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Assessment of project aftermath as a coursebook for developing students' speaking skill in the second years of the scientific section at some selected secondary schools in Bujumbura city .

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UNIVERSITY OF BURUNDI

FACULTY OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

ASSESSMENT OF PROJECT AFTERMATH AS A COURSEBOOK FOR DEVELOPING STUDENTS' SPEAKING SKILL IN THE SECOND YEARS OF THE SCIENTIFIC SECTION AT SOME SELECTED SECONDARY SCHOOLS IN BUJUMBURA CITY.

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A Dissertation submitted in partial Fulfilment of the Requirements for the Award of the Degree of **"Licencié en Langue et Littérature Anglaises"**

Bujumbura, November 2009

DEDICATION

This work is dedicated to my beloved parents, brothers and sisters.

ACKNOWLEDGEMENTS

A study such as this would not have been completed without contributions and assistance from many people. For the sake of brevity, only a few will be mentioned here.

First, I am greatly indebted to Dr Antoine Nteziryayo, the supervisor of this work and Lecturer at the University of Burundi, for his tireless guidance through this study, and valuable assistance in bringing this piece of work to its completion. He never got tired of my consultations, readily read through my work, made comments and always encouraged me.

Secondly, my heartfelt gratitude goes to all my classmates and the staff of the Department of Language and Literature for their advice and training.

Thanks also go to the schools from which I collected the data. I am really grateful to the teachers and second form students in the scientific section in Bujumbura city who sacrificed their valuable time to participate in this study.

I cannot forget to thank the family of Fidèle Nkeshimana, Alexis Pila, especially the family of Dr Serge Ntungwanayo for the tremendous support and for bearing with me throughout my studies.

All these people contributed greatly in creating an atmosphere which was conducive to the successful completion of my study. To all of you, I say, thank you ever so much and may the Almighty God bless you abundantly.

ABSTRACT

The speaking skill is not only important in modern communication, but also useful to language teaching. Therefore, it needs developing. However, the course material used to teach English in Burundi second form scientific section does not ensure a proper development of that skill. In this perspective, the present work is concerned with an evaluation of the development of the speaking skill provided by Project Aftermath, Book 2, the above mentioned course material. To collect the data for this research, the researcher resorted to one model of evaluation which is a questionnaire addressed to the material users teachers and second form scientific students. The analysis of the data from the questionnaires proves that teachers and students agree that Project Aftermath, Book 2 does not prompt the development of the speaking skill. On the other hand, the interpretation of the data displays that the targeted population is not equipped for a good oral expression. The study ends with suggestions relevant to the improvement of the course material in question, with regard to the speaking skill.

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CHAPTER I: GENERAL INTRODUCTION

I.0. Introduction

Communicating - or getting one's message across - is the concern not only of one person but also of all people in their daily lives in whatever language they happen to use. Their successes are source of jubilation and comfort but their failures are source of frustration and discouragement. Learning how to be a better communicator is important in a world where knowledge and skills are the elements upon which people judge a person. Furthermore, people need to help one another since nobody has all what is necessary for life to keep him apart from others.

In so doing they have to communicate through language and sometimes have to deal with people whose language is different from theirs. Therefore, formal training in the classroom offers an opportunity to gain systematic practice in a wide range of communicative activities. Because of this, objectives of foreign language teaching /learning are not restricted to a simple communicative ability but is about an effective international understanding, intellectual training and cultural enrichment and, as Byram (1987:130) puts it, "*foreign language competence has since ancient times been a sign of the educated man.*"

Likewise, Richterich (1982:25) points out that,

> *Thus when justifications are advanced for the inclusion of foreign language teaching in schools there is tendency to include reasons which go beyond some unclear notion of mere linguistic competence. There is the feeling that education is not complete without a foreign language.*

Indeed, communicative competence in foreign language is essential in modern international communication.

Obviously, the main goal of foreign language teaching/learning is the communicative ability, which can be achieved through speech, and writing symbols. Although communication usually takes the foregoing forms, it remains true that the ability to make speech and carry on a conversation in an intelligent and efficient way is equal to knowing effectively foreign language. In this connection, Lado (1963:303) points out that,

> *The ability to speak a foreign language is without doubt the most highly prised language skill and rightly so, because he who can speak a language well can also understand it and can learn to read it with relative ease...Also, the ability to speak a language will greatly expedite and facilitate learning to write it*
>
> .

Furthermore, it is commonly acknowledged that if a person can speak fluently but cannot write is not considered as not knowing a language and as Morris (1966:38) puts it, *it is unquestionably assumed now that a living language is basically speech."*

This assumption derives from appreciation of the social and dynamic aspects of language. It is speech, not writing, which serves as the natural means of communication between members of a settled community, both for the expression of thought and as a form of social behaviour. Writing is primarily a means of recording speech, even though it must be recognised as a secondary medium of communication in its own right.

Therefore, the implication is that, when teaching English language the speaking skill should be given more importance given its primacy over other skills as far as communication is concerned. In that perspective, the researcher is concerned with assessing how suitable the textbook used is in teaching English in the second form of the scientific section, and especially to what extent the coursebook Project Aftermath is useful and adequate to develop students' communicative competence in spoken English as a foreign language.

I.1. Background to the Problem

Teaching or learning to use a language freely and fully is a lengthy and difficult process for a language is not a gift of nature, but is acquired through hard work. It takes time to produce good results, that is, to enable the learner to communicate his thoughts, needs, feelings, beliefs, etc. and to have a sound understanding of the world of foreign speakers.

Knowing a foreign language is no longer seen as the privileged possession of the educated elite but the necessary instrument for everyone in a democratic society who wants to move beyond his or her particular national boundaries. In Europe, but also in the world at large, English has a special role as a lingua franca- a means of communication for all types and classes of people across national frontiers. Making basic human rights of freedom of knowledge, opinion and movement a reality demands at least basic knowledge of this particular world language. It is therefore important to note that any country that would neglect this language would be neglecting its future and its welfare at all.

In this connection, English is taught in Burundi as a third or foreign language. Then, it is in the third position after Kirundi and French. French ~~is the~~

official language and it is the medium of instruction from secondary school up to the University. Kirundi, like English is a subject in the curriculum.

As the importance of the English language never ceases to increase, the Burundian government, in this connection, has lately decided that the English course must be taken from primary schools. All this effort is made to improve students' knowledge in English and familiarise them with that language. By beginning to learn English from the lower levels of education, it is hoped that learners will be competent in speaking English.

The need for English is highly motivated by its role in the world affairs as Parren (1982:1) puts it,

> *It is the merest commonplace today to call English a world language, distinguished not only by active communities in most continents speaking it as a mother tongue but remarkable for its ubiquity as a second language. Since the spread of English has often coincided with the growth of education, trade and commerce, or with technical and economic development, in some areas its use has become popularly associated, if not identified, with material progress.*

Indeed, the English language has nowadays gained importance all over the world and consequently the more widely it is being used, the greater is the need to learn it as a foreign language. Although, English is taught as a subject in the curriculum in Burundi, its use is still limited, that is, few students speak English outside the classroom. One wonders whether this could be in one way or another due to the textbooks used in teaching English, which perhaps are not relevant to the learners' needs or this avoidance of speaking English is

attributed to the way the spoken English is taught in Burundian schools. Wishing to contribute to this body of knowledge, the researcher finds it imperative to assess the coursebook, Project Aftermath, book 2 that is used in the second form of the scientific section at secondary schools.Therefore, through this study the researcher intends to see whether the students of science section are benefiting from this syllabus or not, and if not suggest some improvements.

In view of the fact that the main goal of language learning is to get the ability to speak that language, not being able to speak a language studied more than four years implies some kind of deficiencies in the area of language teaching/learning process and as Edwin (1953:21) points out, *"Obviously, the person who says he studied a language for four years, and does not speak it did not study a language at all he studied something else"*

Likewise, Ur (1988:2) observes that "although oral communication is one of the most important components in language learning and language teaching, it is also one of the most problematic areas.'' The implication is that the teacher has to work with caution if he has to develop oral fluency. It is therefore of great educational interest to assess the coursebook that teachers use in presenting spoken language in non-native situation.

I.2. Statement of the Problem

The aim of integration of English subject into the curriculum of the scientific section was to enable students to communicate through this language, especially to communicate effectively through spoken English since any language is always spoken before it is written or read. The official institution in charge of designing syllabuses in public secondary schools in Burundi (BEPES) states clearly that the English teaching was designed to equip students enough as far as communication is concerned: *Le programme d'anglais au secondaire a été conçu pour promouvoir les quatre aptitudes linguistiques à savoir : Ecouter, Parler, Lire et Ecrire.* In English, this means that *the English teaching programme in secondary schools was designed to promote the four linguistic skills, namely Listening, Speaking, Reading and Writing.* (Programmes d'Anglais, Section d'Anglais Aôut1992 p.103).

However, in the domain of language teaching, there should be a growing concern among collaborators of education: parents, teachers and the administration. They must always check whether programmes or coursebooks are still in accordance with the requirements of the country and learners' needs.As a language is to be learned primarily for communicative purposes, teaching materials that are used must be adequate to provide the four linguistic skills in order to open doors for students and allow them to afford various aspects of life at the end of secondary school. This raises an important question: Does the coursebook Project Aftermath, Book 2, suit the Burundian students given their linguistic background and their needs to learn English? The researcher assumes that the coursebook Project Aftermath is questionable. In fact, speaking activities are seldom encountered in it, only practices intended to improve English in the technical area are provided.

