UNIVERSITÉ DU BURUNDI
GRENIER DU SAVOIR DU BURUNDI
Dépôt institutionnel officiel
https://repository.ub.edu.bi

Factors hindering the teaching and learning of the listening skill in secondary schools

Ndayizeye, Aimable; Sous la direction de : Dr. Sylvestre Nkurikiye

2017
UB, FLSH
https://repository.ub.edu.bi/handle/123456789/1786

Document téléchargé depuis le **Grenier du Savoir du Burundi** — https://repository.ub.edu.bi

UNIVERSITY OF BURUNDI



FACULTY OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

FACTORS HINDERING THE TEACHING AND LEARNING OF THE LISTENING SKILL IN SECONDARY SCHOOLS

By

Aimable Ndayizeye

Supervisor:

Dr. Sylvestre Nkurikiye

A thesis Submitted in Partial Fulfillment of the Requirements for the Award of the Degree "**Licence en Langue et Littérature Anglaises**"

Bujumbura, May 2017

DEDICATION

To the almight God to whom we owe everything we have;

To my dear mother, Hakizimana Suzane;

To my dear late father, Buname Sammuel;

To all my brothers and sisters;

To all my relatives;

To all my friends;

I warmly dedicate this wok.

Aimable Ndayizeye

ACKNOWLEDGMENTS

The completion of this work is a contribution of so many people that any attempt to list them would be doomed to failure. However, the following deserve special attention:

First and foremost, special thanks are due to my supervisor, Dr Sylvestre Nkurikiye, lecturer at the University of Burundi, who, despite his many commitments, kindly accepted to supervise this work. His comments, corrections and suggestions have been considerably important in bringing this work to its present state.

My sincere gratitude is directed to all the teachers from the primary school to the University with special regard to the lecturers of the Department of English Language and Literature for their contribution and guidance in my academic activities.

My special thanks also go to all headmasters who gave me access to their schools to collect data. I also thank all teachers and pupils who accepted and responded to my questionnaire.

A special word of thanks is addressed to Mr Ntahonkiriye Thacien, Ir Irakiza Jerome, Mr Igiraneza Jules, Mrs Niyompereje Rachele, Mr Munezero Romes for what they did for me.

Lastly, I express my thanks to all the people who contributed in any form or by any means, to the elaboration of this work.

LIST OF ABBREVIATIONS AND ACCRONYMS

L_1 : First Language

L_2 : Second Language

L_3 : Third Language

i.e : id est (latin) that is, it means

FL : Foreign Language

ESP : English for Specific Purposes

EOP : English for Occupation Purposes

EAP : English for Academic Purposes

ESL : English as a Second Language

ABSTRACT

This work entitled: ***« Factors hindering the teaching and learning of the listening skill in secondary schools".*** A case study of selected schools in Bujumbura Mayorship, Ruyigi, Kayanza, Rutana and Gitega Provinces, aims to identify the factors that hinder a good teaching and learning of the listening skill in secondary schools. A number of factors were raised and reviewed in this study and the researcher lay more emphasis on the lack of materials for effective teaching of the listening comprehension and the lack of using many and varied listening comprehension activities in the classroom. Therefore, four hypotheses were formulated namely: the teaching materials used by the teachers do not permit the students to make a progression in listening; the teachers do not use methods that encourage students to practice the listening comprehension skill. The course books and other resources are not sufficient for an effective teaching and learning of listening skill, also the students are not motivated to improve on the listening skill outside the classroom.

A sample comprising 154 students from five schools in five provinces which was selected randomly. Questionnaires were used, the data collected were analyzed and the following was revealed in the study: the teachers were using techniques which are not appropriate. In addition, the activities which are good to promote the students' ability to use the language are totally ignored, also the lack of books for learners was observed. Moreover, it was discovered that the teaching and the learning of listening skill in 1st Arts Form is hindered by the lack of materials. Then, some recommendations were made to different partners involved in the educational system.

TABLE CONTENTS

DEDICATION.....i

ACKNOWLEDGEMENTS.....ii

LIST OF ABBREVIATIONS AND ACRONYMS.....iii

ABSTRACT.....iv

TABLE OF CONTENTS.....v

CHAPTER I: GENERAL INTRODUCTION.....1

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

I.2. Problem Statement.....3

I.3. Significance of the Study.....4

I.4. Scope and Delimitation.....5

I.5. Motivation for the Study.....5

I.6. Research Questions.....6

I.7. Statement of Hypotheses.....7

I.8. Structure of the Work.....7

CHAPTER II. LITERATURE REVIEW.....8

II.0. Introduction.....8

II.1. Characteristics of the Listening Skill.....8

II.1.1. Purpose and expectation of Listening.....9

II.1.2. Response.....10

II.1.3. Visibility of the Speaker.....11

II.1.4. Environment as a factor influencing the teaching and the learning of the listening skill.....11

II.2. Listening Stages.....13

II.3. The Importance of Teaching and Learning of Listening Skill.....16

II.4. Listening to English as a Foreign Language.....19

II.5. Potential Problems Encountered by Learners in the Listening Skill.....19

II.5.1.Hearing Sound.....20

II.5.2.Understanding Intonation and Stress.....22

II.5.3. Coping with Redundancy and Noise.....22

II.5.4. Understanding Different Accents.....23

II.5.5.Fatigue.....24

II.5.6. Using Visual and Aural Environmental Clues.....24

II.6. Factors Influencing a Good Teaching/Learning of Listening Comprehension.....26

II.7. Strategies for Teaching the Listening Comprehension.....27

CHAPTER III: RESEARCH METHODOLOGY.....30

III. 0. Introduction.....30

III.1. Research Area.....30

III. 2. Research Population and Sampling.....31

III.3 Data Collection Procedures.....32

III. 4. Difficulties Encountered.....33

CHAPTER IV. DATA PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE FINDINGS.....34

IV.1 Introduction.....34

IV. 2. Analysis of Teachers' Answers to the Questionnaire.....34

IV.3 Analysis of Learners Answers to the Questionnaire.....43

IV.4 Summary of the findings.....52

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS
.....55

V.1. Introduction.....55

V.2. General Conclusion.....55

V.3. Recommendations.....58

BIBLIOGRAPHY.....**61**

APPENDICES.....**64**

CHAPTER I: GENERAL INTRODUCTION

I.1. Background to the Study

Language is considered as the main tool of communication all over the world. Therefore, different components are involved in communication. On the one hand, the speaker and the listener who exchange roles whiles speaking, to mean that the speaker becomes the listener and vice versa. On the other hand, language is taught through the four (4) skills which are reading, writing, speaking and listening. Those four skills should normally be covered in studying a language. However, the listening skill in secondary schools seems very difficult and even in higher education such as public and private universities where the students are trained to listen to native speakers of English either in classroom or in recorded materials.

Among languages we can distinguish between mother tongue or L_1 learnt easily and naturally without making much effort compared to Foreign Language or L_2. Underwood (1989:1) states that it is taken for granted that people can listen in their mother tongue with little or no effort. Even when very young we are able to understand at least the gist of what is said to us.

My research is concerned with English as a Foreign Language. Most of the time there are many problems in teaching and learning a Foreign Language. In fact, as far as English in Burundi is concerned, the main problem is that English is taught and used as a third language L_3 in primary, secondary and tertiary education.

The first language taught as a Foreign Language is French which is introduced to the learners early in primary school and English is taught and used as a third language till the university education.

In other words, English is not used in offices or in public speaking and in writing official documents in Burundi.

That is why listening in particular is not developed in students' English. When you examine, the time is insufficient to cater for good language and useful practice. English is only limited to classroom interaction.

In addition, the linguistic environment in Burundi is not favourable to the use of English outside the classroom. The general aim of English could be summarized in Semahoro's thought (1999:25). He says that to enable the child to acquire listening, speaking, reading and writing so that by the end of the course, he is able to use English as a tool of communication and learning different situations.

This implies that the learner is expected to understand what is spoken to him and to respond appropriately to any statements, conversations, opinions or arguments, orders and questions contained in the speech. At the end he is expected to listen carefully for a perfect understanding. As far as speaking is concerned, it is expected that the learner be able to express and convey his intended meaning. Therefore, it would require him to have the ability to speak the correct English with accurate intonation so as to make his ideas and thoughts logical. As far as reading is concerned, the learner is expected to read fluently and understand any materials written in English. Concerning writing, the learner is expected to write in correct English, intelligibly, logically and creatively to make the learner understood.

Pupils who are in 1st Arts form are supposed to be good at literature and language. They have already acquired some notions about English to mean that they are not the beginners as far as English is concerned.

My research focuses on some factors that hinder the listening skill in order to overcome what the teachers and pupils face during English lessons.

I.2. Problem Statement

While teaching a foreign language like English, there are four skills that a teacher must impart to the learners. Those are writing, reading, speaking and listening. Nowadays, English language is very important in Burundi like any other language. Therefore, the teaching and learning of English need the improvement. The role of the English language in our society cannot be overlooked, it has been noted that the speaking and hearing channel is used much more than the visual. This means that almost the person's communication involves the use of speech. Our family relationships, leisure interest, economic and occupational transactions, political and educational discussions are all expressed in speech. Even when we are not producing language, we are usually hearing it, through radio, television, record player, film and drama. Therefore, proper and effective communication should be carried out to achieve objective.

As it has been already mentioned previously, the listening comprehension skill has received very little attention in the teaching of English as a foreign language in Burundi secondary schools. This has, therefore resulted in the lack of effective communication among pupils who complete their secondary school education.

This is argued by Anderson and Lynch (1988:6) in their book *Listening* when they say:

> *Traditionally, listening has often been regarded, alongside reading, as a passive language skill. We have already suggested how it involves more than language; we also need to challenge the view that listening is merely "passive" or "receptive".*

In addition, Grant (1987:19) also argues that until comparatively recently, the listening skill has been very largely neglected even if it is very important.

Education planners and educators or teachers have not made serious attempts in order to improve the situation. There has not been any researched explanation for this ineffective listening among pupils.

