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The contribution of evering classes to the improvement of english language learning : the case of nelacude-Burundi

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UNIVERSITY OF BURUNDI

FACULTY OF ARTS AND SOCIAL SCIENCES
DEPARTEMENT OF ENGLISH LANGUAGE AND LITERATURE

THE CONTRIBUTION OF EVENING CLASSES TO THE IMPROVEMENT OF ENGLISH LANGUAGE LEARNING: THE CASE OF NELACUDE-BURUNDI

BY

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A Thesis submitted in Partial Fulfilment of the Requirements for the Award of the Degree "LICENCE EN LANGUE ET LITTERATURE ANGLAISES"

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Bujumbura, March 2006

Dedication

In the memory of my late mother,

My father,

My brothers and sister,

My nieces,

My aunt,

My relatives

I dedicate this work .

Acknowledgments

The present work would not have been what it is without the contribution of many people to whom I am very grateful.

The special thanks go to Dr. Beatrice EKANJUME, Professor at the University of Burundi who very kindly accepted to supervise this work. I benefited much from her constructive advice on the different sections of the work.

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I am also grateful to the teachers and students who willingly gave me the data. I would like to mention teachers and students of NETWORK FOR LANGUAGE AND ARTS CURRICULUM DESIGNING.

We also owe a debt of gratitude to all people who contributed to my education, from primary to secondary school teachers and all members of Focolar Movement for the spiritual life and advices that I share with them.

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I am grateful to my classmates and all my friends for their daily encouragement all along my studies.

Christiane NDAYIKENGURUKIYE

List of abbreviation and Acronyms

ANSS: Association Nationale de Soutien aux Séropositifs

BEPES: Bureau d'Etudes et des Programmes de l'Enseignement Secondaire

Ed(s) : Editor(s)

EFL: English as a Foreign Language

ESL : English as Second Language

ELT: English Language Teaching

Et al: et aliii (Latin): And others

i.e: id est (Latin): That is

MSF: Medecin Sans Frontieres

NELACUDE : Network for Language and Curriculum Designing

NGO: Non Governmental Organisations

Op. cit: opere citato (Latin): The quoted work.

SWAA- Burundi : Society for Women Against AIDS

Table of contents

Page

DEDICATION.....i
ACKNOWLEDGEMENTS.....ii
LIST OF ABBREVIATION OF ACRONYMS.....iv
TABLE OF CONTENTS.....v

CHAPTER 1: GENERAL INTRODUCTION.....1

1.1.Preliminaries.....1
1.2.Statement of the problem.....2
1.3.Aim of the study.....3
1.4.Research questions.....4
1.5.Hypothesis.....4
1.6.Justification of the topic.....4
1.7.Importance of the work.....5
1.8.Definition of key terms.....6
1.9.Delimitation of the study.....6

CHAPTER 2: LITERATURE REVIEW.....7

2.1. Introduction.....7
2.2. Theories of language learning.....8
2.2.1. Communicative approach.....9
2.2.2. Integrated approach..... 11
2.2.3. Audio-lingual method..... 11
2.3. Problems in Second/Foreign language learning..... 14
2.4. Attitudes towards ESL skills..... 15
2.5. Aptitudes in ESL..... 16
2.6. Motivation as a key to Adult learning..... 16
2.7. Some principles for materials evaluation..... 17
2.8. The role of the Teacher..... 19
2.9. Developing language skills..... 22
2.9.1. Free production of spoken English..... 22
2.9.2. Reading..... 23
2.9.3. Listening..... .24
2.9.4. Writing..... 25
2.10. Testing, Decisions and Procedures..... 26
2.11. Evaluation of the Teaching materials..... 29

CHAPTER 3: METHODOLOGY.....31

3.1. Data collection procedures.....31
3.1.1. Subjects and sampling.....31
3.1.2. Class observations..... 32
3.1.3. Questionnaire..... .... .33
3.1.4. Research test..... 34
3.2. Data analysis procedures..... 35
3.2.1. Data from classroom observations..... ... 35
3.2.2.Data from questionnaire..... 35
3.2.3. Data from skills' test.....36

CHAPTER 4: DATA ANALYSIS AND FINDINGS..... 37

4.1. Introduction.....37
4.2. Data Analysis..... 37
4.2.1. Analysis from Classroom Observations.....37
4.2.1.1. Balance sheets activities.....38
4.2.1.2. Classroom Environment..... 39
4.2.1.3. Materials at the teachers' disposal..... 40
4.2.1.4. Teachers' academic qualification..... 41
4.2.1.5. Motivation.....41
4.2.2. Analysis of Test Results..... 42
4.2.2.1. Scores of the placement test..... ...42
4.2.2.2. Final test.....44
4.2.3. Analysis of data from the Questionnaires.....46
4.2.3.1. Data from learners 'Questionnaire.....46
4.2.3.2. Analysis Data from teachers' Questionnaire.....55
4.3. Findings.....61

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS..... ...64

5.1. General Conclusion..... 64
5.2. Recommendations.....65
5.3. Bibliography.....67

APPENDICES

CHAPTER 1: GENERAL INTRODUCTION

1.1. Preliminaries

People communicate by means of language in various ways: speech, writing, gestures, mimics. In other words, whatever aspect is taken into account, language is a means of expressing one's ideas, thoughts and feelings.
In a given community, language is a set of conventions which the speaker refers to when he wants to say something and be understood by his neighbour.That is why language can constitute a barrier between people who speak different language. Language is everywhere even in science and technology. New inventions are diffused thanks to language.

The importance of English as an international language continues to increase as more and more people are waiting or being required to learn English. The growth of business and increased occupational mobility is resulting in a need for English as a common medium of communication. Access to much scientific and technical literature is difficult for those with no knowledge of English.

These demands and requirements have resulted in the expansion of one particular aspect of English Language Teaching (ELT) –namely the teaching of English for Specific Purposes (ESP). Some learners, indeed, have already completed a general course and wish to learn English for particular reasons connected with their studies or their jobs; some may be attending a university curriculum in an institution where English is the medium of instruction and find they have difficulty in understanding lectures or participating in seminars.However, many people in this country (BURUNDI) eargerly learn English, at least some technical aspects that would help them to travel, do

business, read newspapers or any other documentation, work with or in NGO's, and so on.

As far as this work which is entitled "The Contribution of Evening Classes to the Improvement of English Language Learning : The case of NELACUDE-BURUNDI (NETWORK FOR LANGUAGE AND ARTS CURRICULUM DESIGNING IN BURUNDI) is concerned, it concentrates on how this centre plays a great role in the improvement of English skills such as reading,written expression, speaking and listening comprehension. This centre is popular and much frequented in Bujumbura by people of different age, different levels of education and different levels of the knowledge of English.

1.2. Statement of the Problem

Languages are part of the history of the people who use them, intimately bound up with the changing patterns of the societies they serve. Decade after decade, from time after Immemorial, language responds to new needs and demands of mankind. When in our daily life, we remark that many people are not able to express themselves in English, we notice that this is because in secondary school, they did not learn English well and as such no luggage from secondary school.

As far as speaking is concerned, for Burundian pupils who learn English in Burundi, English is almost limited to the teacher's class exchange, except on the few occasions when one happens to be in contact with English speaking people. The use of English is far overrided by French which is learned early in primary school, and Kirundi which is the mother tongue. However we have to know that English has as its main purpose « communication ».

Then, nowadays, for getting jobs in NGO's or for trading or business, people go to the Evening English Teaching centres to learn English. Even graduated people seek for a complement in English in those centres according to their needs but that pushes us to conclude that they pay twice because in the secondary school, the school fees that they paid, was for English course as well as other courses.

1.3 Aim of the Study

This study aims at contributing to the improvement of Learning English Language. We seek to show how Evening Classes improve the knowledge of English by some statistics which testify the success of learners. We realize that graduated as well as non-graduated people frequent Evening Classes with different motivations of learning English language. In addition, day after day, a number of people are in a rush to learn it not only in those Evening English Teaching Centres (ETC) but also in other clubs as well as from their relatives who know English.

We seek to know during this study if learners after finishing the program prepared for them, are able to use English language very well;we will proceed by giving tests in all skills: speaking, writing, reading and listening comprehension. This is because language is so complex that one needs to master the simple skills as well as the abstract meaning as Lado (1964:17) asserts:

> *The complexity of language learning ranges from the acquisition of simple automatic skills to an understanding of abstract conceptual and aesthetic meanings, all occuring in the same sentence.*

1.4 Research Questions

Research questions consist of a number of questions which help the researchers to carry out their study. Here are some questions which helped us to carry out our study:

1. Is NELACUDE-BURUNDI effective in the improvement of English Language?
2. Do they have qualified teachers?
3. Are teaching materials suitable to learners' level and need?
4. Are all skills given enough time in the English learning activities?

1.5 Hypothesis

This work is based on the hypothesis that learning English privately at Evening English Teaching Centres is effective to the improvement of English Language.

1.6 Justification of the Topic

We find that the most people who have studied English in schools still have problems of speaking though they can, to some extent, write a good deal of English words. As a matter of fact, many teachers put much emphasis on reading and writing at the expense of other language skills, with the result that there are students who can write English well in terms of grammar and spelling, but totally fail to read it out or express themselves orally. This makes us think that the teaching has, however not been effective because some skills have not been developed. Burundians nowadays show great interest in the English language.

The choice of this topic has been motivated by the fact that people feel the need of learning English privately.

1.7 Importance of the Work

This work will enable Burundians, especially those in charge of education, to understand the importance of knowing English and thus do their best in giving all sorts of needs to interest the learners, as Nkurunziza (1997:1) suggests:

> *The aim of any language theory is to ease the process of learning on the part of the learner by providing him with appropriate material and guidance. As for methods good ones are those that take into account the learning situation the purpose of learning and the subject of learning. A good teacher is one who can choose a method that fits his class.*

In addition, this study belongs to the domain of education, and education in its general process is a matter of everybody in the society. Also, this work will help people who are no longer at school but who want to learn English to know where they can go to learn it. This study will equally help NELACUDE-BURUNDI to be able to assess the job it does and thus see if there are any amendments to make, for the interest of the learners.

1.8 Definition of Key Terms

According to Macmillan English Dictionary of Advanced Learners (2002:721) « Improvement » (noun) is derived from the verb « to improve » meaning « to make something better », and as a noun it is defined as « the process of making something better than it was before. »
Webster's Ninth New Collegiate Dictionary (1983:606) defined the verb « to improve » as « to make useful additions or amendments »; « improvement » as a noun means « the act of enhancing value ».

On the basis of the above two definitions, the term « improvement » in this work should be understood as the effectiveness made by English Evening Teaching Centres on learners input.

