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Evaluation of factors inhibiting the english oral performance in Burundi : case of third form arts of some selected secondary schools in Mwaro province

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UNIVERSITY OF BURUNDI

FACULTY OF ARTS AND SOCIAL SCIENCES

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EVALUATION OF FACTORS INHIBITING THE ENGLISH ORAL PERFORMANCE IN BURUNDI: CASE OF THIRD FORM ARTS OF SOME SELECTED SECONDARY SCHOOLS IN MWARO PROVINCE.

By

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A Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of **«Licence en Langue et Littérature Anglaises»**

Bujumbura, June 2016

DEDICATION

To my parents and relatives

To my brothers and sisters

I dedicate this work

ACKNOWLEDGEMENTS

The completion of this work is a result of the contribution of many people .I wish to take this opportunity to express my acknowledgement to them.

First and foremost, special thanks are due to my supervisor, Dr Horicubonye Ildephonse, Lecturer at University of Burundi who devoted his time to guiding me through this research process. His availability, comments, and suggestions are very much appreciated.

My heartfelt gratitude goes to all the teachers who taught me from the primary school to the University; with special regards to the English Department lecturers for the moral and academic support.

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There are no words to express my gratitude to my parents, brothers and sisters for their permanent encouragement, moral and financial support during my studies.

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ABSRACT

English language has gained a considerable linguistic power in the framework of languages competition all over the world. It is obviously seen that English is given an important place in Burundian educational system since it is taught from primary school to university. However, the English language teaching or learning process in secondary schools is characterized by poor performance in that language especially in its oral form. The main interest in the present study is to assess the factors that inhibiting the pupils 'oral performance of English in 3rd form Arts of some selected secondary schools in Mwaro Province. This study was guided by three questions that were answered along my research:

- Is spoken English given enough time in classroom activities?

- Do students speak fluently English language?

- What are the factors that influence the learners 'speaking performance?

To find answers to those questions, a number of pupils and teachers are asked and also classroom observation is taken into account. The pupils and teachers 'answers made me to conclude that, apart from the time allotted to the speaking which is not sufficient, there are other factors that inhibit the third form Arts pupils 'oral performance in Mwaro Province such as parents'socio-economic background, lack of materials, attitude towards English language, environment. This work is ended by formulating some recommendations.

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CHAPITER I: GENERAL INTRODUCTION

1.1. Introduction

Before being written or read, any language is primarily spoken. The spoken language is an important tool that people use to communicate with each other and to convey ideas and feelings. Language is used all over the World and many scholars have written about it in order to promote it both in educational systems and every day communication. To this Stern (1969:15) stressed the importance of spoken language in the following terms:

"If one wishes then to study language,
It is logical to go to the primary source, that is spoken, rather than the
Derived, secondary source such as writing represents and which
Moreover is a "language only to a minority of world's population".

To speak a language is an innate activity for human beings, but learning to speak a language, especially a foreign language demands much attention and practice when speaking, one needs to convey well his thoughts (arguments) and need then to speak fluently to be understood by the listener. Oral performance of a language is often used to characterize high language proficiency and this has led many learners to consider it as a difficult task.

As far as the English language is concerned, it is used in education, politics, and international business and in other various professions. In Burundi, it is taught and learnt as a foreign language (FL) and has been introduced in the educational system in the late 1950. From 2007-2008 school-year, it is taught at all levels of education to facilitate the integration of Burundi into the English speaking world community.

However, some Burundian researchers have pointed out that the school does not help pupils much with regard to the leaning of oral English or other related skills relevant to their communication needs. As Burundi has become a member of the East African Community, Burundians need to learn to speak English to be able to communicate with other citizens of the EAC countries or any other English speaking people. Therefore, in order to be able to communicate orally, the speaking skill has to be promoted through the educational system.

1.2. Background to the study

English is used by many people in the World; hence its introduction into the Burundian educational system is very important. In Burundi, English is learnt and used in communication. It comes officially in the third position after Kirundi and French. English is taught from primary school till university level in all faculties especially in the Department of English Language and Literature where almost all courses are taught in English. But, pupils do not use English in their interaction process.

Generally speaking, the Burundian environment does not encourage English language learners to perform. Even if pupils learn it, they are exposed on an environment obliging them to interact in their native language Kirundi because the majority of Burundian people speak Kirundi. In addition, the attitude towards English is important because a positive or negative feeling towards that subject affects one's achievement. The role of teachers is to create the right attitude in pupils to motivate them while learning the oral skill.

Teachers who teach and the methods they use may greatly affect pupils' performance. Because when teachers motivate pupils while they are teaching they have a positive attitude towards the course. For example teachers can use songs or

games in teaching oral skill in that case pupils don't get tired and without difficulties.

1.3. Statement of the problem

In Burundian formal education, English is taught or learnt as a foreign language. As far as the third form Arts is concerned, the time allotted to English amounts to five hours per week and students follow the program of Today's English which comprises different texts and grammar

Considering how English is taught, the program that pupils follow and the time allotted to it, it is important to see that oral skill is given enough time in classroom activities as other English skills. One wonders whether a good number of pupils are able to communicate orally in English when they reach the third form Arts. It was assumed that, at that this level, pupils have already mastered all the basic language skills studied in 6^{th}, 5^{th} and 4^{th} forms and can therefore communicate effectively in English.

That is why there is a need to investigate into the factors that inhibit the pupils' oral performance of English.

1.4. Purpose of the study

The purpose of this study is to evaluate factors that may hinder the third form Arts Students oral performance of English in some selected secondary schools of Mwaro province.

1.5. Research questions

1. Is spoken English given enough time in classroom activities?
2. Do the Pupils of third from arts speak fluently English language?
3. What are the factors that influence the learners' speaking performance?

1.6. Scope and delimitation

This study is limited to the evaluation of factors inhibiting the third form Arts Pupils' oral performance in some selected secondary schools of Mwaro Province.

The present research was conducted in six secondary schools in Mwaro Province both public which was randomly chosen among others.

CHAPTER II. LITERATURE REVIEW

2.1. INTRODUTION

The present chapter deals with different ideas and opinions discussed by others authors in relation to my work. It reviews the literature that is relevant to the study. So we know that all human infants are born with a potentiality to acquire or to learn more than one language. According to Byrne (1979:19)

"To learn a language is to learn how to use it, to respond significally to situation by saying appropriate things in it, to understand what others say in it and ultimately to read and write it".

Therefore, no one can claim to have studied a foreign language if he/she fails to use it appropriately that is to communicate in it.

2.2. The need of the learner

Since we know who pupils are learning a language, we are able to identify more or less exactly what they need in terms of language and skills. In this connection, Brown and Yule (1983:27) state that:

"The intention is often that the student should be able to express himself in the target language to cope with the basic interactive skills. Like exchanging greetings, thanks, apologies and to express his needs and request information services".

