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School environment as a factor affecting performance in the english language : a study conducted in selected secondary schools of Rumonge commune and Bujumbura city

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UNIVERSITIY OF BURUNDI

INSTITUTE FOR APPLIED PEDAGOGY

ENGLISH-KIRUNDI DEPARTMENT

SCHOOL ENVIRONMENT AS A FACTOR AFFECTING PERFORMANCE IN THE ENGLISH LANGUAGE: A STUDY CONDUCTED IN SELECTED SECONDARY SCHOOLS OF RUMONGE COMMUNE AND BUJUMBURA CITY

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

BUJUMBURA, July, 2016

DEDICATION

In the memory of my late father;
To my dear Mother;
To my dear wife;
To my baby;
To my aunts and uncles;
To my sisters and brothers;
To my cousins and other relatives;
To my classmates and friends;
And those I hold dear in my heart

I warmly dedicate this work.

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The completion of this work urges me to express my sincere gratitude to a number of persons.

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Fourth, I deeply thank the teachers and learners who willingly helped me to collect data for the present research.

Last not least, my warm gratitude goes to my classmates, friends and anyone who might have contributed, in one way or another to the completion of this work.

May all the above people accept my deepest gratitude through this modest fruit of my first step in research.

ACRONYMS AND ABBREVIATIONS

B.A : Bachelors of Arts
B.B.C : British Broadcasting Corporation.
B.E.PE.S : Bureau d'Etudes des Programmes de l'Enseignement Secondaire.
C.D.A : Curriculum Development Agency
E.A.C : Easter Africa Community.
E.F.L : English as Foreign Language.
E.N.S : Ecole Normal Supérieur
E.S.L : English as a Second Language.
I.A.P : Institute for Applied Pedagogy.
L2 : Second language
N.G.O : Non Governmental Organization.
Nr : Number
S.E.S : Socio-economic Status.
T.V : Television
U.S.A : United State of America.
V.O.A : Voice of America.

ABSTRACT

The aim of this study is to examine how school environment influences students' academic performance. The main objective of the study is to analyze how school facilities, teachers, and environment significantly affect secondary schools students' academic performance in Rumonge and Bujumbura city. Descriptive survey research design was used in which data from 132 respondents were collected using Self-administered questionnaire from10 selected secondary schools. Stratified and random sampling techniques were used to sample schools and learners. The data was analyzed using quantitative and qualitative analyses .The result of the study indicated that students from schools with adequate facilities, good teachers and favourable environment perform well than those from schools with fewer facilities, unqualified teachers and the less enabling environment. Finally, recommendations were given to students, teachers, policy makers and further researchers.

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CHAPTER I. GENERAL INTRODUCTION

I.0. Introduction

The aim of this study is to examine how the school environment can promote or hamper the English teaching-learning process and then propose a favourable school environment suitable for the English language learning.
Burundi being a member of the E.A.C., people have begun to learn English for various purposes but it is not easy for them to fulfil their dream. The English as a foreign language (E.F.L) introduced in our education system, becomes very difficult for learners. So ways for improving the learners' use of the English language are sought. The new wave of enthusiasm for the English language learning pushed us to carry out a research on how to create good school environment for the English language learning. In this climate of opportunity: "What shall we do in our classes today?" It is generally shown that students who are learning in a good school environment perform better rather than those in the poor one. This chapter focuses on the following: background to the study, objective of the study, statement of the problem, purpose of the study, research question, research hypotheses, motivation and significance of the study, scope and delimitation of the study, and definitions of some key terms.

I.1. Background to the study

Worldwide education plays a very important role in the development of countries. Our country cannot be an exception to the rule.
As far as the English language is concerned, it was introduced in Burundi education system in secondary schools in 1959 but nowadays it is taught even in primary schools. Nowadays, English language has gained an important place all over the world. It is the language used especially in communication and trade without forgetting education. The major reason that pushed Burundi to introduce the English language in its education system is that the English language has become an international language. Another reason today is that the English language is spoken in the neighbouring countries and also Burundi is a member of East African Community (E.A.C) where that language is the main tool of communication.

Burundi is among the poorest countries, where many sectors are not well functioning and education is also affected. By implication an unfavourable learning-teaching environment is established in Burundi schools. The school environment under study plays a preponderant role in the teaching and learning. When we have an effective learning-teaching environment this will create a motivating atmosphere for the learners. The school environment is one of most important factors affecting success or failure. Not only in Burundi but also in other countries, even if the education system is the same for all students, the tendency is that they perform differently. This can be seen from the result learners have at school. Then, there are some factors that explain such a difference within their performance, among them school environment is the base.

Since English seems likely to occupy an increasingly prominent place in international communication, people in Burundi in general and pupils in particular are motivated, but the problem is that the country does not offer a suitable school learning-teaching environment i.e. schools are not well equipped, with no up-to-date teaching materials, teachers are not well paid and this results in endless strikes. This creates then unfavourable school environment consequently the source of failure or poor performance among pupils in English language. As a matter of fact, the issue of "failure" or "success" in the learning process could be generated by different parameters. This work will focus on the role of the socio-environmental factor. Therefore, "success" in the English language learning depends on the conditions in which the learner is while studying i.e. school environment. Then to create a positive learning-teaching environment is not an easy task.

A positive school environment is characterized by strong administrative leadership, high expectation for student's achievement, appropriate curricula and instruction, a safe and orderly environment, systematic evaluation of students progress and shared decision making, motivated teachers and motivating activities at school, generally good collaboration between administrators, teachers, pupils and effectively with parents. It may also include the pupils and teachers socio-economic conditions.
The school environment plays a dominant role since it can generate "failure" when the school environment is unfavourable for the learning-teaching process.

I.2. Statement of the problem

This study intends to investigate whether the school environment may influence negatively or positively in the learning-teaching process of the English language.

As it is known, that aim of education in general is to provide learners with skills, techniques, attitudes, information necessary in their daily life. To achieve this goal is so demanding and it involves a number of factors that may play a very important role. Among which "school environment" plays a preponderant role in enhancing or hindering the teaching-learning process.

In brief, this study tries to identify the factors that can be the source of "success" or the cause of "failure" in the teaching-learning process. Decision makers can take into account those factors in order to improve school environment for a better learning-teaching outcome.

I.3. Purpose of the Study

This work aims at showing to what extent the school environment can promote or hinder the learners' performance in English and identifying also the factors affecting English language teaching-learning process in some selected secondary school as stated earlier.

This research intends to investigate ten extent to which school performance in English may differ according to the school environment in which the learning-teaching of English language is conducted.

I.4. Research questions

In carrying out this scientific study, the questions below helped the researcher to shed light on the problem stated above.

1. Is socioeconomic status (S.E.S) one of main factors that enhances or handicaps achievement in the learning of English?
2. Do Burundian decision maker provide enough qualified teachers and adequate teaching materials?
3. To what extent do attitude and motivation contribute to create a good language learning and teaching environment

I.5. Research hypotheses

1. Socio-economic status (S.E.S) is one of main factors that enhances or handicaps achievement in the learning of English.

2. Burundi decision makers do not provide enough qualified teachers and adequate teaching materials
3. Attitude and motivation contribute largely for creating a good language learning and teaching environment.

I.6. Motivation of the Study

The choice of this topic was motivated by one important reason: my experience as a trainee teacher at Scheppers Lycée of Nyakabiga and a former teacher at Nyamibu Lycée in Rumonge Commune. These two cases gave me a good opportunity to notice that there was a big difference in the learners' performance in English language from the two schools. The conditions in which the students of Scheppers Lycée were studing in were relatively good; creating a suitable school environment consequently the performance in English language became good. Most students in this Lycée live at school i.e. a boarding school. On the Contrary Nyamibu Lycée, all students live in their families among which so many of them have a low socio-economic background and this creates an unfavourable environment consequently poor performance in English language. The results that students got at Scheppers Lycée were good whereas they were poor at Nyamibu Lycée. Then I found it interesting to conduct a study to investigate about factors that contribute to these observed differences.

I.7. Significance of the Study

This study is very significant in the sense that it may help in the improvement of the education system in the country and the finding may influence a wide range of people. The findings may also be useful for policymakers in the sense that it will help them to find suitable solutions to the problems identified. In addition, the findings of this study may sensitize the headmasters to create a favourable learning environment in their school.

Briefly, this study is significant, it deals with the linkage of the school environment with performance in English language learning and teaching. So, school environment is the most important factor to explain learners' "success" or their "failure" in their education process.

I.8. Scope and delimitation

The present study was conducted in two different areas that are Rumonge Commune and Bujumbura City. At this stage, it is obvious that these areas are located in two different environments. The reason behind the choice of the two different areas is that the living condition of the population within the two areas is relatively different. Consequently, people within the two places have a different socio-economic status, schools are not equipped or built in the same way; teachers' qualifications in Bujumbura are high but in Rumonge Commune there are so many unqualified teachers consequently poor performance may be observed in schools.
The population under study is from 1st Arts form from specific schools namely: Lycée de la convivialité de Kanyosha, Lycée du Lac Tanganyika, Lycee Municipal Rohero, Lycée Scheppers de Nyakabiga, Lycée de l'Hummanité, from Bujumbura City on the one hand, and Lycée communal de Nyamibu, Lycée de Rumonge, Lycée Communal de Minago, Lycée Communal d'Iteba ,Lycee Etoile de Rumonge from Rumonge , on the other hand.

I.9. Definition of key terms

1. School environment

Stephenson community council(2013:10) suggested that a school environment is an essential component of a student's life. School have responsibility to provide students with a safe environment in which to develop academically, emotionally, and behaviourally while at the same time develop relationship with others

2. Performance

According to the *Oxford Advanced Learners' Dictionary*, the word "performance" is defined as "*how well or badly you do something or how well or badly something works*".
In short, performance in a language is how a person does rather than knows in using the language in the communication process.

3. Socio-economic status

According to Woolfalk (2004:157), socio-economic status refers to a relative standing in the society based on the income, background and prestige. This may affect learners especially language learners depending on their social background.

4. Motivation

The learner's motivation is crucial in language learning. Gardner and Lambert (1972) quoted by Brown (1994:167) defined motivation as a construct made up of certain attitudes. Gardner and Lambert cited by Arnold (1984:115) appear to consider attitude and motivation as one complex of factors related to achievement language learning.
Gardner (1979:205) says: "(...) *the motivation to learn a second language has been conceptualized as a combination of positive attitude (desire) to learn the language and effort expended in the direction*".
He adds that attitude and motivation have usually been lumped together into a cluster of factors which were held jointly responsible for relative "success" or "failure" in L2 learning.
This explanation leads to define motivation as an inner driver or desire that moves one individual to a particular action. That is the driving force that pushes one individual to perform a particular task.

I.10. Conclusion

The introductory chapter was concerned with the general introduction, background to the study, statement of the problem, purpose of the study, research questions, research hypotheses, motivation of the study, significance of the study, scope and delimitation of the study and the operational definitions used in this research. The following chapter deals with the available literature related to the topic under study.

CHAPTER II: LITERATURE REVIEW

II.0. Introduction

This chapter presents some literature related to the topic under study. As anybody knows the teaching-learning of English like any other subject demands both the teachers' and learners' efforts and cooperation between them. The former are involved in the teaching-learning process because they are the first to be responsible for setting learning environment and consequently the achievement can be either negative or positive. This is observed when the teacher is aggressive and shouts at his learners, the latter will show less interest in learning. They will not follow very well the teaching process as needed. But when the teacher creates a good learning environment, shows interest in the learners' performance, pupils will be motivated to learn. That is what I can call "a welcoming school environment". Therefore, this chapter aims at reviewing and evaluating what other researchers have written on the learners' performance in language and what are the most influential factors in the process.

II.1.What is an effective school environment?

"An effective school environment" is an essential component of a good student's life. The school has the responsibility to provide students with a "safe environment" in which to develop academically, emotionally and behaviourally while at the same time developing relationships with others.
What every student wants and needs to thrive in a school environment is:

1. Stability
2. Structure
3. Safe haven/environment
4. Limitation and boundaries
5. Respect

It is important to foster a learning environment in which students feel safe, relaxed and willing to take risks, especially for learners who may have had negative experiences in traditional classroom environments. Students often describe supportive learning and enhancing their self-esteem, which when combined with increased literacy skills, help students takes chances in pursuing their goals.

How to create a supportive learning environment in our schools?

Scholars have done related studies and provide valuable information that may be applied to Burundi Education System.

Duncan and Brooks (2000:71) argue that high quality care enhances cognitive and social development. They continue saying that other research has focussed on the home and neighbourhood resources such as books, computers, libraries, trips, museums and so on. These homes and neighbourhood resources seem to have the greatest impact during the summer before students enter school.

