D. Habonimana (2004:8) base evaluation definition on the teaching/learning programme and its objectives. Still others, however, such as Alan Cunningsworth (1984) quoted by A. P. Ndikuriyo (1998) and Harmer Jeremy (1984) define

evaluation on the basis of the teaching/learning materials and students' needs.

Given that evaluation, according to *Collins' Dictionary of English Language*, is a decision about the significance, value or quality of something based on its good or bad features on one hand, and is, according to *Longman Synonym Dictionary*, as a synonym of assessment which means review, consideration, investigation, measurement, we agree with Harmer Jeremy (1983) to evaluate *Today's English, Classe de Première* with regards to the learners' needs. This is simply because teaching/learning materials such as the above course book, reflect the implementation of a curriculum as a programme in syllabus regarding the students' needs. Thus the present section deals with the evaluation of *Today's English, Classe de Première*, just as the term evaluation is held by the preceding dictionaries. In fact, we have to point out how much the above textbook is good or bad in terms of learners' speaking needs. The following table displays data on teaching/learning activities and techniques as the first criterion of our evaluation.

a) Teaching/Learning activities and techniques.

The first question asked our respondents to say how often they dealt with some of the oral activities. Here are the data from the12 respondents:

Table1. Language Teaching Activities and Techniques for spoken English.

Frequencies / Activities and Techniques		Proportions					
		Often		Sometimes		Never	
		Respondents	%	Respondents	%	Respondents	%
1° Answering questions orally		**11**	**91.66**	1	8.34	0	0
2° Reading aloud from books		**6**	**50**	5	41.66	1	8.34
3° Asking students to practise their own dialogues		2	16.66	**5**	**41.66**	**5**	**4.66**
4°Asking students to recite poems		1	3.34	2	16.66	**9**	**75**
5° Asking students to tell stories		1	8.34	**8**	**66.66**	3	25
6° Asking students to	a) discuss in pairs	5	41.66	4	33.33	3	25
	b) discuss in groups	3	25	7	**58.33**	2	16.66
7° Asking students to debate on a subject		**6**	**50**	5	41.66	1	8.34
8° Asking students to give an interview		0	0	2	16.66	**10**	**83.33**
9° Asking students to practise short dramas		0	0	**5**	**41.66**	7	**58.33**
10° Asking students to give their opinion		**11**	**91.66**	1	8.34	0	0

So many teachers often deal with some teaching activities and techniques at the expense of others. In this case, 91.66% of our respondents for example say that they usually ask students to answer orally the questions, to give their opinion, while half of the respondents assert that they ask students to read louder from the books as well as debating a subject. Besides, pair discussions are fairly organised. Some other activities and techniques are rarely used in class. 66.66% of our respondents say that they sometimes ask learners to tell stories. In addition, 58.33% of our respondents agree that they sometimes organise group discussions in class. Still, 41.66% do sometimes ask learners to practise their own dialogues whereas their colleagues never use this activity and technique. This entails that the same activity is practically almost never dealt with.

Apart from the above activities rarely used, there are others which are completely ignored in teaching/learning English. While 58.33% forget to or do not use the practice of short dramas, still more teachers; that is 75% ignore to assign recitation of poems to students. In addition, the majority never ask students to give interview although some students wish to apply for a job as journalists in their prospect.

In short, even though not all teachers use all the teaching/learning activities and techniques, some of the teachers do their best to use some communicative activities and techniques. However, activities and techniques highly and often used by most teachers, giving oral answers and giving opinion, are related to the aural-oral method, also termed audio-lingualism, a method which is recommended by *Today's English, Classe de Première*, Teacher's guide. As the same book has been reviewed in the second chapter of the present work, it has been pointed out that audio-lingualism is a methodology referring to traditional textbooks and hence, is not beneficial to students to improve their communicative abilities in spoken language. Besides, we should not take giving opinion for debating. This activity refers to the comprehension questions within some textbooks among them *Today's English, Classe de Première*.

From all what precedes, we may note that teachers do not use activities and techniques which promote students' communication. And from the same table, we decipher that the subskills corresponding to the activities so far neglected are not developed. To put it another way, very few communication subskills are improved, except pronunciation through loud reading, logical thinking through pair discussion and finally free expression and fluency through debate and giving opinion at a non-significant extent.

To move on with our evaluation of the course book under study, we wanted moreover, to know what could cause the fact elicited in the preceding lines. Could it be caused by weaknesses of teaching/learning materials at teachers' hands, or might it be due to teachers' teaching styles? The following deals with the teachers and English teaching/learning materials.

b) English Teaching/Learning Materials.

Referring to N. Mastula (2000:19), the second question helped us to know the kind of textbooks teachers use at work and their quality. Hence the following table displays the data in relation to the kind of textbooks used by teachers.

Table 2. English Teaching/Learning Materials used by teachers in First form, Arts Section.

Frequencies / Textbooks	Proportions	
	Respondents	**%**
1° *Today's English, Classe de Première* only	2	16.66
2° *Today's English, Classe de Première* and other books	**8**	**66.66**
3° No answer	2	16.66
4° **Total**	**12**	**100**

As the table above reads, some teachers, 2 or 16.66% of our respondents, teach English from *Today's English, Classe de Première* only while their colleagues say nothing. The majority, however, that is 8 respondents or 66.66% of our sample supplement the same book mentioned above with other books. These are listed hereby.

- *Class Readers* by G. Wood Jean.
- *English Grammar in Use* by Raymond Murphy.
- *100 useful Exercises in English* by John Millington Ward.
- *English in Use* by G.M. Spankie.
- *Working with Prepositions* by Diane Hall.
- *Practise English from A to Z* by Michael Swan.
- *Practise your English* 1 Beginners to Intermediate by W.S. Fowler & Norman Coe.
- *A Practical English Grammar* by A.J. Thomson & A.V. Martinet.
- *Modern Method in English* by Mohindra.
- *Let's Talk: Learning Language in Everyday settings* by Roy Mc Conkey & Penny Price.

It can be noticed from this list of books above that the supporting textbooks of *Today's English First Form* are essentially about Grammar practice. It implies that teachers emphasise more on Grammar than other language aspects and patterns. Seemingly, there are no books used to teach spoken language. In this respect, some teachers say that they use the same books above such as *Class readers* by J.G. Wood; *Practical English Grammar* by A.J. Thomson & A.V. Martinet. Other teachers say that they use *English for Africa*; *Practise English from A to Z* and *Modern Method in English* in addition to *Today's English, Classe de Première* to teach spoken English. Only one teacher uses. *Let's talk*, a book fairly designed for communication purposes. Another group of teachers use *Today's English, Classe de Première* only when teaching speaking English. However, the following language materials and many others would suit the teaching/learning of the spoken English: 1. *Communicative Ideas. An Approach with Classroom Activities.* (1986) by David Norman, Ulf Levihn

& Jan Anders Hedenquist. 2. *Role Play. Resource Books for Teachers.* (1987). by Gillian Porter Ladousse 3. *A Communicative Course in English. Spectrum1,2,3,4.* (1982) by D. Warshawsky 4. *Think Twice. Communication activities for biginner to intermediate students.* (1986) by Hover David. 5. *Drama in Language Teaching.* (1981) by Holden Susan. Given that very few teachers use communicative textbook meant to teach spoken English, and most of the teachers teach it from the basic textbook under study, we wanted to know how they consider the same textbook. Hence the same questionnaire allowed us to get the teachers' judgement of the same textbook.

c) Speaking activities.

For this reason above, teachers were asked to say whether there are speaking activities within *Today's English First Form* or not. Although answers slightly varied, teachers agree that there are some kind of speaking activities in *Today's English, Classe de Première.* Some teachers say that within this textbook, there are commentary exercises; essay and comprehension questions while some others say that there are summary, comprehension questions and translation exercises. However a few respondents say that there is no single speaking activity in the book cited above.