The aim of teaching the listening comprehension in secondary schools is to train the pupils to listen successfully to spoken English and to help them to improve their understanding of the spoken English; but it may happen that secondary school pupils are not able to understand English spoken by either the native speaker or their teachers even at the end of the secondary school studies.

The lack of effective listening may be due to a number of factors namely, the lack of teaching materials, insufficient listening activities, insufficient time, the methods and techniques of teaching the language. The aim of the present study is to investigate and find out whether the above factors affect the teaching and learning of the listening comprehension skill in English as a foreign language (FL) at the senior level of secondary schools in Burundi.

I.3. Significance of the Study

Many people may benefit from this study

- The English language teachers, whose role is to provide the best conditions for learning, and check whether learning takes place or not. In addition, the teachers will realize the techniques to use in listening comprehension skill during teaching. Moreover, they will choose the best methods and they will realize the teaching materials to use in a classroom lessons. It will also show him his position in the classroom as a model therefore pupils will imitate.
- In the same way pupils will also benefit because, when the educationists and planners perform their role effectively, there is a possibility of improving the teaching materials which will permit the students' ability to listen successfully.
- Policy makers and planners: after realizing the result obtained, they may see the need of a programme which will concentrate on improving the students

general listening comprehension, and adopt the best method to teach it so as to attain proper and effective listening comprehension, thus providing for both the aims of teaching a foreign language.

- Also other researchers will be motivated to find out more about the others factors which affect the students' effective listening comprehension in English as a Foreign Language.

I.4. Scope and Delimitation

The research was conducted in secondary schools in the provinces of Bujumbura mayorship, Ruyigi, Kayanza, Rutana, and Gitega. As it has already been mentioned, the researcher focused on the listening skill because it is important language skill on which learning a language is a foundation.

The study could not be extended to other schools in other provinces seeing the insufficiency of means at my disposal and the time limit to write it. Had those elements not been an obstacle, I would have extended the research to other provinces to have a broader view of the teaching of the listening skill in Burundi.

I.5. Motivation for the Study

The choice of this study was motivated by two reasons: my experience as a student in secondary school: some pupils finish secondary schools with poor knowledge about the listening skill. They not only fail to read English and write it, but they almost fail to express themselves orally. They think that if they speak the mistakes, other classmates will laugh at them. As teaching or learning involves the listening, the speaking, the reading and the writing skills, teachers should allocate equal time to any of these skills.

However, there is no time allocated to listening activities. It is largely neglected by both teachers and learners.

Cunningsworth (1984:14) argues that listening is neglected. He says that the listening activities are often under-presented in general courses and this is a pity because in their own language, they almost certainly spend more time listening than doing anything else.

Another problem of teaching English is strengthened by the lack of appropriate materials to supplement the teachers' effort.

I have also been motivated by the importance of the English language because nowadays, our country is one of the countries of East African Community, a region where English language is mostly used. Through the research, we will find the value of materials in the teaching and learning of the listening skill. I have been interested by the learners and teachers of Arts Section because they are the ones who are preparing themselves to take the lead as far as English language is concerned in Burundi. Even though the study is conducted in selected schools of 5 provinces of Burundi, the results will be overgeneralized to all secondary schools that have first Arts section.

I.6. Research Questions

In this work, some important questions have to be answered in order to improve secondary school pupils' listening ability; those questions are the following:

1. Do teachers use many and varied listening comprehension strategies in the classroom?
2. Are course books and other resources enough for an effective teaching and learning of the listening skill?
3. Are the pupils motivated to improve the listening ability?
4. Do secondary schools have sufficient materials for effective teaching of the listening comprehension skill?

I.7. Statement of Hypotheses

Apart from the research questions, this study was guided by the following hypotheses:

1. Teachers do not use methods that encourage pupils to practice the listening comprehension skill and therefore, pupils are not exposed to many and varied listening activities.
2. The course books and other resources are not sufficient for an effective teaching and learning of the listening skill.
3. The pupils are not motivated to improve on the listening skill outside the classroom.
4. The teaching materials used by the teachers do not permit the pupils to make a progression in listening.

I.8. Structure of the Work

This study is divided into five chapters. The first one is General Introduction covering the statement of the problem, background to the study, significance of the study, scope and delimitation, research questions, statement of hypotheses, and the structure of the work. The second chapter is Literature Review which deals with the review of the related literature, it brings about findings of the previous research on the similar topics, it also deals with the importance and the factors that influence the effective teaching and learning of the listening skill. The third chapter is Research Methodology which deals with the methods of selecting samples and the methods of collecting data. The fourth chapter is Data Presentation, Analysis and Interpretation of the Findings. Here, the research gives what was found in the study against the hypotheses put forward. The fifth and last chapter is General Conclusion and Recommendations. It is a conclusion in general and put forward recommendations in order to develop the listening skill in secondary schools in general.

CHAPTER II. LITERATURE REVIEW

II.0.Introduction

In this chapter, related literature on variables which do not depend up on the pupils and the teachers will be reviewed to establish whether there is any relationship between them and non-comprehension of a good listening. This chapter is very important in any research work and many authors mentioned it. In most cases, learners may need to develop listening skill. Ur (1984:2) gives us situations in which learners develop listening and went on saying that they may need to listen and react appropriately in social situations with friends, colleagues and strangers. They may need to listen over the telephone as well as face-to-face conversation. He also said that in more academic settings, students will need to understand what is being said in tutorials, seminars and lectures. Then, the purpose of this chapter is to identify all those factors that hinder a good comprehension while listening as we know that listening is very important in everyday life.

II.1. Characteristics of the Listening Skill

Listening has many different characteristics. Some of them are stated by Ur (1984:9):

- We listen for a purpose and with certain expectation.
- We make an immediate response to what we hear.
- We see the person we are listening to
- There are some visual or environmental clues as to the meaning of what is heard.
- Stretches of heard discourse come in short chunks.

- Most heard discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, noise and colloquialism, and its auditory character.

II.1.1. Purpose and Expectation of Listening

When someone listens to something, it is because s/he needs extra-information, or s/he wants to learn more about something. Therefore, it would seem a good idea when listening to a passage in class then give to the students some information about the content, situation and speaker(s) before they actually start listening.

In addition, you may listen to something for many reasons. When we want to know the answer for instance to a question, then, we will ask and expect to hear a relevant answer or response. When we listen to the news, it is from desire to know what is happening in the particular place or in the world, and we shall expect to hear about certain subjects of currents interest in certain kind of language. Even when listening to entertainment such as plays, jokes or songs, we have a definite purpose (enjoyment) we want to know what is coming next, and we expect to cohere with what went before.

There is moreover, an association between listener expectation and purpose on the one hand, and comprehension on the other. Ur(1984:2) tried to enumerate some situations one may find himself listening to always with a certain purpose and which have some immediate implications for classroom practices and which involve some aural comprehension as an essential components of the communicative situation he points out:

- Listening to the news/weather forecast/sports report/announcements on the radio
- Exchanging news over the telephone.
- Hearing announcement over the loudspeaker.

- Attending a lesson/seminar.
- Being interviewed.
- Watching a film/theatre show/T.V program.
- Hearing a speech/lecture.
- Listening to recorded/broadcast songs.
- Being tested orally in subject of study.

II.1.2. Response

Normally, when you are asked a question, you are expected to give a response either positively or negatively in order to show your understanding of the message. This is argued by Ellis and Tomlinson (1980:54) in their book *Teaching Secondary English* when they said that most exams and course books ask the pupils to demonstrate their comprehension of the aural passage by answering multiple choice questions. This is probably the most reliable method for testing. They went on saying that this response may be of different kinds which are the verbal and non-verbal language. Therefore, non-verbal language has some functions such as to complement (agree with verbal messages, to emphasize, to replace, and to contradict the verbal messages.)

However in most of all classrooms in our country the listening comprehension exercises demand no response until the end of the text or a passage prepared. As result when this response comes, it is very largely a test of memory rather than of comprehension. But the purpose of the whole listening tasks should be based on short and active responses occurring during, or between stretches of the listening passage rather than at the end of the passage.

II.1.3.Visibility of the Speaker

It refers to the physical presence of the person who is speaking to mean that you see the person face to face or you see the person in another way for instance on television.

Ur (1984:4) makes the following observation:

> *I think it is fair to say that we are nearly always in the physical presence of, or able to see the person(s) or the speaker we are listening to. Usually the visibility of the speaker coincides with the necessity for listener-response but not always.*

To mean that there are cases where we can see the person we are listening to but are not expected to react to him personally (as when we watch a television program), and also says that there is conversely, at least one common situation where we cannot see the speaker but must certainly respond to what he says (a telephone conversation).

II.1.4. Environment as a factor influencing the teaching and the learning of the listening skill

The environment is the physical setting or the place and this can affects how well you can listen. For instance, if you are in an air conditioned car on a freeway, if you are In a crowded and overheated auditorium, if you are on a cold and windy day listeners constantly have to confront a number of environmental factors such as temperature, light, noise, space, and seating, and other people. Good listeners try to overcome the effects of a poor listening environment.

In addition, apart from the speaker himself, his extra-linguistic signs such as: (facial expression, posture, eye-direction, proximity, gesture, tone of voice, a real-life listening situation is normally rich in environmental.

Clues are often more likely to provide information about the situation, speakers and general atmosphere than about the actual topic of discourse.

If the listener cannot understand the meaning of what is said for instance the words used in a family, discussion, board meeting or political harangue, he will not be able to say much about the subject of debate.

Environmental clues are represented by visual materials which are very helpful to the learners in a classroom for instance. Ur (1984:6) states the following:

> *In classroom terms, environmental clues are normally represented by visual materials (illustrations, diagrams, maps, and so on) which are thus essential to the effective presentation of most listening exercises.*

Also Wittich and Schuller (1962:78) go on saying that successful listening is helped by visual materials. They discussed about teaching materials in following words:

> *Visual aids highly contribute to successful teaching and learning. Instructional materials can arouse interest, stimulate discussion, raise questions, and supply information and ideas.*

In addition Mills (1972:90) mention this importance of visual materials when he says that visual aids are essentially aids to understanding and learning. The teacher must be able to evoke in the minds of the learners his own mental images and thoughts.