In addition, Alexander and Olson (1997:108) found that low socio-economic and high socio-economic students made comparative gains in reading and in mathematics when schools are opened, but the low socio-economic students continue to improve academically.

This situation is the same even in Burundi even if there is no rule without exception. Students from high socio-economic status background take much time working academically during holidays whereas those from low socio-economic background are not. Sometimes, they are busy with their farms, watching cows or working in the household.

Even though, not all the low income families lack resources. Many of these families provide rich learning environment for their children. This idea is sustained by Marrow (1983:76) when he says:

> "*When parents of any socio-economic status level support and encourage their children by providing books and educational toys, taking the children to the library, providing time and space for learning. The children become better, more enthusiastic readers*".

Even if parents are not powerful economically, their encouragement plays a preponderant role in the learning process.

Jencks, as quoted by Broocock (1980:17) estimates that the environment is close to one half of variation in education attainment, regarding parents' encouragement and its influence on children's attitudes towards education. Broocock says:

> *"There is a difference among families in their evaluation of achievement. Most of children and their parents value success and recognize formal education as important. What differ are the life goals and strategies for reaching them. Parents of school achievers not only expect more and more but also communicate this to their children and they teach them the behaviour needed to fulfil their expectations".*

Keeping in mind that families equally value achievement as important, this scientific study intends to investigate on the various patterns of language performance among different home environments. That is why the research was conducted in two different settings thinking that the home environment of the students in Rumonge and Bujumbura city is relatively different. So many Rumonge families do not have electricity, they do not eat enough and their way of clothing is also different from that of Bujumbura city. All this create an environment which is not favourable to the language learning.
Broocock (1980:83) asserts that *the family's environment affects the intellectual development and academic achievement of their children.* A rich environment provides magazines, books, newspapers, TV, radio, electricity in family, good schools, good nutrition. All these elements create a welcoming environment for the teaching-learning process.

II.2. Motivation

Motivation in all activities in general plays a vital role particularly in English language learning-teaching. Motivation pushes the individual to carry out the task till he/she reaches the target. It is the motivation that plants the seeds of self determination to fulfil a given task.

These seeds may come from different things that occur at the time in which you are doing the work. In the language learning, It is the same case. Motivation can derive from so many criteria.
In language learning, motivation can be defined as the need or desire that the learner feels to learn a language.

Delay et al (1967:23) identified three kinds of motivation:

1. **The integrative motivation** which is the desire that an individual may have to master a target language with a desire to integrate himself to the life of a given community.
2. **The instrumental motivation** which is the desire to achieve proficiency in the target language for utilitarian purposes for example to secure a job.
3. They distinguished a third one which is **social group identification motivation** which is the desire to know a language because that language is spoken by a social group which he would like to identify to.
   Delay et al said also that motivation in learning is the central need or desire that learners feel to learn a language. In addition to this, Harmer (1991:4) distinguished two kinds of motivation that is: **intrinsic** and **extrinsic motivation.**

1) Intrinsic motivation

This kind of motivation is concerned with factors inside the classroom that push the learner to pursue or hamper his or her learning process. That is the factors that take place in the classroom and may motivate or de-motivate learners in the learning activity.
Intrinsic motivation may therefore be affected by factors like physical conditions, methods, teachers, success or failure. Physical conditions therefore concern mainly the classroom. Whether we have a large class or not, how comfortable is the classroom.
Do they have good desks, interesting books or other appropriate teaching materials? This can alter a student's motivation either positively or negatively. For instance the chalkboard must be easily visible; the classroom can also be provided with electricity which facilitates the learning activity at any time even at night.
The following factor is the method used while teaching. It is concerned with how students are taught, the strategies used in the teaching process.

If the students find the method deadly boring, they will probably become unmotivated whereas if they have confidence in the method used in the learning teaching process. They will be motivated and acquire the language as quickly as they can.
There is also another factor concerning the teacher himself: the teacher must create a good atmosphere by encouraging his learners and must have an adequate command of the learning materials that he is teaching; he has to control his own behaviour towards his learners. In general, teachers should try to make their classroom pleasant.

2) Extrinsic motivation

According to Harmer (1991:4), this kind of motivation is concerned with factors outside the classroom and which seem to have a strong effect on the learner's success or failure.
Unlike psycholinguists, he considers the classroom setting not only as important in the learning process but also the outside classroom. The outside environment plays a great role in the learning activities. Then he identifies what he called extrinsic motivation. This kind of motivation refers to how outside the classroom milieu has a great influence on the amount of interest with which the learner studies a language.
We learn a language because we have a specific purpose that we want to achieve. With this kind of motivation, Harmer identified two sub-categories, that is, **integrative motivation** and **instrumental motivation.**

1) **Integrative motivation** refers to the way a learner can learn a language attracted by the culture of the target language community.
2) **For instrumental motivation**, it concerns a situation in which a learner believes that the mastery of the target language will be instrumental. In getting for instance a good job and having a lot of money. This sub-category of motivation plays a preponderant role because a lot of people learn a given language with the purpose in their mind that it will be a key for acquiring materialistic gains. When learning a second or a foreign language, motivation is considered as the internal force or impulse that pushes the individual to learn a language in question.

Other researchers such as Ellis et al (1984:17) on their turn define integrative motivation as follows: "*A student is said to be integratively motivated if he wishes to learn more about the other culture community because he is interested in it to the point of eventually being accepted as a member of that other group*".
We can understand that integrative motivation appeals to the learners to learn the target language in its entire cultural spheres and consequently enter the target social group as one of its members.
Gardner (1976:205) on his part states *that motivation to learn a second language has been conceptualized as a combination of positive attitudes (desire) to learn the language and efforts expended in that direction.*
This implies that a remarkable will and self-determination are important tools leading to success in a language learning process.

2.3. Attitudes and motivation

2.3.1. Students' attitude and motivation

The learner can contribute to his own success or failure in language learning. This is his attitude towards the acquisition of target language. The learner can therefore decide to do his best to pursue his/her language learning. Then he/she behaves favourably towards the target language.
Finocchioro (1993:57) makes a link between attitude and motivation when he says: "*Learners' attitude towards the target language and its speaker will influence their motivation and attitude and motivation overlap each other.*"
Thus, attitude and motivation are like twin elements while the learning process takes place. The presence of these elements leads to success in language learning.
Ellis (1994:198) on the other hand, said *that, a learner with a positive attitude who experiences success will have his attitude reinforced. Similarly, a negative attitude may be strengthened by lack of success.*
She adds that learners may begin with positive attitude but for one reason or another experience adequate learning in opportunities, fail to express themselves as they expected and consequently become more negative in their outlook.

Further findings have shown the relationship between attitude and proficiency in second language acquisition.
Gardner (1985:41) supported such a relationship from studies carried out in Canada where French was taught as second language.
He says:

> "*It does not seem particularly surprising that a measure of attitude towards learning French would correlate with negative attitudes, those with positive ones would be more serious, would find it more rewarding to simply experience language and thus achieve more.*"

On the one hand, this means that good attitudes lead to more attention and seriousness in language learning.
On the other hand, negative ones lead de-motivation and failure. The learner can for instance hate the teacher and develop bad attitudes towards language learning consequently poor performance in the target language.
According to Arnold (1984:117) *attitude should be viewed as a motivation support and not as a factor which has a direct effect on second language learning.*

Moreover, he continues that the motivation to learn a language is not only determined by attitudes, but also by other motivational "props" such as desire to please the teachers and parents, promises of rewards, or experience of success. In fact, the relation between attitude and motivation depends upon the type of motivation.
An integrative motivation for instance presupposes a positive attitude of the learner towards the target language or its culture and the desire to integrate the community.
However, a learner who is instrumentally motivated does not necessarily have a positive attitude towards the target language, but he may have the need to secure a job or get a good opportunity in which he/she may gain a lot of money or comfort in his living style. For instance, someone can learn English because he may get a job in non-governmental organizations (N.G.O).

According to *Oxford Advanced Learner's Dictionary*, an attitude towards something is: "the way that you think and feel about something or the way that you behave towards something that shows how you think and feel".
Then attitude can be understood as how the learner behaves towards the target language. He may feel interested in the language learning or behave negatively if he does not see the necessity of doing so.
Wilkins (1973:78) has observed that the attitudes the students have towards the language will have an effect on their proficiency. He says: *"the teacher may meet the attitude in his/her students that they are being taught to read and write"*.
I can add that the teacher may really know his/her learners' attitude not only after teaching how to read and write but also after the assessment of the performance whether written or spoken.

II.3.2. Teachers' attitude towards learners' motivation

Among factors that influence the learners' motivation in the learning process include attitude of the teacher while teaching the target language. This means that a teacher who creates a good atmosphere while teaching his/her learners helps the latter to draw more attention to what they are dealing with that is performance in English.
The teacher should behave well and create a welcoming school environment, not threatening his/her learners so that they may be motivated to carry out the learning process.
The teacher should be a model that guides learners. Learners follow carefully and copy whatever is written or said by the teacher. Then the teacher should pay more attention to what he/she is doing in his class. He/she can be considered as the mirror in which the learner watches himself.
Dewey (1916:21) stressed that:

> *"Since learning is something that a pupil has to do himself, the initiative lies within the learner and the teacher. The teacher is a guide and director who steers at the boat, but the energy that propels it comes from those who are learning*".

Furthermore, the teacher is not only the guide of his/her learners but also may play a very great role such as a controller for his/her learners to see whether they have mastered what they have been taught.
Harmer (1991:15) tried to define the role of the teacher as follows: "*the teacher is a controller, an assessor, an organiser, a prompter, a participant, a resource, a tutor and an investigator.*"
In fact, the teacher has to assess regularly his/her learners, to know whether the students cope with what has been given to them. Other important behaviour that the teacher has to adopt is to be careful and well prepared in whatever he is doing. In his everyday activities he has to prepare in advance what he is going to teach, no random work towards the learner if you expect to achieve your goal. Otherwise, your learners will not consider your personality.

Ciza. F (2012:21) said:

> "*The teacher's first presence in the classroom is meaningful to student as a teacher, if you enter a classroom; you have to show that you do not go to teach haphazardly or accidentally.*"

As far as I am concerned the teacher can not only be careful while preparing his/her lessons but also while teaching his/her lesson in order to avoid indiscipline in the classroom which is the source of deviant behaviour towards the language learning.
The teacher may pay more attention to his attitude in order to prevent conflicts to occur in the classroom. The teacher has to react properly towards the learners' behaviour.

II.3.3. The role of attitude adopted in language learning process.

The notion of "attitude" has recently received considerable attention from both first and second language researchers. Most of the researchers on this issue have concluded that the students' attitudes is an integral part of learning and should therefore, become an essential part of second language pedagogy.

The concept of attitude is a facilitating variable one to easily achieve his purpose, in case it is a positive or favourable attitude. On this issue, Wolfgang et al (1992:31) say that "*an optimistic attitude is half success.*"

Therefore, in terms of language learning, attitudes are both predictions and contributors towards students' achievement.
An optimistic attitude towards language learning brings about success whereas a pessimistic one hampers the language learning process. The role of attitudes in language learning is recognized since attitude determines the choice of what a student wants to learn.
The British proverbs say:
"*Where there is will, there is a way*" and "*nothing is impossible for a willing heart*".

For the ***Encyclopaedia Americana***
"Attitude is a prediction to respond in a certain way to a person, object, situation or idea". There is a certain tendency to view students' attitude towards language learning as one among other dimensions of individual differences such as age, sex, language aptitudes, etc. which influence language learning.
However, some researchers have shown that the students' attitudes towards English language learning are partly influenced by both teachers' and parental attitudes for English language learning. For instance a teacher with a positive attitude to what he/she is teaching is likely to be enthusiastic and will influence his students in their learning process.

Mouly (1968:454) argues that *if the teacher is pleasant, enthusiastic about his subject and sensitive to his/her students' needs, the latter may develop favourable attitudes towards the teacher and the subject.*

However, if the teacher has a negative attitude towards what he is teaching or if he does not care about students' feelings and needs, the student will develop a negative attitude towards the teacher and the subject that he/she is teaching.As far as students' parents are concerned, their role in influencing the students' attitude towards English language learning should not be neglected.

The attitude that the students' parents may adopt towards the learning process of a target language may be an important determinant of the attitude the child will adopt towards the language in question.
On this point, Gardner R.C, as quoted on http://www.jstor.org/pss/8535 gives the following instance:

> *"An English-speaking parent might actively encourage a child to learn French. He may stress the importance of doing well in that course, and might see that the child does his homework, and so forth. However, this same parent might hold positive or negative attitudes towards the French community. To the extent that he holds negative attitudes, he may be undermining his active role by transferring to the child negative attitudes."*

We can say in brief that these attitudes are great determinants of the ease or difficulty with which the students will tackle the second language learning. Moreover, not only the students' will for learning the English language is preponderant but also teachers' and parents' attitudes towards English language learning are influencing factors for students' attitudes in the language learning process.