From what precedes, it appears that although it has been already cleared out, in presentation of the book in question the Literature Review reads in second chapter, that practice is generally grammatically-designed and that there are some kinds of speaking activities. These are summary and commentary. Otherwise, essay exercise refers to writing and translation is a complex exercise designed to develop more writing than speaking. We should note that not any activity organised orally is said to be a speaking activity. In fact oral expression differs a great deal from speaking, the one we are concerned with in the present work. Oral expression is somewhat a production of language through our mouth. But a simplest consideration of speaking is that a speaking activity is the one which, in addition to being an oral production of language, stimulates thinking, imagination/creativity of ideas fluently and accurately produced.

To move forward, the teachers' judgement was extended to the quality of the book in question. The following table displays the related data to teachers' judgement of the language type in *Today's English, Classe de Première.*

Table 3: Language Type in *Today's English, Classe de Première.*

Teachers' view frequencies / Language type	Proportions					
	Yes		No		No answer	
	Respondents	%	Respondents	%	Respondents	%
The language in the book is realistic to the students' life	1	8.33	**10**	**83.33**	1	8.33

We learn from the table above that the great majority of our respondents, 10 or 83.33% of teachers, disapprove of the content of the basic textbook in terms of language type used in it. They deplore that the language within the material does not suit the students' interest. Let us point out that some students and teachers told us that the language used in *Today's English, Classe de Première* is so"difficult" that more of the texts cannot be understood. We may also note that beside those who disapprove of the book in question, a few others appreciate its content at 8.33%, whereas their colleagues do not know *Today's English, Classe de Première*. This may imply that they probably do not use this book as long as some two respondents, or 16.66% of the 12 teachers involved in answering the question two (see table 2), did not all answer it. They did not say what kind of books they use to teach English.

From the preceding data we deduce that some of the sampled teachers are not satisfied with the language type within the textbook in question. Hence, we would show the teachers' opinion about the textbook value, that is whether or not the course book is appropriate to teach and learn speaking English in First Form, Arts Section.

Table 4. Teachers' opinion about *Today's English, Classe de Première* as a course book to teach the students' speaking skill.

Opinion / Appropriateness of the book	Proportions					
	Yes		No		No answer	
	Respondents	%	Respondents	%	Respondents	%
Today's English, Classe de Première is appropriate to teach and learn speaking English	2	16.66	9	75	1	8.33

In the above table, 9 teachers or 75% disapprove of the value of the book under study. According to them, the book is inappropriate to encourage students to orally communicate in English, although 2 or 16.66% believe the same course book to be appropriate.

Since *Today's English, Classe de Première* is believed inappropriate to encourage students of English to communicate orally, what do teachers think should be done to improve this book? In answering the last question of our questionnaire, the teachers suggested for instance to vary exercises by including the ones for speaking where learners would use different language functions such as greeting, apologising, silence breaking, congratulations, commiseration, making and answering enquiries and requests, stating problems, exchanging news, buying and selling, telephoning, listening and reporting radio news, announcements, descriptions, explanations, persuasive appeals, classroom discussions formal speeches on some occasions as weddings, funerals, etc. They suggested also to adapt texts within the book to Burundian situations. In addition, teachers claimed that time devoted to the English course should be increased.

In conclusion, findings have proved that students are not given enough practice in spoken English. They are very limited in subskills of communicative competence. What is more is that spoken English is almost not taught and learnt in First Form Arts Section. It has been demonstrated that apart from grammatical drills, vocabulary and pronunciation as well as loud reading from the textbooks, communication tasks are put aside. Teachers and learners, although some efforts are made, neglect dealing with speaking activities for reasons already discussed. Teachers and learners do not satisfactorily use activities and techniques which promote

communication abilities when using *Today's English, Classe de Première*. It has been shown, in the present chapter of our work by findings, that both teachers and students worry about using the book under study. All of them disapprove of it. Although its title seems to reflect modern English, there is a contrast between the head title of the book in question and its content. This content is far from being Today's English either in texts or in language practice. The earlier chapter, Literature Review presents its content as traditional, built around audio-lingualism with all its drawbacks to the speaking needs. Hence teachers and students have worries about using it because, as findings read, it does not encourage learners to speak English, to partake in oral communication. This concurs exactly with Rivers' statement (1968:16) when she points it out saying that:

> *A teacher who wishes to use active methods who is forced to use such a textbook (...) tries to introduce some place in communication into his class but is frustrated by the academic and unreal forms of language it contains and enormous range of vocabulary, while his students are bored by the repetitive form of the enumerable written exercises.*

All in all then, since teachers and students are not at ease in using *Today's English, Classe de Première* for communicative purposes, the following section tackles the adaptation of *Today's English, Classe de Première* to the learners' speaking needs. However, before the very section, we ought to indicate the model according to which our study has been conducted. In fact great effort is made by teachers. Neville Grant (1987:17) says that a teacher has a three-fold task in the teaching/learning process:

> 1. *To assess the students' aims and learning styles, their likes, their strengths, and their weaknesses;*
> 2. *To decide what methods and materials are appropriate, given the aims of the syllabus;*
> 3. *To decide whether to use, adapt, replace, omit or supplement the methods and materials.*

Then he presents five options to operate:

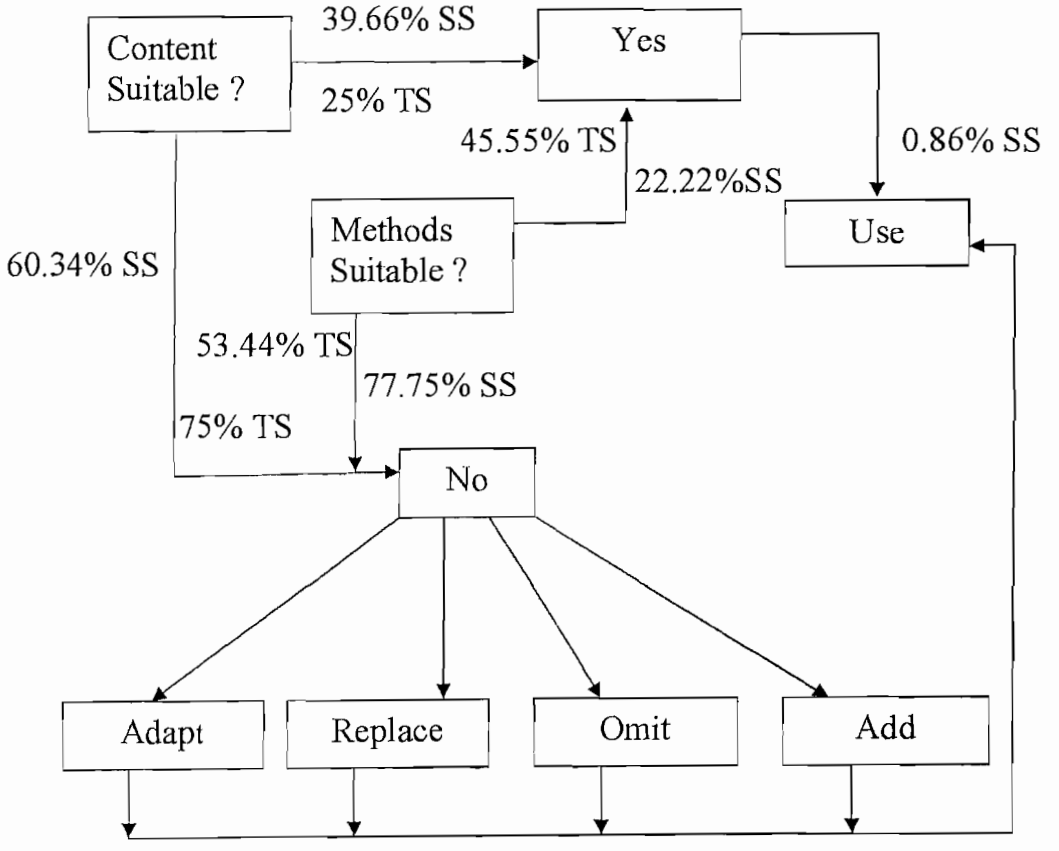
> *1° Use the textbook methods and materials as they stand;*
> *2° Adapt either the content, or the method, or both;*
> *3° Replace the content, or method used in the textbook with something you consider more suitable;*

4° Omit the exercise if it is irrelevant or unsuitable;
5° Add materials, either from supplementary textbooks, or from your own resources if the textbook is lacking in some aspects.

