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Communication chalenges and the remedial approch in the teaching learning of the speaking skill : the case of second scientific form in some secondary schools in Mabamba Province

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UNIVERSITY OF BURUNDI

INSTITUTE FOR APPLIED PEDAGOGY

ENGLISH-KIRUNDI DEPARTMENT

COMMUNICATION CHALLENGES AND THE REMEDIAL APPROACH IN THE TEACHING/LEARNING OF THE SPEAKING SKILL: The Case of Second Scientific Form in Some Secondary Schools in Makamba Province

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DEDICATION

I dedicate this work to my dear parents, my brothers and my sisters.

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While this work has one author, there are many other people who have contributed to bring about whatever is praiseworthy in it.

First and foremost, I am greatly indebted to my supervisor, Mr. Ajayi Owolabi Badmus, for his tireless, professional guidance and his constructive comments despite his many academic responsibilities accepted painstakingly to supervise this work till its completion.

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My warm thanks are extended to all my friends, my former classmates to whom I benefited in various ways.

To all these people, I warmly say: "Lots of thank, May God the Almighty abound you with his blessings".

ABREVIATIONS AND ACRONYMS

B.A : Bachelor of Arts

B.B.C : British Broadcasting Corporation

B.E.P.E.S : Bureau d'Etude des Programmes d'Enseignement Secondaire

Co.L. : Communal Lycée

e.g. : exampli gratia (Latin): for example

et al., et alii/alia (Latin) : Other people or things

F.L : Foreign Language

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

Inc. : Incorporated

L1 : First Language

L2 : Second Language

L.P : Lycée Pédagogique (Pedagogical Lycée)

Ltd : Limited

M.A. : Master of Arts.

M.E.N : Ministère de l'Education Nationale

T.T.S : Teacher Training Section

TV : Television

U.P.C. : University Press of Chicago

V.O.A : Voice of America

ABSTRACT

This work sets out to identify the place of the speaking skill in the development of oral communicative abilities in spoken English at secondary school level in general and in Scientific Section in particular. Its main objective is to see whether or not the remedial approach should match up the researcher's expectations to solve communication challenges or inadequateness the students are having while learning technical English. The research also seeks to investigate if English language teachers make use of appropriate materials, methods, approaches and techniques as a remedy to communication challenges. The researcher used a questionnaire but also classroom observations as research instruments to collect the data. The data collected are processed, analysed, and interpreted quantitatively. After the analysis, it is discovered that teachers at this level do not give a prominent place to the speaking skill teaching as it was supposed to be done. This leads to the low performance of the students in oral communicative abilities to express themselves efficiently in English. Some practical recommendations for improvement are put forward to all stakeholders in Education to correct the identified errors. It is believed that researchers, teachers and students alike will find this work very useful to them.

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CHAPTER I: GENERAL INTRODUCTION

1.1. Background to the Problem

The process of teaching or learning a language is an activity that takes a long time to produce effects or good results. It takes time before the student or the learner can easily express his or her thoughts, opinions, ideas, and feelings after a lengthy period of trial and practice. This is the case of the English language which is taught and spoken in the world as first language (L1), as a second language (L2) or foreign language (F.L). The latter is the case of Burundi where English occupies the third position. That is to say that English language is taught and spoken in Burundi as a foreign language after Kirundi which is the national and mother tongue and French which is the official language. French language is used in administration, education system, business, communication, politics, decision making, social interaction, most especially among the elites. English on the other hand is taught as subject or as a course among other courses of the school curriculum.

Though it occupies the third position in Burundi educational system, English is taught from the second year of secondary school up to university. From this school year 2006-2007, the government policy decides that English begins to be taught from the first year of secondary schools. In these schools, the teaching of English differs according to the sections to which the students belong after the Fourth Form.

In general, after the Fourth Form, students are distributed to different sections of the upper level or senior level of the secondary school according to their choices. Such sections include Modern Arts and the Scientific Section which is the concern of this present study. Even though the two sections deal with

English in their curricula, the textbooks used are respectively *Today's English* in Arts Sections and Project *Aftermath* in Scientific Section, and in Teacher's Training Section (T.T.S) that is four years after Fourth Form and in Pedagogical Lycée (L.P) that is two years after Fourth Form. *Project Aftermath* is then the coursebook that is used in Scientific Section where science students are trained and taught technical English.

In fact, in Modern Arts Section, the emphasis is put on courses related to Arts whereas in Scientific Section courses related to sciences are the most emphasised. Thus, in both sections, English is taught at different degree as far as the curriculum is concerned. English language is taught respectively six hours or periods per week in Modern Arts and three hours /periods per week in Scientific Sections. From this school year 2009-2010, the government policy decides to increase one hour to the period allotted to English in Arts Section but not in Scientific Section. As far as this course is concerned, the researcher chose to deal with the English language taught in Scientific Section so as to discover facilities as well as difficulties faced by the students while learning this technical English, and then try to make a contribution in developing the speaking skill in that setting.

1.2. Statement of the Problem

In Burundi secondary schools, the English programme taught in Scientific Section is based on *Project Aftermath* textbook. This coursebook is based on B.B.C by radio series written by Sue Hodlin and produced by Peter Menzies. The coursebook aims at teaching students technical English and they are not thus motivated to learn such English as it is difficult to decipher the message from the book. It was normally expected that the book at hand teaches the four skills that is reading, listening, speaking, and writing in order to develop fluency

and accuracy in the use of English to communicate with the outside world. But it is not the case, the book *Project Aftermath* is not appropriate for Scientific Section to develop the spoken English because it talks one continuous story from the beginning in Third Scientific Form till First Scientific Form. The story is monotonous and students find the programme tiresome, and boring and this reduce students' interest to learn English. Students are not given sufficient opportunities to talk due to the curriculum on one hand, and also due to the non use of the appropriate methodology by the teachers to teach the speaking skill. This skill if it is well conducted allows the students to express themselves freely in different situations that they are likely to encounter in their day-to-day life. This is because of the fact that the book was written and produced by English people who did not know the context in which the language was going to be used to satisfy the students' demands. The English background is quite different from Burundi background.

In short, the problem is that the speaking skill is hampered by the programme taught in the Scientific Section in general. The book has not been revised for so many years. This work presents a situation where aspects that may be of interest to the students could be incorporated. After a brief analysis, the researcher realises that the programme is not suitable and needs some improvements.

1.3. Purpose of the Study

The main purpose of the present study is to look at communication challenges met by Second Scientific Form students learning technical English. We want to try and find out what brings them about in order to suggest remedial approach, communicative activities and theoretical as well as practical recommendations to improve the teaching/ learning of the speaking skill in Scientific Section. The main assumption is that once the researcher finds out why those communication

challenges are met, he should be able to eradicate them or at least, to reduce them to a minimum. This is because once we know the disease, we have half the cure. As a matter of fact, this study has pedagogical implications in that it intends to give a contribution to the teaching of the speaking skill in Scientific Section making it more practical, interesting and, ipso facto, more effective.

It is not rare to find students who can produce very excellent writings but who are unable to speak. This present study comes to enlighten the teaching/ learning of English language in general and the speaking skill in particular.

1.4. Significance of the Study

Speaking skill being the core skill in foreign language teaching, this research paper will be of interest for more than one group of people who are involved in the teaching and learning of English in Burundi especially the English language teachers, whose role is of paramount importance to provide the best conditions for learning. This is to see that learning takes place effectively to allow the students acquiring oral communicative abilities in English language as envied by many people these days. Other people concerned by the development of the speaking skill will be mentioned later under the recommendation subtitle.

1.5. Research questions

Considering the fact that the main objectives of teaching and learning a language is to communicate, and considering the fact that the programme taught in Scientific Section in general and in Second Scientific Form in particular does not allow the students to speak or to express themselves satisfactorily; it is observed that the graduate of the Scientific Section lack abilities to

communicate effectively in English at the end of their studies. This raises the following questions:

- Does *Project Aftermath* programme suit the level of Second Scientific Form students considering their present and future needs to communicate in English?
- Is the speaking skill given a prominent place in the curriculum as well as in the Scientific Section?
- Are there remedial approaches to enhance the teaching/learning of technical English in general and the speaking skill in particular?

These questions among so many others will find answers in the course of this work.

1.6. Motivation of the Research

Nowadays, it is clearly noticeable that many Burundians especially among educated people and even illiterate ones show a growing interest in the need to learn English for self-expression. In addition, as regards to the motivation of this topic *"Communication Challenges and the Remedial Approach in the Teaching/Learning of the Speaking Skill: The Case of Second Scientific Form in Some Secondary Schools in Makamba Province"*, the researcher has chosen to work on the teaching of English with the hope of bringing a contribution in the teaching of this developing learning of English. In particular, the area seems to have been neglected by the curriculum designers in Scientific Sections. The researcher has chosen precisely to work on communication challenges because they are very common in secondary schools and even at university level. Also, communication challenges constitute an important asset in the improvement of the teaching programmes and strategies since they provide the teacher with the information about where to insist in his/her teaching and what remedial strategies or approach to adopt in order to teach a good and correct spoken

English. Furthermore, even though there can be communication challenges, which do not necessarily hamper understanding, there are some others which are capable of making the speaker's message difficult to decode or which result in total unintelligibility to use appropriate expression in context. Some people are even unaware of communication errors they make when they are speaking.

The researcher's deep conviction is that communication challenges can be overcome if they are seriously worked on right at the early stage provided that the students are given meaningful practice chiefly good communicative activities in this case.

It is worth mentioning that the researcher's motivation to research on Second Scientific Form students' communication challenges took their roots in his practice experience in Second Scientific Form A and B at Ngagara Lycée in February 2008. During a period of more than a month's teaching practice, the researcher noticed how serious the students' lack of appropriate expressions when asked to express themselves satisfactorily as the trainee wanted. He decided to take the speaking skill as his research topic.

1.7. Scope and Delimitation of the Study

This work is centered on the development of the speaking skill in Scientific Form. It is conducted in the following secondary schools in Makamba Province. These are namely: Makamba Lycée, Makamba Communal Lycée, Gishiha Communal Lycée, Vugizo Communal Lycée, Mabanda Communal Lycée, Gikurazo Communal Lycée, Kayogoro II Communal Lycée, and finally Nyanza-Lac Communal Lycée. These schools were mainly selected because they have Second Scientific Form and also because these schools can provide the

researcher with the necessary information he needs. The findings of the work can be generalised to other parts of the country.

1.8. Definition of Key Terms

In the course of a given study, some terms are clarified to give chance to the reader the best understanding of the work. These terms or words include approach, remedial, language attitude, challenge, competence, communicative competence, and oral communicative competence. The *Longman Dictionary of Applied Linguistics* defines them as:

- **Approach**: a term used to describe different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the methods), and different methods make use of different kinds of classroom activities (the techniques).

- **Remedial**: a term sometimes used in language teaching to describe grammatical explanation, teaching, which is intended to remedy, correct, or compensate for the learner's inadequate understanding or use of any aspect of the grammar of a language.

- **Language attitudes**: expressions of positive or negative feelings towards language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language.

Language attitudes may have an effect on second language or foreign language learning.

- **Competence**: a person's ability to create and understand sentences, including sentences they have never heard before. It also includes a person's knowledge of what are and what are not sentences of a particular language. For example, a speaker of English would recognise "I want to go home" as an English sentence but would not accept a sentence such as "I want going home" even though all the words in it are English words.
- **Communicative competence**: the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom.

Communicative competence includes:

(a) knowledge of the grammar and vocabulary of the LANGUAGE.

(b) knowledge of rules of speaking (e.g. knowing how to begin and end conversations, knowing what topics may be talked about in different types of SPEECH EVENTS, knowing which ADDRESS FORMS should be used with different persons one speaks to and in different situations.

(c) knowing how to use and respond to different types of SPEECH ACTS, such as requests, apologies, thanks, and invitations.

(d) knowing how to use language appropriately.

- The *Webster's Third New International Dictionary of English Language* defines challenge as *"a stimulating, interesting, or problem"*, that is, once there is a problem, one has a desire to look for its solution.

- Basigira (1989: 21) defines oral communicative competence as "*students' knowledge of how to use the spoken form of the English language appropriately*".

