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Factors that handicap the development of the english speaking skill in technical private secondery school , third year computer management

EMERUSABE, Francine; Supervisor: Professor Herménégilde RWANTABAGU

2017-08
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UNIVERSITY OF BURUNDI

FACULTY OF ARTS AND SOCIAL SCIENCES



DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

FACTORS THAT HANDICAP THE DEVELOPMENT OF THE ENGLISH SPEAKING SKILL IN TECHNICAL PRIVATE SECONDARY SCHOOL, THIRD YEAR COMPUTER MANAGEMENT

By

Francine EMERUSABE

Supervisor:

Professor Herménégilde RWANTABAGU,
Senior Lecturer at the University of Burundi

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Award of the Degree "**Licenciée en Langue et Littérature Anglaises**"

Bujumbura, August 2017

DEDICATION

To Almighty God,

To my dear late father,

To my dear mother,

To my dear husband and children,

To my brothers and sisters.

I warmly dedicate this work.

ACKNOWLEDGEMENTS

A work like this is never the fruit of only one person. That is why I feel indebted to all those who have helped me so as this work would have this shape.

First and foremost I would like to express my gratitude to professor Herménégilde Rwantabagu who kindly accepted to supervise this work . I highly appreciate his constructive criticism and important suggestions.

My gratitude is also expressed to all my teachers from the primary school to the university with special regards to all the lecturers of the Department of English Language and Literature at the University of Burundi.

Special and sincere thanks go to the deputy heads of schools, teachers and students who kindly welcomed me during my research and provided me with all the information I needed. Whitout their cooperation , this work would not have this shape.

Many thanks go to my family, friends and relatives whose material and moral support contributed much so that this work can be in its present state.

Last but not least, all my heartfelt gratitude is addressed to my dear husband François Iradukunda for his encouragement and prayers. May my success be his joy and pride.

Francine EMERUSABE

LIST OF ABBREVIATIONS AND ACRONYMS

B.A	: Bachelor of Arts
BBC	: British Broadcasting Corporation
e.g.	: Exempli gratia (Latin) : For example
EAC	: East African Community
EPOKA	: Ecole Polyvalente de Kanyosha
Etc.	: Et Caetera (Latin) : and so on
i.e.	: Id Est (Latin) : that is to say
ICB	: Istitut Comercial de Bujumbura
KSS	: Kibenga Shine School
Ltd.	: Limited
LTIBU	: Lycee Technique Islamique de Buyenzi
LTSt.Jean	: Lycée Technique Saint Jean
LTSt.Luc	: Lycée Technique Saint Luc
U B	: University of Burundi

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ABSTRACT

The present work deals with factors that handicap the development of English speaking skill in private secondary schools precisely in the third year of computer management. The study was conducted in Bujumbura city where six technical schools were selected as a sample. Data from teachers and pupils were collected using a questionnaire designed to seek information about the teaching learning methods, the pupils' attitudes towards the speaking skill and the socio economic background of pupils. Classroom observation was also conducted in order to have a critical assessment on what was happening in the classrooms.Through this research, it was found that there is no development of the English speaking skill because of inadequate teaching methods, the negative attitude of pupils towards English speaking skill and the poor socio economic background of pupils which negatively affect their learning.I ended this research by formulating some recommendations to different actors who can contribute to the development of the speaking skill.

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CHAPTER I. GENERAL INTRODUCTION

I.0. Introduction

No man can live without communicating with other human beings. So, they communicate in various ways such as speaking, listening, writing, reading and gestures. Of all those ways, speaking seems to be the most important as Lado (1961:2039) puts it:

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

This implies the importance of the speaking skill in communication between people. The same idea is shared by Oller (1979:306) who states that "interestingly, speech is the most manifest of language abilities".

Hence, if a man cannot write, we do not consider him as having a mastery of the language. We also know that there are many societies which can only speak a language but also others which can neither write nor read that language. Then speaking is the most important skill in communication. Moreover, speaking is important in many other ways. The indication of comprehension is involvement in human discourse and in speech acts as Oller (1979:307) quoting John Dewey : "speech is the principal device for displaying human knowledge through discourse in the present tense and it is simultaneously a mutually engaging method of intelligent discovery of that language".However, this is not to say that other forms of human discourse are not necessary, rather that it is to say that speaking is the channel par excellence for having significant interactions with other human beings.

Furthermore, speech is important in the sense that as Oller (1979:307) says, "it is a common denominator that makes written and other symbolic systems intelligible to normal beings. Then reading and writing skills are subordinate to the speaking one".

To sum up, speaking is an important tool in language communication. For this reason, it must be focused on in classes from the beginning to the end. So we are concerned with factors that handicap the development of the speaking skill in English in technical private secondary school in third year: case of third computer management.

I.1. Background to the Study

In any society, people need to communicate. Even animals have their way of communication. When we talk about communication, we refer to language: with language we evoke human beings since the faculty of speaking is attributed to them. People need language because they want to exchange information among themselves.

All over the world, English is widely spoken. Many People want to learn English as foreign language because of its increasing importance. In the Burundian society, English is becoming more and more important since it has been introduced in the education system from primary school. Another factor that shows the importance given to the English language in Burundi is the creation of centers for English language teaching for adults because they need that language for their daily activities.

For effective mastery of a language, the learner should be able to understand the spoken language, read and write, but more so, to speak it fluently as Fromkin and Rodman (1993:3) emphasize, "whatever else people do, when they come

together...they talk". This statement shows the importance of spoken language for human beings . In Burundi, the speaking skill is not considered as important as it should be. In fact, the speaking skill is not an examined skill at secondary level and this because much emphasis and attention is put on the writing and reading skills rather than on the speaking skill. Bygate (1987:1) supports this when he says: speaking is often thought of as an under evaluated skill; speaking is often thought of as a popular form of expression which uses the non-prestigious colloquial register.

Literary skills are on the whole more prized. This attitude of neglecting the speaking skill a nd favoring literary skills affects the students' oral expression competence in and outside the classroom because even their homeworks are always based on the writing and reading skills. In secondary schools, students learn English for six or seven years depending on which section they attend: and yet their competence in spoken English is weak. Hence, this study wishes to investigate on the factors that handicap the development of English speaking skills in Bujumbura private technical secondary schools, and what solutions could be suggested to solve this problem.

I.2. Statement of the Problem

The importance of the English language in our society cannot be overlooked. It has been noted that the speaking and the hearing channel is used much more than the visual one. All person to person contact involves the use of speech. Our family relationships, leisure interests, economic and occupational transactions, political and educational discussions are all expressed in speech.

Even when we are not producing language, we usually hear it, through radio, T.V, record player, film and drama. Therefore, proper and effective communication should always be carried out to achieve the desired objective.

As already mentioned, the oral communicative skill has received little attention in the teaching of English in Burundi secondary schools. This has therefore resulted in a lack of effective communication among students who complete their secondary school education especially in private technical schools.Yet, educational planners and teachers have not made any attempts to improve the situation.

I.3. Motivation

English nowadays is widely used in communication. In other words, communication is the motto of a modern man and spoken language is the most used skill all over the world in everyday life. The researcher was motivated to carry out this study by her experience during the teaching practice and in her interactions with the students, she discovered that the students in private technical schools could not speak English well after learning it for more than six years. That is why she decided to find out and identify the factors behind that situation so as to propose some possible solutions.