1.9. Delimitation of the Study

In Bujumbura city, there are so many clubs and centres for the teaching of English. But our study will be conducted on NETWORK FOR LANGUAGE AND ARTS CURICULLUM DESIGNING because it is legally recognized by the government.The population of our research is Adult learners who attend last year of learning English. In addition, without neglecting any skill and being aware of their mutual importance and interrelatedness, our emphasis will be put on all linguistic skills: writing-reading-speaking-listening in order to check how English Language is improved in that Evening English Teaching Centre.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

Language is not only a means whereby we produce sounds or statements and express our thoughts and feelings about things. More than this, we think by means of language. Harmer's approach is considered as the one whose main goal in the teaching of a language is the acquisition of the four language skills such as speaking, reading, writing, and listening.

In addition, all over the world, through learning a language, geographical as well as cultural barriers are broken. Language is a binding force as Phenix (1964:62) says in the following lines:

> *It is a means of establishing human Relation. Through language, communities are created and sunstained. Perhaps the deepest of all human needs is to belong to a community and be accepted by others. Such relationships are also the ground of a person's own selfhood.*

Therefore, the improvement of learning English Language for the case of our concern is governed by principles, and the success may be affected by many factors.

2.2. Theories of Language Learning

Nowadays, foreign language teaching is mostly characterized by a huge proliferation of approaches and methods. To observers, this constitutes the major strength of the language learning.

Success of language learning is not reached at random. In this Evening English Teaching Centre, motivations constitute a strong part in successful Language Learning. Since there are many reasons that contribute to achieve successful language learning, not all students can be treated in the same way. Harmer (1983:2) asserts that:

> *The student who studies English because it is the curriculum should be treated in a very different light from the student who voluntarily goes to a language teaching institute.*

Adults in these English Evening Classes have a wide variety of learning strategies to use, the best being conscious learning which helps them to master and internalize rules for a later « acquired » knowledge.The best successful way for foreign language learning is to seek for a balance of both cognitivism and behaviorism. Harmer (1983:34) observes that:

> *Conscious learning is thus seen only as one part of the methodological approach which encourages language acquisition through a large amount of input and a significant emphasis on the use of language in communicative abilities.*

According to Bimenyimana (2003:4), "the status of a language in the area Where it is taught is also taken into account and the material is chosen accordingly in order to reach the success in learning English".

1. Communicative Approach

Many writers have dealt whith this approach to language teaching. Among those writers, Keith and Keith (1981) say that: "The communicative Approach makes sure that the interactions which take place in the classroom are replication of necessary prerequisites for communicative operations".

The aim of any language teaching theory is to ease the process of learning on the part of learner by providing him with appropriate material and guidance. As for methods, good ones are those that take into account the learners, the learning situation, the purpose of the learning, and the subject of learning. A good teacher is one who can choose a method that fits his class.

In the case of our study, we find it appropriate to investigate the improvement of English language within the framework of the communicative Approach, also termed communicative language teaching (CLT).
Actually, as Widdowson (1979) puts it: "In general English Language Teaching (ELT) or English as a Foreign Language (EFL), it is desirable to adopt communicative approach to language teaching".

This approach is considered as one whose main goals in language-teaching are the communicative competence and the development of procedures intended to teaching and mastery of the four language skills. Harmer (1983), one of the best prominent figures in communicative language teaching, asserts that:

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

Likewise, the approach of communicative language teaching draws its theory of learning into three principles:

First, the communicative principle holds that all activities that involve real communication promote learning.

Second, the task principle recognizes that activities in which language is used for carrying out meaningful tasks promote learning.

The third principle is related to meaningfulness. It claims that language is meaningful to the learner supports the learning process (Richards and Rodgers (1990)).

In fact, the communicative aspects in language teaching should be stressed from the early level. We have to keep in mind that linguistic skills are the essential elements of communication in general of people who are in a face-to-face situation or not.

Thus, the Communicative Approach is supported by Tongue (1991) who states that:

> *Considerations of the learner interest,enjoyment and successful use of language for communication tasks should have priority over structural grading and other matters related to linguistic forms.*

However, when teaching a language, the communicative purpose should be focussed on. This has been supported by Widdowson (1978) when he says that:

> When *we acquire a language, we do not only learn how to compose and comprehend sentences as isolated linguistic units of random occurrences.We also learn how to use sentences appropriately to achieve a communicative purpose.*

2. Integrated Approach

According to Brookes and Grundy (1990) following an integrated approach means recognizing that in the real world, we are rarely exercising only one skill at a time.

The argument for multi-skill Approach in teaching writing skill seems to be relevant and consistent for us since before writing, one listens, reads; or one may even write a speech delivered by him or herself or another person.
Brookes and grundy continue to argue that: « To ask individuals to attempt a writing task in isolation assumes that they know what to do ». Thus,writing is an intergrated approach just like the other language skills.

3. The Audiolingual Method

This language teaching method was introduced for the first time by American linguists in 1945. According to Richards and Rodgers (1990) during the World War II to supply the US Government with fluent personnel in all the languages, the academic staff proposed the Army Specialized Training Program to fulfil such demands. Many linguists and cultural antropologists for whom language was an activity acquired in social life of people, in spoken form, invested themselves in the new methodology that apparently gave successful results.

Audiolingualism is based on the premise that learning a new language means learning a new system of habits. Rivers (1990) supports this teaching method by saying that students are given the opportunity to assimilate the cultural significance of the new expressions by learning to use them in situations similar to those in which they would be used in the foreign culture.

Since the Audiolingual method aims at teaching the language skills in the order of listening, speaking, reading and writing, this led to believe that the foreign language will be learned more easily when presented in its oral form than in its written form. As Richards and Rodgers (1990:47) note:

> *It was advocated aural training first, then pronunciation training, followed by speaking, reading, writing. Language was identified with speech, and speech was approached to structure.*

A number of learning principles came to be known as the psychological foundations of audiolingualism and therefore, they came to shape its methodological practices. Rivers (1964:19-22) distinguishes four principles:
First, foreign language learning is basically viewed as a process of mechanical habit formation. Good habits are acquired through correct responses. Being considered as verbal behaviouring, language can then be acquired or learned by inducing the students to repeat after the teacher. Second, language skills are learned more effectively if « new » language is presented orally rather than in written form. The aural-oral training is considered as the foundation of the development to other language skills.
Third, analogy is recognized to provide a better foundation for language learning than analysis.Therefore, the practice of discrimination and generalization are frequent. Futhermore, the teaching of grammar is thought to be inductive rather than deductible that is expressed through a use of drills and patterns.

The material used must help the teacher to develop mastery of language in the learner, as Richards and Rodgers (1968:57) observe:

> *Instructional materials in the Audiolingual Method assist the teacher to develop language mastery in the learner. They are primarily teacher oriented. A student text-book is often not used in the elementary phases of a course where students primarily listening, repeating and responding. At this stage in learning,exposure to the printed word may not be considered desirable, because it distructs attention from the aural input.*

In brief, instructional materials allow the teacher to accomplish fairly his job and students are rarely permitted to use their textbook in order to find dialogues and cues needed for drills and exercises. The teacher is free to use the teacher's guide that normally contains models of lessons to be followed and other classroom activities.

To sum up, the Audiolingualism has proved to be successful in the development of linguistic skills when the pattern drills learned are applied in real life situations. Audiolingual Method stressed the mechanic aspects of language learning and language use. On the contrary, students will learn patterns but not how to communicate in a real life which will be a serious handicap in language learning.

2.3. Problems in Second/Foreign Language Learning

The problems faced by young learners in acquiring EFL/ESL are also met by Adult students. Adult second language learning is thus marked by lots of problems encountered by students. Much has been written in this area for instance, when Krashen (1988) was trying to make clear the process going on in the learning of a foreign or Second Language, he acknowledged that there are problems. He explained that Adults have two independent systems for developing ability in Second Language Acquisition.The first one is the subconscious acquisition while the second is the conscious learning of language. In our contention along this work, we especially focussed on the fact that language is learned consciously.

Indeed, in our opinion, conscious learning of language is mostly what happens when students arc struggling to master a Second or a foreign language. In the same line of ideas, Krashen (1988) assumes that this conscious learning

that is involved when students (adults) learn English as their second or foreign language is a hindrance to better language production.

2.4. Attitude towards ESL Skills

As propounded by Krashen (1988), aptitude together with attitude plays a great role in second or foreign language learning success. In fact, when acquiring new skills, some people would acquire them much faster than others.These differences on how fast people acquire new notions of languages presented to them are most of the time believed to originate in the differences in the « Intelligence Quotient (IQ) ». But, on the other hand, there are researchers who contend that attitudinal factors play a crucial role in language skills learning. Krashen (1988) believes that factors like motivation, interest, or in other words, «the positive attitude » to a given subject, influence to a high extent learners' performance in language aquisition in general, and in the learning of language skills in particular. He has subdivided attitude into three categories: « cognitive attitude » which is what we actually know about an object or an event; « the affective at titude » which is what we feel about an object or event and « the behavioural attitude » indicating how we behave towards an object or event.

Piaget (1971) describes attitude as « nothing other in effect than dynamic aspect of assimilation ». He adds that « attitude towards a subject is essential in learning it ». And furthermore, attitude affects the students'performance in that subject.

Shirey and Reynolds (1997), in their studies revealed that « interest » leads to selective attention and this attention leads to learning. According to them, the interest you get while learning a subject prompts insights into the subject in

question.This is to say that with interest, the learner becomes as if endowed with natural ability to discern what needs to be retained or not in the subject he is learning.

2.5. Aptitude in ESL

Aptitude is a factor which is believed to be a fundation of success during the learning of any skill. Krashen (1988:8) contends that « foreign language aptitude is mostly related with general intelligence». In that case, aptitude becomes undubtedly a factor responsible to a great extent for students' performance, even in learning each skill. Therefore, for the case of the present study we assume that students of NELACUDE- BURUNDI have an amount of aptitude which has allowed them to take the decision of learning the English Language in spite of their age and occupation and what they have already achieved.

2.6. Motivation as a Key to Adult Learning of the English Language

In a language as in every field of human learning, motivation is the crucial force that determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres.The motivation could be intrinsic or extrinsic. Harmer (1991) affirms this by saying that: "It seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success."

Extrinsic motivation here as described by Harmer (1991) deals with factors outside the classroom and which seem to have a strong effect on a learner's success or failure for instance getting a better job, position or status. Intrinsic motivation is concerned with what takes place in the classroom and motivate or

demotivate a learner in the learning activity. And learners attend in a great number those Evening English Teaching Centres because they are motivated by methodology used to teach them and their needs such as jobs in NGO, business; participating in seminars abroad motivate them also. Gardner (1985:205) argues that: "The motivation to learn a Second Language has been Conceptualized as a combination of a positive attitude (desire) to learn the language and effort expended in that direction.