Many pupils learn a language because they want to succeed in final examination with an emphasis not on skills which are truly needed but on those written exams. Pupils need the language for the purpose of communication and in the case of his study; pupils need to focus on the oral skills. It is therefore recommended that the

teacher should try to help the learner to achieve oral performance. As Byrne (1979:3) observed

"The goal of teaching a foreign language is to enable the learner to behave in such a way that he can participate to the same degree for certain purposes as a member of a community other than his own."

The above quotation shows the social function of a language and we draw from this that the learners need to be taught language for performing certain specific goals as the users of that language. Another point we realized is that the goal of learning is for integrative function.

2.3. The role of the teacher

The teacher plays a great role in the students' learning process. He is permanently with students and it is his role to show students how to learn the target language, to guide them in their initiatives in order to use that language on their own.

Sindayigaya (2003:9) has shown, that the main concern as a language; teacher is to develop the ability to use a language students are learning for the purpose of communication.

Teachers are the main models available to the students. They have then to do their best to make students successful. In this connection, Wilkins(1977:38-39) said that the achievement of students will fall short of model that is put before them; it is more important that the model should be as an accurate sample of speech as possible.

As the foreign language learning demands much attention and practice, teachers have to be conscious of their role; they have to involve themselves deeply during lessons. Bygate (1987:1) stated that the development in language teaching depends very largely on teacher's self-critical awareness.

Teachers are responsible for planning and creating students' need of learning a language and circumstances in which students can learn. They have to choose methods and techniques which are adequate to language learning because the success in English as foreign language teaching depends on the methodological approach which the teacher adopts in the execution of his lessons. Wilkins (1977:152) states that successful learning depends upon teaching techniques.

Teachers do not need to be slaves to books and methods that have been prepared by planners. They have to use their imagination and select a method which will help students to improve their speaking. In this connection, Crymes (1974:12) suggests that the teacher can exercise his ingenuity in creating situation which requires students to speak to speak to and each other.

However, some teachers take for granted the teaching of the speaking skill. They judge that the time allotted to English lesson is insufficient and they prefer to talk alone without students' participation. In this case, students do not have opportunities to talk with their peers and communication is considerably lacking.

Brumfit and Johnson (1979:170) criticize those teachers who say that they are language teachers whereas communication among students tends to be a failure. They put it in the following terms:

"If language teacher's management activities are directed exclusively at involving the students in solving communication problems in the target language then, language learning will take care of itself and of not being guilty of unwarranted interference".

2.4. The teacher's degree

Studies on the teachers' degree and his effectiveness in the language teaching situation are much valuable in order to promote what a student desires most in his knowledge acquisition. The educational background will subsume the teachers' training, his qualification and degree of interest is of a great importance in the language teaching and learning. In fact, the role of the teacher is to convey knowledge to students. But according to Sindayigaya(2003) Burundian students suffer from a shortage of well-trained English teachers and this affects the lower level classes which will have to be sacrified to the benefit of upper level classes.

2.5. The teacher's qualification

The qualification is one of the seriously discussed and noticeable conditions when it comes to selecting persons who apply for a job in almost all professions. Then, what is a qualification?

The Oxford Advanced Students Dictionary (2005:1186) states that the qualification goes with.

The fact of passing an exam, completing a course of training or reading the standard necessary to do a job or take part in competition. Then it is quite understandable that qualification is the major criteria on any job recruitment.

Qualification plays a non-negligible role since it determines at which level one is competent or not. The further you go with your studies, the more you gain knowledge and the more you will have something to offer to your students. According to Bright and Mc Gregor (1970:15):

«Qualified teachers affect the students more positively as they have been taught a methodology and have acquired necessary instructions to prepare and satisfy their future career».

Beside this one, one cannot fail to mention that there exist categories of trained teachers who perform poorly and that there are some less qualified ones with good performance. This is to mean that factors such as personality interest attached to the job one is performing, have some influence on one's job.

Concerning the teachers' competence, Bright and Gregory (1970: 50-6) have commented that the teacher of English has the responsibility of equipping his pupils with the skills that they need to pursue their studies in all their subject either immediately or in the future.

Considering that many domains use English such as medicine, economics, etc, the English teacher has to teach all the skills of the language in order to prepare his or her students to embrace other sections different from Arts sections. The third form Arts students are supposed to choose sections to pursue in upper level. Once English, is well taught, pupils will not have difficulties in English even though they pursue their studies in science.

Bright and Mc Gregory(1970:50-6) continue to point out that:

"*This is not to say that English is the most important subject on the time table and thereby forfeit the good will of our colleagues who teach everything else. But is the hands of a good teacher the English course certainly services every academic activity in the school and good menu of extra curricula ones*".

In agreement with this, Tiffen (1979:24) condemns teachers who neglect their responsibilities and roles by not teaching particular aspects of a language. Those

teachers are shy of teaching pronunciation and they leave it out, whereas pronunciation is more important in language learning.

The teacher of English must have a basic knowledge and understanding of how the English language works: This will enable him to perform his role and carry out his responsibilities effectively by teaching the students all the aspects of language including proper pronunciation, stress, rhythm and intonation, therefore serving as a model. This has been strongly supported by Gleason (1978:27). He says:

Preferably, there should be oral presentation by an instructor who thoroughly acquitted with the vowel system of English. In agreement with this, Wilkins (1977:38-39) suggested that:

"The achievement of student' oral performance will fall short of the model that is put before that model should be as accurate a sample of speech as possible".

2.6. Teachers' methods of teaching

A member of the writers and educators have suggested that there is not any method which is better than the other. Basigira (1989:15) commented that no language teaching method is good enough for all items and purposes and no teacher uses only one method throughout the week or even throughout a single period. The writers argue that children learn the same thing in different environments and with different methods. This means that the manners of presentation will vary with the nature of the materials to be presented. Mueller and Harris (1975:8-18) in their investigation on the use of a radio as an educational means found out that a face to face presentation of material was superior to a purely auditory presentation if the material to be presented were of verbal nature.

In the same view, Brustall (1975:86-87) in a study done on auditory presentation of materials towards pupils, he reported that few of the students in the students in the experimental sample were able to tolerate a purely auditory presentation of material. Most students strongly disliked having to accept a listening role, a role as Stern's findings (196: 54-57) indicate, is markedly less effective than lose practice in the spoken language if the objective to be achieved is that of oral fluency.

Here, we have to note that methods of presenting language learning materials should vary according to the stage the student has reached, which requires his ability and maturity and the nature of the material to be presented.

Then, a face to face presentation would better for speech work especially if one wants to achieve oral communicative competence. As the teacher is in front of the students, speaking and gesticulating help the student to see and to feel what is exactly being done, this is encouraging the latter to participate actively.

But Basigira (1989:16) is of the view that the key to any language learning is practice in listening, speaking, reading and writing. He suggested that the more the student is drilled and exposed to the target language, the more he will achieve and this should be done by integrating the four language skills. A new language items either vocabulary or structure should be introduced and practiced in life like situation not in isolation.