I.4. Aim of Study

The study aims at identifying and analyzing factors that handicap the development of the speaking skills in Burundi technical private schools as far as English language is concerned. In modern language teaching, teachers should speak the language being learned as learners need to communicate effectively at school or out of school. The study attempts to identify the factors behind students' poor performance in the speaking skill. It sets out to propose some possible solutions to this problem.

I.5. Research Questions

This research is based on three questions in order to find out factors that hinder the development of the speaking skill in English in some private secondary school, third year of computer management .Those questions are:

1. Do the teaching/ learning methods used influence the development of students' speaking skill?
2. Does the students' attitude to the English language have an effect on their speaking skill?
3. Does the home background influence the pupil acquisition of the speaking skill?

I.6. Research Hypotheses

The study aimed at investing on some of the factors which affect senior level technical students' speaking skill in English .The research formulated some specific hypotheses as tentative answers to the above research questions:

1. The teaching learning methods used influence the development of the pupils' speaking skill.
2. The students' attitude to the English language has an effect on their speaking skill.
3. The home background influences the students' acquisition of the speaking skill.

I.7. Scope and Delimitation of the Study

This research concerns secondary schools but particularly technical private schools precisely students of 3rd year of computer Management. However, given the limitation of time and resources, not all private technical schools 3rd year of computer management of Bujumbura city were covered.

The researcher selected some of them. Then this study was conducted in six private schools in Bujumbura city (namely : Ecole Polyvalente de Kanyosha, Institut Commercial de Bujumbura, Lycee Technique Saint Jean, Lycee Technique Islamique de Buyenzi, Kibenga Shine School, Lycee Technique Saint Luc).

I.8. Justification for the Study

The choice of such a study is due to the fact that Burundian pupils, although taught English from the early stages, still experience a gap as far as the speaking skill is concerned. This brought the researcher to think that the present teaching approach has lost its essence because the speaking skill has not been developed as adequately as required.

Brumfit and Johnson (1979:170) criticize teachers who say that they are language teachers whereas communication among students tends to be a failure. They said:

> If *the language teachers activities are directed exclusively at involving the students in solving communication problems in the target language, then, language learning will take care of itself and the teacher can be fairly sure of not being guilty of unwarranted interference in the process.*

In the light of this, the researcher found it was important to concentrate on a topic about promoting the speaking skill competence in order to find out ways of improving it.

I.9. Definition of Key Concepts

-Attitude: *According to the Oxford Dictionnary of English*, Third edition, the attitude is a settled way of thinking or feeling about something. In this study, it is the state of mind or feeling of students with regard to English as a foreign

language. It may be positive or negative. It reflects whether they like or dislike English.

-**Affect:** According to the *Oxford Dictionnary of English*, Third edition, the verb to affect means "to have an effect on". In this work the word is used to refer to what impedes students...in doing something.

Motivation: According to the *Oxford Dictionnary of English*, Third edition, motivation is a reason or reasons for acting or behaving in a particular way. In addition, The *Longman Dictionary of Applied Linguistics* (1985:185) defines motivation as the factor that determines a person's desire to do something. In the present study, it means the desire to learn English among learners.

Speaking: According to *Oxford Dictionnary of English*, Third Edition , speaking is the action of conveying information or expressing one's feeling in speech.

Skill: Accoding to the same dictionary, it is the ability to do something. For example it is the ability to write, speak, or to make specific objects

Handicap : According to *Oxford Dictionnary of English*, Third edition, handicap generally means a condition that markedly restricts a person's hability to function physically, mentaly or socially. In the study at ha nd it means the act as an impediment to achieve something.

The first chapter presented the following elements: a general introduction, background to the study, statement of the problem, motivation, aim of the study, research questions, research hypotheses, justification of the study, and definition of key terms. The second chapter deals with the literature review.

CHAPTER II. LITERATURE REVIEW

II.0. Introduction

The spoken language has great importance and many writers have dealt with the teaching of it. In this chapter, we explore what different scholars have written about language teaching and learning in general, the speaking skill in particular and the challenges faced by teachers and students in this area.

II.1. Equipment and Materials Used for Developing Speaking Skill in English.

The teaching of English in Burundi is affected by the lack of and (or) inappropriateness of teaching materials. On this point, Andrew Wright (1976:42) says :

> *Whatever other functions, the materials may have provided interest, fun, cultural setting and so on. Teachers and pupils should have textbooks. A good school is likely to motivate and challenge the teacher to make the most of the available resources and facilities.*

Bright and Mc Gregor (1970:18) maintain that "there are special requirements and general techniques for the teaching of speech. These are tape-recorder, record player, radio , and where appropriate a television set, and where possible a film projector".Yet, teaching or learning aids are very important in developing, not only spoken language, but also, any subject with specific reference to oral exppression.

Wright (1976:5) cites five functions of visual materials:

-To motivate the students to want to speak.

-To create a context within which is he/her speech will have meaning.

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

-To provide the students with non-verbal communicative competence.

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

Ellis and Tomlison (1980:301) say that the teacher does need the teaching aids to help him to bring the real world into the essentially artificial classroom situation and thus to evaluate the language items he is teaching in actual usage.

In Uganda, Kyeyune (1992:27) notes with concern that teachers are being blamed for the inability of school leavers to use the French language both in higher education and in employment. She attributes this to the absence of teaching materials which focus on speaking skills. In Burundi, schools that have libraries are stocked with limited foreign materials which cannot be sufficient for large numbers of students we find in secondary school.

Barindogo D.(1994:15) notes that:

> *Some classes are often very large with as many as a hundred or more students. With limited materials to use in such classes, there is also the problem of the lack of space for free movement and they almost make it impossible for the teacher to organize and reorganize the class for group activities."*

In technical secondary schools, the number of students is not very large but the lack of teachings materials is one of the factors which can hinder an effective learning process. In this perspective, Cunningsworth (1984:57) states the following:" we need to sce that the materials we adopt make use of language in order to convey information, express opinion, etc. which are of genuine intrinsic interest to learners". However, the lack of materials in schools is beyond the teachers' control

and even beyond the school's ability because of financial problems. Books and other materials are very expensive.

Talking about the equipment in oral language, Bennet (1968:135) comments as follows:" The teacher unaided will almost certainly be incapable of high standard consistency of production of phonology, syntax, morphology and lexis on which the learning of the spoken language will depend". He goes further and says that "high efficiency in learning will depend on matching materials and means to individual needs". In a nutshell, in school, learning or teaching materials should be a priority because of their usefulness in supporting teaching.

II.2. Pupils Attitude Toward the English Language

A number of studies have shown that a person's attitude has an effect on his achievement. Wilkins (1982:177) said , "success in learning a foreign language through institutions will vary from an individual to another, no matter how achievement is measured and no matter how the language is taught".

From this view, students' success depends largely upon how they like or do not like English which is a positive or a negative attitude towards the subject or second language community. Littlewoood W.(1984:56) says :

> *One of the factors influencing how we experience the process is our attitude towards the culture itself. If this attitude is negative, there may be strong external barriers against learning, and if learning has not taken place because of* external *compulsion, it may proceed only to the minimum level required by the external demands.*

From this quotation, the role of the attitude of an individual in learning a foreign language is of paramount importance. It is evident that students try to learn only what seems to them to be easy that is why we find some who are much attracted by sciences, others by arts. A positive attitude toward a subject leads to effort whereas negative attitude hampers learning.

Under attitude there are closely related factors which have a strong effect on success or failure in language learning in spite of the teachers' effort when teaching. Attitude indirectly affects motivation which is a complex phenomenon and includes many components: the individual's need for achievement and success, curiosity, desire for stimulation and new experience. A favorable attitude reinforces these factors.