The NELACUDE-BURUNDI learners are highly motivated. If they were not, they would not feel the need to continue with the English language program when they have already achieved so much as supported by this proverb: " It is never too late to learn". Most of the time, they may not be learning anything new but learning better how to use what they already know.

2.7. Some Principles for Materials Evaluation

Despite the various approaches, of which we have seen some examples, and the even greater variety of learning/teaching situation in which students and teachers find themselves, there are certain general principles, based on good language teaching practice which helps in the task of evaluating course-books. To this, cunningsworth (1984:5-6) distinguishes four principles to evaluate materials in the following lines:

1. Relate the Teaching Materials to Aims and Objectives because it is very important that the teaching materials used take the learner forward as directly as possible towards his objectives.The objectives should be decided first, in line with the overall aim of the teaching program, and then materials should be sought which can relate to these objectives.The aims of a teaching programme should determine the course materials to be used and not vice-versa.

2. Be aware of what language is for and select teaching materials which will help equip your students to use language effectively for their own purposes. Teaching must have at its base a consideration of what students need to learn, that is, what they will do with English on completing their course.This involves the teacher in looking beyond the confines of the classroom into the outside world, and focussing his or her attention on the use that the individual learner will make of what he has learned,in a situation which is not primarily a learning situation.

3. Keep students'learning needs in mind. By learning needs, I mean not so much the actual language to be learned as the way in which it is selected, graded, presented and practised. In order learn to effectively and effeciently, students should meet only small pieces of new language at one time, what we might call learning units. These learning units should be related to each other in such a way that the learner can relate new language to what he already knows and build up his knowledge.

But learning needs are not limited solely to consideration of the language. Learners have intellectual and emotional needs too. Learning a language is difficult and demanding and students need to be encouraged and stimulated as they progress. It is important that materials should be usable whith whole classes of learners, with small groups, and with individuals.

4. Consider the relationship between language, learning process and the learner. All three are vital aspects of language teaching and it is essential that teaching material should keep all three constantly in view and never become so pre-occupied with one that the others are lost sight of. It must be said that much traditional teaching material put out in the 1960s place considerable emphasis on language and on the desired linguistic of the learner, but tends to neglect the

learner as an individual by imposing rigid teaching methods and presupposing equally rigid learning processes.

2.8. The Role of the Teacher in the Improvement of English Language Learning

Colins Cobuild Dictionary gives the following definition to the noun « Teacher ». « A teacher is a person who teaches usually as a job at school but or similar institution ».Therefore, a teacher is not only the person who teaches at school but also those persons teaching in similar institutions. According to Doyle and Meara (1991):

> *It is also invaluable to have a good teacher to guide you through the process of language-learning, explaining things; providing a model, monitoring your mistakes, assessing your progress, encouraging you when the going gets tough, sharing their own experience of the language and its culture and their enthusiasm for it.*

Byrne (1976) says that the teacher has got specific roles to play at different stages of the learning process. He may intervene as an informant, a conductor, and a guide to students. Indeed, the teacher is central to the language learning and teaching process in the classroom because according to Harmer (1983), a teacher can appear in the classroom as a controller, an assessor an organizer, a prompter, a participant and as a resource.

However, a teacher acts as a controller when he is totally in charge of the class; as an assessor because his job is to assess or judge the students work, to see how they performed; as an organizer because he has to organize students and their activities; as a prompter because he encourages or make suggestions about how his or her students may act or react. In addition, the teacher has got to act as a participant while teaching.

Moreover, we cannot forget to mention that the teacher must also work as a resource centre of students; he should also be ready at any time they need him.

In addition to these roles or functions, the teacher also has as task to manage the class in a way that will favour learning. Classroom management has a very strong impact upon students. Nobody ignores that good management is a key-factor for success in any language class in particular. A good classroom manager must never refuse his or her students opportunities to speak in the classroom which is very important in learning any language. Indeed, any language must primarily be spoken while reading and writing come afterwards as Waibi-Walubi (1991) says in the following lines: "Language is primarily speech. Communication, therefore is incomplete without the spoken form of the language."

A good classroom manager must positively motivate his or her students. Even if students of those Evening English Teaching Classes are adults, every learner is compared to a child .There are some students who can disturb in class or perform any other kind of misbehaviour. Then, a good classroom manager here has to be authoritative in order to help them to be serious on what they come to do and not to consider their attendancies as passtime. There are equally students who are older than their teachers, then a teacher in front of some frustrating behaviours of his/her students lose control and becomes no longer powerful to

maintain calm and favorable atmosphere for learning in the classroom. On this point, Harmer (1983) suggests how teachers should behave in front of student misbehaviours for the sake of discipline. In this view, when students misbehave and disturb other students'attention, teachers are warned to be gentle and to avoid overreactions which can bring more student deviancies. King (1992) is another scholar whose work entitled "Teaching English" has something to do with the management of language classrooms in general and the case of discipline in particular. He also acknowledges that discipline is very important for learning activities to take place. He says that:

> *Order is necessary for learning to take place; rules should be explained ,and routines established. The discipline of the teacher should be based on the authority of knowing his/her lessons and being skilled in the methods of teaching.*

Indeed, successfull classroom learning depends upon how good the interaction and cooperation between the learners and the teachers is.

Moreover, teaching does not mean anything else than to facilitate to learn something or about a given subject as Galileo(1952) summarizes by giving the following affirmation: "You cannot teach a man anything, you can only help him to find it within himself."

2.9. Developing Language Skills and Communicative Abilities

Being able to communicate effectively in English means being proficient in the various language skills involved in the communication process, but it means more than being able to perform in each of four skills separately. It also means being able to use the skills effectively in various combinations depending on the nature of the interaction. Conversation, for instance, involves speaking and listening skills, not independant of each other but in very close combinations. As Lado (1964) puts it:

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

2.9.1. Free Production of Spoken English

By free production of spoken English we mean the use of English in an uncontrolled situation. This must be the goal of the language teacher and by the gradual reduction of control in exercises; he should bring his/her learners to the point where they can use English in an autonomous fashion for their own purposes. The student must be given practice in the communicative strategies necessary for effective communication.

In a conversation, for instance, it is not sufficient simply to produce grammatically correct sentences. The consequence of sentences used must link together and show a coherent development. The speakers need to be able to communicate their attitudes through choice of vocabulary and structure and use of appropriate tone of voice.

In the meantime however, the teacher can make a very useful practical contribution to his or her learners'communicative abilities by reproducing, or simulating, in the classroom the sort of situation that students will encounter in the world outside.

There are various technics for doing this, including role play, simulation, dramatic activities and games of different kinds. There is, in any case, a good range of specialized materials available in published form, which can be used with students of different levels. It is important to look at the relative proportion of material for presentation, practice and free production. We should be looking for a balance and a clear progression towards independance on the part of the student. It should be clear that the coursebook ultimately brings students to a point where they can use English on their own and for their own purposes.

2.9.2. Reading

There is plenty of reading materials available on the market and many publishers include series of carefully graded readers in their lists. The longman structural readers' series, for example, has readers graded in terms of grammar and vocabulary into six stages: stage one containing a limited range of structures and a basic vocabulary of some three hundreds words and a stage six containing a wide range of structures and a basic vocabulary of about one thousand eight hundreds words.

The principles of using graded readers are well set out in the Longman Structural Readers Handbook and Longman Guide to graded readers.

The Heinnemann Guided Readers Series involves control not only of structure and vocabulary but also information content. The length and complexity of the stories, the number of characters and the background setting are all carefully controlled. As the Handbook Series explains:

> *In order to read a book successfully, students are involved in a process of absorbing a stream of information from the printed pages of them. In the Heinmann Guided Readers Series,the controlling of this stream of information-making sure that it flows smoothly and evently and that it can be easily absorbed by the students-is given priority over all other forms of control.*

2.9.3. Listening

When looking at listening materials one should ask his or herself what sort of listening practice students need (monologue, dialogue, etc) and what they are required to do in response to what they hear. Comprehension questions are useful for checking understanding, particularly if they are of the type which requires students to actively seek out the answer and formulate it themselves rather than simply repeat a section of the text. This of course applies equally to comprehension questions on reading passages.

Another possible activity is to identify the purpose of the text and of various parts of it. About the relation between Listening and Learning, Underwood (1989:4) asserts that:" By learning to listen, we mean that we want our students to attend to what they hear, to process it, to understand it, to interpret it...and to respond to it".

An advertisement for instance, will have the purpose of persuading people perhaps to buy a product or perform an action. Listening activities are often under-represented in general courses and this is a pity because in our own language we almost certainly spend more time listening than doing anything else. Oral skills without equally well-developed listening abilities are of little practical value.

2.9.4. Writing

As far as Writing exercises are concerned, we should be sensitive to the fact that Writing has its own rules and conventions and we can expect course material to take into account.Writing is not speech written down, and writing ability cannot be adequately taught by simply getting students to write down oral drills or do written grammar exercises. This may help them with their spelling but it will not equip them to produce coherent written text following the conventions of writing. We should look for specific writing exercises which in the earlier stages of learning are based upon models of written English.

Learners can become aware of the nature of written text by reading and, as we have suggested above, we can help to develop their awareness by focussing their attention on significant features of the text.The next stage is to get our students to write a short; controlled text themselves, based on the model given but containing different information.

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Besides, Writing is more exacting since the reader is often absent and even unknown. It is in this sense that the writer must be very careful so as to be understood. Byrne (1991) accounts for the exactitude of Writing by saying the following:

> *Because our reader is not present, and in some cases may not even be known to us, we have to ensure that what we write can be understood without any further help from us. This is the reason for the care we have to take with writing. It is by organisation of our sentences into a text, into a coherent whole which is as explicit as possible and complete in itself what we are able or (hope to be able) to communicate successfull with our reader through the medium of Writing.*

2.10. Testing, Decisions and Procedures

Language Testing is a complicated subject and much of these complication items stem from problems of description and measurement which are particularly acute in linguistic and psychological investigation. It can be instructive therefore to look at other kinds of tests which do not share these particular difficulties. Life is full of tests of varying degrees of formality and important principles can often be seen operating more clearly in non-linguistic tests, where issues are simpler. Extending these principles to language testing can help to think clearly about what tests do and what they are for.

Therefore evaluation and testing are intimately linked. For Cunningsworth (1984), "Testing is a part of evaluation". So, whenever we test students, we are making an evaluation. This view is shared by Alderson (1985), who holds that evaluation is synonymous with testing.

In addition, Teaching is a bit like farming: you can spend a lot of time toiling over rather unpromising material, but now and again you can stand back and think of the successes you have had, the fruits of your labour.