Billows (1970:25) sharing the similar view comments:

"Language is not really language without the social and situational settings in which it normally comes into existence".

All these writers indicate that the use of one method and use of language in isolation in a week or period is not enough and will not result in effective work.

The authors are of the view that a combination of methods in natural or life like situations, which allow the students to participate actively, must be used in order to encourage maximum language learning and effective attainment of oral communicative competence. So, this study hopes to find out whether the teacher's degree could be among the factors handicapping or favoring Burundian students' oral performance.

2.7. Students' attitude towards learning a foreign language

Many researchers on this issue have concluded that students' attitude towards language learning is an integral part of learning and that it should therefore became an essential component of foreign language learning. Students' attitude towards language learning is believed to influence their learning behavior such as selecting and reading books, speaking a foreign language, they also have an influence on their global achievement. Some scholars have defined the term attitudes to help to understand learners' attitude.

According to Brown (2001: 63) attitude is characterized by a large proportion of emotional involvement such as feeling, self-relationship in community...

From the above definition, we understand that students' attitude may not come out during school life only but it is the language teacher's responsibility to help students develop positive attitude towards foreign language learning. Attitude refers then our feelings and shapes our behavior towards learning. There are various factors which may affect the learning of a foreign language such as intelligence, motivation, attitudes, age, gender, personality, anxiety, etc.

Language acquisition should be achieved naturally. However, learning a foreign language(FL) is challenging to many secondary school students. Some language

learners find it difficult to immerse themselves in an unfamiliar language setting and feel ashamed when peers laughed at their mistakes. Some students adopt an attitude of ignorance towards English by considering unnecessary to learn it. This attitude affects greatly their self-esteem, self-confidence and it hampers their performance.

About this attitude, Craft (1978:69) says that students involve themselves when a lesson allows them to talk about themselves or what is close to them .He explains that students need to begin opportunities to practice that speaking skill in order to achieve oral fluency. The student's effort to express what he understands is the key to a better and quicker grasp of new ideas. Teachers have to encourage students and assist them when they are trying to improve their spoken language. To support this, Brumfit and Johnson (1979:69) assume that:

"We can create classroom situations in which students are free to choose what to say, essential information gap will have been created".

For Harmer (1983:3) motivated students do significantly better than their peers who are not. He makes understand that students' motivation influences their success and their failure. He continues (1983:3) to say that it seems reasonable to suggest that motivation that the students bring to class is the biggest factor affecting their success.

Gardner and Lambert (1972:48) affirm that the learners 'tendencies and attitudes determine how success will be in learning the new language. Students will have positive attitude if the teacher respect his students' feelings. This has been stressed by Littlewood *(1984:56):*

"One of the factors influencing how we experience the process is our attitude towards the foreign culture itself. If this attitude is negative, there may be strong internal barriers against students and if the learning is to take place, because of the internal compulsion, it may proceed only to the maximum level required by external demands".

Therefore, teachers should try to develop students' favorable attitudes towards foreign language for their success.

2.8. The students' socio-economic status

The possible effects of the socio-economic status of the parents on the students' oral communicative competence have received little attention by Burundian researchers. In fact, socio-economic differences among the students' parents are not to be neglected as a factor handicapping or enhancing oral performance among students. Romaine, (1978:159) said:

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

From this view, students 'parents play a major role in determining how competent or not the child will be in a certain discipline. However, the majority of Burundians are illiterate. They do not know how to read and write, thereby, their children lack motivation and support in order to be competent as far as English language learning is concerned.

Hazel(1974:290-291) investigating into the language skills of children coming from different socio-economic background, he discovered that the speech of the socially disadvantaged children to mean children with a low socio-economic

background was rather less developed than that of the advantaged children to mean children with a high socio-economic background. And from better homes that is homes with a higher socio-economic background are better off in their oral proficiency than children from poor background.

Other studies on the socio-economic status of the students' parents as factors handicapping or favoring achievement have been conducted by Brustall (1975:86-87) evaluating on primary school children he came out with the results that the students' social-class had an effect on their attitude towards learning French and high scores on the French achievement tests were constantly associated with high socio-economic status and the negative attitude and low scores with low economic status. This study was extended to secondary schools and similar results were obtained.

In the same perspective, Wilkins (1982:111) also mentioned that children white collar and middle class parents have the greatest chance of success.

These kinds of findings suggest that children with parent's higher economic status or occupations tend to receive more parental support and encouragement in all learning situations than those with parents in lower status occupations. The former are known to motivate and help their children in a number of ways, like speaking to them in target language, helping and correcting them when they go wrong and buying necessary books and materials for them. Also those children from high income families have access to tools and materials that enhance English language oral proficiency, but also some are sponsored by the parents to attend evening or vacation English classes.

The socioeconomic status of students 'parents may place them in an advantageous situation as far as oral performance is concerned. So, the students would be motivated to learn and speak English language and would wish to continue with his

studies. This is observed in Burundi where children from elite parents that is parents with high occupation are motivated to continue their studies at home and abroad and come back with extensive knowledge and qualifications. This is also in agreement with Byrne (1979:3). When he says:

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

With regard to this, this study wishes to investigate on the role of the students' parents in relation to effective oral performance.

2.9. Equipment and materials

Effective learning or teaching language is conditioned by the use of adequate and appropriate materials. Materials do not refer to books only but are meant to refer to and include news papers pictures, maps, tapes, tapes records films videos and other audio visual aids which are suitable for developing pupils' oral skill.

Teachers have to show students how those materials are used for student's better understanding. As materials may be insufficient or inadequate for a given lesson, they have then to find other ways to make students to follow and understand what is taught to them.

To this end, Strevens (1977:31) rightly affirms the following:

"The very best teachers rely rather little upon materials prepared by other people of making their own improvement or replacement and used prescribed texts' books

as a general guide. The poorest teachers on the other hand, really totally on the teaching materials and are only as effective as the texts' books permit to be."

Here, Strevens wants to show that teachers do not need to be too dependent on materials which are there just help them as their last recourse when explanation is needed. Strevens (1977:14) continues to say that materials can be used in an effective and enjoyable way for teaching or for supporting the teaching of almost every aspect of language. He adds that as with any branch of teaching, materials should be relevant to the course. In the selection of teaching materials and tasks, teachers of English need to vary their methods of conveying their message and their corresponding materials. Materials used for language teaching need to be viewed, supplemented, updated and adapted to the needs, aims and interest of the learners.

2.10. The environment

English as a foreign language (FL) is generally learnt at school in Burundi. Students have to practice English skills in classroom. After classroom, students begin to speak other languages like Kirundi, Kiswahili and French. Nevertheless, learning a language and only use it in classroom is not sufficient since language is for communication in any context. A good number of linguists have distinguished between formal and informal environment. According to Krashen (1988:40):

"Two sorts of linguistic environment are contrasted: artificial or formal environment found for the most part in classroom and natural or informal environment".