All we have discussed along the general introduction are summarised in Wallace (1982: 9)'s points of view: "*not being able to find the words you need to express yourself is the most frustrating experience in speaking another language*". This illustration shows that the speaking skill is of paramount importance and thus the topic under study is relevant and necessary. In a work of this type review of related literature is indispensable. Therefore, the next chapter is devoted to the review of works of some scholars who have done similar things related to the present work.

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1.0. Introduction

This chapter reviews documentation related to spoken language teaching and some techniques to alleviate the difficulties students have in learning the speaking skill. Holding the view that spoken language is not restrictive in form and source, the researcher paid particular attention to the kinds of exposure that students enjoy. In fact, many researchers have dealt a great deal with written forms, and their correctness. They have, however, paid much less attention to the spoken language. Mukasa (2003: 8) points this out when she says: *"it's generally assumed that speaking is a free activity, which is learnt naturally without the learner or teacher's effort"*.

Arguing in the same line of ideas, Bygate (1987: vii) says:

> *speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is often thought of as a popular form of 'colloquial' register: literary skills are on the whole more prized. This relative neglect may perhaps also be due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial.*

This illustration shows that we can speak randomly as we wish. The use of colloquial register simply means that we can either use informal or formal language while interacting in normal conversational patterns. This is likely to show why speaking is not taken serious as other skills such as reading, writing and listening.

2.1.1. The Components of Speaking Skill

In order to be successfully in the speaking skill teaching, the sub-skills of the speaking skill should be taught. Omara (2003:3) says the following in these words:

Communicative teaching is guided by the model put forward first by Canale and Swain in 1980 and revised by Canale in 1983. According to this model, communicative competence describes the learners' ability to use the language in listening, speaking, reading, and writing in terms of the following competences:

- Linguistic competence (knowledge of form).
- Sociolinguistic competence (ability to use language appropriately in different contexts).
- Discourse competence (cohesion and coherence)
- Strategic competence (knowledge of verbal and non-verbal communicative strategies).

2.1.2. Language learning

Over the world, activities are done using a language. Therefore, learning language becomes a crucial element or means among human beings'cooperation. Without language, no cooperation, and no communication would be possible. Ellis (1985: 129) defines learning in these words: *"learning can be broadly defined as the internalisation of rules and formulas which are then used to communicate in L2"*. In this sense, it is synonymous with "acquisition". Nasr (1972: 2) says that a person has learned a foreign language when: *"he has learned its sound system (understanding speech and speaking well) and has learned its sound at least a limited vocabulary"*. This quotation clearly shows that to know and recognise the sound system and vocabulary

items are vital means through which the spoken language becomes possible. As far as language is concerned, Lado (1964: 11) says that:

> *language is intimately tied to man's feelings and activity. It is bound up with nationality, religion, and the feelings of self. It is used for work, worship, and play by everyone, be he beggar or banker, savage or civilized. Because of its pervasiveness, it is the object of study, by many branches of learning. Linguistics, psychology, anthropology, education, and geopolitics, to mention a few, deal with language more or less systematically. To the language teacher and the linguist, it is the central subject of study, with the linguist concentrating on its description and the teacher on learning and teaching.*

From these points of view, we come to understand that it is important to learn a language since it is a vital and common medium through which people express their feelings. We can say that a person has learned a foreign language when he is able to understand and use it in any situation. No real learning can be assumed to have taken place until the students are able to use the language effectively.

2.1.3. Language Teaching

The teaching of language becomes necessary since it is through it that people understand one another while communicating. According to Underwood (1989:21):

> *to teach means to facilitate learning and if we see the role of the teacher as being the support or*

> *guidance of learners. Students will naturally turn to their teachers when they find they are having difficulty in understanding spoken English and teachers will wish to assist in whatever ways they can.*

This quotation shows an extent to which teachers and learners have to be in good interactional relationships if we expect to have learners' successful language learning.

2.1.4. Speaking as a skill

A language is used through the form of speech. Under this sub-chapter, the research traces how speaking as a skill was formerly conceived. Bygate (1987: vii) says the following in this regard:

> *speaking is in many ways an undervalued skill. This neglect was due to the fact that we can almost all speak, i.e, whenever and in whatever ways we want to speak, we speak.*

Bygate (1987: vii) continues to say:

> *speaking is, however, a skill which deserves as much as literary skills in first, second, and foreign languages. [...] It is the skill by which they (learners) are most frequently judged, and through which they make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning.*

It is to be assumed that the spoken language is very important to human beings. When we look at the social and dynamic aspects of language, it is speech which serves as the most natural means of communication in any given community. We are judged according to how we speak. Also to be able to explain things clearly, describe events vividly, tell a good joke, respond with wits and speed are all parts of the skill of speaking that come with practice. It is for this reason that communicative competence in speech should be emphasised in language teaching/learning.

However, the main problem that these learners encounter is the syllabus, the methods of teaching, and the materials which are not likely to enhance the teaching of the skill. So, teachers should do their best to facilitate their teaching and the learning of their students.

2.1.5. The students' needs in communicative activities

The learners need to be taught language for performing certain aspects, specific and variable roles as language users. Students also need to exercise themselves under many situations, opportunities, sessions for free and self-expression using the language communicatively. This is observed by Byrne (1976:2) who says the following:

> *for it is through these opportunities to use the language as they wish, to try to express their own ideas, that the students become aware that they have learnt something useful to them, and are encouraged to go on learning-perhaps the most vital factor of all in keeping learning alive.*

In providing the students with activities for free expression and indiscreetly watching over them as they carry them out, the teacher takes on the role of

guardian and adviser. Learners must still aim at conveying meaning effectively, but must also pay great attention to the social context in which the interaction takes place. In such way, it is recommended to the teacher to try to help the learner in a realistic way.

2.1.6. The teacher's role in communicative activities

In the most general and broad terms, as in any other classroom, the language teacher has to provide the best conditions for learning. He has also to vary and adjust various techniques to suit different situations of the learning process. Rivers (1968:196) reinforces this in the following words:

> *the teacher must exercise his ingenuity to create in the classroom situations of the type the students would encounter in real life outside the classroom: opportunities to ask each other questions about subjects in which they can be presumed to take an interest, to recount to each other facts and incidents of home and school life, or to comment on and tease their fellow students about current happenings.*

Especially in the more creative types of activity, unnecessary intervention on the teacher's part may prevent the learners from becoming genuinely involved in the activity and thus hinder the development of their communicative skills. However, this does not mean that once an activity is in progress, the teacher should become a passive observer. His function becomes less dominant that before, but no less important. In the same connection with this Littlewood (1981:19) says:

- If learners find themselves unable to cope with the demands of a situation, the teacher can offer advice or provide necessary language

items. If pupils cannot agree on any point, he can resolve their disagreement. In other words, he is available as a source of guidance and help.

- While learners are performing, the teacher can monitor their strengths and weaknesses. Even though he may not intervene at the same time, he can use weaknesses as signs of learning needs which he must cater for later [...], that is, which he must satisfy later.
- There may be occasions when the teacher decides to exercise a more immediate influence over the language used. Most obviously, he may need to discourage learners from resorting to their mother tongue in moments of difficulty. He may also decide that a particular error is so important that he must correct it at once, to prevent it from becoming fixed in the learners' speech.

This illustration clearly shows that the language teacher works as a kind of referee while conducting communicative activities. The teacher helps, if need be, the students in difficulty of using the language inappropriately.

McGregor (1970: 5) on his behalf argues in connecting with this that:

> *the teacher of English has the responsibility of equipping his pupils with the skills they need to pursue their studies in all other subjects either immediately or in the future.*

This quotation shows an extent to which all the skills have equal importance to be taught in order to keep the social interaction and thus communication alive in different domains of real life. Each time, each skill is needed.

2.1.7. Importance of the Oral Skill in Language Learning

People communicate on different occasions, for different purposes. People can communicate in a conference, a workshop, a debate, a discussion, a classroom, a church, when interviewed to give their own opinions in a meeting, etc to name but a few. People also communicate in different ways. For example they can write, use picture, and gestures. Communicative skills are those ways through which one expresses his message or help the speaker to convey their message appropriately. Coming to the speaking skill which is our concern in this work, one can say that the speaking skill has an important role to play in communication and this means that as a teacher of English, the speaking skill should be given a great attention and should also be given the priority in comparison to other skills so as to develop oral ability which is the target for most learners.

2.1.8. *Project Aftermath* as a Coursebook

Project Aftermath is a coursebook used in Burundi secondary schools, especially in the Scientific Section, in the Teacher Training Section (T.T.S) and in Pedagogical Lycée (L.P). It has been prepared by Burundi government and B.E.P.E.S: a department created by the Ministry of Education in order to develop curriculum and design teaching materials.

The book is a British designed handbook based on B.B.C English by radio series, written by Sue Hodlin and produced by Peter Menzies. This simply means that the book/coursebook was produced by British people who did not know the realities of the culture and background in which the book was going to be used. The book talks about realities which are in British setting and culture different from Burundi's. You cannot for instance tell students from the

countryside about yatch, island which they have never seen. Many students also could finish their secondary schools without having seen a simple boat.

In addition, the book tells a continuous story from the beginning till the last year of Scientific Section in Burundi secondary schools. Since that story was written in technical English, it is difficult to understand and students find the story uninteresting and boring. This reduces students' motivation to learn English. Students need various topics to ignite their interests and willingness to learn.

The so-called *Project Aftermath* is made of two books the B.E.P.E.S staff set. There is the *Project Aftermath 1* used in first year of the Scientific Section and is made of 15 episodes. It is used also in the first year of the Teacher Training Section (Normale in French) as well as in Pedagogical Lycée (L.P) that is two years after Fourth Form.

For *Project Aftermath* 2, it is made of the remaining 25 episodes. The latter is used in second and third year of the upper or senior level of Scientific Section while it is also used from the second year to the fourth year of T.T.S. There are some audio tapes that are designed to help develop listening skill. There are equally comprehension questions on reading texts, multiple choice questions on the listening comprehension, points for practice related to the episode at hand. The book also develops some vocabulary items and grammar exercises.

In the case of *Project Aftermath* 2 (Teacher's guide) as well as pupil's book, they contain multiple choice questions for the listening comprehension text followed by comprehension questions on the reading passages. They also contain some vocabulary and grammar exercises. However, the teacher's guide contains some keys to exercises. From these, we can deduce that the

coursebook *Project Aftermath* focuses on writing, listening, reading and the speaking skill is neglected.

The above reasons help us to question the relevance of this textbook to the level of the students of Second Scientific Form because it is written by British people who are alien to Burundian background. Emphasizing this view, Eduin (1953: 21) says this:

> *(...) a textbook written in New York or London may prove to be highly impractical in Baghdad and in Beirut. A textbook prepared for teaching English to speakers of Spanish may not seem to be suited to the problems of teaching English to speakers of Arabic, Turkish, ...*

The above points of view help us to say that the book in question does not suit the level of Second Scientific Form. The book written in British environment does not suit the Burundian setting.

2.1.9. The Speaking Skill in *Project Aftermath*

The study of the speaking skill in the *Project Aftermath* seems to have been neglected. In this coursebook, the emphasis was put on the study of reading, grammar, listening while speaking was neglected. In the *Project Aftermath* 2 which is our concern as mentioned earlier, key to the exercises are in the teacher's guide.

Concerning the speaking exercises, the teacher's guide to *Project Aftermath* 2 (Pupil's book) contains:

- functional oral exercises

- task-based activities, true/false statements, ranking, sentence completion, ...)
- vocabulary items to be explained.
- multiple choice questions and comprehension questions about reading texts.

However, the situation of the speaking skill in *Project Aftermath 2* is questionable. Eduin (1953: 22) expresses this in the following words:

> *the foreign language textbooks in general used in schools are usually guides to reading and writing a language rather than texts for learning to speak a language.*

This illustration shows that the speaking skill is neglected to a certain extent in the educational system in favour of reading writing, and listening.

2.2. The relationship between the speaking skill and other language skills

It is evident that there is interdependence among the English language skills. As far as the teaching/learning process is concerned, we cannot teach a skill in isolation of others. However, some writers classified he language skills according to their importance. This is the case of Widdowson (1978: 57) who says: "*thus speaking and writing are said to be active, or productive skills whereas listening and reading are said to be passive, or receptive skills*". This extract clearly shows that there are relationships among the skills. Each skill has an importance on its own to facilitate the language use. Emphasising this point, Nasr (1972: 5) adds: *"(...) hearing before speaking, speaking before reading and read before writing"*. From this quotation, we can realise that there are some relationships among the skills. It is clear that there is a relationship between the productive and the receptive skills for the former have a great

influence on the latter. Then, once a production of a message either written or spoken takes place, there must necessarily be a reception of that message either by reading or by listening to it. Thus, in the speaking skill teaching/learning, there is interdependence among the English language skills and the role played by each skill is worth to be mentioned.

