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The impact of school environment on the teaching and learning of english at the lower level of secondary school : A Study Conducted in Some Lower Level Classes of Cankuzo Province

Dusabimana, Félix

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UNIVERSITY OF BURUNDI



INSTITUTE FOR APPLIED PEDAGOGY

ENGLISH-KIRUNDI DEPARTMENT

THE IMPACT OF SCHOOL ENVIRONMENT ON THE TEACHING AND LEARNING OF ENGLISH AT THE LOWER LEVEL OF SECONDARY SCHOOL:

A Study Conducted in Some Lower Level Classes of Cankuzo Province

BY

Félix Dusabimana

SUPERVISOR:

Mr. Gaspard Muhitira,

Lecturer, University of Burundi

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Bujumbura, March 2015

DEDICATION

To my parents,

To my brothers and sisters,

To all my relatives and friends,

I warmly dedicate these few pages.

ACKNOWLEDGEMENTS

This work stands as a contribution of many people's efforts to whom I would like to express my heartfelt gratitude. First and foremost, I deeply owe my greatest thanks to Mr. Gaspard Muhitira, Lecturer at the University of Burundi, in the Institute for Applied Pedagogy, English and Kirundi Department; for his much appreciable and invaluable assistance to bring this work to its present state.

My sincere gratitude is also directed to my teachers, from primary school to the University; especially lecturers of the Institute for Applied Pedagogy and the staff of English-Kirundi Department, who did their best to contribute to my improvement in teaching English and in doing the research.

I also wish to thank any other person who, directly or indirectly contributed in one way or another to this work. I would name the headmasters of secondary schools in Cankuzo Province who gave me access to their classes and the teachers of English language as well as their learners who accepted to respond to my questionnaires.

Last but not least, my sincere thanks are directed to all persons who contributed in one way or another, to my work of the writing, printing and proofreading of this work.

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ABSTRACT

The result of the educational system in any country depends very much on the efforts that the country invests in its socio-economic structure. The educational system, in some countries including Burundi, is characterized by many drawbacks such as low investment and hence a failure in the promotion of the teaching and learning of some courses such as English language.

Since English is a foreign language, its teaching and learning are somehow difficult and necessitate various strategies and many efforts as well in the one as in the other task. Both teaching and learning of the English language are fulfilled thanks to different elements, including the setting and the environment.

Apart from the teacher's qualification, the learner's readiness to learn and the availability of the teaching materials, the environment is an essential element that conditions learning activities inside and outside the classroom, and the result of the teaching/learning process is very much dependent on the physical school environment.

Some schools are located in some areas where learners are almost often disturbed by different things or even the atmosphere does not allow them to follow their teachers adequately. This can also have an impact on the teacher's activity himself/herself in that, it can be an obstacle to the preparation of this/her lessons as some realia are sometimes difficult to find.

The consequence of all this is failure, not only for the learner, but also for the teacher, as teaching and learning are two interrelated activities. This is one among many other reasons that pushed us to make a research so as to prove right or wrong different views that learners and teachers should be disturbed by different obstacles caused by the setting of the school where they are exercising their activities.

For this research, a questionnaire was given to teachers and learners of some lower level classes in Cankuzo province, to find the impact of the environment on their process of teaching and learning of English. What they suggested could change or be added to what already exists and then, we suggest our recommendations to the stakeholders who will contribute to good conditions for a good process of teaching and learning of the English language.

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CHAPTER ONE: GENERAL INTRODUCTION

1.1. Background to the Study

The English language was introduced in Burundi educational system during the Belgian colonization in the late 1950s. Before this, Burundi educational system used only French and Kirundi languages and it knew and still knows the only one nationwide spoken language, namely Kirundi, even though there is a conspicuous trial of introducing and reinforcing other languages. Nowadays, the English language enjoys a preponderant place among languages that are used all over the world, as it is widely used preferably in trade and communication.

For Burundi, the English language is considered as an open-window onto the external world, not only because Burundi is one of East African Community members but also because it has diplomatic relationships with other English-speaking countries.
However, in Burundi secondary schools, the English language does not have the status it has in countries such as United States of America, England, Nigeria, Uganda , etc. It is not spoken by the majority of Burundians today and it is not used in everyday life in Burundi. It is taught in schools as one among many subjects and its teaching and learning are conditioned by different elements such as the school environment, the socio-economic status of the school, the school buildings and others.

Taking into account the diversity of the environmental conditions, the performance in teaching and learning of English can also be different for teachers and learners from different schools. Teachers' and the learners' performance and the location of the school are the first elements that have conducted us to carry out how the environment and the location of the school may be an impact on the performance in class.

On both sides, the location of the school and the environment, play a major role for the improvement of either the teaching or the learning of the English language.
In any case, the teacher carries out his/her task when working conditions are satisfied.

These are a conducive climate, gettable realia from the environment, an isolated class from elements unrelated to the lesson and others; and this not only in class but also outside around the school.
This is another view that the learner may face the same problems as the teacher or confronts different problems when his/her teacher is not available and well equipped to deal with his/her task.

The surrounding population also has a role to play for the performance of the teacher and the learner. This view concerns the social environment of the school.
Here, a major focus is put on the group of environmental variables, the teachers and learners of other classes and the population around the school. As good or bad element happening to one of these, it may affect the whole school, and then, the activities in classes.

This view is well highlighted by Siegel (1955:39) who says:

> *The school looked from our point of view is not an isolated organization. Its operational structure is continually affected by outside environmental forces. It does not set its own goals nor can it seek to implement them completely independently of other community agencies.*

For this assertion, the neighborhood is also concerned with the activities of every person and everything that happens has to do, not only with one but also the other.
An example is for a school which is surrounded by people who always burn fires before cultivating. This troubles the teachers and the learners when their process of teaching and learning is dealt during the cultural season. However, the school would be somehow far from other populations, markets and villages.

Apart from the school itself, the teacher needs other people to live with, but the distance he/she has to travel from his/her home to school may influence the manner he/she explains the lessons.
In spite of this fact, many elements are leading us very far from ignoring that the setting of the school, that is its location and the elemental factors that surround it, are determining keys of what happens in class.

In conclusion, the teaching and learning in general and the teaching and learning of English in Burundi secondary school in particular do not occur in a vacuum, in an empty room; it is influenced by the things the learners can see, smell, hear, taste and touch in their leaning environment at school and at home. The present research is primarily concerned with the school environment on the learning of English in Cankuzo Province.

1.2 Statement of the Problem

The main and comprehensive objective of introducing English language in secondary school education was to provide pupils with knowledge and performance in that language, allowing them to complete their studies having an open mind for their future life, because English is another way of opening the country to the external world.

This idea is carried out once the administration and the decision makers take into account different factors which may hamper its success. These are the place where to build the school, the teaching materials to provide with it, the quality of the teacher to use for it, etc. For this, educational administration and its partners must always check whether different factors such as school environment, classroom environment, teachers, learners and their personality meet the criteria for learning the language.

A well-located and attractive school pushes the teacher to make effort when preparing his/her lessons and learners feel at ease when learning there. For the teachers and the learners, a good school is the basis of the improvement of his/her knowledge, and a key to the learner's performance.

Therefore, the educational administration has the task to verify whether the teaching materials and the environment are suitable in the students' need, since the learning requires an environment which does not disturb the learners, but that provides them with a good attention to the lesson and helps the teachers to get enough teaching materials. This trundles out to ask ourselves an important question: Does the environment allow Burundian students and teachers to perform in their process of learning and teaching of English, given the geographical situation of their school?

As the learning process needs stability in the place where it is dealt with, we surmise that a well-conditioned class is at the basis of teacher's motivation, and of the learner's performance.
It is worth noting that, all the schools of the country are not located in areas with the same atmospheric conditions, and, if one of the two protagonists is troubled during the teaching – learning process, the other is also troubled and vice-versa.

This is stated by Richards and Rogers (1986:86) when they wrote that learner's roles are closely related to the function and the status of the teacher.
This does not mean that the learning not only depends on the availability of the teacher; but also on that of the learner to teach. David Nunan shows it in his *Designing tasks for the communicative classroom (1989:63)* .He writes that problems are likely to occur when there is a mismatch between the role perception of the teacher and the learner.

In this perspective, everyone understands that the school environment is sometimes an obstacle to the teachers' and learners' activities, and then, to the interacting process of teaching and learning. In this study, the researcher is attempting to work out how the environment of the school can be a cause of unfruitful teacher's and learner's activities and then contribute by suggesting how decision-makers may make the school environment adequate and increasingly beneficial to the teachers and learners.

1.3. Purpose of the Study

The main objective of this study is to set forth the extent the geographical location of the school contributes to the performance in English, both for the teacher and for the learner.
School environment also implies the social and the organizational framework of the school which includes headmasters, teachers and learners. But ,here, the emphasis will be put on the location of the school to prompt awareness of the administration and parents that the process of teaching and learning of English may increase or decrease due to the fact that the school was built in a place sufficiently convenient or not to either the teacher's or the learner's activity.

1.4. Significance of the Study

This study will have significance for many people in teaching English language and in creating new schools in Burundi, and the findings are bound to influence the administration and the policymakers to take care while building the schools and the places in which to build them.
Thereupon, it is for a major importance that the right blueprint of edifying the schools should be taken not only for showing that schools are built but also with regard to supplying necessary learner's knowledge in different domains including the English language.

The findings from this study will also be useful to parents of the pupils around the schools and members of school parental committees; so that the consequences of building plans made by the administration should be taken into account before it is on its time to be accomplished. Here, people living in the vicinity of the school will realize how they hamper the performance of their children in English, and then continue living their real life with regard to how their usual activities may not handicap others' activities, especially the learners' ones. This does not exclude each one's ambition on to what extent his/her contribution would be beneficial to the success of their children in performing in the English language.

Also, the research findings will be used to make the neighboring population realize that the work of other people ought to be respected. People surrounding schools located near industrial quarters or near markets will envision how their activities may not handicap the activities in classes.
To teachers, our research will conduct a deep thought about problems they face when carrying out their task of teaching, generated by the setting of their school. They will gain an eminent consciousness of strategies they use when teaching English and then think whether they may vary if the environment in which the learning-teaching process is dealt with.
The administration in charge of implanting schools will be aware of the interacting elements that can lead to a good performance .The are here, the activities in the class and the place where the school is built.

