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Factors contributing to success or failure in fourth form national tests of english in private schools : a study co ducted in Ngozi province

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UNIVERSITYOF BURUNDI

INSTITUTE FOR APPLIED PEDAGOGY

ENGLISH-KIRUNDI DEPARTMENT

FACTORS CONTRIBUTING TO SUCCESS OR FAILURE IN FOURTH FORM NATIONAL TESTS OF ENGLISH IN PRIVATE SCHOOLS: A STUDY CONDUCTED IN NGOZI PROVINCE

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Bujumbura, May 2014

DEDICATION

To my late father,

To my beloved mother,

To my brothers and sisters,

I warmly dedicate this work.

Evariste Havyarimana

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The realization of this work is a contribution of so many people to whom I wish to express my deep gratitude. However, some special people deserve a particular attention.

First of all, I would like to express my deepest gratitude to Professor Herménégilde Rwantabagu, who kindly accepted to supervise this work. I would like to thank him for his sacrifice to read my manuscript and to advise me from the beginning up to the present stage.

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To all my former classmates, I express my sincere thanks.

ABSTRACT

English is an international language that is widely spoken today. It is more widely spoken in the world because of the role played by the nations using English and their influence in international affairs, business, science and technology. Nowadays, the English Language becomes more and more important in our country in such a way that it is given a major place in the educational system of Burundi that is from primary school to the University. It has been noticed, in fact, that although English is taught and used, the students who go to secondary school cannot all communicate in English and do not perform well in English. The present study titled "Factors contributing to success or failure in Fourth Form national tests of English in private schools: a Study conducted in Ngozi province" was conducted in some private secondary schools in Ngozi. Therefore ,as a contribution to the study of the above problem, the researcher attempted to evaluate the teachers' motivation and qualifications, the materials they use to teach different subskills of the English Language and whether or not the organization and location of the schools can be one of the factors of success or failure. Furthermore, this study highlighted the attitude of teachers and students towards English Language because without motivation it is almost impossible to have good results from the teaching learning process. On the whole, the findings have shown that students in general often fail in national tests of English due to the lack of teaching and learning materials, the lack of enough time allotted to the English course.

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CHAPTER ONE: THE PROBLEM

I.1. General Introduction

In any country, education is a key to real development and no country can claim to be developed if its people are not educated.
This education is given from generation to generation through a tool of communication which is Language. A Language plays a very important role in education.

In Burundi, people are educated in primary and secondary schools as well as universities.

Languages are taught from primary schools and English is among those Languages. English, nowadays, begins in primary school but in former times it began in 6th form, that is, 2 years after primary school.

As a Foreign Language, English Language is among the disciplines that are given a high ranking in such a way that it has a high rate in school examinations.

As a Language of modern research, many books, journals and newspapers are written in English. English is also the Language of computers, a Language of culture through popular music and of the Medias: television, radio and movies. Like any other course, English is taught and at a given point of time, the teacher is invited to examine his or her learners in order to check their understanding.

As teaching can be organized formally that is taking place in classrooms and informally that is taking place in informal environment such as homes, clubs, radios, televisions or newspapers; examining or monitoring Learner's understanding can be done formally that is in Tests, Homework and any other devices given to students to find out what they understand and what they do not understand or informally that is monitoring learners' understanding during a presentation by watching for verbal or non verbal cues.

In *this* respect, Richard Arends (2012:286) supports the idea:

> *When students ask questions that do not seem to connect to the topic, they are sending a verbal signal that they are confused. Puzzle looks, silence and frowns are non-verbal signs that students are not getting it and eyes wide open in amazement, smiles and positive head nodding are signals that understanding is occurring.*

The above categories of monitoring of student's understanding are used by teachers individually but besides, the Government organizes different National Examinations, especially for pupils who finish primary schools, the junior cycle of secondary school that is the fourth form and those who finish the senior cycle of secondary schools.

These Examinations are given to both public and private schools' students because private schools entertain cooperation with the Government with the provision of curriculum and Teacher's guide or inspection even if Teachers of private schools do not receive any salary from the Government.

Hence, the problems that education system encounters especially in developing countries are those problems of getting sufficient classrooms to hold a large number of children, finding sufficient and appropriate materials and the lack of qualified teachers.

In our country, with the creation of private schools, we want to see whether the schools face favorable or unfavorable conditions and consequently if Pupils succeed or fail by basing ourselves on Fourth Form's National Test of English in private schools of Ngozi Province.

It was not easy to conduct the study through the whole country, so we focused on problems prevailing in Ngozi private schools and which may prevail in other areas what will serve in finding solutions either at Ngozi and in other areas.

I.2. Background to the study

As we already know, success in the teaching/learning process involves many factors: qualified and motivated teachers who, on their turn make courses motivating towards learners even for those who were demotivated; adequate classrooms to put Learners at ease, sufficient and adequate materials; a good organization of the school; a good attitude for both Teachers and Learners, environmental factors facilitating practice; to name but a few.

As far as success is concerned, Casteller (1976:61) states that:

The success of any organization is closely related to the quality of the personnel who perform the task necessarily to the achievement of its aims and objectives. The most crucial element for the success

> *of any organization or system is the people who are charged with the task of affecting the organizational goal such as employees who need to be motivated to effectively carry out their work.*

In making my assessment, I focused on how teachers are motivated, their materials and their teaching methods, to which extent learners are motivated because they are also involved as Thomas (1987:vii) says:

> *Learning a language like learning anything else, is essentially an individual achievement, an exploitation of capacities of the mind to make sense of the environment.*

Learners play an important role in the achievement of the task especially in English Language Learning, for, nowadays, a large number of people have the desire to know and speak English with the entry of Burundi in the East African Community, to facilitate relations with people from other countries.

Although Ngozi Province has made a long stride in economic, social or educational development, it has four private schools: Lycée de l'Espérance, Lycée Soleil du Savoir, Ecole Saints Archanges and Lycée Pearson.

My study is then to assess factors that can lead to success or failure for those schools and on Fourth Form's National Tests of English because these exams are, most often, marked objectively which helps to draw a conclusion on the results. For if I studied results from any other kind of exam, I would run the risk of drawing an unrealistic conclusion because some of those exams might be given and corrected subjectively according to the school's or the teacher's purposes and perception.

As stated, Ngozi Province is becoming more and more developed but the issue of teachers' motivation in both primary and secondary schools remains. It is almost impossible to find teachers who have served in one private school for more than three years. Some teachers go away in the middle of a term and it becomes hard for the headmaster to replace them immediately. The materials are not enough as we will see it later through the analysis of the results.

I.3.Statement of the problem

Whereas Ngozi is a town growing at a fast rate, the issue of success in different State Examinations leaves a lot to be desired. The place Ngozi province occupies after the announcement of results of State Examinations is not encouraging. Whether in examinations which give access to secondary schools, access to senior level of secondary schools or to university; Ngozi schools do not have a good place as one should expect. In Private schools, it is the same and the major cause of failure is the fact that some of the Teachers are teaching when they are still studying at university and others teach courses in which they are not qualified and/or experienced, poor conditions of work,...

Many Teachers both in public and private schools continue to search for better jobs or to teach in other schools because they are uncomfortable with the conditions of work.

The questions we choose to guide our study are:

1. Does the Teacher's motivation and qualification influence success in English National Tests in Fourth Form at Ngozi province?
2. Are the Private schools of Ngozi equipped enough to enable success at National Tests of English in Fourth Form?
3. Is the location of Private schools of Ngozi a handicap to Learners' success?

I.4.Research hypothesis

In order to understand better the problem, the researcher focuses on the following hypotheses:

1. Teachers' motivation and qualification influence success at National Tests of English in Fourth Form in Private schools of Ngozi.
2. Private schools of Ngozi are not equipped enough to enable success at National Tests of English in Fourth Form.
3. The location of Private schools of Ngozi is a handicap to Learners' success.

I.5. Purpose and significance of the study

The purpose of the study was to establish the factors affecting the failure or success in English Language teaching/learning processes in secondary schools and more particularly success in private schools of Ngozi province.

This study aims at searching for a solution to improve the English Language Teaching. Furthermore, this study has the target of identifying the different problems that both teachers and learners of private schools of Ngozi experience, which affect the extent of success or failure at National Tests of English in Fourth Form.

I.6. Motivation

The choice of this topic was motivated by the awareness that a very large number of pupils in private schools is considered either by the society around them or by themselves as less able by comparison with pupils of public schools. This may partly explain why school fees are higher in private schools than in public schools or communal colleges.

We have had the motivation for this topic also from the common criticism against some private schools that their authorities are normally interested more in students' fees than in the quality of the teaching they receive. We also wanted to contribute, through this study, in the improvement of English language teaching/learning system.

I.7.Delimitation

We have limited this study to the fourth form classes and especially on National Tests because these tests are given to all students of both public and private schools and because these tests are chosen and marked objectively in accordance with the course contents. For if we considered any other kind of evaluation, we should run the risk of encountering subjectivity for the reasons already mentioned.

This study is also limited to the private schools of Ngozi because other areas have been dealt with by previous researchers. It focused on Fourth Form classes because it is where students take decisions to choose different sections to follow at the upper secondary level. At this stage, they have some competence in English and can evaluate the problems related to its teaching and learning.

This study is limited to Private schools of Ngozi town because the constraints of time and means would not allow us to investigate about performance in English at the National Tests in all secondary schools throughout the country.

I.8. Definitions of key words

According to Nzokirantevye (2010:5), a national examination:
A national wide examination set by an official commission appointed by the Ministry of Education for fourth form students. Its role is to select candidates for the different sections at the senior secondary level.

Private schools are educational institutions which are not financially supported by the state. They are owned by the individuals or organizations but recognized and registered by the government.

According to Oxford Advanced Learner's Dictionary of current English, 8th Edition:

A test is an examination of somebody's knowledge or ability consisting of questions for them to answer or activities to perform.

The Concise Oxford Dictionary (1982:346): a factor is a circumstance, or influence contributing to a result whereas a success in the same dictionary is defined as an outcome of undertaking, a favorable outcome, an accomplishment of what was aimed at, attainment of wealth or fame or position(1064)

Failure is defined as a non-performance, a breaking down (347).

I.9.Conclusion on chapter one

This chapter comprises a General Introduction and other general points such as: Background to the study, the Statement of the Problem, the Statement of Hypotheses, Purpose and Significance of the Study, Motivation and Delimitation. The next chapter deals with a Review of the Related Literature.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

II.1. Introduction

This chapter intends to review some of the literature related to Language Teaching and Learning and to the factors which may contribute so that this process may be successful.

As far as this issue of success is concerned, Fink (1983:18) states:

> *The causes of being under graded in some schools may include: poor teachers, poverty or the lack of books, inadequate equipment and school facilities, the lack of discipline, the lack of motivation...*

This is the reason why we have to touch on each of these points in order to improve performance in the Language teaching/learning process.

On this point, Pimsleur (1969:69) adds:

> *To fail is neither the Teacher's fault nor the school's fault nor the students' own fault*

In the present study, as the researcher wants to assess the factors contributing to the success or failure in the process of Teaching English, this chapter comprises the following subheadings:

Effective Teaching, the role of motivation, Teachers' Qualifications and experience, the Materials, the Location and Environment as factors of success in the Language teaching/learning process.