II.3.6. Conclusion

In short, our concern in this chapter was to analyze what other scholars have said by reviewing of the related literature. Thus were presented and commented some writings by previous researchers who have worked on the topic of the present study. First of all I highlighted the role that some other authors attribute to school environment in the language learning process. Also I sought to know to what extent learners' performance depends upon different school environment variables.
Then the following chapter deals with the research methodology that was adopted to collect the information needed in the study.

CHAPTER III: METHODOLOGY

III.0. Introduction

While the preceding chapter dealt with the review of the related literature, this chapter is about the procedures and techniques used in data collection. Thus it describes the research area, the research population as well as the sample. In addition; it illustrates the procedures used for analysing the data collected. Moreover, it comprises also the instruments used for collecting data. Finally, limitations that occurred during the collection of data are also presented within this chapter.

III.1. Description of the research area

The study was conducted in two different areas:
The first one is Bujumbura City, which is the main City of Burundi and being the capital of our country; it is seen to be a very suitable place to offer a broader picture of learners' performance.
The second area in which the study was carried out is Rumonge Commune located in the countryside near the Lake Tanganyika. The choice of two areas was based on the fact that learners have difference in their performance, thinking that it may depend upon their different learning environment. So to know the extent to which the school environment influences the language learning abilities.
In addition to this, for sake of comparison we have chosen the two settings considered as having different learning facilities

III.2. Research population and sampling

This section deals with population and sample. Through it, we present the research population and how we selected the research sample from this population.

III.2.1. Population

To select the subjects, we paid visits to five different secondary schools in Bujumbura City and the same number of secondary schools in Rumonge Commune.

In Bujumbura City I visited:

-Lycée Municipal de Rohero

-Lycée Scheppers de Nyakabiga

-Lycée de la Convivialité de Kanyosha

-Lycée da Lac Tanganyika

-Lycée de l'Humanité

In Rumonge Commune I visited:

-Lycée Communal Nyamibu

-Lycée de Rumonge

-Lycée Communal Sainte Famille de Minago

-Lycée Communal Iteba

-Lycée Etoile de Rumonge

The selection of schools was made according to certain criteria: one boarding school from both places, one private school from the two areas and other three are state or communal Lycées. The main reason for this choice is that some schools are in the town while others are in rural milieu.

In all these selected schools, the research population is made of First Arts students and their English teachers. In selecting subjects one must aim at having good data. The option to investigate on the First Arts students also was not randomly done.

In fact, I expected that First Arts students are likely to have achieved a certain degree of maturity in English language compared to other classes in secondary school.

Therefore, First Arts students were expected to be able not only to understand but also to provide necessary information by answering the questionnaire. Teachers were also taken into consideration because they are important and active participants in the learning process.

In this study, teachers play a great role because they are the source of information in their schools. That is why we found their contribution necessary in carrying out a scientific work like this.

Generally speaking, to cover all the schools of Bujumbura City and Rumonge Commune or the whole country was impossible due to not only the time devoted to the study but also the means necessary in carrying out the research.

III.2.2. Sampling techniques

As we cannot take the whole population, we tried to sample it. On this point Falsold (1984:5) says that *the whole population is too large to deal with. It is then necessary to resort to a sample which consists of a small number of members of a population as a whole.*

Then, a sample may be defined as a small portion of the population selected following certain criteria.

Mucchielli (1973:17) defines sampling as follows:
"Echantilloner consiste à limiter l'enquête à un petit nombre de personnes: 1/10; 1/50; 1/200; 1/2000 etc. qui formera l'échantillon de l'enquête".
Translated as:
"*To sample is to limit the survey to a small number of persons that is: 1/10; 1/50; 1/200; 1/2000 etc who will constitute the sample for the survey".*
This writer as quoted by Nzinahora (1987:23) says also that:
"*Il faut choisir un échantillonnage limité (...) 1/10; 1/50; 1/200; 1/2000 etc. C'est en fonction des besoins de l'enquête et ses contraintes : temps, budget, etc*"
I can translate it as follows:
"*One needs a limited sample (...) 1/10; 1/50; 1/200; 1/2000 etc. Depending on the needs of survey and its constraints that is time, budget, etc" .*
While sampling, we were inspired by the sampling methods suggested by other scholars.
In fact, referring to the above sampling method, schools were selected using stratified sampling technique on the one hand for selecting schools and random sampling on the other hand was used for selecting learners to work with. Those selected students answered freely the questionnaire. We chose 1/3 of students who accepted voluntarily to answer the questionnaire.
Concerning teachers, all the First Arts English teachers from the selected schools were included in the sample. In brief, the survey was done on 122 students and 10 English teachers, that is 132 subjects

Presentation of the sample

Table 1: General presentation of schools involved in the study

Areas	School	Population	Sample	
			Students	Teachers
In Bujumbura city	-Lycée Municipal Rohero	37	12	1
	-Lycée Scheppers de Nyakabiga	32	10	1
	-Lycée de la Convivialité	47	16	1
	-Lycée du Lac Tanganyika	37	12	1
	-Lycée de l'Humanité	34	10	1
In Rumonge Commune	-Lycée Communal Nyamibu	17	6	1
	- Lycée Rumonge	65	21	1
	- Lycée Iteba	52	17	1
	- Lycée Sainte Famille de Minago	28	8	1
	- Lycée Etoile de Rumonge	32	10	1
TOTAL		381	122	10

As the above table shows it, the study was conducted in 10 schools with a population of 381 pupils and ten (10) teachers.
Out of total of 381 from 10 schools, a sample of 122 pupils and 10 teachers was considered. In each selected school 1/3 of first Arts pupils were involved in the study.

Table 2: Pupils in selected school concerned with the study

Pupils	Frequency	%
Sampled	122	32.03
Not sampled	259	67.97
Total	381	100

As the table shows it, 122 pupils were involved in the study that is 32.02% of the whole population of 381 pupils' .Schools were chosen according to certain criteria: boarding and day schools, private and public schools in order to get data from different settings. This may help us to get ideas related to different school environments.

Table 3: Selected schools

Area	School	Category
In Bujumbura city	Lycée Scheppers de Nyakabiga	Boarding school
	Lycée de la Convivialité de Kanyosha	Under Convention with the Church
	Lycée du Lac Tanganyika Lycée Municipal Rohero	Day schools
	Lycée de l'Humanité	Private school
In Rumonge	Lycée Rumonge	Boarding school
	Lycée Sainte Famille de Minago	Under Convention with the Church
	Lycée Communal Nyamibu Lycée Communal Iteba	Day schools
	Lycée Etoile de Rumonge	Private school

We tried to categorize these selected schools in four sub-groups. The same numbers of schools which are in the same category were chosen randomly from the two areas, even if we followed the above criteria.
Then we chose one boarding school from the two settings, under convention school from both areas. We also considered two day schools from the two areas and finally one private school from both areas. This is because we wanted data from different settings.

III.2.3. Selection of the subjects

Random sampling was used while selecting the subjects to work with. Here I selected persons respecting also gender differences that is the same number of boys and girls among volunteers. This selection consists of making a random sampling of subjects to avoid biased position towards the subjects.

For this, I selected a certain number of pupils according to the proportion stated early (1/3 of the total number of students in each selected class). As far as the teachers were concerned, all the first Arts English teachers from the 10 selected secondary schools participated in the study.

III.2.4. Data collection instruments

For the collection of the data needed, we used a written questionnaire. As the French proverb says: "*La parole s'envole mais les écrits restent*" which can be translated as follows: "*the spoken words may be lost but written ones remain*".
This instrument consists of a set of questions to which the subjects respond in writing their ideas. The questionnaire is a very important tool for gathering suitable information needed in a scientific study in the sense that subjects can freely express their own views.

Richterich (1980:59) defined the questionnaire as follows:
"*The structured instrument for the collection of data which translate research hypothesis into questions*".
Questions were presented under specific themes:
1. Socio-economic situation
2. School environment and achievement
3. Attitude and motivation

Another important mean used in our research was classroom observation. During our research, we found important to observe what happened in classrooms while teaching
This view is also supported by other scholars such as Wallace (1982:62) says: "*This kind of observation is also most of the game.*"
So we asked the permission to attend the class (sitting at the back of the classroom). Classroom observation is very necessary in the way that what you see by yourself is quite different from what you are told by others.
We investigated well with the help of those English teachers whom we thanked so much for their kind cooperation.

III.2.5. Administration of the questionnaire

As far as the questionnaire is concerned, it is a very important tool while carrying out a scientific study. Then this tool has to be taken with care if you want to get suitable data for a given research. Even if it was not easy to get contacts with people at anytime we wanted, with the help of the teachers, we handed the copies of the questionnaire to the pupils, I collected them after answering to those questions but in some schools, those copies were given back by their teachers or delegates. Before giving the questionnaire to the pupils I gave them some instructions and clarifications about the way of answering them clearly. While gathering the data needed, we used two kinds of questionnaires, that is, a student's questionnaire and a teacher's questionnaire.

III.2.6. Data analysis procedure

When the questionnaires were returned, we proceeded by processing the data. The method used to analyse the data collected was the quantitative one that is the method consisting of descriptive statistics in which data were presented in tables with frequencies and percentages.
Quantitative analysis was followed by qualitative analysis after putting them into tables for the closed-ended questions. For open-ended questions, we analysed the data as it was given. Qualitative analysis is a method of inquiry used in many academic disciplines, traditionally in the social sciences.
Qualitative researchers aim to gather an in-depth understanding of human behaviour and the factors that govern such behaviour.

III.2.7. Limitations

While gathering data from the field we encountered many difficulties. First of all, since the tool for collecting data was the written questionnaire which needs not only to be handled with care but also to be explained to the respondents in so many selected schools, I was given a limited time because teachers were rushing to cover their programs.
Secondly, schools are so distant from one another that the distribution of the questionnaires was a very hard task.



In addition, when we went to some schools, I missed the English teachers and used a lot of money by calling them on telephone. Furthermore, students were lazy (in private schools) and did not answer clearly the whole questionnaire. These are the major difficulties we encountered while gathering data for the present study.

III.2.8. Conclusion

This chapter about the methodology the study was a description of the procedure used while collecting data. It examined also the area of study. It has shown how we selected the sample from the population using sampling techniques, it has show also the instruments used while collecting data. The next chapter presents and analyses the data then discusses the findings.

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

IV.0. Introduction

This chapter deals with the analysis of the data and interpretation of the results obtained. The collected data from both pupils' and teachers' questionnaires are presented using tables with frequencies and percentages to allow their clear understanding. After presenting the data, then follows their analysis which is done question by question, theme by theme. Then the following task would be to discuss about the results of the study.
The present chapter is focussed on three (3) main themes according to which questions are arranged as follows:
1. Socio-economic situation
2. School environment and achievement
3. Attitudes and motivation

These 3 themes play a major role in our investigation. The first theme, attempts to investigate about the living conditions for both students and teachers. The second theme sets out to investigate on conditions in which the learners and teachers are that may hamper or promote the English language learning and teaching process. Moreover, the last theme seeks to investigate on the behaviour to be adopted in order to learn the English language efficiently.

IV.1. Data presentation and analysis

Here we proceeded to the presentation and analysis of data from the research questionnaires. In this section, both students' and teachers' questionnaires are presented and analysed. As already said in the previous chapter, ten (10) secondary schools were selected from two different settings that are Bujumbura City and Rumonge Commune. Therefore, answers are going to be analysed with tables with frequencies and percentages. The study involved 122 pupils (60 from Bujumbura City and 62 from Rumonge Commune) and 10 teachers (5 from Bujumbura City 5 from Rumonge Commune).

Table 4: students' sample in selected schools

Area	School	Number of informants	Number of students
In Bujumbura city	-Lycée Municipal Rohero	12	37
	-Lycée Scheppers de Nyakabiga	10	32
	-Lycée du Lac Tanganyika	12	37
	-Lycée de la Convivialité	16	47
	-Lycée de l'Humanité	10	34
In Rumonge Commune	-Lycée Iteba	17	52
	-Lycée Rumonge	21	65
	-Lycée Communal Nyamibu	6	17
	-Lycée Sainte Famille de Minago	8	28
	-Lycée Etoile de Rumonge	10	32
Total	10 Schools	122	381

Table 5: teachers' sample in selected schools

Area	School	Number of informants
In Bujumbura city	-Lycée Municipal Rohero	1
	-Lycée Scheppers de Nyakabiga	1
	-Lycée du Lac Tanganyika	1
	-Lycée de la Convivialité	1
	-Lycée de l'Humanité	1
In Rumonge Commun	-Lycée Iteba	1
	-Lycée Rumonge	1
	-Lycée Communal Nyamibu	1
	-Lycée Sainte Famille de Minago	1
	-Lycée Etoile de Rumonge	1
Total	10 Schools	10

The two tables above have been used to present clearly to the reader about the sample that I worked with.