Testing is invariably associated with the making of decision. Whenever something or someone is subjected to a test there is a decision to be made. From the checking the oil level in a car to 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 the motorist must decide whether to put in more oil or not. In the second case, the parent must decide whether or not to put in the baby.

Language tests also lead to decision: a placement test, for instance, allows a school to decide in which group a learner will learn most effectively. In the case of language testing, however, this truth is obscured by the fact that not all language tests are tests in the real sense of the word. Familiar example is the end-of-year test which serves to decide whether the learner can pass up to the next level. In certain schools, however, all learners pass to the next level whatever their performance in the first test. In this case, it is easy to see that this procedure is not really a test at all since the results will change nothing. It is perhaps best regarded as a ceremony, a cathartic ritual to be undergone before the holidays. A certain observation can be made about the so-called progress test.

In theory, a progress test can guide a teacher's decisions about his teaching or the syllabus-designer`s evaluation of his programs. Often, however, its sole

purpose is as a good to encourage regular revision on the part of the learners. Such motivating devices are useful but not be confused with tests proper. The "decision" criterion can be used to decide whether testing is necessary at all in a given situation. By asking "what decision do I need to make about these learners?" we can discover whether we need a real test, a ceremony, a good or nothing at all. Although there is much that could be said about the construction of goads and ceremonies, what follows refers to language tests in the sense outlined above, that is procedures that, at least potentially, facilitate decision-making. If we decide that we need a real test, identifying the decision that needs to be made is an important first step in constructing or choosing an appropriate instrument. If we discover that we do not need a real test, the operation of this criterion may serve a lot of time and expense. Appreciation of the close link between testing and decision enables the test user or writer to approach the task of evaluating a group of learners with a much clearer idea of what kind of test is needed, if indeed a test is needed at all.

As said earlier, we are concerned with what tests are for, what purpose they serve. It was included that testing permits the making of decisions. We now have to look at the relationship between the economy of a test and the confidence which can place in its results. If we go back to the example of testing oil level of a car with the dipstick, and parent tests baby's bathwater with elbow, then dipstick and elbow tests serve as substitute for the more extreme procedures.Then we are usually prepared to forgo complete certainty in the results in return for ease of administration.

This observation can be called the criterion procedure. However, test and criterion procedures have features in common and these features can be adequately measured in order to arrive to a judgement as Henning (1983) says in the following lines:

"Aptitude tests are most often used to measure the suitability of a candidate for a specific program of instruction or a particular kind of employement."

2.11. Evaluation of the Teaching Materials

The teaching of a language cannot hold without materials. Materials are like a ladder that teachers and learners use to get access to knowledge.

The teacher`s training itself is not enough when we do not have instructional materials to support the learning of language skills. Therefore, apart from the learning of one`s mother tongue, one needs to use course-books while learning one`s second or foreign language. That is why most teachers are used to relying on text-books at least as their main document. The use of text-books seems to be vey understandable in the sense that good text-books help to save time. Especially when the teacher is not a native speaker, good text-books provide clear guidance about the teaching approach and content. For students, even in Evening English Teaching Centre a text-book serves as a basis for systematic learning, for reinforcement review and ever further study. As Haycraft (1978) notices it, "A text-book is psychologically important to a student for it is something concrete that gives him a measure of progress and achievement as lessons go until the whole book is covered."

In fact, the term "materials" does not mean text-books only, but refers to a wide range of aids that facilitate the teacher`s work and enable students understand and communicate. Materials therefore include course-books; visual aids of many kinds; recordings; films; short stories; newspapers; poems; magazines; and so on. Here, the teacher has the task to choose which materials fit his students according to their level of proficiency and learners`needs.

In this chapter, we have been reviewing and evaluating what other researchers have written in relation to our study. We consulted as many books as possible but there could be some that we did not consult and which were in relation with our topic. However, we think that this chapter has given a picture of works already done in relation to our topic. Our work is therefore an additional contribution, to further enrich this domain.

CHAPTER 3: METHODOLOGY

3.1. Introduction

This chapter is concerned with the methodology used in collecting and processing data for the topic under study. We show procedures used in determining the subjects and the basis on which the sampling was made. We also account for the use of instruments like observations and questionnaire handed to both students and teachers and the test proved to be necessary to measure how the learning of the English language is improved by this English Teaching Centre.

In this chapter, we will first describe the sampling techniques, then the materials and the steps of the test, and finally, the procedures of analysis of the results.

3.2. Data Collection Procedures

This part consists of collecting data from the classroom observation, the scores of the tests, teachers and pupils' answers from questionnaire administrated to them and were analysed separately items of percentages and results were given in tables.

3.2.1. Subjects and Sampling

This study's target population was the total number of high level students and all teachers of NELACUDE-BURUNDI. This number included teachers and students of both sexes and qualifications. We chose this high level because the other levels are still in the process of learning.

We however consulted scores for the placement test and we gave our own test in order to have a complete testimony of how they have gained the improvement of English Language.

3.2.2. Class Observations

This study seeks to answer a number of questions in relation to the contribution of evening classes to the improvement of learning of English Language at Nelacude-Burundi.This kind of research requires the researcher to attend the classes in order to have a critical eye on what is taking place because information that one gets through eye-witness may be more authentic than the one told by the teachers or the learners. Thus, classroom observations were crucial because what you see for yourself may be clearer than what you are told by other people. Here Wallace (1991:62) says:

> *This kind of observation is also extremely valuable since certain aspects of the action will be clear to be observed in a way that they cannot be observed in a way that they cannot be to the teacher. In sport there is a saying that the spectator sees most of the game.*

However, the purposes of these visits were the following:

- To have an idea on how learning activities are handled.
- To identify the teacher- student relationship.
- To identify the academic qualification of teachers and the classroom management.

- To have an overview of materials and other resources used to improve linguistic skills and their fitness to students' level and need.
- To check Adult Learners` program and the balance sheet activities

The elements above facilitated the designing of questionnaire which were important instruments for getting information from the two informants-the teacher and the learner.

3.2.3. Questionnaire

The questionnaire was given at the end of our class visits to avoid partiality. Teachers were not influenced by the researcher since they did not know from the beginning what our focus was. They continued teaching as they had planned.

Then, we used two types of questionnaires, one for teachers which was in English and another for learners which is also in English.

The teachers' questionnaire was aimed at informing us on how the teaching process works to the improvement of English language.

For the learners' questionnaire, it was aimed at having their appreciation on how learning activities were organized regarding their needs and abilities and their success.The checklist were filled with one of the following:

1. yes or no plus a comment
2. A comment only
3. with scale:
    a. Excellent
    b. Very good
    c. Satisfactory

d. Unsatisfactory

3.2.4. Research Test

We assumed that learners and teachers' points of view did not constitute enough data to the development of English language. So, a test was necessary to assess the different skills: writing; reading; listening; and speaking in order to make consistant our study. The necessity to test those skills could be supported by Valette's (1967:4) view of testing, when he says that: "Once a linguistic skills is considered a course objective, it becomes necessary to assess student achievement in that area".

As far as writing test is concerned, the questions asked were related to grammatical analysis such as labelling the part of the speech, defining grammatical terms, perhaps because they are the tasks which are regularly performed in class. Moreover, it must be the case that only the learners can truly testify through test how their written English is improved and the extent to which they have their teachers to thank for this increased awareness.

Concerning listening skill test, worthy of an explanation are the techniques used in scoring the research test. For multiple choice and filling in gaps questions, the totality of points was awarded for each good answer, and no point was given for wrong or missing answers. Here, we applied the direct testing as preconized by Low (1982). Concerning comprehension questions, the presence of the key element in the answer would correspond to maximum grade whereas for answers without the targeted element or which have it expressed wrongly, the nil grade was provided. In the case of our research test, the meaningful unit is represented by the targeted element of the response.

As far as speaking skill test is concerned, the test designed was a pragmatic test, especially a topic discussion related to what they were studying. This was done to ascertain the validity of the test. As scoring test involves many aspects such as pronunciation, stress, vocabulary, the students' answers were tape-recorded to allow us to make a valid and reliable scoring.

3.3. Data Analysis Procedures

This part consists of analysing the data collected from the classroom observations, the scores of the tests, teachers and pupils' answers from questionnaire administered to them.Then they were analyzed separately items of percentages and results were given in tables.

All in all, the results helped us to prove that English Language is improved upon in general and each skill in particular.

3.3.1. Data from Classroom Observations

The analysis of classroom observations relies in evaluating how teachers teach English language and each skill in detail, the ratio between learners and teachers. It also consists of analysing how learners participate and answer in class, how they react to the questions of teachers, the relationship between teachers and learners, the classroom management and how they interact with their classmates.

3.3.2. Data from Questionnaire

After having collected the teachers and pupils' answers to the various questions, we analysed them thoroughly. Then, the following step was to interpret the

answers they gave and try to compare them in order to see the similarities and differences so as to draw an objective conclusion. We analysed them in order to see if they gave answer to our research questions and the hypothesis we put before carrying out our study. Both learners and teachers' questionnaires were oriented to the learners' needs, to the place reserved to each linguistic skill. So, we analysed the learners and teachers' answers, their appreciation about the questions we gave them. After analysis, we drew a conclusion on the way writing, reading, listening and speaking are taught and learned hence their effective improvement.

3.3.3. Data from Skills Test

It consisted of going through the answers given by the testees so as to determine the contribution brought by English Evening Teaching classes. Once corrected, the text service to identify in which of the four skills (listening, writing, reading, speaking) adult learners perform best. This is determined by the test'scores expressed in terms of percentage in order to get a reliable conclusion for the contribution made by NELACUDE-Burundi. Test of each skill is out of twenty-five and we have given a test which combined all skills, it was a dissertation. We consider for Writing skill, the dissertation itself, the organisation of paragraphs, vocabulary, grammar. For Reading skill, we consider the way a subject presents it, that is, stress; intonation; fluency are taken into account and while reading the subject was speaking. For Listening skill, we considered comprehension because some questions about the topic were asked and then we took into account the response a subject provided if really he or she had understood the question of classmates or teacher or guests. We analysed also their scores obtained in placement test in order to see if NELACUDE-Burundi has contributed in improving English.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1. Introduction

In this chapter, we are going to analyse the results from the classroom observation, informants' answers and the learners' test. The aim of this chapter is thus to give answers to the research questions already stated in the introductory chapter and check if the answers respond to our expectations.

4.2. Data Analysis

4.2.1. Analysis from Classroom Observation

During the classroom observation sessions aiming at depicting what really happens in class, we noticed some factors as key to the effective improvement of English language.Therefore, the visits that we made to NELACUDE were a great help since they allowed us to get additional information on the number of people who have finished the program hence obtained the certificates. This was done thanks to the balance sheet activities from its creation in 2001 up to September 2005.