This is what any teacher should observe and internalise in a bid to improve teaching/learning materials. Hence, as far as we are concerned with improving *Today's English, Classe de Première* in terms of speaking needs of the learners, the following chart displays our whole study twinned with Grant's model.

Chart: **Research Questions and Findings about *Today's English, Classe de Première* and Solutions.**

[1]



39.66% of the students and 25% of teachers approve the content while 22.22% of students and 45.55% of teachers approve the methods used in First Form classes. However only 1 student that is 0.86% suggests to keep on using the same book without any change on its content and methods. Despite the preceding approval of *Today's English, Classe de Première,* the majority, 60.34% of the students and 75% of the teachers disapprove its

[1] Figures (%) within the chart are reported from findings of our research, see tables.

content, while 77.75% of the students and 53.44% of teachers recognize that the method used is inappropriate to stimulate students to speak English efficiently. Thus we have to adapt it.

3. Adapting the course book *Today's English, Classe de Première* to the students' needs.

Adapting a course book to particular language needs, here the speaking needs, involves two operations as K. Johnson (1982:21) suggests. First and foremost, the course book content has to be modified. This involves designing a content which is suitable to the learners' speaking needs. Secondly and finally, appropriate methodology is to be used in order to implement the new content.

Concerning the course book content, our work is to suggest some of the communicative activities for learners to get familiar with spoken English practice. This is because, as they answered our questionnaire, the basic textbook they use in First Form Arts Section contains no communicative activities; and if ever there are some, they are not at all sufficient. Let us remind that although learners may have mastered the language forms (Grammar, vocabulary and rules), they will still be unable to communicate until they practise the language as P. Elizabeth (1982:9) claims that "Complex skills cannot be learnt without a great deal of practice". Therefore, some communicative activities can be sorted out in order to help learners practise English. But, what could be "communicative activities"?

Many linguists such as David Nunan (1989:59), M. Wilga Rivers (1987:10-11), Neville Grant (1987:87), etc, have been describing what could be communicative activities. Some linguists such as A. Maley & A. Duff, (1982) for example call these activities as "communication activities" for they aim to develop communication abilities for the learners. Sadow A. Stephen (1982), in his *Idea Bank: Creative activities for class*, sees these classroom activities as the ones which, apart from getting learners acquainted with speaking, make students use language in unexpected situations and become more creative. M. Wilga Rivers (1987:10-11) considers classroom activities as the kind of whatever students are involved in both listening and speaking, regarding the language teaching/learning authentic materials and objectives. For David Nunan (1989:59), and othes, these activities are tasks students are assigned to in language teaching and learning. Moreover, David Nunan parallels the communicative activities with the students' life. In fact, as he claims, activities specify what learners will actually do with the input which forms the point of departure for learning tasks. Classroom activities should parallel the real world. Through these activities, students should demonstrate what they are expected to do in

genuine communicative interactions if they are outside the classroom, in their daily life.

After all, whatever classroom activities are tasks, communicative or communication activities, we would put that they should be learner-centred. For this reason, the forthcoming section is to list some communicative activities understood in terms of Neville Grant (1987:38) when he says that:

> *(...) in communication activities the teacher gives the learners more freedom to communicate. They will probably make some mistakes, but that is not important at this stage: at least they will also be gaining competence and confidence in using the language independently. Communication* activities *often take place in group or in pairs with the teacher in the background, as a kind of manager or referee.*

Hence, the following focuses on classroom activities which allow language learners to learn how to communicate just in communication. These activities may even be incorporated into *Today's English, Classe de Première* in order to remedy what N.Grant (1987:38) describes as weaknesses of some textbooks.

1. Some typical communicative activities.

1. Games: they are involved in learners' reinforcement of the language items. They constitute also the best opportunity for language practice.
2. Discussion: This activity is used to develop students' fluency and confidence. It may be tackled either in pairs or in groups for free conversation for very important values in J. Beatrice. (1983:432).
3. Guided interview: It aims to develop accuracy since the interviewed is guided to the arguments set up beforehand. It aims also to develop spontaneous reaction to questions.
4. Drama: It focuses on developing language learners' personal expression and hastens learners' accuracy and fluency.
5. Debating a point: Teachers and students agree that this is an interesting exercise. It helps to improve oral expression and the understanding of the text in general as confirmed by findings in E. Baribarira (1993:61).
6. Story telling: it may be used just to introduce a new item or to improve the speaking skills once assigned to the learners. Moreover, fluency, confidence and imagination are improved.

7. Problem-solving: for accuracy and fluency to be developed, this activity is very useful. Above all, learners get acquainted with logical thinking as well as getting a way out to problems.
8. Role-play: this activity is similar to simulation, an activity that helps learners to become more fluent, spontaneous in social interaction. In addition, it helps learners to reinforce language items learnt through conversation, and then get familiar with affording responsibilities.
9. Conversations: It develops fluency and familiarity with speaking.

The activities above give more opportunities to students to practise language with less or no teacher's influence. They allow students to interact among themselves either in pairs or in groups. The same activities may prompt students to seek out vocabulary, expressions and structures that are appropriate to any present situational context of the talk. After all, they may develop students' communication skills more effectively than the traditional activities (drills) proposed in the book *Today's English, Classe de Première.* Practically, the exercises suggested in the textbook are unbalanced. We have already seen that they are numerous but mostly grammatical. This implies that some of them may be changed into communicative activities as listed, if not some others may be replaced. For example, if we consider the text 'The Bride Price' pp18-23, it is followed by monotonous exercises. The first two exercises concern the use of future forms of verbs through isolated sentences. Learners are asked to make sentences on the given patterns using **shall** and **will**.

Exercise 1 and 2 in the book on page 22.

Example: *I **shall** marry you any day you name.*
*I **will** teach you the waltz.*
*Swear you **will** be my wife.*
*You **shall** not walk tethered to my heels.*
etc.
On the above patterns make 6 sentences.

Exercise 2. *Will you make me a laughing stock?*
***Shall** I do it for you?*
On the above patterns, make 5 sentences.

Both drills are mute. There is no explanation on contexts in which the future forms of a verb may be used. Hence the following attempts to make the above drills a bit communicative, in providing situations in which learners will use the future forms of a verb.

Suggestion for exercise 1 and 2.

Example: Imagine that you are making advances. You do not agree with your fiancé (e) on the payment of the bride price. Each of you tries to convince the other in saying what may happen in the coming days if the bride price is paid on one hand, and if it is not paid on the other.

Working in pairs, make a dialogue on the above.

This kind of exercise may motivate the learners to hold a talk spontaneously in English.

Teacher's activities: The role of the teacher is normally to help the learners in their activities. In this respect, he should be watching the learners and intervene at any time it is needed. He should guide them to an effective use of paralinguistic features. He should moreover be recording different mistakes of language use, that is a negative phase or criticism, so as to make a feedback to corrections, positive phase, after a stretch of practice. On the basis of the same remarks, further theoretical speaking lesson should be organized.