As already stated above, I worked with 122 pupils from the total of 381 pupils and 10 teachers from 10 selected schools; that is 132 subjects who contributed in the study.

IV.2. Data presentation and analysis from pupils' questionnaire

Theme 1: Socio-economic situation

Through this theme, we intend to highlight that the school environment is not limited to the school; it is associated with various elements such as learner's and teachers' living standard. We wanted to investigate also about the role of parental level of education in connection to success in the English language learning.

Question 1: How far is your school from home?

a.0-2 km ☐ b. 2-4 km ☐ c.4-6 km ☐

d. 6km and more ☐

Table 6: data presentation from question nr 1

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
0-2 km	30	50	50	80.64	80	65.57
2 to 4 km	13	21.66	12	19.35	25	20.49
4 to 6 km	4	6.66	0	0	4	3.27
6 km and more	13	21.66	0	0	13	10.65
Total	60	100	62	100	122	100

The first question sought to know the facilities or difficulties that the learners' have while going their schools.

The data show clearly that 30 respondents from Bujumbura City representing 50% live near the school at a distance which is not beyond 2km. In addition to this 13 informants, that is, 21.66% live at a distance which is between 2 km and 4km from their schools. Other 4 informants that is 6.66% covered between 4km and 6km before attending their schools.

But also 13 respondents from Bujumbura City corresponding to 21.66% did between 6km and more before attending their schools.
On the other hand, in Rumonge Commune, we discovered that 50 or 80.64% of our respondents who did less that 2km while going to their schools.
We found also 12 respondents corresponding to 19.35 % who did between 2 km and 4 km while going to their schools.
Therefore, the data for this question, for all the sampled schools revealed that the majority of our respondents: 30 respondents or 65.57% live near their schools. Twenty five respondents, that is, 20.49% from both areas covered between 2 km to 4 km before reaching schools. Such a situation implies that there is no big problem concerning the distance in the two areas but it is better to build other schools in order to minimise the distance done by our learners while going to school. When the learner cover a very long distance while going to school this hampers the learning abilities because being tired, they do not learn well.

Question 2: Which means do you use to go to school?

a.On foot ☐ b. on bicycle ☐ c. on motocycle ☐
d .by bus ☐

Table 7: Data presentation for question nr 2

Answers	Bujumbura city		Rumonge commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
On foot	38	63.33	50	80.64	88	71.13
On bicycle	3	5	5	8.06	8	6.56
On motocycle	2	3.33	2	3.22	4	3.27
By bus	17	28.33	5	8.06	22	18.03
Total	60	100	62	100	122	100

By asking such a question we wanted to find out which means our learners use while going to their classes. If the learner walks for a long time, this brings him or her not to follow his/her lessons well because he/she will be sweating in the classroom.
However if the learner goes to school by bus, this one will not only be on time but also will not be tired and will follow well his/her courses.

The data show on the one hand that, in Bujumbura city 38 respondents or 63.33% went to school on foot but in Rumonge Commune on the other hand almost all my informants that is 50 of them representing 80.64% went to school on foot.

In both areas very few of our respondents went to school on bicycle, that is, 3 respondents or 5% from Bujumbura and 5 informants from Rumonge Commune corresponding to 8.06%.

It is the same case for motorcycle, 2 informants or 3.33% from Bujumbura selected schools and respondents or 3.22%. In brief the data indicate that the majority of our informants went to school on foot. Very few of them used the bus only 17 that is, 28.33% from Bujumbura and 5 or 8.06% from Rumonge. This situation brought a number of learners to fail because being tired in the class, this handicaps the learning ability.

Question 3: Do you have both parents?

a. Yes ☐ c. Only One(precise) ☐

b. Non ☐

Table 8: Data presentation for question nr 3

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Yes	35	58.33	40	64.51	75	67.78
Only one (precise)	17	28.33	16	25.80	33	27.04
No one	8	13.33	6	9.67	14	11.47
Total	60	100	62	100	122	100

We asked them this question in order to know parental role in language learning in particular and in the learning process in general. The above table shows have or do not have parents.

The data shows that 35 respondents or 58.33% from Bujumbura city and 40 others from Rumonge, that is, 64.51% have both parents.

We found also that 17 informants that is 28.33% from Bujumbura city and 16 respondents or 25.80% from Rumonge Commune have only one parent.
We discovered also that 8 informants or 13.33% from Bujumbura city and 6 others or 9.67% from Rumonge Commune do not have their parents. Parents contribute enormously to their children's education.
The learner who has his parents has the ability to study well in the sense that they will provide him with financial and motivational supports.
Otherwise, when the learner has only one or do not have any parent, will have many problems which may affect his learning process, lacking some school materials or other problems at home which may handicap the learners' learning ability.

Question 4: What is the level of education of your parents?

a) Mother :
- University ☐
- Secondary school ☐
- Primary school ☐
- Illiterate ☐

b) Father:
- University ☐
- Secondary school ☐
- Primary school ☐
- Illiterate ☐

Table 9: Data presentation for question nr 4 (for mother)

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
University	8	13.33	2	3.22	10	8.19
Secondary school	21	35	14	22.58	35	28.68
Primary school	14	23.33	16	25.38	30	24.59
Illiterate	17	28.33	30	48.38	47	38.52
Total	60	100	62	100	122	100

The reason for asking such a question was to know the parents' level of education for our respondents because when the learner has educated parents, he/she may refer to them and carry out well his/her studies. In addition to this his parents can motivate him and provide what he needs for his studies.
The data shows that the level of education of our respondents' mothers is low.
For instance, in Bujumbura city 8 informants, that is, 13.33% have their mothers who have finished University and only 2 informants or 3.22% from Rumonge Commune have their mothers who have finished University. In addition, 21 respondents, that is, 35% from Bujumbura city have their mothers who have finished secondary school.

In Rumonge selected schools, only 14 respondents or 22.58% have mothers who have finished secondary school. Moreover, 17 respondents from Bujumbura City corresponding to 28.33% and also 30 from Rumonge corresponding to 48.38% are purely illiterate.

Table 10: Data presentation for question nr 4 (for fathers)

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
University	11	18	3	4.83	14	11.47
Secondary school	24	40	11	17.74	36	29.50
Primary school	9	15	23	37.09	32	26.22
Illiterate	16	26.66	24	38.70	40	32.78
Total	60	100	62	100	122	100

The data show that for our respondents' mothers' level of education, it is almost the same as their fathers' level of education.
We found that only 11 respondents corresponding to 18% from Bujumbura City have fathers who have finished the university.

But in Rumonge only 3 informants that is, 4.83% have fathers who have finished the university.

We discover also that in Bujumbura City 24 respondents or 40% have fathers who have finished secondary school. In Rumonge, 11 informants that is 17.74% have their fathers who have finished secondary school. In addition, we found that 16 informants corresponding to 26.66% from Bujumbura City have fathers who are illiterate, in Rumonge, 24 informants, that is, 38.70% have fathers who are illiterate.

Referring to the two tables above, the data show us that the level of education of our respondents' parents is not really high but comparing the data from the two areas, we found that in Bujumbura City, our respondents' mothers and fathers have generally attained the secondary school level.

Concerning Rumonge, we saw that the majority of our respondents' parents are purely illiterate or have simply attained primary school level.

Hence, we can conclude that there is great variation between the two settings; consequently the learners in Bujumbura City would get extrinsic motivation from their parents who are educated rather than those from Rumonge. This situation may help Bujumbura learners to pursue well their studies.

Question 5: How many times do you eat per day?

a. Once ☐

b. Twice ☐

c .Three times ☐

Table 11: Data presentation for question nr 5

Answers	Bujumbura city		Rumonge commune		Total	
	Frequency	%	Frequency	%	Frequency	%
Once	4	6.66	9	14.51	13	10.65
Twice	24	40	37	59.67	61	50
Three times	32	53.33	16	25.80	48	39.34
Total	60	100	62	100	122	100

With this question, we sought to know the respondents' living conditions. Burundian provervb says: "Hakora mu nda", translated as "you can work when you are not hungry. " Munda harara inzara hakavyuka inzigo" Or the English proverb: "A hungry man is an angry man".
The data show that in Bujumbura city the majority of our respondents that is 32 or 53.33% eat three times while in Rumonge only 16 informants, that is, 25.80% eat three times a day.
The data show also that 24 respondents corresponding to 40% eat twice a day. However the majority of the informants in Rumonge eat twice, that is, 37 informants or 59.67%. In Bujumbura, only 4 informants that is 6.66% eat once a day, in Rumonge 9 informants eat once that is 14.51%.

Answers to the above question revealed that the living conditions for our learners is relatively good in Bujumbura while in Rumonge there are not.The learner who eats well performs better rather than the one who does not eat well.

Question 6: Who prepares your meals at home?

a. Myself ☐

b.The groom ☐

c.My mother ☐

Table 12: Data presentation for question nr 6

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Myself	10	16.66	25	40.32	35	28.68
The groom	33	55	16	25.80	49	40.16
My mother	17	28.33	19	30.64	36	29.50

This question intended to seek information about whether the students do not have distractions at home. This means that, when the student cooks for himself, he will waste his precious time for revision.

Then, the data in the above table show that for in most Bujumbura respondents 33 or 55% have house boys to cook for them. However in Rumonge, the majority of our respondents cook for themselves.

In Bujumbura, 10 respondents corresponding to 16.66% while in Rumonge, 25 informants or 40.32%, cook for themselves. Only 16 informants from Rumonge that is 25.80% have house boys to cook for them.

In addition, 17 informants corresponding to 28.33% from Bujumbura on the one hand and 19 others corresponding to 30.64% from Rumonge on the other hand eat what is prepared by their mothers.

In few words, the learner who does not have domestic preoccupations will perform better in his studies contrary to the one who is always busy with cooking his meals, This situation then in Rumonge brought the learners to fail in their English classes because they wasted heir time in cooking their meals.

Question 7: Which source of lighting do you use when you study at home?

a. Electricity ☐
b. Petrol lamp ☐
c. Candles ☐
d. Home fire ☐

Table 13: Data presentation for question nr 7

Answers	Bujumbura City		Rumonge commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Electricity	46	76.66	37	59.67	83	68.03
Petrol lamp	9	15	13	20.96	22	18.03
Candles	5	8.33	12	19.35	17	13.93
Home fire	0	0	0	0	0	0
Total	60	100	62	100	122	100

This question intended to investigate about the source of energy that respondents use at home; we seek to know exactly their living conditions which consequently may affect them in their English language performance.
The data proved that in Bujumbura city, 46 respondents, that is, 76.66% use electricity. Also in Rumonge Commune a number of our respondents use electricity that is 37 of them corresponding to 59.67%.
Then, 9 informants or 15% from Bujumbura city use petrol lamps, while in Rumonge Commune 13 respondents or 20.96% use petrol lamps.
In addition, we discovered that 5 informants corresponding to 8.33% from Bujumbura city use candles while 12 informants corresponding to 19.35% from Rumonge Commune use candles. No one use home fire in both areas.
In brief, the condition in which the learner is studying contributes greatly to his success. When the learner does not use well his learning materials because of lack of light he will not understand well or misread some items then fail in the course.

Question 8: Do you use internet at home or near your home to improve your English language?

a. Yes ☐
b. No ☐
c. Only for sending messages ☐

Table 14: Data presentation for question nr 8

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Yes	25	41.66	10	16.12	35	28.68
No	9	15	36	58.06	45	36.88
Only for sending messages	26	43.33	16	25.80	42	34.42
Total	60	100	62	100	122	100

This question intended to seek information whether our respondents use up-to-date sources to improve their knowledge in English language.
The result from the table above revealed that 25 informants corresponding to 41.66% use internet to improve their English language capacity. But in Rumonge Commune only 10 respondents, that is 16.12% use internet to promote their English performance.
Even if internet is extended to different parts in our territory, the data revealed that there are some of the respondents who do not use internet for promoting their language ability.
In Bujumbura city on one hand, 9 respondents or 15% are concerned with this shortcoming. In Rumonge on the other hand, the majority of our respondents do not use internet to improve their English language capacity. In addition, in Bujumbura a large number of the respondents use internet for other purposes especially for sending and receiving messages. In fact, internet contributes to the improvement of the English language capacity. For instance, the learner can read books for other subjects or learn new vocabulary items through Google and even download them if he/she wanted.