We also obtained, from the existing documents in the office, the program for Adult Learners which will be evaluated in students' test. We observed also classroom environment, materials, qualification of teachers and motivation, and we obtained interesting information about the learning of English in the concerned institution.

1. Balance Sheet Activities

Years / Curricula	2001		2002		2003		2004		2005		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Communicative	33	31	46	54	48	50	46	48	60	38	454
Academic	35	36	25	40	34	41	30	32	46	37	356
Journalistic	10	18	25	15	16	30	21	18	36	20	209
Juridical	10	18	25	15	16	30	21	18	36	20	209
Commercial	25	30	36	24	40	35	26	33	37	26	312
Banking	17	13	21	27	26	21	35	14	28	34	236
Mechanical	2	6	10	5	7	3	2	0	11	1	47
Religious	14	35	30	20	28	24	22	24	32	33	262
Medical	11	10	12	8	13	20	1	7	21	19	122
Political	0	0	0	0	0	2	6	10	9	12	39
Diplomatic	0	0	0	0	4	8	12	15	16	8	63
Farming	3	5	6	10	1	6	22	14	13	19	99
Artistic	2	3	16	22	15	11	10	25	17	14	135
Literary	5	15	16	21	13	12	26	22	35	21	186
Logistic	7	5	13	15	14	11	20	5	6	16	112
Touristic	27	29	38	33	24	21	22	29	28	31	282
Sientific	1	8	11	9	2	3	9	15	16	3	77
Educational	14	2	3	18	24	16	29	24	26	23	179
Military	8	2	19	1	22	6	13	1	28	16	116
Computer	29	21	30	15	34	36	40	19	39	29	292
Total	253	287	382	352	381	386	413	373	540	420	3787

The table above shows the number of people who obtained certificates at NELACUDE-BURUNDI each year, in relation to gender and per curricula since most of them learn English for specific purposes. This table thus reveals the interest that Burundians have developed in learning and knowing the English Language.

2. Classroom Environment

As far as classroom environment is concerned, we found it condusive.The climate is relaxed. There is real interaction between teachers and students since both are adults.There is no fear of the teacher as it can be observed in formal schools. The students are not ashamed of their mistakes. When a word or an utterance is not easily remembered or unknown, they do not hesitate to ask it in Kirundi or French.

In addition, we tried to look at the setting with a critical eye. Rooms are very narrow, they cannot receive more than ten students, if it is a large class, they divide it into sub-groups; for instance people from the same service say workers of ANSS; SWAA-BURUNDI; MSF Suisse; CONCERN World Wide may study together. The small number of learners is also among facilities which pushes teachers to take care of each learner hence the former could acquire English language because for instance a teacher finds enough time to listen to all learners during some exercises such as in oral skill, reading or writing some exercises on the blackboard. Small number of students in class equally permits the teacher to move to the various parts of the classroom, which is somehow necessary and to check problems of each student in one area or another.

In classroom management, none can ignore the role of the teacher. He is the centred one, he plays an important role in teaching a new language because he is taken as model to imitate. In evening classes, teachers treat their students as adults and learners at the same time. The teacher asks them questions randomly in order to check if they are still following the lesson and they respond with good will.

There is a good relationship between teachers and students, the former respect their teachers even when they are older than the teachers, they cannot call them with their own names. Besides, students have the same behaviour in learning be it adults or children. Sometimes, they make noise in class and disturb the teacher or other classmates. This sometimes makes the teacher to change their seats or ask them to keep quiet and that corrects students and allow them to follow seriously the lesson. Hence, they give impressions that while learning, their teacher is authoritative and sometimes they fear to be absent without a good reason.

3. Materials at the Teachers' Disposal

As far as the teaching materials are concerned, the following are used: blackboard; pieces of chalk; teachers'guide; student'books; audio-cassettes and T.V. In improving English language Acquisition, materials play a great role in its achievement. All classes under study use the blackboard, pieces of chalk and learners' books.They help teacher to write words or sentences to be read and exercises for application, and learners' books contain texts to be studied in class. The audio-cassettes and T.V. were also used. Actually, they bring a contribution in acquiring English language because learners find an opportunity to watch and listen to English native speakers, and this reduce their pronunciation errors.

Another kind of materials used was the teacher's guide which helps the teacher to give his or her lesson clearly.

4. The Teacher's Academic Qualification

The teaching of English as a foreign language is not like the teaching of any native or any official language. A teacher of English as a foreign language needs more training compared to the teacher of a native language or an official language who can even improvise. For exemple, in the case of French teaching in Burundi, a person who has only studied up to fourth form (10eme) teaches French in Burundian primary schools. However, the findings of my investigations revealed that all of the observed teachers of NELACUDE are qualified. They are either Bachelors of Arts degree holders from the English Department of the University of Burundi and from other Universities outside Burundi or those graduated from university of Burundi`s pedagogical Institute(IPA).

The Teacher`s academic qualification here is the source of improvement of learning of English language since teachers are themselves second language speakers, hence second language learners are to be exposed for their first contact with the language speaker`s accent.

5. Motivation

Learners' motivation is the most important source of success in the learning of English language as a second language. If English is not well taught at school when one is young, one will struggle to learn it later on in life. Since English is a prerequisite for certain jobs, others find themselves in need of learning it.

Even though, they study after work and may have other obligations, classroom attendance is one factor showing their commitment to the course they have undertaken. This implies that they have chosen to study English Language because they have needs to satisfy.

A common sense approach to the issue suggests that Adults and children do not learn in the same way since by the time Adults start learning a second language, they have already acquired their first language. Some of the Adults though will have had some formal education.

4.2.2. Analysis of Test Results

Scores of placement test and the final test shall allow us to know the contribution made by NELACUDE-BURUNDI to the improvement of English Language Learning. We are going to make comparison between scores of the placement test and the final one.

4.2.2.1. Scores of the Placement Test

Communicative Test

Skills	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**	**S7**	**S8**
Listening	5/25	7/25	**2/25**	**3/25**	**6/25**	**3/25**	**1.5/25**	**3.5/25**
Speaking	6/25	**3/25**	**5/25**	**6/25**	**7/25**	**8/25**	**3.5/25**	**5/25**
Reading	10/25	**14/25**	**12/25**	**11/25**	**14/25**	**10/25**	**11.5/25**	**10.5**
Writing	7/25	**9/25**	**18/25**	**17/25**	**7.5/25**	**11/25**	**13.5/25**	**14/25**
Results	**28%**	**33%**	**37%**	**37%**	**30%**	**32%**	**30%**	**33%**

Travelling Test

Skills	S9	S10	S11	S12
Listening	7/25	1/25	5/25	5.5/25
Speaking	9/25	4/25	7.5/25	6/25
Reading	15/25	12/25	11/25	12.5/25
Writing	7.5/25	13/25	8/25	15/25
Results	38%	30%	31.5%	39%

Journalistic Test

Skills	S13	S14	S15	S16
Listening	5/25	5.5/25	5/25	1/25
Speaking	7.5/25	6/25	10/25	5/25
Reading	11/25	12.5/25	10/25	11/25
Writing	8/25	15/25	17/25	9/25
Results	31%	38.5%	42%	26%

Commercial Test

Skills	S17	S18
Listening	5/25	1/25
Speaking	9/25	4/25
Reading	10/25	10/25
Writing	17/25	9/25
Results	38%	24%

Academic Test

Skills	**S17**	**S18**
Listening	**5/25**	**4/25**
Speaking	**6/25**	**7/25**
Reading	**12/25**	**11/25**
Writing	**10.5/25**	**17/25**
Results	**33%**	**39%**

The tables above show scores obtained by students which are not satisfactory for an English Language. The "S1" stands for students number one and so on and so fourth.This allow us to say that Adult Learners do not know English hence Teachers have serious task to accomplish in order to improve their English Language Learning.

4.2.2.2. Final Test

Communicative Test

Skills	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**	**S7**	**S8**
Listening	22.5/25	20.5/25	**21.5/25**	**23/25**	**18.5/25**	**20/25**	**24/25**	**22/25**
Speaking	19.5/25	**22/25**	**22/25**	**22/25**	**20/25**	**20.5/25**	**23/25**	**21.5/25**
Reading	21.5/25	**20.5/25**	**21.5/25**	**21.5/25**	**17.5/25**	**22.5/25**	**23.5/25**	**20/25**
Writing	24.5/25	**23.5/25**	**23/25**	**22.5/25**	**22/25**	**24/25**	**24/25**	**25/25**
Results	**87%**	**86.5%**	**88%**	**88.5%**	**78%**	**87%**	**94.5%**	**88.5%**

Travelling Test

Skills	S9	S10	S11	S12
Listening	20/25	22/25	21/25	23.5/25
Speaking	22/25	21/25	23/25	22/25
Reading	20.5/25	20.5/25	20.5/25	19.5/25
Writing	23/25	23/25	24.5/25	21.5/25
Results	85.5%	86.5%	89%	86.5%

Journalistic Test

Skills	S13	S14	S15	S16
Listening	22/25	23.5/25	22/25	21/25
Speaking	23/25	22/25	23.5/25	21/25
Reading	22.5/25	20.5/25	20.5/25	24.5/25
Writing	24.5/25	21.5/25	24.5/25	23/25
Results	92%	87.5%	90.5%	90%

Commercial Test

Skills	S17	S18
Listening	22/25	21/25
Speaking	23.5/25	23.5/25
Reading	22.5/25	22.5/25
Writing	24.5/25	24/25
Results	92.5%	91%

Academic Test

Skills	**S19**	**S20**
Listening	**5/25**	**1/25**
Speaking	**9/25**	**4/25**
Reading	**10/25**	**10/25**
Writing	**17/25**	**9/25**
Results	**38%**	**24%**

According to the scores above, they show that eighteen out of twenty students succeeded with over eighty-five percent in general which is very significant to the response of our expectations. It shows the scores of each candidate and each curiccula since they study according to their need and in each linguistic skill in particular. Considering the low scores obtained in the placement test and the high scores obtained in final one, we can conclude that students of NELACUDE-BURUNDI make progress in the learning of the English Language.

4.2.3. Analysis of Data from the Questionnaires

4.2.3.1. Data from Learners' Questionnaire

To begin with, students were asked to give their personal identification in order to have a clear picture of our research population. From this,we noticed that all learners were adult who had studied English in secondary schools even at University and thus had various purposes to enroll in these English courses.We noticed also that both males and females enroll in this Evening Teaching English centre.

In the second question, we wanted to be informed about their needs, motivation. This is why we have left the question open- ended in order to let the learners give all the reasons that made them study English. Throughout their answers, it was revealed that most learners need English for communication as the umbrella purpose. The majority of our respondents provided us with reasons related to their everyday work. Among them were secretaries, lawyers, businessmen, engineers, Consultants to name but a few, and this really shows that they need English related to their fields of work. These people may not be in need of the same teaching strategies and the content of learning would be chosen according to their needs and level.