Exercise 3 in the book on page 22.

Example: *They **allow** you to run the school = They **let** you run the school*

Transform the following sentences as above.

1. *He allowed me to do it.*
2. *They didn't allow her to stay alone.*
3. *I wish they'd allow us to have a rest.*
4. *Would you allow me to attend the play.*
5. *She won't allow them to play outside.*

This is a transformational grammar exercise. It is very controlled and students are required to do it mechanically without any explanation. There is nothing showing the similarity in meaning between **allow** and **let**. Each item should be contextualized. Otherwise, is it practical to put:

Let me go, please! =? Allow me to go, please!

There might be situations in which **let** is similar to **allow** such as giving permission while **let** is specific to ask for permission, to suggest something or specific for invitation and the same is true for the exercise n° 7. Students should be given explanation about the use of **allow** and **let** in sentences put into situations with regard to more language functions and different meanings.

Suggestions for exercise 3.

As you are sitting, make up a conversation where you invite or suggest your friend to rescue a friend of yours who is very ill some days before his wedding.

Example 1:a) Invitation A: Henry is very ill, he may not wed next weekend.
B: **Let** us take him to the hospital or what about taking him to the hospital.
A: That's a good idea!

b) Suggestion. A: But there is no ambulance around.
B: **I suggest taking a bus.**
A: **How about** your taxi?
B: Oh, it has got an accident and it is badly damaged.

c) Commiseration. A: **That's too bad. You sould get it repaired.**

Or: You meet a person you owe some pounds, he bitterly talks to you in commanding you to pay him.At first, you are reluctant to recognize the debt. As he tends to catch you by the neck,you finally request him to release you with a promise to pay the sum you owe him.
In pairs, your conversation.

Example2:a) Command A: Today, you won't leave here.
B: What's wrong? **Let** me go!
A: **You must pay back** my money right now.
B: **Away with you**! I owe you nothing.

b) Request. A: You won't leave unless you promise to pay tomorrow morning.
B: **Would you let me go** to withdraw some money from the bank? I have no money here, please!
A: Provided that you pay no later than tomorrow
B: That's all right.

Another alternative is to assign the students a half-dialogue of the above.

Example 1: As you are sitting, reply to the utterance by your mate (person A) inviting him/her to do something, suggest or command him to do something valuable for a friend of yours who is very ill before his wedding.

e.g: A: Henry is ill, he may not wed next weekend.
B: .....

A: But there is no ambulance around.
B: .....
A: How about your taxi?
B: .....
A: That's too bad. You should get it repaired.

Example 2. You bump into a man you owe some money. He sounds rude to you but you are reluctant to recognize the debt; and later on you feel that the lie you tell him is useless for he can take the case to the lawcourt where you may be sent into jail for some years. You finally become reasonable and promise to pay begging for pardon. In pairs, your conversation where you use **let** for command and **let** for request.

e.g: A: Today, you won't leave here.
B: .....
A: You must pay back my money right now.
B: .....
A: You won't leave here unless you promise to pay tomorrow morning.
B: .....
A: Provided that you pay back no later than tomorrow.
B: .....

This drill is more helpful. It helps learners to generate coherent sentences which fit into given situations and language functions. Besides, learners afford responsibilities in conversations.

Exercise 8 from the textbook on page 23.

It is about using a future form of a verb in the past which brings more different meanings from the simple future used in exercise 1 and 2. But the exercise does not explain this form and its use and meaning in different situations. It is as mechanical as:

To pay the price ***would*** *be to buy a heifer.*
He ***would*** *have come if you'd told him to.*

On the above patterns make sentences with the following elements.
1° We / to go to Ibadan if you were my wife.
2° She / not to learn the waltz if he hadn't taught her.
3° A dictionary / to help him in his work
4° I / buy a magazine if I'd had any money on me.

5° Such a thing / to be infamous.

Suggestions for the exercise 8: miscellaneous.

There is a need to indicate when conditional is used. This may be practised through some social interactions. One task among others to assign to students should be a guided interview.

Example: You are answering to questions of a journalist about what you think of some of the situations from private life. Work in pairs where your classmate is a journalist and answer to his/her questions making your comment.

a) J : What would happen if an arrogant girl were your wife?
You: .....
J : What if you had taught her the waltz and you find she does not perform well in a party?
You : .....

b) J : What would help you in writing the work if you had a problem with vocabulary?
You : .....

c) J : What would you buy if you had money?
You : .....
J : What would happen if you ever paid a bride- price for a non virgin lady?
You : .....

d) J : It is reported that in your school, the First Form students do not succeed the National Exam that allows them to affront the University studies. As a head of the school, could you give some particular reasons?
You : .....

Example 2. You are applying for a job at the 'Radio Télévision Nationale du Burundi (RTNB)' as a newsreader at the National Television, English section. You find that your application has been retained after a selective test. Then you are to sit for an interview on your intellectual and social background such as your qualification, English Speaking competences, marital status, earlier occupation, hobbies, ...

In pairs, work on the above topic where you answer to the questions of a journalist.

Exercise 9 from the textbook on page 23.

Summary: Sum up the text in your own words.
This exercise is communicative indeed provided that the learners tackle it orally.

Exercise10 from the textbook on page 23:

Essay: Either: Do you think paying a price for a bride is a good thing or not?
Or: A friend of yours thinks paying a price for a bride is a good thing but you don't agree. Your conversation.

This exercise is controversial, and ambiguous in terms of instructions. It refers to a written work for it is introduced with Essay. This is a longer written composition, longer than a paragraph.
However, the end of the same exercise recommends students to hold a conversation. It is therefore up to the teacher to reshape the task so that it becomes clear on how it will be done, whether by writing or orally. Hence, for the sake of the students' speaking needs, a teacher should, for instance provide the exercise as follows:

Suggestion for exercise 10.

In pairs, make a conversation on either:
-"Do you think paying a price for a bride is a good thing or not?" or:

-"A friend of yours thinks paying a price for a bride is a good thing but, you don't agree."

Exercise 11 from the textbook on page 23: *Commentary.*

This exercise is what teachers and learners take for comprehension questions. It is certainly the case since it aims at seeking out learners' opinions on different text comprehension questions. Learners produce their own sentences. To put it another way, students have to express themselves in giving their comment on each question, and on the text as a whole. It is then a communicative activity. This exercise is similar to the one by Michael Carrier (1980) that is: 'what do you think?' which is different from his 'comprehension' exercise, a series of comprehension questions related to the text.

Exercise 12 from the textbook on the page 23: *Translation.*

This is the last exercise that is Translation. It is related to the traditional language teaching/learning method that is Grammar-translation. As discussed in the literature related to the present topic, this exercise is highly designed over the level of the First Form students.
It meets the observation by Neville Grant (1987:38). According to his argument, some exercises are not suitable to students' level. Translation activity was since ages not at all designed for communication. Instead, it rooted in the formal teaching of Latin and Greek which prevailed in Europe for many centuries, and the two languages were taught as an intellectual discipline, as explained by M. Wilga Rivers (1968:14-15). Such a learning was characterized by memorization of complicated rules and paradigms and the application of these in translation exercise. The translation activity aimed essentially at translating grammar and referred to a great and ancient civilization, and focused on **written language**.

In short, translation activity is inappropriate and should not be used to encourage learners to communicate orally in English. Therefore, it could be replaced by other communicative activities. We should not confuse translation with interpretation. The former activity is **written** while the latter is mainly **oral**.

More alternative communicative activities.

1. Imagine that you are Lakunle. You meet Sidi, a charming young lady with whom you believe or hope to make good life once married. However she obliges you to pay a bride price for her as her parents require it.
   In pairs, make a dialogue to take a final decision on your wedding.