From this distinction we notice that formal environment is characterized by artificially tutored methods programmed input which could be based on

improvised syllabus or could be determined by the teacher. In this kind of environment a feedback is expected. When a pupil makes an error a teacher intervenes to correct it. This constitutes a hindrance to English learning because the learner will be afraid to freely speak the language since some people do not like to be corrected. In addition, such environment lacks adequate exposure as learners have fewer chances for interactive learning and this may not be utilized since English is not the only subject to be taught.

As far as informal environment is concerned, it is naturalistic and interactive in nature. In such environment input is not programmed by any teacher or any syllabus designing authority and corrections are not very common.

Krashen (1988:40) clarifies this view by saying that:

"These features such as rule isolation and feedback environment do not seem to be in informal environment."

It is a kind of learning which allows adequate exposure especially when proficient speakers of target language are involved. If this is added to learner's positive attitude towards the target language, it will lead to successful learning.

From what is said above, one can assume that informal environment is better than a formal one since it is evident that the more we are exposed to a language, the more we learn it. An instance in favor of informal environment is provided by Richards(1978:228),he says: *"In a study conducted in Nigeria, Obaya(1976)examined the manner which immigrants to Ibadan had managed to learn Yoruba the language of that community. Among 600 respondents, 500 of them appeared to have learnt the language informally through a process of immersion by mixing freely with native speakers."*

From the above, it has been noticed that many linguists put much emphasis on informal learning environment as the best favored for foreign language learning.

2.11. Language interference

Some linguists have defined the term interference. For example, Lott (1983:256) defined it as *"errors in the learner's use of the mother tongue."*Dulay et al (1982) defined interference as the automatic transfer due to habit, of the surface structure of the first language into the surface of the target language.

Many of the difficulties language learners face in learning the phonology, vocabulary and grammar of second language (L2) or foreign language (FL) is due to the interference of the first language (L1) or mother tongue.

De Angelis (2005:11) proposed the association of foreignness. He suggested that second language (L2) as non native head more privileged status for lexical transfer with the third language(L3) than the native one (L1).This suggest that transfer may occur between L2 and L3 but may also occur between L3& L2.

This is what is observed when students are speaking. French which is the second language (L2) is the most transferred when speaking English Kirundi the first language (L1).This may be due to the fact the second language (L2) has many similarities with the third language (L3).To support this view, De Angelis and Selinker (2001:45) assert that:

"Technically a speaker of three languages (One native and two no native languages, may potentially mix the component of his or her system and is faced with the task of keeping his or her languages apart in production.... One language is selected but other language or from the active or latent words is chosen from the

selected language or from the active language and as a last result, from the dormant language".

They explain that when speaking, a speaker of three languages may mix them. They support the view that when an adult who has already mastered one language is suddenly exposed to a second language either in a formal or informal situation he tends to transfer the system of the already mastered language to the learning of the new one.

CHAPTER III. METHODOLOGY

3.1. Introduction

This part of the work is concerned with the methodology used in collecting and processing data or a certain amount of information about the situation in secondary schools especially in third form arts for the topic under study. This chapter aims at describing the area of study, the research population, the sample and the methods used while gathering and analyzing the data as well as the problems encountered while conducting this study.

3.2. The area of study and description of schools

As the topic shows, I am concerned with the fact that secondary schools students lack oral performance in English language even after their level of exposure to the language. In my investigation on some of the causes which may be responsible for such ineffectiveness, I used six public secondary schools of Mwaro province which were randomly selected among many others. These were: Lycée Mwaro, Lycée communal MwaroI, Lycée communal Fota, Lycée communal Rusaka, Lycée communal Bisoro, Lycée communal Butora.

The choice of Mwaro province was motivated by fact that many researchers have conducted their research in Bujumbura city, and very few have worked on Mwaro Province. I preferred the province Mwaro because I was acquainted with the area and this would offer me considerable facilities in terms of fund and time to collect data efficiently.

3.3. Research population

This study is concerned with analyzing the factors that hinder the development of oral performance in English in the secondary schools in third forms Arts. My population is therefore made of 60 pupils of the third form Arts and 6 English teachers of the same form. This population comprises pupils from different socio-economic backgrounds and teachers of different qualifications

The choice of third form Arts was not made at random. The population was chosen because it was assumed that, at this level, the pupils have already mastered all the basic language skills studied 6^{th}, 5^{th} and 4^{th}forms and can therefore effectively communicate in English. That is why they have to reveal and appreciate the way in which they were taught English and the speaking Skill in general, using the written form in answering the questionnaire.

According to the information from the Education Office in Ministry of Education and from the information received from «Direction Provinciale de l'Enseignement» Mwaro province has 35 public secondary schools and in all there 12 classes of third form Arts.

3.4. Sampling techniques

Among the 12 schools which have arts section in Mwaro province, I have chosen randomly 6 schools in all communes of that province. Also I have chosen randomly 6 classes because each school has one class of third form Arts and 10 Pupils in each classroom. I proceeded as follows:

After obtaining a list of names off all pupils in each class visited, I wrote each name on similar papers and I folded them, put them in a small box attentively avoiding losing any paper. I mixed those papers and chose one at time until I have

the informants per class. This totaled 60 pupils for this study selected from the third form Arts pupils in Mwaro province.

Besides, teachers of English in the third form Arts constitute also my research population because they are the primary witnesses of what happens in their classes. They know their pupils' weaknesses and strengths and what is missing in order to promote the speaking Skill. That is why their role in this study is of great significance. The table below shows the population and sample of pupils from the 6 select schools.

Table 1: The population and sample of pupils from the 6 selected schools

SCHOOL	Total number of pupils	Number of pupils selected per class
LycéeMwaro	50	10
Lycée communal Mwaro	30	10
Lycée communal Butora	35	10
Lycée communal Bisoro	35	10
Lycée communal Fota	30	10
Lycée communal Rusaka	40	10
Total	220	60

Table 2 shows the general sample of the teachers and their academic qualifications

Table 2: Teachers' number and qualification

School	Number of teachers	Teachers 'qualification
LycéeMwaro	1	Licence en L.L Angl.
Lycée communal Mwaro I	1	Licence en L.L.Angl.
Lycée communal Butora	1	Licence en L.L.Angl.
Lycée communal Bisoro	1	Licence en L.L. Angl.
Lycée communal Fota	1	IPA5
Lycée communal Rusaka	1	Licence en L.L Angl.
Total	6	

It was earlier mentioned that the quality of a teacher is absolutely influenced by his level of education .Then the above table shows us that third form Arts English teachers are well qualified. They have all done English at the University of Burundi either in Institute for Applied Pedagogy and DELL. This is one of the positive elements to enhance the quality of the English teaching.

Table3: Family background

Pupils'family background	Frequency	Percentage
Children from high socio-Economic background	15	25%
Children from low Socio –economic background	45	75%
TOTAL	60	100

With regard to this table, there are 2 categories among 60 pupils selected in six secondary schools.