Not only visual materials, but also materials in general such as tape recorder and others are of great importance and help the learners and the teachers in listening skill understanding.

In this case, Ellis and Tomlinson (1980:249) argued that

The tapes are very useful for bringing real speech into the classroom and also for ensuring that the pupils listen to many different voices.

II.2. Listening Stages

There are some stages that one may follow in the listening skill because it is an activity which requires some strategies.

Some authors, for instance Field (1983), consider that five stages must be followed, that is pre-listening, listening itself, checking up, following up exercise, and vocabulary. However, here we are going to deal with four stages, namely, pre-listening, listening itself checking up, and post-listening.

a) Pre-listening

Before hearing the listening passage, it is better to motivate the listeners, and to familiarize the pupils with the topic the teacher is going to teach. To make the task of listening easy, the teacher helps the learners with minor pronunciation problem such as names of the persons, the places, the relationship between the speakers etc, or the teacher have to discuss with the pupils in the group what he expects the speaker to say. This is argued by Underwood (1989) in his book *Teaching Listening*, she says that when the students sit in a classroom and the teacher says "listen to this" and then switches on the cassette recorder or begins to read aloud, the students may have no idea of what to expect. Even if the sounds and words they hear are not unfamiliar, they may still be unable to understand because they lack the knowledge necessary for them to comprehend. This means that after this stage, the teacher have to play the record or any part related to the listening you have prepared.

b. Listening Itself

During this stage, a learner takes some notes but he or she has to be as brief as possible. That is, to use symbols, abbreviations, etc. Tony Lynch (1983) provides an explanation. He says that a learner should be selective: that is, to decide what is important according to the speaker and according to the knowledge of the subject. And he/she should also be brief: that is, to use abbreviations and symbols. In addition, the learner should be clear: that is to show the speakers' ideas and arguments are related to each other.

The same author goes on saying that the notes should be a summary and not an exact copy of what was said, a good note-taker selects and evaluates rather than simply reproducing what was said.

Some authors mention that each listening text should be played twice or three times and there should be a pause. Underwood (1989) says that the teacher plays the tape a third time and, in all probability, the majority of the class will have found the answer. However, it is not good to estimate or to decide how many times to play the recording. Depending upon the topic the teacher have prepared and the ability of the learners to understand the topic. The teacher may decide how many times to play it considering the questions of his students if they ask him to replay it or not.

c. Checking up

In this stage, some kind of exercises related to the topic must be done, and after the exercises, the following is to check the answers. The ideal way is for students to check them in pairs. Then, the teacher should go through the exercise with the whole class and try to find out where misunderstanding has occurred. He should not automatically correct the students. Instead, when students disagree on an answer, he should replay the relevant part of recording.

d. Post Listening

There are some kinds of activities that have to be done in this stage accompanying the listening comprehension. Those activities are like: to compare your notes with someone else's, if you have left out anything important.

The pupils have to know the general point made by the speaker; if they are agree with this point between them. Suggest further examples to make the same point or present counter examples that disapprove it.

The listening activity is an activity which requires concentration. Norman, UlfLevihn, Hedenquist (1986:73) also discuss about listening as an active process:

> *Listening comprehension can be made more active and effective by having something specific to listen for. Even a difficult or authentic piece of recorded material such as news summary or a genuine conversation can be attempted at lower levels if the question tasks are adapted to the student's ability level. Thus, it is not the aim to reproduce the listening material, but simply to understand enough, to be able to answer the question a good activity for promoting language acquisition.*

They go on and show how the listening skill is an active process by showing us the different stages which listening skill has and also showed various activities in it. In addition to these stages, there are other strategies and techniques as we know that good listeners are active and not passive. They look for meaning, think about what they hear, and respond to it. Also Underwood (1989) in her book *Teaching Listening* shows us listening as an active process.

She states the following:

> *Although we may appear to be inactive while listening, we must actually engage in the activity of constructing a message in order to be described as a listener. Whilst hearing can be thought of a passive condition, listening is always an active process.*

There are also some strategies and techniques that one uses, and this is argued by Verderber (1988:83) in his book *Speech for Effective Communication*. He goes on showing us those strategies and explaining them. He says that those strategies like: to apply what you hear to yourself, to mean that you use your own knowledge to understand new information.

Another strategy is to think as the teacher listen, in this step you summarize and review throughout the presentation, the teacher have to start thinking of questions you want to ask the speaker later. Another strategy is to give the speaker and yourself feedback. In this case, you use the body language such as eye contact or a nod to show that you are listening, courteously you have to comment or to ask questions when the speaker gives you the opportunity to do so, etc. There are other many strategies and techniques in the learning and teaching process of the listening comprehension skill.

II.3. The Importance of Teaching and Learning of Listening Skill

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is a key to all effective communication, without the ability to listen effectively, messages are easily misunderstood, communication breaks down and the sender of the message can easily become frustrated or irritated to mean that oral skills are of a vital importance. This is argued by Whu Zhiquian (1992:8) when he says that of the time adults spend in communicative activities, about 45% is devoted to listening, only 30% to speaking, 16% to reading, and a mere 9% to writing.

When someone examines this quotation, everyone can see how aural-oral skills are very important. That is, listening and speaking which are interdependent mean that almost communication activities are concerned with oral communication. The latter is represented by 75%. Anderson and Lynch (1988) say that for the L_2 learner, to be proficient partner in conversation, he needs to be skilled as both speaker and listener, therefore, the interdependence of listening and speaking.

They go on saying that learners need to be given opportunities to practice both sets of skills and to integrate them in conversation. Therefore, we see that listening activity occupies a big chunk of time we spend communicating in the language. In addition, Grant (1987:19) says that listening is very important for two main reasons: first because without these skills communication can break down, second, it enables students to learn the language easily.

Moreover, Elphick (1991:12) in his article about listening skills, he emphasizes the importance of listening, he observes that people who cannot communicate verbally in a language, that is, listen and understand and then respond, cannot be said to know that language.

Hearing refers to the sound that you hear, whereas listening requires more than that. It requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words it means being aware of both verbal and non-verbal messages Vallette (1967) in *Modern Language Testing* adds that because of the importance of English in communication in the foreign language, the skill of listening has become the object of growing attention.

Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

Moreover, other researchers such as Byrne (1976) in *Teaching Oral English* discuss the importance of the listening skill in the following words:

> *The consequences of its neglect quickly show up outside the control over what is said to them. In addition, poor understanding often generates nervousness, which may in turn further inhibit the ability to speak.*

This means that the pupils who do not practice the listening in English outside the classroom, that is, the time they spend at home, they will not be able to speak English.

As results, the pupils should do their best in order to promote the listening skill even if their teachers do not have all the means to teach well this skill.

Nowadays, the listening skill is considered as important by many scholars; therefore, it should be taught and tested in our primary and secondary schools. When the pupils listen and speak in a communicative way, so that the language is learnt naturally.

However if the listening skill is not developed satisfactorily on the part of the learner of a foreign language, communication will be impossible. Richards (1985:2) asserts the importance of the English language. He says that in countries where English is not an official language, it may still have a significant role to play such as to be an important school subject; it may be necessary to pass an examination in English, to enter a university, may be the language of certain courses at university, or at least of a large percentage of students, text books. He goes on saying that English may be needed by people who work in tourism, business, and for some sections of the civil service. In a nutshell, considering what has been said previously, the listening skill plays an important role in everyday activities of everyone as mentioned by many scholars and authors.

II.4. Listening to English as a Foreign Language

In Burundi, the English language is a foreign language different to English as a second language (ESL), that is where it is used alongside other languages, but is commonly the most important language of education, government, or business. It is often regarded by its users as a local, rather than a foreign language. Richards (1985:2) argues that English is described as a foreign language in all those countries where it is not regarded as a second language. That is why it should be dealt with specific teaching methodology and strategies especially the listening skill, even though, there are three others which are speaking, reading and writing.

In learning the listening skill, there are many problems or difficulties that a learner faces, that is why most of all foreign language learners need intensive practice. Van EK (1976) argues that a further methodological implication on the receptive side is the need for intensive listening practice with a wide variety of foreign language speakers. The objectives cannot be reached unless the learner is confronted with many more voices than that of his teacher. In other words intensive practice with recorded material will be essential.

II.5. Potential Problems Encountered by Learners in the Listening Skill

There are many problems when a learner is learning a new language. Ur (1984) points them out.

Hearing sound, understanding intonation and stress. Coping with redundancy and noise, understanding different accents, fatigue, and using visual and aural environmental clues.

II.5.1.Hearing Sound

Learners perceive some sounds from their teachers while learning in a classroom, or outside the classroom, pupils hear some sounds from their classmates. However, it may happen that the learners have some difficulties to hear those sounds. In his book, *Teaching Listening Comprehension* Ur (1984) talked about some problems encountered by the learners when they are new in learning a language. She went on saying her own experience.

> *As young teacher it took me some time to realize that my students actually did not perceive certain English sounds with any accuracy because these did not exist in their own language. The sound /Θ/ as in "think" for example does not exist in French; a native French speaker may very often therefore not notice at first that it occurs in English he may simply assimilate it to the nearest sound familiar to him and both hear and say /s/ or /f/.*

We know that to hear the sound is important in any way, for instance someone can understand difficult messages. This argued by Grant (1987) when he said that the listening skills include everything from hearing particular sounds to comprehend complicated messages. He went on saying that the results will be to teach the student the following activities:

1° discriminating between sounds-both in single words

2° Recognizing (and understanding) various stress and intonation

3° Recognizing language signals in talks and lectures

4° Overall comprehension s kills which are important in any communication situation.

Therefore to teach the alphabet may be helpful (to avoid the problems met) to distinguish the sounds and words which are totally different from those found in their mother tongue. For instance Ur (1984) gives us some examples of the written letter "a" which is pronounced /a/ in French becomes [EI] in English as in "lake" or [I] as in "village".