2. You are person A, a young faithful man, a gentleman, but poor. You love a girl, person B, a very beautiful young girl whose family is wealthy. You learnt from her family relatives that your future parents-in-law require the payment of the bride price. However, the young girl is luckily flexible, she just needs to get married.

   As Burundians, make up a dialogue in pairs between A and B to reach a compromise.

3. "The bride price should be abolished in Burundi".
   Debate on the above argument. (Open discussion)

4. In groups of 4 or 5, make a discussion about the following:

"Paying a bride price is under-estimating a human being to an animal".

5. "Should students get married while being at secondary schools?"
   As you are sitting, discuss the topic above.

Related topics

1. Separation and divorce.
2. The unmarried mother.
3. Being a good wife /husband.

This is the first solution to *Today's English, Classe de Première* –a syllabus design. The following presents the methodology to implement this content.

2. Methodology and Techniques to teach spoken English in First Form Arts Section.

Recalling the presentation of *Today's English, Classe de Première* in the chapter on Literature review, this book prescribes the audio-lingual method for the teacher. The method in question has been bitterly criticized for ages regarding its drawbacks to train language learners to communicate orally. It is obvious that the present methodology fits the content in the textbook under study. In fact the content in question is not meant to enable learners to communicate in oral English.

Since changes suggested in the preceding section direct to the communicative content, it entails that the underlying methodology be communicative. Linguists and educationalists have been dealing with communicative methodology also acknowledged as communicative approach and represented by C. Brumfit (1984).
Keith and M. Keith (1981:71) for example observe that the communicative approach reflects what will be operated communicatively after class. Jeremy Harmer (1983:38) cited in E. Baribarira (1993:38) and in A.P. Ndikuriyo (1998:10) asserts that communicative approach which underlies the communicative approach syllabus is a guide of the learners to the language use.
He says that:

> *Communicative approach is an umbrella term to describe methodology which teaches students how to communicate efficiently and also lays emphasis on the teaching of communicative value and, in some cases, the teaching of language functions.*

Hence, as long as our goal is to teach the First Form learners of English how to communicate efficiently, the above approach is appropriate to make these learners familiar with oral communication in English, given that the same learners, as findings have revealed, grumble that they are unfamiliar with spoken English. In the same way, this approach may suit the implementation of speaking tasks proposed in the previous pages. What is more is that, beside the language forms functional English can be taught and learnt since the book in question presents nothing about it. Thus we share the point with Ray Tong (1991:114) when he says that:

> *Considerations of learner interest, enjoyment and successful use of language for communicative tasks should have priority over structural grading and other matters related to linguistic forms.*

Furthermore, Neville Grant (1987:37) and Aggarwal (1996:239) conceive this methodology as a principle which offers learners more opportunities to practise language. Within the same methodology, teaching/learning techniques vary a great deal and some are more useful. After some drills are explained – to avoid meaningless ones as Costinett and Donald (1965) observe –, a new language item can be introduced as a dialogue. This procedure is said by A. Cunningsworth (1984:47) to be "a standard procedure for presentation and practice in course books", although it does not cover the language use as a whole. In addition, dialogues practise integrated skills. Moreover, conversations and dialogues incite learners to produce their own language and react spontaneously to what they hear. Once they are often conversing and making dialogues, their language flow will come out easily, fluently and they will become familiar with speaking English. However teachers might be much skilled to organize the students in group works since they (teachers) view speaking lessons as time consuming.

Above all, grammatical drills within *Today's English* may be reduced to inserting speaking activities. Otherwise, some of the grammatical exercises might be dropped and replaced by communication tasks. Once the learners are assigned a task of this kind, they should feel autonomous and this entails that they might feel free from their teacher's control. He/she might therefore appear in class for help and not hampering the students' performance by unsteadily stoppages of error correction. Otherwise, some students will fear making mistakes for being always corrected. The outcome of this fact is that such students' talk will/may be inhibited and that the students will feel shy until their will to orally practise English dies out. Besides, a teacher of First Form is likely to introduce more topics which

would appeal to the learners with regard to their age, socio-cultural and intellectual background.

To conclude, this chapter has been more practical and a bit longer for it is the very heart of the present study. Findings confirmed what was supposed to cause somewhat the First Form students' inefficiency to partake in oral communication while spoken language – here English – is dominant in the world communication. Basing on Alan Cunningsworth (1984) and Neville Grant (1987), the same chapter proposes some twofold way out: a series of communicative activities and an underlying approach. The forthcoming last chapter concludes the study as a whole.

CHAPTER V. RESEARCH CONCLUSION AND RECOMMENDATIONS.

1. Introduction.

As a top of a hill recalls its bottom and vice-versa, any study has a start and an end. The present chapter is to close our research; it seeks to review the guidelines of the study as a whole, the research conclusion and finally some practical recommendations.

2. Summary.

The main question of our study was founded on the English textbook used in First Form Arts Section of the General Humanities in Burundi. The question was to know the extent to which *Today's English, Classe de Première* could encourage students to orally communicate in English efficiently.Through this work, the book under study has been contrasted with communicative textbooks which aim at communication. Underlying principles have been raised up so as to balance *Today's English, Classe de Première* in terms of content and methodology regarding the learners' speaking needs. Hence, some shortcomings with the textbook in question have been sorted out. In the same theoretical framework, *Today's English, Classe de Première* appears as a book whose content and method proposed refer to a traditional textbook as long as it is teacher-centred. This contradicts with its head title. Theoretically *Today's English* has no communicative aspects to be relied on when teaching and learning how to speak efficiently.Therefore, research has been conducted in order to find out what was happening in schools equipped with *Today's English, Classe de Première.* The main question was to know the effect of this course book on both learners and teachers. It was to know their view about the same book: if it could help learners to communicate orally and efficiently in English through their life or not.

Findings revealed that students were not equipped in various subskills leading them to communication effectiveness. In addition, it has been pointed out that teachers felt trouble using the same textbook above so that till today they use inappropriate techniques and activities to develop and improve their learners' ability to communicate orally. As a matter of fact, *Today's English, Classe de Première* contains almost no activities designed for speaking. Instead, it is more grammar- oriented than functionally-oriented. Teachers focus on grammar and neglect communicative activities as long as both teachers and learners are more interested in written English-as short term need –than in spoken English –as a long term need. What is more is that the method suggested in the same book –audio-lingualism –is

not meant to keep up with teaching/learning language for communication. After all, findings revealed that both teachers and learners disapprove of *Today's English, Classe de Première*, which is, moreover, insufficient in copies in schoolswhere the book still exists. They definitely claim that this textbook is inappropriate to encourage the English learners of First Form to orally communicate throughout their life.

For all the problems singled out along with our research, our work attempted a twofold solution through the fourth chapter.

1. First and foremost, we thought of designing some communication activities which could be incorporated in *Today's English, Classe de Première*. In so doing it is worth mentioning that language practice with the same textbook could become balanced in spoken and written exercises. In addition, boredom could be avoided. This is because the roughly-tuned input provided in the very book is not enough if ever there is some for speaking.

2. The second solution to the book under study has been the communicative methodology. To help the First Form learners to develop communication by communicating, our work has suggested an underlying methodology to a communicative syllabus. In fact, the principle of learning in doing and doing in learning generates from what is undertaken by Brumfit and Johnson (1979) as 'The communicative Approach to Language Teaching'. C. Brumfit (1984), Alan Cunningsworth (1984) and Neville Grant (1987) label this methodology as a communicative methodology' while Aggarwal (1996) terms it as 'Project Method'. Whatever difference of labelling such a method, what is agreed on is that the methodology in question is learner-centred. See Aggarwal (1996:64).