2.2.1. Speaking and listening

There is a close relationship between listening and speaking skills. As far as the English language learning is concerned, these skills once combined together make the language learning successful. For Nida (1957: 19): *"learning to speak is dependent upon hearing someone else speak (...)"*. There is clear evidence that to speak well according to this quotation up one needs to hear others speak and benefits necessary corrections if need be. Wallace (1978: 189) on his part says that: *"speaking can be thought as a mirror image of listening skill and one for which the same linguistic and cultural knowledge is required"*.

However, combining listening and speaking, one may agree with Freeman (1987: 7) who argues that just because students can speak or hear does not mean they know how to communicate orally. She points out that students' performance can be greatly improved when they are taught the sub-skills. This means that students should be exposed to and made to practise sub-skills involved in listening and speaking, otherwise they will not be proficient users of the language. Consequently, Hubbard et al (1986: 83) propose that: *"students should be made to recognise and identify distinctive sounds and different intonation patterns which greatly contribute to meaning"*. This link between listening and speaking is emphasised in activities such as telephone conversations, in orally question and answer exercises, in oral expression where one is asked to give his/her own opinions about a given situation. Here the two

skills are in action. Sounds have to be recognised in order to conduct a speech well.

However, as Rivers (1968: 160) says:

> *students in a foreign language class will not learn to speak fluently merely by hearing speech, although this is important in familiarising them with the acceptable forms of the code. Therefore, the teacher must give the learners many opportunities to practise the speaking skill.*

Thus, in Second Scientific Form which is our concern, the listening skill is more emphasised than the speaking one, that is, it is present in each episode of *Project Aftermath* 2. The imbalance with the speaking skill teaching lies in Brown (1987:11)'s points of view: "*all the emphasis is laid on the teaching of pronunciation. There is little done on the comprehension of spoken language*". Then, for the speaking activity to be well conducted, we should often make use of a combination of oral production and aural comprehension since a good and real oral communication is characterised by give and take, and produce and receive of the speaker (addressor, producer) and the listener (addressee, receiver) of the message to be transmitted.

2.2.2. Speaking and Reading

Many writers reveal that there is a clear relationship between speaking and reading. This relation is however misinterpreted by many teachers who think that reading aloud develops the speaking skill. Bright & McGregor (1987: 177) gives their points of view on this regard:

> *the majority of teachers still use reading aloud as their main weapon in the battle to improve their*

> *pupil's oral English and take the material to be read from the class reading texts. They then listen for mistakes and correct them as they arise by interrupting the reader and requiring him to repeat a word or phrase in accordance with the model they provide.*

This citation takes reading aloud as speaking but you can read and gain some new vocabulary items that help you in conversation while uttering sentences in the flow of communication. Arguing in the same line, Lado (1964: 61) says:

> *a student does not know a sentence until he can speak it. When a student reads a sentence aloud he has to manipulate only part of the language, and the attention factors are bypassed or minimised.*

However, in real life situation, the relationship between the spoken language and the written one is not evident. It is also sometimes difficult to establish. This relationship is met especially when students are asked to respond orally what they have prepared in reading. Rivers (1978: 260) explains:

> *when small groups are engaged in similar extensive reading projects they should discuss what they have discovered. Students reading individually may say what they have been reading with others. Some of material read will serve as a basis for oral presentations of projects, some will be dramatised in the original form or through extempore role playing and some will provide ammunition for discussions and debate.*

This is the case in *Project Aftermath* where students sometimes respond to what they have been reading.

2.2.3. Speaking and writing

Through the writings of some authors, there is a remarkable relationship between speaking and writing skills as observed by Rado (19861: 48) who states that:

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

One may speak what he/she has been preparing in writing and vice-versa; for instance in writing a report of a meeting. This is also the case in *Project Aftermath 2* where we found exercises based on grammar and writing in points for practice whereas the speaking skill is given little or no importance at all. Emphasising the same points of view, Nsengiyumva (2006: 3) adds:

> *"(...) as a matter of fact, it is difficult to write something that one cannot produce orally. Generally, when one says something incorrectly, one writes it incorrectly most of the time.*

In fact, apart from the actual words he uses the speaker can vary his intonation and stress. He can also rephrase, speed up (down) depending on the feedback he possibly gets from his/her listener. Moreover, the writer suffers from the disadvantage of not getting immediate feedback or does not have it at all. No stress, no intonation in writing. The writer uses more complicated and a wider vocabulary in written English than in spoken English. This is one reason why learning to write English well is an art. This shows clearly that an emphasis must be made on the speaking skill before the writing is undertaken.

2.2.4. Activities for Oral Communication Practice

The learners need to be trained in good speaking using appropriate expressions in appropriate situations, thus participating in social interactions as competent users of the language. To achieve this success, activities related to everyday life should be organised in the teaching/learning process of the speaking skill. Olal-Odur (1990: 16) says the following on this regard:

> *language practice is most effective when conducted in a responsive environment in which what is said by one learner matters to another or other learners because they might, in turn have to respond to it.*

Thus, the only way to develop the learner's speaking skill is to bring the language to the classroom in which learners are given plenty of practice depicting real life situations. Here, to better conduct a successful speaking class, we focused on the activities that are likely to promote and encourage the learners to speak. Such activities are conversation, discussion topics, group work, debates, role play and simulations, dialogue building, songs, games, story-telling, etc.

2.2.4.1. Conversation/Discussion sessions

In real life situation, people sometimes use the term "conversation" to mean any spoken encounter or interaction. However in everyday life, we sometimes refer to a conversation as a "chat" "exchange". In the case of teaching/learning, through conversation, the learners need to develop interactive skills which involve decision about communication such as what to say, how to say it and when to say what, while maintaining social relations with others. Nolasco & Arthur (1987: 5) say the following: *"conversation refers to a time when two or*

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more people have the right to talk or listen without having to follow a fixed schedule, such as an agenda". Through this quotation, students are given confidence and support through controlled activities, use awareness activities to increase students' sensitivity to the way conversation works, develop fluency and organise feedback, spoken interaction is also involved.

2.2.4.2. Discussion Topics

In a real life, topics of discussion arise in any time among human beings conversing in any situation of social interaction. People generally discuss on everything when the need arises. Bygate (1987: 117) says the following: *"a topic is a subject of conversational exchange".* For topics to be of interest, they should depict real life situation. Students should be given topics of real life for discussion. Ndayimirije (1983: 42) proposes some topics that can help to conduct a real life situation/discussion such as:

- life at school
- life in town
- the qualities of a good mother
- the qualities of a good father
- the qualities of a good wife
- the qualities of a good husband
- boy-girl relationships in my school
- etc.

Such are topics of interests because advanced learners are pleased to discuss topics related to social life.

2.2.4.3. Group Work

Group work seems to be an extremely attractive way for a number of reasons to develop the ability to use the spoken language communicatively. It increases the amount of student talking time and we can place emphasis on the opportunities it gives students really to use language to communicate with each other. Group work can foster cooperation among students and give the shyer ones a chance to join in especially if the group is small. Students who have more difficulties than others will have an opportunity to make a contribution to the corporate effort without worrying about getting it wrong, and this increases their self-confidence in using the target language communicatively. Mathews, A. et al. (1985: 211) says:

> *group works are works performed by the class in smaller units, usually of between 3 and 8 students on a given task. The main aims of group work are to give great opportunity to each student to participate actively in order to foster a cooperative (rather than competitive) spirit among the students and to encourage them to work independently of the teacher.*

This citation shows that group work is important as it gives the students opportunities to use language freely by trial and errors and correct one another using their input and output to carry out a conversational exchange communicatively. Among group work activities, we have:

2.2.4.4. Pair Work

Work performed by the class in pairs (work in twos) in order to give students maximum opportunity to participate in an activity.

2.2.4.5. Open Pair

Two students in different parts of the classroom respond to one another, usually in dialogue. Typically this occurs prior to work in closed pairs, to act as a model to the class and to enable the teacher to check whether the students have grasped what is being taught well enough to work by themselves in closed pairs.

2.2.4.6. Closed Pairs

Two adjacent students work together. While conducting group work, the teacher should be going round the pairs or groups as they are working. Listen for mistakes which get in the way and at the appropriate moment feed in the right form, quietly to the students. The teacher should also distribute his/her attention over the whole class and give hints to help shy or slow learners to speak.

2.2.4.7. Role-Play and simulations

Role-play and simulations are activities that provoke spoken interaction among people participating in speech. Underwood (1989:90) says that Role-play and simulation are activities which can be based on a number of different stimuli: role cards, stories, characters seen on television, etc as well as listening passages. The attraction of using listening as an input is that it can provide the students with a selection of language appropriate to the roles and situations which are to be developed. Even if the situation presented in the listening text is different from the one to be used in the role-play, it is useful for the students to hear relevant language functions and forms which they may wish to use when their turn comes to speak.

These activities exercise the learners to any great extent in using language in those situations where they are mostly likely to need everyday. Ken (1982:7) on his behalf argues in the following words:

> *simulations and language are virtually inseparable. Almost all simulations involve a substantial amount of interaction between the participants and interaction involves language – the spoken word, the written word, or both.*

This citation demonstrates that even though two participants or two groups of participants may start the simulation with opposing views, the action brings them together. They concentrate on the issues. They have a built-in motive to analyse, discuss, argue, report, state a case, question, negotiate, conciliate, mediate, explain, denounce, agree, tackle problems and make decisions in a cohesive manner.

2.2.4.8. Dialogue building

Dialogues have been revealed to be an important tool to develop good speaking among learners. Nolasco & Arthur (1987:30) says:

> *dialogue building is not a substitute for fluency work, but used sparingly it allows the possibility of giving weaker students a chance to say something. It can also allow teachers to focus on appropriacy so that students get a chance to widen their repertoire.*

Through dialogue building, there is a creation of conversational feedback and students acquire the abilities to use vocabulary items carefully in contexts. They learn from one another while increasing their vocabulary repertoire. They overcome their inhibitions to speak in front of others while enjoying acting.

Bygate (1987:21) on his behalf says this:

> *the dialogue also permits the students to participate actively in the lesson, which, form the point of view of motivation. The key items in the dialogue on which practice centres should be those students need for communication. That is, they should enable them to express such concepts as obligation, approval and disapproval, agreement and disagreement likes and dislikes intentions, advice, warnings, etc.*

Through this citation, learners have opportunities to exercise themselves in speaking using the language they are learning politely depending on the context of their conversational exchange.

2.2.4.9. The use of songs

Songs are also among the means through which learners develop their fluency in speaking. Byrne (1976: 92) shows this in his words:

> *they are real and once again provide a link between the classroom and the outside world. They are enjoyable and therefore memorable. Even if they present difficulties of comprehension there is an incentive to overcome them. The explanation of certain lines in the song may in fact be a way of opening up discussion.*

Most young, adolescent as well as adult learners enjoy singing songs. Many of us spend a fair amount of our spare time listening to songs and many people, especially youngsters, enjoy joining in, so by using songs in the language class we are getting the students to do something that they would do in real life.

Singing a song is a great way of unifying a group. We can see this from the way songs are used in politics, at football matches, etc. As songs have a very marked rhythm, we can help our students to use the correct rhythm and stress by reciting and singing songs. Songs provide a means of learning new vocabulary in context and words learnt this way are rarely forgotten. Thus songs are a means of oral reinforcement outside of the class.

2.2.4.10. Story-telling

Good speaking can also be resulted in enjoying telling stories as revealed through Grant (1987:29)'s points of view:

> *this is an important activity, especially (but not only) when teaching younger pupils. A good source of such stories is the newspaper. Learners enjoy a true or false spot, in which you tell a story, and the listeners have to say if it is true or not – and give their reasons if they think this false.*

This citation shows that while giving reasons about why a story is false or true they develop their abilities to speak the target language. Halliday (1978:160) on his behalf adds that:

> *story telling is a commode mode, and like others it is often competitive: a clever storyteller cannot only tell rich stories himself but also contrive to impoverish everyone else's.*

Storytelling has been revealed to be an important tool in enhancing the learner's interest to use a language. A good storyteller can convince his/her counterparts to accept his/her own opinions as he/she has abilities to argumentative comments.