The *Longman Dictionary of Applied Lingistics* (1985:185) defines motivation as "the factor that determines a person's desire to do something". Harmer (1983:3) on his side asserts that: motivation is "some kind of internal drive that encourages somebody to pursue a course of action". Harmer subdivides motivation into two main types: "intrinsic motivation which is concerned with what takes place in the classroom and extrinsic motivation which is concerned with factors outside the classroom".

He continues saying that if we perceive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever necessary to reach it. Here, goals are set into two categories:

- Short terms goals which include such things as the urge to pass an end of term or semester examination
- Long term goals might have something to do with a student's wish to get a job or become a member of a target community.

Harmer says(1986:3) "it seems possible to suggest that a teacher will find a strongly motivated student with a long term goal easier to teach than a student who has to study the language because it is on the curriculum and who does not have such a goal".

Wilkins (1979:184) adds: "the instrumentally motivated student acquires a language as a mean to some other end whereas for the integrative student, the language and all that it brings by way of culture is an end in itself".

One's attitude towards the culture of the target language community may also affect the way he learns the target language. A student who is attracted by the culture of the target language community is integractively motivated and will learn the language more quickly. The instrumentally motivated student learns a language but as a mean to achieve a certain immediate end. In Burundi, it might be to pass examinations.

The Burundi government policy lays more emphasis on French since all subjects are taught in French. This could particularly influence the state of mind with which students approach the subject and it could particularly suggest why there is little enthusiasm among students to learn English. Most students have a belief that all they need is a credit in English in their written examination.

The students' negative attitude towards English is reflected in their inability to practice English outside the scheduled time for learning it at school and most students are unable to perfect their mastery of the language . Wilkins (1977:179) has observed that the attitude students have towards the English language will have an effect on their proficiency. He says:"Teacher will meet the attitude in his students that they are not really learning anything until they are being taught to read and write".

In this case, the teacher, who believes in oral based methodology has to manage his class by proposing to himself some textbook where much stress is put on the need to speak and effectively communicate in the language.

Kyeyune (1992:10) advises that the language learning process should be made an interesting venture by the teacher by using a variety of interesting activities for pupils so that pleasure and satisfaction can be derived from the use of the English Language. She goes on by saying that: "the teachers need to make the subject attractive by emphasizing its communicative value." One major obstacle to motivation to learn being that English speaking skills are not examinable in the Burundi shool system.

To support this, Billows (1970:44) expresses the view that, students are not willing to learn oral English since it is not set in their final examinations .This kind finding can be applied to Burundian students of English.

With regard to how secondary school teachers conduct their language courses, one can note that the teacher neglects non examinable skills and aspects. Perhaps the Burundi examination system is to blame for concentrating on writing and reading skills while neglecting oral skills.

II.3. Students' Socio-economic Background

The possible effects of the socio-economic background of the parents on the students' oral communicative competence have received little attention in Burundi. Yet , recent data indicate that there are socio-economic differences in the rate at which children acquire the mastery of the syntactic rule system of their mother tongue.

Bahenda (2003:4) in her study came out with the results that the students socio-class had an effect on their attitude towards learning English and their level of achievement. Romaine (1978:159) added:

> *children do not acquire language all by themselves. They learn to talk by conversing with others. It is generally taken for granted that the child's primary conversational partners are his parents in particular mothers.*

From this view, students' parents play a major role in determining how competent or not the child will be in a certain discipline. However, the majority of Burundians are illiterate. They do not know how to read and write and their children lack motivation and support in order to be competent as far as English language learning is concerned. Home background is also crucial in shaping pupils' attitude which, as mentioned earlier, affect performance.

There is no doubt that people of different walks of life or with parents of different social classes came to certain tasks with different levels of preparation. The young man whose father has taught him physics and electricity and has helped him build radio and motors all his life is going to perform better.Similarly, students who watch a parent reading English while at the same time, the parent encourages him to read by providing free time and facilities, might pick up interest which is a factor of performance. What really matters is urging to want to read widely and eventually to develop an interest in learning English.

The socio-economic status of students' parents places them in an advantageous situation as far as communicative competence is concerned. So, the students would be motivated to learn and speak foreign language and would wish to continue with their studies.

This is observed in Burundian society where children from elite parents, that is, parents with higher status are motivated to continue their studies at home and abroad and come out with extensive knowledge and qualifications.

This is also supported by Byrne (1969:21), in the following passage

> *The goal of teaching a foreign language is for the student to behave in a such a way that he participates to some degree and for certain purpose as a number of a community other than his own... And such an achievement can only be attained by a student coming from the high socio-economic background where parents are supportive and motivating.*

With all this, the present research is interested in assessing whether actually a similar problem exists with Burundian students in relation to effective oral communicative competence achievement. And if it does, what attempts should be made to help the students achieve oral communicative competence.

CHAPTER III. METHODOLOGY

III.0. Introduction

This chapter on methodology is devoted to data collection and data analysis procedures. In any scientific research there must be a method that the researcher uses to collect data in order to reach the research objectives. These procedures and methods are based on selecting the instruments to be used while collecting the data, in describing the population and sampling techniques. They also help in data analysis.

III.1. Research Area

As it was mentioned in chapter one, the study was conducted in Bujumbura technical private secondary schools. The researcher chose to conduct her study in Bujumbura city because there is a large concentration of schools in general private schools in particular.

III.2. Research Population

According to *Webster's Third New International Dictionary* (1986) population is defined as follows:"A group of individual persons, objects or items from which a sample is taken for measurement statistically". In other words, the target population is the group the researcher is interested in, the group about which the researcher wishes to draw a conclusion. The target population was pupils of third year management in Bujumbura city private technical schools.

Table 1: The Total Number of Target Population

Schools	Total number of students	Total number of teachers
Ecole Polyvalente de Kanyosha(EPOKA)	48	1
Institut Commercial de Bujumbura(ICB)	40	1
Lycée Technique Saint Jean	42	1
Lycée technique Islamique de Buyenzi	35	1
Kibenga Shine School	60	1
Lycée Technique Saint Luc	39	1
Total	**264**	**6**

III.3. Sampling

Sampling concerned pupils of third year in technical secondary school case of third computer management together with their teachers of English. The target population for this study comprised 264 pupils and 6 teachers from the 6 technical private secondary schools in Bujumbura city. The choice of 6 schools was done following the geographical delimitation of the Bujumbura urban area. The Southern zone, that is the zone situated in MUHA Commune, the Central zone situated in Mukaza commune and the Northern zone located in Ntahangwa Commune. Then the researcher chose randomly two technical private schools in each zone. On this point, Mucchielli (1967:17) says:

« Echantillonner consiste à limiter l'enquête à un petit nombre de personnes 1/10, 1/50, 1/100, 1/200….,1/2000 etc. qui formera l'échantillon à l'intérieur de la population d'enquête ». This can be translated as: " To sample is to limit the inquiry to a little number of people i.e. 1/10, 1/50,1/100,1/200…. 1/2000 etc. which will constitute the sample inside the population under study"(translation mine).

Bujumbura city comprises 52 technical private schools which have third computer management section i.e. 14 in Muha commune, 20 in Mukaza and 18 in Ntahangwa commune .