What is more, this book is based on BBC English by radio series written by Sue Hodlin and produced by Peter Menzies. It is an intermediate coursebook in functional technical English intended for self-study. However, this book is not used for self-study in Burundi but for classroom. Furthermore, this book aims at teaching English by selecting four technical areas namely engineering, electronics, building and medicine, but these areas do not have any support in science section of Burundi. The researcher's major task is then to assess the weaknesses and strengths of Project Aftermath and its suitability to develop students' communicative competence in spoken English.

I.3. Purpose of the study

This study intends to evaluate the Project Aftermath, a coursebook that is used to teach English in the science section. In addition, it aims at finding out the merits and shortcomings of the coursebook Project Aftermath as far as the speaking skill teaching is concerned and proposes means and ways to make the coursebook meet the Burundian students' needs.

I.4. Motivation

The researcher was motivated to work on this topic by his experience during his teaching practice. In fact, he was asked to teach in the science section where the Project Aftermath is used as a coursebook. It was, therefore, his opportunity to read it, analyse activities provided in it, its layout, and its language type, and this stirred the need to carry out the whole research on this coursebook. Moreover, this work was also motivated by the fact that coursebooks that are used in secondary school have been sufficiently evaluated by many researchers but the assessment of the speaking skill development in the

coursebook Project Aftermath is still have a room. This is what led this researcher to carry out a research on this topic.

I.5. Scope of the Study

This study covered six schools officially teaching English in Bujumbura City. It was carried out on the teaching textbook Project Aftermath, book 2 and all these schools in which the study was carried out were so far using the mentioned coursebook. For content, this study concentrated on assessing the speaking skill development in Project Aftermath, Book 2.

I.6. Research questions

Research questions consist of questions that help the researcher to carry out his study. They are guiding questions to which the researcher tries to answer by the end of his investigation.

This topic raises many questions but only some, which are related to the speaking skill development in Project Aftermath such as:

1. Is the syllabus Project Aftermath likely to provide students with the motivation to communicate in English?
2. Could this syllabus of Project Aftermath be the cause of avoidance of speaking English by the students of science section?
3. Does the coursebook provide enough speaking activities to promote an understanding and correct use of English in different situations?
4. Do teachers of science section make any effort to use other books to supplement it?

I.7. The significance of the study

This work is significant in the sense that the researcher believes that the findings made in this study are going to be both practical and beneficial to practising teachers as a guide to the teaching of the speaking skill. This study should make the teachers of English in the science section be more critical about the content of the coursebook. It should enable them to use the coursebook with good judgement, supplementing it with other teaching textbooks if it is found lacking.

To the coursebook designers, this study should be useful in raising their awareness of all the essential aspects involved in developing a foreign language coursebook, especially with regard to the context in which it is to be used. Moreover, it should help them to realise the need for evaluating and monitoring various coursebooks once they are used.

It should also help the curriculum developers to know the needs of the particular learners before recommending a coursebook. In this regard, they should always ensure that the coursebook in use tallies with the purpose of the subject teaching. Besides, the study may show the need to involve teachers in choosing the appropriate course book.

In short, it should create awareness among Burundian policy makers, coursebook designers and teachers about the quality of the training students are getting from the Project Aftermath and would improve or change it if necessary. School administrators and coursebook designers should also use these findings to expose teachers and students of the scientific section to relevant material for teaching speaking skill.

CHAPTER II: LITERATURE REVIEW

Many writers have dealt with the teaching and learning of the English language. They have tried to identify the difficulties and facilities met in the teaching of oral skill in order to invite the syllabuses designers to take decisions concerning improvement of its teaching and learning.
Therefore, this chapter deals with reviewing and evaluating some views expressed on this subject especially on textbook as an instructional material.

II.1. General Overview of textbook as instructional materials

Textbooks are printed instructional materials found in Primary, secondary schools, colleges, universities and libraries usually required in studying particular discipline. They are useful materials which help to make lessons more exciting, explicit and more interesting to both the students and teachers.

Textbooks are vital in the teaching and learning of a language especially the ones which develop the skill which is under the study. Abidi (1990:20) emphasised the vital role that textbooks play in learning. He observed that, "*textbooks encourage reading habit among children and develop ability to learn from books without a teacher.*"

Supporting this view, Aggarwall (1996:60) says that, "*(...) improvement in learning may occur for reasons that have nothing to do with teaching, for example, students are able to spend more time, gain better access to libraries and become more strongly motivated.*"

This implies that the textbooks make it easier for students to learn what the teacher intended them to or since the teachers are fallible like other human

beings, they may not always teach correctly, but students may learn correctly what the teacher taught incorrectly thanks to textbooks.

It is very important, therefore, that textbooks of good quality be put at students' disposal.

In this connection, Callan (1982:391-2) noted that, "*of all materials of instruction, the textbook has had some influence on the teaching of content and methods. For many teachers it has been the "be all and end all" of their instructional life.*" This implies that textbooks should not dominate the teacher as it is merely one of the many teaching tools.

Concerning the advantages of textbooks Brown et al. (1983:384) observed that "*Textbooks are versatile products. Paging and indexing permit one to move ahead, skip or read slowly perhaps exceptional care. Books are also portable.*"

It was further observed by Brown et al. (1983:385) that

1. Textbooks help to individualise instruction by enabling students to proceed at their own rates and to a limited extent to what they are interested in studying
2. Textbooks are used and re-used. They remain the expensive choice
3. Textbooks help to organise instruction by providing common reading experiences, suggested activities, recommended reading and questions.

According to Crookall (1972:83),

> A good textbook is almost a necessity in teaching; if it is possible to find it and if it can be afforded, two textbooks are better than one for they will present different points of view on some matters and they will give a better selection of material.

Certainly, the foregoing observation attempts to unveil the importance of textbooks in language teaching which cannot be underestimated.

Several advantages accrue to the use of textbooks as highlight by Nacino et al (1982:70):

i) *They save valuable time for teachers. Most textbooks are prepared to cover a stated syllabus; a review of the chapter organisation of different textbooks available will be of great assistance to the teacher in determining what units or topics to include in the subject as well as the best or the most logical sequence they should follow. Furthermore a textbook includes a list of suggested activities recommended and review questions which the reader can use or modify to suit needs.*

ii) *They provide the necessary basic knowledge of a particular subject. A good textbook contains most of he facts and information one needs to know about a subject presented in a well organised and logical fashion. By mastering the textbook alone, students will obtain the fundamental knowledge necessary to learn a particular subject.*

iii) *They provide a common experience for the whole class. Students are often required to use the same textbook for a particular subject, hence they share the same experience from reading it which is essential in promoting a more intelligent class or similar activities involving cooperative endeavour.*

iv) *They are readily available. Students can always refer back to the textbook to review or verify points.*

v) *They ensure continuity of learning in case a class has a change of teacher, a new teacher has only to ask the class what chapter they have already covered and he/she will have an idea where to begin his work.*

Suffice it to say that all the aforementioned advantages accrue to textbooks if they are well documented. As noted earlier, textbooks do serve as useful aids to both the teacher and the student.

This can be traced from Crookall's argument (1972: 90-92) where he contends that, the textbook can help the teacher in many ways like referring students to it as preparation for a topic.
With regard to the student, he argues that, he can take the book away with him, to look at it in his own time, thus gradually absorbing its contents.

Farrant (1980:296) noted the following advantages of the textbook:

i) *It can be produced to meet specific ends*
ii) *It lasts well when given reasonable care*
iii) *It needs very little maintenance compared to other sophisticated aids*
iv) *It is easy to store and transport*
v) *It can be use individually with learners or with large groups*
vi) *It can be used at whatever speed the reader has to absorb its contents.*

It is worth noting that some educationalists like John Dewey advocate child centred methods of instruction which encourage students' active participation in learning. This reinforces the idea that textbooks play a big role in that respect, whereby teachers guide students using textbooks to discover information on their own. In that aspect the teacher stimulates the students through textbook use.

On the value of textbooks, Callahan (1982: 391) noted that "*they can make an excellent base for building interesting high order learning activity (discussion, inquiry, research activities) that call forth critical thinking and other higher mental processes.*"

Thus, owing to the foregoing account it is vital for both teachers and students not to underrate the enormous contribution that textbooks can offer more specifically in the study of spoken English in the second form of the scientific section. It is therefore important to note that for textbooks to be useful, they must be adequate in content and appropriate to the subject of study.

II.2. Coursebook evaluation

Coursebook evaluation is very crucial for every field of study and at all the various stages. In trying to answer the question-why evaluate? Mc Cormick and James (1983) stress the improvement of student's learning or, more generally, the improvement in the quality of education.
This therefore shows that the major aim of evaluation is improvement.

In the case of languages, it is essential that a careful examination of what is relevant to any particular learners' needs is undertaken if language learning is to be successful. A language Coursebook has to take into consideration the environment in which the language is to be taught, whether it is first, second or foreign language and the purpose(s) of learning the language.