In fact, this method, generally termed as communicative methodology, offers the students more opportunities to practise language. Thus, it has been chosen to implement the communicative classroom activities suggested earlier. In case of large classes, team teaching method, as J.P. Sindayigaya (2002:29-31) believes, can suit communicative teaching of spoken English in First Form. The simplest procedure, among others, is dialogue or conversation or both in order to present and practise language. In addition, teachers may bring about additional up-to-date topics which could appeal to students' interest. We would not, any way, help concluding the whole study in the following section.

3. Conclusion.

Having followed the English Department in the Institute for Applied Pedagogy, at University of Burundi, we felt that the Burundian pupils' failure to communicate in English and at higher level of education deserved our attention. Our interest rose during our English teaching practice in First Form Arts Section when we realized that learners failed to express themselves, even in class. Hence we decided to undertake a study, which could get solution to the problem above. The study was based on the basic textbook so far used in First Form and was shaped as: "ADAPTING *TODAY'S ENGLISH, CLASSE DE PREMIERE* TO THE LEARNERS' SPEAKING NEEDS".

Once the study launched, we reviewed the exiting literature related to the topic above. We reviewed the language needed for communication and then the teaching/ learning materials meant to help learners to communicate, as long as this is the goal of any language teaching and learning. Furthermore, *Today's English, Classe de Première*, the basic textbook was contrasted with the communicative textbooks with its underlying methodology. The problem with the textbook under study turned out to be evident. *Today's English, Classe de Premiere* was far from being suitable for teaching/ learning English for Communication. *Today's English, Classe de Première*, even today, aims at language forms with no language use focus. There is also discrepancy between the head title of the same textbook and its content. One would think that the reflected content by *Today's English* might be a real modern English. Still the theoretical framework of our work revealed that the course book under study refers to traditional textbooks, whose content and methodology were not meant for language, but for language forms. And their language practice was typically dominated by grammatical and drills–just as *Today's English, Classe de Première.*

To cut short the shortcomings with *Today's English, Classe de Première,* this coursebook was designed for larger populations (African countries) by course designers who were unfamiliar with the same population. Besides, these course designers did not count-take the specific and particular needs of the population to which the book was intended as Peter Strevens (1977:26) highlights in his *New Orientation in the Teaching of English.* Hence it was worth conducting a research on the book already mentioned above, in order to get an idea of what was really happening on the part of learners and teachers who were concerned with the book in question.

A research questionnaire was our instrument to collect data from some sampled students – in First Form as well as in the Department of English at the University – and some teachers at work.
Both learners and teachers were not satisfied with *Today's English, Classe de Première*,and thus gave us their feelings about the book under study. In general, findings within our work revealed that, according to learners and teachers, this book is really inappropriate to encourage the First Form learners to freely communicate in English.

As long as the learners of English in question almost never practise spoken English, even in class, except uttering isolated sentences without any context of social interaction, we assume that they could not speak English as well in a connected speech. And to clear out the point, A. Cunningsworth (1984:16) agrees with us that:

> *When we use a language, we do not use sentences in isolation from each other. In any piece of natural language whether it is a conversation or a written text, sentences relate to each other in their meanings and their functions; they do not simply occur as isolated bits of language.*

Since practice within *Today's English, Classe de Première* is dominated by structural drills rather than communication activities; it is worth reminding that the book above cannot help its users (learners) to partake in language use contexts which require more than isolated sentences. They cannot enjoy being involved in larger units of discourse requiring principles, and more communicative features of language and more functions such as, **agreeing/disagreeing, thanking, welcoming somebody, expressing likes and dislikes accepting or refusing, greeting formally or informally, expressing good byes, asking for enquiry, congratulating, requesting,** etc. But, we cannot teach language functions disregarding language forms as also said by Alan Cunningsworth (1984:16) when he goes on saying:

> *No one however can produce a functional course without also teaching language form, so we are not really choosing to teach either structures or functions: we should teach both: What needs to be looked at is not so much whether the material is wholly structural or wholly functional, but how the relationships, often very complex ones,*

> *between form and function are handled and put over to the learner.*

From the above argument, our aim in our work was not to completely change *Today's English, Classe de Première* into a functional course book given that no language functions and communication activities are set out within the same book; and no little grammar principles and explanation are given to smooth the drills within the book in question. Our aim was instead to adapt it to the communicative textbook in a bid to make it appeal to the First Form learners with regard to their need to orally communicate throughout their life. Thus we thought of a twofold solution:
- The content of *Today's English, Classe de Première* might offer more opportunities to the learners for them to practise English orally. For this reason, the present work has suggested some communicative activities.
In addition, these communicative activities are founded on the progressive methods of teaching as held by J.C. Aggarwal (1996:86) in characterising these methods (Progressive Methods) in opposition to the Traditional and Dynamic Methods of teaching. We agree with him when he says that:

> *The emphasis in teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations, and, for this purpose, the principle of Activity Method and Project Method should be assimilated in school practice.*

Therefore, Communicative methodology which is referred to as Project method that suits learners and teachers in teaching/learning English for communication, has been proposed to implement the suggested activities in the preceding pages of the pre-closing chapter of our study. Moreover practical procedures to handle exercises within *Today's English, Classe de Première* have been proposed to teachers. Furthermore, useful suggestions are recorded in the following recommendations section.

4. Recommendations.

4.1° To the Government of Burundi.

First and foremost, the English language should be promoted as long as Burundi is imperatively on the way to the East African Community and the Commonwealth community. To be more practical, the English language in general, and spoken English in particular should be promoted in early Schooling. To achieve the goal, qualified teachers for this job/task should be recruited. This is, not any teacher should be enrolled in teaching English

without required teaching competence. And more emphasis should be put on communicative activities carried out by teachers. However, the latter need to be encouraged by the Government.

The second suggestion is that teachers in general and those of English in particular should be professionally encouraged. The Ministry of Education should organize refreshing courses, seminars, workshops at the national level, and summer courses,as well as in the United Kingdom or the United States of America, which could be beneficial to the teachers. In the same light, teachers of English should be provided with enough teaching materials and aids such as audio-visual teaching aids.

It is also worth recalling that some classes are very narrow to contain all the learners. The same note goes to poor libraries for which students always grumble. They claim that they do not find reading books, which however could help them to improve their vocabulary and expression store. For this reason, teachers and learners suggest to the Government to provide the Ministry of Education with necessary funds for improving Education. The same Ministry should get sufficient funds given that Education is the basis of any development. Hence, teaching facilities should be thought of in order to improve the quality of the teaching/learning. In that case, corruption from which some teachers may suffer can be fought against. To be clearer, parents and students are some times deploring that they always pay fees for equipping libraries in books. However, they say that no books are bought although allocated fees to them are always paid. Thus the Government should watch out so that the money is used for what it is primarily intended. That is to avoid bad money management.

4.2° To the course designers

Given that *Today's English, Classe de Première* was designed for African Secondary Schools, a larger population than Burundians, this book was not intended to particular students. It was adopted and prescribed to Burundian (population) students by B.E.P.E.S without any adaptation to their specific needs. Since it is more structural than functional or communicative, the course designers should adapt it to Burundian learners' intellectual and socio-cultural background with regard to their speaking needs in English. In the same way, the course of English in Seniar level of Secondary schools in Burundi should be designed with more emphasis on speech development as put by Brown (1977:26) when he says that: *(...) If you concentrate on communicating everything else will follow.*

From the above, any textbook aiming at communication through teaching leads to successful language learning. For this reason both learners

and teachers suggest to insert speaking lessons and practice exercises within *Today's English, Classe de Première,* Classe de Seconde and Classe de Troisième. Furthermore teachers and students claim that texts within the book above need to be adapted to Burundian socio-cultural settings. For all these remarks we are grateful for the fact that learners feel themselves the main concern to improve language, as far as English is concerned. The book under study should be provided in enough copies since some schools have no more original copies of it. It should also be supplied with the teacher's guide, which is really developing communication skills. This means that it should refer to communicative methodology and break off with audio-lingualism.