The first category is made of children from higher socio-economic background. That is children with parents who are able to buy the necessary materials for them. Among these, I found lawyers, teachers, nurses, administrators and businessmen. This category is made of 15 respondents out of 60,that is 25%. The second category is made of pupils from low socio-economic background. That is children with one or two parents who did not go to secondary school. These are peasant, farmers and small traders. This category represented 75% of the respondents.

3.5. Instruments

The questionnaire was then given to the 10 pupils and to the teachers of English in each school selected who were asked to fill it in at home and to return it over during the following English lesson. After collecting the data among pupils and

teachers, classroom observation was conducted in the 6 classes to see whether the answers they gave were relevant.

3.5.1. Research questionnaire

Two types of questionnaires were made; the first questionnaire was addressed to the pupils and the second one to the teachers.

a. Pupils' questionnaire

I have chosen 15 questions to be addressed to the pupils. Those questions were made up of terminologies which could be understood by everyone among the respondents. There were closed-ended questions and open ones.

b. Teachers' questionnaire

Nine questions were addressed to the teachers. Like the pupils' questionnaire, they were made of open questions and closed-ended questions. On one hand, I have chosen to use open-ended questions in order to allow informants to express themselves on the questions. On the other hand, the choice of questions was due to the fact that answers are easy to analyze and are not likely to be misinterpreted. Although, they required some effort on the part of the informants, open-ended questions gave the respondent the opportunity to express their opinions on how they perceive realities to mean the problems they got while they were teaching English especially oral skill and answers help the researchers to get much more information about the topic.



3.5.2. Classroom observation

Classroom observation is of great importance in the sense that there are some aspects of speaking such as pronunciation fluency, articulation, that cannot be revealed on the questionnaire thereby require the researcher to be on the field.

First of all, classroom observation helped the researcher to respond by himself to some questions that cannot be asked to the teacher such as: do you think you are fluent when you are speaking English? Or evaluate yourself in terms of percentage your degree of fluency. These questions would be skipped because the teacher would not feel at ease in answering such questions.

This was emphasized by Wallace(1991:62) who said:

"There is as saying that the spectacular sees most the game". This means that if you are present when actors are playing you observe everything and you draw a lesson from the play

Secondly, direct observation allows the researcher to see how a teacher organizes his or her classes how he monopolizes a speech instead of letting the pupils talk because they are actors in their knowledge learning. Other aspects that needed to be observed are: the state of the student during an English lesson, to see whether he enjoys much or not an English lesson.

The items to be observed were about:

- The setting
- The students' attitudes to the English language
- The teaching-learning materials
- Pronunciation

CHAPTER IV. DATA PRESENTATION, ANALYSIS AND FINDINGS

4.1. Introduction

The present work aims at investigating on some of the factors that hinder third form pupils' oral performance in English, in secondary school of Mwaro Province. For the present research, a number of 10 pupils were used in each classroom of the 6 selected public secondary schools, and this totaled 60 pupils for the whole study.

This chapter deals with the presentation and analysis of the data collected and then follows the interpretation of the results. In addition to that, this chapter aims at finding answers to the research questions and finds out the possible causes of the lack of oral performance.

The fourth chapter is divided into three main parts. The first part deals with data presentation, the second one deals with the analysis of data collected from pupils 'and teachers 'questionnaire and the classroom observation data. The third part entitled *"findings"* deals with the possible explanations for the lack of performance of English among students particularly those of third form Arts in public secondary schools. The results are presented in tables.

4.2. Data presentation

This section presents the data from the pupils 'questionnaire results, the teachers 'questionnaire results and classroom observation.

4.2.1. Data from the pupils' questionnaire

The Table 4 shows the results from the pupils' questionnaire that was answered by 60 pupils from third form Arts in 6 public secondary schools of Mwaro province.

Table 4:Pupils'questionnaire results

Questions	Suggested	Frequency	Percentage
1. How often does your teacher make you			
a) Practice free communication in answering ;	-sometimes	12	20
	-often	23	38.3
	-Never	25	41.7
b) Discuss certain subjects in pairs or groups;	-Sometimes	23	38.3
	-Often	16	26.7
	- Never	21	35
c) Dramatize (dialogues, poems, texts)	-sometimes	10	16.6
	-often	30	50
	-Never	20	33.4
2. The textbooks you use contain enough materials to promote the oral skill? If not how does the teacher proceed to teach oral skill?	-Yes	20	33.4
	-No	40	66.6
	-He asks questions and the pupils answers orally,	15	37.5
	- He writes expressions and structures on the board and reformulates sentences using those structures.	5	12.5
	-He advises to keep on trying to express ourselves	10	25
	-He obliges us to read loud	10	25
3.What kind of	-Written	45	35

examination are you accustomed to doing	-oral -both	15	25
4. Does your teacher encourage you to speak English outside the classroom? a) If yes, with whom? b) If not, why?	-Yes -No	45 15	75 25
	Total	60	100
	Friends, classmates, brothers and sisters, parents anyone who knows English	45	100
	Total	45	100
	-Insufficient time -He puts emphasis on grammar	8 7	53.33 46.66
	Total	15	100
5.Is the time allocated to the English course enough to teach and learn oral communicative activities	Yes No	15 45	25 75
	Total	60	100
6. Do you like the English course?	Yes No	45 15	75 25
	Total	60	100
7.Why do you want to learn the English	-To travel outside my country -To do business easily; -To get a job from a non-government organizations; -Communication purposes	15 5 30 10	25 8.4 50 16.6
	Total	60	100

8.Learning English for communicative purposes is a waste of time since many people do not get employed with a better spoken English;	-Strongly agree	30	50
	-Agree	15	25
	-Disagree	15	25
	Total	60	100
9.Practising spoken English is not necessary since it is not set among the examination skills	- Strongly agree	15	25
	- Agree	15	25
	- Disagree	30	50
	Total	60	100
10. I do not care much about learning spoken English. Other people speak it effectively even without having gone to school	- Agree	15	25
	-Disagree	45	75
	Total	60	100
11. Which of the following skills do you wish to develop most	-speaking	25	41.6
	-listening	15	25
	-writing	10	26.6
	-reading	10	16.6
	Total	60	100
12.a. Do your parents buy you reading and electronic materials for English language learning? b) If yes, which aspects of the language?	-Yes	15	25
	-No	45	75
	Total	60	100
	- Grammar	10	66.66
	- Speaking	5	33.33
	- Listening	0	
	- Vocabulary	0	
	Total	15	100
	Yes	50	83.4
	No	10	16.6

c) Are the evening or vacation course much valuable to promote your oral skill? If yes, how often do your parents find you an evening teacher?	Total	60	100
	-Always -Often -Sometimes -Never	10 5 45	16.6 8.4 75
	Total	60	100
13. a. Do you have TV or radio in your home ?	Yes No	15 45	25 75
	Total	60	100
b. Do your TV programms which help you to improve your English skill?	Yes No	10 5	66.66 33.33
	Total	15	25
14.According to you, what should be done to improve the learning of the speaking skill?	-Bring cassettes and radio sets in order to imitate the accent of native speakers; -The teacher should insist on the speaking skill; -Creation English cubs -qualified teachers should be sent to lower levels of secondary schools; -Give importance to the speaking skill like the one given to grammar.	45 30 15 45 60	75 50 25 75 100

4.2.2 The data from the teachers' questionnaire

The table 5 shows the results of 6 teachers of 3rd form Arts in six selected schools of Mwaro province.