The same author Ur (1984) went on giving father examples explain us that even more difficult is caused when the new sound does exist /i:/ as in "peep" exist in modern colloquial Hebrew, but they are allophones and that the substitution of one for the other makes no different to meaning. Thus the Hebrew speaker has difficult in perceiving. This difference as significant to meaning in English and it takes a considerable amount of practice before he gets used to distinguishing between "ship" and "sheep" or "fit" and "feet".

This also argued by Underwood in her book *Teaching Listening* she says:

> *There sounds which are unknown or unusual for foreign listeners, and which they may therefore fail to distinguish from other similar sounds or even fail to hear at all. Learners may have difficulty with the vowel sounds of English and need practice in distinguishing between them.*

In addition, foreign language learners of English may have difficulty with the sequences and juxtapositions of sounds typical of English words. Many students find consonant clusters particularly difficult to cope with. They may get the consonants in the wrong order(hearing "parts" for "past") or omit one of the sound "crips" "for " "crisps" or here a vowel that is not in fact pronounced "little" for "littl". Here we see that for variation of sounds there is a big problem for foreign language learners. Therefore, analyzing the above problems encountered by learners in learning sounds, it would be good to teach the alphabet at the beginning in order to avoid the learners' confusion.

II.5.2.Understanding Intonation and Stress

We know that the intonation and stress depend upon someone who utter a sentence or a word. Therefore, to know various speech and various voices may help the foreign language learners even if those speech a lot of them are informal Ur (1984) makes the following observation:

> *The stress, intonation and rhythm patterns of spoken English are so varied, so idiosyncratic and unpredictable that it would be of dubious value to give or practice any more detailed models. Direction it is probably best to leave them to acquire intuitively more detailed knowledge though exposure to plenty of informal speech.*

It is also important to know that the stress and intonation help people to differentiate the sentences, to know the intention of the speaker, etc.

Jackson (1982:32) in *Analyzing English* argued by saying that intonation is often important grammatically in distinguishing one type of sentence from another, it is also important in signaling the attitude of the speaker in what he is saying.

II.5.3. Coping with Redundancy and Noise

Here, we have to know that to get what is said and understanding the main message is vitally important for effective listening in a communicative situation. In that case, when someone listens to something or to a passage of a tape recorder, some words may be drowned by outside interference, others indistinctly pronounced, also noise is caused by a temporary lack of attention on the part of the listener or by the fact that a word or a phrase was not understood because it was mispronounced or misused. Ur (1984:15) went on saying that, the foreign language learners whose grasp of meaning is slower than that of a native speaker and demands more of an effort. In addition to this, he showed us some problems that a foreign language learner face, he said:

- There are some items he cannot understand simply because he does not know them, many others which he is not yet sufficiently familiar with to grasp during rapid speech.
- He is not familiar enough with the sound- combinations, lexis and collocations of the languages to make predictions or retroactive guesses as to what was missing.
- Many foreign language learners run into psychological problem; they have a kind of compulsion to understand everything, even things that are totally unimportant, and are disturbed, discouraged and even completely thrown off balance if they come across an incomprehensible word.
- A foreign language learner who tries to understand every single word that is said to him will be handicapped both by his failure to do so also in a way by his success on the one hand he is distressed and discouraged by his defective comprehension.

II.5.4. Understanding Different Accents

Many foreign language learners are not accustomed to native speakers' accents because they are taught by non-native speaker. They are familiar only with the accent of the teacher who is closer with them, and when another teacher comes they begin to complain. This is argued by Ur (1984:20) when he says:

> *Many foreign language learners who are used to the accent of their own teacher are surprised and dismayed when they find they have difficulty understanding someone else. Some of them try to get over this at first by claiming that the second speaker's accent is somehow inferior or wrong*

The foreign language learners should be taught different accents and various teachers who speak differently in order to give them a reasonable familiarity with the two most accents. That is to say, the British and American standard

varieties and let them have a test of some others simply to open their mind to the possibilities and give them some practice in copying with them.

II.5.5.Fatigue

Here, listening to a foreign language dealt with interpreting and listening to unfamiliar sounds, lexis and syntax for long stretches of time. That is why it is very tiring. Underwood (1989:29) argued in the following words:

> *If students find the topic interesting, the will find concentration easier. But sometimes, even well when the topic is interesting, students simply find listening work very tiring, because they make an enormous effort to follow what they hear word by word.*

In listening, the pace is set by someone else and the breaks may occur not where the listener need. So, foreign language learners work much harder than necessary aiming for accurate perception and interpretation of every word they hear. The effect of fatigue varies a great deal according to how hard the learner needs to concentrate and on his ability.

II.5.6. Using Visual and Aural Environmental Clues

Here, the foreign language learners seem to lack the ability to use environmental clues to get the meaning of an imperfectly grasped phrase. The analyzing of words in isolation and not linking them to the context or accompanying visual stimuli leads the students to misunderstanding. They may for example understand "horse" for "house" in spite of an illustrating picture, or sit down when someone says "come here" in spite of a gesture of invitation. The problem is not the lack of skill in perceiving and interpreting extra-linguistic clues, but the ability to apply it when listening to the foreign language, and the reason why the foreign language learner has difficult here would seem to be because his

receptive system is overloaded. He has to work much harder at decoding the message than the native listener.

Many authors mentioned the problems encountered by the foreign language learners. For example, Underwood (1989:20) points out these problems:

> *The lack of control over what the speaker says and how he/she says it, the students' lack of vocabulary and their possible failure to recognize the signals, as well as their inability to concentrate and their past learning habits.*

There are also some areas in which the listener finds problems. According to Kennedy and Bolitho (1984:109) ESP (English for Specific Purposes) students may need to listen in many other situation and the teacher will have to refer to the initial needs analysis to make sure he gives practice in appropriate contexts. Possible problem areas in listening include:

- listening on the telephone (businessmen, secretaries, etc., the absence of visual clues makes comprehension doubly difficult);
- listening in seminars (contributions may be at many different levels);
-listening in meetings, committees (EOP: English for Occupational Purposes);
- listening to specialist radio and TV broadcasts (EOP and EAP: English for Academic Purposes);
- listening to non-native speakers;
- listening to non-standard varieties of English.

According to Kennedy and Bolitho (1984), to overcome these problems, the teacher will have to identify his student's purposes in listening and may well have to devise exercises to suit these purposes. They add that a portable cassette recorder is a vital aid to the teacher who can use it to obtain samples of authentic language to work or with his students. In addition to this, Barnett and Alii (1968;11) argue that the tapes are designed to give scientifically controlled practice in listening and speaking.

He went on saying that this material presents shortcomings. The tape recorders remove the clues to comprehension provided by facial expressions, gestures, and other extra-linguistic signs.

II.6. Factors Influencing a Good Teaching/Learning of Listening Comprehension

Nowadays, every child must be educated. The purpose is to teach effectively all citizens and particularly to schooling - age children. Therefore, policy makers should respond the issue of improving the quality of education by devising various effective strategies, the use of effective instructional materials. Alan Cunningsworth (1984:50) discusses about the teaching materials in the following words:

> *Depending on how comprehensive a course is, it may provide some or all of the following: visual materials, recorded (taped) material; a teacher's book; an index of grammatical items; functions, etc; a vocabulary list, tests.*

In the light of this quotation, this shows how materials are very useful by influencing a good teaching or learning of listening skill.

In our country, there is limited literature of course materials for teaching aural-oral stills for communicative competence. Here "course materials also" refers to textbooks and other materials such as teacher's guide and syllabus and any materials used by the teacher.

In addition to this, schools that have libraries are stoked with limited foreign materials which are insufficient for a large number of students found in secondary schools. This is argued by Barindogo (1994:15) when he says:

> *Some classes are often very large with as many as a hundred or more students which limited materials to use in such classes, there is also the problem of the lack of space*

for free movement and they almost make it impossible for the teacher to organize and recognize the class for group activities.

Even if the number of students is not very large, but the lack of the teaching materials is one of the factors which can hinder effective learning process. This argued by Cunningsworth (1984:57) when he states that we need to see that the materials we adopt make use of language in order to convey information, express opinions, etc, which are genuine of intrinsic interest to learners.

When we talk about teaching materials, we cannot ignore the teaching or the learning aids; that is why the teacher remains the best teaching resource. The teaching or learning aids such as textbooks, radio-recorder, etc helps effective teaching and learning and also not replace the teacher.

Yet, the teaching and the learning aids are very important in developing not only the spoken English, but also any content materials Wright (1996: 45-45) gave the function of visual material:

-To motivate the student to want to speak.

-To create a context within which his / her speech will have meaning

-To provide the students with information to use in speech, including objects, actions, events and relationships.

-To provide the students with non-verbal cues for manipulation work, and

- To provide non-verbal prompts to dialogue reproduction or to dialogue invention

II.7. Strategies for Teaching the Listening Comprehension

Here, we know that teaching /learning of the listening skill must involve some materials such as tape recorder, electronic equipment, etc. Then, most of all rural schools in general and communal ones in particular lack such materials in listening.

That is why many teachers are complaining or regretting that listening cannot be successful, because the schools or institution does not provide those materials such as audio or video-cassette recorders, radio, TV, etc.

However, it is worthy to know that there are many ways of teaching listening skill. Even if most teachers have no access to samples of authentic discourse because of the lack materials, or the environment which does not allow this activity of listening, teachers should not give up the listening because this skill is very important if they want to teach learners in a most communicative way. They have many ways to teach it.

According to Grant (1978: 28-29) some activities do not require the use of teaching materials such as tape recorder, etc which may help the teacher to improve the teaching of listening skill. Those activities are the following:

1. Modeling, for the students to imitate the pronunciation of sounds, words, phrases or sentences;
2. Issuing classroom instructions, either to carry on the day to day work of the classroom or to give practice in the listening skill;
3. Telling stories, anecdotes, etc of every possible kind. Learners enjoy a true or false spot, in which you tell a story and the listeners have to say if is true or not and give the reasons if they think it is false;
4. Giving explanations either about the language or about problems that they have cropped up in the course of a lesson;
5. Giving talks or mini-lectures perhaps on some cultural matter, for the students to listen to, answer questions on, or make notes about;
6. Asking questions while focusing on listening skill, and also at other times too;
7. Playing listening games. The teacher gives a series of instructions such as "stand up" "sit down" touch your left ear, etc. Only those preceded by the words "Simon says" should be obeyed. Those who make a mistake are out;
8. Giving a dictation. We can give the summary of a text as a dictation;

9. Oral preparation for a composition;
10. Students listening to each other in a variety of situations-dialogues, mini-talks, simulated telephone conversations, classroom or school drama to name but a few;
11. Attending public lectures, meetings, drama performances, films that may be taking place in the school all community;
12. Interviewing people in the community where feasible.