Theme II: School environment and achievement

This theme set out to investigate on the conditions in which the learners work that may hamper or promote the English language learning. This theme evaluates the adequacy of English teaching materials, school equipments; it covers the schooling conditions in which our respondents work in connection to their English language learning.

Question 9: Does the school environment allow you to prepare well your lesson especially to practice your English?

a. Yes ☐

b. No ☐

Table 15: Data presentation for question nr 9

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Yes	43	71.66	28	45.16	71	58.19
No	17	28.33	34	54.83	51	41.80
Total	60	100	62	100	122	100

By asking such a question, we wanted to know different conditions which may hamper or promote language learning. This is not limited to the school milieu but also at home and around their schools.

The result shows that in Bujumbura city 43 informants, that is, 71.66% answered " Yes" this means that they have good learning conditions while in Rumonge 28 respondents corresponding to 45.16% agreed that they have good learning conditions.

In addition, 17 respondents from Bujumbura City say "No", that is, 28.33% but in Rumonge the majority of our respondents that is 34 corresponding to 54.83% say no, this means that they do not have good learning conditions. There are a lot of factors that can handicap language learning.

These can be for instance, the distance that the learner does before reaching his school, the school can also be located near market, near the road or near a factory, and then the noise can disturb learners while they are studying.

Furthermore, if the school does not have library or comfortable desks, this will hamper not only the language learning but also all the teaching process.

Question 10: Does the school have an equipped library?

a. Yes ☐

b. No ☐

c. Not equipped with enough books ☐

Table 16: Data presentation for question 10

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Yes	20	33.33	12	19.35	32	26.22
No	10	16.66	15	24.19	25	20.49
Not equipped with books	30	50	35	56.45	65	53.27
Total	60	100	62	100	122	100

The present question sought to investigate on the presence or absence of libraries within selected schools.

The data show that in selected schools of Bujumbura city 20 respondents, that is, 33.33% confirmed that they have equipped libraries.

In Rumonge Commune only 12 respondents corresponding to 19.35% said that they have equipped libraries. Then, there is, also 10 respondents, that is, 16.66% from Bujumbura who said that they do not have libraries. In addition, the result proved that the majority of our respondents from both areas agreed that even if they have libraries they seem to be empty that is 30 respondents or 50% from Bujumbura and 35 others corresponding to 56.45% from Rumonge. Even the contacts we made with some learners have suggested that even the available libraries do not have enough books.

The problem is that the learners lack resources necessary in their language learning

Question 11: How many English textbooks have you already read?

a. Between 1 and 3 ☐

b. Between 3 and 6 ☐

c. Between 6 and 10 ☐

d. None ☐

Table 17: Data presentation for question nr11

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Between 1 and 3	23	38.33	18	29.03	41	33.60
Between 3 and 6	6	10	7	11.29	13	10.65
Between 6 and 10	14	23.33	6	9.67	20	16.39
None	17	28.33	31	50	48	39.34
Total	60	100	62	100	122	100

This question investigates on how our respondents are interested in reading books which could increase their English language capacity. The data for this question as presented in the Table 17 revealed that 23 respondents from Bujumbura City that is 38.33% agreed that they have already read between 1 and 3 English textbooks. In Rumonge 18 respondents or 29.03% have already read between 1 and 3 English textbooks. Others from Bujumbura city that is 6 informants or 10% have already read between 3 and 6 English textbooks. But in Rumonge only 7 respondents corresponding to 11.29% said that they have already read between 3 and 6 English textbooks.

In addition, the result proved also that 14 respondents or 28.33% from Bujumbura City have already read between 6 and 10 English textbooks,

while in Rumonge selected school only 6 informants corresponding to 9.67% have already read between 6 and 10 English textbooks.

From these data provided in the above table, we found also that 17 informants or 28.33% from Bujumbura City have not yet read a given English textbook, what is surprising is the case of Rumonge selected schools where the majority of the respondents have never got a chance to read a single English textbook.

Generally nowadays learners do not read English textbook; they concentrate only on classroom notes given by their teachers. This is not observed in English skills but also in other lessons.

Theme III: Attitude and motivation

This theme investigates on how learners behave towards English language learning. It seeks also to know whether there is internal or external driving force which pushes them to carry on their studies. As we have already said; the attitude and motivation are important while doing any task; there are like twins in any work.

There is complementarity between attitude and motivation. For instance, you may be motivated but if you behave badly failure follows. For example the learner can have parental motivation but does not take enough time to revise the material and he fails or he can have a good attitude but lack parental motivation then he stops studies because his parents do not see the necessity of learning, then do not provide him materials for carrying outs well his studies.

Question 12: Is the teacher too severe and does he abuse of punishment?

a. Yes ☐

b. No ☐

Table 18: data presentation for question nr 12

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Yes	27	45	18	29.03	45	36.88
No	33	55	44	70.96	77	63.11
Total	60	100	62	100	122	100

This question sought to investigate on how the English teachers create a welcoming environment during their teaching process.

The table above revealed that 27 respondents representing 45% said that their English teachers are too severe and 33 others corresponding to 55% said they are not, all are from Bujumbura city. In Rumonge commune, 18 respondents representing 29.03% said their English teachers are too severe while 44 informants representing 70.96% said that they are not.

We discover that the majority of our respondents that is 63.11% of them said that their teachers are not severe. Teachers' bad behaviour has very bad consequences on their learners' performance because weak learners will have fear to try and hide themselves. Only clever ones will answer to different questions. Therefore, teachers have to know how to communicate with his learners when he expects good result in his teaching process.

Question 13: Does the teacher give you activities to be done after classes?

a. Yes ☐

b. No ☐

Table 19: data presentation for question nr 13

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Yes	50	83.33	51	82.25	101	82.78
No	10	16.66	11	17.74	77	17.21
Total	60	100	62	100	122	100

By asking such a question we wanted to know whether our learners got extra-school English language practice. The efficient learner cannot only practise the language skill at school but also in the outside school. Brown (1980) argues that, not all the aspects of a foreign language can actually be taught in the classroom. This means that it is impossible for students to be efficient learners of English if they limit their learning to the classroom. The above Table shows that 50 respondents corresponding to 83.33% from Bujumbura City on one hand said that their teachers give them extra-school activities while 10 others corresponding to 16.66% from the same area said "No".

In Rumonge on the other hand, 51 respondents or 82.25% said their teachers give them extra-school work but there is also 11 informants that is 17.74% who said "No". This means that, students should try to get and maximize opportunities to practise and develop English language outside the classroom especially by doing exercises. Then teachers can push their learners to work hard in order to get good results in their learning process.

Question14. Do your parents show interest in your education especially in English language learning?

a. Yes ☐

b. No ☐

Table 20: data presentation for question nr 14

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Yes	58	96.66	51	82.25	109	89.34
No	2	3.33	11	17.74	13	10.65
Total	60	100	62	100	122	100

This question seeks to find out how parents especially those who are illiterate consider their children's education. We also intend to investigate whether or not students' parents contribute actively in their children's English language learning.

The above Table shows how respondents' parents behave towards English language learning. In Bujumbura City the majority of our respondents said "Yes" that is 58 of 60 or 96.66%: their parents are interested in their children's education and in their English language learning. Only 2 informants 0r 3.33% said that their parents are not really interested in their English language learning.

In Rumonge commune, the majority of our respondents' parents that is 51out of 62 or 82.25% are interested in their children's education.

The data proved also that 11 respondents or 17.74% have their parents who are not really interested in their children's education. This extrinsic motivation contributes largely to the learner's performance in the sense that parents push the learner to learn hard and can also provide him with all materials necessary in his learning process.

p **Question 15: What does the English teacher do to create a welcoming atmosphere in the classroom?**

a. He teaches songs ☐

b. He tells stories ☐

c. He encourages us ☐

d. Other things (specify) ☐

Table 21: data presentation for question nr 15

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
He teaches songs	15	25	11	17.74	26	21.31
He tells stories	28	46.66	32	51.61	60	49.18
He encourages us	17	28.33	19	30.64	36	29.50
Other things (specify)	0	0	0	0	0	0
Total	60	100	62	100	122	100

According to the data presented in the above table, in Bujumbura City, 15 respondents or 25% said that their teachers use songs for making their learners very dynamic in the classrooms while in Rumonge only 11 informants or 17.74 % said that their teachers use songs to create a welcoming atmosphere in their classrooms.

In addition, the result proved also that in Bujumbura City, 28 respondents corresponding to 46.66% said that their teachers use story telling.
Even in Rumonge Commune 32 informants corresponding to 51.61% said that their teachers use story telling.
We found also that in Bujumbura 17 respondents corresponding to 28.33% said that their teachers encourage them by verbal motivation.
In Rumonge Commune, 19 informants corresponding to 30.64% said that their teachers encourage them by giving advice. Therefore, the above table revealed that our respondents answered differently from both areas but what is important is that each teacher adopts a good strategy which motivates his learners.

The way the teacher welcomes his learners' answers whether good or not may hamper or promote his/her learners' performance. In brief, poor performance in English may be due to not only his learner's ability but also the teacher's behaviour in his teaching process.

Question 16: What should be done to improve English language performance among students in your school? Justify

By asking such a question, we wanted the respondent to provide some ways for improving English language performance among students especially in their school but also generally in other schools in Burundi.
My respondents suggest a number of ways that may be used for improving their learners' English language performance. As we really know there is always so much to learn, you just need to have the will and enthusiasm to better yourself in the matter of language performance.
The majority of our respondents advised other learners to read anything and everything in English. Some of them said that it is better for instance to read story books, newspapers, magazines, comics English text books.

Another category of the respondents suggested watching English movies. This would be my favourite way of learning English when I was in high school, not only did I get to have fun watching movies I would also be learning new words at the same time and knowing how to pronounce them, usually you can get movies within English subtitles.

Another group of the respondents suggested listening to the English news or English songs. As you listen to the radio or TV, you get new words and their pronunciation you become more competent.
Another group of the respondents focussed on speaking English whenever and wherever you can and learn a new word a day. Other informants proposed to be the best friend with a good English dictionary.
It is necessary to learn for instance new phrases, idioms or proverbs a day. As the English proverb says: "a bird in a hand is worth two in the bush" . This means that it is better to catch one bird rather than missing more while hunting. Coming back to our context, it is better to know one more word rather than increasing nothing in your mind. Some respondents talked also about the teacher's role that is using good teaching strategies, creating clubs within their schools, motivating their learners etc.
A large number of the respondents focussed also on schools' great role for providing sufficient books within their libraries.

IV. 3. Data presentation and analysis from teachers' questionnaire.

This section is divided into three themes as follows:
1) Socioeconomic situation
2) Motivation and attitude
3) School environment and achievement
This questionnaire was given to 10 First Form English teachers and those are 5 from Bujmbura City and 5 others from Rumonge Commune.

Theme I: Socio-economic situations

As already stated above, this theme intends to investigate about the respondents' living standards. This section helps us to know the situation in which teachers live while doing their task. The way our teachers live influence effectively the performance of their learners.

Question 1: What is your qualification?

a.D7 ☐

b. I.P. ☐

c. IPA3/ENS3 ☐

d. Licence/Bachelor degree ☐

Table 22: Data presentation for question nr 1

Answers	Bujumbura City		Rumonge Commune		**Total**	
Qualifications	Frequency	%	Frequency	%	Frequency	%
D7	0	0	0	0	0	0
I.P	0	0	0	0	0	0
IPA3/ENS3	1	20	3	60	3	30
Licence/ Bachelor degree	4	80	2	40	6	60
Total	5	100	5	100	10	100

By asking such a question we wanted to know the educational background of English teachers who participated in the study.

As it is then seen within the above table, the majority of English teachers from Bujumbura City among the respondents have licence/bachelor degree that is 4 teachers out of 5 or 80%. But in Rumonge Commune only 2 out of 5 respondents corresponding to 20% have licence/bachelor degree. In Bujumbura City, only one respondent holds IPA/ENS3 that is 20%. In Rumonge on the other hand, the majority of the respondents hold IPA3/ENS3, that is, 60% or 3 respondents. It is better that learners are taught by qualified teachers, we expect to have good results.

The datas proved that all those teachers are qualified to teach English even if their levels of training are different.

Highly qualified teachers are necessary in any country which expects to have successful education. As a Kirundi proverb: "Inka ikamwa ico yariye" this can be translated as "you can't expect to have the milk from a hungry cow". So, teachers have to be well trained in order to teach well.
A Chinese proverb says: "Close to a blacksmith, learn to hammer nails, close to carpenter, learn how to use a saw." However, learners have to use good strategies in their learning process because teachers open the door but learners enter by themselves.