Table 5.Teachers' questionnaire results

Questions	Suggested Answers	Frequency/6
1. For how long have you been teaching English in 3rd form Arts?	1 year 2 years 3 years 4 years	3 1 1 1
2. Which skill do you teach most frequently?	Speaking Reading Writing Listening	1 2 2 1
3. How much time is devoted to the teaching of the speaking skill?	very sufficient Sufficient Not sufficient No time reserved to it	0 1 3 2
4.How often are your pupils involved in activities such as: - Group–work discussions and dialogue	Often Sometimes never	1 3 2
-Dramatization	Often Sometimes Never	3 0 3
-Songs	Often Sometimes Never	0 1 5
5. Do you ask your pupils to read aloud in class?	Yes No	6 0
6. a) Do the pupils enjoy the English language more than other courses?	Yes No	6 0

b) Do they enjoy the oral skill more than other skills?	Yes No	4 2
7. What kind of examination seems easy to your pupils?	Oral Written Reading Listening	0 4 2 0
8.What particular problems do you encounter in teaching English in general and oral skill in particular	-English is very difficult to be understood by our pupils because the environment does not speak it -Pupils are passive and have a fear of making mistakes and for this ,they prefer to stay quiet -Most of the pupils do not like to speak English and are not involved because of low level	5 4 3
9.According to you, what can be done to improve oral communicate competence in secondary schools?	-Listening to cassettes as DVD and plays -Have materials: records, pictures and practicing; -have a radio set in order to imitate native speakers -Reserve time for speaking lesson	2 4 3 6

4.2.3. Data from the classroom observation

Table 6, shows the classroom observation results and 'y' stands for 'yes' this item was observed and 'N' stands for this item was not observed

Table 6: Classroom observation results

		Schools						Items and %			
Item observed		L.Mwaro	L.C Mwaro I	L.C Fota	L.C Butora	L.C Bisoro	L.C Rusaka	Observed	%	Not observed	%
Number of speaking lesson	1h	Y	N	N	Y	N	N	2	33,3	4	66,7
	2h	Y	N	N	N	N	N	1	16,6	5	83,7
	3h	N	N	N	N	N	N	0	0	6	83,7
	4h	N	N	N	N	N	N	0	0	6	100
	5h	N	N	N	N	N	N	0	0	6	100
Materials	1.commentaries from texts	Y	Y	Y	Y	Y	Y	6	100	0	100
	2.Texts or topics chosen elsewhere	Y	N	N	Y	N	N	2	33,3	4	0
	3.Cassettes	N	N	N	N	N	N	0	0	6	66,7
The state of the students	Motivated	Y	N	N	Y	Y	N	3	50	3	50
	Not motivated	N	Y	Y	N	N	Y	3	50	3	50
	Active	Y	N	N	Y	Y	N	3	50	3	50
	Not active	N	Y	Y	N	N	Y	3	50	3	50

4.3. Data Analysis

4.3.1. Data from pupils 'questionnaire

The table4 is a summary from the pupils' questionnaire. Then, let me consider them question by question.

With regard to the first question, it was revealed that oral practice often takes place when the pupils want to answer the teacher's questions. I noted that 23 out of 60 responded. That is 38.3% said that they often practice free communication, 16 out of 60 said they often discuss subjects in pairs or groups and 30 out of 60 that is 50% said that they dramatized.

The topic discussion seems to be inexistent in the teaching learning process. 21 respondents out of 60 said that they never discuss subjects in groups. Equally, the first question also sought to know how the pupils participated in the oral practice. Only 10 informants out of 60 that is 16.6% revealed that poems, dialogues and texts are used .Concerning this, one can say that oral skill is not taught as it ought to be because answering teachers' questions cannot be the best form of teaching spoken English.

As far as the second question is concerned, which aimed at assessing the effectiveness of these text books used by 3rd form Arts pupils, 40 out of 60 pupils said that the textbooks they use are not good enough to promote oral skills. Among those 40 pupils 15 said that the teacher asked questions and pupils answered orally, 5 out of 40 said that he wrote expressions and structures on the board and reformulates sentences using those structures, 10 said that the teacher advised them on trying to express themselves and also 10 out of 4o said that the teacher obliged them to read loud. As materials may be insufficient or inadequate for a given

lesson, teachers have then to find other ways to make pupils follow and understand what is taught to them. This is also supported by Strevens (1976:31) who rightly affirms the following:

"*The very best teachers rely rather little upon materials prepared by other people often making their own improvement or replacements and using prescribed textbooks as a general guide. The poorest teachers on the other hand, rely on the teaching materials and are only as effective as the textbooks permit to be.*"

The third question evaluated the kind of examinations that are set for the pupils, 45 out of 60 said that they are accustomed to written examinations. This represented 75% whereas 15 respondents considered that they do a mixture of both written and oral examination and this represented 25%.

Concerning the 4th question which sought to find out whether the teacher encourages the pupils to use English out of the classroom.75% said that the teacher encourage them to speak English outside the classroom. 15 respondents out of 60 said that the teacher puts much emphasis on the teaching of grammatical structures because there is no sufficient time for oral skill. This is not bad, but a well-integrated syllabus which represents grammatical rules and ways of putting these rules in daily conversation is of great importance.

The 5th question sought to know if the time allotted to the English language is sufficient to teach oral skill. 45 informants out of 60, that is 75% considered this time to be insufficient, whereas only 15 pupils said that the time allotted to oral skill is sufficient.

As far as the 6th, 7th,8th,9th,10thand 11th questions are concerned, they evaluated the pupils' attitude towards the English language,45 pupils out of 60 revealed that

English is enjoyable and only 15 informants out of 60 said that they did not enjoy English lessons. This is a high number one can say that English is positively assessed by the pupils. These positive attitudes motivate the pupils to learn English, not only to have marks but also to communicate effectively in English. The attitude towards English had been put forward as a possible factor which causes oral communicative incompetence. This has been stressed by Littlewood *(1984:56):*

"One of the factors influencing how we experience the process is our attitude towards the foreign culture itself. If this attitude is negative, there may be strong internal barriers against students and if the learning is to take place, because of the internal compulsion, it may proceed only to the maximum level required by external demands".

In agreement to this, Harmer (1983:3) says that, motivated students do significantly better than their peers who are not. He makes understand that students 'motivation influences their success and their failure. He continues to say that it seems reasonable to suggest that motivation that students bring to class is the biggest factor affecting their success.