The sampling technique consisted in taking 1/7, i.e. I mixed small papers on which were written names of schools in a box and I chose 2 schools for each commune: that brings to 2 private technical school in Muha ,2 in Ntahangwa and 2 in Mukaza: This means that only 6 private technical schools were randomly chosen by the researcher.As far as pupils sampling is concerned the researcher chose 1/4 of pupils in each selected class. Here I took the list of students and chose the odd numbers, until the required number was reached. As far as teachers were concerned the only condition for being chosen was that they teach English in third computer management.

Table 2: Sample of Pupils and Teachers Used as Informants

School	**Total number of pupils**	**Number of pupils sampled**	**Number of teachers**
Ecole Polyvalente de Kanyosha(EPOKA)	48	12	1
Institut commercial de Bujumbura(ICB)	40	10	1
Lycée Technique Saint Jean	42	10	1
Lycée Technique Islamique de Buyenzi	35	8	1
Kibenga Shine School	60	15	1
Lycée Technique Saint Luc	39	9	1
Total number of informants	**264**	**64**	**6**

III.4. Data Collection Instruments

To collect the data, two types of instruments namely written questionnaire and classroom observation were used. The questionnaire and observation were adopted as adequate instruments in collecting the data.

III.4.1. Classroom Observation

To test the relevance of the data from the written questionnaire, classroom observation can also be used. In sport they say that spectator sees most of the game. The observation was based on some criteria: First, the teaching learning methods and how much the teacher emphasizes on the speaking skill.

Secondly, the pupils' interest in the English speaking skill learning i.e. how the students behave during lessons: whether they are bored or not, whether students are all present in that lesson. Thirdly, I observed if the pupils have enough materials required to learn the speaking skill. During classroom observation the researcher wanted to supplement the information obtained from both teachers' and learners' questionnaires.

III.4.2. Written Questionnaire

While talking about the questionnaire, Lado and Smith (1964:97) argue that a questionnaire can be used for a wide area of coverage relatively cheaply. It can be answered at the convenience of the respondent. Thus this appears to be an efficient way to gather data. According to Leabo and Smith (1964:42) a questionnaire is given a higher importance than the interview method.

The use of the questionnaire as an efficient instrument for data collection is also supported by Kaneza (2000:34) quoted by Irambona (2010:24). She maintains that a questionnaire is advantageous in different ways.

First of all, it is an instrument that can be used to collect information from many respondents in a short time. Secondly, a questionnaire is a good instrument for collecting both qualitative and quantitative data which are useful in testing hypotheses.

Therefore, after analyzing the advantages of the questionnaire, I decide to use it in collecting the required data. One questionnaire was set for the pupils and another one for English teachers. In fact, the first questionnaire was divided into three themes and each theme was made of five questions. The first theme consisted of questions that sought information concerning the students' home background. The second part of the questionnaire contains questions intended to find information about the students' attitude towards the English language in relation to the speaking skill. The third theme contained questions that sought information concerning methodology and instructional materials.

Furthermore, this approach of using a questionnaire is valuable since the respondents feel free and at ease while answering the questions. In using such an instrument, the researcher wished to ensure the viability of the data collected during classroom observation.

Concerning the teachers' questionnaire, it was subdivided into three themes. The first theme comprised questions designed to get information about the methods and materials used so as to make easy the teaching process as well as the problems they encountered during English speaking skill lessons. The second theme concerned the attitude of pupils to the English language with emphasis on the speaking skill and the last one intended to know if the socio-economic background has an impact on the learners' speaking skill.

In both questionnaires, the main objective was to get information about learners' and teachers attitudes towards the English programme especially in the speaking skill in technical secondary school.

In addition, by means of the questionnaire, the researcher sought to know English teachers' and learners' opinions about oral performance in English language in Burundi private technical schools especially in the Computer Management section. Furthermore, two types of questions were used: closed-ended and open-ended questions. This because open-ended questions give an informant the opportunity to say a word on how things should be and it requires thinking and much effort from the informant whereas with closed-ended questions the answers are provided to choose from.

III.5. Pilot Study

The Pilot study is important in order to test the questionnaire, to find out about its imperfections and correct them, to discover and remove awkward questions or to replace them with more accurate and adequate ones. Reason why, a questionnaire must be tried out first on a small number of subjects before it is given to the research population. One technical private secondary school namely Kibenga Shine school was chosen as a sample for the pilot study.

As far as sampling is concerned 1/10 of students, i.e. 6 students were selected at that school and one teacher of English in the same school. They were given a questionnaire which had to be handed back during the following lesson. The questionnaire was based on three themes as follow:

-The teaching learning methods and materials

-The pupils' attitudes to the English language with much emphasis on the speaking skill.

-The students' socio-economic background

The result and analysis of data from the pilot study brought me to modify and adapt the questionnaire to the research population. For example, I found that there was one question which was not understandable in the students' questionnaire. That question was number 7 and no one had answered it. It was formulated as following: *Is English lesson enjoyable?*

So, I decided to reformulate as follows:

Is English a difficult subject?

Yes ( ) No( )

III.6. Encountered Difficulties

In any research, there are always some difficulties. The work at hand encountered two main difficulties. The first was to get access to respondents, this was due to the absence of pupils in some classes. Many pupils were chased away because they had not yet paid their school fees.

For example, at Kibenga Shine School, for the first time I went there I found only 5 pupils in class and the teacher was not teaching. So I returned the following week. At that moment I found all pupils there. It was the same at EPOKA and at ICB: for the first time I went to conduct my research I found few pupils and I decided to postpone my activity for the following week.

The second was that some students did not give the questionnaire back. In this case I decided to replace the lost copies by giving them other questionnaires.

III.7. Data Analysis Procedure

The present section aims at presenting the way data analysis was performed. The data from classroom observation and pupils' and teachers' questionnaire helped the researcher to conduct her analysis.

As far as the questionnaire is concerned, the frequencies and percentages of pupils' and teachers' answers were presented in tables. Moreover regarding the classroom observation, what I observed was reported aspect by aspect. All results from the classroom observation and pupils' and teachers' answers to the questionnaires were analysed theme by theme and question by question.

CHAPTER IV. DATA PRESENTATION, ANALYSIS AND FINDINGS

IV.0. Introduction

This chapter consists of data presentation and analysis as well as interpretation of findings. It shows how the research questions were answered. Its purpose is also to verify whether the hypotheses put forward concerning the factors that hinder the development of the speaking skill in technical private schools were valid or not.

The present chapter is subdivided into two main sub-chapters: the first sub-chapter deals with the presentation and analysis of data from classroom observation and teachers' and students' questionnaires.The second sub-chapter is concerned with the findings about factors that handicap the development of the speaking skill in technical private schools particularly in 3rd year of computer management. This subchapter is articulated around three main themes namely: teaching learning methods, pupils' attitudes to the English language and pupils' socio-economic background.

IV.1. Data Presentation and Analysis

This subchapter is subdivided into two main sections namely: the analysis of the data from classroom observation and the second deals with the presentation and analysis of the data from teachers' and learners' questionnaires.

IV.1.1. Analysis of the Data from Classroom Observation

Classroom observation was based on methodology, teaching-learning materials and the attitude of the learners towards English . The observation was carried out in 3rd year of computer management. The table below illustrates the o bservation where results X stands for "Yes" meaning that the mentioned item is available and – stands for "No" meaning that the item is not available.