Although the literature on the subject of Coursebook evaluation is not very extensive, there are some researchers who have given it a lot of thought.

Kyeyune (1993:14) argues that, "*Evaluation of any book is more complete and more useful for the user and the writer if the evaluator understands the intended audience.*"
It is essential therefore to carry out a careful examination of what is relevant to any particular learner's needs if language learning is to be successful.

Littlewood (1981:76) also argues that,

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

Here it is stressed that any book has to match its audience in terms of needs. Hence it is important to find out whether the teachers and students using Project Aftermath feel that it satisfies their identified needs or not.

According to Kyeyune (1993:7), "*A change suggests progress. Yet in the context of innovation, it is not enough simply to introduce change. There is a need for the role played by this change to be clearly understood by the participants in order to achieve effectiveness.*"

Since the quality of the Coursebook is the basis for students' performance, this observation should work as an eye-opener to all teachers, for them to realize the need to evaluate the Coursebook they are using and become more cautions when using any Coursebook. In this connection, Sheldon (1988:245) notes that, "*Textbook appraisal is not a once-only activity. When a Coursebook is selected, its success or failure can only be meaning-fully determined during and after its period of classroom.*"

This stresses the teacher's role in the evaluation of the Coursebook with the help of the students. It echoes Hutchinson and Waters' argument (1987:12) that "*Students are the best choice for evaluators of Course materials.*"

Considering the fact that students and teachers are the consumers of the Coursebooks, Hutchinson and Waters argument is practical. Mc Cormick and James (1983:120) also encourage teachers to participate actively in the evaluation of the curriculum, especially as they note that there is little experience of evaluation in schools which involves teachers as evaluators.

As for Kyeyune (1993:4), "*The need for evaluation becomes so apparent considering that teachers continue to find the teaching of English problematic.*"

II.3. Language teaching

One of the principles of language teaching is that the language is primarily spoken, since people speak more than they read or write. This calls for mastery of the speaking skill. But of Course the other skills too should be mastered. However, teachers spend much of the class time on reading and writing practice, almost ignoring the speaking and listening altogether.

As the goal of the English language syllabus is to offer a Course which will enable the learners to use English during and after the Course, classroom teaching should expose learners to all the aspects of speaking and give them opportunity to use them.

According to Lwatie, at http:www.teachingenglish.org.uk./think/speak/speak speak2.shtml observes, "*...many people equate being able to speak a language to knowing the language and therefore view language learning as learning how to speak that language.*"

Nunan (1991:14) precisely states that "*...success in speaking a language is measured by the ability to carry out a conversation in the target language.*"
According to Finocchiaro and Bonomo (1973:24) add that "*...in language teaching and learning, the spoken language takes precedence*".

This implies that the learner should be exposed to the sounds of the language. He/she should be able to string the sounds into words and the words into phrases and then eventually into sentences. In addition, the learner should be able to use the suprasegmental features: rhythm, stress, and intonation, which are the characteristic of the language being spoken. The sounds and the suprasegmental features need exposure and a conducive environment, which can be catered for in the practice of the skill.

The learner's active participation in the learning process is fundamental. It is a means of gauging success in the learning process. The teacher must lay strategies for this participation to be meaningful and yield good results. However, this participation can be hampered by the Coursebook which does not draw the students' attention and then not be meeting the standards of good textbooks therefore not suitable to fulfil the objectives and aims of teaching and learning a language.

II.3.1. The communicative theory of language teaching

Communication being the goal of all language learning, communicative competence in spoken language should be emphasised during English teaching. As Stern (1983:21) puts it,

> *Since language teaching is defined as "activities" intended to bring about "language learning", a theory of language teaching always implies concepts of language learning. But it is hardly possible to visualise a language teaching theory which is not also a theory of language learning.*

Agreeing with Stern that learning is understood in teaching, the focus is certainly here on theories of language teaching.

In evaluating a course material, it is worth identifying the approach (es) or theory (ies) underlying its practice. In fact, theory is implicit in the practice of language teaching. It reveals itself in the assumptions underlying practice: in the planning of the lesson, in routines of the class, in decisions that language teachers have to make day by day.

Therefore, it would be unsound to talk about a language teaching practice without understanding its theory. Indeed, theory is the basis for various steps in the classroom procedures. Actually, language teachers express their theoretical convictions through classroom activities.

As a matter of fact, a good language teaching guide should be built on a good teaching theory, which is, according to Stern (1983:21), *"A language teaching theory which would meet the conditions and the needs of learners in the best ways."*

In searching for reliable language teaching, many people have tried to look for theories that would guide teachers through teaching materials.
It is worth raising some language teaching theories such as the grammar-translation method, the functional approach, the communicative language teaching.

In this assessment, however, the focus will be on the communicative Language Teaching theory. The main reason being that the Course material under consideration claims to rely on that theory and indeed, the researcher's view is that such a theory fits more the communicative purposes of language teaching.

II.3.2. The communicative approach to language teaching

The inevitable conclusion at this stage is that language learning is a process of enormous complexity in which a variety of factors are at work. However, Chomsky's idea (1987: 24) of "*communicative competence*" has most influenced language teaching.

He defines "communicative competence" as not being only the knowledge of rules which enables a speaker to distinguish grammatical from ungrammatical sentences in the language, but also the rules determining appropriate use of the language in living situations, i.e in the interaction between the language system and the real world.

For Chomsky, what is certainly clear is that just teaching rules of grammar on their own to develop the learners' mastery of structures is not enough. Nor does the teaching of functions of language on their own as brought about by functionalists. So, the communicative approach to language teaching

is the combination of both structuralism and functionalism which makes it the most complete theory.

In the same way the Chomsky's view is supported by Harmer (1983:38) when he writes that,

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

Indeed, as it has been mentioned earlier, the main goal of language teaching is communication. Therefore, in language teaching, it is better to consider language not only in its structure but also in terms of the communicative functions it performs.

In this perspective, it is possible to have a fuller account of what students must need to learn in order to use language learnt as a means of communication.

When the communicative approach is relied on, this fact makes all people interested in language-teaching become more strongly aware that it is not enough to teach foreign language structures but rather to develop strategies for relating them to their communicative functions in real situation and real time.

Besides, it is the most important fact in communicative language to understand and express social meanings. It provides learners with ample opportunities to use language themselves as a means of communication. In this perspective, language learners are not only taught but also tested on their ability to interact in the community. In so doing, the classroom is taken as a community.

As far as the Coursebook under evaluation is concerned, though it claims to aim at developing the communicative language ability of the scientific students in a technical context, it does not actually rely on the communicative theory. Indeed, the teacher is submitted to a procedure where listening is the central activity in the classroom.

II.3.3. Teaching the speaking skill

A student's good performance, and hence mastery of the language depends, among other things, on the methods and techniques his teacher employs when teaching him. Wilkins (1977) emphasises that "*Successful learning depends upon language teaching techniques.*"

Similarly, Agard (1985:25) draws attention to the fact that "*a teacher's methods will determine the manner of reception of that subject and the rate at which it is absorbed.*"

The implication of these two observations is that wrong application of methods or techniques may interfere with the learning process. For effective learning to take place, therefore, the teacher must be well armed with tools that he knows how to use.

These tools include the method, and techniques required to communicate to the learner and the content to be dealt with. According Byrne (1976:9),

> "*The main objective of teaching oral skills is to develop oral fluency and accuracy and to train learners in oral comprehension. In other words, the teaching of oral skills should aim at making the learner able to use the language for communicative purposes.*"

If this is to be achieved the learner will need constant practice in the language. Rivers (1968:160) also shares this view by saying that "*speaking is a very demanding skill. Thus a great emphasis must be put on speaking either in the teaching process or in the learning process.*"

Normally, people often need to be able to speak with confidence in order to carry out most of their basic transactions. It is to be assumed that the spoken language is very important to human beings. Looking at the social and dynamic aspects of language, it is speech which serves as the most natural means of communication in any given community. People are frequently judged when they speak and consequently they may make or lose friends. Also, to be able to talk about things clearly, describing events vividly, telling a good joke, responding with wits and speed are all parts of speaking skill that come with practice. It is for this reason that communicative competence in speech should be emphasised in language teaching.

Unfortunately, in the classroom situation many teachers find the teaching of the speaking skill difficult and time consuming because it requires a different approach from the way reading and writing are taught. As Kyeyune (1992:1) points out, "*The teachers want to teach speaking in the same way they do reading, i.e. mechanically, going by the textbooks and fixed rules.*"

This implies that some teachers, instead of teaching speaking aiming at promoting communicative competence, teach it as they teach reading and writing, i.e internalizing rules, following what the textbook dictates word by word, ...with correctness.

Knowing that this is the situation which is going on in the classroom as far as the teaching process is concerned, Jones (1983:448) suggests a change

when he says that *"the aim of learning a language: if you understand what a student says despite his mistakes, he has communicated successfully."*

In fact, encouraged by his success, the student will try again and again more practice and mistakes will gradually disappear. However, it will not be easy to practise speaking skill if students are afraid of making mistakes which results interruptions and corrections: then they may never learn how to communicate in English. Practise is the key activity in speaking skill learning.

Stressing the importance of practising the speaking skill rather than being provided with theories, Bygate (1987:3) draws an analogy between driving a car and speaking a language. He says that *"he who knows some theories about driving does not know to drive."* We have to put into practise what we have learned theoretically.