II.2.Effective teaching

In most cases, teachers' work is made difficult by the fact that different pupils in the classroom may have different backgrounds in the development of their mental abilities.

Besides this, the act of teaching involves an interpretative process and a lot of Teacher self implication.

The teacher's approach to teaching a particular group of pupils will therefore be influenced by the understanding of the mental abilities of the pupils. Such kind of knowledge is very important for effective language teaching.

In the same perspective, Nabukenya quoting Salvin (1991:11) suggests that for any kind of instruction to be effective, four conditions must be satisfied; they are as follows:

- Instruction must be of good quality,
- Instruction must be appropriate to students' abilities,
- Students must be motivated to work on a task and
- Students must have adequate time to learn.

Commenting on effective teaching, Rappe (1989:3112) reveals that teachers do determine what Pupils learn and how they feel about themselves.

In order to improve this effectiveness in teaching, the teacher needs to plan for effective lessons.

He goes on to say:

> *The effective teacher plans carefully so that he can use the available time for instruction. He manages the students' behavior with specific rules, makes procedures automatic by using instructional routines and structure lessons into activity segments. So students know what to do and what is expected.*

In the light of this quotation, an effective teacher has to elaborate aims before planning his or her lessons. Teaching takes place while he/she knows the particular needs of any individual among his/her learners.

Concerning aims, Raja (1972:8) says:

> *A clear and particular aim leads to success. A Teacher who has clear aims finds other advantages; the preparation of his lessons is easier because an aim usually helps him to select materials for a lesson. It also helps him to decide the kind of work his pupils should do on it.*

The idea is that aims are fundamental elements for any lesson plan because they lead to the evaluation of what extent students have performed the task through what they have done.

These activities are oriented by the aims because if you want the learners to work in group, in repetition of words, in answering oral or written questions or an exercise of reading aloud, all will depend on aims.

II.3.The role of motivation

II.3.1. Introduction

Under this subheading, we will discuss how motivation is very important for the teaching/learning process and its success for both Teachers and Learners.

The *Cambridge Advanced Dictionary* defines to motivate as to cause someone to behave in a particular way or to make someone to want to do something well.

Harmer (1991:86) cites two different sorts of motivation, these are intrinsic and extrinsic motivation.

By intrinsic motivation, he means the motivation which comes from within the individual such as enjoyment, desire to make oneself feel better, etc.

Extrinsic motivation, by contrast, is the result of any number of outside factors such as the need to pass an exam, the hope of financial reward, the possibility of future travel.

II.3.2. Motivation for teachers

A successful teaching/learning process as a result of a good lesson planning and its good presentation involves the teacher's motivation.

Otto (2007:7) explains it by what he called Equity Theory by saying:

> *Equity Theory is a motivational approach, popularized by Professor Stacy Adam (1965) of the University of Carolina. The theory says that perceived inequity is a motivational force. When a Pearson believes that he or she has been inequitably treated in comparison with others, he or she will attempt to eliminate that inequity.*

For Otto, equity is believed to evaluate the ratio of inputs to outputs. Inputs to the job include experience, effort ability, skills and educational attainment. Outputs from a job include pay, recognition, promotion and benefits.

Teachers as other employees need to be motivated so that they work with total ease and consequently yield good results.

On this concern, Harmer (1991:88) says:

> *Believing that you are inequitably rewarded often results in an attempt to change the situation in order to remove the imbalance.*

It means that an employee who is not motivated or whose salary is inequitably paid will reduce efforts and will look for other means to remedy the situation. A teacher may for example go to self remuneration activities such as shopping or may simply tend to be absent more frequently.

Concerning motivation, Otto (2006:35) goes on indicating:

> *The way financial records are managed either motivates or demotivates the teachers to working as hard as they could.*

From this Otto's statement, we see that schools' finances should be managed according to the manner proposed by all partners of the institution. These are Administrators and Teachers. If this is followed, the salary of Teachers can be improved. Teachers should be involved in all decisions that affect them especially in meetings that the authorities often hold.

II.3.3. Motivation for learners

Motivation in language learning as mentioned by John Norrish (1983:28) is a behavior that is based on experience, goals and efforts necessary to complete an activity. He says that motivation is a process that we cannot observe directly, but we can infer it from the choice made, effort to complete the choices and the persistence to complete them.

Like the teacher's, a learner's contribution in a teaching/learning process needs a certain motivation. For, without motivation, the efforts the Teacher may deploy will not be fruitful. On this issue, Harmer (1991:86) says:

> *It is accepted for most fields of learning that motivation is essential to success; that we need to do something and to succeed in it. Without such motivation, we will certainly almost fail to make the necessary efforts.*

From this quotation, we realize that learners will deploy their efforts if they see interest in what they learn. This is the reason why Harmer (1991:264) advises teachers to plan their lessons after having got enough information especially about what the student needs. On the issue of motivation, Ellis (1980:290) says

that motivation can rise from the way teachers mark the assignments they give to students:

> *A pupil whose work is rarely or badly marked is insensitive to strive to improve his performance. On the other hand, a pupil whose work is regularly and usefully marked is likely to be motivated to try to produce commendable work. This is especially so if above average work is rewarded with praise and below average work is constructively criticized but not disparaged.*

In the light of the above quotation, we see that marking plays an important role in the teaching/learning process as it leads to motivation and encouragement to learners. If for example a homework is handed to the teacher but the latter does not react about it, learners will not do anything on the following home work. Criticism has to be positive by orienting pupils especially those who manifest a certain weakness.

Arends (2012:220) gives an experience he observed on getting students to complete a simple library assignment.

Students were divided into three categories:

1. The positive insensitive group where students were told that if they handed in the assignment, they would receive X number of points on their final grade, but if they did not complete the assignment no point would be taken away.
2. The control group where students were told that completing or not completing the assignment would not affect their grade.
3. The negative insensitive group where students were told that if they did not hand in the assignment they would lose X number of points on their final grade.

The result is that 64% of students in the negative insensitive group completed the assignment compared to 42% in positive insensitive group. These data made the researcher be confirmed about the hypothesis that an effective teacher must be firm especially when he/she is collecting homeworks or assignments.
It is then worth mentioning that Teachers have to avoid cowardice because it affects students' motivation as noticed in the above experience.

Mokitto (1987:53) says:

> *Motivation in a Language Learning process plays a vital role. It is motivation that produces effective language communicators by planting in them the seeds of self confidence. It also successfully creates learners who continuously engage themselves in learning even after they complete a target goal.*

Through this quotation, we have to remind the reader about the role of motivation.

Nduwayo (2007:6) says:

> *Later on, I came to conclude that English Language learning is made easy not only by intellectual ability of memorizing vocabulary items and structures but that affective factors, attitudes and personality are major facilitating factors.*

The above quotation explains that the individual's feeling about an issue to learn is very important and influences either positively or negatively the learning and performance of that issue.

II.4. Teacher's qualification and experience

II.4.1. Introduction

As stated in the introductory chapter, the quality of personnel in charge of a task is a main factor to success or failure, which is confirmed by Casteller.

Kizza (2000:41) says:

> *Of all the factors contributing to the effectiveness of education, the one accepted as the most important by the largest number of people is having qualified teachers.*

It is mentioned here that in a teaching/learning process, success will depend upon how teachers are trained and experienced.

This is reinforced by Peter Strevens (1977:64) when he says:

> *The general effectiveness of language learning and teaching in any given country is heavily dependent on the nature and the quality of the training which the teachers undergo before entering their profession. Just as there is a great range of different kinds of learners, different aims, different standards of achievement, so there exist also a great range of different types of teacher training courses.*

In the light of above quotation, we notice that trained teachers contribute more to the success of the teaching/learning process than untrained ones.
A qualified teacher in a certain domain will know which strategy to adopt if any difficulty arises during the process of instruction.
A trained and qualified teacher is required for a process of teaching because in the opposite, students may lose orientation by the lack of the teacher's teaching skills.

This is also highlighted by Strevens (1977:74) saying:

> *The teacher of a language is a learner's model especially as far as the spoken language is concerned and if the teacher's command of the language is inadequate, the learner's achievement will be impaired.*
> *Learners have a pretty good general idea of their teacher's standard even though they themselves may be beginners.*

It is a source of a great discouragement and a constraint upon learning to have a teacher who is not trained.
The experienced teacher thanks to his professional background will be able to know his responsibility and most especially classroom management and discipline in order to facilitate this process of teaching/learning.

II.4.2. Teacher's professional background

The teacher's professional background refers to his training, qualification and experience which are important in any language teaching situation.

Research has established that the teachers should have a wide knowledge on how to present their materials to their students and without this knowledge they cannot teach properly.

Mackey (1965:325) asserts:

> *A teacher of English should be able to tell that a good method is useless in the hands of a teacher who does not know how to use it.*

This is to say that no matter how a given school may be equipped with books, containing enough guides for a Teacher, if the latter has no sound understanding of the matter, the result will be poor.
By implication, we hear that teacher's knowledge of the subject matter comes at the first place concerning the teaching/learning process.

Bright and Gregor (1978:172) sustain this idea by saying:

> *Teachers need special knowledge of phonetics if they have to teach speech most effectively.*

Through the above quotation, one has to know that when invited to teach a certain discipline, he/she must be well informed and trained in that matter because we give what we have.

II.4.3. Classroom management

A good management of the classroom is one of the qualities of a teacher. Arends (2012:178) says:

> *Nonetheless, a Teacher's leadership ability is tested in the arena of management and discipline, when something goes wrong, it is known more quickly than other aspects of teaching.*

In the light of the foregoing, we notice the importance of control and discipline in classroom so that Learning can take place in a good atmosphere.
Arends, quoting Dunkin and Biddle (1974:135), when they point out that:

> *Management of the classroom forms a necessary condition for cognitive learning and if the teacher cannot solve problems in this sphere we can give the rest of teaching away.*

It is meant that in a classroom where a student does what he wants without control, the teacher has no importance.

Fontana (1994:12) clarifies:

> *When I use the word control, I mean simply the process of running an organized and effective classroom. A classroom in which the abilities of individual child are given opportunity for development, in which teachers can fulfill their functions as facilitators of learning and in which children can acquire sensibly and enjoyably the techniques for monitoring and guiding their own behavior, such classroom is one in which both teachers and children are aware of the desirability of certain standards of behavior and are able to work co-operatively towards their maintenance.*

Fontana's idea is supported by Jack (1986:122), who says:

> *In community language learning, the teacher is responsible for providing a safe environment in which clients can learn and grow. This would imply that Teachers are expected to make the climate of the classroom favorable for the teaching/learning process.*

II.4.4. Teaching methodology

Beside qualification and experience of the part of the teacher, we cannot forget that performance requires good methods and techniques when he/she is presenting his/her lessons.

Nsabiyumva (2010:10) quoting the *Dictionary of Education*, defines teaching as follows:

> *Teaching is the act, the practice or profession of giving instruction, directing or guiding the learning.*

By methods, Richard and Rodgers (1986:15) understand:

> *The method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented.*

By the above definitions, we notice that if all the stages cited are wrong that is the theory is put into practice at a low level, wrong choice of the content, wrong choice made about skills and a disorder in the presentation of the content, we do not ask about the result: the result is poor because of the wrong methods of teaching.