2.2.4.11. Problem-solving

Problem-solving is an exercise which involves guessing so as to solve a problem at hand. As Ndayimirije (1983:44):

> *in problem-solving exercises, the teacher supplies the pupils with intriguing situations for which they are asked to find an acceptable solution. Then, each member of the group makes a proposal, explains it and justifies it. In doing this, he tries to persuade the group that his suggestion is the best for settling the situation.*

This means that problem solving exercises usually provoke comments, exciting discussions, and may lead themselves to the use of conditionals. It is an exercise that involves guessing, thinking while using the language to solve a problem. Under this point, we have also speaking games, languages games, crossword puzzle, etc.

E.g. What gets wet when drying? (A riddle).

Answer: A towel

Riddles are also parts of problem-solving exercises.

2.2.4.12. Speaking games

Games can be aids to language teaching and learning. They may present possibilities to reinforce the learned materials in a more lively way. Games can in no doubt offer opportunities to talk while doing game exercises. Lee (1979:1) explains:

> *games are enjoyable (...). The goal is visible and stimulating: outdoing others, and improving on*

> *oneself, are by and large enjoyable pursuits. Enjoyable also is the active cooperation with one's fellows. In group or team activity, rivalry and cooperation go hand in hand. There are the other groups or teams to surpass, and friends to help surpass them. But in spite of all the effort – and sometimes, when attention is sharply focused and the learner's energies stretched to the full in a game, it is hard to see any difference between 'work' and 'play' there is a pleasant, informal, and often relaxed atmosphere, favourable to language learning.*

Through speaking games, students are exposed to exercise in which they are asked to answer using the spoken language especially if the exercise is going on. Here, a relaxed atmosphere to learn is provided because they discuss between themselves while doing the exercise. We also know that a language is learnt by using it. This means using it in situations and communicatively. The teacher must give all the necessary instructions, and do it clearly enough for everybody to understand what to do. The teacher uses the game to release the students from tension after an intense concentration demanding activity, example, after a quiz. In so doing, the teacher may get the students into a good mood for learning in further lessons.

2.3. The Remedial Approach in Teaching/ Learning

2.3.1. Introduction

Communication should be the starting point as well as the goal of any English class, although short-term goals that focus on language form can certainly be used. According to the information accessed on the website on 7th August 2009:

remedial work are necessary in English class because learners receive insufficient practice compared to natural settings. Errors should be seen as part of the language learning process as nobody learns a foreign language without making errors. However, errors do require remedial work, that is, activities designed to help learners particular errors, especially those involving possible fossilization.

2.3.2. A diagnostic remedial teaching approach of language

According to the information accessed on the site on 29th July 2009 the approach was used with low intermediate students successfully during a year 2004-5. It is composed of 13 principles as developed from Carolyn Olivier and Bowler in 1996 as follow:

1. Make no assumptions
2. Start at "point zero"
3. Hold students accountable
4. Be multi-sensory
5. Explain structure, patterns, and rules
6. Treat mistakes positively
7. Pace instruction
8. Micro-Unit
9. Use students' interests
10. Teach to automatization
11. Spiral back
12. Recognise success
13. Model learning behaviour

To make no assumptions means respecting each student's unique skills and needs. Similar students may not benefit from the same process of application of diagnostic-remedial principles. When uncertain, ask the student and actively listen. Shape, model for, and manage self-directed students by empowering them to achieve their expressed goals.

To start at "point zero" means to begin at the beginning. First things come first. Instruct at the weakest, earliest sub-skill in the chain of skills required for success, moving on to each sub-skill sequentially. Starting at point zero requires fine analysis and detailed planning by a teacher, but also provides a sense of relief to the learner that "nothing's been missed."

To hold students accountable means avoiding overestimating weaknesses and underestimating strengths. Each student is stronger in some areas than in others. Expect and require use of mastered skills while learning new ones. Require students to work diligently to master new skills necessary for literacy. Holding students accountable is conducive to group tutorials, as some students independently practice stronger skills while others work with the tutor learning a new skill.

To be multi-sensory means realizing the benefits of and planning for opportunities to see, hear, say and do while acquiring skills. Such direct experiences reinforce underlying key concepts, critical to learning for students with learning differences. Remember: information is receptive and expressive, written and oral – students should be alternately hearing, reading, saying, writing, showing, and doing. Being multi-sensory requires teacher responsiveness to learning style differences as well as learner acceptance and valuing of "hands-on", experiential learning.

To explain structure, patterns, and rules results in students gradually taking personally meaningful and practical control of learning, necessary for ultimately successful application of recently acquired knowledge to new situations for students with learning differences. Explaining structures, patterns, and rules involves teacher knowledge of their substance and effective teaching procedures, but pays off in even greater learner success and satisfaction.

To treat mistakes positively means helping learners view errors as a "good thing". Making errors is not "being stupid"; rather, errors show what can be "made right". Errors are feedback indicators, necessary for self-correction. Treating mistakes positively depends on personal buying – into a diagnostic – remedial perspective by the instructor and results in learners reshaping their too often negative self-images into more positive ones.

To pace instruction means to teach neither too rapidly nor too slowly for any particular student on any given day. Pacing instruction requires attainment to each student's alertness and tiredness, hunger or thirst, background knowledge and life experiences, processing style and memorization tendencies, confidence and patience, stamina and endurance.

To micro-unit means to break complex wholes into constituent parts and teaching parts separately when appropriate. Take one step at a time. Micro-uniting makes plain the steps of literacy processes and sequences of sub-skills, making learning more effective and efficient, and creating more capable, and confident, teachers and learners.

To use students' interests means to capitalize on the intrinsic motivation inherent in students' unique experiences and goals. Everyone is different. We all have important things to share. Using students' interests involves eliciting

student examples, letting them pick or design learning activities, and keeping instruction realistic, practical, and authentic.

To teach to automatisation means to teach until fundamental component sub-skills are automatic so the learner can effortlessly use a larger skill. Practice makes perfect. Teaching to automatisation may seem laborious to both learner and teacher, with a great temptation to "cut corners".

To spiral back means to review sub-skills introduced earlier, checking on levels of mastery acquired and reviewing and reinstructing when needed. Spiralling back is especially important when teaching a set of sub-skill required for completion of a larger skill. Sub-skills introduced early are forgotten; connections to other sub-skills may now need explaining. Constantly revisit skills and needs.

To recognise student successes means building legitimate self-esteem by crediting "jobs well done". Students come to us with many strengths and abilities already: congratulations are due. Such recognition builds self-confidence, mutual respect, admiration, and motivation.

To model learning behaviour means to "practice what you preach". Teachers should demonstrate the skills they want students to learn; otherwise, students will question the skills' importance and the teacher's credibility. Be enthusiastic; be inquisitive, be willing to make and learn from mistakes; be what you want the student to be.

All in all, if these thirteen principles are followed and used by teachers in the classroom environment, in a responsive and relaxed manner, we believe that they can produce good effects on the learners' language learning. The learning

of English in general and the learning of the speaking skill in particular will be enhanced.

2.4. Speaking skill testing

Speaking is a social skill. Normally, a person rarely speaks without any audience of some sort. A person is also judged according to how he/she speaks a language in order to say he /she is able to use the language. Thus, communication being the goal of audio-lingual method an emphasis is placed on the development of correct speech habits. Indeed, the development of the speaking skill does not only take place during the teaching -learning process but also when this process is followed by a speaking test. In fact, as Underhill (1987:1) says it: *"a speaking test is a test in which a person is encouraged to speak and then he is assessed on the basis of that speech"*.

However, based on the reasons already mentioned, the speaking tests have been neglected by many education testers among them teachers, with a reason that it is not tested in the national exams here in Burundi. Through this, it is evident that the speaking skill is neglected in favour of pen-and-paper tests, mostly, reading, and writing. One may agree with Manariyo (2006:30) quoting Sesnan (1992: 22) who says:

> *students do not make great effort to learn things which are not tested. It is also to be argued that teachers do not make effort to teach what is not tested.*

This shows that for some teachers and students speaking tests are termed to be unfair. Valette (1967:79) explains this by saying that: *"some students may be timid and even nervous about speaking tests. Others who read and write with difficulty can speak with confidence"*. For the above reasons, a testing technique

which involves learners' speaking test should be valued and included on the programme.

In a given work under study, a methodology is quite necessary. The next chapter focuses on methodology used to conduct this present research.

CHAPTER III: METHODOLOGY

3.0. Introduction

This third chapter is concerned with the methodology used in collecting data for this work. This chapter covers the following sub-topics:

- Research area
- Research population and sampling
- Research instrument
- Data collection procedures
- Data analysis procedures

3.1. Research area

This study was conducted in 8 public secondary schools in Makamba Province. The researcher has been influenced by the fact that this province is neighbouring with an English speaking country, i.e, Tanzania. As the number of communal colleges is increasing each school year, the researcher wanted to have an eye-witness of the development of education system in that province. The researcher's investigation was limited to 8 public secondary schools which are respectively: Makamba Communal Lycée, Makamba Lycée, Gishiha communal Lycée, Vugizo communal Lycée, Mabanda communal Lycée, Gikurazo communal Lycée, Kayogoro II communal Lycée, Nyanza-Lac communal Lycée. These schools were simply selected because they are the only that have Second Scientific Form in the whole province of Makamba. Other motives for choosing this area are that the researcher is a native of that province. He thought to get an easy access to schools as well as to classes. Also, the researcher is operating in the area under meagre resources and limited time. These factors as mentioned could therefore help him carrying out successfully this research.

3.2. Research population and sampling

3.2.1. Research population

At this stage, schools that have Second Scientific Form and their respective teachers were concerned by this study. This is so because both students and teachers are involving in the teaching and learning process and these people are interacting most of the time together. The researcher was motivated by the fact that answers that are given by two sides of informants will not be as bias as one would expect. The following were the total number of teachers, students and the number of sampled students as listed below:

Table 1: Distribution of sampled students and teachers in the selected schools

Schools	Number of teachers	Number of students	Number of sampled students
Makamba Co.L.	1	15	15
Makamba L.	1	27	15
Gishiha Co. L.	1	8	8
Vugizo Co. L.	1	30	15
Mabanda Co. L.	1	16	15
Gikurazo Co. L.	1	30	15
Kayogoro II Co. L.	1	16	15
Nyanza-Lac Co.L.	1	30	15
Total	**8**	**172**	**113**

Looking at the above table, we notice that 8 secondary public schools were taken as a sample. The total number of students was 172. As far as teachers of English language were concerned, all of the 8 teachers in Second Scientific Form in sampled schools were investigated. These are the only schools that have Second Scientific Form as mentioned earlier in research area.

These samples are representative as they are bigger than 1/10 or 1/20 of the whole population. As a matter of fact, while talking of the representative sample, C. Javeau (1971:12) says: *"un échantillon de 1/10 ou 1/20 de la population quand il est tiré au hasard est suffisamment représentatif de celui-ci"*. This can be translated as : *" a sample of 1/10 or 1/20 from research population when it is drawn at random is sufficiently representative of the latter"*. De Landsheere (1976:337), on his behalf, puts it:

> *échantillonner c'est choisir un nombre limité d'individus, d'objets ou d'événements dont l'observation permet de tirer des conclusions applicables à la population entière à l'intérieur de laquelle le choix a été fait.*

This should be translated as:

> *to sample is to choose a limited number of individuals, objects or events whose observation allows to draw conclusions within which the choice has been made. (Translation mine)*

The two quotations mean that the technique of sampling does not include the whole population (universe) but a limited number of individuals. The choice can depend upon the size of the population to be studied, the objectives of the research and finally the means that one has while planning that kind of research. The sample can be done randomly and still bring sufficient information needed.

3.2.2. Sampling techniques

A random sampling was used to gather 113 out of 172 students from 8 secondary schools mentioned that took in the researcher's investigation. In each school, 15 students from Second Scientific Form were involved in the study. The researcher chose to address the questionnaire to Second Scientific Form students because they were generally accustomed to have been exposed to the speaking skill for many times. This is because it is their second year learning technical English.