Table 3: Result from Classroom Observation

Area observed	School / Aspect	EPOKA	ICB	LTIBu	KSS	LTSt.Luc	LTSt.Jean
Methodology and mterials	Conversation/dialogue	-	-	-	-	-	-
	Classroom discussions	-	-	-	-	-	-
	Role playing	-	-	-	-	-	-
	Speaking games	-	-	-	-	-	-
	Interview	-	-	-	-	-	-
	Film projector	-	-	-	-	-	-
	Tape recorders	-	-	-	-	-	-
	Video tape recordings	-	-	-	-	-	-
	Cassettes	-	-	-	-	-	-
	Teachers' books	X	X	-	-	-	-
	Pupils' books	X	-	X	-	-	-
	Sufficient textbooks	-	-	-	-	-	-
Pupils' attitude	Interested	X	-	X	-	-	-
	Less interested	-	X	-	X	X	X
	Frustrated	-	X	X	-	X	-

The table above shows 6 schools classified in terms of area and items observed during the classroom observation.

I realized that in all the classes I visited, teachers do not use conversation, dialogue, classroom discussion, role playing, speaking games or interview in order to teach the speaking skill. I also realized that at all those schools do not have film projectors, tape recorders , video tape recoders or cassettes which are among the materials needed for the speaking skill teaching and learning . On this, Bright and Bright and Mc Gregor (1970:18) said that "there are special requirements and general tcchniques for the teaching and learning of speech. Those are tape-recoders , recoder players, radio and where appropriate television sets, and where possible sound projector for films". Moreover, only in two schools (EPOKA ind ICB) out of six observed, teachers have the Teacher's books. Also three schools have the Students' Book but those books are not sufficient. Nowhere in those schools can you find sufficient textbooks.

According to the pupils' attitude, some are interested while others are less interested. Others were frustrated during English lessons. Irregularity in those classes was also observed. Some pupils were absent during English lessons and other students went out and did not come back. I saw also that there are some pupils who disturb others by making noise. I saw also some students sleeping on their desks during lessons. All these are clear indicators of lack of interest in English among the learners.

IV.1.2. Presentation and Analysis of the Data from Questionnaires

IV.1.2.1. Presentation and Analysis of the Data from Students' Questionnaire

Question1: Are the materials and resources you use enough to develop your speaking skill?

Yes ( ) **No ( )**

This question was asked in order to know if the teaching materials and resources they use are enough to enhance their speaking skill.

Table 4: Teaching Materials Availability

Answer	Frequency	Percentage
Yes	19	29.6
No	45	70.4
Total	64	100

As it is shown in the table above, only a small number: 19 out of 64 pupils (29.6%) confirmed that the materials and resources they use are enough to enhance their speaking skill whereas a higher number 45out of 64 (70.4%) say that they are not. Normally, pupils should have enough materials and resources in order to develop the oral skills.

Question2: Does your teacher give you the opportunity to speak in English class?

Yes ( ) **No ( )**

This question was asked to find out if the teacher gives the opportunity to pupils to speak in English class.

Table 5: Pupils Opportunity to Speak English

Answer	Frequency	Percentage
Yes	20	31.25
No	44	68.75
Total	64	100

According to the data presented in the table above, only 20 out of 64 say (31.25%) say that they get the opportunity to speak in English classes whereas 44 out of 64 or 68.75% do not. Thus, pupils cannot develop their speaking skill if they do not speak . In fact, the only way to know a language is to speak it.

Question3: Do you find the time used by the teacher to teach you English oral expression sufficient for you to be proficient in speaking?

Yes ( ) **No ( )**

Table 6: Time Tevoted to English Oral Expression.

Answer	Frequency	Percentage
Yes	15	23.44
No	49	76.56
Total	64	100

The data from the above table show that 49 out of 64 (76.54%) find the time allotted to the speaking skill learning not enough while only 23.44% find it sufficient. The data above, in the researcher's view, reveal that for pupils who are eager to make progress in the spoken language, the time allotted to the speaking skill is not enough while for those who are only interested in passing examinations , the time seems to be more than sufficient. Thus, some motivation should be created by teachers so as to put learners in real life speaking situation.

Question4: Does the large number of students in your class affect your learning of the speaking skill?

Yes ( ) **No ( )**

If Yes, explain.

Table 7: Large Class and Learning of the Speaking Skill.

Answer	Frequency	Percentage
Yes	46	71.87
No	18	28.13
Total	64	100

The table above shows that 46 out of 64 pupils or 71.87% agree that the large number of students in their class affects their learning of the speaking skill. Most of them explain that, because of the large number of students, most of them do not get the opportunity to speak. However, 18 out of 64 pupils (28.13%) say that the large number of students does not affect their learning of the speaking skill.

Question 5: Do you think that if you had enough materials you could learn the English speaking skill better than you do now?

Yes ( ) **No ( )**

Table 8: Materials and English Speaking Skill Learning

Answer	Frequency	Percentage
Yes	50	78.12
No	14	21.88
Total	64	100

As far as this table is concerned 50 out of 64 pupils or 78.12% confirm that if they had enough materials they could learn the English speaking skill better than they do now. On the other hand, 14 out 64 pupils say that even if they were to get enough materials they could not learn it better.

Theme II: Pupils attitudes to the English language with much emphasis on speaking.

Question 6: Do you feel motivated when you are learning English?

Yes ( ) **No ( )**

Table 9: Motivation for Learning English

Answer	Frequency	Percentage
Yes	29	45.31
No	35	54.69
Total	64	100

This table shows that 29 out of 64 i.e 45.31% of the pupils admit that they are motivated whereas 35 out of 64 i.e. 54.69% say they are not. From those who answered "Yes", most of them say that they are motivated because they like English. On the other hand, those who answered "No" assert that they are not motivated because the lessons are not attractive.

This view is emphasized by Kyeyune (1989:10) when she says that "the teacher needs to make the subject attractive by emphasing its communicative value".

Question 7: Is English a difficult subject?

Yes ( ) **No ( )**

Table 10: English as a Difficult Subject

Answer	Frequency	Percentage
Yes	34	53.12
No	30	46.88
Total	64	100

From the above table, it is obvious that the majority of the respondents i.e. 53.12% say that English is a difficult subject whereas 46.88% say it is not. In fact, those who say that it is difficult have a negative attitude and those who say it is not difficult have a positive attitude towards English.

Question 8: How do you react when you are asked to speak English in class?

I speak without problem ( )

I fear to speak ( )

I prefer to remain quiet ( )

I prefer to speak French because English is difficult ( )

Table 11: Reaction to Speaking English

Answers	Frequency	Percentage
I speak without problem	15	23.44
I fear to speak	19	29.68
I prefer to remain quiet	14	21.88
I prefer to speak French because English is difficult	16	25
Total	64	100

The table above shows that 19 out of 64 pupils i.e. 29.68% fear to speak when they are asked to react in English classes, 16 out of 64 i.e. 25% prefer to speak French and14 out of 64 chose to keep quiet whereas only 15 out of 64 or 23.44% admit not to have any problem to speak English.

From those data, the researcher found that most of the pupils fear to speak English and this is due to the pupils' lack of risk-taking and self-confidence.

Question 9: Do you always attend English lessons?

Yes ( ) **No ( )**

Table 12: Attendance at English Lessons

Answer	Frequency	Percentage
Yes	30	46.88
No	34	53.12
Total	64	100

According to the data presented in this table, only 30 out of 64 pupils, i.e. 46.88% attend English lessons always but the majority of pupils (53.12%) do not. Normally pupils must attend all lessons regularly, if not this may handicap their performance in the subject.

Question 10: What languages do you like to learn and speak? Kirundi, French, Kiswahili, English…

O thers (precise).