By techniques, Harmer (1991:9) says:

> *....technique is a way through which one can handle and display his abilities in order to attain efficiently his predefined purposes.*

The Webster Third New Dictionary (1961:9) defines method as:

> *The manner, mode and orderly arranged of procedures used to effectively achieve the target of the lesson.*

In view of the preceding definitions, it is not surprising that the star at the beginning of the year decreases as a result of wrong methods or techniques of teaching.

Prator, in www.government.se/.../69c473e2bstates:

> *In the teaching situation, it is the method used, more than other factors, that determines the result's achievement.*

Indeed, it is the quality of the method used by the teacher which will help to realize the learning objectives.

Bwire (1992:19) talks about good methods by saying:

> *In order to carry out effective teaching, Teachers should employ different methods appropriate to the language skills being taught. The success or failure of a lesson, certainly, among other factors depends on the methods employed by the Teacher.*

By implication, understanding will occur for students whose Teacher is able to choose and adopt appropriate methods to present his/her materials.

Language skills

The English Language Teaching is articulated around four categories called language skills.

Harmer (1991: 9) gives a definition of a language skill:

> *In the field of teaching, the language skill is the manner of demonstrating competence in the use of the Language.*

There are generally four language skills which are classified into two sorts: Productive skills which include Speaking and Writing and Receptive skills which include Reading and Listening. All these language skills are complementary to each other.

The general aim of English teaching in schools is summarized in Semahoro's thoughts (1993:25):

> *To enable the child to acquire listening, speaking, writing and reading, so that by the end of the course, he is able to use English as a tool of communication and learning in different situations.*

The above thoughts explain why we say that the language skills are complementary to each other. This is so because if we neglect one or some of them, our teaching/learning will not be successful.

a.1. Speaking

The speaking is a skill which serves as the most natural means of communication in any given community. It is the ability to talk about things clearly, describing vividly, telling a good joke, responding with wits and speed...

Ur (1996:120) says that the speaking skill seems intuitively most important among the four language skills (listening, speaking, reading and writing).

On his part, Bygate (1987:3) defines it as:

> *A skill which deserves attention every bit as much as a literary skill in first, second and foreign language.*

Concerning the speaking skill, Rivers (1968:160) asserts:

> *Speaking is a very demanding skill, thus much emphasis must be put on the speaking skill either in the teaching or in the learning process.*

From the above quotations, we see that speaking should be given more importance, though some teachers neglect it.
When a learner is taught English, we expect him to expressively convey his intended meaning. To express himself would require of him to have the ability to speak correct English with accurate intonation so as to make his ideas and thoughts logical and recognizable to the listener.

On the speaking skill, Nida (1957:81) advises that:

> *Some people do not wish to say a thing until they are sure that all the forms are perfectly corrected. This is a great mistake. One must not remain tongue-tied for fear of using a wrong mode or*

tense, for it is impossible to learn how to use a form without having some practice in using it.

The above pieces of advice encourage us to speak when the occasion occurs.

Norrish (1983:i) adds the following:

There are no simple ways of preventing mistakes but what is more important is realizing that making mistakes can be a necessary and a useful part of the learning process and ....seeing them in a more positive way rather than a sign of failure on Teacher's or Student's part.

By this quotation, it is meant that teachers should encourage students to develop their oral skills by providing interesting topics for them to talk about including talking about themselves, their hobbies, their ambitions, dreams and extracurricular speaking activities should be encouraged.

2. Listening

This skill is of great importance in the language learning process, because as stated earlier, the language skills are complementary to each other for successful learning of the language. Concerning listening, Nida (1957:20) states that:

However, by emphasizing the primary importance of listening, we clearly indicate that learning to speak is dependent upon hearing someone else speak not upon reading orally, the basis of certain rules of pronunciation.

It is shown that in listening you are at the same time preparing what to give as an answer especially in conversation. If you do not hear well, your communicative abilities are handicapped because you will probably give irrelevant replies to what you are told.

Nida (1957:29) continues:

For listening, we should give our brain every opportunity to work at a full efficiency. To do this, we need to employ certain

techniques among which are to be relaxed and to avoid barriers to sounds.

No one can deny that when you are anxious, you cannot listen well because your mind is not well set. Listening comprehension cannot occur when the listener is in a noisy environment such as near a rail road, a game field, ...
The strategy of the teacher is to create an atmosphere where students will listen with reasonable ease by providing them with listening practice.

a.3. Reading.

For a reading lesson, the learner is expected to read fluently and understand any material written in English, that is, if asked, he can provide a general idea from the written materials presented to him.
For motivating to students about reading, Nabukenya (1991:6) advises teachers by saying:

Vary what you do and how you do it especially in reading activities; doing the same thing in the same way bores the students.

This explains that if for example you want to assess student's reading comprehension, you have to change activities, to give to students the opportunities to practice new words, to confront the multiple choice questions or alternatives with the text etc. It is also good to change the sorts of texts: argumentation, description, short stories, tales, songs, poems, etc so that different preferences should be satisfied given that student's needs and choices are not always the same.

Concerning the reading skill, Bwire (1992:28) adds:

For reading, the teacher's aim is to get effective readers of English, by introducing his learners to the various reading skills of reading aloud; grasping the gist of the passage, deducing information from what has been read, finding information in books or in other printed matter to note the exact information. This is so because reading is one of the major accomplishments of the course.

Teachers should endeavor to use techniques and activities that make students more interested and motivated. They should give them ample time to experience the language in meaningful ways especially in reading so as to increase the number of vocabulary items and new expressions.

a.4. Writing

As mentioned earlier, language skills are complementary to each other. Without writing skill, language learning cannot successfully occur. As far as writing is concerned, we shall expect the learners of English to write in correct English, intelligibly, logically and creatively to make them understood. To do so, a teacher has to keep in mind that the learners must have acquired enough grammar.

Brookes (1990:53) when quoting Raimes, writes:

> *It is no accident that so much attention is paid to grammar in the teaching of writing. Grammar is one part of writing that can be straightforwardly taught.*

It is understandable that teachers have to feel the responsibility to point out inaccuracies in their student's English especially in grammar, so that they can succeed in writing skill's teaching.
This is the reason why I support the idea of Raja (1972:34) who says that "*grammar is the bones of English.*"

The teacher has to appreciate earlier enough that writing is an important form of communication; to know the correct form to be used in certain situations; to be aware of how to correct their own faults in both oral and written work and his method is to be based on error analysis. He may encourage students to practice and to exercise themselves in writing since we know that students often dislike writing assignments.
It is seen in Kyeyune's quotation of one student's sentence in one of Ugandan dialects when asked about how he feels about the writing skill: "*Nze composition yantaama.*" This means: "*I am fed up with composition.*"
It is then good to show how important is to practice in writing since it holds and assesses the other skills of the language.

Pincas (1982:2) adds:

> *The writing should be as communicative, as functional as possible that is it should be seen to fulfill the sort of communicative purposes of function that writing is used for in everyday life.*

In order to fulfill these communicative purposes through writing, teachers and students have to be aware of the fact that writing requires instruction and conscious efforts. In this perspective, teachers should teach writing with appropriate teaching methods capable of involving students in the teaching and learning process.

Evaluation and practice

b.1. Introduction.

In this section, we want to inform the readers especially the teachers that teaching is accompanied by assessing the result.

Peacock (1990:91) enlarges on this point:

> *In thinking about the professional skills you need to possess when using the activity mode of teaching, it is again helpful to identify three separate strategies: planning and preparing lessons, implementing the classroom and evaluating the outcomes of levels of success.*

In planning to develop the four language abilities, the teacher has to elaborate, at the first stage, his/her aims. Raja (1972:35) supports:

> *In teaching, as in all great work, it is important to know what one's aims are. If he knows his aims, he can choose the best way to get there, because a clear and particular aim leads to success.*

How can a teacher know about success considering his aims? He can know it through evaluation that is through tests, exercises and practice given to learners.

b.2. Importance of tests

A teacher is expected to test his learners' performance so that he can make decisions.
Baker (1989:3) compares it to checking the oil level in a car or testing a baby's bathwater with the elbow, the result of the test will lead to the choice of a course of action.

In the first case, according to Baker, the motorist must decide whether to put in more oil or not. In the second case, the parent decides whether or not to put in the baby. In the light of Baker's idea, we conclude that language tests also lead to decision especially to reinforce aspects in which students manifest a certain weakness. Baker adds another example when he says that brick manufacturers have to decide whether each batch of completed bricks can be sold for building purposes or whether adjustments need to be made to the manufacturing process.

b.3. Students need practice

Nabukenya (1991:30) quoting Hutching (1987), illustrates the idea further in a Chinese saying which goes as follows:

> *"I hear and I forget*
> *I see and I remember*
> *I do and I understand."*

It is then indeed necessary to give learners relevant practice like in real situations because the above saying testifies that, for understanding, the best action is doing.

Nida (1957:20) talks about this point in the following words:

> *Our primary trouble is that we've tackled the study of the language from the end. We are like the man who thinks he can learn to swim merely by reading books about swimming.*
> *In actuality we learn by doing. The grammatical rules are valuable as we plunge into the language and need some assistance. In the same way, advanced instructions about swimming are helpful as we learn something from actual*

> *experience in the water. But reading books never makes a practical linguist.*

It is understandable that practice and exercises are important for any kind of learning process because they help to point out the weak points and lead to making remedial decisions as Raimes (1983:52) says: *"A glance at the exercises will indicate the problems involved."*

Asaichi (1988:27) adds:

> *One of the basic principles of learning is Practice and we say that Practice makes perfect.*

By implication of the above saying, the more the individual practices with the learning task or material, the better learning will be. Then students may perform poorly due to the lack of practice.

II.5.The materials

II.5.1 Introduction

Materials play an important role in teaching/learning of a language. This idea is identified in Bigala's definition of a school (1996:30) saying:

> *What is a school? A school must have a piece of land and a construction. The construction has to be furnished and equipped. It must have a head-teacher and teachers before the pupils are taught.*

A school which is not equipped with enough and appropriate materials is not providing good conditions for teaching and learning because teachers need different resources for the planning, the preparation and the presentation of lessons.

According to Asaichi (1988:133) material resources can be divided into three categories; students' individual materials which include textbooks, writing materials,... these materials are needed by students both at school and at home so as to carry out successfully the activities assigned by the teacher.
Another category is instructional materials which include the entire teacher's tools in order to facilitate this process of language teaching. These are for instance the Teacher's Guide, the Reference Book, etc.
The last category includes the materials which are used by both teachers and learners such as board, video, recorder, tapes and other materials that can be found within the classroom so as to help in the process of teaching.

II.5.2. Materials at the disposal of the Teacher

Apart from having teachers of language equipped with academic and professional knowledge, there is also a need to equip them with the necessary tools for their professional duties. The teacher of English or other courses cannot be expected to achieve much without aids. A number of writers stress the importance of teaching aids for an effective teaching.

Mangusho (1986:9) states:

> *It is important that classrooms are well equipped with other materials. The class library should be well stocked and audio-visual aids would be at the disposal of the teacher.*

Mangusho testifies that materials are of great importance due to the fact that however high the teacher's qualification may be, using good methods and techniques, he/she will not attain totally his aims if materials are not present.