1.5. Motivation of the Study

The choice of this study has its origin in my first steps at school when I was studying at RAMBA primary school. The school was located in an area characterized by a strong wind which could easily enter our classroom through the unprotected windows. This often happened especially in the morning, or when it was raining.

The situation became somehow hard for both the teachers and the learners, because learning hardly took place when both were shivering. The teachers had difficulty teaching in this situation and sometimes were obliged to stop teaching to wait for the rain to stanch.

Another motive is my own experience as a visitor to some secondary schools of Bujumbura municipality. Some schools of Buyenzi commune are located in some noisy areas, either near markets or near welders. Others are located near roads where buses and cars with different kinds of noise pass all the time.

Here, the learners are hearing different sounds and some of them turn their eyes and ears to the voices they hear; they even go outside the classroom to see what is happening.

As learners are in their adolescent age, they are easily disturbed and sometimes do it knowingly. This is shown by J. harmer (1983:7) who explains that Learners are brittle He says:

> *We have to remember that adolescents are often brittle! They will probably not be inspired by mere curiosity and teacher approval is no longer of vital importance.*

The last but not least reason that incited me to this study is the fact that I deeply wanted to find out how to teach the English language at lower level of schools with different environments. I found it necessary to do my research to investigate on how teachers and learners maybe helped or frustrated by the environmental conditions in their teaching and learning, to perform in English language.

1.6. Research Questions

This work attempts to find out the impact of school environment on the teaching and learning of the English language. A researcher can well conduct his/her research only by basing it on some questions that may help him/her to shed light on the moot point stated above.
It is in this perspective that, taking the idea of the environment status as a determining point of teacher's and learner's performance, the researcher raised some questions to which he will try to provide answers.

These questions are:
1. what is the relationship between school environment and the teaching and learning?
2. How does the learners' performance in English at the lower level of secondary school depend on the environment of the school?
3. What do education partners in Burundi think about different factors surrounding the place in which the set up a school?

1.7. Research Hypotheses

With these questions in mind about the impact of school environment on the teaching and learning of English, we tried to raise some hypotheses to attempt to prove right or wrong those questions throughout the findings of this study.
Here, some hypotheses are formulated.

1 .There is a relationship between school environment and the teaching – Learning process
2 .Learners' performance in English at the lower level of Burundi secondary schools largely depends on the environment of the school.
3. Education partners and school administration rarely take into consideration the environment around the place where they build a school.

1.8 Delimitation of the Study

The center of this research is the school environment and its impact on the teaching and learning of English. The study was conducted in some lower level classes of Cankuzo Province, to find out how the environment in Cankuzo Province, can affect the process of teaching-learning of the English Language.

This research required to be spread out in all the provinces ,but, considering the largeness of the province of Cankuzo, we have visited some schools and classes of different communes, to get information about the easiness or the difficulty teachers and learners encounter while teaching or learning English, taking into consideration the environment that is the geographical, physical and atmospheric conditions in the province.

As the study is centered on the school environment, the research would be conducted in other provinces, but our hopeful thought is that one province can represent the rest of the country, as environmental factors change from one time to another and from one province to another.

An example is for an area which is characterized by a very cold weather. After some years, the climate may change in this area, and then, the hindrances that were faced by teachers and learners of this area also change because of this atmospheric conditional variation.

1.9. Definition of Key Terms

In order to conduct this research well, some main terms have been defined so as to understand clearly the whole context we are working in.

1°) School Environment:

According to *Webster's Ninth New collegiate Dictionary,* the environment is defined as the complex of physical, chemical and biotic factors such as climate, soil, and living things that act upon an organism or an ecological community and ultimately determine its form of survival.

The same *Webster's Ninth New Collegiate Dictionary (1603:416)* says that the environment is the group of circumstances; objects or conditions by which one is surrounded.

By this, school environment may be understood as the social, economic and organizational set-up of the school which includes aspects such as background characteristics of pupils, teacher's qualifications and experience, material such as books, typewriters, buildings infrastructure and administration. School environment is also understood as the milieu in which the school is located and the activities done around it.

2°) Performance:

As *Oxford Advanced Learners' Dictionary (1723:919)* states, the word "performance" is elucidated as «how well or badly you do something or how well or badly something works.»
Performance in English language is, therefore, what one particularly does rather than what he/she knows, using English language. However, the teacher' performance is difficult to measure, as there is no single criterion universally acceptable for scholars in teaching.
Indeed, teacher performance is evaluated taking into consideration different domains, since teaching is not a stand point. It varies from a teacher to another, according to the quality of the teaching he/she wants to provide. But, an overall description of teacher performance, it is evaluated by his/her capacity of attaining his/her objectives, and this is shown by the results his/her learners get in tests, examinations and national tests.

3°) Competence:

It is the knowledge that enables a person to speak and understand a language. Here, competence in English is the knowledge that someone has in this language and it helps him/her to use the language in speaking or using it in his/her real life.

4°) Impact:

It is a striking, acting against what something would normally be or how it was waited .An impact may be good or bad, and by this, it may handicap the waited consequence or raise it to an unusual advantage.

This chapter is concerned with the introduction of the whole work. The study is made of different steps that lead the researcher to make an exhaustive work, and it is for more importance to deal with the second chapter, that is, the review of the related literature.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

The process of teaching /learning is a complex and indeed difficult task. This is due to the fact that learning is an activity in which, one forces his/her mind to store what he/she did not know. By this, the teachers as well as the learners are facing a hard task while making know and trying to know. It is more than that for English teaching and English learning in lower level classes.
Not many researchers have written on the role played by the environment on the teaching and learning of English language, but different experiences witness that a noticeable relationship exists between the environment and the school achievement. This chapter is going to review the literature and evaluate other researchers' views on how the school environment influence the teachers' and learners' performance.

2. 2. Macro-environmental and Micro-environmental Features of Language Learning

The learning of a language necessitates the ambition of the learner and the concentration to the subject that is the language he/she is going to learn.

This is shown by Heidi Dulay, Marina Burt and Stephen Krashen who, in their *Language Two (1982:43),* were talking about different characteristics that are fulfilled a child learning the Second Language.

2. 2. 1. Macro-environmental Features

These are factors that may affect the second language learning only when the learners have reached certain points in their second language development when they are "ready to internalize a given structure.

2. 2. 2. Micro-environmental Features

They are characteristics of specific structures of the language the learner hears. Three micro-features that have been investigated to date do not seem to have the major effects of learning that were expected.

1° The salience: it is the degree of visual or auditory prominence of an item;
2° The frequency: it is the number of times a learner is exposed to a particular item or structure;
3° The correction: It does not seem to effective in enhancing the acquisition of the corrected structure.

2.3. School Environment and Class Performance

The performance of the learner depends widely on what he/she has been taught and this depends on different factors including the milieu where the teaching/learning process place, materials used and others. This is explained by Adjeniji, who, in his *Problems and issues in Financing Education in Nigeria (1972:10),* enumerates some factors that lead to poor quality in Nigerian educational system.

> *These are buildings, supplies and equipment being inadequate. The quality of the building where the class is held has to do with the quality of the teaching.*

This implies how well or bad the building constituents allow the teacher and the learner to go on with their task. In other words, the building where teaching/learning process is happening constitutes one.

In a class which does not have well protect windows, the wind and the rain to enter easily and this does not allow the teacher to expatiate well his/her lesson. In addition, the problem for the teacher may be the same for the learner. The teacher is the key of the knowledge, but the learner's participation is fundamental.

Many learners of lower level classes are at their adolescence age and this stimulates by different elements that handicap their attention in class. Whatever new thing that happens takes away their attention or tranquility. The general understanding is that, what disturbs the learner also disturbs the teacher. This is an example of a school which is facing a noisy neighboring area or which is located near the road with a heavy traffic. The learners are always following what happens outside instead of following their teacher.

Apart from his/her attitude that may push him/her to stop teaching and follow the occurrence, the teacher, whatever responsible he/she may be, is therefore impudently confronted to more than one task, that is teaching and requiting repeatedly the learners. An example may be given of a school which is located near the market. The learners may hear the people singing or shouting and then they imitate the song they hear outside.

Nevertheless, some factors may handicap the teaching/learning process are on the other hand beneficial as convenient sources of instruction. This view is upheld by Rivers (1987:171) who says:

> *There are nearly valuable resources to be found in the community outside the classroom, resources which can greatly increase the enjoyment of the pupils and can provide opportunities for real interaction.*

Here, learners may be studying and hearing voices from outside the classroom. An intelligent learner may get from there an informative question to ask the teacher and/or the teacher himself conducts his/her teaching relating the lesson to what is happening outside.

Another clear support to this belief that some external handicaps to teaching may be a source of instruction is that of learners from schools with a hard weather, that is, the weather either very cold or very hot. Learners are facing difficulties of following the teacher because they are always thinking about the end of the day, to leave the class.

But, as the teacher is following the learners 'attitudes, he/she can get from there a deep explanation of the lesson, taking into account some idioms and items related to the situation they are working in.

Barindogo (1994) shows it when he was talking about private schools. He Says:

> *Some private schools' environment appeared very much unmotivated so that the teacher and pupils could neither concentrate nor do their work in a peaceful mind.*

There is a relationship between the place where the school is located and the atmospheric factors that surround it. It is the case for a class whose non protected windows face the direction of violent winds. It allows the water to enter the class during the rainy season. This does not allow the teachers and learners to pursue their task, adding that some teaching materials are torn up, such as maps and pictures or books that could help to deal adequately with the lesson. It is the same when learners are following the lesson while people around the school are burning fire for their cultural activities. Here the learners cannot follow the teacher well with the smoke smelling from outside.

School environment handicaps the controllers' motivation to considerable visits of schools, so as to discover the real need of different schools and then concentrate their supervision only on the schools where the weather and other conditions allow a good work, to take the data analyzed as a whole.