Question 2: How long have you been teaching?

a. Between 1-5 years ☐ c. Between 10 -15 ☐

b. Between 5-10 years ☐ d. Between 15 and more ☐

Table 23: Data presentation for question nr 2

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Between 1-5 years	1	20	2	40	3	30
Between 5-10 years	1	20	2	40	3	30
Between 10-15 years	2	40	1	20	3	30
15 years and more	1	20	0	0	1	10
Total	5	100	5	100	10	100

This question sought to investigate about our respondents' teaching experience; we wanted to know how experienced teachers who participated in our research are. In Bujumbura on the one hand, the data proved that one teacher out of 5 or 20% taught between 1 and 5 years.
We found also another one out of 5 that is 20% who taught between 5 and 10 years. We have discovered also that 2 respondents out of 5 corresponding to

40% taught between 10 and 15 years. We have another one who taught for more than 15 years.

In Rumonge on the other hand; the data proved that 2 teachers out of 5 or 40 % taught between 1-5 years and 2 informants or 40% who taught between 5-10 years. The data show another one who taught for more than 15 years.

Therefore, we can confirm that there is a remarkable difference between an experienced teacher and an inexperienced one in terms of success of their learners.

The former knows and has different kinds of approaches and the way to treat each case, but the latter will try to find new solutions to problems.

Question 3: How far is your residence from school?

a. Between 1-2 km ☐
b. Between 2-4 km ☐

c. Between 4-6 km ☐

d. 6 km and more ☐

Table 24: data Presentation for question nr 3

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Between 1-2 km	3	60	1	20	4	40
Between 2-4 km	2	40	2	40	4	40
Between 4-6 km	0	0	1	20	1	10
6km and more	0	0	1	20	1	10
Total	5	100	5	100	10	100

From the above table, in Bujumbura City on the one hand, the data prove that 3 respondents out of 5or 60% have to move between 1 and 2 km and 2 others out of 5 corresponding to 40% cover between 2 and 4 km to go to work. But in Rumonge Commune on the other hand, only one respondent corresponding to 20% covers between 1 and 2 km, and 2 out of 5 or 40% others do between 2 and 4 km.

We found also that there is one respondent from Rumonge Commune corresponding to 20% who does between 4 and 6 km. We discovered also that there is another one from Rumonge Commune that is 20% of the respondents who does more than 6 km.

This data show that in Bujumbura City, teachers do not live far away from their school which enables to do well their job.

However, in Rumonge Commune, it is not the case, teachers struggle while attending to their activities; this really hinders the teaching process and may consequently affect learners' performance.

Question 4: Is your salary enough for living decently?

a. Yes ☐

b. No ☐

Table 25: Data presentation for question nr 4

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	0	0	0	0
No	5	100	5	100	10	100
Total	5	100	5	100	10	100

By asking such a question we wanted to find out whether our respondents have the salary which can cover their needs in their daily life. As the English proverb says "*A hungry man is an angry man*". This question helped also us to know the situation in which our respondents are when they are teaching because we cannot expect success when teachers live in bad conditions. Unfortunately all respondents from both areas or 100 % said no, this means that they are not satisfied.

Then, teachers' bad living condition creates bad working conditions, a bad school environment, and consequently poor performance among their students.

Question 5: Does the school provide you with a home to live?

a. Yes ☐
b. No ☐

Table 26: Data presentation for question nr 5

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	0	0	0	0
No	5	100	5	100	10	100
Total	5	100	5	100	10	100

This question sought to investiguate about the teachers' living conditions, whether teachers live within homes provided by their schools or if they themselves rent other houses.
The data from both areas proved that all 10 informants, that is, 100% said "NO"on this question. This means that all of them live on their poor proper means. Bad working conditions then mean poor performance among learners.

Question 6: Do students' parents give extra-income to encourage you?
a. Yes ☐

b. No ☐

Table 27: Data presentation and analysis

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Yes	4	80	4	80	8	80
No	1	20	1	20	2	20
Total	5	100	5	100	10	100

This question sought to investigate on whether teachers do get extra-income in order to motivate them in their work. The data have revealed that in Bujumbura City on the one hand, 4 respondents out of 5 corresponding to 80% said "Yes": they agreed that they get the extra-income from students' parents.

In Rumonge Commune on the other hand, 4 respondents out of 5 or 80% also agreed about the extra-money that they receive from students' parents. In Bujumbura City, one of the respondents that is 20% does not get extra-income. Even in Rumonge, the result proved that one informant corresponding to 20% said "No" to this question. Those who do not get extra-income both are from private schools: they get money corresponding to the number of hours taught.

Theme II: Motivation and attitude

As stated previously, this theme seeks to find out whether there is an internal or external driving force which pushes the learner to perform better the learning process in general and English language learning in particular.

Question 7: Do students' parents show interest in the performance of their learners?

a. Yes ☐
b. No ☐

Table 28: Data presentation for question nr 7

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Yes	4	80	3	60	7	70
No	1	20	2	40	3	30
Total	5	100	5	100	10	100

By asking the above question, we wanted to find out whether students' parents motivate their learners by asking teachers about the progress of their children in various courses in general and English language in particular.

The data from the table proved that, in Bujumbura City 4 respondents out of 5 corresponding to 80% said "Yes", this means that the majority of parents in Bujumbura City show interest in their children's education. We discover also that 1 respondent out of 5 that is 20% who said "No" to the above question.
In Rumonge Commune, the data show also that 3 informants out of 5 or 60% who said "Yes" and 2 representing out of 5 or 40% who said "No" to the question.
Parents play a great role in their children's education. Then it is better that they follow closely the progress of their children in order to motivate them in a due time.

Question 8: What do you do to create a good atmosphere in your classroom?

a. I teach song ☐

b. I tell stories ☐

c. I encourage them ☐

d. Other things (specify) ☐

Table 29: Data presentation for question nr 8

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
I teach songs	0	0	0	0	0	0
I tell stories	2	40	3	60	5	50
I encourage them	2	40	2	40	4	40
Other things (specify)	1	20	0	0	1	10
Total	5	100	5	100	10	100

By asking such a question, we wanted to investigate about the ways our respondents used to do for creating a welcoming atmosphere in their classrooms

The result from the research proved that in Bujumbura first of all, 2 informants out of 5 or 40% used story-telling and 2 informants out of 5 corresponding to 40% encourage them by giving advice, another one from Bujumbura City or 20% said that he uses topic-discussion especially those related to really life and their age .

In Rumonge Commune, the data revealed that the majority of the respondents 3 out of 5 or 60 % used story telling while 2 respondents out of 5 encourage them by giving advice.

We discover another one out of 5 who used some sport exercise by telling them to stand-up and sit down. The good strategy that the teacher uses in his teaching process contributes to the learners' performance.

Question 9: What do you do to involve all students in English language learning?

a. I give pair work ☐

b. I give group works ☐

c. I give opportunities to everyone to speak ☐

d. Other things (specify) ☐

Table 30: Data Presentation for question nr9

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
I give pair works	2	40	2	40	4	40
I give group works	1	20	0	0	1	10
I give opportunities to everyone to speak	2	40	3	60	5	50
Other things (specify)	0	0	0	0	0	0
Total	5	100	5	100	10	100

This question sought to investigate about different strategies and techniques with which our respondents use to involve all their learners in English language learning. According to the data from the above table, in Bujumbura City 2 respondents out of 5 or 40% use pair works and another one corresponding to 20% gives group works, while two remaining that is 40% give opportunities to everyone to speak. In Rumonge, we discovered that 2 informants out of 5 or 40% use pair work, while 3 others give opportunities to everyone to speak.

However, the problem is that there are large classes and it may hinder using these different strategies because some learners miss opportunities to work in the classroom.

Theme III: School environment and achievement

Questions under this theme sought to investigate about different circumstances in which the learner is working in his/her English language learning. The environment in which the learner is working in may hinder or promote his /her language performance.

Question 10: Does your school have an equipped library?

a. Yes ☐

b. No ☐

c. Empty library ☐

Table 31: Data presentation for question nr 10

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Yes	2	40	1	20	3	30
No	0	0	0	0	0	0
Empty library	3	60	4	80	7	70
Total	5	100	5	100	10	100

This question sought to investigate whether schools are equipped with enough books or not, whether or not learners have the opportunity to read a book. The data show that in Bujumbura City on the one hand, 2 respondents corresponding to 40% said that their libraries are equipped with enough books; while 3 others that is 60% do not have well equipped libraries.

In Rumonge Commune on the other hand, the data proved that, the majority of the respondents 4 of them out of 5 or 80% said that their libraries seem to be empty and another who said "No" this means that they do not have a library.

A library is very necessary in human life in general and in Education process in particular. Then the school which does not have an equipped library is a dead one because learners will miss ideas to feed their mind.

As Wikipedia definition says:

"A library is an organised collection of sources of information and similar sources, made accessible to a defined community for reference or borrowing."

Libraries are subjects to constant progress of change that affects all aspects of the community around us.

Then lack of equipped libraries within schools hinders the learning and teaching process in the sense that learners and teachers source in which they can fetch knowledge.

Question 11: How many students do share a book?

a. Between 1-3 ☐

b. Between 3-6 ☐

c. Between 6-10 ☐

d. 10 and more ☐

Table 32: Data presentation for question nr11

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Between 1-3	4	80	1	20	5	50
Between 3-6	1	20	2	40	3	30
Between 6-10	0	0	2	40	2	20
10 and more	0	0	0	0	0	0
Total	5	100	5	100	10	100

This question seeks to investigate about the availability of reading books within visited schools.

The above table show that 4 respondents out of 5 that is 80% from Bujumbura City said that between 1 and 3 students share a book.

It indicated also one respondent corresponding to 20% said that between 3-6 learners share a book.

In Rumonge Commune, the result proved that only one respondent out of 5 or 20% agreed that between 1-3 learners share a book, while 2 informants or 40% said that between 3-6 learners share one book.

The remaining 2 respondents out of 5 corresponding to 40% agreed that between 6 and 10 learners share one book. From this analysis, we discover that so many schools do not have enough books because many learners share a book.

Question 12: Are teaching materials adequate for efficient English language learning?

a. Yes ☐

b. No ☐

Table 33: Data presentation and analysis

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Yes	3	60	1	20	4	40
No	2	40	4	80	6	60
Total	5	100	5	100	10	100

This question sought to know whether or not teaching materials that teachers are using are adequate and up to date because teaching is a dynamic process.
The table above proved that in Bujumbura city 3 respondents corresponding to 60% said that teaching materials they are using are adequate. We found also 2 others representing 40% of my respondents said no, this means that the teaching materials they are using are not up-to-date; they need to be revised for a good language learning. As we already know language is dynamic then we have to adapt our teaching materials to the time being, this is very necessary because the best teacher never stop learning.
In Rumonge Commune, the result proved that only one respondent corresponding to 20% said yes on the above question.
He agreed that he is using up-to-date teaching materials. But the majority of respondents that is 4 of them or 80% said the teaching materials are lacking. From this teacher's consideration we may conclude that the English language course is not taught well as they do not have up- to- date teaching materials.
When there is lack of students' books for instance, the teacher will waste his precious time by writing texts on the board so as to let his students read the text and later exploit the vocabulary, therefore he will be unable to finish his wide program with the short time allocated to the English course.

Question 13: How large is your class?

a. Less than 30 learners ☐

b. Between 30 and 40 learner ☐

c. Between 40 and 50 learners ☐

d. More than 50 learners ☐

Table 34: Data presentation for question nr 13

Answers	Bujumbura City		Rumonge Commune		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Less than 30 learners	0	0	2	40	2	20
Between 30 and 40 learners	4	80	1	20	5	50
Between 40 and 50 learners	1	20	0	0	1	10
More than 50 learners	0	0	2	40	2	20
Total	5	100	5	100	10	100

From the above table, it is deserved in Bujumbura City that the majority of the respondents 4 out of 5 or 80% said that they have classes of between 30 and 40 learners and another one corresponding to 20% mentioned between 40 and 50 pupils. In Rumonge Commune, the table shows that 2 informants out of 5 corresponding to 40% said that they have small classes of less than 30 learners; we found also another one corresponding to 20% who said that he has a class of between 30 and 40 learners.

The data also proved that 2 respondents or 40% said that they have large classes of more than 50 learners.
Class size is one of the variables that influence student learning. Then it is better to sustain it; this view is justified by the belief that smaller classes enhance student learning. Every educator would argue strongly that large classes have an adverse impact on learning and success. From my own experience, I can state that large class-sizes have a negative impact on Education and learning.
From these data, we concluded that the major problem that teachers are facing is the large number of students in some schools.
As far as the teacher has a large class, the learners' opportunity to work will be limited, consequently poor performance will follow.