Harmer (1986:9) says:

> *....the teacher must have to come to some sorts of conclusion about his students and what they need. This knowledge is necessary for him to judge the materials in the light of his knowledge about the students who eventually use them. Once he has drawn a profile of his students and their needs, he can then go about evaluating materials that seem to be suitable for the*

students and see well whether they match the learners' needs or not.

By implication of Harmer's viewpoint, it is not possible to select materials to use if you do not know much about your students, nor you cannot select materials that you do not have. It is worth mentioning that materials must be present for a good and effective teaching.

II.5.3 Materials for Learners

Ideally, learners should also be equipped with materials that they can use both at school and at home as mentioned earlier.
For a new vocabulary seen in class, the learner will need to see again and to know in which context it is used then he needs to possess a textbook and the unit which presents the new word in question.
A learner needs a book of exercises to measure his performances even when he is at home.
Jack (1986:15) talks about the role of instructional materials for learners in the following lines:

- Materials will provide opportunities for independent study and use,
- Materials will allow learners to progress at their own rate of learning,
- Materials will allow different styles of learning,
- Materials will provide opportunities for self-evaluation and progress in learning.

We notice that learners may learn successfully if enough materials are at their disposal.
A skilled learner may, on the other hand, decline because of the lack of materials by the simple fact that he does not get an opportunity to practice.

II.5.4. Materials needed by both teachers and learners

As mentioned by Asaichi, there are materials that are very important in a language class that both a teacher and a learner need. These are board, video, recorders, tapes, charts, books to cite but a few.

Axbey and Keane (1984:vi) say:
"At least each level consists of a Student's Book, a Work Book, a Cassette."
They go on showing the role of each of the above materials:

1. The Student's Book contains the different units that compose the program. When we say unit, we mean the text, the grammatical structures and exercises.
2. A Work Book provides supplementary practice for each of the students' books. The Work Books exercises may be done in the classroom or given as homework.
3. The cassette: the introductory texts and listening materials are recorded on the cassette.

II.6.Location and environment of a school as factors of success in the language teaching/learning process

Nowadays, in most educational systems, the teaching of English is influenced by factors among which are the geopolitical situation of the country in which it is taught as a foreign language and its sociolinguistic realities.

Kyeyune (1991:17) quoting Stern (1983) states that:

> *The social context in which a language is learnt influences the learning of the language.*

This can explain the low performance of Burundian learners in English because a large number of children grow in an environment dominated by the influence of the mother tongue-Kirundi.
Even after English has been introduced, French remains the language most heard by the school girls and boys. Some school authorities often request that they only speak French outside the classroom.

Nida (1957:44) adds it by saying:

> *It is essential that the dearth of the listening opportunities in the classroom be supplemented by heavy dose of listening outside the class period through:*
>
> - *Going to lectures and public entertainment as auditors to the subject being discussed.*

- *Attending churches which preach in English.*

This suggestion would help the English language learners but unfortunately it is very rare that Burundians get these opportunities.

II.7. Conclusion on chapter two

The related literature was reviewed in different subheadings which are: The Effective Teaching, the Role of Motivation, Teacher's Qualification and Experience, The Materials, Location and Environment of a school as Factors of Success in Language teaching/learning.

The next chapter deals with the Research Methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

III.1. Introduction

While the preceding chapter dealt with the review of related literature, the present chapter gives a description of methods, the kind of subjects and instruments used, and the general research procedures followed in data collection.

Thus, it describes the research area, the research population as well as sampling. Moreover, it illustrates the procedure used to analyze the data collected and it presents the limitations that occurred during the collection of the data.

III.2. Research area

The study was carried out in Ngozi that is one of the seventeen provinces making up Burundi. It is located in the northern part of the country and is classified as the third province considering the rate of growth after Bujumbura city and Gitega. Ngozi province is composed of nine communes namely: Ngozi, Busiga, Nyamurenza, Gashikanwa, Tangara, Ruhororo, Marangara, Kiremba and Mwumba.

III.3. Research population and sampling

III.3.1. Population

The study was conducted in private secondary schools of Ngozi town as mentioned earlier, that is, three schools because the fourth private school does not have the fourth form while our topic focuses on fourth form classes, who were expected to be able to provide necessary information by answering the questionnaire.
All of these schools are found in the town of Ngozi and no private school is found in rural areas.

According to the information got from the respective headmasters, the total number of fourth form students is 241; that is Lycée de l'Espérance: 92, Lycée Soleil du Savoir: 85 and Lycée Pearson: 64

School	Number of students
Lycée de l'Espérance	92
Lycée Soleil du Savoir	85
Lycée Pearson	64
Total	**241**

III.3.2. The sample

Feasold (1984:5) says that a whole population is too large to deal with in its entirety. It is then necessary to resort to a sample which consists of a small number of members of the population which can be studied in detail. The result can thus be projected to the population as a whole. In order for this projection to be accurate, the sample should be a microcosm of the whole population. Ideally, all the fourth form students at least of these private schools should be investigated on.

However, this is impossible due mainly to the constraints of time and budget. As a matter of fact, referring to the sampling theory above, we resorted to 1/3 of the total number of the fourth form students of the selected schools. That is 68.

These students were randomly selected. All three teachers of fourth form classes in the selected schools were also given a questionnaire. In brief, the present study was done on total number of 71 subjects that is 3 teachers and 68 students.

III.4. Research instruments

In conducting research, various strategies or methods are used to collect the data needed for the study. In order to obtain the information needed, we used a written questionnaire which is an instrument that consists of a set of questions to which the subjects respond in writing. The questionnaire presents advantages as it is designed to administer to respondents in a large sample within a short period of time. In addition, the respondents feel free to answer frankly to sensitive questions especially when they are not requested to write their names and they can answer the questions in their own time. Then, as illustrated by Kaneza (2004:34), a questionnaire is good for collecting both quantitative and qualitative data for testing hypotheses. The researcher also observed and analyzed the results from recent National Tests for the selected schools.

III.4.1. The questionnaire

Two sets of questionnaires were used, one for the teachers and the other for the fourth form students. The questionnaire focused on three major themes on English language teaching activities namely:

- How teachers are qualified and motivated;
- How equipped are the private schools of Ngozi;
- What can help to enhance success in English teaching/learning process in the area.

The questionnaires were given to the supervisor for checking and validation. The questionnaires were then pilot tested and necessary readjustments were made. The questionnaire method was chosen because it is a simple way to collect a variety of information from a large sample.

III.4.2. Observation of recent results

The observation of the recent results has played a great role in this study because they served as indicators of each private school's weakness.

III.5. Administration of questionnaire

On this point, we happened to get physical contact with all students under study. Consequently, we handed the questionnaires to students after having made a brief presentation about the objective of the research to be carried out and we also gave them some guidelines on what they were required to do. Both the teachers' and students' questionnaires were individual to mean that each subject had his own questionnaire that he had to answer personally.

III.6. Data analysis procedures

The data collected were processed and analyzed quantitatively and qualitatively. For quantitative analysis, answers were tabulated with frequencies and percentages. Concerning qualitative analysis, we provided explanations and made related interpretation for each question.

Results' investigation was used to verify whether the results converge with the conclusion that one can have from the data got from the questionnaire.

III.7. Encountered difficulties

While dealing with the field work for this study, we faced a number of difficulties. First, the second term was so short that the teachers were rushing to cover the programs. For most of times, we happened to miss the teachers at the schools because, according to the information from directions, they were occupied with other schools.

III.8. Conclusion on chapter three

This chapter on "methodology" was a description of procedures used to collect the data for this study. It has shown the main steps of sampling, data collection and analysis. The following chapter deals with data presentation, analysis and the findings.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND FINDINGS

IV.1. Introduction

The aim of this study is to find out how the National Tests of English are performed in fourth form of the private schools of Ngozi and to propose strategies that can help for the improvement of performance.

The present chapter deals with data presentation, analysis and findings. The collected data from students' and teachers' questionnaires or from the test results are presented by means of tables to allow their clear reading.

The presentation of the data is followed by their analysis which is done question by question, theme by theme as described in chapter three.

Then this chapter provides answers to the research questions we raised in the introductory chapter, namely:

1. Does the teacher's motivation and qualification influence success in English National Tests of English in fourth form in Ngozi private schools?
2. Are the private schools of Ngozi equipped enough to enable success in National Tests of English in fourth form?
3. Is the location of Ngozi private schools a handicap for learner's success?

It also confirms or not the assumptions that the researcher stated through the following hypotheses:

- Teachers' motivation and qualification do influence success at English National Tests in fourth form in private schools of Ngozi;
- Private schools of Ngozi are not equipped enough to enable to success at National Tests of English in fourth form;
- The location of private schools of Ngozi is a handicap for leaners' success.

The first theme aims to investigate on the view of the teachers under study about the manner they are managed because this fact can either weaken or strengthen their manner of teaching. It also looks at the experience of the teachers of the same schools, because their qualifications and experience influence the performance of students under their responsibility because they know enough what to do in front of any learning/teaching situation.

The second theme seeks to find out the materials available to either teachers or students to know what they lack; it carefully examines if what they

lack may really influence their performance in English and more specially their success at National Tests of English.

The third theme is concerned with finding out the handicaps to English performance due to the area where the private schools of Ngozi are implanted, if it offers opportunities to students to improve English outside of the classroom or not.

IV.2. Data presentation and analysis

This section comprises three main subsections respectively: the analysis of data from students' questionnaire, and from teachers' questionnaire and from some recent national Tests' results in English.

So, data from classes belonging to each of the selected schools are presented together in the tables, apart from the results from tests of English which are specified for each class and each year.

IV.2.1. Analysis of data from students' questionnaire

The questions to students were based on three themes:

1. Qualification and motivation of teachers
2. Materials
3. Location of schools.

a. Teachers' qualification and motivation

This theme investigates on how motivated and interested are the teachers of English and how they are trained and experienced in the teaching of English. Then, the questions were formulated in accordance with this theme.

Question 1: Is your teacher interested in the teaching of English?

Yes ☐ No ☐

Table 1: Presentation of the data for question 1.

Answer	Frequency	%
Yes	64	80
No	16	20
Total	80	100

The data in this table show that 80% of students notice the good attitude of the teachers when dealing with their lessons of English. 20% said the opposite.

Through this question, we wanted to know how students feel about learning English, their attitude towards their English teachers. If they notice that the teacher is not interested, they can be bored and the motivation of students can consequently increase or will decrease their level of performance in the language learning process.

This is sustained by Mouly (1968:454):

> *If teacher is pleasant, enthusiastic about his subject and sensitive to his/her student's needs, the later can develop favorable attitudes toward the teacher and the subject.*

The above quotation, explaining the role of attitude (of teachers) in the teaching/learning process, is also supported by Nduwayo (2007:6) when he says:

> *Furthermore, the interest about this subject rose from the experience of my classmates while I was in secondary school. People who disliked the English language saying that it was a complex subject requiring pronouncing, repeating things again and again in English failed in English. The same case was observed for people who disliked the English teachers. However, people who held positive attitudes, who viewed English language learning as interesting, who liked the English teacher, performed successfully in the English language.*

From this view, we see that students, when demotivated, do not perform their language well. The motivation or demotivation can then take roots from the attitude of their teacher who is either interested or not when dealing with his/her lessons.