Teaching English language is however centered on the speaking and hearing especially in 7th and 8th form classes. It is supported by H.G Widdowson (1978, 60) who says that:

> *It may be, of course, that in certain circumstances, it is expedient to spend time on speaking and hearing before moving on to the higher level communicative ability of talking.*

None ignores that learners at the lower level of secondary school need a well-equipped and calm class to allow them to listen well to the teacher and express themselves with no other constraint of unwanted voices or unusual happenings; we are not far from that issue of H. G Widdowson. Contrary to this, a badly equipped classroom or which allows the wind or voices from outside to invade the classroom makes the lesson less exciting, and causes difficulties to the teacher's and learner's activity.

It is also shown by Robertson J., in his *Effective classroom control (1981:36),* when he says:

> *Though it is not possible for every lesson to be exciting, the moral is clear: Children who are interested and involved in the lesson will attend more likely to learn something.*

This writer is showing how a learner excited by the lesson follows it well, but, some other factors such as the wind, the rain, etc are sometimes a handicap to his/her activity.
A part from the status of the environment that surrounds the school which may sometimes handicap a good teacher's performance, that assertion of John Robertson is possible when the teacher is well conducted to stimulate the class, that is, the learners.

It is also stated according to John Robertson (1981:36-37), by Robenshine(1970*):*

> *If pupils rated teachers as "stimulated", "energetic", "mobile", "enthusiastic" and" animated", this was related to increased pupil achievement scores on tests given at the end of the lesson.*

The teacher is animated and stimulated when different factors that are needed for him/her to give a good lesson are satisfied. On the other hand, bad conditioned factors such as environmental factors and others make the lesson inadequate as teachers and learners are exposed to a little motivation.

2.3.1. School Environment and Teacher's Motivation

Motivation consists in the group of factors that determine a person's desire to do something. According to *Longman's Dictionary of Applied Linguistics (1985:185),* in second and foreign language learning, learning may be affected differently by different types of motivation .The location of the school is one among other factors that constitute teacher's motivational elements.
A school which is located in an unsuitable area is never attractive for the teacher. This fitnessless is may be generated by a very cold or very hot atmosphere, noisy activities around the school and many other factors. The teacher, considering how disturbing and annoying this is, or how it was the previous days, does not have a desire to go and teach, or once he attends the service obligatory, he/she teaches with less energy, awaiting the time to return back home.

The quality of the lesson is thus, critically low. Another factor that may cause annoyance to the learner is the lack of materials.

When the teachers are motivated by the location of the school and the environment that surrounds it, other teachers also have a need to get a job at that school. A badly conditioned school is however distinguished from a good one. Furthermore, teachers working in a bad conditioned atmosphere are always far from developing their resources and then work with no change or innovation. This handicaps the success in their task. It becomes worse when, to this, is added a bad social environment; that is, the interaction between the teacher and other members of the institution.

This issue is well supported by Jo Mcdonough and Christopher Shauw(1993:250*):*

> *Conversely, the combination of a consultative environment that considers the views of everyone involved within and outside the institution, and recognition that teachers may be more active and productive if they are given time develop resources , for example, will clearly lead to a more positive working atmosphere.*

From our point of view and the statement above, it is quite understandable that the geographical setting of a school can be at the basis of a good interaction between the teacher and other members the staff. A well-conditioned class motivates the teacher. Since the teacher is motive, most considerable will be his/her teaching and his/her supervisor does not need to force him/her to working.

None ignores that the teacher is the one to open the mind of the learner, to make him/her know. This role is not easy and its achievement needs substantial motivation either before or during the time of teaching, from the school authority and from the school environment.

Teacher's motivation needs to be a priority, as the quality of every activity in class depends on teacher's temperament and this depends on the conditions he/she is working in.

A motivated teacher motivates learners to a curiosity on the lesson. But, he/she will not if he/she is himself/herself facing one or another environmental hindrances. J. Harmer (1991:7) stipulate:

> *Success or lack of it plays a vital part in the motivational drive of a student. Both complete failure and complete success may be most unmotivating. It will be the teacher's job to set goals and tasks at which most of his/her students can be successful or rather tasks which he or she realistically expects the pupils to be able to achieve.*

This means that, in whatever they do in their class, the teachers have the task of remembering their learners to follow them seriously. Definitely, in the teaching of the English language or any other course, the teacher and the learner are two interacting partners, and, the teacher has the task of motivating the learner. Nonetheless, the teacher must himself/herself be motivated as one gives and the other gets, and none can give what he /she does not have.

Wilga M.Rivers, in her *communicating naturally in a Second Language (1983:147),* says:

> *We then try to meet the needs and wants of our students with the best we can provide, thus channeling their motivation in directions that are satisfying to them.*

The teacher needs to be more motivated to his/her task. So far, the environment plays a major role on the motivation of the teacher to the activity he/she is going to face in class, and then, when he/she is well motivated, he/she will do his/her best to motivate the learners to the lesson. Some environmental elements such as unconditioned weather or when the area is characterized by strong winds that raise the dust on high do not encourage the teacher. Considering this, the teacher may pass a long time thinking or taking about the environmental variables of their school, instead of dealing with the real work.

The consequence of this mainly falls on the learner's achievement; first during his/her process of learning as the environment may be convenient to him/her but not to the teacher, or it may be de-motivating for both the learner and the teacher ; and finally after the time that was reserved to his/her learning process.

2.3.2. School Environment and the Learner's Motivation

The physical characteristics of both the learner and the teacher are almost the same. That is to say that the environmental variables that are convenient for one are also for the other. At school, an environment that is adapted by the learner may be adapted by the teacher and whatever handicaps the learner's activity handicaps the teacher's one and vice- versa.

A school whose atmospheric variables satisfy the learner's needs leads him/her to a serious desire to focus on his/her task of learning. A learner is motivated to his/ her studies according to different factors, among others the atmosphere and environmental factors in class or others that surround his/her school. This motivation is thus beneficial. As the learner studies in a convenient environment, he/she succeeds better. Alan Cunningsworth says it in his *Evaluating and Selecting EFL Teaching Materials(1984:59)*:

> *Motivation is arguably the most important single factory in success or failure at language learning. A well-motivated student badly taught will probably do better than a poorly –motivated student well taught motivation determines the student's level of attention during the class, and the assiduity with which he does his homework and revises what he has been taught during the day. It certainly has a deep influence on effectiveness of learning.*

Supporting this view, one can add that the learner cannot conduct well his/her studies in a bad-conditioned atmosphere. He/she is first of all motivated by the environment he/she is going to work in, before he/she is well or badly taught.

In many ways, the environment in class defines the quality of the teacher's work, and also the learner's one, as the two are intertwined.

As David Nunan (1989:87) says:

> *The roles of teachers and learners are in many ways complementary. Giving the learners a different role requires the teacher to adopt a different role.*

We are sure that the learner's motivation is somehow a result of teacher's motivation. This is when the teacher is dealing with his/her task.

The environment may however be motivating for the learner but not for the teacher according to his/her health's stability. The teacher gets more and more unmotivated if the atmospheric variables which hamper the teacher's activity are taking a long time.

In rural areas, the teaching /learning process is sometimes disturbed by the smoke from cultivatable areas during the cultivating season or from bush-fires. Here, neither the learner nor the teacher can continue his/her task adequately in such a situation. But, the teacher may try to go on with the lesson despite the bad atmosphere and the learner has no desire to the actual subject.

In addition, an environment which does not allow a good stability to the learners stops their interaction and then, a learner who wanted to persevere has to stop doing it. This goes with the case when the learner is in need of working with others in order to get some clarifications about the previous subjects. He /she may force himself/herself to the work, but, others do not, and then, his/her motivation highly decreases as the environmental conditions are disturbing his/her habitual manner of working or his/her schedule.

An example is that of a learner who is new at a certain school located in an area which is characterized by very strong winds or cold fog. This learner does not feel motivated to attend the class and considers it as an obligation. Such a learner does not even need to know what is happening in class, but only thinks about the end of the school year to start the following at another school, and with this, a great decline of his/her performance in different subjects. Learners also need the teacher's availability to motivate them, and they progress well when they are supported by their teachers.

Leslie Dickenson, in his *self-instruction in language learning (1987:86-87),* says:

> *One of the major factors influencing motivation among language learners is that of progression. Students working in a self-access resource center who are wallowing around doing a bit of this and a bit of that with no clear idea of where they are progressing to, very quickly get demoralized.*

This issue shows us how influential a well motivating environment is, on the learner's progression in language learning. We can add that teaching materials are also available according to the environmental status of the time. The teacher may be using a tape recorder or reading a text to make learners hear how words are uttered, but the environmental factors may not allow it, due to the strong winds that disturb the frequency or others.

Yet, such a situation clearly gives an idea that the learner is not thinking about the lesson, but about the course of the inadequate learning process. It is a kind of inhibiting factor and it somehow leads to poor performance in English and in other subjects as well.

2. 4. School Environment and Students' Performance

Everyone's performance is considerably determined by the way he/ has learnt. As stated previously, the teaching/learning process is well dealt thanks to different factors that are satisfied, among others the environment.

In the teaching/learning process, the knowledge in a subject increases when the environment the process is taking place in fulfills the learner's and teacher's needs. The knowledge of the learner has its value according to the opportunity the teacher has got to transmit it, or the opportunity the learner has got to revise previous lesson.
Nevertheless, all these are a result of everyone's performance in what he/she already knows and different conditional factors in which he/she is reckoning with the activity.

2.4.1. School Impact on Students' Learning

As the above definition of competence shows it; the learner's competence raises taking accordingly into account different factors and ways he/she has been taught in and or various factors that have relation with the learner's activities the environment is one among other factors which hinder or up-raise the learner's knowledge .

The on-going chapter is for more accuracy to investigate the impact of the environment on the learner's activity. However, learner's competence highly depends on the environmental quality.

A bad weather or unsatisfactory conditional factors make the learner's competence decrease instead of increasing.