In addition, the course designers should build up an English course aiming at speaking evaluation on National Exam. Speaking lessons and communication activities should be incorporated in English courses designed for early classes, with regular evaluation just as it is done for grammatical items. Moreover, students wish to have the translation exercise dropped down from the very textbook for the same exercise, as the same learners go on saying, is not at their level.

Above all, even though teachers recommend to supply *Today's English, Classe de Première* with supplementary books on speaking practice, learners suggest that, once the book in question is not adapted to their needs, it should be replaced by another book which is well organized and which develops the speaking skill.

As long as our interest is in communication by verbal signals, we could not talk of speaking without listening since the two language skills go hand in hand through communication. Thus, students recommend that radio cassettes and tapes should be used in English course. This is why some respondents to our questionnaire at the University of Burundi said, while joking, that they had never listened to a native or an English speaker on tape until they entered the Department of English at the University. Finally, English course should be given more time in class.

4.3° To the heads of secondary schools.

They are recommended to make it compulsory for learners of English to speak English both inside and outside classes. They should also, as students suggest, organize competition about eloquence among different schools and the winners have to be awarded a prize. As far as we are

concerned with English teaching in First Form Arts Section, we assume that in so doing students would be encouraged to practise speaking English.

4.4° To teachers.

Teachers of English might recognize that they are the models of their learners. What is obviously agreed on among educationalists is that any language learner tends to identify to his/her teacher both in speaking and in writing. Thus, teachers of language in general, and teachers of English in particular, should watch out for their teaching styles as well as their behavior in and out of class. Concretely, some teachers do not incite the learners to practise speaking English since they tend to make an English class bilingual and tend to limit English language to the classroom. There could be no way to oblige learners to speak English in class as well as out of it whereas their model does not. The same is true of pronunciation. Although there are varieties of English, all what is believed to use is the standard pronunciation, which is the Received Pronunciation.

Furthermore, we would be grateful if teachers of English were labouring to be more imaginative, creative and courageous in order to bring in more speaking activities to improve the content of *Today's English, Classe de Première*. This would soften their job since students would no more be bored. Moreover, students wish the teachers to use appropriate and varied techniques and activities likely to promote speaking. In short they should operate any of the five options by Neville Grant (1987:17) in holding their work/task.

Another point to make is that teachers should not stick only to grammar and vocabulary when evaluating. They should also emphasise on spoken English and evaluate it afterwards. Homeworks on speaking tasks should be given, as time allows, and even grading these works. This should be some way of inciting pupils to speak English. In addition to the above, teachers should do a systematic control of English practice inside and outside classes in providing their learners with communicative activities which could respond to their speaking needs. Clubs of English should also be created for those learners of First Form Arts section in particular for the development of their speaking skill.

4.5° To the students.

It would be fair to recommend students to feel themselves that they are more concerned with searching for the way out to the issue with *Today's English, Classe de Première* regarding the needs of English so far surveyed in our research. Even if it has been demonstrated that spoken English is not

practised inside and outside classes students should not wait for their teachers to provide them with speaking activities. They should themselves practise it during their casual discussions outside the classroom. They might not feel shy to speak English as long as they will speak more than they will write English throughout their life. They should speak English during any spare time for fun. What is more, they should listen, as much as they could, to the news, documentaries, and other programmes broadcast in English.

The present work focused on oral communication of the First Form Arts Section students who have been learning English from *Today's English, Classe de Première*. Given that communication can also be held through writing, further researchers would tackle it in a bid to pinpoint how much the book above is helpful to learn English for communication.

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2. Appendixes

Contents

A.I. Letter to the Officials of Education in Provinces.

A.II. Letter and questionnaire to the students.

A.III. Letter and questionnaire to the teachers of English in First Form Arts.

A. I.

UNIVERSITE DU BURUNDI
INSTITUT DE PEDAGOGIE APPLIQUEE (IPA)

Bujumbura, le..../..../2006

2006/IPA /0017

A Monsieur le Directeur Provincial
de l'Enseignement
à
.....

Objet : Demande d'accès
à l'information.

Monsieur le Directeur,

J'ai l'honneur de porter à votre connaissance que Monsieur HATUNGIMANA Didace, lauréat de l'I.P.A., Département d'anglais est encore mémorand. Son travail de fin d'études universitaires porte sur: « *Adapting Today's English, Classe de Première* to the speaking Needs of the Learners in Burundi Secondary Schools ».

Je vous serais gré de vouloir lui fournir les renseignements en rapport avec l'enquête sur son sujet ainsi que l'autorisation de l'entretien avec les écoles secondaires tant publiques que communales de votre ressort. Ces renseignements lui seront nécessaires dans la rédaction de son mémoire de fin d'études.

Veuillez agréer, Monsieur le Directeur Provincial, l'expression de ma considération distinguée.

Le Doyen de l'IPA

Dr. Ir. Donat NDIKUMANA

C.P.I.à
- Monsieur le Recteur de l'Université du Burundi
- Monsieur le Vice Recteur
- Monsieur le Directeur de la Recherche Scientifique
- Monsieur le Directeur Administratif et Financier
à Bujumbura
- Monsieur le Directeur de l'établissement :
.....

APPENDIX II

1. Letter and questionnaire to the students of First Form Arts.

2. Letter and questionnaire to the students of the University of Burundi Department of English: First year.

A. II. 1. Letter to the learner in First Form Arts Section.

HATUNGIMANA Didace
UNIVERRSTY OF BURUNDI
INSTITUTE FOR APPLIED PEDAGOGY
DEPARTMENT OF ENGLISH

Dear Student,

English Language needs to be improved especially in First Form Arts Section. Since you are among the English speakers, you are expected also to help to achieve its improvement.

In this vision, the annexed questionnaire is addressed to you because you are supposed to be using the English coursebook *Today's English Classe de Première* on which a study entitled "Adapting *Today's English Classe de Première* to the Speaking Needs of the learners in Burundi Secondary Schools" is being conducted.

As there is no wrong answer, whatever answer you faithfully give will be helpful to the fulfilment of the work.
All what you have to do is to mention the name of your school, and tick the answer(s) only.

Thank you!

Didace Hatungimana

QUESTIONNAIRE TO THE STUDENTS OF FIST FORM

SCHOOL:

1. What will you need English Language for after your secondary studies?
   1°.....
   2°.....
   3°.....
   4°.....
   5°.....
   6°.....

2. A. How often do you speak English? ☐
   a. Every time in and out of class
   b. When I am in class only ☐
   c. When I am spoken to in English ☐
   d. When teachers are around ☐
   e. Never ☐

B. If you never speak English or rarely practise it, what is this (your inefficiency or inability to speak English) due to?
   a. There is no time to practise it in and out of class ☐
   b. Speaking is not delt with in the National Test. ☐
   c. I am not familiar with speaking English ☐
   d. I am only interested in writing. ☐
   e. Other reasons:.....