Table 13: Data Presentation for Question 10 (language preference)

Answers	Frequency	Percentage
English	18	28.12
Kirundi	11	17.18
French	25	39.06
Kiswahili	10	15.62
Total	64	100

As this table shows it, the French language got a higher score , i.e. 25 out of 64 pupils choose it first. Asfar as English is concerned, the data revealed that 18 out of 64 respondents; i.e. 28.12% prefer English most. In fact, during classroom observation, the researcher noticed that most learners do not like English as they said it. The researcher noticed also that there are some pupils who do not even pronounce a single word in English.

As far as Kirundi is concerned, it is classified in the third position. That is the point of view of 17.18% of respondents. It was noticed, during classroom observation that pupils when they are learning English, they want to know the meaning of everything in Kirundi. In the last position come the Kiswahili. Here, only 10 out of 64 respondents; i.e. 15.62% do like to speak it because it is taught at school.

Theme III: Students' Socio economic background

Question11: When you are at home, do your parents encourage you to learn English, to read books, to listen to radio or watch television by providing free time and facilities?

Yes ( ) **No ( )**

Comment.

Table 14: Parents' Encouragement

Answer	Frequency	Percentage
Yes	25	39.07
No	39	60.93
Total	64	100

The present table shows that only 25 out of 64 informants assumed that their parents encourage them to to learn English by providing them with free time and facilities whereas 66.97% of the respondents are not encouraged. 20 out of 25 for those who said " Yes" explained that their parents are educated and encourage them to learn English by telling them that English is an very important language in the world. Some added that their parents bring them books to read and tell them to listen to BBC in order to improve their English.

On the other hand, a number 29 among those who said "No" explained that their parents do not have sufficient means to buy books . In addition to this, they said that they do not have enough time at home to learn English because they are busy

with household activities. 8 others said that they have to work hard in order to pay themselves their school fees. The researcher noticed that the home background is crucial in shaping pupils' attitudes which affect performance.

Question12: Do your working conditions at home help your development of fluency in English?

Yes ( ) **No ( )**

This question was asked in order to know if the working conditions at home are favorable or not to the development of their English speaking skill.

Table 15: Working Conditions

Answer	Frequency	Percentage
Yes	23	35.93
No	41	64.07
Total	64	100

As it can be seen in the above table, only 23 out of 64, i.e. 35.93% assumed that their working conditions at home are favorable, whereas the majority (64.07%) find their working conditions not favorable.

Question 13: Do your parents give you money to buy books?

Yes ( ) **No( )**

If no, why?

This question was asked so as to know if parents give money to their children in order to buy books(reading books or pupils' books) since in private schools, it the task of parents to buy them.

Table 16: Parents' Contribution

Answer	Frequency	Percentage
Yes	28	43.75
No	36	56.25
Total	64	100

According to the answers given by the respondents, it is clear that most of parents do not give money to buy books. As the above table shows it, only 43.75% get money to buy books whereas the majority 56.25% do not. One informant said: " even to get school fees is not easy for me".From the researcher's view this has a bad effect on the English language learning.

Question 14: What should be done to improve the learning of English speaking skill in your school?

As far as this question is concerned, pupils made some proposals in order to improve the learning of the English speaking skill. Hence, those respondent made five major suggestions:

- 40 out of 64 students suggested that the school library should be well equipped with enough books other resources.
- 25 out of 64 students suggested that the teachers should motivate students to speak in English lessons.
- 32 out of 64 students suggested that the teacher should give the opportunity to speak to all pupils in English lessons.
- 37 out of 64 students suggested that the teacher should give enough time to oral expression.
- 49 out of 64 students suggested that school authorities should reduce the price of books in order to be available to pupils.

IV.1.2.2. Presentation and Analysis of the Data from the Teachers' Questionnaire

Theme I: Teaching/ Learning Methods

1. Do you have materials for teaching oral skills?

a. Yes ( ) **b. No ( )**

Table 17: Availability of Teaching Materials

Answer	Frequency
Yes	1
No	5
Total	6

Data from the above table indicate that only 1 out of 6 teachers admitted he has materials to teach the oral skills whereas 5 out 6 teachers said they do not. This shows that generally teachers are not well equipped to teach the English speaking skill.

Question2: What English skill do you teach most?

Listening ( ) **Speaking ( )** **Writing ( )** **Reading ( )**

Table 18: The English Skill Taught Most

Answer	Frequency
Listening	1
Speaking	1
Writing	3
Reading	1
Total	6

As it is shown in the above table, 3 out of 6 teachers, i.e. 50% said that they mostly teach the writing skill. Other skills (reading(1 teacher only out of 6), speaking(1 teacher only out of 6) and listening(1 teacher only out of 6)) are neglected.

Question3: Do you involve your students in speaking skill activities?

Yes ( ) **No ( )**

Comment.

Table 19: Involving Pupils in Speaking Skill Activities

Answer	Frequency
Yes	3
No	3
Total	6

According to the data presented on this question, the table above shows that 3 out of 6 teachers involve their students in speaking activities. They said that they try to ask questions to their students in order to answer orally. On the other hand 3 teachers out of 6 said "No", they explained that they do not have materials to teach the speaking skill and that to teach the speaking skill is time consuming whereas it is not tested in national tests.

Question4: Do you evaluate your students in oral expression?

Yes ( ) **No ( )**

Table 20: Evaluation in Oral Expression

Answer	Frequency
Yes	0
No	6
Total	6

The table above shows that all teachers do not evaluate their students in oral skills. This is still an indication as to the little importance given to the speaking skill.

Question 5: Are you satisfied with your students' ability when they speak English?

Yes ( ) **No ( )**

Explain.

Table 21: Satisfaction about Students'Ability

Answer	Frequency
Yes	0
No	6
Total	6

According to the data presented in the above table, none of the teachers said that he is satisfied with his students' ability when they speak English when all teachers claimed not to be satisfied. One of them explained : "most of the students cannot even utter a complete sentence". Others added that the students' level in English is very low.

Question 6: Does the large number of students in class affect your teaching of the spcaking skill?

Yes ( ) **No ( )**

If yes, explain:

Table 22: Large Class and Learning of the Speaking Skill

Answer	Frequency
Yes	4
No	2
Total	6

The present table shows that 4 out of 6 teachers admit that the large number of pupils in class affects their teaching of the speaking skill. They explained that all pupils cannot have the opportunity to speak in class. And that they cannot even give time to this skill because of this problem of a large number of pupils in the classroom.

Theme II: pupils' attitude to the English speaking skill

Question 7: Do your students like English lessons in general and oral expression in particular?

Yes ( ) **No ( )**

Table 23: Students Liking of English Lessons

Answer	Frequency
Yes	2
No	4
Total	6

Looking at the above table, the data show that 4 out of 6 teachers agree that their students do not like English lessons in general and oral expression in particular, while 2out of 6 said that their students like English lessons.

Question 8: Do your students attend regularly English lessons?

Yes ( ) **No ( )**

If No, why?

Table 24: Regular Attendance at English Lessons

Answer	Frequency
Yes	3
No	3
Total	6

From the above table, we see that 3 out of 6 respondents said that their students attend regularly English lessons . On the other hand, 3 out of 6 said "No". One of them said: "the irregularity is due to school fees" . In fact , sometimes students are chased from school because they have not yet paid the school fees. One of them added that students are irregular in English lessons because they neglect it.

Question 9: How do your students feel in English speaking classes?