3.3. Research instrument

A questionnaire and classroom observations were used. The suitability to use written questions as a method of collecting data is that the informants had the right to think and respond freely, confidently without force to sensitive questions especially if they were not supposed to disclose their names. The answers are unbiased since they were given taking into account their day-to-day field of work. Here, the informants are able to fill out the questionnaire as efficiently as required because at this level, students were supposed to have fulfilled all the four skills. In addition, a questionnaire is good to be used because it is not time demanding and consuming. One has to handle the questionnaire and waits for the answers expected. It is also very objective since the respondents are not under any obligation or in the presence of anyone who may influence their responses.

3.4. Data collection procedures

The researcher first introduced himself to the head of the school who would in turn direct him to the concerned English language teacher. He would then

establish friendly relations with the teacher and inform him or her about his objectives and goals of the study. Also, he administered the questionnaire directly where possible; the questionnaires being delivered physically to the subjects for the following reasons:

a) to minimise material cost in case the questionnaire gets lost;

b) to give clarifications about ambiguous items if there were any.

The students' questionnaire was also discussed before the respondents answered them, and answers to the questions were directly collected after their completion. Where the teacher was not available, his/her questionnaire would be left with either the headmaster of the school or one of the staff of the school. It was assumed to the students as well as to the teachers to return their questionnaire after a week but unfortunately they took longer than was expected to fill the questionnaire. However, it is worth mentioning that about 113 out of 172 students, only 90 copies of the students' questionnaire were returned. The teacher' questionnaire return all. The researcher decided to work on available returned questionnaire in the data analysis.

3.4.1. Students' questionnaire

The students' questionnaire comprised seventeen questions which were distributed to Second Scientific Form students in the selected schools. They were requesting them to express what they actually do and how they feel during the learning of English. The researcher analysed which problems contributed to prevent them from expressing themselves satisfactorily in English.

Questions of the two types of questionnaire were of two kinds, that is, open-ended questions and closed questions. Most of those questions were closed because the researcher wanted the respondents to stay within the confines of the

questionnaire objectives and also because too many open-ended questions reduce students' readiness to answer for they view them as time consuming and sometimes boring. Respondents feel at ease when they are faced with options for choice than when they are asked to give their points of view. Both questions request the students to give their points of view about their problems in learning English.. However, questions (1 up to 7) were on the students' learning attitudes, interest, eagerness and willingness towards English language learning. Questions (8 up to 13) were on students' problems in enhancing their English language learning speaking abilities. Questions (14 to 16) were on *Project Aftermath* as a guide to effective speaking skill learning whereas the last question i.e, 17 was on students' perspectives in learning English language.

3.4.2. Teachers' questionnaire

The questionnaire of teachers was composed of open-ended and closed questions intending to investigate teachers' points of view about teaching and learning process through questionnaires distributed in Second Scientific classes in Makamba Province. Questions 1 up to 5 were on teachers' experience. Questions 6 up 12 were on teachers' problems encountered in speaking skill teaching whereas 13 up to 15 questions were on the suggestions for the speaking skill improvement.

3.4.3. Classroom observations

The researcher did classroom observations in order to have an eye-witness about the students' problems while learning to speak English. On the total number of 4 lessons observed, 2 lessons in Gikurazo Communal Lycée, and 2 lessons in Mabanda Communal Lycée; the researcher realised that students in Second Scientific Form still get problems while answering to teacher's

questions or when they are asked to express themselves. Classroom observations are important since they help the researcher to get reliable information. The researcher could not rely uniquely on information given by his informants because it may be inadequate, the reason why he did classroom observations. In addition, when a lesson is being taught, the observer may more objectively make rich critical judgement of the lesson since there is a saying that the spectator sees most of a game in sport. The observer is like a spectator who is seeing the game better than the players involved in the game. Besides, observation allowed the researcher to have a critical mind on what is happening on the spot because the information he got, may be more accurate than the one given by his/ her informants.

3.5. Data analysis procedures

This section shows how the data collected was processed. The researcher tried to analyse all the data from each kind of questionnaire for accuracy and completeness of the information given. The answers to the various questions were analysed quantitatively item by item and interpreted in form of answers to different research questions formulated in this work. The result from the questionnaire helped in assessing the validity of the research and thus attempted to provide correct remedial teaching activities in teaching and learning process. Comments were made based on the results of the answers.

In addition, as regards to two types of questionnaires; the frequency of students' answers and teachers' answers were reported in terms of percentages and tables were used so as to give room for practical conclusions and recommendations to the Ministry of Education, the government, the teachers, as well as to the students. The fourth chapter on its own highlights the data presentation and analysis, and findings.

CHAPTER IV: DATA PRESENTATION, ANALYSIS AND FINDINGS

4.0. Introduction

The current chapter deals with the presentation of answers gathered during the data collection stage. It deals with the analysis of data collected from classroom observations, the students and the teachers' questionnaires, the findings and their discussion. The purpose of this study is to give answers to the research questions already stated in the introductory chapter and check if the answers fit the researcher's expectations.

4.1. Data presentations and analysis

4.1.1. Data from classroom observations

The researcher decided to visit Second Scientific Form classes in the selected secondary schools to see himself how the students are taught. He also went to see how students use their English language in their communicative way when they are required to express themselves in answering to questions.

The researcher made observations because what someone sees for himself is more accurate and authentic than what he is told. One can get information from someone who is subjective or who has other visions other than his. From the classroom observations, the researcher checked if students of Second Scientific Form were having problems of communication in English. He found that they did not want to learn technical English.

4.1.2. Data analysis from students' questionnaire

Question 1. As student, do you think English should be taught in Scientific Section?

Yes ☐

No ☐

Table 1: Presentation of answers for question n° 1

Answers	Frequency	Percentage
Yes	**80**	**88.8%**
No	**10**	**11.2%**
Total	**90**	**100%**

Table 1 shows that the great majority of the informants find that it is necessary not only to learn English but also to teach it as it is observed through this first table, 80 out of 90 respondents, that is 88.8% are eager to be taught English. A few number of respondents, that is, 10 out of 90 respondents namely 11.2% are not interested to be taught English.

Question 2: Do you find English language important and interesting these days?

Table 2: Presentation of answers for question n°2

Answers	Frequency	Percentage
Yes	81	90%
No	9	10%
Total	**90**	**100%**

For the second question, a good number of the respondents affirm that English language is interesting and important these days. This is shown through the

answers they provided since 81 out of 90 respondents, i.e, 90% answered 'Yes' whereas 9 out of 90 respondents, i.e, 10% answered 'No'.

Question 3: Are you always happy when you are in an English class?

Yes ☐

No ☐

Table 3: Presentation of answers for question n°3

Answers	Frequency	Percentage
Yes	81	90%
No	9	10%
Total	**90**	**100%**

In asking this question, the researcher wanted to check the students' attitude while learning English. Through the table, it is noticeable that many respondents asserted positively that they are happy when they are learning English.

This is seen since 81 out of 90 respondents that is 90% said 'Yes' while 9 out of 90 respondents that is 10% said 'No'.

Question 4. a) Do you use English outside the classroom?

Yes ☐

No ☐

With this question, the researcher wanted to see the extent to which students are eager to use English under many circumstances which is a sign of their interest and motivation to speak or to communicate in that language efficiently.

Table 4: Presentation of answers for question n°4 (a)

Answers	Frequency	Percentage
Yes	66	73.3%
No	24	26.7%
Total	**90**	**100%**

Over 73.3% said that they use English outside the classroom. Only 26.7% said that they do not use English outside the classroom. To sum up, the researcher concluded that the great majority of the students are willing to use English language even out of the classroom environment. This clearly shows that they are not forced to learn it simply because it is on the time table of the subjects they had to study but because they really want to communicate in that language.

Question 4.b) If yes, how often do you speak English?

a) Always ☐ c) Rarely ☐

b) Sometimes ☐ d) Never ☐

Within the confines of this question, the researcher wanted to know how many times the students make an effort to speak English outside the periods allotted to English per week, since as we all know the development of oral communication in any language is achieved through speaking it regardless the errors one can commit while expressing himself/herself.

Table 5: Presentation of answers for question n°4 (b)

Answers	Frequency	Percentage
Always	11	12.2%
Sometimes	61	67.8%
Rarely	9	10%
Never	9	10%
Total	**90**	**100%**

From the above table, it can be seen that 61 students (67.8%) tried to speak English outside the periods allotted to English language course whereas 11 students (12.2%) tried to speak it always, 9 students (10%) tried to speak it rarely and finally 9 students (10%) did not make any effort to speak it outside the confines of their classroom.

Question 5. Where do you speak English most?

- While in the classroom ☐
- At home ☐
- When I am with my friends ☐
- Nowhere ☐

By asking this question, the researcher wanted to check if the students are willing to speak English whenever they are and wherever they want to express themselves as communicatively and as correctly as they can. This should be the evidence of their intellectual maturity to master the language using appropriate expressions.

Table 6: Presentation of answers for question n°5

Answers	Frequency	Percentage
- While in the classroom	29	32.2%
- At home	0	0%
- When I am with my friends	61	67,8%
- Nowhere	0	0%
Total	**90**	**100%**

The above table gives us the information that the great numbers of students speak English when they are with their friends. This simply means that they feel at ease when they are with their peers since in this situation they can express themselves freely without fear. They can in addition correct one another between themselves in a relaxed atmosphere. This is shown by the table where we find that 61 (67.8%) students responded "When I am with my friends" whereas 29 (32.2%) students responded "while in the classroom".

Question 6. Do you actually like to speak English language?

- All the time ☐
- When I am speaking to in English ☐
- When I am with my classmates ☐
- When my English language teacher is around ☐

In asking this question the researcher wanted to find out if the individual student is the first to provoke the environment of speaking English.

Table 7: Presentation of answers for question n°6

Answers	Frequency	Percentage
- All the time	23	25.6%
- When I am speaking to in English	12	13.3%
- When I am with my classmates	39	43.3%
- When my English language teacher is around	16	17.8%
Total	**90**	**100%**

The above table shows us that many students speak English while they are among their classmates. 39 (43.3%) students affirm this whereas 23 (25.6%) students tried to speak English all the time, 12 (13.3%) students answered "when I am speaking to in English", 16 (17.8%) students answered "when my English language teacher is around".

Question 7: On which aspect of English do you like to improve more?

Listening comprehension ☐
Speaking ☐
Reading ☐
Writing ☐

To ask this question, the researcher's intention was to know which among the productive skills, that is, speaking and writing skills or which among the receptive skills, that is, listening comprehension and reading skills the students wanted to learn most according to their interests.

Table 8: Answers presentation for question n°7

Answers	Frequency	Percentage
Listening	7	7.8%
Speaking	68	75.6%
Reading	10	11.1%
Writing	5	5.5%
Total	**90**	**100%**

Thinking about English skills, the purpose was to find out on which aspect or aspects of English students would like to be taught profoundly. Looking at the table above, one can find out that speaking occupies here the first position as it is represented by 68 out of 90 students to mean 75.6%, in the second place comes reading with 10 out of 90 students, that 11.1%, the third place is occupied by listening with 7 out of 90 students, that is 7.8%, and lastly writing is occupied by 5 out of 90 respondents, that is 5.5%.

Analysing those answers, one can deduce that the students would like to be taught most speaking and reading skills more than listening and writing skills. This becomes better if the students create themselves the reading habit in order to practise what they read in speaking. In addition to this, we realised that in the third position comes listening comprehension as represented by 7 out of 90 respondents. This also can contribute to better create the speaking of English by listening to English native speakers' model on radio especially on B.B.C, V.O.A when they get chance to listen to some broadcast emissions in English. The listening skill on its part helps the students to improve the pronunciation of English words. As far as the writing skill is concerned, we found out that it is represented by 5 out of 90 students, that is, 5.5%. This can help to better write the language well as it is the most skill used in assessing the students' knowledge, and instruction in most of the cases. Note that normally, it is advised

to teach all the four skills in order to develop better proficiency in communicating in the language.

Question 8: Does your English language teacher give you sufficient time to express yourself during the English class?

Yes ☐

No ☐

In asking this question, the researcher was motivated to know if the students were given sufficient opportunities to practise what they learn as language to speak.

Table 9: Answers presentation for question n°8

Answers	**Frequency**	**Percentage**
Yes	62	68.9%
No	28	31.1%
Total	**90**	**100%**

As the table above shows, a good number of students, that is, 62 out of 90 students (68.9%) were given sufficient opportunities to express themselves freely as they chose the answer. Also, the researcher realises that the other part of the respondents who did not choose the answer was still great. This implied that it is still necessary to give much time to the students to help them to be armed with the oral abilities to communicate in English as it is shown in the aforementioned table 28 respondents (31.1%) said "no".