In addition, as the learner is not well dealing with his/her lesson, he/ she is neither remembering what he/she has seen or adding new knowledge. When the little knowledge the leaner has does not get opportunity to be supplemented, the learner does not get additional information about the previous lesson so as to deal with the following.

The case happens when the teacher had prepared a lesson related to the previous one, and environmental factors do not allow him/her to make learners remember what they had seen before he/she introduces the new lesson. The learner does not get additional competence. The learners competence is also defined by his/her interaction with the teacher. This is a result of the situation or the condition the teacher or the learner is working in, so as to be allowed to get a right communication with his/her partner.

This issue is supported by A.D Edwards, in his *Language in culture and class (1976:14)*. He writes:

> *Morally, men perceive situation and participate the consequences of conduct in terms of vocabularies and motive, moral categories through which interaction is defined, controlled and accounted for.*

This is for more accuracy, a proof that, a learner is well conducted in his/her studying when the condition he/she is working in are well controlled.

We are also with the same point of view as J.F Wall Work, who writes in his *Language and people,* about Environment, Child and Language as follows:

> *it may well be that these are also relevant factors for development at the later stages, and that unless both a suitable environment and a will to make use of it are present, a child will not extend his range of form and function of language whether in the mother tongue or another language.*

With this assertion, we clearly understand that a learner is always in need of a well -conditioned environment, and this, for little children to get accustomed to their mother tongue, and for adults when they are learning other languages; especially English.

2.4.2. Conducive Environment to Teaching

Knowledge is a varying faculty that is improved as well as every individual is making research. As the world knows now an improvement of high technologies, teaching also has to follow the progression worldwide.

The teacher improves his/her knowledge when he/she is conscious of what he/she already has, and the ambition he/she has to carry out varied researches that may lead him/her to considerable competence. This is possible with the availability of different factors such as the environmental factors, the administrational factors and others.

The location of the school has an important role to play for the teacher's competence.

A school enjoying a good climate along the year (with cool temperature) makes the teacher desire to attend the service, and then, a good preparation of his/her lesson before he/she enters the class. It is worth noting that, a teacher who prepares well his/her lesson, is increasing his/her knowledge, as he/she discovers new elements.

Indeed, a teacher working in a good relation with the other protagonists uses strategies and the knowledge he/she has, but his/her competence is developed as he/she is teaching. Teaching materials from the environment also contribute to the teacher's competence.

They are also varied, and as the teacher discovers new knowledge, the environment is of great importance to provide adequate realia that help the learner to understand more the lesson. It is for more advances if that teacher is well influenced by the environmental factors of the time.

Contrary to this, if the weather or the conditional factors around the school do not allow the teacher feel motivated for working, he/she is no longer creative and his/her knowledge is always at its decreasing rhythm.

2.5. Students' Attention Span due to School Environment

The final result of the learner is positively related to the instruction he/she has got and the motivation he/she has guarded towards it. It is also the time the student spends focusing on the subject he/she is dealing with. The student will make more attention and spend a long time following the teacher when he/she does not complain with the environment of the school. Otherwise, instead of following all the time that was allocated to the lesson or adding some other minutes to revise the lesson, he/she thinks about the end of the course to stop with it.

As Antony D. Smith (1988:21) says: "like education itself, motivation manifests itself by the behavior it brings forth .Attitudes of society in general, and young people in particular, are changing rapidly."

The learner's motivation to a subject may be more and more increasing, and this leads him/her to a successful result. A learner who has got opportunity to follow well different observations is characteristically different from a learner who has often been disturbed by different environmental factors.

However, a good performance in a subject determines the result in the following academic activities, and then, a good result.
This is explained by Namadiba (1993:12), quoted by A. Mpimbaze, when he says that performance at Primary Leaving Examination (P L E) motivates at Ordinary Level (O L) and in Advanced Level(A L) in any subject.

This assertion shows that the result at school is the outcome of the learner's background. A learner who has been facing different disturbances during his/her studying curriculum will find himself/ herself less comparable to learners from other schools. It is also that, when a learner was well prepared in his/her studies in his/her younger age he/she will perform well in his/her ordinary level if there is no other hampering constraint to the studies.
The quality of the learner is evaluated more and more as he/she is dealing with his/her studies but, the most considerable finding is the result he/she gets in the examinations and national tests.

2. 5.1. Classroom Internal Conditions

The conditions inside the classroom should be beneficial for the learner and for the teacher and should facilitate their teaching and learning. This would help when neither the teacher nor the learner would complain about the atmosphere, other pupils who disturb him or her, the dust from outside and others; in other words, all the conditions should be gathered inside the classroom to permit teaching and learning.

A well-equipped and controlled classroom motives the teacher and the learner to their interacting process.

2.5.2. School Surrounding Conditions

The conditions generated by activities outside the classroom or the school are also at the basic influence of good or bad teaching/learning.

These activities can raise conditions that may handicap the teaching/learning process, for instance when these are not contributing to the actual lesson.

2. 6. Conclusion

The forgoing review of the literature related to our work was intending to point out some environmental factors and how these may handicap the process of teaching/learning of English in the lower level classes.

From the reviewed writings, it was found that, not only the learner of English but also the teacher can be inhibited by the environmental factors, in their daily interacting activity.

A close relationship between the school environment and the teachers and/or the learner's performance has been shown and agreed upon, taking into consideration other writers' points of view.

As this chapter shows different views of different authors and comments made about these issues, it is therefore important for the researcher, to describe the methodological procedure used to collect and analyze the data. This is the concern of the following chapter, that is, Methodology.

CHAPTER THREE: METHODOLOGY

3.1. Introduction

This chapter shows in details the different kinds of procedures that were used in conducting this research. It has to do with the methods used while collecting data and it also deals with the source data used in this work. Besides, this chapter describes the population surveyed for the study and which consequently constitutes the research sample.

As far as data analysis procedure is concerned, it consists of describing techniques and methods that were used for the collection and analysis of the data. This chapter will finally talk about different observations stated while conducting this study.

3.2. Area of the Study

This study was conducted in fifteen secondary schools selected in five communes of Cankuzo province. These secondary schools are :Muhweza communal college, Murehe communal college, Karago communal college, Twinkwavu communal college, Misugi communal college, Nyamugari communal college, Muganza communal college, Gitwenge communal college,Ruramba communal college, Nyakibanda communal college, Gisenga communal college, Gitanga communal college,Rukwega communal college, Kibimba communal college, Mwiruzi communal college. Note that Cankuzo Province has forty five secondary schools, and the survey was conducted in fifteen schools. The following table shows different schools that have been visited and the communes in which they are located.

Table 1: List of schools visited and the communes where they are located

Commune	Schools visited
Cankuzo	1.Muhweza communal college 2.Murehe communal college 3.Karago communal college
Cendajuru	1.Twinkwavu communal college 2.Misugi communal college 3.Nyamugari communal college
Gisagara	1.Muganza communal college 2.Gitwenge communal college 3. Ruramba communal college
Kigamba	1.Nyakibanda communal college 2.Gisenga communal college 3.Gitanga communal college
Mishiha	1. Kibimba communal college 2.Rukwega communal college 3.Mwiruzi communal college

Talking about the choice of schools, we first of all approached the Directions of Communal Education in different communes of Cankuzo province where we were given the lists of schools in their communes, and their geographical location so as to arrive there.

Since the smallest commune, that is the one which had fewer secondary schools, that is Cendajuru commune with five secondary schools, I decided not to use more than five schools and we opted to carry out our research on three secondary schools per commune seeing that neighboring schools have almost the same facilities and difficulties, when we consider their geographical location.

Gathering five friends of mine, I asked the latter to write down on small sheets of paper, the names of the secondary schools in one commune, one school per sheet of paper and I dictated those names of schools.

I then took the small sheets of paper and I turned them down in groups of five schools, each group of sheets of paper, corresponding to one commune, away from the other. I then asked each of my friends to choose for me, three sheets of paper among the ones in a group different from the one he had written; and he dictated me the names of schools he had chosen; three per group, per commune.

In total, fifteen schools were thus selected and then constituted our geographical area of research.

The investigation was then limited to fifteen secondary schools out of forty-five, considering that three secondary schools among the schools which made up Cankuzo province did not have the lower level of secondary school.
These are: Cankuzo Technical Secondary School, Cankuzo Medical School and Kigamba Agricultural Technical Institute.

3.3. Research Population and Sampling

This study is concerned with **"The Impact of school environment on the teaching and learning of English at the lower level of the secondary school."**
Therefore, the population that has been used for the study includes students of lower level classes of secondary schools, and some of their teachers of the English language.

The research was based on pupils, but, teachers of English language at the lower level classes were also consulted as they are of great importance in promoting learners' proficiency in the English language, since this is their near beginning of studying English language, and their base of orientation to their real life in which English language may be emphasized.

Some heads of schools, that is, headmasters were involved in the research.
Indeed, they are the ones who should normally solve the problems posed by the teachers and the learners, as to the materials needed, the methods used and the facilities required for the best performance. For example, it is them who have to answer questions related to the conditions of work in classes, the size of the buildings, what to do when the school environment impinges on teaching and learning, etc; but they sent us to teachers and learners for that.

The following table is going to show the list of visited schools, the teachers and learners sampled.

Table 2: Visited schools, teachers and learners sampled

Name of the school	Total number of Pupils	Number of sampled pupils	Total number of teachers	Number of sampled teachers
1.Muhweza communal college	46	12	1	1
2.Murehe communal college	38	9	1	1
3.Karago communal college	42	10	1	1
4.Twinkwavu communal college	53	13	1	1
5.Misugi communal college	36	9	1	1
6.Nyamugari communal college	67	17	1	1
7.Muganza communal college	51	13	2	2
8.Gitwenge communal college	40	10	1	0
9.Ruramba communal college	60	15	1	1
10.Nyakibanda communal college	54	13	1	1
11.Gisenga communal college	45	11	1	0
12.Gitanga communal college	52	13	1	1
13.Rukwega communal college	38	9	1	1
14.Kibimba communal college	64	16	1	0
15.Mwiruzi communal college	34	8	1	1
TOTAL	690	178	16	13

In Cankuzo province, we have found forty five secondary schools which have lower level classes, and, as it can be seen from the table above, fifteen schools were taken as a sample. From the total of six hundred and ninety pupils, one hundred and seventy-eight pupils were taken as sample, almost a quarter (25%) of the whole population sampled.