Here, we find that reasons that motivate someone to learn a language, in the case of our concern English, at an adult age are many and among them some said that they enrolled into this English course because they want to improve their listening and speaking and others for specific purpose as mentioned earlier. Since English is used all over the world, even their employers give this interest and opportunities to their workers.

The third question sought to know what kind of English they frequently need to use.The table below shows their feeling.

Table1: Presentation of Data for Question no 3

Kind of English	Spoken	Written	Both	No answer	Total
Frequency	12	10	6	3	31
Percentages	37.70	32.27	19.33	9.67	100

There is a significant disproportion about students' choices. 38.7o% need to use spoken English, 32.27% prefer written English; 19.33% feel the necessity

to use both, depending on given situation; and 9.67% have no choice. Therefore, the results show that many students favour spoken skills which are closely related to the first situation, we mean skills that Adult Learners give priority to.

The fourth questions helped us to know the skills which are given priority.

Table 2: Presentation of Data for Question n° 4

Skills	Speaking	Listening	Writing	Reading	No answer	Total
Frequency	16	9	4	4	0	33
Percentage	48.5	27.3	12.1	12.1	0	100

Here again, many adult learners think that speaking skill should be given priority, then listening, writing and reading skills would come after. In their attempt to justify this classification, answers are varied. According to some, speaking should be given priority before others because a language is first spoken. In fact, everyday communication requires the use of speech either in giving orders, replying, arguing, travelling etc. For them, communication is primarily oral. Speaking is the very basic skill in the sense that it helps students to improve their diction and produce them. In addition, they noticed that not all people know how to write. Furthermore, people speak more than they write and it is hard to acquire a language without speaking it.

Listening is also important for many reasons, that is why it is classified in second position, some of our respondents said that listening is intimately linked to speaking. In fact, everyday speech involves listening, for people simultaneously speak and listen. At last, listening is a good tool to acquire pronunciation.

Writing and reading have the same frequency being the third in classification because the world has now been engaged in official affairs so that everything must be written, to be formal. Therefore, applications for jobs, studies deal with writing. Interpretation and translating, activities which are very rewarding today, are closely related to writing.

The fifth question was about material evaluation, we mean resource-materials that are available for the teachers and adult learners in the classroom. In relation to this question, learners provided the following information.

Table 3: Presentation of Data for Question n°5

Materials	Frequency	Percentage
Blackboard	33	100
Tape recorder	33	100
Text books	33	100
Radio set	33	100
T.V.	33	100
Total	33	100

The table above shows the materials which are available. Text books for reading, blackboard for writing, tape recorder for listening and while reading it implies speaking. The radioset and T.V. are also used for oral skill learning and through them, learners get the opportunity to listen to the native speakers of English and this may reduce their pronunciation errors.

As shown in the table, all the learners, that is, thirty-three (100%) testify that they have all the materials required to improve English Language.

As far as our opinion is concerned, we found the materials enough at NELACUDE-BURUNDI for English Language Learning during our observation. Each skill has materials which fits it. There is no school, private or public which has tape recorder, radio set, T.V. or text-books for each pupil as does NELACUDE-BURUNDI. Some secondary schools often have a text-book for two, three or four pupils when one of them is absent with the book, it hampers others'work and makes classroom management difficult to the teacher because if they sit by three or four around one text-book, they make noise hence a bad mood of Teaching-learning work.

The next question was intended to find out students view about the subject and content of the material.The question was put as follows:
Do you find the subject and content of the materials interesting?

Table 4: Presentation of Data for question n°6

Answers	Frequency	Percentage
Yes	30	90.9
No	3	9.1
No answer	0	0
Total	33	100

Through this table, we notice that 90.9% of the respondents said "yes" that subject and content of the materials are interesting whereas; 9.1% said "no". The category of respondents who said "yes"argued that the books they use tackle various subjects which are interesting and helpeful while dealing with everyday matters.They continued by saying that they contain also interesting

exercises in all skills without forgetting text-books; tape recorder; radio set; T.V. which help them in listening to English native speakers.

As far as our opinion is concerned, it is shared with the respondents who found the subject and content of the materials interesting.The topics dealt with are those you can encounter in everyday situations.

Besides, both respondents'answers are focussed on the fact that themes are interesting and help adult learners to develop their English Language.

The following question was about the success in using materials by the teachers. The question was as follow: Are teachers successful in using materials?

Table 5: Presentation of Data for Question n°7

Answers	Frequency	Percentage
Yes	33	100
No€	0	0
Total	33	100

In asking this question, we wanted to know if adult learners were satisfied by the way teachers use materials and the table above summarizes their answers; that they express 100% satisfaction. Adult learners have a critical eye on whatever they do in their life which is quite different from a child. As a Workshop manual "Understanding the Adult learner" (1991:8) suggests, "If we accept that the Adult is different from a child then we must recognise the Adult learners require different instructional strategies."

It follows therefore that the teaching of Second language to adults must be different from the way it is taught to children at school. Then, when adult learners discover that their teachers succeed in using materials, they are proud of them, this motivates them to follow the program even to invite their friends or colleages to come with them at the Evening English Teaching Centre. It is the greatest positive aspect on the contribution of Evening Classes to the English Language Learning. Besides, adults said that they have experienced and qualified teachers hence they handle a good quality of teaching of English Language in general and each skill in particular.

Question n°8: Is the Language used complex or simple?

Table 6: Presentation of Data for Question n°8

Answers	Frequency	Percentage
Simple	27	81.8
Complex	3	9.1
No answers	3	9.1
Total	33	100

From the table above, we can read that learners are satisfied with the language used by their teachers as this is testified with 81.8% who said that the language used is simple because according to their justification, they understand all what is said by the teachers. Only 9.1% said that language used is complex and also 9.1% did give neither their position nor their justification.

In our opinion, we agree with those who ticked "simple" because when they are regular in class they find the language simple, familiar to the new items,

whereas those who did not attend the class regularly, the language used by their teachers is complex because new vocabulary is taught in their absence.

Question n°9: Are students seated appropriately for special activities such as group works, pair works,...?

Table 7: Presentation of Data for Question n°9

Answers	Frequency	%
Yes	30	90.9
No	3	9.1
Total	33	100

The table above shows that a great number, which is 90.9 % of students said that they are seated appropriately for special activities such as group works, pair works and this is supported by one of the approaches to language teaching which requires that students be subjected to a lot of practice both in speaking and writing. In addition, adult learners argued that group works help them to master some skills such as speaking and writing and then reduce the degree of their shyness.

In our opinion, we share the same idea with those students who said "yes" because during our classroom observation, we witnessed it ourselves. Working in pair or group works pushed everybody to participate and to ask a question and above all they feel responsible in working.

The tenth question sought to know the learners attitude towards their teacher when the latter are older than teachers. All respondents (100%) answered that they respect their teachers and that they never caused any problem

in their learning. One of the respondents added that they never called their teachers with their name; he continued arguing that when they meet them outside the class, they greet them with respect and call them "teacher".

As far as our opinion is concerned, we agree with them because in our classroom observation, we saw how they apologize when they are late or call them before the beginning of the class to tell them of their non-availability. Hence, the learners'attitude plays a great role in the improvement of English Language Learning.

Question n°11: How does NELACUDE-BURUNDI respond to your need?

Table 8: Presentation of Data for Question n°11

Answers	Frequency	%
Excellent	15	45.45
Very good	12	36.36
Satisfactory	6	18.18
Unsatisfactory	0	0
Total	33	100

According to the score above, we noticed that 45.45% of respondents said that NELACUDE respond to their need excellently. The second group made up of 36.36% ticked "very good" and 18.18% ticked satisfactory. No one ticked "unsatisfactoty".

This means that NELACUDE helps them to improve their English Language because adult learners argued that they master all skills even if it is not at the same degree, but they are interrelated in communication.

This interrelation of skills must provide students with the ability to talk and listen in a foreign language, to communicate with speakers of the foreign language.

4.2.3.2. Analysis Data from Teachers' Questionnaire

Question n°1: Do you think your students need English for specific reasons?

Table 9: Presentation of Data for Question n°1

Answers	Frequency	Percentage
Yes	6	100
No	0	0
Total	6	100

From the Teachers' answers to this question, we can see that all the teachers, that is, 6 teachers out of 6 (100%) gave a "Yes" answer that their students need English for specific reasons.

As far as our opinion is concerned, if an adult decides to go back to study English Language in evening classes, it means that he has a high motivation, as Smith (1982a) states in the following lines: "Adults learn best when they feel the need to learn and when they have a sense of responsibility for what, why and how they learn."

The second question seeks to know which kind of English (spoken or written) is frequently taught. Some teachers unanimously said that learners have to be exposed to the four linguistic skills accounting for the contexts in which students will need to use English. In fact, as English teachers of adults, they have to take into account their needs. Most of them mastered the writing and

reading skills very well from previous education but are unable to sustain any conversation with English speakers. Thus, in teaching such people emphasis is put on the spoken language because communication is the ultimate goal of any language learning. The four linguage skills being important; there is obviously an order of priority by which teachers prefer to deal with.

The third question sought to know an order of priority by which teachers prefer their students to perform the four skills.

a. Listening-speaking-reading-writing
b. Speaking-listening-writing-reading

For the first order, the addressee listens before speaking, while for the second order, the respondents justified that a language is primarily spoken.

Even if they give an order of priority by which they prefer the four skills to be performed, they insisted on the fact that the skills are too overlapping to be taught separately. Each unit must comprise features of all the skills. For instance, if one wants to intervene in a dabate, he first listens before giving his own opinion or asking a question. Then, the four skills are so intertwined that one skill involves another.

As far as we are concerned, we can say that no skill should be neglected in language learning, each skill being needed in a particular context. Furthermore, our research is focussed on the contribution of Evening Classes to the improvement of English language learning which means that a language could be called so when all linguistic skills are well taught.

Question n° 4: Is the language used corresponds to the students` needs and level?

Table 10: Presentation of Data of Question n°4

Answers	Frequency	Percentage
Yes	6	100
No	0	0
Total	6	100

From the table, 6 out of 6 teachers (100%) answered that the language used fits students' level and need because after a placement test they adapt their teaching methodology to the level and age and need of their learners. Besides, most learners come to learn English for specific purposes, such as for business, law, politics etc. Moreover, teachers argued that when books are slightly higher, they adapt their own and learners are given enough opportunity to express themselves.

Our view is that the language is at their level and need since they have succeeded the placement test. Now, what remains for language students to become more proficient is to adapt them to every facet of the language and that depends on students' own intellectual capacity or motivation.