Interested ( ) Motivated ( ) bored ( ) Unhappy ( )

Table 25: Feeling in English Class

Answer	Frequency
Interested	2
Motivated	0
Bored	1
Unhappy	3
Total	6

According to the data presented on this question, the table above shows that 3 out of 6 teachers said that their students feel unhappy in English speaking class and 2 out of 6 said they are interested, while only 1 out of 6 said that they are bored and none said that they are motivated. This means that, on the whole, students are not happy to attend English classes.

Question 10. Which attitude do they show when they are asked to speak in class?

They speak without fear ( )

They fear to speak ( )

They are shy ( )

Table 26: Attitude in Speaking

Answer	Frequency
They speak without fear	0
They fear to speak	4
They are shy	2
Total	6

The table above shows that 4 out of 6 teachers confirmed that their students fear to speak when they are asked to speak in class while 2 out 6 teachers said that they are shy. This shows that the majority of learners do not feel at ease when expressing themselves in English.

Question 11: Do your students lack self-confidence while expressing themselves?

Yes ( ) No ( )

Table 27: Self-confidence in Self- expression

Answer	Frequency
Yes	5
No	1
Total	6

According to the data presented in the above table, 5 out of 6 teachers confirmed that their students have a lack of self confidence while only 1out of 6 said that his students are self-confident.This matches what I observed during classroom observation.

Theme III: Socio economic background

Question 12: Do your students do their homework as you require them?

Yes ( ) No ( )

Table 28:Doing Homework as Required)

Answer	Frequency
Yes	2
No	4
Total	6

As it is shown in the above table 4 out of 6 informants said that their student do not do their homework as required while 2 out of 6 said that they do it as it is required. Those who answered "No" explained that some students come to do it at school in English class. Others said that their students told them that they do not have sufficient time at home.

Questin13: Do you have evening classes?

Yes ( ) **No ( )**

If yes, how many of your students attend it?

Table 29: Evening Class Organisation

Answer	Frequency
Yes	2
No	4
Total	6

From the table above, the data indicate that 2 out of 6 teachers had evening classes while 4 out of 6 teachers said they do not have them. Those who have evening classes confirmed that few of their students attend them.

Question14: Do you think the socio economic background of your students affect their speaking skill learning?

Yes ( ) **No ( )**

Explain.

Table 30: The Impact of Students' Socio Economic Background on their Speaking Skill Learning

Answer	Frequency
Yes	4
No	2
Total	6

The analysis of these data reveals that 4 out of 6 teachers asserted that the socio economic backgroung of the students affects their speaking skill learning. They explained that as it is in private schools, any students should buy his books. There are many who cannot buy them because of the lack of means. In that case these students cannot learn well. In addition, there are students who have difficulties having school fees and this also affects negatively their learning.

Some teachers added that those students whose parents pay for them evening classes learn better than those who do not have time or means to attend them. On the other hand, 2 teachers said that the socio-economic background does not affect their students' learning of the speaking skill. They explained that there is no relationship between the socio-economic background of someone and his learning of the speaking skill.

Questin 15: What should be done to improve the teaching and learning of spoken English in your school?

To the above question, teachers expressed 4 major suggestions to improve the teaching and learning of the speaking skill at their shools:

- 4 out of 6 teachers suggested that there should be appropriate and sufficient teaching materials for the speaking skill.
- 5 out of 6 teachers suggested that the speaking skill should be evaluated in the school and national examinations.
- 5 out of 6 teachers suggested that students should be aware of the importance of developing the speaking skill and make efforts in it.
- 3out of 6 teachers suggested that parents should encourage their children to learn English and provide them with the needed materials such as books.

IV.2. Findings and their Interepretation

This section deals with an overall analysis of the factors that handicap the development of the English speaking skill in technical private secondary schools especially in the third year of computer management. The following are findings about factors that handicap the development of the speaking skill in English:

1. Inappropriate Methodology and Lack of Teaching and Learning Materials

From the results from teachers' and pupils'questionnaires, and also from classroom observation it is obvious that teachers and students do not have enough teaching and learning materials. Questions 1and 5 of the students' questionnaire and question 1 of the teachers' questionnaire asking them if they have enough materials to teach and learn the speaking skill, their answers show that they do not have enough materials for it (see table4,8 and17).

From questions 3 to 4 in pupils' questionnaire and 2 to 6 in teachers' questionnaire asking them about methodology , if students have enough time to practice orally, if they have time to express themselves in class or even if there is an evaluation in oral expression, the answers collected show that the methodology used cannot help in the development of the pupils'speaking skill.

On this issue, there cannot be the development of the speaking skill when there is a lack of appropriate and enough materials for teaching and learning and when the methodology used in teaching English ignores the speaking skill. From the above analysis 1 can confirm that the first hypothesis,i.e. The teaching/ learning methods used influence the development of the pupils' speaking skill, has been validated.

2. Pupils'Negative Attitude towards English and the Speaking Skill in particular.

The results from the pupils' and teachers' questionnaires and from classroom observation, related to the pupils' attitudes towards English speaking skill in 3rd management indicate that pupils have a negative attitude towards it. From question: 6 to 10 of pupils the questionnaire, and 7 to 11 of the teachers' questionnaire, answers show that most of the pupils are not motivated when learning English (see table 9 and 25). They also say that they fear to speak English (see table11), they do not attend regularly English lessons (see table 12 and 24).

In addition, students do not like English (see table13 and 23) and pupils experience the lack of self-confidence in expressing themselves(see table 27). Finally, the students find English as a very difficult subject (see table 10).

In addition to this attitude of the pupils, there is an other factor that handicaps the development of their speaking skill: during a lesson: some sleep on their desks, others disturb the class by making noise, go out and do not come back. And all this happens when the teacher is going on with the lesson. Finally, on the basis of the above findings I confirm that the second research hypothesis, i.e. The students' attitude to the English language has an effect on their speaking skill has been validated.

3. Poor Socio-economic Background of Pupils

Considering the answers from question 11 to 14 in the students' questionnaire and from 12 to 14 , we see that the poor socio-economic background of pupils handicaps their speaking skill development as they cannot have means to buy some books or have time at home to study and do their homework,and this because they are busy with household activities. Their parents cannot either encourage them to study English by providind them with materials, time and evening classes.

The above findings prove that the third research hypothesis has also been validated.

IV.3. Conclusion on Chapter IV

This chapter deals with data presentation, analysis and findings. The researcher used two types of instruments in order to collect data which are Classroom observation and written questionnaire for pupils and teachers. She used tables to show frequencies for given answers.

After the data from Classroom observation and written questionnaire, the researcher realized that there is inappropriate methodology and lack of teaching and learing materials. She also noticed also that pupils have a negative attitude towards English in general and the speaking skill in particular. As far as the socio economic background is concerned, the researcher noticed that the poor socio economic background is one of the factors that handicap the development of the speaking skill.

In general, the three research hypotheses which are the teaching/learning method, pupils' attitude towards English and the socio economic background were all confirmed. Chapter five deals with general conclusion and recomandation.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

V.0. Introduction

This chapter deals with the general conclusion on the study and with some recommendations which may be helpful in improving the speaking skill teaching/ learning in private technical schools.

V.1. General Conclusion

All along this study, the goal was to find out factors that handicap the development of the speaking skill in technical private secondary schools especially third management. To achieve this aim, the study was carried out in five chapters that I would like to recall briefly.

Through the first chapter, the background to the study, the statement of the problem, the research questions and hypotheses, the scope and delimitation of the study,the motivation, the importance of the study and finally the definition of key terms were presented.