We should notice that the questionnaires to learners were distributed randomly, since the researcher had no information about the number of students in class, and some teachers who should give us information about these classes were absent or were from other schools.

As far as the sampling of teachers is concerned, we took a teacher per class as each one having his/her own class except that some teachers could not be found as they were from other schools. We just gave the questionnaire to the learners and teachers but, as there was a great number of pupils, we could not hand the questionnaire to all of them, and we tried to limit the number, but taking into consideration the exhaustiveness of the research.

For this, we referred to the French writer De Landshere (1976:337) who says:

> *Echantillonner c'est choisir un nombre limité d'individus, objets ou événements dont l'observation permet de tirer des conclusions applicables à la population à l'intérieur de laquelle le choix a été fait.*

When we paraphrase this into English, the writer is saying that sampling consists of choosing a limited number of persons, objects or events on which to make observation and conclusion will be applied to all the population. Furthermore, the research and the sampling depend on the kind of population we sample. This elucidates that the number selected was taken according to the whole number either of the pupils or of the teachers.

3.4. Data Collection Procedures

As said in the first pages, we have used two types of written questionnaires in data collection procedure. We would have liked both questionnaires, the one for learners and the other for teachers, to be oral, but due to the fact that different factors, that is, poor fluency of the learners, their shyness in front of an unknown person and others, made us to use written questionnaires to make our informants free while responding.

In addition, a questionnaire is well responded in writing than orally, because the respondent is undergoing no influence from anyone or from another answer. We then handed the questionnaires to teachers.

3.5. Questionnaires

These questionnaires were handed to two kinds of respondents to get as much information as possible. It is to be noted that some data are the same from the learners and from their teachers.

3.5.1 Students' Questionnaire

This questionnaire was elaborated in such a way that, questions in it would make the student give his/her point of view about the difficulties he/she has in learning English with regards to school environment.

The questionnaire had the objective of helping the researcher to guess how different learners consider their performance in English and how they relate it to the environment in which they study the English language. The students' questionnaire also helps the researcher to analyze the learners' feelings in consideration of what he/she expects these learners to have. It is in this perspective that the questionnaire was elaborated in two languages that is, English and French, to make learners more capable of giving sufficient information without struggling with the problem of comprehension or expression.

This students' questionnaire was made up of questions which do not make the respondent bored or make him/her spend much energy thinking about the answer to the question. An opened-ended question makes the respondents feel free and at ease while answering it, as they do not take a long time writing down the answer. Other questions were closed as to elicit more clarification; the respondents had to give their opinions in details, to make the researcher get enough informative data. Thereupon, the students' questionnaire was made of eight main questions whose sub-questions were given to explain them well.

Question 1 asked the student for the site or the location of his/her school in term of its geographical situation. The researcher wanted to know if the school was located near the road, near the market, in a village or in a bush; to verify whether the learners' performance was affected by the location of their school.

Question 2 had the objective to know the atmospheric conditions that prevail at his/her school. We wanted to know t if the weather that prevails at school is very hot or very cold in order to conclude whether it facilitates or handicaps the learner in his/her learning of English.

Question 3 had the objective of making the researcher know whether the environment at school allows the learner to follow the teacher well, and the same question asks for more explanation if the weather does not and how.

Question 4 asked the learner how long he/she had been studying at his/her school to know if he/ can get accustomed to learning in an environment different from the one of a school where he/she used to study.

Question 5 was used to ask the student whether or not he/she had got used to studying in such an environment.

Question 6 was asked to know if the teachers liked the environment that prevailed at school.

Question 7, the researcher wanted to know if the students were in need of changing the school and go to study at another school. By here, we needed three reasons to show why they wanted it or not.

The eighth and last question aimed to know what the learner would suggest to change at his /her school, and all these, with the idea of identifying how the school environment can be an obstacle to the learner's performance in the English language.

3.5.2. Teachers' Questionnaire

The teacher's' questionnaire, like the students' questionnaire, sought information on how the school environment contributes to the failure or the success in the teaching/learning of the English language at the lower level of secondary school in Cankuzo province.

Like the students' questionnaire, the teachers' questionnaire is made of more open-ended questions and closed questions because the teacher knows more about what can handicap the teaching/learning process, and he /she is able to give more details which can help the researcher. The questionnaire was composed of thirteen questions.

The first question attempted to know the location of the school where the teacher works. Through question 2, the researcher wanted to know the weather that prevails at the school.
Question 3 had the objective of knowing if the weather that prevails at that school allows the teacher to provide a good teaching to his/her learners. The same question wanted to get more details if the weather did not.

Question 4 was asked to know if the surrounding environment of the school provided the teacher with enough or sufficient realia for his/her teaching.
Through question 5, the researcher had the ambition to know the appreciation learners had about the environment around school.

Question 6 asked the different non-scholar activities that were done around the school.
Question 7 asked the teacher if and how these activities around the school could handicap or had handicapped his/her teaching.

Question 8 was about how often education partners visited the school.
Question9 asked if those education partners or other persons appreciated the environment at school or not.
The tenth question asked the teacher if he/she had the ambition to continue teaching at the same school.

Question 11 wanted the teacher to suggest three improvements he/she wished to see at his/her school. The same question asked the teacher to show how these improvements would be brought about.

Question 12 aimed to know how the environment at that school impacted the teaching of the English language.

The thirteenth and last question was about how the environment impacted the learning of the English language in class.

3.5.3. Classroom Observation

This part of methodology was conducted in different classrooms. The researcher wanted to get by his own eyes the information from the real source. Then, during this part, we presented ourselves in four classrooms, to witness the easiness and difficulty that hamper the teaching/learning of the English language, due to the environment that surrounds the school.

3.6. Data Analysis Procedures

This part concerns the analysis of the data the researcher collected from teachers' and learners' answers to the questionnaires he had administered to them to bring about what could change or what could be done for a school whose environment does not facilitate the teachers' and learners' interacting process and then constitute an obstacle to the performance in English language.

After having collected students' and teachers' answers, the following step was to analyze different views about various questions.

Here, we tried to combine, interpret and compare different answers, in order to see how similar or different learners' and teachers' views were about a same issue.

Another objective of analyzing the data collected from one or the other questionnaire of a research is to evaluate whether the answers given really correspond to the research question we had formulated before we began the research.

3.7. Difficulties Encountered

Some secondary schools visited are built in some places or organized in such a way that the learners and teachers are sometimes disturbed by different elements. This is an observation from some visited schools of Mishiha commune; for instance Rukwega communal college and Kibimba communal college which are built together with primary schools and primary school pupils have break when the secondary school pupils are in class and they come to play in front of the secondary school pupils' class.

The observation has been somehow difficult as the researcher did not find the teachers of English at the service, but it was done when teachers of other subjects were teaching.
Another difficulty is that the schools on which we conducted the research were far from one another. Then, the researcher had to walk a very long distance, sometimes under the rain and got tired before he visited at least three schools of one commune.

The interpretation of the results was not easy, especially for the learners' questionnaire where some learners did not know how to construct meaningful sentences, and we were obliged to compare the English questionnaire to the French one, to get the information. After analyzing the data and the procedures used during the research, we combined the results from the different questionnaires and then drew a conclusion. The following chapter tells us about the data presentation, analysis and findings.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND FINDINGS

4.1 Introduction

The present chapter is going to present and analyze different data collected during the research, and, after this, it will argue on the results. The chapter will show to which extent the research questions that the researcher formulated have been answered by different informants.
As different the questions were based on the impact of the school environment on the teaching and learning of English language, this chapter is going to give more details on what happens in some lower level classes of Cankuzo province.

4.2 Data Presentation

This part of the study deals with the collection of data. Here, we are going to present the results in tables made of columns of types of answers, the numbers of sampled population, the number of respondents and the percentages; according to the numbers of schools. The research also included an observation in class and this has brought in answers to some questions.

4.2.1 Data Analysis from Students' Questionnaire

Apart from the observation that we conducted in classes, one hundred and seventy-eight questionnaires were handed to students of the lower level classes in Cankuzo province that is, in some lower level classes of five communes in Cankuzo province. The objective of this was to find out how learners from schools of different environments perform in the English language; or how equal or different may the performance be in regards to the environment of the school.
All the students' questionnaires were responded and handed back. The tables shown below are presenting the answers from students' questionnaires, from the first to the last question.

Question 1: Where is your school located?

1. Near the road 2. Near the market 3. In a village 4. In the bush 5. In a valley

This question was put to know the location of the school in terms of its geographical situation to verify later, if this could not contribute to the failure or the success in the learners' performance.

Table 3: Physical environment of the sampled schools.

Answers	Frequency	Percentage
In a village	0	0
Near the road	128	71.91
Near the market	30	16.86
On the mountain	20	11.23
In a valley	0	0
In a bush	0	0
No answer	0	0
TOTAL	178	100

From table 3, the presentation shows that of the fifteen schools sampled in Cankuzo province, none is located in a valley, this represents 0%; one hundred and twenty-eight students out of one hundred and seventy-eight sampled responded that their schools were located near roads, which represents 71.91%.Thirty students out of one hundred and seventy-eight sampled responded that their schools were located near markets, and this represents 16.86%, and twenty students out of seventy-eight sampled said that their schools were located on mountains, which represents 11.23%.

According to this table, most of the schools on which we have conducted our research were located near roads; three other schools, that is Rukwega communal college, Kibimba communal college and Muhweza communal college were located near markets and a single one, to mean Muganza communal college was located on a mountain. This mean that, in any case, different elements consisting either of the influence of the road or market on the failure or of the hindrance to the success can handicap the activities at those schools.

Question 2: How is the weather at your school?

1. Cold 2.Very cold 3. Hot 4. Very hot

The question had the main objective of revealing if the atmospheric conditions that prevail at the school are conducive to the learners' activity.

Table 4: The weather prevailing around schools in Cankuzo province.