Question n°5: "Are materials appropriate to your students`needs and level?"

Table11: Presentation of Data for Question n°5

Answers	Frequency	Percentage
Yes	6	100
No	0	0
Total	6	100

From the teachers' answers to this question, it is observed that all teachers (100%) agreed with the appropriateness of teaching materials. They said that adult learners at NELACUDE-BURUNDI are sent as a group by their employer or they come individually. When they come for English for specific purposes, teachers use materials related to the area of their study and also to the level after the placement test.

As far as our opinion is concerned, we agree with teachers because each level has its own materials and each category of English has equally its materials which respond to the learners' need. When we analysed the data from the previous questions, we realized that teachers had different appreciation as far as the attitude of adult learners is concerned. The improvement of a language depends upon so many factors.

As for the sixth question: "Are learners docile when they are older than teachers?", a great majority of teachers sampled (95%) said that learners who are older than teachers are docile due to the motivation they have. This is evidenced by the fact that they choose to learn the English Language within a certain purpose be it financial or the search of certain prestige in the society where they live.

Besides, the observation classes made us to realise that adult learners were always quiet in class with so much concentration. They did not have time to waste since a single minute was very precious; they respect their teachers so much.

Question n°7: "When you give an assignment, do they do it?"

Table12: Presentation of Data of Question n°7

Answers	Frequency	Percentage
Yes	5	83.3
No	1	16.7
Total	6	100

From the table above, we can read that teachers were cautious in their answers. Five out of six teachers, that is 83.3% ticked "Yes" whereas 16.7% ticked "No", this means that adult learners do their assignment. The category of respondents who ticked "Yes" or "No" gave corresponding justification. For the teacher who ticked "Yes", they argued that in case they did not do the assignment, the learners apologize and ask more time to prepare it. For the teacher who ticked "No", he said that his students were very busy at their job side and so he rarely gives assignments.

Question n°8: Do students succeed in the development of English Language at the end of the program?

Table13: Presentation of Data from Question n°8

Answers	Frequency	Percentage
Yes	5	83.3
No	1	16.7
Total	6	100

We observed through this table above that, five teachers (83.3%) confirmed that at the end learners succeed to acquire English Language whereas one teacher (16.7%) said "No", and all respondents have a justification. For respondents of "Yes", they argued that students make progress in English Language Acquisition at the end because it is observed on the marks of the final test they gave them. They said that it depends on their intrinsic motivation since they pay for themselves. When they are not over 75% in summative test, they are not delivered a certificate. For the respondent of "No", he said that there are some students who are not serious and then are not able to continue the program.

Our opinion is shared with both respondents. For those who said "Yes" we agree with them that students make progress because after our classroom observation, the final test we gave them served as a true testimony.For one who said "No", we noticed it ourselves that some students did not attend the class regularly, hence it is evident that their learning of the English Language is slow.

As far as answers to the ninth question are concerned, teachers of NELACUDE-BURUNDI converge on the fact that they repeat a lesson until they make sure, through exercises, that they try to investigate the causes and

then adjust pedagogical techniques and methods to a number of variables (interest, level).

The tenth question sought to know problems encountered by teachers in their noble work of teaching. This helped the researcher to draw some recommendations according to the specific problems in order to improve En glish Language without any barriers.

Teachers answered this question differently because it depends on the level they teach.

They said that most problems are related to the students' inavailability since some can phone to postpone a lesson five minutes before its beginning and this may make them not to finish the program. Besides, some old persons do not understand lessons quickly, so it requires patience. Some learners are very impatient to master the English Language and it is not easy to keep up the learners' motivation. Furthermore, learners may not pay at the expected time and this may result in the disruption of the services imparted to them.

4.3. Findings

Our work is a study on the contribution of Evening Classes to the improvement of English Language Learning. Our sample population is adult learners with straight forward purposes and reasons to learn all skills. Sessions of classroom observation, completion of questionnaires and tests have proved necessary to verify the adequacy of our study.

The results of the study illustrate for the researcher an achievement of the set aims. In analysing the contribution made by Evening English Teaching Classes, we put some research questions which were the following:

1. Is Evening English Teaching Class effective in the improvement of English Language?
2. Does it have qualified teachers?
3. Are teaching materials suitable to learners'level and needs?
4. Are all skills given enough time in the English learning activities?

These questions were to guide us throughout our reseach.

We used some methods and techniques in order to collect data and the systematic list sampling was adopted. After having collected our data, we proceeded to the analysis and interpretation in order to see to what extent they gave answer to our expectations with regards to our research questions. After the analysis, we found that our research questions have found fitting answers.

For the first question, we have seen that Evening English Teaching Class is effective to the improvement of English Language according to our respondents (both students and teachers) and results of final test.

Second, we have also realized that NELACUDE has qualified teachers who permit also a good quality of teaching, some are graduates from the department of English Language and Literature and others from Pedagogical Institute, this is found through students and teachers'answers in their identification.Teachers are the first to be imitated by students, if he is good, students become so. As Pullias and Young (1968:68) says: "...Being a model is a part of teaching no teacher can escape. Being an example arises out of the very nature of teaching."

Thirdly, we have seen that teaching materials are suitable to learners' level and needs. Students of NELACUDE study in groups of the same level and

needs after placement, the teachers adjust teaching materials accordingly and this motivated them to frequent it.

Finally, we realised that all skills are given enough time in the English Learning activities, since they are interrelated, none is neglected, this allows us to say that NELACUDE contribute to the improvement of English Language Learning in all its aspects.

Besides, providing answers to our research questions, we also find that the hypothesis we put in our study, which states that learning English privately at Evening English teaching Centre is effective to improvement of English language Learning has been proven true. Through this work, it has been demonstrated that adult learners make effort in learning English because they decide to do so when they find that they need it. Here, motivation is another tool for success in learning English since it requires means and time. Consequently, the effectiveness in improving English language is their proudness.

In a nutshell, students and teachers' impressions added to our own impression from classroom observations and tests' results and lead us to the conclusion that Network for Language and Arts Curriculum Designing contributes to the improvement of English Language Learning. Both Teachers and students are satisfied by materials used, qualification of teachers and success in using them, methodology, classroom management, as their objectives and needs are met.

CHAPTER 5: GENERAL CONCLUSION AND RECOMMENDATIONS

5.1. General Conclusion

This work is a study on the contribution of Evening classes to the improvement of English Language Learning.This study is divided into five chapters.

Chapter one is a general introduction. It highlights the reason why this work had to be carried out and gives a general overview of the whole work.

Chapter two deals with a review of the literature related to our topic. It deals with what other writers have come up with related to the teaching-learning of English Language.

Chapter three presented the methodology and procedures used to gather and analyse the necessary data for this study.

Chapter four deals with analysis and findings of the data collected. The analysis of the data for this study reveals the factors which permit the effectiveness and success of English Language Learning at NELACUDE-Burundi in order to prove its contribution.

The general conclusion is formulated in the last chapter and also some recommendations were proposed to teachers; Evening English Teaching Centres in general and NELACUDE-Burundi in particular, as well as bodies in charge of elaborating and implementing programmes in order to remedy to problems identified all along this study.

5.2. Recommendations

As noticed earlier, in Evening English Teaching Centre we have adult learners, who are graduates from secondary schools and others from primary schools. Therefore, the first recommendation is directed to the government in general and to the Ministry of education in particular that it should give the English Language a considerable place in school programmes since nowadays English is taking a great place all over the world. Hence, it is recommended to the staff of English department of the BEPES(Bureau d`Etudes des Programmes d`Enseignement Secondaire) that they should provide teachers with suitable and appropriate teaching materials such as cassette-records which would help learners to have an opportunity to listen to native speakers of English, and this could reduce pronounciation's errors.

In addition, the government should provide enough text-books so that every pupil can own one textbook and thus be able to exercise themselves to read at home. If English is well taught in secondary schools, this could have an effect on the performance when one joins the evening classes or it could be enough luggages in order to help people not go back again to learn English in Evening Classes.

To teachers, they could before teaching an adult, prepare his mind by restoring confidence and hope in him. They should also explain to them that learning is a life long process and that it never stops, teachers should be patient.

We recommend also that women should attend Evening English Teaching Centres like men, since after all they are homemakers; they can teach English to children hence, the number of English speakers could increase.This means that at any given age, females will be found to be superior in terms of

comprehension, size of vocabulary, reading ability. Coates (1990:159) supports this view by stating that: "Girls do better than boys throughout primary schools, particularly in English and ordinary level girls get more passes and higher grades."

We equally recommend that NELACUDE-BURUNDI and other Evening English Teaching Centres should create English speaking clubs in order to create additional speaking opportunities outside classroom.

Lastly we recommend NELACUDE-BURUNDI to widen its classrooms since during our classroom observations; we realized that they are too small and uncomfortable, though they try to resolve this problem by grouping the learners into smaller groups.

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APPENDICES

Appendix A

AIMS OF THE CURRICULUM I

The communicative English curriculum level one aims at:

- Setting in the candidate the basic the basic knowledge in the communicative skills,
- Introducing the candidate to a diversity of daily situations requiring communication,
- Providing key words to let the teacher enrich the communicative English skills within the candidate,
- Introducing the candidate to the grammatical features required for a better communicative skills improvement,
- Provide hints to classroom debates.

COMMUNICATIVE ENGLISH I

1. Greeting in English:
- Formal greeting
- Informal greeting
2. Social relationships in English
3. Asking how someone is in English
4. Saying how you are in English
5. Present tenses:
- Simple present tense
- Present continuous tense
- Present perfect tense
6. Questions in English:
- Full questions
- Wh-questions
- Tag-questions

7. Polite requests in English
8. Introducing someone in English
9. Answering an introduction in English
10. Past tenses in English:
- Simple past tense
- Past continuous tense
- Past perfect tense
11. Short answers in English
12. Thanking in English
13. Future tenses:
- Simple future
- Future continuous tense
- Future perfect tense
14. Leave taking in English
15. Grammatical forms in English:
- Affirmative/Negative forms
- Contracted/Non contracted forms
- Comparative/Superlative forms
16. Attracting someone's attention
17. Giving direction in English
18. Giving someone general good wishes in English
19. Descriptional adjectives in English:
- Size
- Age
- Opinion
- Shape
- Colour
- Material
- Origin

- Purpose

20. Body parts in English

21. Asking for information in English

22. Voices in English:

- Active voice
- Passive voice

23. Asking what someone knows about something in English

24. Listening comprehension activities:

- Classical texts
- Random listening

25. Classroom debates and presentations:

- Teacher chosen topics
- Candidate chosen topics

AIMS OF THE CURRICULUM II

The communicative English curriculum level two aims at:

- Improving within the candidate the basic knowledge acquired in the previous communicative curriculum,
- Introducing the candidate to a diversity of daily situations requiring communication, such as conference presentation,
- Providing key words to let the teacher enrich the communicative English Skills within the candidate,
- Introducing the candidate to a series of the grammatical features requird for a better communicative skills improvement,
- Provide hints to classroom debates.