The second chapter consisted of the literature review. It shows the theoretical framework provided by various scholars and researchers related to the present study. This chapter played a very significant role because it evaluates information related to the subject as provided by othe researchers.

The third chapter on methodology, aimed at shedding light on the techniques used in collecting and analyzing the data. It dealt with five main points i.e. the area of study, the research populalion and sampling, data collection instuments, data collection procedure and data analysis procedure. In this chapter, two types of instruments were used namely written questionnaire and classroom observation.

The fourth chapter dealt with data presentation, analysis and findings. Throughout this chapter, the data collected were analysed and the results were discussed so as to verify the validity of the hypotheses formulated concerning the factors that handicap the delopment of the English speaking skill in private techninical secondary schools. The data presentation for questions given to teachers and learners was made in tables with frequencies and percentages and what was observed in six classes was also presented in a table. Moreover in this chapter, teachers and learners provided some suggestions which could help to improve the theaching/ learning of English speaking skill at their schools.

As far as the findings are concerned, I realized that the teachers use inappropriate methods to teach the speaking skill and that there not enough teaching materials for the already mentioned skill. Also it was realised that pupils at those schools have a negative attitude towards English and that their poor socioeconomic background is also a hindrance to the development of the speaking skill.Finally, the fifth chapter draws a general concusion and recommendations which may be helpful in improving in the teaching/ learning of the speaking skill.

V.2. Recommendations

My recommendations are directed to all partners in the teaching and learning process so as to find remedies to the situation that pupils are facing in technical private secondary schools. This includes pupils, teachers, parents, the government and future researchers.

a. To pupils

Pupils should:

- Be aware of the development of the English language and make some effort in order to become more proficient in English.

- Do their best in order to get opportunities for practicing the English language because practice makes perfect. While practicing, they should not be much concerned about making mistakes. They should know that mistakes are part of the learning process and that we learn through mistakes.
- Feel confortable when they are learning English.
- Concentrate first on their studies rather than being preoccupied with other matters that prevent them from learning English.
- Adopt positive attitude towards the English language.
- Always attend English classes.

b. To teachers

Teachers should:

- Help pupils to develop a positive attitude towards English in general and speaking in particular.
- Encourage their pupils to speak English regularly.
- Give much time to classroom interactions instead of letting the pupils listen and write without speaking.
- Adopt appropriate methods and techniques for the speaking skill teaching.

c. To parents

Parents should :

- Encourage children so that they attend schools regularly and try to provide them with whatever materials that are necessary to improve their competence in English.
- Provide their children time for doing their homework and making their revisions while they are at home.
- Cooperate with teachers of English so as to be aware of the real factors that handicap children's competence in English.

d. To the government

The government should contribute as much as possible to help the technical private schools so as to put at their disposal sufficient and appropriate teaching materials.

e. To future researchers

Future researchers should do futher studies on this topic by focussing on other technical secondary schools and carrying out a comparative study between secondary private technical schools and public ones as far as factors that handicap the development of English speaking skill is concerned.

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APPENDICES

APPENDIX A: Letter to Students

University of Burundi

Faculty Of Arts And Social Sciences

Department of English Language
and Literature

Dear Student,

I am writing to ask for assistance from you. In fact, I am a student at the University of Burundi and I am carrying out a research entitled: "*Factors that handicap the development of English Speaking skill in Technical private secondary Schools: Third Year of Computer Management*". Attached to this letter is a questionnaire which I would like you to answer, as it will be very helpful for my research.

I would be very grateful if you can accept to do it as faithfully and frankly as you can.

Thank you.

Yours faithfully,

Francine Emerusabe

APPENDIX B: Students' questionnaire

SCHOOL: .....

CLASS : .....

Kindly read this questionnaire and:

a. **Fill the blanks where necessary**
b. **Where alternatives are given, indicate your choice with a tick.**
c. **Comment where necessary.**

Theme I: Teaching/ learning methods

1. Are the materials and resources you use enough to develop your speaking skill?

   Yes ( ) No ( )

2. Does your teacher give you the opportunity to speak in English classes?

   Yes ( ) No ( )

3. Do you think the time used by the teacher to teach you English oral expression sufficient for you to be proficient in speaking?

   Yes ( ) No ( )

4. Does the large number of students in your class affect your learning of the speaking skill?

   Yes ( ) No ( )

If yes, explain.

5. Do you think that if you had enough materials you could learn the English speaking skill better than you do now?

Yes ( ) No ( )

Theme II: Pupils' attitudes to the English language with much emphasis on speaking

6. Do you feel motivated when you are learning English?

   Yes ( ) No ( )

7. Is English a difficult subject?

   Yes ( ) No ( )

   If yes, explain.

8. How do you react when you are asked to speak English in class?

   I speak without any problem ( )

   I fear to speak ( )

   I prefer to remain quiet ( )

   I prefer to speak French because English is difficult ( )

9. Do you always attend English lessons?

   Yes ( ) No ( )

10. What languages do you like to learn and speak? (list them from the most to the least) Kirundi, French, Kiswahili, English... Others (precise).

Theme III: Students' Socio economic background

11. When you are at home, do your parents encourage you to learn English, to read books, to listen to radio or watch television by providing free time and facilities?

Yes ( ) No ( )

Comment.

12.Do your working conditions at home help your development of fluency in English?

Yes ( ) No ( )

13. Do your parents give you money buy books?

Yes ( ) No( )

If no, why?

14.Do your parents or family contribute to the preparation of your English tests or examination by paying evening classes?

Yes ( ) No ( )

If no, why?

15.What should be done to improve the learning of English speaking skill in your school?

Thank you!

APPENDIX C: Letter to Teachers

University of Burundi

Faculty of Arts and Social Sciences

Department of English Language
and Literature

Dear Sir/ Madam,

I am writing to ask for assistance from you. In fact, I am a student at the University of Burundi and I am carrying out a research entitled: "*Factors that handicap the development of English Speaking skill in Technical private secondary Schools: Third Year of Computer Management*". Attached to this letter is a questionnaire which I would like you to answer, as it will be very helpful for my research.

I would be very grateful if you can accept to do it as faithfully and frankly as you can.

Thank you.

Yours faithfully,

Francine Emerusabe

Theme II: pupils' attitude to the English speaking skill

7. Do your students like English lessons in general and oral expression in particular?

Yes ( ) No ( )

8. Do your students attend English lessons regularly?

Yes ( ) No ( )

If No, why?

9. How do your students feel in English speaking classes?

Interested ( ) Motivated ( ) bored ( ) Unhappy ( )

10. Which attitude do they show when they are asked to speak in class?

a. They speak without fear ( )

b. They fear to speak ( )

c. They are shy ( )

11. Do your students lack self-confidence while expressing themselves?

Yes ( ) No ( )

Theme III: socio economic background

12. Do your students do their homework as you require them?

Yes ( ) No ( )

13. Do you have evening class?

Yes ( ) No ( )

If yes, how many of your students attend it?

14. Do you think the socio economic background of your students affect their speaking skill learning?

Yes ( ) No ( )

Explain.

15. What should be done to improve the teaching and learning of spoken English in your school?

Thank you!

APPENDIX E: Classroom Observation protocol

Area and items observed:

Area	**Item observed**
Methodology	Method used, variety of methods, role of teacher and students
Teaching materials	- Amount of materials, - Quality and relevance
Pupils attitudes	- Interest - Participation - Readiness to answer - Mood in class