CHAPTER III: RESEARCH METHODOLOGY

III. 0. Introduction

The present work deals with the factors that hinder the teaching and learning of the listening skill in secondary schools. To collect and analyze data for the topic I am dealing with, questionnaire has been designed for both pupils and teachers.

The questionnaire is helpful in many ways. For instance to collect information as shortly as possible (during a short time). To my work it took me three weeks, and also you get the information from many informants. This work was undertaken in some classes of Bujumbura mayorship, Ruyigi, Kayanza, Rutana and Gitega provinces. After the distribution of the questionnaire, the informants or the respondents were asked to complete them as objectively as possible. The intention is to determine whether the answers to our questions were sufficient to test our hypotheses. If the informants deliver the appropriate and convenient answers, the pupils will learn easily.

In fact, the procedures used will help us to check even derive the suitable strategies which are important to provide in order to improve the pupils 'listening skill. The teachers will also benefit from this work because they will identify the bad procedures they used and which lead to the bad results in his way of teaching.

III.1. Research Area

There are many secondary schools in our country, and the number of schools are increasing each school year. However, we could not attempt to survey all secondary schools in the provinces of Kayanza, Rutana, Bujumbura, Ruyigi and Gitega.

Our investigation was limited to five secondary schools namely communal lycée of Rango, Rutana lycée, communal lycée of gikungu, and communal lycée of butaganzwa and communal lycée of nyabiraba respectively, because the means are insufficient and also the time is limited. In addition, all the schools selected have the section of arts.

III. 2. Research Population and Sampling

a.Research Population

In this research, the target people are the pupils of secondary schools at senior level and the teachers. The latter are involved because they are closer to the pupils much of the time. To mean that, they spend much time together with them. That is why the teachers of English in classes where the sampled pupils were selected automatically took part in the population.

Distribution of sampled pupils and teachers in the selected schools

Schools	Number of Teachers	Number of pupils	Number of sampled pupils
Communal lycée of Rango	1	34	30
Rutana lycée	1	45	39
Communal lycée of Gikungu	1	41	34
Communal lycée of Butaganzwa	1	45	39
Communal lycée of Nyabiraba	1	13	12
Total	5	178	154

b. Sampling Techniques

To get the target people, I chose randomly the schools which have the final year in first Arts form in the five provinces where I conducted a research. Those schools which are chosen were included in the study. In addition, in order to carry out our research and to collect the required data from students, we decided to distribute the questionnaire to all students, because the classes are not crowded. We have to know that a sampling based on a systematic selection would be difficult to deal with.

The approach that was used consisted in selecting the one hundred and fifty-four (154) students in all the schools. As far as the teachers of English in first form arts involved in the study, they had spent at least one year teaching in the class concerned. As results, we understand that a total number of five (5) teachers participated in the study.

III.3 Data Collection Procedures

We introduced ourselves first to the headmaster of the school and he send us to the teachers. Therefore, we meet the teachers to establish friendly relation and I inform them my goals.

We administered the questionnaire carefully where possible. There are some reasons which push us to deliver questionnaire physically to the subjects; such us to avoid the loss of questionnaire, to clarify some ambiguous items if there were any. Before the respondents worked on questionnaires, the latter were discussed and the questionnaires were collected immediately after the completion of the work. It may happen that the teacher was not available his/her questionnaires would be left to the headmaster or I was obliged to go back again in order to meet him. The teachers were expected to be serious and careful because it was during the period of examination.

After three weeks, I got back all the questionnaires either the teachers' questionnaires or learners' questionnaires.

III. 4. Difficulties Encountered

The realization of a study like this, could not be ended without any difficulty. The major problem that we faced during the realization of the study: firstly, the fact that when we want to distribute the questionnaires, it was during the period of the examination. Some teachers were not available at school. Therefore, the administration of the questionnaires was postponed to the following day, and the means are insufficient to run over the five provinces with all the needs of human being.

Secondly, we have no family in all the provinces where we conducted the research which means that the problems become very serious.

In addition, we want to attend the lessons of English in class, but it was impossible to assist the lesson in a classroom because it was during the period of examination. Moreover, almost of the schools are communal lycées to mean that students live in different and distant areas and it was difficult to assemble them because even when they were at school, they are busy with examination. Also the students came only on the day of exam. Another problem that I experienced was to get access to the research area since some schools are very far. It was too hard to get there.

According to the questionnaire, the pupils 'answers were so varied. It was difficult to guess why this or that pupil gave a different answer to the same question. This concerns the question that evaluates the possession of a school of teaching materials and equipment. All in all, this chapter is very instrumental to this work, as it has given us a picture of what the situation is in relation to our topic of research.

CHAPTER IV. DATA PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE FINDINGS

IV.1 Introduction

This chapter deals with the presentation and the analysis of the data collected from both teachers 'and learners' questionnaire. This chapter is divided into two main subtitles. The first subtitle, includes an analysis of the data collected, which deals with the presentation of the teachers' answers with its discussion, and the presentation of the data collected from the learners' questionnaire with also its interpretation and its discussion.

In second subtitle, I present the findings together from the analysis of the data under the research. After analyzing the data I interpret them in order to draw a conclusion. In addition, the present chapter permit the researcher to check the extent to which the data respond to the research questions.

IV. 2. Analysis of Teachers' Answers to the Questionnaire

In this section, we analyze and interpret the different answers given by the teachers. This analysis is divided into small parts such as the activities done by the teachers, the materials used in teaching the listening skill, the methodology used and techniques, and the constraints. These questions were asked in order to get information about the materials used by teachers to supplement the teachers' efforts; the emphasis was put on both quantity and quality.

Question 1: Do you teach listening comprehension (lessons) in your classroom?

Yes ☐ No ☐

Frequency of the teaching of listening comprehension

Answers	Frequency	%
Yes	2	40
No	3	60
Total	5	100

Reading the above table, we see that the majority of teachers don't teach the listening skill, three teachers out five or 60% of the teachers. The remain part, two teachers out of five, or 40% of them teach the listening skill. Therefore, we see that the majority of teachers are careless about the listening skill.

Question 2: What types of materials for teaching the listening skill do you use?

Radio ☐ television ☐ library ☐ telephone ☐

Frequency of materials used in teaching the listening skill

Answers	Frequency	%
Radio	0	0
Television	0	0
Library	2	40
Telephone	1	20
No material	2	40
Total	5	100

The above table shows us that the majority of teachers do not teach the listening skill, that is 40% of them. Some others say that they use the library to teach this skill, that is 40% of them and only one, that is, 20% of the teachers said that they use a telephone.

However, this question seems contradictory to the question one of the teachers' questionnaire, where three teachers said that they don't teach this skill but here, we find only two teachers.

Question 3: Choose the most important skill among four skills you know. Explain.

The most important skill among the four skills

Answers	Frequency	%
Speaking	4	80
Listening	0	0
Writing	1	20
Reading	0	0
Total	5	100

Through the reading of this table, we see that almost all of the teachers that are 80% of the teachers, to mean four of them showed that speaking is the only one which is very important among the four skills. The arguments for this question, they said that speaking helps both in class and in everyday life; it is also the speaking skill because the language which is not spoken is a dead language. However, this shows us that the teachers do not know how complementary are speaking and listening. Only one teacher, said that the writing skill is the most important because it serves many students at the same time.

Question 4. Which one of those skills do you find the most difficult to teach?

The most difficult skill to teach

Skills	Frequency	%
Speaking	0	0
Writing	0	0
Reading	0	0
Listening	5	100
Total	5	100

As the table showed all the teachers in the 5 sampled teachers to mean 100% argued that the most difficult skill to teach is listening. The results showed us that the teachers were motivated while teaching the listening comprehension because they have kept on mind that this skill is the most difficult. Therefore, many of the teachers don't teach this skill. As conclusion, if the listening becomes difficult to the teachers, the situation becomes more serious to learners.

Question 5: Do you have problems in teaching the listening skill?

Yes ☐ No ☐

If there are given some of them suggest the solution in order to solve them.

The problems encountered in teaching listening skill

Answers	Frequency	%
Yes	5	100
No	0	0
Total	5	100

According to the table, all the teachers have the problems about teaching listening skills. Some problems have been mentioned such as lack of sufficient materials and the shortage of time.

Therefore, the solutions may be to provide sufficient materials to teach listening and to give enough time for the same purpose. Another solution suggested is to familiarize students to English pronunciation and expressions. Apart from these problems, there are others which are the following:

First of all, the pupils do not understand the native speaker's accent. As results, the teachers have some problems to help their pupils to enjoy the listening and they discover that the listening is very difficult. Another problem is a high speed during a speech and different pronunciation and it becomes difficult to correct the ideas.

In addition, it becomes very difficult to get the purpose of the speech and the main idea. Therefore, the learners become irritated and fear and this leads to the failure in listening.

Question 6: Do you give some dictations while teaching?

Frequency of dictations while teaching

Answers	Frequency	%
Yes	3	60
No	2	40
Total	5	100

The table shows that three teachers out of five, that is 60%, give some dictations to their students. Others who remain to mean, two teachers out of five, that is 40%, didn't give the dictation to their students.

Question 7: How often do you practice your students in discussions, language games/ songs in classroom?

Never ☐ always ☐ sometimes ☐often ☐arely ☐

Frequency of practicing students in discussion, language games/songs in classroom.

Answers	Frequency	%
Never	0	0
Always	0	0
Sometimes	2	40
Often	1	20
Rarely	2	40
Total	5	100

This table shows that two teachers out of five, that is 40% of teachers said that they sometimes engage their students in discussions / language games and songs in classroom. Two others out of five that is, 40% of teachers said that they rarely engage their students in such activities, and one teacher out of five that is, 20% of teachers said that they often engage their students in those activities.