3. a) Is speaking English compulsory in your school? Yes ☐ No ☐
   b) Are there any clubs of English in your school? Yes ☐ No ☐
   c) If yes, which of the following clubs are in your school?
   1° Debate ☐ 2° Drama ☐ 3°Literature club ☐
   4° Writers' club ☐

4. When you are in class, how often does your teacher of English teach you the following?

Subskills	**Frequency**		
	Often	**Sometimes**	**Never**
1° Pronunciation			
2° Stress			
3° Intonation			
4° Replying (answering) in complete sentences in response to questions			
5° How to take part in a conversation			

Subskills		Frequency		
		Often	Sometimes	Never
6°	**How and when to use nonverbal language**: a). pause fillers (Ex: Well, eer, uh, umm, ...)			
	b). gestures			
	c). facial expressions			
7°	**Functional English such as** a) making an apology (ex: -I am sorry for being late... -I am sorry for disturbing...)			
	b) making a request for some thing (ex: Could you lend me some money, please?)			
	c) sympathizing with someone (ex: I was sorry to hear that you failed in the French exam, etc)			
	d) introducing someone to another person (ex:I would like you to meet John....)			
	e) making and receiving telephone calls e.g: A) making a call, B) receiving a call; leaving a message to someone else e.g: B: Hello! A: Hello ! This is Peterson calling. Is David around? B: Sorry; he is out for the moment. A: **Tell him to see me this Saturday, please!** Bye! B: Bye!			

Subskills		Frequency		
		Often	Sometimes	Never
7	f) giving directions to a place e.g: A: Excuse me Sir! Is there any garage around? B: Yes, go straight until the roundabout, turn left and walk some100m. You won't miss it.			
	g) receiving/ welcoming somebody to your home			
	h) thanking a person for an offer of service. e.g.: Thanks for your hep!			
	i) congratulating somebody for his/her success, etc. e.g.: Hey! Congratulations, you got married! That's nice, you know!			

5. When in class, how often does your teacher of English make you do the following?

Activities	Frequency		
	Often	Sometimes	Never
1° Answering his questions orally			
2° Reading aloud from the textbook			
3° Practising dialogues of your own			
4° Telling stories			
5° Reciting poems			
6° Discussing in groups or in pairs			
7° Debating			
8° Sitting for an interview			
9° Giving your opinion			

6. What is/are the book(s) you use to learn English at school?

a) *Today's English, Classe de Première* only ☐

b) *Today's English, Classe de Première* and other supplementary books ☐

7. How many copies of *Today's English, Classe de Première* are available in your class?

Copies / Quantities	Enough for every body	One for two Students	One for three Students	Very few copies	Only one for the teacher	Two for the class

8.a) Wath kind of speaking activities are recommended in Today's English, classe de Première?

.....

.....

b) Can *Today's English, Classe de Première* encourage you to speak English efficiently? Yes ☐ No ☐

9. What is your opinion about *Today's English, Classe de Première* as a coursebook designed to encourage you to speak English efficiently?

a) It is appropriate ☐

b) It is inappropriate ☐

10. What would you suggest in order to learn and develop the speaking skill in First Form Arts Section?

a) To keep on using *Today's English, Classe de Première* as it is (=alone and unchanged) ☐

b) To use it with supplementary books ☐

c) To change its content ☐

d) To stop using it ☐

e) Other suggestions:.....

A.II.2. Letter to the learner in the DELL I /DEK I.

HATUNGIMANA Didace
UNIVERRSTY OF BURUNDI
INSTITUTE FOR APPLIED PEDAGOGY
DEPARTMENT OF ENGLISH

Dear Student of DELL I /DEK I,

Assuming that you attended the English course in First Form Arts Section, we expect you to provide faithful data on a study related to the course book you recently used to learn speaking English.

In fact we are conducting a study entitled "Adapting *Today's English, classe de Première* to the Speaking Needs of the Learners in Burundi Secondary Schools". Therefore, we expect you to help us to fulfil the present work in answering the attached questionnaire.

You needn't indicate your name, age or sex for anonymous reasons, except the name of the School you were in.

Thank you for the help!

Didace Hatungimana

QUESTIONNAIRE TO THE STUDENTS OF FIRST YEAR, DEPARTMENT OF ENGLISH.(DELL& IAP:A-KI)

Former school:.....

1. What kind of book (s) did you use to learn English in First Form Arts Section when you were about to finish your secondary studies?
   a) *Today's English, Classe de Première* only. ☐
   b) *Today's English, Classe de Première* and supplementary books. ☐

2. How many copies of *Today's English, Classe de Première* were available in your class?

Enough for everybody	One for two students	One for three students	Very few copies	Only one for The teacher	Two for the class

3 a) What kind of speaking activities were recommended in this book *Today's English, Classe de Première?*

.....
.....
.....

b) Were they sufficient for you to develop your speaking abilities in English? Yes ☐ No ☐

c) How often were you asked to do speaking, writing, listening and reading tasks from the book?

Frequency / Tasks	Often	Sometimes	Rarely	Never
Speaking				
Writing				
Listening				
Reading				

4 Is *Today's English, Classe de Première* appropriate to learn and develop speaking abilities?

Yes ☐ No ☐

5.a) Do you think you were well prepared to speak English after your secondary studies? Yes ☐ No ☐

b) Could you or can you freely express yourself in English?
Yes ☐ No ☐

c) Can you hold a talk in English when discussing in English?
Yes ☐ No ☐

d) Can you give an interview? ☐ No ☐

6. What kind of speaking activities would often be recommended in order to develop speaking activities in First Form class?

7. What would you suggest for *Today's English, classe de Première* to be suitable to learn and develop speaking in First Form class?

a) To keep on using it as it is. ☐
b) To use it with supplementary books. ☐
c) To change its content. ☐
d) To stop using it. ☐

A.III. Letter to the teacher of English in First Form.

HATUNGIMANA Didace
UNIVERSITY OF BURUNDI
INSTITUTE FOR APPLIED PEDAGOGY
DEPARTMENT OF ENGLISH

Dear teacher of English in First Form,

Self sufficiency can never be expected in doing anything. We always need to be helped in order to satisfy our needs in our life.

It is in the same way that you are addressed this questionnaire in a bid to seek your contribution to the fulfilment of the study entitled "Adapting *Today's English, Classe de Première* to the Speaking Needs of the Learners in Burundi Secondary Schools".

In answering this questionnaire, try to be as anonymous as possible; you do not need to mention your name, qualification, age, or sex except the name of the school you are in.

Thank you for whatever answer you will provide to each question.

Didace Hatungimana

QUESTIONNAIRE TO TEACHERS OF ENGLISH.

School :.....

1.a) Order the English language Skills from the one you think your students will need the most in their lives to the less.

1° ..... 2° ..... 3° ..... 4°.....

b) How often do you tackle the following oral activities?

Frequency / Oral activities		Often	Sometimes	Never
1° Asking students to answer orally your questions				
2° Asking students to read aloud from the textbook				
3° Asking students to practise dialogues of their own				
4° Asking students to recite poems				
5° Asking students to tell stories				
6° Asking students to	a) discuss in pairs			
	b) discuss in groups			
7° Asking students to debate a subject				
8° Asking students to give an interview				
9° Asking students to practise short dramas				
10° Asking students to give their opinion on a point				

2.a) Which English course book (s) do you use in teaching English?

1. English in use by Grant & Wang'Ombe ☐
2. Practical English by Ogundipe & Tregidgo ☐
3. Patterns and skills by J.A Bright ☐
4. Modern Method in English by Mohindra ☐
5. English Grammar by A.J.Thomson & A.V. Martinet ☐
6. *Today's English, Classe de Première* by Clad (eds) ☐
7. Others:.....

.....

b) Which ones among the above do you use to teach speaking?

.....

c) Do you use *Today's English, Clase de Première* only?

Yes ☐ No ☐

3.a) What kind of speaking activities are recommended in *Today's English, Classe de Première*?

1°.....

2°.....

3°.....

4°.....

b) Are these activities enough to encourage students to speak English?

Yes ☐ No ☐

c) Is the language used in this book realistic?

Yes ☐ No ☐

4. Is *Today's English, classe de Première* appropriate to encourage students to communicate orally in English?

Yes ☐ No ☐

5. What would you suggest to improve *Today's English, classe de Pemière* for teaching and learning speaking English?

1°.....

2°.....

3°.....

4°.....