In fact, what knowledge does a car driver need? Bygate says, clearly he/she needs to know the names of the controls; where they are; what they do and how they are operated (you move the pedals with your feet, not with your hands). However, the driver also needs the skill to be able to use the controls to guide the car along a road without hitting the various objects that tend to get in the way; he has to be able to do this at a normal speed. He has to drive smoothly and without getting too close to any dangerous obstacles.

And it is not enough to drive in a straight line: the driver also has to be able to manage the variations in road conditions safely.
This is similar to speaking, he says, some teachers think that providing students with some theories such as grammatical rules, structures... is enough to enable them to speak a language. However, to know merely how to assemble sentences in the abstract has little importance concerning the speaking ability. Instead the

learners have to produce sentences and adapt them to the circumstances. This means making decisions rapidly, implementing them smoothly and adjusting their conversation as unexpected problems appear in their path.

This implies that knowledge itself is not enough: knowledge has to be used in action. This is true not only of using language but of any other activity.

II.4. Methods towards developing oral skills

Any language teacher must provide with learners activities that enable them to communicate orally with the outside world. However, Byrne (1976:1) cautions teachers that it is not easy to provide effective oral practice. Therefore, he suggests that "*It is important to have a firm grasp of a wide range of techniques through which oral ability can be achieved.*"

The implication of this suggestion is that the teacher will need to use a variety of methods in developing oral skills. These methods should utilize the various human learning senses and make the learning exercise easy and rapid.

Recent researchers have suggested a number of methods through which oral skills can be developed. Such methods include the use of discussions as in group and pair work, individual approach, the use of drama as in role play, simulation and mime, the use of games etc., what Freeman (1987:7) refers to as practice of a *'principled electricism'*, that is, combining and using principles from various methods in a carefully and reasoned manner. These researchers point out that adult learner acquire the second language only to the extent that they are exposed to and one is meaningfully involved in real meaningful communication. Paulston (1976:257) observes thus,

> *Language practice is most effective, when conducted in a responsive environment, in which what is said by one learner matters to another or other learners because they might in turn have to respond to it.*

This implies that opportunities for such communication have to be provided by the teacher. The learner should be motivated through activities and tasks set by the teacher to use language for communication. Such activities are imbedded in the methods that the teacher uses. To Keith (1986:74), *"language games and role play are very important in the development of oral fluency because they provide opportunities to practise under conditions as close as possible to those in normal communication"*.

This view is echoed by Byrne (1976: 115) who argues that dramatic activities which involve role play, simulation and mime, provide yet another range of opportunities for learners to develop fluency skill. He explains that through these activities learners are made to use the language freely, purposefully and creatively. Research findings in Spain by Cuenca and Carmon (1987:42) reveal that *"drama and games provide the best chance for practising foreign language in a meaningful context"*. Thus, drama and games as methods enable students to use a language spontaneously and aid in developing free expression.

In the same way, research findings have established that pair work and group work as methods make the whole class involved so that even weaker students get absorbed in the learning. Ur (1988:152) encourages the use of pair and group work. He maintains that these methods erase inhibitions because students feel freer to talk to their associates.

On the other hand, writings reveal that the individual approach as a method of teaching oral skills is the most common and most overworked. However, Byrne (1986:18) expresses the idea that this method is most profitable when visual aids accompany practice because this elicits responses from students whenever it is needed.

Expressing a similar view, Bright and Mc Gregor (1987:177) contend that "*unless students are going to be announcers, the ability to read aloud is of little practical value compared with the ability to pray effective part in conversations; discussions and committee meetings.*" The implication of this observation is that reading aloud should not be the dominant method in teaching of oral skills.

II.5. Principles of evaluation

Language teaching and evaluation go hand in hand. In fact, as the researcher has put it in the introduction of this study, no programme should be static in language teaching and evaluation is the best way people rely on to adjust curricula and course materials to social demands.

As a matter of fact, many applied linguists have been interested in the evaluation framework. They have attempted to establish some principles an assessment work would rely on and in so doing different evaluation models have been proposed.

However, they agree that there is no one best way of conducting an assessment. In fact, the way an evaluation is carried out depends much on the purpose of evaluation, that is, what we need to assess within the language course. Indeed, one can evaluate learners, teachers or course materials. So, it is

obvious that one model may be suitable to the assessment of teachers and not necessarily to that of learners or course materials and vice-versa.

In the field of course materials evaluation, a number of theorists have focussed on textbooks evaluation so as to provide guidelines a textbook evaluation would follow.

To begin with, Daoud and Celce-Murcia (1984:30) suggest three steps in evaluating a textbook: survey, analysis and judgement.

First, the survey consists in getting an idea of the purpose, organization and method of the course material through a skimming of its table contents and its introduction.

Then the analysis deals with a deep study of the textbook in topics, contexts, vocabulary and exercises.

Finally, the evaluator makes a concluding judgement about the elements of the textbook.

In sum, evaluating teaching materials requires a deep analysis of a number of points that the above mentioned linguists have involved.

Those points are: the students' needs, the material's guidance to the teachers and the students using it, the material's content and topics and the activities provided in it.

CHAPTER III: METHODOLOGY

This chapter aims at describing procedures used to conduct the current research. It is thus concerned with the methodology used in collecting and processing data for the topic under study. The researcher also shows the procedures used in determining the subjects and the basis on which the sample was made.

III.1. Data collection

III.1.1. Subjects and sampling

The selection of subjects was done according to people who use the Coursebook under evaluation. Therefore, the target population consists of teachers teaching English in second form of the scientific section. These were selected using a combination of the two non-probability sampling techniques of convenient and purposive sampling. It was convenient sampling because the researcher requested the teachers of English in the second year of the scientific section that had the Project Aftermath as a coursebook to fill in the teachers' questionnaire. It was also purposive because teachers using that textbook were judged to be appropriate subjects with the correct information which the researcher wanted. Purposive sampling is more appropriate for qualitative research of this nature.

Subjects also include second-form students in the scientific section who normally use the textbook under study. Students from second form were visited during the third term of the school-year because at that level, they are normally able to express their opinions about the book. The choice of students from this class was motivated by the fact that having used the coursebook "Project Aftermath" for two years they had enough knowledge about its content and structure in relation to its adequacy, relevancy and suitability to develop the

speaking skill. Moreover, this class was selected because the students have not yet reached the level where national examination pressure tends to determine the teaching and learning process in which certain items, which are not tested, are glossed over.

Before the formal questionnaire, a pilot study was conducted in May 2009. On the one hand, the researcher presented the questionnaire for teachers to some English teachers of Bujumbura city in order to get their opinions about the book. Their conclusions led us to think that a whole study was worth doing. On the other hand a group of thirty students from the above mentioned class from Bujumbura got the questionnaire. The pilot study was of great importance in the research since it was a good opportunity for the researcher to assess the questionnaire, to check whether it was understandable or not, that is, to check whether the questions were at the students' level, to find out its imperfections and correct them, to discover and remove awkward questions or replace them by more accurate and adequate ones.

The questionnaires were distributed to teachers and students from six secondary schools in the Bujumbura City. In each class half of the students were selected at random to respond to the students' questionnaire. To do so, the researcher took the list of the students of the targeted class and those of even number were selected to participate in the study. Thus, the schools from which the data were collected are Lycée Vugizo, Lycée SOS, Lycée du Saint Esprit, Lycée du Lac Tanganyika, Lycée Ngagara, Lycée Rohero.

III.1.2. Questionnaire

This study employed research questionnaires, one for teachers of English and the other for students. The questionnaire was designed in a way that questions would induce the subjects questioned to express an opinion or state facts that the researcher was interested in. Both kinds of questionnaire were clear and understandable.

In these research questionnaires, the researcher used two types of questions: closed-ended questions and semi-closed ended questions. For the closed-ended questions, the data resulting from them are easy to analyse and present less possibility for misinterpretation of the respondent's answers. As far as semi-closed ended questions are concerned, they allow respondents to make comments about their selected answers.

In either questionnaire, the main objectives were to look for the students' needs as far as the speaking skill is concerned and to check whether they are in accordance with the coursebook that is actually used. Also, it was an opportunity to know how teachers and students feel about the use of the book. Consequently, we would check if the researcher's worries about the textbook are founded and discover the light in which suggestions for its improvement could be proposed.

III.2. Data analysis

As procedure descriptive statistics will be used by means of frequencies and the results will be given in tables. In addition, this section intends to look at answers given by both teachers and students. The two questionnaires have three main parts. The first tries to get informed about the students' needs, the second about material evaluation and the third is about conclusion which seeks the final feelings about the book. As it was mentioned earlier, the ultimate goal of this study is to see whether Project Aftermath, Book 2, meets the students' needs with respect to the speaking skill.

CHAPTER IV: DATA ANALYSIS AND FINDINGS

This chapter deals with the presentation and analysis of the data collected from students and teachers. It is concerned with the computation and interpretation of the respondents' views towards the course material through their answers to different questions put to them. It also provides answers to the research questions already stated in the first chapter of this study.