Teachers' lack of interest when teaching comes from their living conditions since most of teachers say in general that the salary is not enough, that they do not have means to address this issue of low pay. They indicated that the salary is their major source of income.

There is a need to improve the salary of teaches is managed in order to get the teachers more motivated and interested in their work.

The demotivation of teachers can also, as the research proved, come from the lack of materials, the learners' low standards, to name these but a few.

Teachers should be better managed so that they can improve their living conditions of life and consequently deploy all their efforts in the realization and success of their mission.

Question 2: How often is your teacher of English present in class during each period?

More than 45min ☐ Less than 45min ☐ Exactly 45min ☐

Table 2: Presentation of the data for question 2

Answer	Frequency	%
More than 45min	32	40
Less than 45min	2	2.5
Exactly 45min	46	57.5
Total	80	100

Our aim in this question was to discover how teachers occupy the time allocated to their teaching, because there are some teachers who, especially when they are bored with the job, just come to class to sign in diaries while knowing that the session lasts forty five minutes.

The data show that a large percentage (57%) of students say that their teachers are always present in class for exactly 45 minutes. Another part of students (40%) say that their teachers are always present in class for more than 45 minutes and finally 2.5% say that their teachers are in class less than 45 minutes.

The teachers should pay particular attention to the way to fulfill their target especially in not wasting their time, because the more the teachers are in class the more students will have the opportunity to practice as we say that practice makes perfect. Teachers have to keep in mind that if the time is not enough, they cannot deal with all the language skills. To ignore even one can be a handicap for students' performance since we know that these skills are complementary to one another.

Question 3: Your teacher of English is:

Sometimes absent ☐ Rarely absent ☐ Never absent ☐

Table 3: Presentation of the data for question 3

Answer	Frequency	%
Sometimes absent	10	12.5
Rarely absent	50	62.5
Never absent	20	25
Total	80	100

The results above show that 12.5% of the respondents say that their respective teachers of English are sometimes absent from class, 62.5% of students say their teacher of English are rarely absent and finally 2.5% say that their teachers of English are never absent.

The absence of teacher is very meaningful because students miss so many things. They miss who can help them to find solutions to difficulties they often encounter when dealing with exercises.

Teachers should avoid absence from class because the time wasted cannot come back since some students say that the time allotted to English should be increased.

The data above may partly sustain the idea that some of the secondary school teachers engage in other activities to compensate for the low pay they have. These activities are like commerce, journalism, farming, driving, going to other schools, teaching evening classes, etc.

These cases are illustrations that teachers are not motivated, what makes students to be victims of the absence of teachers who would help them in improving their knowledge.

Question 4: Does your teacher of English give you exercises at the end of each lesson?

Yes ☐ No ☐

Table 4: Presentation of data for question 4

Answer	Frequency	%
Yes	60	75
No	20	25
Total	80	100

From the above table, the data show that 75% of students say that their teachers gives them exercises at the end of each lesson, 25% say no. This question was set to investigate about how teachers are informed on the importance of exercises as mentioned earlier. It was to help the reader to conclude about the ability of teachers and their teaching methodology, because without intensive exercises, teachers cannot know each student's strength or weakness and how to remedy each situation, what help teachers to take different decisions. On this issue, Heaton (1988:6) puts:

> *Just as it is necessary for the doctor first to diagnose the patient's illness, so it is equally necessary for the teacher to diagnose a student's weakness and difficulties.*

The exercises are means for assessing the student's ability and performance in all the four skills at the end of lesson. The lack of frequent exercises implies the poor performance and leads to the failure in tests or examinations.

The data in table 4 show that 75% of respondents say that their teachers give them exercises at the end of each lesson. 25% on the other hand say that they do not have exercises at the end of each lesson.

We can ask ourselves where students can get other opportunities to practice since we know that, as the research proved it, the school does not have reading books for students. In these conditions, the students cannot have enough opportunities to remedy to their weakness; they become victims of their teachers' errors.

It is therefore beneficial for pupils to have enough exercises and home works which once corrected in class and marked, if need be, will help students to increase their knowledge and their motivation towards the English language.

Question 5: How many tests of English do you do per week?

Two or above ☐ One ☐ None ☐

Table 5: Presentation of the data for question 5

Answer	Frequency	%
Two or above	15	18.75
One	60	75
None	5	6.25
Total	80	100

The results in table 5reveal that 15 students out of 80 or 18.75% do two tests or above per week; 60 students or 75% say that they do one test per week and another part of students that is 6.25% say that they do no test per week.

In language teaching, tests play an important role in the sense that they help teachers to take decisions about how to improve the performance of their students especially by adjusting their methodology. Tests, once marked, motivate students because the achievement of a task will push the students to have a self-esteem as supported by Atsouta (2003:46) when he says that self-confidence is a specific element believed to build motivation towards language learning through these words:

> *At the heart of all learning is a Pearson's belief in his or her ability to accomplish the task. In general successful language learners appear to have higher self-esteem than those who are unsuccessful.*

This motivation is acquired when the students are often evaluated of course with the frequent marking of their copies. Then by realizing the improvement and achievement, students always gain the feeling of success, what will help them as encouragement.

b. Materials

Through questions under this theme, the aim is to find out whether the selected schools have enough materials to facilitate good teaching /learning especially for the English language. On that issue, the questions we asked were centered on one major point: Books or other aids used in class or after classes.

Question 6: a) Do you have a school library?

Yes☐ No☐

b) If yes is it well equipped with English books?

Table 6: Presentation of the data for question 6

Answer	Frequency	%
Yes	0	0
No	80	100
Total	80	100

The results in table 6 reveal that all of the selected schools do not have school libraries, because the total number of respondents, that is 100%, say there is no library.

This is a major problem because the lack of a library affects the performance of students. The library should serve especially after classes when students are at home in order to learn some expressions, grammatical structures, and so forth. Libraries should provide additional knowledge in language and additional motivation to students because students would get opportunities to read texts of different kinds such as tales, stories, theatres, comedies, ... as it is said by Nabukenya (1991:31), learners who are still young need plenty of role play and other lively activities, in order to be more motivated.

In view of the preceding observations, it is not surprising to see a student who is not able to write a well-structured sentence. The illustration is the answer we got from one student when we asked this question: "What do you think can help you to perform better in English in your area?" The answer was: "Sometimes, friend is, have grammar books."

As mentioned, language skills are complementary to each other, this is the reason why students should have books on different topics so that they can read and, with the experience, can know to write in correct English, intelligibly, logically and creatively to make themselves understood.

For all respondents the answer is, "no" to question 6 b), because none of selected schools has a library.

School administrators should do their best in looking for books on different domains. Then, students can be well equipped to face up to difficulties, acquire vocabulary items, quality of pronunciation and with time, he/she is getting self-confidence in writing, speaking and listening.

Question 7: Do you have English pictures in your classroom?

Yes☐ No☐

Table 7: Presentation of the data for table 7

Answer	Frequency	%
Yes	0	0
No	80	100
Total	80	100

Question 7 sought to investigate if there are some pictures whose explanations are in English, what should help students to memorize how different things are called in English. Pictures are helpful in the sense that students see them every day on the walls when they enter the classroom. The example is the class where I did my training; there was a chart of a Pearson with names of the parts of his body. When I covered the chart and asked to students the parts of the human body, they succeed to tell me at 80%.

All the respondents showed, as we can see it in the table above, that there is a lack of English pictures. This can be one of the indicators that materials are not enough for a good teaching/learning of English, what makes teachers of English to face many problems when teaching.

So, through these figures, it is clear that generally speaking, within the research area, students do not have opportunities to perform English because of this lack of English learning materials.

Question 8: Do you have materials such a television, cassette players or other modern materials?

Yes☐ No☐

Table 8: Presentation of the data for question 8

Answer	Frequency	%
Yes	0	0
No	80	100
Total	80	100

By asking respondents if they have such kind of materials, we intend to know whether students get opportunities to listen to different speakers of English including native speakers in order to be exposed to various pronunciations. In addition, this question about whether there are or not television or other modern materials intended to get information about to what extent these students have chances to observe how different speakers pronounce English especially which parts of their phonatory organs intervene in pronouncing this or that word. A student can benefit from television through watching and listening to some English programs, movies and songs since these kinds of programs interest adolescents. Gives one of the roles of T.V in language learning, saying:

> *Video permits second language learners to witness the dynamics of interaction as they observe native speakers in authentic settings and paralinguistic cues such as postures and gestures.*

We read in the table above that all the informants say that there is no television, cassette players or any other modern materials.

From the results above, we conclude that students lack opportunities to develop their skills especially listening and speaking, which can hinder their improvement of other skills because, as stated earlier, language skills are complementary to each other in the language learning process.

In general, the Ministry of Education should therefore think of providing learning materials which are adapted to students' level so as to respond to their needs and facilitate the teaching /learning process.

c. Location of schools

As stated before, in this third theme, we seek to find out whether, a part from the English class periods, students from the research area get enough opportunities to improve their English language learning, in their environment.

We wanted also to investigate, through this theme, if schools under study are in a good and appropriate environment for the English learning process. This is sustained by Dudley (1998:119), who said:

> *Writing is a difficult task and a tiring activity and it usually needs time for reflection and revision plus a peaceful environment.*

In the above view, it is right that learning presents psychological problems. The learner has the task of keeping the communication on, with his teacher, and keeping the interaction with immediate feedback with him without distraction. One of students told us some of the words which often disturb them, especially when there are players of basketball in the field near their classes. These are: *"Look!", "Behind you!", "Pass!", "Goal!"*

He added: *"When I hear such words, I can't prevent myself from looking out through windows."*

It is therefore important that schools be established in areas where there is not so much noise, to let students follow in class with their total concentration.

Question 9: Is your school located in a quiet or noisy area?

In a quiet area ☐ In a noisy area ☐

Table 9: Presentation of the data for question 9

Answer	Frequency	%
In a quiet area	22	27.5
In a noisy area	58	72.5
Total	80	100

By this question, we wanted to find out about the quietness that reigns in the area around the targeted schools, so that we can have an idea about how students follow lessons especially English comfortably.

Unfortunately, as presented in the table above, answers to this question reveal that 58 students out of 80 that is 72.5% do not appreciate the conditions in which they study because their schools are in noisy areas. This has been noticed by the researcher himself when he saw, at one of the schools under study, that there was a nursery school where the children, where most of times, are playing outside, singing, swinging or having other hobbies.

This is a problem hindering the interaction between students and teachers during the explanations' period in class, because of distractions which push students to look outside instead of following what the teacher is saying.

Question 10: a) Do you have an English centre or an English club in your area?

Yes ☐ No ☐

b) If yes do you attend it?

Table 10: Presentation of the data for question 10 a)

Answer	Frequency	%
Yes	0	0
No	80	100
Total	80	100

When asking this question, we wanted to inquire about the possibility for students to improve fluency in English clubs or centres.

In the above table, answers to this question reveal that among all the three targeted schools, none of them has an English club. This is to say that English clubs within the research area are almost nonexistent.