Question 8: Do you let the students express themselves in class or outside the classroom?

To answer this question, some of the teachers that are 3 teachers out of five to mean, 60% teach for only the examination. They add that during the classroom lessons, they are busy teaching grammar and other things related to the program. Besides, that they do not have the time to engage the students expressing themselves, because it consumes the time other two teachers out of five said that

they let the students express themselves in classroom sometimes and encourage them to express themselves outside the classroom.

Question 9: Do you think the listening comprehension course is given its right place in the teaching of the English language? If not, give some reasons why? Yes ☐ No ☐

The place of listening comprehension

Answers	Frequency	%
Yes	1	20
No	4	80
Total	5	100

As the table shows us, the listening comprehension course is not given its right place in the teaching of English in our country.

Almost all the teachers argued that is, four teachers out of five said that the lack of materials and the shortage of time hamper the process of teaching / learning listening comprehension.

In fact, this question was asked to find out whether the listening skill has its right place in teaching English in secondary school particularly and in the use of English in every day's life in general. The reason of teaching English is the communication in English. However, when we analyze the result we realize that the listening skill is not so much taken care of in our country. The reason is that in almost all of the schools you cannot find the tapes, radio, appropriate for the listening skill in secondary schools. This shows that the listening skill does not have its right place.

Question 10: In which skill do your learners find difficulties?

The skill found difficult by the learners

Skills	Frequency	%
Speaking	0	0
Writing	0	0
Listening	5	100
Reading	0	0
Total	5	100

As the table above shows us, all the teachers (the five) that are 100% argued that the learners find difficulties in listening skill. In addition, when we analyze the previous answers given by teachers, we can conclude that in listening, learners face difficulties because some teachers don't teach this skill.

Question 11: How many times do you have your students listen to a radio or cassette-player?

Always ☐ sometimes ☐ never ☐ rarely ☐

Frequency of listening to a radioset or a cassette-player by learners

Answers	Frequency	%
Always	0	0
Sometimes	0	0
Never	3	60
Rarely	2	40
Total	5	100

Considering the answers given by the teachers, variables which normally indicate that such activities are frequently dealt with have low scores (sometimes, always and rarely).

They all make 40% of the scores. But, we noticed that the greatest scores are attributed to never which make 60% of the scores. The results show that the activities that are likely to improve the abilities of pupils in English language communicatively are totally ignored. Even the table three shows that the speaking comes as one of the most important skill apart from writing and reading.

Question 12: What are the advantages of teaching listening skill?

By asking the question, I wanted to know whether teachers are interested while teaching the listening skill or not. The teachers answered that listening has many advantages such as to help the learners to listen to news, to train them to listen to different speakers including the native speakers. They went on saying that the listening skill has the advantages to develop students 'ability to understand the spoken English and to get information.

Learners may understand any speaker from any country or get the correct accent as pronounced by the native speaker. Listening also helps to increase their vocabulary in mind. Then, by listening hey get other vocabulary items and get the ability to speak fluently. In fact, the learners who are only used to their teacher's accent cannot understand a native speaker while speaking because the native speaker speaks fluently with a high speed. Listening is helpful in communication while travelling or in contact with native speakers. Therefore, the learner should be able to understand easily what they say and respond". This shows that listening skill has many advantages in many ways.

Question 13: What are your suggestion, as a teacher, in order to improve the teaching and learning of the listening skill in Burundi?

Regarding the above question, most of the respondents, that is, 80%, said that the ministry of education should give enough and update materials, to allocate sufficient time to the teaching of English in general and listening in particular.
In addition, listening comprehension cannot be in isolation, the same ministry should also provide enough books for the learners and teacher's guide. The students also must listen to emissions and news in English when they are at home in order to be familiarized with different accent and the teachers should do the best in order to put the students into practice in classroom activities which could improve listening. On the other hand, 20% of teachers claimed that it would be good to sensitize English teachers and learners the importance of listening. Also teachers have to know that teaching listening is not an easy task. Therefore they should know some strategies to teach it.
Another important factor which we cannot forget is the lack of electricity which affects almost communal secondary schools and this is a big issue as far as teaching of the listening comprehension is concerned. Therefore, the head of the schools should organize themselves in order to buy some materials which can replace the electricity. To mean that those materials can be used without electricity. Therefore, all the teachers will teach the listening comprehension.

IV.3 Analysis of Learners Answers to the Questionnaire

In this part, I will analyze and interpret the different answers given by the learners. It is divided into small part like for the teachers.

Question 1: Do you practice listening to tape recorder in order to develop listening skill?

Yes ☐ No ☐

The frequency of practice of tape recorder for improvement of listening skill

Answers	Frequency	%
Yes	40	25,97
No	114	74,02
Total	154	100

When we analyze the answers of this question, the table above shows us that only the small number of student practice listening to tape recorder that is 40 only pupils out of 154 which represent 25.97%. The majority of the student, 114 out 154 that is, 74.02 don't have recorders. We can realize that almost all of the pupils don't have the recorders to practice listening. Even the schools which have the supposed recorders are not appropriate and adequate.

Question 2: There are many materials to develop the listening skill. Which ones do you have at school?

Radio ☐ Television ☐ Library ☐ Telephone ☐

The frequency of materials used by learners for developing listening skill

Answers	Frequency	%
Radio	0	0
Television	0	0
Library	103	66.88
Telephone	0	0
No material	51	33.11
Total	154	100

The above table describes that 51 out 154 do not have any materials that is 33.11%. Even the remain part 103 Pupils out of 154 to mean 66.88% Said that they use library, it is not sufficient. We can say that the aural skill is not taught effectively, that shows us all the students in secondary schools never experience the voices of native speakers rather than their teachers 'voice or their classmates. Therefore, it is not understandable that the learners 'aural ability can be developed through the teachers 'voice when the latter himself have some challenges in this language and whose pronunciation is not always similar to that of a native speakers.

However, these answers seem contradictory to the answers of question two for the teacher where some teachers said that they use a telephone but, it is not far from the truth because even if they use the telephone, it is not the school's material. It is his own which means that there is no material at school.

Question 3: In English there are four skills. Which one do you find the most difficult?

Speaking ☐ Writing ☐ Listening ☐ Reading ☐

The most difficult skill for learners

Answers	Frequency	%
Speaking	60	38,96
Writing	29	18,83
Listening	53	34,41
Reading	12	7,79
Total	154	100

By asking such a question, the intention is to know whether listening is preferred or if learners are motivated to learn listening. But most of the learners as the table above shows said that the aural skill is very difficult.

The results are the following: speaking comes first with 60 learners out of 154. To mean, 38.96%; followed by the listening skill with 53 learners out of 154 that is, 34.41%. Those skills are complementary because you cannot listen if there is no one to speak to you and vice-versa.

Even if those skills are very useful in the language, the table indicates that those skills are very difficult to the learners when compared them to reading which takes 7.79% . To mean, 12 pupils out of 154 and writing which have 29 learners out of 154 to mean, 18.83% of the pupils.

Question 4: Is separation of speaking and listening comprehension skills helpful to the learners and speakers?

Yes ☐ No ☐ Why ☐

The complementarity of the speaking and the listening comprehension skills

Answers	Frequency	%
Yes	95	61.68
No	59	38.31
Total	154	100

As the table shows us, we see that the majority of the students answers positively 95 out of 154 to mean, 61.68% of pupils and only 59 out of 154 that is, 38.31 out of pupils answered negatively.

However, it is better to know that listening and speaking are complementary. Therefore, many learners do not know the complementarily of these skills. Then it is not helpful to make a separation of these two skills.

Question 5: Among those skills which one do you like the most? Why

Reading ☐ Writing ☐ Speaking ☐ Listening ☐

The most preferred skill by the learners

Answers	Frequency	%
Reading	42	27.27
Speaking	55	35.71
Writing	33	21.42
Listening	24	15.58
Total	154	100

Analyzing the table above, we find that skill 55 pupils out of 154 that is, 35.71% of the learners prefer most the speaking. Another skill which the learners like is reading. 42 pupils out of 154 that is, 27.27% of the pupils.

This shows that the learners do not know the complementarity of the speaking and listening. The fact that they like speaking is that this skill contributes to the self-expression in front of people including native speaker. Also, they prefer reading because to read a newspaper or story and books in English is enjoyable. Behind speaking and reading, writing is preferred by 33 learners that is 21.42% of the pupils, and finally comes listening 24 pupils out of 154 that is, 15.58% and this shows us how listening is not preferred by the pupils the fact that it comes in the final position.

Question 6: In the English course, there are many activities; which one of the following does the teacher prioritize?

Learning grammar ☐ Listening comprehension ☐

Learning vocabulary ☐ Speaking practice ☐

The activities prioritized by the teachers

Answers	Frequency	%
Learning grammar	67	43.50
Learning vocabulary	35	22.72
Listening comprehension	16	10.38
Speaking practice	36	23.37
Total	154	100

The above table shows us that learning grammar has a high score than other activities, and the fact that grammar plays a large part in the national examination, that is why this activity is emphasized.

Therefore, 67 learners out of 154 that is, 43.50% of them have the emphasis in such activity. Other more respondents said that speaking practice is emphasized, 36 learners out of 154 that is, 23.27% of them.

The next high score is 22.72% of learners that is, 35 out of 154 who find that the activities are dominated by learning vocabulary while only 16 out of 154, that is, 10.38% said that listening activity is favored by teachers. By analyzing the results given, we realize that the speech work is not given great emphasis. In addition, we were not expecting the grammar to be given much importance in the above table. Surprisingly enough, the listening and speaking which help many learners to become communicatively proficient are almost ignored.

Question 7: When the teacher read a text for you, do you understand what he means?

Yes ☐ No ☐

Frequency of understanding of the text when listening

Answers	Frequency	%
Yes	21	13.63
No	133	86.36
Total	154	100

As far as the above question is concerned, almost all of the students said that they do not understand what is said or read by the teacher because of the lack of vocabulary. Therefore, it is important to know that what is said does not entail to know word by word. It is the teacher who has to tell to the learners that they should not expect to achieve 100% comprehension and that they will not fail if they do not get all the words Ngendahayo (2009) said:" if I understand the whole, I don't need to understand all parts rather than I must understand everything otherwise I can understand nothing."