IV.1. Data from the students' questionnaire

As already mentioned in the preceding chapter, the researcher was interested in students of the second form of the science section. The questionnaire was then handed to 120 students from six secondary schools in Bujumbura city. After the collection of the copies, the researcher found out that 100 copies, that is, 83.3% were given back. That questionnaire covers three themes: identification of students' needs in learning English, content, and relevance of the textbook.

IV.1.1. Identification of students' needs

First, the researcher wanted to know the students' needs to learn English. They were thus, asked whether their important objective to learn English is to succeed in the class or to be able to communicate with English speaking people. The question was stated as the following

Question 1: What is your important objective in learning the English language?

.To succeed in class

- To be able to communicate with English speaking people

Table 1: Presentation of data for question 1

Answers	**Frequency**
To succeed in class	25
To be able communicate	75
Total	**100**

The table above shows that 25 respondents out of 100 study English for the major objective of passing the exams. 75 out 100 respondents said that their first and most important objective to learn English is to be able to speak with English speaking people. While the first group, the small one, limits their explanation of choice to the fact that the English course is one of the subjects of the curriculum and have to learn lest they do not pass the exams, the second group and the largest one supported strongly their view. They agreed that they learn English with intention to become competent in it. This competence in English language is searched for many reasons.

First, the English language is given more and more importance nowadays. In this respect knowing to communicate effectively in it becomes imperative. Moreover, students pointed out that at the end of their studies, they would need to look for a job and some jobs actually require the employees to possess some knowledge in English. Students also expressed their ambition to go on with their studies and it is important here to note that most researches are carried out in English and hence sources are in English. With reference to this, being able to communicate in English will allow-them to pursue their studies in English speaking countries.

Another fact is that travelling and business nowadays require some knowledge of English to be successful. In addition, many materials that are often needed are labelled in the English language; these are electrical materials (iron, television, etc), medicines, and body lotions and so on. It goes without saying

that to be well informed about what is going on all over the world requires some knowledge of English.

For at the present we know that students are interested in English language for communicative purposes, it is important to determine the kind of English-spoken or written-they need in their practical life.

Question 2: According to you what kind of English would you like to see emphasized?

- Spoken
- Written
- Both

Table 2: Presentation of data for question n°2

Answers	**Frequency**
Spoken	46
Written	24
Both	30
Total	**100**

As the table above shows, a great number of respondents, that is, 46 out 100 prefers spoken English while 24 respondents, feel that written English should be stressed on while teaching English. Another group of 30 respondents out of 100 are in favour of both forms. The third question is similar to the previous two and it gives further indications about skills which are closely related to the above situation.

Question 3: Make an order of priority you prefer for your teacher to perform the following: writing – reading – speaking - listening

Skills	**Frequency**
Speaking	55
Listening	13
Writing	22
Reading	10
Total	**100**

The table above shows that out of 100 students, 55 chose speaking to be the first skill to be given priority 13 respondents chose listening priority and 22 students out of 100 chose writing while only ten out of 100 respondents preferred reading.

Reading the table above shows that half of the students questioned prefer that the speaking skill should be given priority, then writing, listening and reading skills would come after. In the attempt to justify this classification some reasons could be taken into account. First, the productive skills should be given priority before the receptive ones. However, speaking would be the most important because a language is first spoken. In fact, everyday communication requires the use of speech either in giving orders, replying, arguing, travelling, etc. hence communication is primarily oral. Furthermore, people speak more than they write, and it is hard to learn a language without speaking it.

Second, in the classification of language skills in accordance with their importance, students place the writing skill in the second position after the speaking skill. The explanation of this is that, being also a productive skill, it helps students to become familiar with creating and it is even possible to write words that one is unable to pronounce. Moreover, so far the world has been

engaged in official affairs so that everything must be written to be formal. Therefore, applications for jobs, studies, deal with writing. In the process of language learning, the third linguistic skill to be classified is listening. In the view of students questioned, it is more important than reading in the sense that it is intimately linked to speaking. In fact, everyday speech involves listening, for people must simultaneously speak and listen.

Finally, the reading skill appears to be the least important according to the students' opinions. However, it is argued that reading cannot be separated from writing and, to some extent from speaking. For instance, a person can have a piece of writing to read loudly. In this case, not only is he reading but also he is speaking. Through reading, students are acquainted with new words, books, newspapers, magazines, especially with the spelling of words.

In conclusion, this section about students' needs is very significant. Many real situations in which students from second form need and will need to use English were pointed out. Students indicated that spoken English is what they frequently need and various opinions were provided. It is worth noting that students aim at learning English as a tool of communication for each domain mentioned was practical.

IV.1.2.Content

The theme 'content' is concerned with the questions related to Project Aftermath content especially with regard to the speaking skill. In this section students were asked questions to test to what extent the coursebook Project Aftermath develops the speaking skill.

Question 4: Which English coursebook (s) most help (s) you in learning English?

Table 4: Data presentation for question 4

Answers	**Frequency**
Project Aftermath	78
Project Aftermath and Dictionary	14
Other books	8
Total	**100**

This question was asked to know whether there would be a textbook other than Project Aftermath which was used in the second form of scientific section. As the Table shows, the textbook Project Aftermath is widely used, that is, 78 said they solely used it, 14 said that they add on the use of the dictionary. The last group of 8 is that of respondents who use other books. These books are rarely provided or used. The coursebook Project Aftermath is widely used because there is no other book to supplement it. As one teacher said "with this coursebook, students do not see what they are gaining as far as the future needs are concerned". For the reading books, it is reading development not speaking.

Question 5: How often do you use Project Aftermath?

a. Often b. Sometimes c. Never

In asking this question, the researcher wanted to know to what extent the coursebook Project Aftermath was used. The answer given was to be compared with the answer on the previous question so as to see whether the coursebook is fully, partly or not at all used.

Table 5: Data presentation for question 5

Answers	**Frequency**
Often	84
Sometimes	16
Never	0
Total	**100**

From the table above, it is obvious that the Project Aftermath is used in second form of science section as a coursebook. Project Aftermath is the only book used in learning English in the scientific section. Indeed, 84 of the respondents said they often use it while 16 sometimes use it sometimes.

One can thus conclude that Project Aftermath is the widely used coursebook in the science section, second form. What is still to be known is whether it helps to develop the learners' speaking skill or not.

Question 6: Which language skill do you learn mostly during the English lesson?

a. Listening b. Speaking c. Reading d. Writing

Table 6: Data presentation for question 6

Answers	**Frequency**
Listening	20
Speaking	30
Reading	38
Writing	12
Total	**100**

In the table above we can read that the reading skill has got a high score over other language skills, 38 respondents out of 100 chose the answer. This can be explained by the fact that the Project Aftermath is composed of episodes and each episode contains as reading text that must necessarily be read. The second score is that of respondents who said that they mostly learn the speaking skill in English class.

This was due to the fact that many students and some teachers think that whenever they speak, whether reading aloud or simply speaking, they are practising speaking. 20 respondents out of 100 indicated that they learn mostly the listening skill in English language learning. The last score is for the writing skill which was apparently neglected. However, this skill should in fact have been pointed out by many respondents since whatever students do, except reading, is done by writing, that is, grammar exercises, giving summary that is suggested after each episode and some dialogues which are also prepared on drafts before being presented orally.

Question 7: Does Project Aftermath help you in the development of your speaking skill?

a. Yes ☐ b. No ☐

If yes, to what extent does it help you?

a. a lot ☐ b. somewhat ☐ c. not at all ☐

Table 7: Data presentation for question 7 (a)

Answers	**Frequency**
Yes	78
No	22
Total	**100**

The table above shows that 78 out of 100 respondents confirmed that the coursebook helps them in developing the speaking skill while 22 only do not get any help from this coursebook.

On the one hand, the coursebook can be blamed for not helping to develop the speaking skill, but on the other, the teacher has a great role to play in the way this textbook is to be used in order to develop the speaking skill. It is therefore necessary to know to which extent the Project Aftermath helps learners in this area.

Table 8: Data presentation for question 7 (b)

Answers	**Frequency**
A lot	16
Somewhat	64
Not at all	20
Total	**100**

From the table above, it is shown that 64 of the respondents said that Project Aftermath helps them to develop the speaking skill but not in a satisfactory way; while 20 deny grafting any help from the coursebook. The last score 16 is that of those who claimed to get much help from the book. Therefore it is obvious that students are not satisfied with the help they get from the textbook Project Aftermath as far as the speaking skill development is concerned.

Question 8: How often do you practise speaking during English lessons?

a. often ☐ b. sometimes ☐ c. never ☐

Table 9: Data presentation for question 8

Answers	**Frequency**
Often	30
Somewhat	70
Never	0
Total	**100**

To this question, as it is indicated in the table above, 70 of the respondents admitted that they rarely practise speaking while 30 agreed that they often do.

The researcher's view is that practising the speaking skill may be boring if the textbooks do not provide interesting topics or if the teacher does not motivate students by providing topics for debate or conversations that they are likely to encounter in real life situations. In addition, speaking may be favoured over other areas of the language learning. However, to rarely practise the speaking skill interferes with the students' ability to speak English. Thus, it would be better to deal with it on a high frequency.