Question 10 b) was to know if the students under study have the motivation to attend English clubs, the answers to 10 b) show that these students do not know the importance of English clubs. This can be one of the factors of poor performance in English language with the lack of opportunities to practice. It is a proof that teachers do not organize them as appropriately as possible because they could help students to form English clubs in order to enhance their knowledge in all the four language skills.

Question 11: a) Is there any opportunity for you to perform English outside or after classes?

Yes ☐ No ☐

b) If yes specify.

Table 11: Presentation of the data for question 11

Answer	Frequency	%
Yes	20	25
No	60	75
Total	80	100

Through this question, we wanted to see to what extent, students of the research area get the chance to perform their skills after classes because, as stated

earlier, the time allotted to English at school is not enough for students to be efficient as stated by Brown (1980) when he says 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 exclusively to the classroom.

The data above show that 60 students out of 80 or 75% do not have any opportunity to practice English outside or after classes. This is a problem since even the time given to the English course is said not to be enough by many teachers, and 25% of them say that they have some opportunities.

As far as question 11 b) is concerned, students who responded "Yes" to question 11 a) specified that they find opportunities to perform English through the following occasions:

- Chatting with their parents, because their parents know how to speak English;
- Listening to radio programmes and some English programmes on television;
- Reading books in English;
- Attending evening classes.

IV.2.2. Analysis of data from teachers' questionnaire

The present section is structured around three main themes. But while the analysis of data from the students' questionnaire was on all the three themes, this point, however is based on two of the three themes which are:

- Motivation and qualification of teachers;
- Location of schools.

The teachers' questionnaire is composed of a series of 8 questions through which we wanted to know how the teachers are motivated and how they do their job, the influence of the environment around them on their success or failure in teaching.

These questions were asked after the identification of each of the targeted teachers.

a. Motivation and qualification of teachers

Before analyzing and interpreting the data for this theme, the researcher would like to clarify the notion of qualification in the teaching of English.

In the Burundi educational context, a qualified teacher in English is the one who has completed University studies: in the "Institute for Applied Pedagogy" "IAP" in English-Kirundi Department (1st or 2nd cycle), in the "Institut Pédagogique (IP) and finally in the Ecole Normale Supérieure (ENS) in English and Kirundi section. The qualifications of teachers are presented in the table number thirteen (13):

Degree	Frequency	%
FLSH: 4th year	2	66.6
I.P	1	33.3
IPA V	0	0
IPA III	0	0
ENS	0	0
Total	3	100

The results show that only one teacher out of three or 33.3% obtained the Diploma to teach English in Burundi Secondary Schools that is the one who finished the Institut Pédagogique (I.P).

The two other are bachelor holders from FLSH. The data reveal that qualified teachers are not enough at the schools under study.

This is one of the main obstacles to success in learning as stated by Richardson (1966:20) when quoted by Kizza (2000:41) he says:

> *Off all the factors contributing to the effectiveness of Education, the one accepted as the most important by the largest number of people is having qualified teachers.*

Concerning the classes they teach, one of them had 3 classes for the reason that he is at the same time a teacher and a headmaster and the school's legal representative. Other teachers have more than 3 classes to teach. This is a problem because the more you have many different preparations to make, the more you have less concentration on each of them dûe to the lack of time.

Question 1: How long have you been teaching English in 4th form?
More than 3 years ☐ Less than 3 years ☐ I am new ☐

Table 14: Presentation of the data for question 1

Answer	Frequency	%
More than 3 years	2	66.6
Less than 3 years	0	0
I am new	1	33.3
Total	3	100

On this question, our aim was to know how the teachers in question are experienced in teaching English especially in 4th form. If you are experienced, you may know where students manifest weaknesses so that you can help to make remedy to them.

We read in the table above that two (2) teachers out of three (3) or 66.6% are somehow accustomed to teaching English in 4th form because their experience is for more than 3 years.

One of them, that is 33.3% is new because, he said he is writing his dissertation. Experience is important due to the fact that experienced teachers know the attitude of different students and consequently know how to help them in learning so as to attain their objectives.

Experience is helpful, because one can know which method or technique to adopt when facing different situations, what can influence positively the acquisition of what is taught.

This issue is sustained by Ndakiriye (2005:21)) when he observes that:

> *A teacher's method of teaching a subject will necessarily determine the manner and perception of that subject by students and in effect determine the rate at which the subject is absorbed and learnt. Many teachers in Burundi use techniques and activities that fall short of motivating and adequately training students in writing.*

This question means that teachers, especially those who have a long experience endeavor to use techniques and activities that make students more interested and motivated. This motivation will lead to success.

Question 2: What is your status as a teacher?

Full time ☐ Part time ☐ Voluntary worker ☐

Table 15: Presentation of the data for question 2

Answer	Frequency	%
Full time	1	33.3
Part time	2	66.6
Voluntary worker	0	0
Total	3	100

This question sought to find out about the manner teachers deal with teaching activities such as preparation, teaching, evaluating and decision making according to time. It is to know if these teachers have other occupation, that can limit the time which should be devoted to teaching activities.

We read in the table that 2 teachers out of 3, that is, 66.6 % are part time teachers while one teacher, that is 33.3 %, is a full time teacher. Teaching requires that teachers have enough time for teaching, evaluating and marking student's copies and correcting evaluations in the classroom.

Which regard to this issue, Walsh (1964:11) says:

> *Teachers have the obligation to help each student to acquire and use language necessary to express himself adequately at any given time and therefore pupils without guidance cannot hope to perform well in either writing or other skills in English.*

The above view demonstrates that it is heavier for part time teachers to provide their students with regular help because they work at two or more schools. One can therefore ask oneself where they find time to accomplish effective teaching while other teachers of English and many researchers suggest that the time allocated to English should be increased. The lack of regular presence by the teachers causes students to be victims because they miss the help of the teachers to improve their language.

Question 3: Are you happy with your professional situation?

Yes ☐ No ☐

Table 16: Presentation of the data for question 3

Answer	Frequency	%
Yes	0	0
No	3	100
Total	3	100

This question was asked in order to investigate on how teachers under study enjoy their job. The more the job is pleasurable, the more the workers are motivated and do their best to make the results pleasing. It is then understandable that unpleased teachers cannot be expected to teach effectively.

Table 15 shows that all of the targeted teachers work with unhappiness, who shows that they are not motivated. They specified that the salary was not enough and that the only way was to reduce the amount of time that was put into teaching, in order to do other activities that would bring them an additional income that is conducting small businesses at home or going to other schools. By implication, if the time put into teaching is reduced, the result of this process will also be reduced.

Question 4: How often do you test your learners per week?

Two times and above ☐ One time ☐ None ☐

Table 17: Presentation of the data for question 4

Answer	Frequency	%
Two times and above	1	33.3
One time	0	0
None	2	66.6
Total	3	100

This question was asked in order to know if the teachers under study are informed about the importance of test or exercises or evaluation in general. It is the result from tests which show what section of the work should be retaught and where practice is more necessary that is whether or not the students are ready to move on to new lessons.

It is very important to test learners regularly, these tests are also marked in the classroom so that students see and correct the areas of their weakness. This is said by Hammerly (1991:81) when he remarks that:

Errors that are not corrected tend to become habitual, that is, to occur without conscious awareness.

The above view shows that teachers have to correct the work given to students. This correction indicates the points in which students still need more explanations or practice.

Table 17 shows that 2 teachers out of 3, that is 66.6 %, give one test to their students once a week, while one teacher, that is 33.3 %, gives two tests or more in a week.

Normally, each lesson has to be evaluated to see whether or not objectives have been attained and to take decision accordingly. The lack of regular evaluation can hinder the students' improvement, because they lack opportunities to see well where they commit mistakes than if they were tested and given time to correct tests together with their respective teachers.

It is sustained by Khalikunda (1995:47), who says:

Many students learn much more if they have a chance to take part in correcting their own work

Students should be involved in correcting their own errors; according to the above idea of Khalikunda, teachers should be present only to serve as a guide, helping them to discover the right answers.

Question 5: How often have you been inspected in a term?

1-3 times ☐ 4-7 times ☐ 8 and above ☐ Never ☐

Table 17: Presentation of data for question 5

Answer	Frequency	%
1-3 times	1	33.3
4-7 times	2	66.6
8 and above	0	0
Total	3	100

By asking respondents how often they have been inspected in a term, we intended to discover how they are motivated by their inspection through classroom visits, unless they cannot make efforts to accomplish their tasks with the lack of control.

The data for this question show that 2 respondents, that is66.6 %, have been visited 4-7 times in a term and one respondent, that is 33.3 %, has been visited 1-3 times in a term.

With the increase in the number of classroom visits, the performance of students in the language can become better due to the fact that teachers follow and implement the programmes more efficiently.

Question 6: a) How many students are there in your class?

b) Is it easy to cope with its size?

Yes ☐ No ☐

Table 18: Presentation of the data for question 6 a)

	Class	Number of students
Lycée Soleil du Savoir	4th form A	58
	4th form B	57
Lycée de l'Espérance	4th form A	61
	4th form B	60
Lycée Pearson	4th form	66

In asking this question, we wanted to know the size of each class for the schools under study in order to conclude on conditions in which these students learn. The size of a class can influence the success of learners, because, with the large number of students, they cannot sit comfortably, the voice of the teacher

cannot reach everyone especially when students make noise, in a few words it is hard to control it.

This is the view of Fontana (1994:28) when he explains:

> *When I use the word control, I mean simply the process of running an organized and effective classroom, a classroom in which the abilities of individual children are giving due opportunity for development, in which teachers can fulfill their proper functions as facilitators of learning, and in which children can acquire sensibly and enjoyably the techniques for monitoring and guiding their own behavior.*

An oversized class cannot fulfill these conditions that Fontana explains because it is almost impossible for teachers to deal with each student's weakness and help him/her to remedy. This class cannot permit teachers and students to work cooperatively.

The data from table 18 reveal that 4th form classes in the schools where the research was carried out are made of a large number of students since in all schools except in Lycée Pearson, 4th form comprises A and B classes.

Generally speaking, class size is another obstacle to the teaching and learning processes as stated by Sinzinkayo (2011:52) when he says:

> *A large class is usually more difficult to handle in terms of discipline and while evaluating. Some teachers give few writing exercises or do not give any at all because they lack enough time to mark the large number of students' copies.*

This situation hinders the learning process since we know that the results from well-set assignments and classroom tests enable the teacher to make adequate adjustments in the teaching activities in order to help students to gain more competence.

Table 19: Presentation of the data for question 6 b)

Answer	Frequency	%
Yes	0	0
No	3	100
Total	3	100

This question was asked to know if the teachers from the schools under study appreciate the conditions in with students learn according to facilities that the class can offer. This question can be one of the elements which help to verify question 3 of the teachers' questionnaire, because they both talk about the pleasure that teachers can have when dealing with their lessons.

The data above show that three teachers out of 3 or 100% are not happy with the size of their class. Some of the explanations they gave is that there is large number of students in such a way the teacher is not able to evaluate all of the skills, what is , how they read, their listening comprehension, their writing and their speaking. It also becomes difficult to control their notes, their individual discipline and how to organize them into working groups.

Harmer (1983:125), on this issue says:

> *Many commentators talk about large class as a problem, it is certainly true that they present challenges that smaller classes do not. How for example can we give student's personal attention? How can we get student's interacting with each other? What can we do to make organization smooth and effective?*

This series of questions show how the large classes are difficult to cope with, which explains the difficulties that these school teachers encounter.

b. Location of schools

The data for this theme helped us to know if the environmental situation around schools under study offers opportunities to gain more competence in English.