COMMUNICATIVE ENGLISH II

1. Description-Practices
2. Tenses in English-Review:

- Present tenses
- Past tenses
- Future tenses

3. Saying what you know about something
4. Principles of narration:

- Tense of narration
- Person of narration
- Discourse markers in the narration

5. Logical connectors:

- For addition
- For comparison
- For proof
- For exception
- For time
- For repetition
- For emphasis
- For sequence
- For illustration
- For summary and conclusion

6. Debates and presentations:

- Teacher chose topics
- Candidate chosen topics

7. Saying what you do not know about something
8. Dating in English:

- Language of dating

- Table rules in English speaking communities

9. Expressing surprise in English
10. Suggesting in English
11. Apologising in English
12. Accepting an offer in English
13. Refusing an offer in English
14. Letter writing in English:

- Formal letter
- Informal letter
- Business letter
- Letter for application

15. C.V. writing in English
16. Report writing in English
17. Short note writing in English
18. Listening comprehension:

- Classical listening
- Random listening

19. Conference presentation in English
20. Dialogue writing in English
21. Giving orders in English
22. Expressing regret in English
23. Expressing compassion in English
24. Congratulating in English
25. Description and narration(practice)

REVIEW+ PRACTICES

SUMMATIVE TEST

AIMS OF THE CURRICULUM III

The communicative English curriculum level three aims at:

- Setting in the candidate the basis of the creative knowledge with his linguistic tools,
- Intrducing the candidate to a diversity of grammatical structures that are the most needed in the use of English,
- Providing key words to let the teacher enrich the communicative English creativity,
- Introducing the candidate to doing research in the communicative English features required for a better communicative skills improvement.

COMMUNICATIVE ENGLISH III

1. Interjections in English
2. Reminding in English
3. Asking about remembering
4. Saying what you remember
5. Saying what you have forgotten
6. Asking if something is correct
7. Saying how sure you are
8. Introducing reported speeches
9. Saying what you think is improblable or impossible
10. Talking about what might happen
11. Saying something is correct
12. Saying something is not correct
13. Correcting someone in English
14. Asking if someone is sure about something
15. Saying you are sure about something

16. Saying what you think is possible or probable
17. Saying you are not sure
18. Word-formation in English
19. Pronouns in English
20. Some current constructions in English:

- Both...and...
- Both of...
- All of ...
- So...as to...
- So... as to...
- So...that...
- Too...to...
- As...as...

21. Essay writing in English:

- Prose writing
- Poetry writing

22. Entertaining technics

REVIEW+PRACTICES

SUMMATIVE TEST

Appendix B

I. Placement English Test

I. Complete the following sentences with correct words /5.5 marks

(i) ..... has got a blue pen.
(ii) ..... need to know English.
(iii) ..... will come early.
(iv) Lamella ..... much beer.
(v) Joseph ..... to go to town.
(vi) They ..... a black contact key.
(vii) ..... teacher is ..... today.
(viii) ..... shirt is brand new.
(ix) ..... bed sheets ..... nice.

II. Complete the following sentences with : at, on, in, outside, from, up, down, to, over, behind./10 marks

(i) The book is ..... the table.
(ii) The car runs ..... a child. It gets an accident.
(iii) Let us go ..... school. We are late.
(iv) I want to sit ..... you.
(v) Call him aloud. He is ..... the bedroom.
(vi) Lamella comes ..... Ngozi. He likes coffee very much.
(vii) Please, stand ..... !
(viii) I don't like to sit ..... for a long time.
(ix) Can I go ....., please ?
(x) She sells clothes ..... the twelfth avenue.

III. a) Put the following text in a correct tense according to its global context. / 26 marks

b) Implement the command that you find within this excerpt. / 5marks

One day, Mary (to do) her secondary school at Mushasha Lycee. She (to be) fond of a boy (to name) Jimmy. She (to befriend) him and later (to decide) (to marry) by the end of their technical studies. But, Jimmy's parents not (to wish) that Marry (to become) their daughter-in-law. This (to sound) rather terrible for Marry and Jimmy as they (to convene) that the marriage (to be) ineluctable. Now, Marry (to feel) she (to can commit) suicide and rather (to pass away). She (to be convinced) that she not (to can get) any other boy as kind and wise as her lovely Jimmy. The latter (to be) now puzzled, too. What you (to do) if you (to be) one of the two poor lovers? (To discuss) about it in group if ever you (to be) with others. (To imagine) and (to make) a small dialogue between the two after they (to realize) that the parents (to be) against the wedding.

IV. Complete the following dialogue. /10 marks

Ann: Good morning, Sir.

Bosco: .....

A: How are you?

B: .....

A: Should I have some drink, please?

B: .....

A: You see, I am busy now. I want to fly to Kampala right now.

B: ..... Anyway, ...

A: What for ?

B: .....

A: Do you have anyone to send it with ?

B: No, ...

A: Do you think it will reach the destination in time ?

B: ....., But, ...

A: It costs forty francs.

B: Terrible! .....

V. Give four different ways of expressing each of the following functions in the social English /15 marks

- Thanking in English
- Expressing a polite request in English
- Apologizing in English
- Expressing compassion in English
- Expressing regret and disappointment

VI. For each of the following situations, build up a related short dialogue. /12.5 marks

- You are awakened in the middle of the night by a loud noise outside the window. You look out of the window and see a strange man standing there singing. You ask him to stop singing but he refuses.
- You are in a restaurant. You have just got a good dinner. The waiter is waiting for you to pay the bill. You look for the wallet and find that you have left it at home.
- You have not cooked anything for the dinner because you were at a club meeting all day. Your husband comes home and he is very hungry. He wants to eat right away.

- You bought a lottery ticket and left it in your coat pocket. Your wife does not know that the ticket is there and she gives the coat away because it is so old. Later on, you learn that you have the winning number. You ask your wife the coat.
- You are describing your friend to an acquaintance of yours. She describes her boyfriend, too. Suddenly, you realize that she is describing the same boy.

VII. Choose the most appropriate modal to fill in the blank space. /7 marks

a.

(i) Gloria, ... you like to go shipping tomorrow?

(ii) No, I ..... have to work tomorrow.

b.

(i) ..... I close the window, Mr Brown? It's very windy.

(ii) Yes, please, Sally. Otherwise, we ..... catch the cold.

c.

(i) What time ..... I come to pick them up?

(ii) They ..... be ready any time you want.

d.

(i) You ..... wear a sweater. It's cold outside.

(ii) Ok, Mom, but ..... I go out right now?

e.

(i) I ..... like to take you to dance.

(ii) That ..... be nice, but I ..... ask my parents.

(i) It ..... snow tonight.

(ii) Terrific! Then, we ..... go skiing tomorrow.

(iii) Yes, but first we ..... find some transportation.

VIII. Read carefully the following text and answer the related questions, as well. /4 marks

Two famous French canadians

Felix Leclerc worked very hard to become a popular singer in Quebec. Early in his career, he wrote short plays for radio. He also wrote some songs, but the music critics of Quebec did not like them. In 1950, felix went to Paris to sing in night clubs. He sang his own songs and the French loved them. In 1951, he made his first record and won "le Grand prix du Disque". In the spring of 1953, he returned to Canada and, from Vancouver to Halifax. During that time, he became very popular at home and in Europe. He sold many records. In 1958, he won "le grand prix du Disque" a second time and, in 1959, he returned to Europe and sang in all of the major capitals.

Gilles Vigneault did not have to go to Europe to become popular at home. He was born in Natashquan, quebec, near the island of Anticosti. He studied at the "Seminaire de Rimouski", but he did not like school. He liked music and poetry. He went to laval University in quebec City and studied to become a teacher of French. In 1959, Jacques lebrecque, a popular quebec singer, sand vigneault's first song, "Jos Montferrand". The song became very popular and Vigneault decided to become a singer. In a few short months, everyone was singing his songs and he became very popular. In 1966, Vigneault went to paris to sing in night clubs. The French liked him too. He soon became an international singer; he sang not only in quebec, Montréal, and vancouver, but also in paris, lausanne, Geneva, and Brussels.

Appendix C

ADVANCED LEVEL TEST

First stage: /50 marks

The English Language is worth learning in Burundi. «I hear and I forget, I learn and I remember, I do and I understand".

After you have followed your linguistic training in NELACUDE BURUNDI, how do you evaluate the contribution of this center in the English language acquisition? Give your observations upon this.

Collect your views upon these areas of the English learning process, write and present them in a conference form.

Second stage:/50 marks

Burundi is globally a French speaking country. The majority of the population does not know English. Suppose that the political system decided to introduce English as an official: What are the main strategies that should be adopted in order to make the change a success.

Appendix D

QUESTIONNAIRE FOR STUDENTS

1. Personal identification

a. Level of education

b. Sex

M



F



c. Age

2. Why did you enroll in this English course?

3. What kind of English (spoken or writing) do you frequently need to use?

4. According to you, which of the four language skills should be given priority and why?

a. Reading

b. Listening

c. Writing

d. Speaking

5. What are the available materials in the class?

Text books



Blackboard



Tape recorder



Radioset



TV



6. Do you find the subject and content of the materials interesting?

Yes



No



Comment

7. Are the teachers successful in the use of materials?

Are they experienced or not?

8. Is the language used complex or simple?

Simple



Complex



Comment

9. How is the classroom arranged? Are students seated appropriately for special activities such as group works, pair works,..?

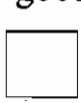
10. How do you behave when you are taught by a teacher who is less older than you?

11. How does this English Teaching Centre respond to your need?

Excellent



Very good



Satisfactory



Unsatisfactory



Appendix E

QUESTIONNAIRE FOR TEACHERS

1. Do you think your students need English for specific reasons?

Yes ☐

No ☐

Comment

2. What kind of English (spoken or written) do you frequentely teach?

3. Give an order of priority by which you prefer your students to perform the following skills:

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

4. Is the language used at the students'level?

Yes ☐

No ☐

Comment

5. Are the materials you use appropriate to your students'needs and level?

Yes ☐

No ☐

Comment

6. Are learners docile when they are older than teachers?

Yes ☐

No ☐

Comment

7. When you gave an assignment, do they do it?

Yes ☐

No ☐

Comment

8. Which of the language skill do students master more than others?

9. Which kind of decision do you take when you remark that a student does not master a lesson?

10. Which kind of problem do you encounter in your job of teaching in your English Teaching Centre?