The fact of learning English for communicative purposes was mentioned only by 10 respondents out of 60 that is 16.6% .In addition, pupils revealed that they want to develop the speaking skill, this was said by 25 respondents out of 60 that is 41,6% whereas other skills are not preferred as the speaking skill. As example,15 respondents out of 60 that is 25% preferred listening skill,10 out 60 that is 16,6% preferred reading skill and 10 out of 60 that is 16,6% preferred writing thus the speaking skill is more preferred than other skills.

Concerning questions 12, 13 and 14 which assessed the role of parents in developing oral fluency, 75% of informants revealed that their parents do not

provide materials for English language practice, even those who manage to obtain them, put much emphasis on grammar. This was given by 15respondents out of 60 informants representing 25% who revealed that their parents provide them with enough materials.

With regard to the questions which sought to know whether evening courses are much valuable to promote oral skills, pupils view these course positively but all do not have access to them because of the lack of financial resources .On 60 respondents, 50 informants viewed those courses positively, whereas 10 respondents did not see any importance in those courses.

However, it is worth mentioning that for those who are able to pay for those additional courses, much stress is put on other skills because oral practice is done sometimes. As far as the 13th question is concerned, it sought to know if the students had T.V and radio in their homes, which can help them to familiarize themselves with spoken English by imitating journalists and actors 'accent in films. Among 60 pupils, only 15 had T.V sets in their home and 45 did not have it. Those 15 pupils who had TV sets in their homes 5 said that it does not help it to promote English. As far as imitation of accent is concerned, one student said: *"I cannot imitate the Burundi journalists because they do not speak like Americans."*

Concerning the accent used in films, one pupil said: «They speak fast what makes me not to catch any word. Then I prefer to look at pictures."

On the 15 pupils who had T.V sets in their homes, 10 respondents viewed TV sets as positive in developing oral skill whereas 5 of them viewed the TV sets negatively in promoting oral skill.

4.3.2. Data from teacher's questionnaire

The table above is the summary of the data from the teachers' questionnaire. In the following section, I am going to consider them one by one

Concerning the first question, it deals with the expression in one's work; I see that among the six teachers who were my informants half of them are still new in the teaching of English in third form Arts. On the 6 respondents,3 have an experience of one year. Then, even though there are some teachers who are beginners in the teaching English in 3rd form Arts, that is the ones who have taught for one year and others who have 2, 3 and four years of teaching English in 3rd form Arts, all of them have a good knowledge in English, because most of them hold a degree in English language; some in Institute for Applied Pedagogy, others in Department of English language and literature. This shows that they are qualified in that language. This should therefore stimulate learners to learn better the language as Bright and Mc Gregor(1970:15) said:"

Qualified teachers affect the students more positively as they have been taught a methodology and have acquired necessary instructions to prepare and satisfy their future career. "This brings me to confirm that they know the best methods to use in order to let their pupils benefit expected knowledge from their teachings.

The second and third question aimed at knowing the place attributed to the speaking skill, 2 teachers revealed that the reading skill is given more emphasis while one teacher said that speaking is given a good place. Also 2 teachers acknowledged the importance of writing skill. This means that the reading and writing skills are given an important place whereas speaking and listening skills are less favored.

As far as the 4th, 5th, 6th, and 7th questions are concerned; they sought to find out whether pupils are participative in the English language learning process. One respondents out of 6 said that they manage to organize group work discussion. Whereas the dramatization and other dialogues are considered as good methods in the teaching of a language, surprisingly 3 teachers said that they never organize dramatization when teaching English language. Those 3 teachers said that dramatization is only for pupils from the lower levels, forgetting that even at upper levels; pupils still need to dramatize some situations in order to develop oral fluency and to familiarize themselves with the foreign language. This has been supported by Byrne(1979:21) when he commented that dialogue is an instrument for teaching spoken language. He said:

"*It presents the language directly in the context in which it is most commonly used and permits the students to practice it in the same way thus establishing a firm link between language and situation.*"

Concerning the teaching of songs, 5 respondents out of 6 revealed that they never teach songs in English whereas one said that he teaches songs sometimes. This is significant as the teachers don't see the importance to teach songs as a way of enriching pupils' vocabulary and their speaking skill.

It is seen that all teachers ask their pupils to read aloud and that pupils enjoyed much more the English lesson than other courses. Concerning the oral skill, it is enjoyed by teachers and this is supported by 4 respondents out of 6 informants.

With regard to the 8th and 9th questions which sought to show the difficulties encountered in teaching the oral skill, the use of sequence of time is advocated by 6 respondents out of 6. A part from this, 5 respondents out of 6 said that English language is difficult to understand because the surrounding environment does not

speak it; still on this matter, 4 respondents said that pupils are passive and fear to make mistakes and therefore, they prefer to remain quiet. Besides, 3 teachers out of 6 revealed that the some pupils do not like English, and lastly 4 respondents said that most of the pupils feel shy and they lack vocabulary which prevents them from improving oral skill.

As result to this, teachers suggested a number of ways to promote the spoken form of English, such as listening to cassettes, D.V.D. Teachers would wish to be given sufficient materials and especially those which can help them to promote oral skill. These are records, pictures and other items that can enhance practice because it is said that "practice makes perfect." In addition to that, 5 teachers out of 6 revealed that the time allotted to speaking lessons should be set aside on the timetable because the schedule that they work on does not allow them to reserve time for speaking lessons specifically.

4.3.3. Analysis of the data from the classroom observation

Classroom observation was based on items such as the number of speaking lessons, the materials used for teaching the spoken form and the behavior of students during an English class. As it is was pointed out before, classroom observation was done in six public secondary schools in MWARO Province which were: lycée MWARO, lycée communal MWAROI, lycée communal Butora, lycée communal Bisoro, lycée communal Fota, lycée communal Rusaka. From my classroom observation, I have realized that pupils have the problem of fluency due to the shortage of vocabulary. This led to hesitation, fragmentation of sentences even to silence. To overcome this, reduction strategies were adopted in order to convey their communication as Bygate(1987:47) has observed:

"The student may simply wish to avoid difficulties in expressing an idea through lack of vocabulary .In this case, he or she is likely to avoid some message content one thing she or he can do is abandoning the message and look for something else to talk about even face silent."

To support that, Wilkins (1977:179) has observed that the attitude that pupils have towards English language will have an effect on their proficiency. He says:

"The teacher may well meet the attitude in his pupils that they are not really learning anything until they are being taught how to read and write."

As seen in the table 5, the number of speaking lessons is not sufficient in the six schools visited; only two of them have one or two speaking lessons. It was noted that positive attitude of being creative is absent among today's English teachers. Apart from the syllabus provided by BEPES, some teachers do not choose elsewhere other topics that can promote the students' oral communicative competence. Among the 6 schools visited, 2 managed to choose other topics that could help students to develop their speaking ability.