Answers	Frequency	Percentage
Cold	22	12.36
Hot	20	11.33
Very cold	0	0
Very hot	46	25.85
Other answer	50	28.09
No answer	40	22.37
TOTAL	178	100

The results from this table show that, among one hundred and seventy-eight students that have been sampled, twenty-two responded that their schools were characterized by a cold weather, representing 12.36%. Twenty others said that their schools were located in an area where the weather is hot, which represents 11.33%. Forty-six of them said that their schools know a very hot weather, representing 25.85%. Fifty students gave other answers than what we had suggested, representing 28.09% and forty others gave no answer, representing 22.37%.

For other schools, the weather at school varies depending on the period of the year. The learners sampled attested that the atmospheric conditions may change in the morning or they may change during the months of the end of the school year; and this may hamper the learning, for example when it becomes very hot during the months of the end of the school-year and learners do not follow the teacher well in the hours of the end of the day.

The table to come is going to show about the weather at school and its influence to the learners' activities.

Question 3: Does the weather allow you to follow the teacher's explanation well in class?

This question was put to know whether the weather that prevails at school could not be at the basis of the learners' disturbance or if it might not handicap their attention to the lessons.

Table 5: Learners' appreciation towards the weather prevailing at their school

Answers	Frequency	Percentage
Yes	130	73.04
No	48	26.96
TOTAL	178	100

According to the results from this table, out of one hundred and seventy-eight students that have been sampled, forty-eight did not consider the weather at their schools good for them to follow the teacher well; this represents 26.96%, one hundred and thirty liked the weather as a good influential element for them to follow the teacher well.

For the above table, less than a half of the respondents considered that the weather that prevails at their school as an obstacle to their studies, that is, to follow well their teachers' instructions in all subjects including English. When the weather is hot or very cold, learners spend their time sitting in class with no interest to what the teacher is dealing with.
The following table shows the results about the amount of time the learner has studied in their school.

Question 4: How long have you been studying at your school?

The objective of this question was to let us know whether the learner's seniority in studying at a school could be the basis of his/her performance or is the lack of performance due to his/her coming to the new school.

Table 6: The learners' performance in English depends on the years he/she has learnt at the school.

Answers	Frequency	Percentage
1 year	2	2.8
2 years	35	19.67
3 years	62	34.83
More than 3 years	76	42.70
TOTAL	178	100

The results from this chart show that, among one hundred and seventy-eight students that have been sampled, two (representing 2.8%) had passed only one year at their school. Thirty-five among them (representing19.67%) had studied at their schools during two years. Sixty-two others had been studying at their schools for three years (which represents 34.83%), while seventy-six of them (representing 42.70%) had been studying at their schools more than three years.

From this analysis, the lack of performance on the part of learners does not depend on the time the learner has been studying at his/her school because all of the investigated have been studying at their schools for at least two years.

Question five: Do you get accustomed to studying in such an environment?

Table 7: Whether the learners are accustomed to their school environment

Answers	Frequency	Percentage
Yes	97	54.50
No	81	45.50
TOTAL	178	100

The fifth question aimed to verify whether the learners' performance that had increased from the moment they had begun studying in their schools.

The results from this table show that, ninety-seven respondents out of the one hundred and seventy-eight sampled (representing 54.50%) were accustomed to studying in such an environment, while eighty-one(representing 45.50) among them were not.

Considering these results, almost half of sampled pupils have been accustomed to studying in the physical, geographical environment prevailing at their schools.

The table that follows is about the learners' views on the appreciation of their teachers about the environments they teach in.

Question six: Does your teacher like your school environment?

The reason for asking this question was to discover how the learners find their teachers' attitude in regard to school environment.

Table 8: Learners' views towards their teachers' appreciation of the school Environment

Answers	Frequency	Percentage
Yes	83	46.62
No	84	47.20
No answer	11	6.18
TOTAL	178	100

The results from this table show that eighty-three respondents (46.62%) out of one hundred and seventy-eight learners that participated in our research reveal that some of their teachers appreciate the environment of their schools, while eighty-four respondents of them (47.20%) said that their teachers did not appreciate the school environments; the remaining eleven others (i. e, 6.18%) did not give any answer.

The next table will talk about the learners' comparison of their schools and the schools of other areas.

Question seven: Do you need to change of school (to go to study at another school)? Why?

This question was asked to get information about how the learners thought of a good school and how they compared their schools with others from other sides.

Table 9: Number of students who would like to change the school

Answers	Frequency	Percentage
Yes	130	73.04
No	48	26.96
TOTAL	178	100

Table nine above shows clearly that most of the pupils (73.04%) of those surveyed in our research were in need of changing their schools, even those who had been studying there for many years.

One hundred and thirty pupils out of one hundred and seventy-eight, who were sampled (73.04%), wanted to go to study at other schools, while other forty-eight out of the one hundred and seventy-eight; representing around 26.96%, did not; to mean that they would like to stay at their schools.

As far as the reasons why they wanted or did not want to change of schools, different answers were given. Some of them were: the teachers are often ill, learners often get ill, meal grinders always disturb us with their noise when we are in class, we do not study the days of markets market, etc.

Note that different learners have different views about the schools where they are studying. To this, were also added some other answers about why they thought about changing schools; such as the only issue of lack of financial means that could prevent them from going to study at some other further schools.

Question eight: What do you think could change at your school to help you perform in English?

This question necessitates various answers as each pupil has his/her point of view about what to change and what not to change.

Here, different learners from different schools gave different answers, such as, to build the school in another area, to renew some components of the school, such as to finish the building of some schools whose construction begun but which was not attempted, etc.
While analyzing these data, the researcher got different pupils' views, and these, due to the fact that, learners are themselves different either in appreciation or in expressing themselves and schools are also different, considering different factors. However, some factors such as to build well the classrooms, to build the schools far away from the markets, to build water fountains near the schools, etc, were common for different students that were sampled.

4.2.2 Data Analysis from Teachers' Questionnaire

The teacher's questionnaire was somehow similar to the pupil's one, as some sources of responses might somehow be the same as for the pupil. The main purpose of addressing a questionnaire to teachers was the deep researcher's attempt to unveil different teachers' elements from different schools that play a role in leading to good teaching.

Like for the pupils' questionnaire, the teachers of some selected lower level classes of Cankuzo province were given their individual questionnaires to fill out according to their situation. Thirteen teachers working in the fifteen secondary schools have been sampled because only one school had two teachers of English language at the lower level, and the other three teachers were not present at that time.

The presentation of results has been done in tables made of columns of answers, columns of respondents and columns of percentages.

Question one: Where is your school located?

This question had the objective of identifying if the location of the school, in a valley, near the market, near the road or in a bush was meaningful for the teacher and his/her teaching performance.

Table 10: School location according to teachers

Answers	Number of respondents	Frequency	Percentage
In a village	13	0	0
Near the road	13	8	61.54
Near the market	13	3	23.08
On the mountain	13	2	15.38
In a valley	13	0	0
In the bush	13	0	0
TOTAL	13	13	100

According to the table above, eight teachers out of the thirteen who were sampled, worked in schools located near the roads, and this represents 61.54%. Three teachers among the thirteen sampled, worked in schools located near the markets, almost 23.08%; while two of them, representing 15.38%, worked in schools located on mountains.

Question two: Do you like the location of your school?

1) Yes 2) No

This question was asked to seek information about the atmospheric conditions that prevails at school and if the working conditions are satisfying for the teaching.

Table11: Whether the teacher liked the school location and the weather prevailing there

Answers	Frequency	Percentage
Yes	5	38.46
No	8	61.54
Total	13	100

From table 11, the results show that five teachers out thirteen sampled liked the location of their schools; this represents 38.46%. The other eight teachers did not like the location of their schools; representing 61.54%. This shows the researcher that some teachers are teaching in schools whose location and weather are not conducive for their teaching.

Question three: Does the location of your school allow you to provide a good teaching to your learners? If yes, why? if no, why not?

This question was asked to help the researcher to relate the environment and its factors to the teacher's activities.

Table12: Whether the school location facilitates the teacher's duty

Answers	Frequency	Percentage
Yes	4	30.77
No	9	69.23
No answer	0	0
TOTAL	13	100

Table 12 above shows that four teachers out of thirteen sampled, representing 30.77%, could provide good teaching to the learners thanks to the school environment, but that nine among thirteen sampled, representing 69.23%, were not.

As far as the reason why some teachers could not teach as they wished is concerned, different teachers gave different views, as environmental factors vary according to the location of the school:

1° when it is very hot, learners tend to sleep in class and do not concentrate on what the teacher is saying and even study difficultly after class.
2° we are often suffering from malaria
3° when it rains, the wind and the water enter the classrooms and we are obliged to wait a certain moment

Question four: Does the environment provide you with sufficient realia for your teaching?

The question was put to seek information about realia that the teachers could find in the environment that surrounds the school.

Table 13: Whether the school environment provides the needed realia for teaching English

Answers	Frequency	Percentage
Yes	3	23.07
No	10	76.93
TOTAL	13	100

Table 13 above exhibits the results about realia found in the school surrounding; realia needed for teaching English in the environment of the school. Ten teachers of the thirteen sampled, did not benefit from the school environment to find sufficient realia for their teaching. According to the same table, only three teachers out of the thirteen sampled (representing 23.07), could benefit from the environment of the school and could find some of the realia they needed for their teaching, but ten teachers out of thirteen (representing 76.94%) could not find teaching material they needed nor could they find them in the environment surrounding the school.

Question five: How do learners like the environment at your school?

This question was asked to let the researcher know the attitudes learners adopt towards the environment they are always facing.

Table 14: How do learners like their school environment in the view of the teachers

Answers	Frequency	percentage
Good	5	38.46
Bad	6	46.15
Very good	0	0
Very bad	2	15.39
TOTAL	13	100

Analyzing the results from Table 14, five teachers out of the thirteen sampled, that is 38.46% said that their learners like the environment, although six teachers out of the thirteen sampled said that the learners did not like the environment: this represents 46.15%. The other two teachers out of thirteen (representing 15.38%) said that their learners were not pleased with the environment of the school; and they said that this was seen according to the attitude the learners adopt towards the climate that is prevailing at school during the time of studying.