This quotation means that if a student finds an unfamiliar word by the time, the pupils fail to understand the whole meaning of the sentence because of the panic and fear in him or her. Therefore there is no continuation of the listening process.

In nutshell, partial understanding of a language is better and is expected to the learners. This is encouraged to the teachers to teach the pupils and this may lead to a successful teaching of listening comprehension skill.

Question 8: Do you have a library at school?

Yes ☐ No ☐

Frequency of answers of the learners who have library at school

Answers	Frequency	%
Yes	112	72.72
No	42	27.27
Total	154	100

The result from the above table reveal that 112 pupils out of 154 that is, 72.72% of the pupils possess the library at school. But, to have a library does not entail necessarily listening to English because most of the books which are in the library are not used. It may help some students but not all of them. There are even some schools which do not have the library. The answers from the table showed us that 42out of 154, that is, 27.27 of pupils do not have library.

Question 9: Do you follow the news program in English on TV or radio at home?

The frequency of listening to the news by the learners

Answers	Frequency	%
Yes	30	19.48
No	124	80.51
Total	154	100

This table shows that the majority of the informants, 124 pupils out of 154, that is 80.51%, do not listen to news program at home. Only 30 pupils out of 154 that is 19.48%, gave the positive answer to the question. Those who do not listen to the news, maybe they do not have the radio or they are not interested by the English language or the factors.

However, the radio or television can be used effectively in the English as foreign language to provide a much needed language practice. We can say that it allows authentic language practice.

Question 10: Do you have enough books in your class? How many students do they share a book?

The availability of books in the classroom

Answers	Frequency	%
One for each pupil	0	0
One for two pupils	39	25.32
One for three pupils	34	22.07
One for more than three pupils	39	25.32
Any book for pupils	42	27.27
Total	154	100

By analyzing the answer given by the pupils, we notice that no one has the individual book. We say that most of pupils (76.68%) share one book with three or more pupils.

In fact, 39 pupils out of 154, that is 25.32%, share their book with another classmate to mean one book is shared by two pupils and this is normal. But when we look into the remaining variables, the situation is very deplorable. For instance, 34 pupils, that is 22.07% of the informants, share one book in the group of three while 39 pupils, that is 25.32% , share one book in a group of more than three pupils and the big issue is that there are some schools where there are no books. Therefore, before studying, the pupils use the book of the teacher and copy all the exercises and texts which is the waste of time. This is the big part of pupils which represent 42 pupils out of 154 that is, 27.27%.We know that most of the schools in our return home after classes, therefore, to share one book is not an easy task because not all of them live near one another and this makes learning difficult.

Haycraft (1979) asserts: "psychologically, a text book is important to student. It is something concrete that gives a measure of progress and achievement as lessons are completed one by one until finally the book is finished." This quotation shows us that the lack of textbooks affect negatively the learning of English language.

Question 11: What can you suggest in order to develop the teaching and the learning of the listening comprehension skill in Burundi?

Most of the students said that when the teacher is speaking they don't understand his language because of the lack of vocabulary; therefore, the teacher should try to explain in the language they understand, that is, French.
They added that the government should increase the materials such as course books, radio, and to give enough time to learn English since it is very important.
It is important to know that some students didn't say anything about what can be done to develop teaching and learning of the listening comprehension skill of English. Other learners proposed that the government should change the English program in Burundi.

IV.4 Summary of the findings

After examining the findings from both questionnaires, that is, the teachers' and learners' questionnaires, it is now time to summarize all the data got from these findings. We have realized that the listening skill is not appropriately leant and taught.

The results from the teachers' questionnaire showed that the teachers were using techniques which are not appropriate for the effective teaching of listening comprehension.

As it has been mentioned earlier, the effective teaching or learning of the listening comprehension skill should allow students to be exposed to a range of accents including the native speaker's pronunciation.

Contrary to the above, it was revealed that none of the teachers were teaching the listening comprehension skill through the radio, cassette, video, and other materials similar.

In addition, the research showed us that 60% of the teachers do not organize listening comprehension in the classroom. Indeed, activities such as debate/ discussions, games, drama and songs which are good to promote the students 'ability to use the language effectively in the classroom are totally ignored. The listening skill was totally ignored because most of teachers teach for a purpose to mean the examination only; because the listening is not a part of examination therefore it is not taught.

According to the learners' questionnaire, the researcher realized that the majority of teachers were emphasizing only learning grammar, that is, 43, 50% of learners.

We can say that this is true because when you analyze all the examinations including national ones they are mostly centered on grammatical rules. Moreover, the research showed us that almost all of the secondary schools do not have the equipment that might facilitate or encourage teaching of the listening comprehension, the fact that some teachers do not have even the teacher's guide. Also, the research showed us that in all schools we conducted a study, there was no radio whereas the best way to develop the aural ability is to be exposed to varied voices D Byrne asserts: "They need, (...), listening comprehension program which will expose them to suitably varied models of natural speech and this program should start as early as possible in the language course."

In the light of this quotation, learners' ability to understand needs the practice either in speaking or listening. It means that the pupils should be taught to listen as where as to speak; Audio-materials like radio and tapes are necessarily to be used, since they are very important for the development of the aural ability.

Therefore, this is very necessary because our country is not more exposed to native speakers. Furthermore, the lack of books for learners was observed, we saw that three or more learners were sharing only one book and the majority of them do not have a book to take home. Therefore, both teachers and learners suggested that they should be provided with materials which can be helpful and promote the effective teaching and learning of the English language. We can mention that it would be beneficial to the teachers of English to get the recent methods of English through seminars and other resources, since we saw a small number of teachers really teach the listening skill through listening activities in the classroom.

Finally, it was found that some pupils were not motivated to improve the listening skill because many of them said that the listening skill is the most difficult, and even the teacher argued to that.

As we have already said, most of the schools are day schools. Therefore, when the students arrived at home they were obliged to help their parents in the household activities instead of studying, and others were occupied with other activities in order to get all needs such as pedagogical materials school fees, uniform, etc. Therefore, the learners lack time to prepare lessons. Also, after the courses, there was no contact with teachers, who could advise them and guide them in organizing school or outdoor activities. According to the teachers, most of them go back in their families where they live and we realize that they work in bad conditions because they have no electricity, dictionaries, etc and it becomes difficult to prepare the listening lessons. Therefore, most of them abandon these lessons because they are powerless.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

V.1. Introduction

The main purpose of this work was to analyze all the: **"factors hindering the teaching and learning of the listening skill in secondary schools."**, and then suggested some techniques that could be used in order to improve the teaching and learning of that skill. In this chapter, we are going to remind our readers about the main parts that make up this work. Therefore, a final conclusion on the findings is presented and some recommendations are formulated.

V.2. General Conclusion

This work was divided into five chapters, which were also subdivided into sections and subsections. The first chapter which was the general introduction, I explained the reasons which pushed me to work on this skill and tried not only to discover some factors that hinder the learning and teaching of the listening skill in the first form arts but also to check their causes as well as to find some solutions. The first chapter also deals with the background of the study, the statement of the problem, the significance of the study, the scope and delimitation, research questions, statement of hypotheses, and the structure of the work.

The second chapter which was review of related literature survey different works that talk about listening skill and those which have been written on the factors and problems encountered by both teachers and learners while teaching and learning the listening in the English language. This chapter also deals with the factors influencing successful teaching/learning of listening comprehension. The aim of the chapter three was to show the methodology and technique we used in collecting the data from teachers and learners as informants.

The areas of the study were five provinces of Burundi, where five secondary schools were selected. The teachers and pupils of the first form arts were to target population. The instruments used to collect the data were teachers' and learners questionnaire.

The forth chapter dealt with the presentation and interpretation of the results obtained. The analysis of the data collected gave significant information about some factors that hinder a good teaching and learning of the listening in the English language. At the end of this chapter we are going to see if the hypotheses stated in the first chapter were proved true or not.

The first hypothesis was that the course books and other resources are not sufficient for an effective teaching and learning of listening skill. Findings have demonstrated that many learners do not have course books even the teachers do not have the teachers' guide. The arguments for this question are the following: Thy said that three or more learners shared a given book, therefore none have the individual book, because almost all of the schools are day schools where students go back home after class and not all of them live near one another. Therefore, to share a given book became difficult.

In addition, the second hypothesis is true for the fact that the research has revealed that a great majority of teachers do not organize any listening comprehension lessons in the classroom. This is true because all forms of examinations are written ones. We can say that the listening skill is neglected for the fact that most of teachers spend most of, the time teaching the structure rules of language grammar. We know that oral practice emphasized speaking and listening but these skills are given little time. In addition, reading and oral expression are the most desired skills by the learners. It is remarkable that the learners are not exposed to many and varied listening activities.

The hypothesis stating that the teachers do not use methods that encourage students to practice the listening skill is true by the fact that students are not exposed to many and varied listening activities.

In addition, the research showed us that the teachers who deal with listening comprehension in the classroom are teaching this skill through reading some texts aloud. When we examine the answers given by both the pupils and learners, no one was reported to teach using radio or tape recorders.

The third hypothesis stated that the students are not motivated to improve their listening skills outside the classroom. Because the majority of students, lack materials such as radiosets, tapes and television while the latter helps to develop the listening skill in many ways since the listener sees the speaker face to face making gestures and this may help to understand what is said. When the researcher examines the answers given by the learners, he sees that the majority of the students did not follow the English news programs on the radio or television, may be, they were busy with the household activities or they were not interested in English language because they did not understand.

Fourth, the study revealed that the elements which bring about the successful teaching of listening comprehension were missing in most schools. When we consider, the teachers' motivation to teach this skill is very low.

In addition, the lack of pupils' books was given through pupils' answers and suggestions were made by pupils deploring lack of pupils' book, reading book, and other materials. Therefore, the hypothesis which stated that the teaching materials used by the teachers do not permit the students to progress in listening is true.