Question 9. a) Does *Project Aftermath* textbook help you to learn the speaking skill well?

Yes ☐ No ☐

To ask this question, the researcher wanted to request the students to provide reasons in asserting or denying if *Project Aftermath* as a coursebook was a good source book that help them to acquire the English speaking abilities.

Table 10: Answers presentation for question n°9 (a)

Answers	Frequency	Percentage
Yes	20	22.2%
No	70	77.8%
Total	**90**	**100%**

From the above table, most of the students answered that *Project Aftermath* textbook does not help them to learn the speaking skill. The data show us that 70 students answered the question negatively at a high rate of 77.8%. This merely signified that *Project Aftermath* as a coursebook should be changed and updated to modernity as nothing remains static to match up the students needs as competent users of English. Few, however, responded that it helped them to learn the speaking skill, that is, 20 out of 90 students, that is 22.2%. The above reasons were sufficient to say that the review of the programme becomes very necessary to satisfy the students' expectations.

Question 9.b) If no, what particular problems do you encounter while learning to speak English?

Comments.....

When the researcher decided to ask this question, his intention was to know if the students' oral communicative abilities in English were high or low to learn the speaking skill as a result of a lack of inadequate materials used in the teaching-learning process. The answers are seen below as a result of some points of view developed by most of the students while answering this question:

- *Project Aftermath* is difficult to understand as we do not catch the meaning while reading it.
- The story in *Project Aftermath* is not interesting and it is not updated.
- We encounter the problems of learning what we do not understand the meaning.
- There is no grammatical structure to help us know a lot of things in order to speak the language well.
- We do not have clubs of English.
- We do not have books in our class.
- *Project Aftermath is* unnecessary and difficult.
- The problems of *Project Aftermath* are that it is based on the story which has passed instead of dealing with grammar.
- Better change the English programme and learn modern English.
- We cannot learn English without knowing grammar, our English programme is not sufficient.

From the above reasons as developed by most of the students, the researcher realised that the students are interested to learn English but the problem they meet is that the coursebook is difficult. Some aspects of interest should be incorporated on the programme. This means that their learning of the speaking skill is hampered by the coursebook itself.

Question 10. How do you find *Project Aftermath* textbook?

a) Easy ☐ c) Good ☐

b) Difficult ☐ d) Bad ☐

When asking this question, the researcher's intention was to know the students' critical judgement about the coursebook they were using as a means of instruction.

Table 11: Answers presentation for question n°10

Answers	Frequency	Percentage
Easy	2	2.2%
Difficult	61	67.8%
Good	13	14.4%
Bad	14	15.6%
Total	**90**	**100%**

From the above table, as it is indicated, the data show that most of the students responded that *Project Aftermath* as a coursebook is difficult. This is clearly noticeable as the high rate of the respondents, that is, 61 out of 90 students (67.8%) preferred the textbook to be changed and judged it difficult. However, other respondents said respectively that *Project Aftermath* is easy, that is, 2 out of 90 students (2.2%), 13 out of 90 students (14.4%) said that it is good while the remaining part said that it is bad, that is, 14 (15.6%) out of 90 students. This implied that *Project Aftermath* do not facilitate them to speak English.

Question 11: Are you satisfied with the way your English language teacher teaches you spoken English?

Yes ☐

No ☐

This question was simply asked to know if teachers facilitate the English language learning through methods, techniques, and materials they used to teach the speaking skill. The researcher found that there are no sufficient materials to teach the spoken English in the most schools visited.

Table 12: Answers presentation for question n° 11

Answers	Frequency	Percentage
Yes	62	68.9%
No	28	31.1%
Total	**90**	**100%**

From the above table, the researcher realises that most of the respondents were in favour as 62 out of 90 students (68.90%) answered 'Yes' while 28 out of 90 students (31.1%) were against. This gives us the information that many teachers allow their students to express themselves in speaking lessons. However, there are still many things to do to allow the learners speak English to attend 100%.

Question 12: Are there some teachers who threaten you while trying to speak English?

Yes ☐

No ☐

In asking this question, the researcher's intention was to find out if teachers were sources to discourage students in their learning of English speaking skill.

Table 13: Answers presentation for question n°12

Answers	Frequency	Percentage
Yes	28	31.1%
No	62	68.9%
Total	**90**	**100%**

As it is shown in the table above, the data allowed us to say that teachers were not sources of problems to the English language speaking skill learning. 62 out

of 90 students, that is, 68.9% was a high rate whereas 28 out of 90 students (31.1%) were low.

Question 13: Does the geographical location of Makamba Province motivate you to learn and speak English?

To ask this question, the researcher's motivation was to request the students if they realised that this province receives many visitors from English speaking countries, that is, Tanzania, Malawi, Zambia ...

Most of the informants responded in the following words:

- Yes, because English is used in other countries
- Yes, because we live besides English speaking country with whom we can speak English while entering in East African community.
- Yes, we share the limits with Tanzania where many people speak English.
- Our country receives many visitors speaking English.

Question 14: Would you like the English programme in Scientific Section to be:

a) Maintained? ☐ c) Suppressed? ☐

b) Developed? ☐ d) Replaced / changed? ☐

Table 14: Answers presentation for question n°14

Answers	Frequency	Percentage
Maintained?	0	0%
Developed?	44	48.8%
Suppressed?	3	3.3%
Replaced/changed?	43	47.8%
Total	**90**	**100%**

As presented in the above table, many respondents asserted that *Project Aftermath* should be developed to allow or to equip the student with the abilities to speak English. This was observable as 44 out of 90 students were in favour, that is, 48.9%. Also, a good number answered that *Project Aftermath* should be replaced or changed since 43 out of 90 students, that is, 47.8% were in general in favour of its replacement. A small rate, that is, 3 out of 90 students were in favour of its suppression, that is, 3.3%.

Question 15: According to you, what are the qualities of a good teacher of English? Explain briefly

In asking this question, the researcher wanted to bring the students to give their points of view about a good teacher of English they like to improve their language learning in general and the English speaking in particular. Most of the respondents answered:

- A good teacher of English is someone who has been qualified and who is knowledgeable to teach the language well.
- He loves students and he is always happy.
- He is able to express his gratitude.
- He must give his/her students time to express themselves making conversations to practise speaking English.
- He must be interested in that language.
- He must know the degree of an individual student in reading, speaking, writing, listening, etc.
- He must not threaten the students while they try to speak English.
- He is someone who gives students works such as songs, group work, dialogues, tells stories, sketches, etc.
- He is someone punctual at work.
- He must not be lazy and be careful.

- He masters what he teaches.
- He listens to his students' problems and corrects mistakes as they occur.
- He is someone who motivates the students to speak, etc.

The above reasons permit the students to learn English in a relaxed atmosphere.

Question 16: Does your English language teacher give you the following activities to perform during English class?

Activities/tasks	**A. Often**	**B. Often**	**C. Never**
a. Conversation			
b. Discussion topics			
c. Group work			
d. Dialogues/debates			
e. Role-playing and simulations			
f. Problem solving			
g. Learning songs			
h. Speaking games			
i. Storytelling			

The researcher asked this question to ensure him whether those activities are taught and if really the students receive sufficient practice allowing them to use the English language communicatively. The researcher wanted in addition to know if the students meet some challenges when they are trying to express themselves through various activities that involving them to use English as a means of communication. Below are the data presentation and some comments regarding the chart and the answers provided by the respondents themselves on this question.

Table 15: Answers presentation for question n°16

Activities/tasks	Frequency and Percentage		
	Often (%)	**Rarely (%)**	**Never (%)**
a. Conversation	41 (45.6%)	21 (23.3%)	28 (31.1%)
b. Discussion topics	4 (4.4%)	38 (42.2%)	48 (53.3%)
c. Group work	21 (23.3%)	23 (25.5%)	46 (51.1%)
d. Dialogues/Debates	16 (17.7%)	30 (33.3%)	44 (48.8%)
e. Role-playing and simulations	9 (10%)	14 (15.5%)	67 (74.4%)
f. Problem-solving	27 (30%)	15 (16.6%)	48 (53.3%)
g. Learning songs	9 (10%)	11 (12.2%)	77 (77.7%)
h. Speaking games	7 (7.7%)	22 (24.4%)	61 (67.7%)
i. Storytelling	32 (35.5%)	20 (22.2%)	38 (42.2%)

From the table above, most of the learners responded that they learn conversation often. This is shown through the results given by 41 out of 90 students, that is, 45.6%. Other activities are learnt fairly if we try to analyse the respondents who answered 'often' from discussion topics till storytelling. Also, in the column of those who responded "rarely", high rates were in favour of conversation, discussion topics, group work, dialogues /debates to mean that they are not taught as conveniently as they would be. High rates also are observable on the behalf of those who answered "never" with high frequencies of respondents. The answers given bring the researcher to think that learners did not receive sufficient practice as far as the speaking skill is concerned. Teachers should therefore equip their learners with necessary activities that help the learners to express themselves as intelligibly as they can.

Question 17: Do you think you will need English in the future?

Yes ☐ No ☐

Table 16: Answers presentation for question n°17

Answers	Frequency	Percentage
Yes	87	96.7%
No	3	3.3%
Total	**90**	**100%**

The researcher asked this question to see if Second Scientific Form students share the same points of view as him and almost all responded positively, that is, 96.7% (87 students). This is a sign that students like to learn English as the way of developing oral communicative abilities in English in the future.

4.1.3. Answers from the Teachers' Questionnaire

Question 1: How long have you been teaching English in Scientific Section?

Table 17: Answers presentation for question n°1

Schools	Answers
	Number of years
Gishiha Co. L.	3
Vugizo Co. L.	2
Mabanda Co. L.	2
Gikurazo Co. L.	1
Nyanza-Lac Co. L.	3
Makamba Co. L.	5
Makamba L.	2
Kayogoro II Co. L.	1

The researcher asked this question to know how far teachers are experienced in order to help the students to overcome their weaknesses while encouraging their strengths. This should be done through some methods and techniques varied according to the type of each class. Most of the teachers were experienced to do so.

Question 2: Do you really enjoy teaching English in Scientific Section?

Yes ☐ No ☐

Table 18: Answers presentation for question n°2

Answers	Frequency	Percentage
Yes	5	62.5%
No	3	37.5%
Total	**8**	**100%**

The researcher asked this question only to investigate if teachers enjoy teaching technical English as it is in Scientific Section. Most of them answered positively in 62.5% (5 teachers). They should cope therefore with the challenges students are likely to meet in learning technical English.

Question 3: Which language skill do you mostly teach during the English lessons?

a) Listening ☐ c) Reading ☐

b) Speaking ☐ d) Writing ☐

Table 19: Answers presentation for question n°3

Answers	Frequency	Percentage
Listening	0	0%
Speaking	5	62.5%
Reading	2	25%
Writing	1	12.5%
Total	**8**	**100%**

Most of the teachers are aware of the teaching of the speaking skill as the table shows by 5 out of 8 teachers, that is, 62.5% whereas few of them enjoy teaching reading as it is represented by 2 out of 8 teachers, that is, 25% and finally 1 out of 8 teachers, that is, 12.5% enjoys teaching writing.

Question 4: As a teacher of English, do you see the need to teach the speaking skill in Second Scientific Form?

Comments.....

Most of respondents, that is, 5 out of 8 teachers answered in the following words:

- There is the need to teach the speaking skill in Second Scientific Form because students still have problems of speaking.
- Yes, because *Project Aftermath* does not help very much in teaching the speaking skill.
- Of course, since learners at this level, need to be able to communicate orally.
- Yes, I do. In fact, one cannot say that he/she knows any language when he/she cannot speak it well.
- Yes, there is the need because it helps the students to speak English easily and communicate with others.

- People speak more than they write in their everyday life.

To this question whose answers are given, the researcher realises that most of the respondents are aware of the speaking skill teaching needs. It enables the students use the English language efficiently.

Question 5.a) Does *Project Aftermath* help you to teach the speaking skill?

a) Much ☐ b) Little ☐ c) Never ☐

Table 20: Answers presentation for question n°5.a

Answers	Frequency	Percentage
Much	2	25%
Little	6	75%
Never	0	0%
Total	**8**	**100%**

From the above table, most of the teachers answered that *Project Aftermath* helps very little as far as speaking skill teaching is concerned.