Question 7: Does your school's environment hinder success especially in English language teaching?

Yes ☐ No ☐

Table 20: Presentation of the data for question 7

Answer	Frequency	%
Yes	2	66.6
No	1	33.3
Total	3	100

This question was asked to know if teachers find obstacles to the success of English language teaching/learning through their environment. 2 teachers or 66.6 % said that their school's environment does not facilitate the process of learning and its success. Some of the explanations they give are that there are so many things disturbing like sports fields, roads, the noise of primary school pupils and those of the nursery school. 1 teacher or 33.3 % said that there is no obstacle around him, because the environment is calm.

Question 8: Is there any opportunity for your students to perform English after classes?

Yes ☐ No ☐

If yes explain.

Table 21: Presentation of data for question 8

Answer	Frequency	%
Yes	1	33.3
No	2	66.6
Total	3	100

This question sought to know whether teachers see some opportunities where students can learn additional English after or outside of classes. We asked this question because, in some urban areas, parents pay for evening classes for their children. We wanted then to know if the students of the schools under study are among those who are given evening classes.

The data show that 2 teachers or 66.6 % do not see any opportunity for their students to perform their language after classes. But 1 teacher or 33.3 % says that students can find some of the opportunities such as in listening to the radio broadcasts or watching television especially English programs.

These opportunities could be more reinforced by the help of the parents if all of the parents were able to speak English, as Child (1981:141) explains:

> *Language skills are learnt from home and school. The role of family, especially the mother in exposing children to language use is clear, through imitation and reinforcement of acceptable sounds... that efficient language acquisition is dependent on the linguistic environment to which children are exposed.*

According to this view, it is noticeable that the linguistic environment is very helpful for language learning, because the learner acquires through listening to what people around him say in the target language. It also clarifies that children who have parents who know the language are more advantaged.

IV.2.3. Analysis of data from results of different National Tests

This work aimed at analyzing if the students of private schools of Ngozi succeed or fail in English, in National Tests of 4th form. It also aimed at knowing the factors which lead these students either to success or to failure. This is the reason why we cannot forget to observe some of the results that these students got at least through some recent National Tests.

It was difficult to find documents about results dating back to many years but we took five years as a sample which can help us to draw a conclusion as to whether the students of the targeted schools succeed or not at National Tests of English.

The data from the results of National Tests of English (five recent years) are presented in the following table.

Table 22: Presentation of the data from results of 5 recent National Tests of English

School	Class	School year	Total number of pupils	Success	%	Failure	%
Lycée de l'Espérance	4th form A	2007-2008	48	5	10.4	43	89.5
		2008-2009	65	23	35.3	42	64.6
		2009-2010	51	31	60.7	20	39.3
		2010-2011	39	4	10.2	35	89.8
		2011-2012	64	26	40.6	38	59.4
	4th form B	2007-2008	50	7	14	43	86
		2008-2009	62	18	29	44	71
		2009-2010	50	26	52	24	48
		2010-2011	40	9	22.5	31	77.5
		2011-2012	62	30	48.3	32	51.7
Lycée Soleil du Savoir	4th form A	2007-2008	56	22	39.2	34	60.8
		2008-2009	48	30	62.5	18	37.5
		2009-2010	61	25	40.9	36	59.1
		2010-2011	52	20	38.4	32	61.6
		2011-2012	47	12	25.5	35	74.5
	4th form B	2007-2008	58	27	46.5	31	53.5
		2008-2009	45	26	57.7	19	42.3
		2009-2010	60	31	51.6	29	48.4
		2010-2011	50	21	42	29	58
		2011-2012	46	20	43.4	26	56.6
Lycée Pearson	4th form	2007-2008	52	30	56.5	22	43.5
		2008-2009	64	36	56.2	28	43.8
		2009-2010	58	22	37.9	36	62.1
		2010-2011	49	30	61.2	19	38.8
		2011-2012	65	26	40	39	60

These data were got from the respective offices of the schools under research.

This table aimed at presenting data from recent National Tests of English so as to draw a conclusion. In the above data, we see in general that students of these schools do not succeed in National Tests of English.

At Lycée de l'Espérance, the class of 4th form A got 5 successful candidates out of 48 students which makes only 10.4% in 2007-2008, 23 candidates out of 65 students or 35% in 2008-2009, 31 candidates among 51 students that is 60.7% in

2009-2010, 4 candidates among 39 students or 10.2% in 2010-2011 and 26 successful candidates out of 64 students, which makes 40.6% in 2011-2012.

The class of 4th form B, at the same Lycée, respectively with the school years mentioned above, got 7 candidates out of 50 students or 14%, 18 out of 62 students that is 29%, 26 out of 50 students or 52%, 9 among 40 students that is 22.5% and 30 out of 62 students or 48.3%.

At Lycée Soleil du Savoir, the class of 4th form A got 22 successful candidates out of 56 students that is 39.2% in 2007-2008, 30 out of 48 students or 62.5% in 2008-2009, 25 out of 61 students that is 40.9% in 2009-2010, 20 students who succeeded among 52 students or 38.4% in 2010-2011 and 12 success out of 47students or 25.5% in 2011-2012.

The classes of 4th form B, at the same Lycée, respectively with the school years mentioned above, got 27 successes among 58 students or 46.5%, 26 success among 45 students or 57.7%. For the fourth and fifth year, they got 31 success among 60 students or 51.6%, 21 candidates among 50 students or 42% and 20 out of 46 students that is 43.4%.

At Lycée Pearson, there is one 4th form class. In 2007-2008, 30 students out of 52 succeeded that is 56.5%, 36 out of 64 students or 56.2% in 2008-2009, 22 students out of 58 students or 37.9% in 2009-2010, 30 out of 49 students succeeded that is 61.2% in 2010-2011 and 26 out of 65 students or 40% in 2011-2012.

By success, we want to mean students who obtained 50% and above in the National Test of English. If we consider each of the 25 individual classes taken as a sample, there are only 8 classes whose half of students have got 50% or above in the given school years, that is 32% only.

IV.3. Findings

As far as this research is concerned, three hypotheses were formulated and stated as follow:

1. Teacher's qualification and motivation influence performance in English National Tests of 4th form, in private schools of Ngozi.
2. Private schools of Ngozi are (not) equipped enough to enable success at National Tests of English.

3. The location of private schools of Ngozi is a handicap for learners' success in National Tests of English.

To collect the necessary data, the researcher elaborated two sets of questionnaires that were administered to teachers and students. In order to check the authenticity of their answers, the researcher asked for registers to analyze the results of the five recent years in National Tests of English.

The data from the questionnaires, and the results' analysis were interpreted.

In fact, the first hypothesis stated that "Teachers' qualification and motivation influence the performance in English National Tests of 4th form in Private Schools of Ngozi".

In an attempt to check this hypothesis, the researcher gathered the data from learners (Tables 1, 3, 4 and 5) and from teachers (Tables 13, 16 and 17) The data in table 1 indicate that there are teachers who manifest the lack of motivation about their job even in front of the learners. For instance, 20 students out of 80 or 25% reported that their teachers are not interested in teaching English. This problem is very serious since we know that the attitude of teachers is among the main factors affecting the performance of learners as stated earlier.

This lack of motivation is mainly caused by living conditions of the teachers with the salary that they get. Teachers at this level are advised to be courageous and to claim for their benefits without making the learners to be victims of their treatment. When they deal with their lessons, they have to remember that students can observe their attitudes and can interpret them. The attitudes of teachers in class should show that they are behaving as facilitators who create attracting learning situations enabling students to learn in a cheerful atmosphere.

In so doing as teachers, students will easily understand what teachers explain and finally will feel interested in learning and practicing their language.

Considering students' answers to question 3, a large number of students (62.5%) say that the teachers of English are rarely absent while 2.5% of them answer that the teachers are sometimes absent.

If a teacher is frequently absent, he cannot succeed to teach adequately all the sub-skills. If he concentrates on the reading skill, he cannot get time to teach listening, speaking or writing while these skills are more than necessary in language learning.

This absence may be due to discouragement that teachers are facing with their material conditions. The way teachers' are managed should be improved so that they can work with more motivation and self-confidence.

Teachers on the other hand, should know that the lack of availability hampers the development of students' abilities in all the language skills as they lack a regular practice in them.

Headmasters and school inspectors are then called upon to regularly control the teachers' work so as to make sure that teaching activities are properly conducted and those teachers are regular in class.

Considering the data from table four, 25% of students who responded to the questions, say that the teacher does not give exercises at the end of each lesson. Exercises are very necessary especially when a section is ended in order to know if objectives are attained or not. Exercises show who, among the students, did not understand. They also help to give more clarifications to students who manifest a weakness.

Teachers who do not give exercises at the end of lessons do not know their effects. The teachers' role here should be to elaborate the best techniques to enhance students' competence among which is giving exercises to students and putting corrections on the board.

As far as testing is concerned, the data obtained in Table 5 reveal that language skills are not well tested. This is because a good number of students (75%) say that they get only one test peer week. The same table helps the researcher to conclude that there are some teachers who do not test regularly and correct students' copies or hardly do it.

This idea matches the above view that students do not get enough exercises to improve their language. We can notice that teachers do not have enough time to do their job since testing and making copies require much time.

Teachers of English are therefore invited to give regular tests to their students and to guide them while correcting these tests, in order to put clear corrections on the boards, so that students copy them (if need be) in their notebooks for a further revision.

Briefly the data from tables 1, 3, 4 and 5 clearly indicate that there is a lack of motivation among teachers of the area under study, and lack of experience in this job: that is knowing well what to do, when to do it and how to do it.

Furthermore, the data in Table 13 show that 2 teachers out of 3 or 66.6 % are not qualified to teach English. This is a real obstacle to competence in English in all language skills. In addition to this problem comes the fact that 2 teachers out of 3 or 66.6 % are part-time ones as it is seen in table 15, which shows that they do not get enough time to provide their students with regular help whenever they need it.

Results from table 16 indicate that none of the 3 teachers out of 3 or 100% agree that they are not happy with their professional conditions. When we have a job which does not give a pleasure to you, it is not astonishing to fail in doing it appropriately. The salary of teachers should be increased so they can work with ease. Teachers should be courageous in order to realize their engagement.

As for table 17, the majority of respondents, that is 2 out of 3 or 66.6 % say that they give only one test peer week. We can ask ourselves if in the whole week only one lesson is taught, since teachers are requested to test each lesson, to check whether it has been well understood.

What we find in the data from tables 13, 16 and 17 almost matches what is concluded from tables 1, 3, 4 and 5. They all help to understand that motivation and the lack of experience and qualified teachers can be one of the factors which hinder the performance of students in language.

The second hypothesis stated that: "Private schools of Ngozi are not equipped enough to enable success at National Tests of English in 4th form."

In order to check whether this hypothesis is related to what really happens at the schools under research, the researcher gathered the data from learners (tables 6, 7 and 8)

Results in table 6 indicate that the schools under study do not have libraries where students or teachers can get different books to read. No one can ignore the importance of books on different topics in language learning. Students who read more perform well than who do not read, because reading completes other skills as stated earlier.