Question 9: Are the oral activities provided in Project Aftermath

a. Sufficient? ☐

b. Insufficient ☐

Table 10: Presentation of data related to question 9

Answers	**Frequency**
Sufficient	15
Insufficient	85
Total	**100**

In the table above 15 out of 100 respondents, think that oral activities provided in Project Aftermath are sufficient while 85 out of 100 students, found oral activities provided in Project Aftermath insufficient. Students who found those activities sufficient think that students in science section do not need to learn the language skills deeply. What is important for them is just a little English to allow them to pass exams. However students who found those activities insufficient would like some more activities related to everyday life situations in addition to technical English.

As far as we are concerned, we think that speaking activities provided in Project Aftermath are not sufficient. Thus, the technical English is necessary on the one hand, but on the other, the ability to communicate orally and successfully in accordance with the situation is needed.

Question 10: Does your teacher make you practise what is not provided in Project Aftermath but related to speaking skill development?

a. Yes ☐ b. No ☐

Table 11: Presentation of data related to question 10

Answers	**Frequency**
Yes	8
No	92
Total	**100**

From the table above, we read that 8 out of 100 respondents said "Yes", 62 out of 100 said "No". The majority of respondents stated that teachers rarely give what is not provided in the coursebook. What is realised here is that many teachers focus on teaching texts and vocabulary.

We should say that what is provided in the coursebook is not enough for the speaking skill development since some sub-skills, such as pair discussion, group discussion, spontaneous dialogues, speaking games, picture discussion, story telling, debate, dramatisation, and so on, which are known to develop the speaking skill are absent from the book and therefore these sub-skills are rarely if ever practised by the students who have Project Aftermath as the main coursebook. Teachers should hence make an effort to search in books other than one and give necessary knowledge to their students.

IV.1.3. Relevance

As far as the theme "relevance" is concerned, the researcher wanted to know if the teaching material Project Aftermath is really relevant to students' needs, feelings and ambitions.

Question 11: How do you feel when using Project Aftermath?

a. at ease
b. not at ease
c. neither

Why?

Table 12: Presentation of data for question 11

Responses	**Frequency**
At ease	30
Not at ease	63
Indifferent	7
Total	**100**

In this table 30 respondents out of 100, are at ease with the coursebook under evaluation; 63 out 100 are not at ease; 7 respondents out of 100 are

unaffected by that book. All respondents gave an answer to that question and each choice is justified. For students who are not at ease, they found the story in Project Aftermath so difficult to understand that one may finish the programme without understanding anything. In fact, the level of those students and their linguistic background do not allow them to understand it. Besides, technical words are given emphasis while teaching and they are very difficult to understand. Therefore, activities provided in that book in each episode are monotonous. In addition, these activities do not promote speaking. As students are not given opportunities to speak they are not motivated to learn English, even those who were interested before are discouraged.

For students who are at ease with the book Project Aftermath, corresponding reasons are given. In fact, they found the story interesting once one has understood it. They really like the continuity of the episodes because this creates the desire to go on reading or hearing it. Moreover, many areas are tackled in that book such as medicine, building, cooking, wood-work, and so on. Therefore, one learns how to fend for oneself in difficult situations.

However both students who are interested in Project Aftermath and those who are not at ease with it deplore the fact that the speaking skill and related practices are not provided in it. The researcher's view is shared by students who complained about activities which are not varied from the first to the last episode. This kind of activities may be boring for students. A good coursebook has to stimulate learners' interest to learn. This is why, we felt the need to know if this coursebook is good at motivating its users.

Question 12: Does Project Aftermath motivate you to study English?

a. Yes ☐ b. No ☐ Why? ☐

Table 13: Presentation of data related to question 12

Answers	**Frequency**
Yes	21
No	75
No answer	4
Total	**100**

The table shows that only 21 out of 100 respondents, are motivated by the book under evaluation, 75 out of 100 respondents are not motivated and 4 out of 100, said nothing about it. All respondents justified their answers. For the students who found Project Aftermath motivating they are really interested in that book because they found the story amusing and containing rich vocabulary in the technical domain.

However, more than half of the respondents ,75, are not motivated by the book under evaluation. According to them the book contains vocabulary items which are not used in their everyday life. Since many difficult words are not applied to everyday life and hence are forgotten after a short time, learning from this coursebook becomes annoying as one of the respondents stated.

The book Project Aftermath contains many words that are difficult to read and understand. This situation discourages learners because it is difficult to memorise words that you never use in your everyday conversations and hence it makes them dislike English even though they are still willing to know how they can express themselves whenever they meet English speakers.

The researcher's opinion is that students are not motivated by the teaching book Project Aftermath. They do not feel like they should continue to learn English. Only a few students who understand the story show the desire to

discover the parts of the story. Moreover, they hope that the technical words contained in that book will be useful in the future because the world changes toward high technology, therefore knowing how one can survive in hard situations is important. But they suggested that the speaking skill and related practices be added.

As far as Project Aftermath evaluation is concerned, the researcher tried to know if its content helps students develop their communicative competence in spoken English. That is why the researcher asked them if they can hold a talk with an English speaker. The question was stated as follows:

Question 13: After more than four years of language learning, do you feel confident when speaking English to an English speaker?

- Yes
- No
- Why?

Table 14: Data presentation for question 13

Answers	**Frequency**
Yes	20
No	80
Total	**100**

The table shows us that out of 100 respondents 20, can undertake to communicate with an English speaker; 80 respondents do not dare communicate with an English speaker. Every respondent has his explanation to his answer, but many of them share the views.

First of all students who can communicate with people speaking English estimated speaking practices and English expressions seen in the lower cycle

are not enough to allow them to communicate freely in this language but constitute a good background to allow students to communicate with background an English speaker. However, they point out that the conversation would not be fluent.

Next, the students who denied that ability and they are so many 80 respondents gave the following reasons: First, these students did not feel confident as they were rarely given opportunities to speak English during English lessons. In fact, technical vocabulary is given more importance than other areas.

In addition, students in second year of the science section possess some elements of English but they are not trained to make a coherent and consistent speech. Moreover, Project Aftermath curriculum does not promote the speaking skills in its activities. It is therefore imperative to know that the coursebook does not give enough practice in the various sub-skills of communicative competence in spoken English.

To conclude with this relevance theme, questions were asked so as to detect the students' feelings about English course and the coursebook Project Aftermath. In fact, we wanted to know if that book does promote the desire to learn English. In addition, the researcher tried to know if students would be able to hold a conversation with an English speaker once faced with such a situation. These questions were asked on purpose in order to judge whether the course material matches up with the students' expectations.

Question 14: Would you suggest the continuation of Project Aftermath as a basic teaching coursebook for the scientific section?

a. Yes
b. With some changes
c. No

Table 15: Data presentation for question 14

Answers	**Frequency**
Yes	12
With some changes	40
No	48
Total	**100**

The table above sums up what students would like to see done about the coursebook Project Aftermath. By the way, we can read from the same table that out of 100 respondents, 12 would like the programme to be continued; 40 would like it to be improved; 48 would like it to be totally changed.

In the researcher's opinion, there is a need for change or improvement of that coursebook as far as the speaking skill is concerned. What is interesting for students should be maintained and new things which can promote English performance should be added.

Question 15: What do you suggest for improving the textbook Project Aftermath?

Varied suggestions were made concerning this question. First of all, students suggested there should be video-cassettes related to the story in order to

allow them to understand and be more interested. In the same perspective, illustrative pictures easy to read and interpret are necessary.

Next, with regard to speaking activities, new books and practices related to social life should be provided. This suggestion was repeatedly put by most of the students. Moreover comments and comprehension questions that give students opportunities to speak in varied activities would be motivating for students to learn English. Nevertheless, there is another category of students who would like the book to be totally changed and replaced by another The latter should be the one whose content would constitute the knowledge that students need and would need in the future life. To that end, texts related to everyday life and containing vocabulary applicable to usual use should be provided. In the same way, the programme should be made so as to allow many and varied speaking activities.

To conclude with the student' views, Project Aftermath is not a coursebook which tallies exactly with the students' needs because instead of motivating them to learn English, they find it boring and hence dislike the English language. In fact, activities do not vary and this should be improved so as to make the book more appropriate.

To get varied views, we also made the teacher's questionnaire with the purpose of getting enough and varied data about the coursebook Project Aftermath. The next section will deal with the teacher's questionnaire.

IV.2. Teacher's questionnaire

In this section the researcher dealt with the data collected from six teachers in Bujumbura City. The questions have the same headings as the ones for students such as identification of students' needs, content, relevance and conclusion.

IV.2.1. Identification of students' needs

In this part, six teachers were asked questions to test whether they feel their students need English or not. And if the need is proved the researcher was interested in knowing the skills they gave more importance to during their language teaching because the learner's needs determine the way of teaching and the skills to be developed.

Question 1: Do you think your students need and will need English in their future life?

- Yes
- No
- Why

Like students' opinions, to this question, all the six teachers agreed that their students need and will need to use English in some contexts of their future lives. In fact, English makes a good tool for travelling, finding a job and pursuing higher studies in English speaking countries, doing business and conducting research. In addition, English is spreading all over the world and hence many objects of usual use are labelled in English; these are drugs, electrical appliances such as iron, television, fridges, cameras, etc.