5. b) Which activities does it advise you to use?

Comments.....

Most of the teachers answered that listening, reading writing, dialogues, role-playing, storytelling are the most advised activities which are in *Project Aftermath*

5: c) If it does not, do you add supplementary activities of your own?

Yes ☐

No ☐

Table 21: Answers presentation for question n°5.c

Answers	Frequency	Percentage
Yes	6	75%
No	2	25%
Total	**8**	**100%**

Most of the respondents were aware of the need to offer to the students' activities promoting speaking ability habits to communicate in English as represented by 75% in the chart. Few, however, answered "No" as represented by 2 out of 8 teachers, that is, 25%.

Question 6: You may never teach the speaking skill. If so, why?

a) Because it is not included in the syllabus? ☐

b) Because it is not examinable? ☐

c) Because it is a waste of time? ☐

d) Because it is not important? ☐

Table 22: Answers presentation for question n°6

Answers	Frequency	Percentage
a) Because it is not included in the syllabus?	5	62.5%
b) Because it is not examinable?	3	37.5%
c) Because it is a waste of time?	0	0%
d) Because it is not important?	0	0%
Total	**8**	**100%**

From the table, the researcher realises that a good number of teachers did not teach the speaking skill because it is not included in the syllabus. This is shown by 62.5% of 5 out of 8 informants while few of them did not teach the speaking

skill because it is not examinable with a rate of 37.5% by 3 out of 8 teachers. This question was asked to sensitise teachers to teach the speaking as no one can master a language or a skill without practising it.

Question 7: According to you, do you notice that your students feel satisfied with the English programme taught in the Scientific Section?

Yes ☐

No ☐

Table 23: Answers presentation for question n°7

Answers	Frequency	Percentage
Yes	1	12.5%
No	7	87.5%
Total	**8**	**100%**

As it is illustrated on the table, most of the teachers are not satisfied with the way the students use English as competent users of that target language as it should be normally since 7 out 8 (87.5%) teachers responded "No". However, only 1 out of 8 teachers (12.5%) feels well on how his students express themselves in English. This shows that the speaking skill is not given a prominent place in teaching/learning process.

Question 8: How do you find the number of periods per week allotted to the teaching of English in Scientific Section?

a) Sufficient ☐

b) Insufficient ☐

Table 24 : Answers presentation for question n°8

Answers	Frequency	Percentage
Sufficient	2	25%
Insufficient	6	75%
Total	**8**	**100%**

Most of the teachers, that is, 6 out of 8 (75%) teachers answered negatively whereas very few of them, that is, 2 out of 8 (25%) teachers answered positively. This shows that the periods allotted to the teaching of a new language should be increased.

Question n°9: How do you find the level of your students' speaking skill in English?

a) Excellent ☐

b) Good ☐

c) Bad ☐

Table 25: Answers presentation for question n°9

Answers	Frequency	Percentage
Excellent	0	0%
Good	5	62.5%
Bad	3	37.5%
Total	**8**	**100%**

From the given information in the chart, the researcher realises that most teachers 5 out of 8 (62.5%) are proud of the students' speaking skill whereas others were not. As observed 3 out of 8 teachers (37.5%) said "bad". That is to say that there still many things to do in this speaking skill teaching.

Question 10.a) Do you feel satisfied with the level of practice that your students have in speaking English language?

Yes ☐

No ☐

Table 26: Answers presentation for question n°10. (a)

Answers	Frequency	Percentage
Yes	1	12.5
No	7	87.5
Total	**8**	**100%**

The researcher realised from the table that most of the teachers, that is, 7 out of 8 (87.5%) answered "No" whereas one answered positively, that is, 12.5%.

Question 10: b) If no, what particular problems do you encounter in teaching the speaking skill?

Comments.....

Here are comments of most teachers, that is, 8 out of 8 said in their following words:

- Pupils are afraid of saying their own wrong words.
- *Project Aftermath* programme is monotonous, difficult to understand highly technical English and students lose interest in it.
- Some students have in their mind that English is only for students of Modern Arts Section.
- We do not have enough materials to teach it.
- The number of periods allotted to Scientific Section should be increased and the programme should be modified or at least be developed.
- Limited time.

- Lack of novels (Reading books).
- Level of the students to low.
- No sufficient interest in the programme of *Project Aftermath* on the part of the learners especially because of a lot of new words which are mostly scientific and technical.
- The problem is that the students do not provide much energy in learning English.

From these points of view, the researcher realises that there are really problems in speaking skill teaching.

Question 11: Are these teaching materials (books, tapes, cassette recorders, films, magazines) available at your schools?

Yes ☐

No ☐

Comments.....

Here were their comments:

- The only materials could be books, but even these are almost inexistent.
- We have a great problem of lack of materials what therefore handicaps the teaching of communicative activities. The government should supply the schools with those materials so as to promote English language lessons.

Question 12: According to you, what should be the teacher's attitudes towards the learners' errors and mistakes during communicative activities?

Comments.....

This question was asked to know how teachers react towards the students' errors and mistakes; here are comments of most of the teachers:

- The teacher should help the students to correct errors and mistakes without being upset.

- Not to be angry with the students but rather to correct the errors whenever they occur.
- The teacher should be tolerant of errors and mistakes committed by the learners allowing them to express themselves freely.
- Teachers should appear as outsiders during communicative activities in class and guide the students to the correctness in speaking.
- The teachers should not correct the mistakes every time because the students can feel tired and unhappy.

Question 13: Would you like the English syllabus used in Scientific Section to be:

a) Maintained? ☐ c) Suppressed? ☐

b) Developed? ☐ d) Replaced? ☐

Table 27: Answers presentation for question n°13

Answers	**Frequency**	**Percentage**
Maintained?	0	0%
Developed?	4	50%
Suppressed?	0	0%
Replaced?	4	50%
Total	**8**	**100%**

The results in the chart show that a half of the respondents were for the development of the syllabus used in Scientific Section while the rest was for its replacement.

Question 14. Do you make use of the following activities while teaching the Speaking skill?

Activity/tasks	A. Often	B. Rarely	C. Never
a. Conversation			
b. Discussion topics			
c. Group work			
d. Dialogues/ debates			
e. Role-playing and simulations			
f. Problem solving			
g. Teaching songs			
h. Teaching games			
i. Story telling			

The researcher asked this question in order to realise himself if teachers in Scientific Section make use of these activities while helping their learners to cope with the speaking skill demands in terms of communication in the target language.

Table 28: Answers presentation for question n°14

Activities/tasks	Frequency and percentage			
	Often %	Rarely %	Never %	Total
a. Conversation	6 (75%)	2 (25%)	0 (0%)	100%
b. Discussion topics	4 (50%)	4 (50%)	0 (0%)	100%
c. Group work	2 (25%)	6 (75%)	0 (0%)	100%
d. Dialogues/ Debates	5 (62.5%)	3 (37.5%)	0 (0%)	100%
e. Role-playing and simulations	4 (50%)	2 (25%)	2 (25%)	100%
f. Problem solving	5 (62.5%)	3 (37.5%)	0 (0%)	100%
g. Teaching songs	0 (0%)	1 (12.5%)	7 (87.5%)	100%
h. Speaking games	0 (0%)	3 (37.5%)	5 (62.5%)	100%
i. Story telling	4 (50%)	3 (37.5%)	1 (12.5%)	100%

While analysing the results or the answers provided by the respondents through the table 30, the researcher found out that the most taught activity among the communicative activities is conversation as it is represented by 6 out of 8 respondents, i.e, 75%. Few among the respondents, i.e, 2 out of 8 teachers, i.e, 25% responded "rarely". Other activities which were revealed to be taught are dialogues or debates and problem solving because they are represented by 5 out of 8 respondents, i.e, 62.5% responded that they taught them "often". At the third position, come role-playing and story-telling which were demonstrated to be taught by 4 out of 8 teachers, i.e, 50% on each type of activity, i.e, 2 (25%) out of 8 teachers answered that they taught English through group work whereas songs, games were not taught often or even were almost never taught according to the rates of the respondents who answered "never". This is shown when 7 out of 8 respondents (87.5%) and 5 (62.5%) out of 8 teachers responded "never" respectively that they never teach songs and games.

Concerning activities which were rarely taught, most of the teachers, i.e, 6 out 8 teachers answered that they rarely teach English through group work as they were represented by 75%. In the second position, topics for discussion were rarely practised as it is revealed that 4 out of 8 teachers, i.e, 50% did not teach it. In the third position, dialogues/classroom debates, problem-solving, speaking games, and story telling were rarely taught as they were represented by 37.5%, i.e by 3out of 8 teachers for each activity. Fourthly, conversations and role playing, simulations were not practised frequently since the respondents answered rarely with the rate of 25% by 2 out of 8 teachers. Finally, songs were not practised almost at all as they are represented by 1 out of 8 teachers, i.e, 12.5%.

To provide the learners with effective learning, all those communicative activities should be taught as they were demonstrated that they contribute in

stimulating the learners to keep their learning process alive. Teachers should bear in mind this dictum of Kant: "Experiment without theory is blind, theory without experiment is lame". Those theories are useful to be applied because they help learners to use knowledge in everyday life and to the teacher to evaluate the degree of understanding of the learners individually.

Question 15: What do you suggest as remedies to the students' communication challenges or poor spoken English in Scientific Section?

The researcher asked this question simply requesting teachers to make comments about what should be done to help the learners to confront challenges they meet while using the language to communicate. Here are some of their comments:

- to take time to correct the common mistakes
- to give room to the students while teaching,
- as remedies, I suggest to multiply different communicative activities and didactic materials
- students should be encouraged to speak English in and out of the classroom
- other structural drills should be inserted on the programme
- I suggest more reading and enthusiastic motivation to practise speaking, more interest in English
- To move with modernity then try to find out things elsewhere as on internet.

Such points of view as they were provided by most of the teachers are of interest. They should help the learners to speak English communicatively if they were correctly applied in a relaxed atmosphere.

4.3. Findings

4.3.1. Findings from Classroom Observations

4.3.1.1. Classroom size

From the classroom observations, the researcher found that in most of the schools under investigation, there were a small number of students. Consequently, he noticed that activities likely to promote the speaking skill under study were possible. The lacks of didactic materials are among the great challenges that hamper the oral communicative abilities. This is because in some schools, there were no coursebooks to use both on the part of the students as well as on the part of teachers as revealed answers given on questions 10 and 11 by teachers. Answers given by students on question 9.b) also revealed that. In a nutshell, teachers in this context were encouraged to help the students becoming competent users of the language in whatever ways.

4.3.1.2. The time factor

About the time factor, the researcher found that it could be another factor hampering the teaching/learning process in English. Normally, English is taught 3 periods in week. In such a situation, it could be very difficult for teachers to really involve their students in communicative activities.

4.3.1.3. Students' participation

The problem here about this issue was that many students were very shy to stand before their classmates in order to give their points of view on a given question or subject of discussion. Even in giving the answer to a question, many students did not participate actively whereas a small number of the students tried to

express themselves even if they were not sure about the answers they were going to give. For this situation, the teacher pointed some students to answer and if they failed he helped them.

4.3.2. Answers from the students' questionnaire

After analysing the answers given by students in their questionnaire, the researcher found that the students of Second Scientific Form in the schools under investigation liked to speak English; they liked also to speak it even outside the classroom. Students' social environment in which they live did not offer them opportunities to practise it satisfactorily.

In addition, the researcher found that the communicative activities were not taught by many teachers to allow the students having occasions to exercise themselves using the target language, that is, the speaking skill as this study seeks to investigate in this domain. This situation was illustrated by the high rate found in the column where most of the respondents said assertively "never" in comparison with "rarely" and "often" in question 16 for activities revealed to help students practising their speaking ability habits. Students were willing to study the speaking skill as revealed from their answers especially in the first 7 questions. Also among the four skills they learn at school, most of the students said that they wanted the speaking skill to be given much attention, this shows that many students wanted to have a good oral expression habit in English as a language on the top actually. The only problem, they judged the coursebook they were currently using as difficult.

Furthermore, in table 16, students in their perspectives answered positively that they would need to use English in future.