Question six: What are the activities that are done around your school which hinder your teaching of English and how do they hamper it?

This question was asked to get information about activities that are carried out around the school, to verify whether they could hamper the teacher's activities or not.

Concerning the answers to this question, the results were given in different ways since the activities carried out around the school were different according to the school. Some could hinder the teaching activity; for example the noise around the school caused by the welders or even the builders causes bad hearing of what the teacher says and students consequently do not get good pronunciation of English words.

The teacher is obliged to use more effort in speaking to compete with the noise outside the classroom, which is often tiring for the teacher. In some schools, the noise made by the rain on the corrugated iron sheets of the roof, but without the ceiling under them, causes the teacher to stop teaching and this hinders the progression of the course and of the program sometimes.

Question seven: Do these activities handicap your teaching?

This question was made out to know if these activities could not hamper the teacher's task, that is, teaching.

Table 15: Whether the activities outside the classroom impinge on the teacher's teaching

Answers	Frequency	Percentage
Yes	6	46.15
No	6	46.15
Other answer	1	7.70
TOTAL	13	100

This table shows the degree of hindrance of some activities at some schools on which we have conducted our research. Thus, six teachers out of thirteen who participated in our study, that is around 46.15%, said that the activities around the schools handicapped their teaching. Six other teachers, representing 46.15%, responded negatively. One teacher out of the thirteen sampled, representing 7.70%, said that these activities sometimes constituted an obstacle to his teaching but that at other times they did not.

Concerning the question how these activities handicap the teacher's activities, different teachers gave different answers and revealed that each activity around their schools has some impact to the teaching according to the kind of lesson that is being dealt with.

Question eight: How often do education partners visit your school?

This question was to seek information if the partners of education make regular supervision of the schools.

Table 16: The responsibility of school and education authorities in controlling the schools

Answers	Frequency	Percentage
Sometimes	0	0
Occasionally	4	30.76
Often	0	0
Never	9	69.24
TOTAL	13	100

From the table 16 shown above, four out of the thirteen sampled teachers said that educational partners occasionally visited their schools,(this represents 30.76%) while nine of them, representing 69.23%, said that educational partners never visited their schools.
The question was also asked to some headmasters, but most of them gave the same answers as the teachers, showing that the isolation and difficult access of some schools do not make it easy for the education partners to visit them and make recommendation about changes.

Question nine: How do they judge the environment at your school?

This question was made to let us know the attitude the educational partners have towards the environment that prevails at the school.

Table 17: Attitude of education authorities in regards to school environment

Answers	Frequency	Percentage
Good	5	38.46
Bad	4	30.77
Other answer	4	30.77
TOTAL	13	100

The results from this table 17 about question nine show that, among the thirteen sampled teachers, five representing 38.46% said that visitors like well the environment at their schools. Four out of the thirteen teachers, who participated in our study, representing 30.77%, said that visitors did not appreciate the environment at their schools. The other four teachers out of thirteen, representing 307.7%, gave their answers saying that, the visitors appreciate the environment or not, according to the period when they visit the school.

Question ten: Would you prefer to continue to teach at this school if you were given an opportunity to change?

From this question, we wanted to know if the teacher was satisfied by the conditions that he was offered by the school, so as to discover if the environment of the school does not contribute to his/her need of changing the school where he/she works.

Table 18: Number of teachers who want to continue teaching at their schools

Answers	Frequency	Percentage
Yes	5	38.46
No	8	61.54
TOTAL	13	100

This table shows that out of the thirteen teachers surveyed, five teachers representing 38.46% wanted to continue teaching at the same schools, and eight, representing 61.54% did not prefer to continue teaching at the same schools.

The results from this table show that more than a half of teachers of the schools involved in our research were not satisfied by the conditions they were working in, among which, the environmental factors such as cold weather, hot climate, etc.

Question eleven: Are there improvements you wish to see at your school? If yes, show them and how they can be brought out.

This question was asked to discover the teachers' points of view about what they think would change at their schools. For this question, different informants suggested various views. Here, each informant has given at least three suggestions and some of them were similar. Some of them were as follows: the administration should finish up the building they have started, the classrooms should be separated from classrooms of primary school learners, the administration should take away the market or plan the market days on week - ends, the authorities should tell the owners of grinding mills to implant them far from the schools.

In addition, as the question was seeking information about improvements at school, each teacher suggested what he/she had in mind and according to the needs of his/her school. This is for example teachers who teach in classrooms which do not have protected windows; the first hindrance he/she advocated was the problem caused by the cold fog in an area of cold weather or the rain- water that gets into the classroom when it is raining.

Question twelve: How does the environment at your school impact you teaching?

This question would make us know exactly how the environment that prevails at a school is generally at the basis of bad or good teaching of the English language.

For this question, the informants enumerated different factors showing negative issues, that is, issues that make the teaching of English difficult or even unpractical, for instance when radios are loudly rising in hair cut saloons, when primary school pupils are playing outside during their beak time, etc.

Question thirteen: How does the environment at your school impact the learning of English in your class?

This question was put to know how the teacher thought the environment hampered the learning of English.

For this question, all the informants, that is, thirteen out of thirteen teachers representing 100% were aware of the different kinds of disturbing elements and they listed them. As they had already listed elements hampering the teaching of the English language, they related these factors to the elements handicapping the learning of the English language, saying that teaching always goes with learning, and whatever handicaps one handicaps the other.

4.2.3 Data Analysis from Classroom Observation

When the teachers and learners that is, the population who participated in our research were responding to questions, we visited some English classes to find out and discover ourselves how different schools that is, school of different atmospheric conditions or of other different environmental elements come to motivate learners to learn English.

Some schools which were located near the markets did not facilitate either the teacher or the learners to deal well with their activities, as teachers may be teaching a listening lesson, while drunk people are shouting outside. Elsewhere, pupils do not listen to the teacher. For example, one of the teachers of Nyakibanda communal college was teaching pronunciation in 6th Form, and at that time, they were building the road Cankuzo-Muyinga, where big cars and big machines spent at least a week, working and making noise while learners were studying. The learners did not pay more attention to the subject, but to what was happening in the road.

This observation showed that, apart from the environmental factors hindering the teaching and learning of the English language, advocated by the teachers and learners, some other unusual factors can happen and the lesson which is lost is not remedied easily or it causes a continuous lateness.

4.3. Findings

All in all, teaching or learning in bad or unsatisfying conditions, teaching or learning in an environment which hampers the teaching/learning process will determine how teachers and learners will perform in the English Language.

This part of our study argues on what has been found in the previous chapter, the school environment as a factor impacting teachers' and learners' good or bad achievement to their process of teaching and learning respectively.

Let us analyze these findings, basing on the research hypotheses:

The hypothesis one stated that there is a relationship between school environment and the teaching- learning process. With this hypothesis, we realized that different answers showed that an environment which is not liked by the teacher does not offer him/her teaching materials or ambition to attend the service. This is shown in the answers given by teachers and learners for the questions asking whether the environment allows them to study or to teach well.

The second hypothesis said that learners' performance in English largely depends on the environment of the school. This hypothesis is supported by the learners that show difficulties in studying, caused by the environment that prevails at their schools.

Considering the research questions stated in the first chapter, the results show that school environment normally influences the teachers' and learners' performance in their teaching process. This is seen through different responses to questions that were addressed to learners and teachers during our research.

It is well clarified by answers to the third question of the learners' questionnaire, that is:"Does the environment allow you to follow the teacher well?" and the third question on the teachers' questionnaire, that is,:" Does The school environment allow you to provide good teaching to your learners?"

Here, a great number of the sampled population that is 75.14% of the 178 pupils who participated in our research and 69.23% of 13 teachers who responded to our questionnaire answered negatively. In other words, the school environment sometimes exerts a negative impact on the teachers and the learners of English in Cankuzo province.

Indeed, when the teacher is explaining his/her lessons in an environment which does not provide him/her a motivated ambition to force himself/herself to task, the teacher does not manage or attempt to get a good achievement of the task. The same for the learner, a school environment which is considered as a hampering factor to his/her goal's achievement, always pushes him/her to a deep need of changing the school. It is shown in question 7 of the learners' questionnaire that is:"Do you need to change the school?(to go to study at another school)?"

Here, a considerable part of learners, that is 75.14% of the178 sampled learners, responded positively. This means that they were in need of changing the schools, to escape the influence of the environment no their performance.

In the same way, the eighth question of the learners' questionnaire that is:"What do you think could change at your school?" and the eleventh question of teachers' questionnaire , that is:" Are there improvements you wish to see at your school? If yes, show how they should be brought about", show well how the environment is in one way or another, a considerable factor that handicaps the teachers' and learners' performance in their process.

It is shown by different answers that, almost all the respondents talked about elements related to the environment surrounding the different schools in which they carried out their activities, and by this, the verification of the hypothesis, "There is a relationship between the school environment and the teaching-learning process" is confirmed.

Considering the tenth question on the teacher's questionnaire which is, "Do you need to continue teaching at this school?", the results showed that different teachers, representing 61.53% of the thirteen sampled, responded negatively, and basing on the results about what they wished could change at their schools, we can prove that the environmental elements are among those that pushed the teachers to want to change the area of service.

To continue with the twelfth question on the teacher's questionnaire, that is "How does the environment at your school impact your teaching of English?"; different informants showed us different kinds of environmental elements that handicapped the teaching of English, how the teachers were sometimes facing hard tasks to work in such environments and, how learners did not manage to achieve their English learning objectives.

Thus, the hypothesis saying that: "the learner's performance in English largely depends on the environment of the school" is verified. The same hypothesis is supported by different teachers' views, while responding to the thirteenth question of the teachers' questionnaire.

As far as the findings from our classroom observation are concerned and, as our main intention of carrying out the research was to know how teachers and learners come to satisfy or be satisfied by the work they are dealing with, taking into consideration the environment that surround the school, the investigation showed that environmental factors could hinder the teaching/learning process. This could push us to confirm the hypothesis "Education partners and school administration rarely take into consideration the environment around the place where they build a school".