Given the importance of the English language nowadays, it is important to teach it to all students regardless of the section. Asked about the linguistic skills

to be given priority to during the teaching time, teachers said that students from second form of science section are essentially taught technical English. Thus, they put emphasis on teaching vocabulary and grammatical structures. However, most of teachers suggested that they would like the speaking skill to be focused on but the lack of good teaching materials to guide them in that area limits teachers to using the existing Project Aftermath. Unfortunately, the will of these teachers is not fulfilled because the textbook Project Aftermath that they use as the main coursebook is designed in such a way that the speaking skill is not given priority.

IV.2.2. Content

As we mentioned earlier the speaking skill in Project Aftermath is the focus of our research. That is why the teachers were asked questions related to the speaking skill content. Here we mainly wanted to know whether teachers feel the need that students should learn the speaking skill.

Question 2: Do you think your students need to be taught the speaking skill?

a. Yes b. No Please explain your choice

To this question all the six teachers, admitted that students need to learn speaking skill. It is obvious that a language is learnt for communication. So, we cannot speak or use the language correctly when we do not practice it. "Practice makes perfect" as the saying goes. None of the teachers denied the idea that students need to learn the speaking skill because many situations lead them to use it: to greet people they meet, to congratulate, to apologize, to ask for help, to ask for information, directions, to command, to bless, to sympathize with, and so on. The speaking skill constitutes the basis of language learning because it helps the speaker use words correctly.

Project Aftermath contains neither functional English nor interesting oral activities to promote English speaking in the Burundian environment but practices related to grammar are provided. So, some teachers develop students' performance in spoken English. Teachers should not be dictated by textbooks as Harmer (1983:220) advises them:

> *But the textbook rarely has the balance that a teacher would want for his class. The textbook in other word s is an aid (the most important one there is) and not a Bible. The teachers will have to work out the best way to use the textbook; he should never let the textbook use him, or dictate the decisions he takes about the activities in which students are going to be involved.*

Unfortunately, not all teachers can take the initiative to search in books other than textbooks. They do not teach non provided things, thus, they follow the textbook as a bible.

Question 3: How often do you teach the speaking skill?

a. Often ☐ b. Sometimes ☐ c. Rarely ☐ d. Never ☐

By asking such a question we wanted to know whether the speaking skill is taught or totally neglected. Hereunder are the answers teachers gave to the question. Two out of 6 teachers sometimes teach the speaking skill; 4 out of 6 teachers questioned rarely teach the speaking skill.

Accounting for the answers above the researcher's impression is that time devoted to English is not enough to make students who need to improve general oral. The same data show that 6 of teachers rarely or never teach the speaking skill. It should be said that it is too early to stop teaching the speaking skill in the

second form of the science section. Some people think that a student of this section does not need to be orally competent. They think that only a student of the Arts section needs to learn and master all the four skills of a language including the speaking skill, which is not of course true.

The researcher's opinion about teaching the speaking skill in the science section is positive. In fact, all students need to learn it regardless of the section. Actually, everyone needs English as it spreads all over the world.

Question 4: Does the coursebook Project Aftermath provide the speaking sub-skills?

a. Yes b. No

To this question 2 teachers said "Yes" while 4 teachers said "No". From the data above, we can conclude that the textbook Project Aftermath does not provide the speaking sub-skills at all. However, some teachers can draw topics, even though not interesting, from the story Project Aftermath and suggest students to discuss about them or make dialogues or conversations in small groups. It is obvious that teachers who manage to develop students' speaking skill from the coursebook Project Aftermath are few because the book itself does not allow varied speaking activities. However, many teachers find the coursebook not designed to develop that skill and choose to use it as it is, that is to develop the skills that are provided in it.

Good teachers should thus take the initiative to search for varied notions and expressions so as to equip students with general English even when they are not provided in the coursebook. To that end, the researcher wished to know the rate of teachers who do so. The question then was the following.

Question 5: Do you sometimes give your students speaking activities from your own search?

a. Yes ☐ b. No ☐ Please comment

The answers to this question are as follows: Two teachers out of 6 search for other activities from other books than Project Aftermath and 4 others, do not. Both categories said why.

Teachers are aware that Project Aftermath, the students' book and the guide do not contain enough activities for students of the science section. So they try to combine both exercises from the Coursebook as a recall and new activities from other books.

They however, do not make any effort to search in other books for varied activities related to the speaking skill or other interesting expressions that students need in the everyday life. They stated that the time allocated to English does not allow them to finish the programme and then search in other books. Moreover, teachers are required to finish the provided programmes on time and that is sometimes difficult to do. That is why it is very difficult to find time for searching what is not on the programme.

The researcher's view is that searching in different books other than the teaching one is a good thing. In fact, the teaching book does not contain everything and hence should be complemented. That is why teachers should feel free to do so.

Taking into account contexts in which students need to use English, it is obvious that each language skill should be developed. Thus, a question about the order of priority for the four linguistic skills was asked.

Question 6: Make an order of priority you prefer to perform while teaching English skills

To this question 3 out of 6 respondents chose speaking to be the first skill to be given priority, 2 teachers chose listening to be given priority and none of the respondents chose writing or reading to be given first priority. There is a portion of respondents that is 1, who would like all the four skills to be given priority. So, from the data above we can say that many teachers suggest the following order: speaking, listening, writing and reading. In oral interactions, one speaks and the addressee listens before he takes turn to react to what he is told. The justification given to this order choice is that a language is primarily spoken. Nevertheless, some teachers suggested that all the linguistic skills should be introduced for each unit in English lessons.

As far as we are concerned, we should say that no skill should be neglected in language learning; each skill is needed in a particular context. The student should be able to express himself at any time he needs it (in speaking or writing) but also to get information when he needs it (by reading or listening).

Concerning the teaching of speaking, the teacher is called upon to manage his time so as to devote enough time to it. With this respect a question arose:

Question 7: What proportion of the class time do you spend on teaching the speaking skill?

A general analysis of the answers given to the question above shows us that so little time is devoted to the teaching of the speaking skill. In fact, the first teacher devotes 6% of the time on speaking, the second uses 10% of her time, the third uses 4% the fourth spends 30% and the fifth and sixth use 5% of their teaching time.

As it was said before, all teachers complained about the time. They stated that time allocated to English lessons does not allow them to teach varied practices related to the speaking skill which are not provided in the coursebook. The teaching of texts and related activities takes so much time. The researcher's view is that the time devoted to the speaking skill teaching is very short. It needs to be increased considering the value of speaking in any language learning.

IV.2.3. Relevance

While teaching, any teacher has some goals to achieve on the one hand and some feelings about the coursebook on the other. In this section, teachers were asked questions related to their feelings and appreciations about the book Project Aftermath, the difficulties they meet with it and also their satisfaction.

Question 8: How do you feel when using Project Aftermath?

a. At ease b. Bored c. interested d. other

From the answers given to this question, out of six teachers, 1 is at ease with Project Aftermath; four teachers are bored by it, 1 is interested in it The teachers who are bored with the book under evaluation do not feel comfortable while using that coursebook; the programme is not motivating. The teachers stated that they are not familiar with most technical terms, which makes it difficult to understand and teach them. Besides, they think that the students in

the science section do not have the required level to understand that teaching material.

The researcher's observation here is that this book is not really liked by teachers as 83.3% of respondents are bored or feel nothing about it.

Question 9: As a teacher of English, are you satisfied with the help you get from Project Aftermath as far as speaking skill development is concerned?

a. Yes ☐ b. No ☐ Why?

To the question above 2 teachers out of 6, are satisfied with the teaching material Project Aftermath and 4 others, are not. Both categories are justified. In fact, we have already seen that 75% of the students were not satisfied with the book Project Aftermath.

Thus, it is obvious that the teachers also cannot be satisfied with what is dissatisfying for their students. Besides, it is also obvious that the teacher is satisfied when his students are doing well. Here succeeding does not mean getting good marks in class but being able to use the language effectively. Otherwise, the teacher would have the impression to be wasting his time.

Sometimes teachers do not achieve the main goal of the language teaching because the course material does not respond to the students' needs. The coursebook Project Aftermath does not cover the major aspects of the science. It only deals with the simple scientific matters. Moreover, there are no up-to-date research reports, modern inventions are not tackled and students are not opened to the real world of science.

Furthermore this book is not adapted to Burundian realities and hence complicates the comprehension. There is no interaction between teachers and students. The fact is that they both have little time to debate because they are always confined to the story of Project Aftermath. As far as the speaking skill is concerned, teachers are complaining that it is almost abandoned to itself. They are not guided in speaking skill teaching, which means that they are not well equipped in speaking activities. What is more, Project Aftermath seems to promote more listening and reading skills (receptive skills). However a good teaching book must balance the four language skills. In addition, that book should be made more lively and interesting. By the way, it does not deal with many aspects of life as far as youth is concerned.

While teaching, the mood of the class is very important. It helps the teacher guess whether students are interested or not. In this respect, teachers were asked about this as stated in the next question.

Question 10: How do you find your English class?

- Active ☐
- Passive ☐
- Dull ☐

One teacher out of the 6 finds his English class active and 5 of them find their English lessons dull. It is obvious that any teacher would prefer an active class. In fact, when students practise in class, it means that they understand what is being taught. Moreover, this participation brings the teachers and students' satisfaction.