4.3.3. Answers from Teachers' Questionnaire

After analysing the answers given by teachers in their questionnaire, the researcher found that most of the teachers liked to teach English. They were experienced as most of them were teaching for more than two years. They also said that they were currently teaching in Scientific Section. This was the evidence that they knew difficulties as well as facilities they were likely to encounter in English teaching and learning process. That is why their suggestions and answers would be helpful and of practical use.

Coming to the speaking skill which was our concern in this study, the researcher found out that it merits special attention as most of the teachers declared that the syllabus used in Scientific Section helps them little to teach it. Also, a good number of teachers responded that the English syllabus used should be replaced or at least be developed as revealed through the table 27 while answering question n°13. It was also worth to mention that the activities which were likely to be used to promote the speaking skill were fairly taught as it was the case in table 28 for question n°14.

The researcher noticed that all the teachers under investigation were in common agreement with his view that the speaking skill teaching contributes in developing the students' oral communicative competence in English through communicative activities.

However, the researcher discovered that even though teachers taught the speaking skill, they did not focus on it. They spent much time on grammar, vocabulary development, reading, and listening skill and other drills which did not help the students to develop their speaking competence.

Finally, those teachers also realised that their students had difficulties in oral expression in English and then suggested things to be done in order to overcome that problem as listed on 15th question's answers.

4.3.4. Discussion of the Findings

As it has been stated earlier, this dissertation sought to examine the communicative challenges Second Scientific Form students have basing on their remedial teaching approach. In this perspective, three research questions were formulated:

1. Does the *Project Aftermath* programme suit the level of Second Scientific Form students considering their present and future needs to communicate in English?
2. Is the speaking skill given a prominent place in the curriculum as well as in the Scientific Section?
3. Are there remedial approaches to enhance the teaching/learning of technical English in general and the speaking skill in particular?

From the research question n°1, the study revealed that English language teachers in Second Scientific Form have different methods and techniques they could adopt. Among the techniques they used, some teachers said that communicative activities were used. All the teachers responded positively that communicative activities were very important in developing the communicative competence abilities on the part of the students in English. Also as observed, communicative activities did not have the main emphasis as being the main focus on the speaking skill.

Considering the second research question, the speaking skill was not given a prominent place since as revealed through the students as well as the teachers'

answers. The syllabus used in Scientific Section was judged to be difficult and did not provide many opportunities to cultivate oral abilities to speak English proficiently.

Considering the last research question, the students of Second Scientific Form in Makamba province were not motivated to learn technical English since they suggested *Project Aftermath* to be replaced or at least be developed to include aspects of interest.

Many reasons were suggested as the causes of this by the students themselves. These include students who do not make effort to practise the speaking skill through communicative activities in and out of the classroom and some having no motivation to learn English at all. On the other hand, teachers do not give sufficient attention to the speaking skill and its sub-skills when dealing with communicative activities which help the students to develop their oral communicative competence.

In a nutshell, the research questions stated were revealed to be true and valid as illustrated through the analysis of the findings/answers.

The fourth chapter dealt with data presentation and analysis, their answers from classroom observations, students' questionnaire, teachers' questionnaire as well as their discussion. The last chapter attempts to provide general conclusions, and some practical recommendations formulated and directed to different people concerned by the educational system development.

CHAPTER V. GENERAL CONCLUSIONS AND RECOMMENDATIONS

5.1. General conclusions

The first chapter dealt with the background to the problem, statement of the problem, purpose of the study, significance of the study, research questions, motivation of the research, scope and delimitation of the study, and finally definition of key terms.

The second chapter dealt with introduction, the components of the speaking skill, language learning, language teaching, speaking as a skill, the students' needs in communicative activities, the teachers' role in communicative activities, the importance of the oral skill in language learning, *Project Aftermath* as a coursebook, the speaking skill in *Project Aftermath,* the relationship between the speaking skill and other language skills, activities for oral communication practice and its sub-components, the remedial approach in teaching learning with its 13 principles, the speaking skill testing.

The third chapter dealt with the methodology used to collect the data, research population and sampling, research instrument, data collection procedures and its sub-components, and data analysis procedures.

The fourth chapter dealt with data presentation and analysis, data from classroom observations, analysis from students' questionnaire, data analysis from teachers' questionnaire, the findings and their sub-components, discussion of the answers and the questions which preoccupied the researcher found the answers.

Briefly, from the analysis, the researcher found that communicative activities, the thirteen principles suggested by the remedial approach in teaching approach have a great impact on the English language learning/teaching.

5.2. Recommendations

The findings which came out of this study appeal for a number of changes to be applied in the process of English language learning and English language teaching in general and particularly in the teaching/learning of the speaking skill. The recommendations are directed immediately to the Ministry of Education, the teachers of English in Second Scientific Form, the Second Scientific Form students, to the Government.

The Ministry of Education should:

- review the programme in order to satisfy the students' need and demands of today in English.
- incorporate aspects of interest on the programme such as computerization in order to widen the learners' global view of the world as nothing remains static in the world of developing technologies.
- equip secondary school libraries with new designed materials such as books, radio, tapes, journals, TV, articles, magazines, and so on.
- bring students to be accessed on internet.
- organise seminars, workshops, and in-service training for English language teachers because the latter will help them to come across new ideas, technologies and methods they will use when teaching.

The teachers of English in Second Scientific Form should:

- create opportunities to bring students to want to speak English.
- create a relaxed, friendly and supportive learning environment. They should provide a pleasant learning environment for the research revealed that learners learn successfully in a relaxed atmosphere.
- use methods and techniques which would make react students and involve them in oral communication.
- focus on activities such as clubs, debates, sketches, exposés, conferences, conversations, discussion topics, group work, role-play, simulations, songs, story-telling, problem solving, speaking games, etc. because they involve the students in the active use of the language.
- measure the students' speaking abilities through organised evaluations to detect their progress or deficiency.

The students should:

- create English speaking habits by listening to broadcast emissions on radio, TV, etc. putting what they hear in speaking.
- create reading habits in order to put into practice what they read in speaking.
- exercise themselves to use the spoken English by imitating native speakers' model if they get chance to interact with them face to face.

The government should make a clear policy of developing educational system under several angles to permit our students be competitive with other communities using English.

Suggestions for further researchers:

We cannot pretend to be exhaustive in the speaking skill study development issue. Therefore, further research is needed. Other researchers should focus their studies in technical sections such as engineering, economics, electronics, nursing, etc. to check if similar research questions match up in those sections. This study dealt with a small sample of the whole population in Burundi. Then, further researchers should for these reasons use larger samples, larger areas, and different approaches.

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APPENDICES

Appendix 1: Letter to the respondents

To the Second Scientific Form
English Language Teachers
in public secondary schools in
Makamba Province

University of Burundi
Institute for Applied Pedagogy.
English-Kirundi Department

Dear Sir / Madam,

I am a student researching on the topic: **"Communication Challenges and the Remedial Approach in Teaching/ Learning of the Speaking Skill: The Case of Second Scientific Form in Some Secondary Schools in Makamba Province".**

I kindly request you to assist me by answering this questionnaire. In so doing, do the following:

(i) Fill in the blank spaces with correct information.

(ii) Where alternatives are given, indicate your choice by putting a tick (V) in the box given.

Please, answer this questionnaire as honestly as you can. The answer you give will not be used against anyone. Therefore, there is no need to mention your name on the questionnaire. The given information will be treated with high confidence.

Thank you in advance for your cooperation.

Yours sincerely,
Charles Misago

APPENDIX 2: Questionnaire to the Public Secondary English Language Teachers (Second Scientific Form)

Name of the school: .....

Sex:..... Age:.....

Qualification:.....

Number of students in class.....

Put a tick (V) in the appropriate box and give comments if necessary while answering this questionnaire.

1. How long have you been teaching English in Scientific Section?

Comments.....

.....

2. Do you really enjoy teaching English in the Scientific Section?

Yes ☐

No ☐

3. Which language skill do you mostly teach during the English lessons?

a) Listening ☐ c) Reading ☐

b) Speaking ☐ d) Writing ☐

4. As a teacher of English, do you see the need to teach the speaking skill in second scientific form?

Comments

.....

5. a) Does "*Project Aftermath*" help you to teach the speaking skill?

a. Much ☐ b. Little ☐ c. Never ☐

b) Which activities does it advise you to use?

Comments

.....

.....

c) If it does not, do you add supplementary activities of your own?

Yes ☐

No ☐

6. You may never teach the speaking skill. If so, why?

a. Because it is not included in the syllabus? ☐

b. Because it is not examinable? ☐

c. Because it is a waste of time? ☐

d. Because it is not important? ☐

7. According to you, do you notice your students feel satisfied with the English programme taught in the Scientific Section?

Yes ☐

No ☐

8. How do you find the number of periods per week allotted to the teaching of English in Scientific Section?

a) Sufficient ☐

b) Insufficient ☐

9. How do you find the level of your students' speaking skill in English?

a) Excellent ☐

b) Good ☐

c) Bad ☐

10. a) Do you feel satisfied with the level of practice that your students have in Speaking English language?

Yes ☐ No ☐

b) If no, what particular problems do you encounter in teaching the speaking skill?

Comments

.....

11. Are these teaching materials (books, tapes, cassette recorders, films, magazines) available at your school?

Yes ☐

No ☐

Comments

.....

12. According to you, what should be the teachers' attitudes towards the learners' errors and mistakes during communicative activities?

Comments

.....

13. Would you like the English syllabus used in Scientific Section to be:

a) Maintained? ☐ c) Suppressed? ☐

b) Developed? ☐ d) Replaced? ☐

14. Do you make use of the following activities while teaching the speaking skill?

Activities/tasks	**Often**	**Rarely**	**Never**
a. Conversation			
b. Discussion Topics			
c. Group work			
d. Dialogues/Debates			
e. Role-playing and simulations			
f. Problem solving			
g. Teaching songs			
h. Teaching games			
i. Storytelling			

15. What do you suggest as remedies to the students' communication challenges or poor spoken English in Scientific Section?

Appendix 3: Questionnaire to the Public Secondary School Students (Second Scientific Form)

Name of the school: .....

Age..... Years Old..... Class .....

Sex.....

Number of students in class .....

Put a tick (V), in the appropriate box and give comments where necessary while answering this questionnaire.

1. As a student, do you think English should be taught in the Scientific Section?

Yes ☐

No ☐

2. Do you find English language important and interesting these days?

Yes ☐

No ☐

3. Are you always happy when you are in an English class?

Yes ☐

No ☐

4. a) Do you use English outside the classroom?

Yes ☐

No ☐

b) If yes, how often do you speak English?

a) Always ☐ c) Rarely ☐

b) Sometimes ☐ d) Never ☐

5. Where do you speak English most?

- While in the classroom ☐
- At home ☐
- When I am with my friends ☐
- Nowhere ☐

6. Do you actually like to speak English language?

- All the time ☐
- When I am speaking to in English? ☐
- When I am with my classmates ☐
- When my English language teacher is around ☐

7. On which aspect of English do you like to improve more?

Listening comprehension ☐

Speaking ☐

Reading ☐

Writing ☐

8. Does your English Language teacher give you sufficient time to express yourself during the English class?

Yes ☐

No ☐

9. a) Does "*Project Aftermath*" textbook help you to learn English speaking skill well?

Yes ☐

No ☐

b) If no, what particular problems do you encounter while learning to speak English?

Comments.....

10. How do you find "*Project Aftermath*" textbook?

a) Easy ☐ c) Good ☐

b) Difficult ☐ d) Bad ☐

11. Are you satisfied with the way your English language teacher teaches you spoken English?

Yes ☐

No ☐

12. Are there some teachers who threaten you while trying to speak English?

Yes ☐

No ☐

13. Does your geographical location of Makamba Province motivate you to learn and speak English?

Comments.....

14. Would you like the English programme in Scientific Section to be:

a) Maintained? ☐ c) Suppressed? ☐

b) Developed? ☐ d) Replaced/changed? ☐

15. According to you, what are the qualities of a good teacher of English? Explain briefly.

16. Does your English language teacher give you the following activities or tasks to perform during English class?

Activities/tasks	**Often**	**Rarely**	**Never**
a. Conversation			
b. Discussion Topics			
c. Group work			
d. Dialogues/Debates			
e. Role-playing and simulations			
f. Problem solving			
g. learning songs			
h. speaking games			
i. Storytelling			

17. Do you think you will need English in future?

Yes ☐

No ☐