V.3. Recommendations

After a careful analysis of the factors that hinder a good teaching and learning of the listening skill in first Arts form, the researcher prefers it is to make recommendations to teachers, learners, the government, as well as to the future researchers.

- **To the teachers**

As we know, English language is taught as a foreign language in Burundi in general and in secondary schools in particular. For this reason, teachers should consider the level of their learners and select the listening activities which are appropriate to the level of the learners since listening is not an easy task. The pupils should have fear and hate this skill if they have a bad beginning. That is, that if they begin to listen to materials which are not appropriate to their level. Therefore, teachers should have to know how to choose the materials to use. In addition, teachers should know the purpose their lessons.

The listening skill is not an easy task. Therefore, teachers have to make a great effort to like the listening skill themselves, because the questions which were asked such as "which one of the four skills do you find the most difficult to teach?" We want to know if teachers really like listening. Then, if this skill seem difficult to the teachers, how about the learners? Therefore, the teacher should feel that he has a big task to remove the fear and anxiety.

The teachers should identify all the needs of their learners and should have to encourage them to be interested and to be regular and on time in each lesson. The teachers should also teach the listening comprehension skill following the different stages stated in the first chapter of this work. When they respect these rules and follow them, there will be of great help in improving of the listening comprehension skill in the learners.

- **To the learners**

The learners have to know the following: As they need to speak the language, they also have to understand and react to what has been said to them. They should know that speaking completes listening and vice-versa. To mean that they cannot speak without listening to one another. Therefore, listening and speaking should be given an equal importance by both teachers and learners in the learning and teaching process of English language.

In addition, the pupils have to feel at case while learning the listening comprehension skill and should not consider that skill as the most difficult skill and discourage themselves. The learners should clean in mind that the listening skill is the most difficult one because this leads to the failure in listening comprehension. The learners should also keep in mind that the pronunciation of a native speaker is different from their teachers therefore as they are many different accents namely British, American, African, Indian, and so on, then, learners should pay attention to what is being said.

- **To the government**

As far as the government is concerned, via the ministry of primary and secondary schools should change the manner of teaching English language, should encourage teachers and equip secondary schools with enough up dated materials such as radio, tapes, etc, in order to satisfy all the learners' needs. Some seminars, conferences and course should be promoted to enable language teachers of secondary schools to discuss all the factors hindering the appropriate method of teaching and learning and how to avoid these factors.

The government should also encourage the teachers to integrate the four skills in the teaching process, even the examinations the oral examination should take part.

In addition to this, the government should also provide all secondary schools with electricity because the teachers will be unable to use a radio to other materials without electricity. Also, according to the tapes, the government should provide the tapes with a variety of accents. These strategies have to be advised by teacher. There is no doubt that the learners listening skill will progressively be developed.

BIBLIOGRAPHY

1. **Published works**

2. Anderson A. and Lynch (1988) *What is Listening Comprehension?* Oxford: Oxford University Press.
3. Anderson A. and Lynch T. (1988) *Listening*. Oxford: Oxford University Press.
4. Barnett and Alii (1968) *Success with English*: Teacher's handbook. London: Penguin Books.
5. Byrne (1976) *Teaching oral English*. London. Longman.
6. Cunningsworth, A. (1984) *Evaluation and selected EFL Teaching Materials*. London: Heinemann.
7. Ellis. R & Tomlinson, B (1980), *Teaching Secondary English. A Guide to the Teaching of English as a second language*. London: Longman.
8. Farrant, J.S (1980) *Principles and practices of Education*. Singapore: Longman.
9. Field John (1983) *Listening comprehension*. London, Longman.
10. Grant N. (1987) *Making the most of your text book*. London: Longman.
11. Harmer, J. (1992) *The practice of English language teaching*. London: Longman.
12. Haycraft (1978) *An introduction to English Language Teaching*. London: Longman.
13. Jackson (1982) *Analyzing English*: An introduction to descriptive Linguistics. Oxford: New york.
14. Kennedy Chris and Rod Bolitho (1984) *English for specific purposes*, London, Macmillan.
15. Lynch T. (1983) *Study Listening understanding lectures and Talks in English*. Cambridge: Cambridge University Press.

16.Mills, H.R. (1972) *Teaching and Training. A handbook of Instructors.* London and Basing stoke: Macmillan.

17.Nida, E.A. (1957) *Learning and Foreign Language*: London Longman.

18.Richards J.C (1985), *the context of language teaching.* Cambridge: Cambridge University press.

19.Rivers, W.M. (1968) *Teaching Foreign Language skills.* Chicago: Cambridge University Press.

20.Underwood M. (1989) *Teaching Listening.* New york: Longman.

21.Ur. P (1984), *Teaching listening comprehension.* Cambridge: Cambridge University Press.

22. Vallette M. (1967) *Modern Language Testing.* London: Longman.

23.Van Els, T., Bongaerts, T., Extra, G.; Van Os, C. and Van Dietan, A.M.J (1984) *Applied linguistics in the learning and teaching of Foreign languages.*

24.Verderber F. (1988) *Speech for Effective Communication.* Austin: Holt, Rinehart and Winston.

25.Wilkins, D.A. (1977) *Linguistics in Language Teaching.* London: Edward Arnold.

26.Wittich, W.A & Schuller, C.F. (1962) *Audiovisual materials. Their nature and use.* New York: Harperand Row.

27.Wright A (1984) *Games for Language Learning.* New york: Cambridge University Press.

2. Unpublished works

1. Barindogo. D (1994) *Classroom Management in Burundi,* unpublished B.A, Thesis university of Burundi.
2. Elphick, D. (1991) *"Developing language skills"* Unpublished seminar paper. Kampala.

3. Semahoro, ER (1993) " *The improvement of English Language Through the action aid MITYANA project Education support programmes A case study"* M.Ed Dissertation Kampala, Makerere University.
4. Whu zhiquian (1992), *The effect of teaching professional background and methods on effective teaching of Listening Comprehension in selected secondly schools in central Uganda.* Unpublished thesis (M.Ed) Kampala: Makerere University.

APPENDICES

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

Dear Teacher;

I am a research student at the University of Burundi; and I am writing this in order to request you to help me in doing a survey that will provide some data to write my University thesis entitled ***"Factors hindering the teaching and learning of the listening skill in secondary schools".***

That is why I administer this questionnaire to you in order to ask you for contribution to completion of this study since you are among the ones who improve the teaching of English language in Burundi.

If your answers are objective; this questionnaire will be vital to the completion of my work and I would be grateful if you will answer as sincerely and clearly as possible.

Thank you for whatever answers you will provide for each question.

Yours faithfully,
Aimable Ndayizeye

Teacher's questionnaire

I. Identity of the respondent

School: .....

II. Notice

- Be honest
- Do not put your name on the questionnaire
- Choose the right answer where there are many

III. Questions

1. Do you teach listening comprehension (lessons) in your classroom?

   Yes☐ No ☐

2. What types of materials for teaching listening skill do you use?

   Radio ☐ Television ☐ Library ☐ Telephone ☐

3. Choose the most important skill among four skills you know and say why.

   .....

4. Which one of those skills do you find most difficult to teach?

   .....

5. Do you have problems in teaching the listening skill?

   Yes ☐ No ☐

   If there are give some of them and suggest the solution in order to solve them

   .....

6. Do you give some dictations to your students while teaching?

   Yes ☐ No ☐

7. How often do you practise your students in discussion, language games/songs in class?

   Never ☐ always ☐ sometimes ☐ often ☐ rarely ☐

8. Do you let the students express themselves in class or outside the classroom?

   .....

9. Do you think that the listening comprehension course is given its right place in the teaching of English language? If no, give the reasons why?

.....

10. In which skill do your learners find difficulties?

11. How many times do you have your student listen to a radio or cassette-player?

Always ☐ sometimes ☐ never ☐ rarely ☐

12. What are the advantages of teaching the listening skill?

.....

13. What are your suggestions, as a teacher, in order to improve the teaching and learning the listening skill in Burundi?

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

Dear learners,

I am a student at the University of Burundi and for the time being I am carrying out a research on Listening comprehension.

The following is a questionnaire designed for students of 1st Arts form. It aims to investigate the factors which hinder a good comprehension of Listening skill encountered by learners and the possible solutions to them.

You could objectively answer the following questionnaire; it is very vital to the completion of my study which is entitled ***"Factors hindering the teaching and learning of the listening skill in secondary schools".***

I promise that the answers you will give will only be used for the realization of this work and request you not to mention your name on the questionnaire to preserve the anonymity.

Thank you for your cooperation

Yours faithfully
Aimable NDAYIZEYE

Learners' questionnaire

I. Identity of the respondent

Class: .....

School: .....

II. Notice

- ❖ Be honest and free to answer the questions
- ❖ Do not mention your name on the questionnaire
- ❖ Choose the right answer where there are many.

III. Questions

1. Do you practise listening to tape recorder in order to develop listening skill?
   Yes ☐ No ☐
2. There are many materials to develop listening skill. Which one do you have at school?
   Radio ☐ Television ☐ Library ☐ Telephone ☐
3. In English, there are four skills. Which one do you find the most difficult?
   Speaking ☐ Listening ☐ Writing ☐ Reading ☐
4. Is separation of speaking and listening comprehension skills helpful to the learners and speakers?
   Yes ☐ No ☐ Why?
   .....
   .....
5. Among those skills which one do you like the most?
   Reading ☐ writing ☐ speaking ☐ listening ☐
6. In English course, there are many activities, which are of the following does the teacher give priority?

Learning grammar ☐ Listening comprehension ☐

Learning vocabulary ☐ Speaking practice ☐

7. When a teacher read a text for you, do you understand what he means?

   Yes ☐ No ☐

   If no what are the kind problems do you meet?

   .....

8. Do you have the library at school?

   Yes ☐ No ☐

9. Do you fallow the news programme in English on T.V or radio at home?

   Yes ☐ No ☐

10. Do you have enough books in your class? How many students share a given book?

    .....

11. What can you suggest in order to develop the teaching and learning of the listening comprehension skill in Burundi

    .....