All in all, teachers were asked about their impression on Project Aftermath as a teaching material. The researcher wanted to know whether they are satisfied with it or not. In addition, he wanted to know whether teachers are

well guided when using Project Aftermath as a coursebook and guide. Then, they were asked about their class mood.

To all these questions a general analysis of answers shows that most teachers are not satisfied but bored with the teaching book Project Aftermath. In addition, English classes are not active.

Question 11: Would you suggest the continuation of using Project Aftermath as the basic teaching coursebook in the scientific section?

- Yes
- With some changes
- No

The analysis of answers given to this question shows that none of the teachers would like the Project Aftermath to continue being used. Out of the six respondents, 2 would like it to be improved while 4 others want it to be totally changed and another one to be designed.

In fact, teachers would like that book to be improved by providing an additional book for the speaking skill and sub-skills, visual aids such as video disks, illustrative pictures easy to interpret and so on. For the improvement process, teachers made a good number of suggestions.

First the book Project Aftermath should be accompanied with the audio-visual cassette in order to motivate students to understand the story. Next, there is a need for complementary books to Project Aftermath including speaking and related exercises, English expressions and other amusing texts. In addition,

different areas of scientific matters should be tackled. These are: computers, internet, telecommunication, etc.

Moreover, an emphasis should be put on speaking and writing which are mainly productive skills. Therefore, students would understand more if the texts were up-to-date and related to Burundi or African contexts.

IV.3. Findings

"To what extent does Project Aftermath, book 2 help the students of the scientific section develop their speaking skill?" Such was the question to which this section of findings, on the basis of the information got from the questionnaire, provides the answer.

Of course the researcher cannot tell exactly (in percentage) the extent to which that material allows the speaking skill development. However, the findings of this dissertation lead to the conclusion that Project Aftermath, Book 2 is, to a great extent a bad speaking guide in Burundian educational environment because of a number of shortcomings that users of that textbook have pointed out.

First, teachers did not like the layout and design in the coursebook. In fact, they find it not appropriate to their students mainly because the story and related exercises are monotonous, superficial and meaningless. Most of episodes that compose the story were found uncommon, hence difficult to understand for the second form level.

Second, within the activities section, teachers and students did not find appropriate balance of activities for especially the speaking activities are

neglected. They did not feel satisfied with the communication output because very few activities incite to communication.

Third, with regard to language type, it was found by both users teachers and students that the coursebook does not offer neither a real-life English nor the right level of language. There is no appropriate progression of new language in the textbook. Finally, students assume that they cannot improve their English as much as possible when using that coursebook.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

This chapter deals with providing the reader with conclusions of this assessment work, as well as a series recommendations and suggestions, an attempt to contribute to the improvement of the syllabus used to teach English in second form of scientific section.

V.1. Conclusion

All along this study, the researcher has been assessing the teaching of the speaking skill to students of second form of the scientific section through Project Aftermath.

This work is divided into five chapters which are the following:

- The General introduction
- The Review of literature
- The Methodology
- The Data Analysis and Findings
- The General Conclusion and Recommendations

The first chapter, General introduction, deals with the background information, the statement of the problem, the purpose of the study, motivation, the scope of the study, the research questions and the significance of the study. This chapter thus gives a general view of what the whole work looks like.

In the second chapter, Review of literature, the researcher deals with works that have already been done by other scholars in relation to the researcher's area of study.

The third chapter, methodology, describes the method used by the researcher in collecting and analysing the data. He used questionnaire for data collection and as regards to the analysis of the data, tables were used to facilitate a quick understanding of them.

The fourth chapter is divided into two sections that are Data analysis and Findings. In the data analysis; the researcher presents and interprets results from the research questionnaires. As for findings; the researcher gives answers to the research questions.

The last chapter is the General conclusion and Recommendations, in which a summary of the whole work is presented and some recommendations put forward.

V.2. Recommendations

Taking into account the short comings of the course material Project Aftermath, the researcher makes it a point of duty to bring his contribution to their remedy. So, he suggests the following recommendations to both course designers and teachers; and believes them to be of great importance to the speaking skill development in the science section.

To course designers

The programme designers should revise the curriculum of the scientific section based on Project Aftermath. In so doing, they should consider the learner's needs, their linguistic background, and their level.

To begin with, programme designers should define the needs of the students in an attempt to devise course materials which would meet them to the maximum.

Obviously, students of the scientific section do not need only scientific English, but also general English.

Besides, the researcher has shown the problems generated by that book because it is made of a continuous story. Therefore, he suggests that course designers devise another course material, which would be made of independent themes. Some of the themes would be related to the scientific domain, for instance including subjects such as Biology, Physics, Chemistry, and Economics. And some others would belong to the current world issues, like aids, drugs and alcoholism, education for peace, sports, travelling and so forth.
The balance of activities should also be taken into account. Indeed, an over emphasis on one skill would turn out to be boring and the learners would lose their interest. The ministry of education or educational planners should implement changes in the educational system of Burundi especially in stating a clear and distinctive guidance to teach the English speaking skill in a communicative way. They should increase time allocated to the English language teaching.

To teachers

Teachers should introduce balanced activities and motivate students. To do so, the researcher advises teachers not to be slaves of the targeted course material whose reliability is now questioned. They should use supplementary books that provide plenty of speaking activities. They should use techniques/activities that provide competence in spoken English for example class discussions, story telling, problem solving, speaking games, dialogues, simulation, conversations, etc.

Working on this topic has really broadened the researcher's experience in the domain of language learning in general and speaking skill in particular. He therefore believes that future researchers and readers alike will find the work valuable.

However, he cannot affirm that this work has entirely studied the speaking skill development issue. Therefore, considering that this was a small sample of the whole population, in Burundi, other researchers should carry out similar studies using larger samples, different subjects and approaches. We recommend

To students to be conscious that they need to express themselves in English and hence, to practice it either in the classroom or outside the classroom. They should remember that "practice makes perfect"

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APPENDICES

University of Burundi
Faculty of Arts and Social Sciences
Department of English Language and Literature

Dear Sir/Madam,

I am a researcher at the University of Burundi, and for the time being I am carrying out a research on learning. It aims at assessing the suitability of the coursebook Project Aftermath used to develop the students' communicative competence in spoken English. Our study is entitled: "**Assessment of Project Aftermath as a coursebook used to develop students' speaking skill in science section at some selected secondary schools in Bujumbura city".**

Enclosed please find a questionnaire designed for teachers of secondary schools in the science section. The purpose is to collect data that would help us carry out our study in a successful way.

We would be grateful if you would fill in the questionnaire and return it to us as quickly as possible.

Yours faithfully,
Jean Claude GAHIRU

Appendix I: Teachers' questionnaire

Some of the questions here would require you only to tick the appropriate answer where applicable, whereas others necessitate that you account for your choice or make some comments.

1. Do you think your students need and will need English in their future life?
   a. Yes b. No
   Why

2. Do you think your students need to be taught the speaking skill?
   a. Yes b. No
   Please why your choice

3. How often do you teach the speaking skill?
   a. Often b. Sometimes c. Rarely d. Never

4. Does the coursebook Project Aftermath provide sub-skills?
   a. Yes b. No

5. Do you sometimes give your students speaking activities from your own research?
   a. yes b. No
   Please your comment.

6. Make an order of priority you prefer to perform while teaching English Skills.

7. What proportion of the class time do you spend on teaching speaking skills?

8. How do you feel when using Project Aftermath to teach English?
   a. At ease b. Bored d. Interested d. Other
   Please your comment

10. As a teacher of English, are you satisfied with the help you get from Project Aftermath as an English coursebook?
   a. Yes b. No
   Why?

11. How do you find your English class?
   a. Active b. Silent c. Dull

12. Would you suggest the continuation of using Project Aftermath as the basic teaching coursebook in the scientific section?
   a. Yes b. With some changes c. No

Appendix II: Students' questionnaire

1. What is your important objective to learn English language?

   a. To only succeed in class
   b. To be able to communicate with English speaking people
   Please explain your choice.

According to you what kind of English would you like to see
2. emphasized?
   a. Spoken b. Written c. Both

3. Make an order of priority you prefer for your teacher to perform the following: Writing- Reading- Listening-Speaking

4. Which English coursebook most helps you in learning English?

5. How often do you use Project Aftermath?
   a. Often b. Sometimes c. Never

6. Which language skill do you learn mostly during the English lesson?
   a. Listening b. Speaking c. Reading Writing

7. Does Project Aftermath help you in the development of your speaking skill?
   a. Yes b. No
   If yes, to what extent does it help you?
   a. A lot b. somewhat c. Not at all

8. How often do you learn Speaking during the English lesson?
   a. Often b. Sometimes c. Never

9. Are the oral activities provided in Project Aftermath
   a .Sufficient b. Insufficient
10. Does your teacher make you practise what is not provided in Project Aftermath but related to speaking skill development?
   a. Yes b. No
11. How do you feel when using Project Aftermath?
   a. At ease b. Not at ease c. Neither
   Why?
12. Does Project Aftermath motivate you to study English?

a. Yes b. No Why?

13. After more than four years of language learning, do you feel confident when speaking English to an English speaker?

a. Yes b. No

Why?

14. Would you suggest the continuation of Project Aftermath as the basic teaching coursebook for scientific section?

a. Yes b. With some changes c. No

15. What do you suggest for improving the textbook Project Aftermath?