In tables 7 and 8, the results show that schools under study do not have either picture presented in English or television sets. These are modern materials which

should, encourage students to learn English, since we know that, for the time being, television and computers are among the most prized tools for adolescents.

The third hypothesis stated that "The location of Private Schools of Ngozi is a handicap for learner's success in National Tests of English."

In order to verify this hypothesis, the researcher observed the data from students in tables 9 and 11 and from teachers in table 20.

The data in table 9 show that 58 students out of 80, that is 72.5% find that they study and work uncomfortably because of the noise which reigns in the area around their classroom. While 22 out of 80 or 27.5% say that the area is quiet. In general, a noisy place cannot permit to concentrate on what you do especially if it requires intellectual efforts like reading, memorizing or listening... Schools should create a favorable environment in order to let students study in sound conditions and then succeed.

In table 11, the students say that they do not get opportunities to perform their English after classes; only 25% say that they can have some opportunities. This can be one of the discouraging elements because if English was spoken in the area, students should be more motivated in order to communicate without problems. Teachers are invited to create clubs of English to help students to speak and improve English.

In table twenty, 2 teachers out of 3 or 66.6 % say that the noise disturbs, and the linguistic environment is not favorable because in the city there are so many languages which create interferences.

When the researcher observed the results from the last five school years, he saw that in general, students of these private schools fail because the percentage of success is often low. It is not astonishing because of the factors already noticed. It is very rare that one half of the students get 50% in English, in National Test as we observed in the reports.

CHAPTER FIVE: GENERAL CONCLUSION ANDRECOMMENDATIONS

The conclusion is based on data analyzed and interpreted in chapter four, in line with the literature review in chapter two and the three research questions and the hypotheses this research addressed.

V.1. General Conclusion

The study focused on the first chapter, the second chapter, the third chapter and the fourth chapter. The study was guided by three research questions and corresponding hypotheses.

1. The first research hypothesis was meant to determine whether the motivation and the qualifications of teachers of English influence success in National Tests of English in 4th form in Private Schools at Ngozi.

The data obtained proved that the above factors influence the success rate of the students. Many of the teachers are not qualified to teach English at secondary school, because some of the lessons are not well taught or if they are well taught, they are not tested or marked in an appropriate manner. The lack of experience can also be the reason for failure because the teachers of English at these schools are not experienced, then they do not give enough tests to the students in order to verify if objectives have been attained or not and then to take decisions accordingly.

As far as motivation is concerned, the teachers of these schools are not motivated as the answers show it. They are often busy with activities related to teaching at other schools, what justifies their absence from school. Thus, students do not have the opportunity to learn all language skills, vocabulary... what implies that these students will be ranked in the position which is proportional to how they have been taught. This makes students feel that it is not worthy making an effort. We can notice it through answers given by students where so many sentences are grammatically wrong, even the sense of sentences is not easily captured. Through these conditions it is hard for students to succeed in National Tests which is taken from almost all the chapters taught in fourth form.

In brief, the above hypothesis was proven right.

2. The second research hypothesis intended to discover if Private Schools of Ngozi are equipped enough to permit students' success in National Tests.

The lack of suitable teaching and learning materials seems to be a major obstacle to performance in English. The lack of materials is observed in all levels because none of the schools under research had a library. By reading, the learner gains the ability to extract the meaning from a test even if there is a new vocabulary item but here they lack books to read and to improve their competence in English.

The teaching of a language cannot be conducted effectively without suitable materials since these are considered as one of the keys to language performance. Even the teacher goes into class without enough self-confidence since he/she knows that he/she did not have enough materials to guide his/her preparation.

Furthermore, the data obtained from students' questionnaire show that students do not have any other resource than teachers; this is a great problem for both teachers and students. Because of this problem, teachers may face a problem of using materials which are not adapted to student's level or which are old-fashioned.

In addition to the lack of instructional materials, classes as very large in such a way that a bench is occupied by 3 or 4 students. The large size of classes also hinders the teaching and learning processes since it is difficult for the teacher to manage a class which contains more than fifty students especially when they are doing a test. This fact explains why evaluations are rarely done because the marking of students' written work requires more time.

As a result, there is a lack of motivation due to the foregoing problems. Both the internal and external motivations are lacking either for teachers or for learners because of the bad teaching/learning conditions accompanied by inappropriate techniques used by some of teachers.

The second hypothesis was proven right.

2. The third hypothesis sought to find out if the area where the schools under research are situated influence either negatively or positively the success of students.

Ngozi is a city where more than two languages are spoken: Kirundi, Kiswahili by Muslims or tradesmen, French by foreign students of University, English by Tanzanians who often come to visit Ngozi,... As students grow in this linguistic

environment, it is difficult to master the grammar of one language because they often encounter interferences especially when they express themselves orally.

In addition, the schools are in a place where there is noise, with different activities. This can prevent students from concentrating on what they are learning. All of these problems can be noticed when one reads the answers on the copies of students; they have problems in spelling, vocabulary, conjugation, grammar and sentence-making.

Then, the third hypothesis was also proven right.

V.2. Recommendations

After having noticed that students of fourth form often fail in National Tests of English, and identified some of the factors of that failure, the study suggests the following measures to improve the performance of students in general and in National Tests of English in particular.

The study of learner's errors from the questionnaire showed that students have many difficulties even those which should be resolved at the lower level such as conjugation and the spelling which are often used in our day-to-day expression. Measures should be taken to improve the manner students learn from the beginning of their schooling.

To secondary school teachers

As far as teachers of secondary schools are concerned, they should adopt communicative teaching methods that allow students to be involved in the teaching and learning processes. Their English should be simple but correct.

They should organize exercises in groups in order to make their lessons and their activities more enjoyable and more motivating. Students should be accustomed to this method from their lower level. Teachers should then regularly help the class or the individuals to overcome difficulties whenever they occur.

In order to allow students to benefit more from English lessons, teachers are recommended to give many exercises touching on all language skills. They should give many assessment tests in order to increase the effectiveness of their method of teaching and to make adjustments if need be. After all of the above evaluations, marking should be conducted and answers written on the board.

To learners

Learners are recommended to do their best in order to improve their English. They should regroup into clubs of English where they can have the opportunity to exchange in English; they should borrow books of English so as to read and increase their vocabulary or tell the parents to buy them if possible.
Learners should be self-motivated otherwise the teacher's efforts will be vain. With motivation, learners will study seriously and performance in English will be enhanced.

To headmasters and inspectors

Headmasters and inspectors should undertake regular inspection in order to make sure that English teachers are appropriately conducting their teaching process in their respective classes.

To course designers

Course designers must provide teachers and learners with suitable materials because they determine the quality of interactions in language classes. These materials should contain more stimulating exercises and varied texts or topics to comment on either orally or in writing. These topics or texts should be related to Burundian realities and cultural activities.
In order to make the learning of English more interesting, meaningful and motivating, course designers should make revisions to see if all the exercises found in students' books are able to favor effective learning or if there are some exercises which are mechanical and monotonous, if necessary, they are called to make adjustments.

To the Ministry of Education

The Ministry of Education should increase the amount of time allocated to English so that learners can gradually acquire the necessary linguistic elements helping them to communicate easily. Moreover, the Ministry should organize regular seminars and workshops to train unqualified teachers to use appropriate teaching methodology.

To the government

This study showed that large classes are difficult to cope with especially when they need a serious control such as in tests or exams. The government should build more schools because large classes hinder the efficiency of teachers who thus give limited practice while students need regular and constant practice to attain their linguistic competence. It should increase the salaries of teachers so that they can be more motivated to perform well their teaching tasks. The government should train more teachers to be enrolled in schools which still lack qualified teachers, because as demonstrated in this study, qualified teachers are very important in the teaching and learning process.

To future researchers

This study was conducted with a small number of students. Future researchers are advised to undertake further studies by covering a large number of students and a wider range of materials.

The study was only conducted on private schools. Future researchers could combine public and private schools in order to make a conclusion about differences in results that students get in National Tests of English. The questionnaire was answered in the written form. Future researchers should ask the questions orally in order to record the respondents' answers and notice the weakness they have both in listening and in speaking.

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APPENDICES

Evariste Havyarimana

UNIVERSITY OF BURUNDI

INSTITUTE OF APPLIED PEDAGOGY

EDNGLISH-KIRUNDI DEPARTEMENT

Letter to learners

Dear students,

I am a student at the Institute for Applied Pedagogy currently carrying out a research on English Teaching-Learning process in Burundi secondary schools.

You have been selected to kindly answer this questionnaire designed to data to be used for research purposes only. There is no right or wrong answer and your responses will be treated with strict confidentiality.

Thank you for accepting to cooperate.

Evariste Havyarimana

Students' Questionnaire

1. Is your teacher interested in the teaching of English

   Yes ☐ No ☐

2. How often is your teacher of English present in class during each period?

   More than 45 min ☐ less than 45 min ☐ exactly 45 min ☐

3. Your teacher of English is

   Sometimes absent ☐ rarely absent ☐ never absent ☐

4. Does your teacher of English give you exercises at the end of each lesson?

   Yes ☐ No ☐

5. How many tests of English do you do per week?

   Two or above ☐ one ☐ none ☐

6. a) Do you have a school library? Yes ☐ no ☐

   b) If yes, is it well equipped with books of English? Yes ☐ no ☐

7. Do you have English pictures in your classroom?

   Yes ☐ no ☐

8. Do you have materials such as television, cassette player or other modern materials?

   Yes ☐ no ☐

9. Is your school located in a quiet or noisy area?

   In a quiet area ☐ in a noisy area ☐

10. a) Do you have an English centre or club in your area?

    yes☐ no ☐

    b) If yes, do you attend it?

    yes☐ no ☐

11. a) Is there any opportunity for you to perform English outside or after classes?

    yes☐ no ☐

    b) If yes specify.

Evariste Havyarimana

UNIVERSITY OF BURUNDI

INSTITUTE OF APPLIED PEDAGOGY

EDNGLISH-KIRUNDI DEPARTEMENT

Letter to teachers

Dear teachers,

I am a student at the Institute for Applied Pedagogy carrying out a research on factors involved in English Teaching-Learning quality. You have been selected to participate in this research and therefore, are kindly requested to answer this questionnaire as honestly as possible.
All the information received will be treated and used confidentially for research purpose only.

Thank you for your kind cooperation.

Evariste Havyarimana

Teachers' Questionnaire

1. How long have you been teaching English in 4th Form?
   More than 3 years ☐ less than 3 years ☐ I am new ☐
2. What is your status as a teacher?
   Full time ☐ Part time ☐ voluntary worker ☐
3. Are you happy with your professional situation?
   Yes ☐ No ☐
4. How often do you test your learners per week?
   Twice and above ☐ once ☐ None ☐
5. How often have you been inspected in a term ?
   1-3 times ☐ 4-7 times ☐ 8 and above ☐ never ☐
6. a) How many students are there in your class?
   b) Is it easy to cope with its size?
   Yes ☐ No ☐
7. Does your school environment hinder success especially in English Language teaching?
   Yes ☐ No ☐
8. Is there any opportunity for your students to perform English after classes?
   Yes ☐ No ☐

If yes explain.