Question 14: Does the school environment situation influence your students' performance in English? Justify

This open-ended question sought to investigate whether the learners' language performance may be due to the school environment whether it may enhance or hinder language performance among students. The collected data show that all the informants said "Yes" on the above question.
One of them indicated the great challenge that language learning is facing; outside the school English language is not spoken. Students' interactions are crucial because they practice the learnt materials.
Other respondents focussed on distance from school, poverty within learners' families, climate around the school, illiteracy among learner's parents play much influence on learners' performance. I agree with the above views in the sense that for instance when the learner lives too far away from his school, he will be much tired and will not follow well his lessons. Similarly when the student' s family is poor, sometimes he lacks what to eat then in the class , he will be sleeping instead of following lessons consequently poor performance in general.
As an English proverb says "a hungry man is an angry man" you cannot expect success from a learner who does not eat well.
Another one stated that the: "*lack of up- to -date teaching materials within schools hamper learners' language performance.*"
Teaching materials constitute the base of the teaching process. You cannot expect to build a strong house without good materials.
Similarly with English language learning, you cannot have success when you do not have adequate, sufficient and up-to-date teaching materials.

Concerning climate, one informant focussed on it saying that climate in which the learner is in his learning process may enhance or handicap language performance.

For instance for Bujumbura and Rumonge, both places are very hot and large number of learners get sick. The data also show that there is another one who argued that better school ground creates better behaved learners.

This means that good surroundings can also enhance pupils' well-being and have a positive impact an academic performance and good students' attitudes towards learning. They also stressed on illiteracy within learners' parents. This has great influence on learners' performance and progress.

On the contrary, literate parents take care of their children's learning process. The efforts those literate parents put for instance in helping their learners in terms of checking homework, reinforcing learnt materials and also providing everything necessary. Literate parents motivate their children by stressing the importance of academic achievement then those children will pursue their learning process looking at the example of their parents.

Question 15: What should be done to improve English language performance among students in your schools? Justify

This question sought to find out the most important things necessary to be done in order to improve English language performance among students. From this open-ended question the data proved that the majority of the respondents shared the view that the government should provide enough and up-to-date teaching materials and enhance better living conditions and for teachers by increasing the salary. They also added that it should be better to create English clubs within schools in the whole country. They focussed also on creating new schools in order to avoid large classes .The respondents also suggested that the country should recruit qualified teachers who may teach what they know by using good strategies.

Students lack of English foundations because they were taught first by unqualified teachers. Other respondents argued that teachers should organise reinforcement session in the afternoon. They suggested also that the government should try to provide electricity within all schools; this will help students not only learn all skills such as listening but also review learnt materials after class even in the evening.

In brief, the respondents tried to suggest many reasons that cause students' poor performance; among which the weakness of curriculum design, lack of qualified teachers from primary school up to high school.
The base is necessary everywhere when you want to build a strong edifice. They focussed also on lack of students' learning motivation. When you want to perform a given task, you must have the driving force which pushes you to do it. In some schools learners do not like English for some reasons such as unqualified teachers who do not know about methods and techniques to be used; bad results in English course pushed also them to hate the language.
Generally, the problem of learning English language derived from many factors such as school resources, class size, quality of teachers, and living conditions. So find solutions to these influencing factors will help to find suitable solutions to the problem.

IV.4. Findings

After having analysed all the data and commented about them, through this section we will relate answers given by our respondents to the research question and the stated hypotheses. Major finds from the study are thus presented here below.

IV.4.1. Finding from questionnaires

A. Socio-economic status and its influence on the English language learning.

a. Learners' socio-economic status

Socioeconomic status is commonly conceptualized as the social standing or class of an individual or a group. It is often measured as a combination of education, income and occupation. Examination of socioeconomic status often reveals inequities in privilege, power and control. Referring to answers given by our respondents we will understand how socioeconomic status has a great impact on educational outcomes.

Starting with the distance covered by learners and the means used to perform the said distance as presented in Tables 6 and 7 we see that the majority of learners live near their schools and go to school on foot.

Having analysed the data, we found that short distance separating school and home can contribute positively to English language performance.

Concerning the students' eating condition, answers to questions n° 5 and 6 as presented in the Tables 11 and 12, have shown that the majority of learner in Bujumbura City eat three times a day and have workers to cook for them. But in Rumonge Commune, a large number of learners eat twice per a day.

In other words, from the learners' answer, it is evident that in Bujumbura City, the learners' living standard is good compared to Rumonge learners. This greatly influence English language performance because you cannot learn when you are hungry.

Moreover, the students' answers to questions 7 and 8 which sought to investigate respectively on the source of lightning and network source of information, we realised that students from Bujumbura City the majority of learners use electricity but in Rumonge there is a considerable number of learners who use other poor means of lighting such as petrol-lamp, candles and house fire. We realized also that in Bujumbura, a large number of learners use internet for sending messages. While in Rumonge Commune, the majority of learners do not use internet. So the two stated matters influence greatly English language performance in the sense that studying on the electricity is good comparing to studying under petrol lamp. Secondly, it is clear that internet is a powerful source of knowledge, and then students in Bujumbura City have a good opportunity to improve their language performance using internet.

b. Teachers' socioeconomic status and its influence on English language learning

As we already said, SES of an individual has been defined as his/her social and economic situation within society as it is determined by three main criteria namely level of education, occupation and income. In this sub-section we found necessary to check whether teachers' socio-economy status influences the learners' linguistics performance.

As shown by the data presented in the Table 22 concerning about the level of education of our respondents, in Bujumbura City; we discovered that the majority of them are qualified. In Rumonge Commune, the majority of them are qualified to teach at junior level but unfortunately they teach even in 1st Arts.

As far as teachers' occupation is concerned, the teaching profession and its income is known in our country, but curiously we asked them whether they have other financial support except the one provided by the government.

Answers to questions n° 4, 5 and 6 as presented in the Tables 25, 26 and 27, have shown that teachers do not really have other financial support and that is why they are always claiming for increasing their salary and engaging in generating strikes.
Then this hinders the normal language learning process consequently poor performance among students. Moreover, from the teachers' answers on question n° 3 about teachers residence; it was realised that in Bujumbura City teachers do not live too far away from their work which enables them to be on time and fulfil their task efficiently. On the contrary in Rumonge Commune, the majority of teachers live far from their schools; this hampers the teaching-learning process.

a. Parents' living standard and level of instruction

Starting with question n° 4 related to parental level of education, students' answers as presented within Table 9 have shown that in Bujumura City student's fathers, the majority of them have secondary or primary levels. While in Rumonge Commune the majority of students' fathers are illiterate. Concerning mothers' level of education, in Bujumbura, students' answers as presented in Table 10 shown that like fathers; students' mothers have secondary school level, contrary to Rumonge Commune.
Students' answers have shown that the majority of learners' mothers in the later Commune are illiterate but also another large number of students' mothers have primary school level.
Referring to the above findings we can then come back to answers to question 3 as presented in Table 8.The said question sought to investigate about the presence or the absence of learners' parents.
Everyone knows the great and preponderant role played by parents in general and in education process in particular. Students' answers to this question have shown that the majority of our respondents have both parents and also another considerable number of learners have only one parent.

B. Motivation and attitude towards English language learning

a. Parental motivation and attitudes towards English language learners

In this paragraph, we wanted to show how students' parents behave towards English language learning.
On the issue of learners' parents interest towards their children's English language, students' answers as presented in table 20, it was realized that students' parents from both areas: the majority of them have a positive attitude towards English language learning. They are happy when their children are speaking English.
A large number of learners said that their parents suggested them to study English carefully because nowadays it is used around the world. .The role of motivation in the teaching-learning process is very great. Human behavior is complex and people are naturally curious.
Therefore, instructional designers should meet the challenges of designing instruction assisted by motivation, because it is of paramount important to student success. Students work longer, harder and with more vigor and intensity when they are motivated than they are not. In other words, motivation helps individual overcome inertia. Parental motivation plays a very important role in English language learning.

b. Teachers' motivation and attitudes towards English language learning

Motivation can help the teacher to enhance the interest students have in the matter of learning. If the effort of the teacher does not bring about any outcome, then he will know that the students have lost interest in the subject concerned. Nevertheless, a teacher needs to know the adequate behavior and instruments to use in motivating his students.

After analyzing related questions to the matter of motivation and attitude, the students' answers as presented in Table 18, have proved that in Bujumbura City a large number of learners said that teachers are not severe and do not use of punishment. Even in Rumonge Commune, the majority of students' answered that their teachers are not severe and do not resort to punishment.

In addition, teachers' answers to question n° 8 let us also know about their views related to motivation and attitude adopted in their teaching process. Teachers' answers as presented in Table 29 have proved teachers' behavior for encouraging learners in English learning. In both research areas, teachers' answers are similar; they use storytelling and also give advice related to the necessity of learning English nowadays.
Concerning the matter of involving all learners in English language learning, teachers' answers as presented in Table 30 have proved different ways used by teachers. In Bujumbura City, the majority of them said that they use both pair work and give the opportunity to everyone to speak.

While in Rumonge Commune, teachers' answers as presented in the same Table have shown that the majority of them give opportunity to everyone to speak, but there is also a considerable number of teachers who said that they practised pair work.
However, the result from the research made in those 10 schools revealed that the amount of time allotted to practice the speaking skill is not sufficient; most English teachers in the research areas spend most of the time on structural form of language. This is understandable if one looks at the design of the main document, *Today English*, used to teach English. The book in question contains a large number of grammar exercises and some reading texts. Therefore, pupils spent most of their time on writing, checking and applying grammatical rules but they do not take a considerable time to practise English language in speaking.
Another hindrance is that learners do not improve their English language terminology by reading various books and novels, pupils are mainly involved in grammatical exercises. Unfortunately, such activities cannot help pupils develop their English language proficiency.
Concerning learners' English language learning and practice outside the classroom, students' answers on question 13 as presented in Table 19 have shown that the majority of students got activities to be done after classes.
At this level, the second research question is answered and the second hypothesis is verified referring to the results got from questions and this section of motivation and attitudes.

C. School environment towards English language learning

Considering the last research question, the students of 1st Arts Form and their teachers tried to answer a number of questions in order to verify the 3rd hypothesis as follows:

a. Availability of teaching aids

It is known that "*practice makes perfect*". The reading materials helped both learners and teachers to improve their English vocabulary. We will know that a given person knows the language by uttering various words related to real objects. Then the learner has to read more books in order to increase English vocabulary that he/she is going to use in his/her daily communication.
Not only learners but also teachers need to learn continuously. Successful teachers never stop learning; he has to search for up-to-date information related to his subject. On this issue, students' answers to question n° 10 as presented in Table 16 have shown that in the majority of visited schools, their libraries are not equipped with enough books. This view is also supported by the sampled teachers' answers to question 10 as presented in Table 31.
On the issue of having up-to-date teaching materials, teachers' answers to question n° 12 as presented in Table 33, in Bujumbura City, the majority of respondents said "Yes" but in Rumonge Commune, as far as they do not have well equipped libraries, a number of teachers said that they do not have good teaching materials.
Among the reasons behind this, the Burundi government does not provide enough and up-to-date teaching materials, this handicaps the language learning and teaching activities.

On the matter of having the reading habit, the students' answers on the question n° 11 as presented in Table 17, have revealed that in Bujumbura City learners have the habit of reading books, contrary to Rumonge Commune where the majority of learners did not read textbooks such as novels. This hinders the learners' language proficiency in the way that they do not increase their vocabulary items.

b. Class size

Class size is one of the elements that constitute the school environments. Small classes benefit all pupils because of individual attention from the teacher. But pupils in large classes lack of individual attention. On this matter, teachers' answers to question n° 13 as presented within Table 34 have revealed that the majority of Bujumbura City respondent teachers, that is, 80% have classes of between 30 and 40 learners. It is clear that they have large classes. This will not enable each learner to get the opportunity to work. In Rumonge Commune, there are small classes and large classes; this is found in the same Table. In brief, small class size has more positive teacher-student interactions leading to less time spent on discipline. It increases closer personal relationships between teachers, students and families and it also enhances students' achievement.