In short, different results got from our research showed that some schools of Cankuzo province were located or built in a way that could not help either the teachers or the learners to deal adequately with the tasks they are called for. This was temporary for some schools and continual for others. The performance of the teachers and the learners is to some extent influenced by the school environment.

With a considerable regard to what has already been done, this work needs a conclusion. Thus, the chapter to come is concerned with a general conclusion and recommendations to education stakeholders.

CHAPTER FIVE: GENERAL CONCLUSION AND RECOMMENDATIONS

5.1 General Conclusion

The present chapter is the conclusion of the study and some suggestions that could lead to further researches. This would contribute to the improvement of the teaching and learning of the English language in Burundi secondary schools in general and at the lower level of secondary education in particular.

Along this research, our major concern was to investigate on the impact of the school environment on the teaching and learning of the English language at the lower level of secondary schools in Cankuzo province. The aim of this study was to contribute to a great performance of teachers and learners in their teaching/learning process of the English language.

To conduct this study, we were driven by three research questions to which we attempted to find answers by different sub-questions administered to the two kinds of population involved, namely teachers and learners. The research was also based on some hypotheses , to prove right or wrong the hypotheses that could induce one's mind about the role played by the school environment on the teachers' or the learners' activities.

The study under discussion is made of five chapters; and each one leads to a stage that can help to understand well the main factors that hamper the role of teachers and learners, considering the environment surrounding the school where they are working. The first chapter deals with a general introduction. This is made up of different points, allowing us to justify well the whole work .These are: the background to the study, the statement of the problem, the purpose of the study, the motivation of the study, the research questions, the delimitation of the study and the definition of key terms.

The second chapter is about the review of related literature. It concerns different environmental factors and their relation to the teaching/learning process. At this stage we were guided by some views of different writers, and we tried to relate these to our thoughts and the results from our investigation.

As far as the third chapter is concerned, it is about the methodology, that is the area of the study, the selection of schools, the population and sampling, the data collection procedure, the data analysis and the difficulties encountered. The fourth chapter is about data presentation, analysis and findings.

Furthermore, this chapter has the main objective of showing clearly what the result of our research is. Undeniably, we can substantiate that our objective has been attained, considering the data from the different steps of our research. Moreover, the information got from teachers and learners of schools from different environments have been of great importance for our investigation.

After our own observation in classrooms of different schools, we were able to analyze some factors leading to the interest in the teaching and learning of English language, considering the environment that surrounds the school.
In short, we conclude from all what precedes, that our objectives have been achieved.

5. 2. Recommendations

Considering the answers given by different subjects that have participated in our research and the data from our observation in classrooms, our point of view leads us to formulate some recommendations to different agents, to make them aware that the hindrance caused by the school environment to the teaching and learning of English language should be one of their concerns.

1. To the Educational Administration

-The educational administration should take into considerations the place where a school is to be built. This means that, before a school is edified, education partners should visit the area and discuss deeply about factors and activities that may hamper the teaching and learning of English.
-The educational administration should feel the danger presented by one or another and take more precautions when indifferent environmental factor happens

-The education partners should pay different and multiple visits to different places where schools are built to find and fight what can hinder a normal process of teaching/learning of English language, before it happens.

2. To Teachers of the English Language

-Teachers should deal with activities that could help the pupils to cope with the environment that prevails at their school.

-Teachers should make their own effort while teaching in an environment which is not always conducive, rather than stopping teaching in a difficult but possible situation.

-Teachers should make additional effort in seeking different realia according to the environment they are working in, but also others from other milieux.

-Teachers should improve the methodology and motivating strategies to make learners accustomed to a given environment.

3. To the Population Surrounding the Schools

-They should carry out their usual activities without disturbing the activities in classrooms

-They should put away everything which can generate the learners' misunderstanding or which can disturb them while following the teacher.

4. To Future Researchers

The future researchers should go on investigating on the impact of school environment on the teaching and learning of English language, to extend the research to the upper level of secondary schools, and all over the country in order to get additional and more information, so as to get a taxonomy of the main problem in English classes caused by school environment; all this, in the interest of the learners, the teachers and the whole country to what we have got; and this, for the interest of learners, teachers and by this, all the country.

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APPENDICES

APPENDIX A: **1° A letter addressed to the Lower Level Learners of Secondary School**

UNIVERSITY OF BURUNDI

INSTITUTE FOR APPLIED PEDAGOGY

ENGLISH-KIRUNDI DEPARTMENT

Dear Learner,

I am a student at the University of Burundi, and for my degree qualification, I am conducting a study on the topic: "THE IMPACT OF SCHOOL ENVIRONMENT ON THE TEACHING AND LEARNING AT THE LOWER LEVEL OF SECONDARY SCHOOL. A Study Conducted in Some Selected Lower Level Classes of Cankuzo Province".

You are thus invited to complete this questionnaire to help me get enough data for the completion of my work. Try to answer frankly and I promise you that all your responses will be kept in strict confidence.

Thank you very much.

Félix Dusabimana, Researcher

QUESTIONNAIRE ADMINISTERED TO THE LOWER LEVEL LEARNERS OF THE SECONDARY SCHOOLS

A. Name of your school: .....

Class : .....

B. Instructions:-Do not indicate your name

-Answer as frankly and honestly as you can

-Use the sign" X" in front of the right answer where there are many.

C. Questions:

1. Where is your school located in term of its geographical situation?

a) In a village b) near the road c) near the market d) on the mountain

e) in a valley f) in the bush

2. How is the weather at your school?

a) Cold b) hot c) very cold d) very hot

3. Does it allow you to follow the teacher well?

-yes

-no

If no, why? :.....

.....

4. How long have you been studying at your school?

a) 1 year b) 2 years c) 3 years d) more than 3 years

5. Do you get accustomed to studying in such an environment?

a) yes b) no

7. Do you need to change the school (to go to study at another school)?

a) Yes b) no

Give 3 reasons: 1° .....

2° .....

3° .....

8. What do you suggest you could do to change your school?

.....

.....

.....

APPENDIX B: **1° A Letter Administered Secondary School Teachers of English Language**

UNIVERSITY OF BURUNDI

INSTITUTE FOR APPLIED PEDAGOGY

ENGLISH-KIRUNDI DEPARTMENT

Dear Teacher,

I am addressing to you to seek a favor for the completion of my work.

I fact, I am a student at the University of Burundi, and for the time being, I am writing my thesis entitled:" THE IMPACT OF SCHOOL ENVIRONMENT ON THE TEACHING AND LEARNING OF ENGLISH AT THE LOWER LEVEL OF SECONDARY SCHOOL. A Study Conducted in Some Selected Lower Level Classes o Cankuzo Province", and it requires that I get some data in order to complete it.

Thus, here is a questionnaire that you are invited to answer for the already stated purpose.

I would be very grateful if you could answer the questionnaire as faithfully and frankly as you can. Please, feel free since you do not need to put your name, and the information given will be treated with a strict confidentiality.

Yours sincerely,

Félix Dusabimana

2° QUESTIONNAIRE ADMINISTERED TO TEACHERS OF THE LOWER LEVEL OF SECONDARY SCHOOL

This questionnaire will help the researcher to get enough information on how the environment that prevails at school can handicap or be benefic to the teaching and learning of English at the lower level of secondary school. The information provided herein will be treated in a strict respect and confidence.

A. Name of your school: .....

B. Instructions: - Do not indicate your name

-Answer as frankly and honesty as you can

-Use the sign" X" in front of the right answer where there are many

C. Questions

1. Where is your school located?

a) In a valley b) near the road c) in a village d) near the market e) in the bush

f) On the mountain

2. How is the weather at your school?

a) Cold b) hot c) very cold d) very hot

3. Does it allow you to provide a good teaching to your learners?

a) Yes b) no

If no, why?

.....

.....

.....

4. Does the environment provide you with sufficient realia for your teaching?

a) Yes b) no

5. How do learners like the environment at your school?

a) Good b) bad c) very good d) very bad

6. Apart from teaching and learning, what are the other activities that are done at and near your school?

.....

.....

.....

7. Do these activities handicap your teaching?

a) Yes b) no

If yes, how?

.....

.....

8. How often do education partners visit your schools?

a) Sometimes b) occasionally c) often d) never

9. How do they like the environment at your school?

a) Good b) bad c) very good d) very bad

10. Do you need to continue teaching at that school?

a) Yes b) no

11. Suggest three improvements you wish to see at your school and show how they can be brought about

1°.....

2°.....

3°.....

12. How does the environment of your school impact your teaching of English?

13. How does the environment of your school impact the learning of English in your class?

TRANSLATION OF THE LEARNERS' QUESTIONNAIRE IN FRENCH

A. SCHOOL: .....

CLASS: .....

B. INSTRUCTIONS: - Ne marquez pas votre nom

- Répondez franchement et honnêtement

-Utilisez le signe" X " devant la bonne réponse là où on en a plusieurs

C. QUESTIONS :

1. Où est localisée votre école en termes de sa situation géographique ?

a. Près de la route

b. près du marché

c. dans un village

d. dans la vallée

e. dans la foret

f. sur la montagne

2. Comment est le climat qui règne à votre école ?

a. Froid

b. chaud

c. très froid

e. très chaud

3. Ce climat vous permet-il de suivre bien le professeur d'Anglais ?

a. Oui

b. Non

Si non, pourquoi ?

4. Depuis quand est- ce que vous étudiez à cette école ?

Il y a : a. 1 an

b. 2 ans

c. 3 ans

d. plus de 3 ans

5. Vous êtes - vous habitué(es) à suivre les cours dans cet environnement ?
   a. Oui
   b. Non
6. Votre professeur d'Anglais, aime-t-il le climat qui règne à votre école ?
   a. Oui
   b. Non
7. Voudriez-vous changer d'établissement (quitter votre école et aller étudier ailleurs) ?
   a. Oui
   b. Non

   Donnez 3 raisons : 1 .....
   2 .....
   3 .....

8. Qu'est-ce que vous proposeriez qui pourrait changer à votre école ?

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