D. Suggested strategies

In this sub-section both learners and teachers have suggested good strategies to be adopted in order to overcome barriers from an uncomfortable school environment. They are thus formulated as follows:

a. Learners' suggested strategies

Teachers should react in a kind way to the learner who fails in a given task. Avoid blaming learners who make mistakes and also show the learner that he can succeed in the following exercises.
In addition, teachers may show affection towards learners. Furthermore, teachers may teach all four skills even listening using up-to-date materials, create opportunities for developing communicative abilities through conversations and exposes. Moreover, learners advised other learners to develop reading habit for increasing English language terminology.
Teachers may introduce short interesting stories in relation to the lesson for creating a Conducive atmosphere in the classroom.

b. Teachers' suggested strategies

They suggested that the government should provide enough and up-to-date teaching materials. The government should also enhance better living condition for teachers by increasing for instance their salary. Teachers themselves may create English clubs and organize reinforcement times for improving learners' language ability. Qualified teachers should be recruited. They also emphasized on motivation, success or failure depends on how learners are motivated, how teachers and the surrounding persons treat learners. Teachers then should motivate their learners to overcome shyness, encouraging pupils by showing the actual importance of English language worldwide. They suggested that teachers may create a good climate in the classroom, keep cool and show impartiality towards pupils.
Teachers' should also involve all pupils in English language practice, and increase pupils' opportunities to express themselves.

c. Conclusion

This chapter dealt mainly with the presentation, analysis and interpretation of findings. Presentation showed in details how our respondents answered each of the questions. The answers were presented in tables; the number of respondents and the corresponding percentages were also indicated. The major findings from the research were outlined as follows: the study revealed that there is inequity in privileges for the two visited areas. That is different socioeconomic variables: education, income and occupation.

Starting with learners' income on one hand, the majority of Bujumbura learners are able to eat three times a day but in Rumonge Commune a large number of learners eat twice a day. This influences their English language performance because it is said that *a hungry man is an angry man.*

For teachers' income for both visited areas on the other hand; the study indicated that they are not satisfied anymore and that is why there are always claiming for increasing their salary and engaging in generating strikes. This handicapped language learning process.

Concerning Education:teachers from Bujumbura city are qualified to teach high level but in Rumonge Commune the majority of them are qualified to teach junior level unfortunately they teach 1st Arts form.

In short, on this research question the respondents agreed that socioeconomic situation influences greatly the language performance.

The study revealed also that there are other influencing elements that pushed learners' success or failure. That is what we call school environment. It combines all physical conditions in which the learner is while studying. The study proved that there are insufficient teaching materials but also old fashion ones, their libraries seem to be empty in both visited areas. Among the reasons behind this the Burundi Government does not provide enough qualified teachers and up-to- date teaching materials in all over the country schools. Another problem found is that there are large classes and few teaching materials. This will not offer the opportunity to learners to practice then poor performance.

The result revealed other important and influencing factors in language learning. Those are attitude and motivation. The respondents agreed that learners must have internal and external driving force in order to perform in his learning process. The motivation can therefore come from parents or from his teacher's behavior or his own self determination.

All along this study, I found that the entire research questions were answered and all the informants agreed with me. Hence the research hypotheses were confirmed.

Here below follows the fifth and final chapter which deals with "General Conclusion and Recommendation".

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

V.I. General Conclusion

This chapter is concerned with the general conclusion of the work and some recommendations which would help to overcome and finish the English language learning difficulties encountered by some secondary schools students within their socioeconomic environment.

Through the present study, we aimed at investigating on how students' school learning environment may affect their English language proficiency. The study is divided into five chapters. The first one is concerned with the general introduction of the present work. This chapter highlighted the main reasons which pushed us to work on such a topic. Through it we presented some preliminaries as follow: the background to the study, the statement of the problem, the purpose of the study, motivation of the study and definition of key terms used in the study.

The second chapter deals with the review of related literature. In this second chapter of the present work, we presented and discussed a number of writings by previous researchers around the topic of the present work. Thus, in this chapter, the major focus was put on the school environment role in students' language learning performance.

Chapter three on its side describes the methodology with which I worked to collect the data need for the present study. The study conducted within two areas that is Bujumbura City and in Rumonge Commune. In the two research areas, I visited 5 schools from each research area, and then ten (10) secondary schools were visited. For each of the selected schools from the two areas, a sample of students was selected in the 1st Arts form. In addition, all the 1st Arts Form English teachers from the selected schools were involved in the study. Thus the study was carried out with 132 subjects, i.e. 122 students and 10 English teachers.

The fourth chapter is the main part of the work. It had to do with the data presentation, analysis and findings from the research.

In this fourth chapter, data from students' or teachers' questionnaires were presented, analyzed and interpreted taking into consideration the research questions and hypotheses stated in the introductory chapter. After doing a deep analysis of data, the major findings of the research were briefly presented within the chapter.

The findings from both the teachers' and students' answers have been analyzed. It was seen that the majority of students are working in a poor school environment situation which therefore influences negatively their English language proficiency. Not only learners but also teachers live and work in an unfavourable working environment as we found it in the research. All teachers from the research areas argued that their salary is not enough and that they are always in unending strikes, consequently, students get problems in their language learning process and then fail. It was also realized that the government does not create suitable learning and teaching environment, and then follow poor performance among students.

Moreover, it was realized that the students' school environment is not suitable to the English language use: students do not get numerous opportunities to interact with other English language users; either their family members or neighbors are illiterate even the literate persons sometimes are shy while using English and tend to speak French or Kirundi.

We should not end this chapter without saying that our entire research questions have found accurate answers. The first one concerning socioeconomic situation the result proved that it plays a preponderant role in the language teaching.

On the second search question, the result proved that the authorities in charge of Education do not supply enough qualified teachers and sufficient up-to-date teaching materials. The result proved also that attitude and motivation are like bridges leading to success in the language learning.

As far as the research hypotheses are concerned, all of them have been proven right.

V.2. Recommendations

From the findings of the present research, it was realized that Burundi secondary school students especially those in 1st Arts section who are supposed to have good opportunity to learn English language face a number of problems based on their weak school environment.
Therefore, we address these recommendations to the following: to students, to English teachers, to the Ministry of Education and to further researchers.

1. To students

Students should do their best to work hard in order to accomplish the four skills; we know that *if there is a will there is a way.* They should maximize opportunities of English language use, communicatively, developing the reading habits by trying to read the available English reading books, writing different materials in English and listen English language program on the radio or T.V for example on BBC or VOA. All this will help them to enrich their English terminology and increasing English fluency.

2. To English teachers

-Teachers should create a relaxed, friendly and supportive learning environment.

-Teachers should also focus on different activities such as conversation between learners, debates, exposés, giving topics for writing assays, creating English clubs within schools, story-telling.

-The teacher should multiply outside opportunities for practicing English language by giving learners textbooks as well as novels.

-Teachers should avoid any tendency in the class that can affect the learners' motivation towards English language learning. This would be of great importance because the students have the ambition to know many things that will increase the language proficiency.

1. To the Ministry of Education

First of all, the Ministry of Education should increase teachers' salaries, this is a motivating factor that may promote the teachers living condition and also create a good school environment.
The Ministry of Education could build and equip libraries where they are not with up-to-date textbooks, and teaching materials.

Linguistic immersion programs should be maintained and well organized within all English departments and institutions for all students after their university studies because it is among the ways to learn a foreign language with other language speakers.

The Curriculum Development Agency (C.D.A) should always think about up-to-date materials and put them at teachers' disposal in all schools in order to teach all skills in English language.

2. To further Researchers

Further researchers should complete this study because I cannot claim to have exhausted the topic on the influence of students' school environment. This is the reason why we would recommend further researchers to carry out their investigations and know more about the topic. For example, they can do the research on good strategies for improving school environment.
In addition, as this work can simply be considered as an open door towards a contribution to find strategies and techniques to overcome problems coming from uncomfortable school environment.

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APPENDICES

Appendice I: Letter to Students

University of Burundi
Institute for Applied Pedagogy
English-Kirundi Department

Dear pupil,

I m writing to seek help for my research.

In fact, I am conducting my research on the topic entitled "School environment as a factor affecting performance in the English language: A study conducted in selected secondary schools of Rumonge Commune and Bujumbura City" and it requires that I cooperate with you in order to complete it. So, here is a questionnaire that you are requested to answers freely for the already mentioned purpose.

I would be very grateful if you could answer this questionnaire as faithfully and sincerely as you can. In addition, I promise that your answers will be treated solely for the completion of the research and I inform you that it is not necessary to mention your names.

Yours faithfully

Rénovat Hatungimana

Appendice II: Pupils' questionnaire

Theme 1: Socio-economic situation

Question 1: How far is your school from home?

Question 2: Which means do you use to go to school?

Question 3: Do you have both parents?

Question 4: What is the level of education of your parents?

a)	Mother :		b)	Father:	
–	University	☐	–	University	☐
–	Secondary school	☐	–	Secondary school	☐
–	Primary school	☐	–	Primary school	☐
–	Illiterate	☐	–	Illiterate	☐

Question 5: How many times do you eat per a day?

a. Once ☐

b. Twice ☐ c. Three times ☐

Question 6: Who prepares your meals at home?

a. Myself ☐ b. The houseboy ☐

c. My mother ☐

Question 7: Which mean of lighting do you use when you study at home?

a.	Electricity	☐	c.	Candles	☐
b.	Petrol lamp	☐	d.	Home fire	☐

Question 8: Do you use internet at home or near your home to improve your English language?

a. Yes. ☐ c. Only for sending messages ☐

b. No ☐

Theme II: School environment and achievement

Question 9: Does the school environment allow you to prepare well your lessons especially to practice your English?

a. Yes ☐ b. No ☐

Question 10: Does the school have a library?

a. Yes ☐
b. No ☐
c. Not equipped with enough books ☐

Question 11: How many English textbooks have you already read?

a. Between 1 and 3 ☐ c. Between 6 and 10 ☐
b. Between 3 and 6

Theme III: Attitude and motivation

Question 12: Is the teacher too severe and does he abuse of punishment?

a. Yes ☐ b. No ☐

Question 13: Does the teacher give you activities to do after classes?

a. Yes ☐ b. No ☐

Question 14: Do your parents show interest in your education especially in the English language learning?

☐

a. Yes ☐ b. No

Question 15: What does the English teacher do to create a welcoming atmosphere in the classroom?

a. He teaches songs ☐ b. He tells stories ☐
c. He encourages us ☐ d. Other things (specify) ☐

Question 16: What should be done to improve English language performance among students in your school? Justify

Appendices III: Letter to Teachers

University of Burundi
Institute for Applied Pedagogy
English-Kirundi Department

Dear teacher,

I am writing to seek help for my research.

In fact, I am conducting my research on the topic entitled "School environment as a factor affecting performance*: A study conducted in selected secondary schools of Rumonge Commune and Bujumbura City*" and it requires that I cooperate with you in order to complete it. So, here is a questionnaire that you are requested to answer freely for the already mentioned purpose.

I would be very grateful if you could answer this questionnaire as faithfully and sincerely as you can. In addition, I promise that your answers will be treated solely for the completion of the research and I inform you that it is not necessary to mention your names.

Yours faithfully

Rénovat Hatungimana

Appendice IV: Teachers' questionnaire.

Theme I: Socio-economic situations

Question 1: What is your qualification?

a. D7 ☐ c. IPA3/ENS3 ☐
b. I.P. ☐ d. Licence/Bachelor degree ☐

Question 2: How long have you been teaching?

a. Between 1-5 years ☐ c. Between 10-15 years ☐
b. Between 5-10 years ☐ d. 15 years and more ☐

Question 3: How far is your residence from school?

a. Between 1-2 km ☐ a. Between 4-6 km ☐
b.Between 2-4 km ☐ b. 6 km and more ☐

Question 4: Is your salary enough for living decently?

a. Yes ☐ b.No ☐

Question 5: Does the school provide you with a home to live?

a. Yes ☐ b. No ☐

Question 6: Do students' parents give extra-income to encourage you?

a. Yes ☐ b.No ☐

Theme III: Motivation and attitude

Question 7: Do students' parents show interest in the performance of their learners?

a. Yes ☐ b. No ☐

Question 8: What do you do to create a good atmosphere in a classroom?

a. I teach songs ☐
b. I tell stories ☐
c. I encourage them ☐
d. Other things (specify) ☐

Question 9: What do you do to involve all students in English language learning?

a. I give pair works ☐
b. I give group works ☐
c. I give opportunities to everyone to speak ☐
d. Other things (specify) ☐

Theme III: School environment and achievement

Question 10: Does your school have an equipped library?

a. Yes ☐
b. No ☐

Question 11: How many students do share a book?

a. Between 1-3 ☐
b. Between 3-6 ☐
c. Between 6-10 ☐
d. 10 and more ☐

12: Are teaching materials adequate for efficient English language learning?

a. Yes ☐
b. No ☐

Question 13: How large is your class?

a. Less than 30 learners ☐
b. Between 30 and 40 learners ☐
c. Between 40 and 50 learners ☐
d. More than 50 learners ☐

Question 14: Does the school environment influence your students' performance in English? Justify

Question 15: What should be done to improve English language performance among students in your schools? Justify.