As far as motivation on the part of the pupils is concerned, it was observed that pupils were much excited when studying English they are not motivated. They learn to pass the examinations set to them only and. The spirit of competition does not have a place among certain students. Half of them are not motivated and are not active. This is due to the fact that the teaching method has always the same activities. The teacher gives explanations and comments on the text, followed by exercises and this done from the first day of the year till the end. This creates a negative attitude which decreases motivation for a lesson and later on for a student.

In the third form Arts, the conversational English presented in English Skills for 3rd form pupils is made of text. Spelling and grammar, much weight is attributed to the formal side of the English language neglecting the informal side although the latter contributes a lot to the teaching- learning and practice of oral skill.

The result of the application of a grammar based syllabus is that pupils master a great deal about the language without being able to use it to express their opinions. One cannot underestimate the grammatical syllabus, because it is understandable that language is not complete when the content of grammatical syllabus has not been mastered. But the teachers have to know that knowledge about a language is always good when it enables one to communicate. So, what is important here is to know how to manipulate the structures of a language correctly for that purpose. This manipulation involves not making sentences but to produce and adapt them to the real circumstances.

BYGATE(op.cIT:5) compared a student who knows a grammatical structure of a language without making them alive to a driver who knows the names of controls, how to start , stop, change gear, steer and other indicators, but who never goes to the Public roads.

Here knowledge itself is not enough; it must be used in action Burundi students master very well the grammatical structures because the latter are evaluated in their examinations. However, speaking practice has been neglected as oral examinations are inexistent or not encouraged in Burundian Secondary schools.

Teachers of third from arts said that conversation practice is taught at every early stage such as six form, fifth form and fourth form. However, in the later classis, pupils do not acquire the required structural abilities of interacting with people in the setting outside the four walls of the classroom.

So, at the level of the 3rd form arts, pupils should associate the knowledge of the language they have with practice in every day communication in order to be able to communicate in English with English speaking community.

4.4. Findings

In this section, we dealt with two important issues. The first one is the evaluation of factors inhibiting the oral performance of English especially in 3rd form arts of some selected secondary schools in Mwaro Province. The second one is the evaluation of set questions after analyzing the pupils and teachers answers to the questionnaire administered to them. As referring to the results of the research, I found that although English is taught all along secondary schools, pupils still have problems of expressing themselves in that language. Hence, we would look at the causes of this phenomenon and in so doing; teachers and pupils' answers and classroom observation were taken into account.

4.4.1. Research question one: Is spoken English given enough time in classroom activities?

This question sought to know whether the students are given enough time to practise the various sub skills to communicate in spoken English. On the basis of the results of this analysis we found that no much time has allotted to oral skill. In pupils'questionnaire, the question of knowing whether the time given to the learners to practise the speaking skill is sufficient, 75% of the learners said that the time used in practising the speaking skill is not sufficient. Three teachers out of six admitted that the time allotted to oral skill is not sufficient whereas two teachers said that there is no time for the speaking skill. These teachers should involve a kind of motivation in order to make their learners to practice the speaking English.

To sum up, from the above situation it is clear that there is not enough time to practise the various activities of performing their oral English.

4.4.2. Research question two: Do students speak fluently English language?

This second question sought to know if the pupils of third form arts of some selected schools in Mwaro province speak fluently English language. The results of the classroom observation show that, despite their good performance in examination, most pupils are unable to use oral skill interaction. They cannot engage in conversation and participate intelligently and interestingly in a variety of oral discourse. There are pupils who can write correctly in terms of grammar but fail to express themselves orally. Thus during the classroom observation I realized that pupils are characteristically hesitant, imprecise and incoherent and some cannot speak a whole sentence without pauses.

4.4.3. Research question three: What are the factors that influence the learners 'speaking performance in some selected secondary schools of Mwaro?

After the analysis of the data from the teachers' and learners' answers and the classroom observation, I found there is a number of factors that influence the learners' speaking performance.

The first among those factors is the parents'socio-economic background. The results revealed that the pupils from a rich home background performed better in oral skill. This was verified when I undertook the classroom observation. Here the results showed that at MWARO Lycée and Lycée Communal MwaroI, where we found a great number of pupils' from high socio- economic background, the pupils were highly motivated and they were more active than those other schools selected.

The present researcher's findings could be explained by the fact that the students who come from socio- economic background usually get more parental support and encouragement both academically and socially especially when the students approach new learning experiences than those with parents from a low socio-economic background. Usually, parents from high socio- economic background motivate and help their children in many ways. Because most of those parents have completed the secondary school they are able to interact with their children in the target language helping and collecting when their children go wrong. Concerning the case of the business men they are able to pay vacation studies and evening classes as well as buying the necessary text books for their children.

Furthermore, children are exposed to other different kinds of facilities like television and Radio sets which can assist them in learning new items. In short, the children are exposed to the target language many times, at school and at home, this helps them to communicate effectively, unlike those from the poor socio-economic background who are exposed to the target language for a few hours during class time.

The second factor is the attitude towards the English language. Positive or negative attitudes towards foreign language learning contribute its rapid or slow acquisition. The positive attitude towards the learning of English provides good results while a negative one hinders fluency in English language.

In fact, English is taught as a foreign language in Burundian educational system. As matter of fact, it is given little importance by some pupils. They develop the attitude that English does not play great role in the Burundian society. This belief has a negative effect on their attitude towards English. However the positive

attitude of the pupils has a strong effect on success and reinforces motivation which stimulates to acquire new experience.

Apart from those two factors above which have a great influence on the English oral performance, the results of the research show that there other factors that inhibit the learning of oral skill such school environment, teachers 'effort and lack of materials.

CHAPTER V. GENERAL CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The researcher's main interest in the present study was to assess the factors that influence the pupils' oral performance of English in 3rd form Arts of secondary schools in Mwaro Province. As it is not convenient to prescribe a medicine without knowing the disease, I have first of all tried to show the English language teaching or learning process in secondary schools which is characterized by poor performance in that language, especially in its oral form. In addition, I have highlighted the importance of English nowadays all over the world and in Burundi in particular.

In fact, this study was subdivided in five chapters that I would like to recall briefly. The first chapter was a General Introduction of the work. Through this chapter I have shown the importance of English language all over the world in general and in Burundi in particular. Moreover, it was in this part that I have mentioned the purpose which pushed me to investigate in this area of pupils' oral performance of English. Again my motivation to conduct a study and its importance were also found in this chapter. Another issue that was addressed in this chapter was the aim of this study which was to find answers to the following questions:

- Is spoken English given enough time in classroom activities?
- Do the students speak fluently English language?
- What are the factors that influence the learners' speaking performance?

In the second chapter, I dealt with the review of literature related to teaching/learning of English language. In this chapter, the main points were articulated around the factors influencing the third form Arts level students'

performance of English such as attitude to the language the students'socio-economic background, lack of materials and insufficient time allotted to oral skill.

The third chapter which was about the methodology was concerned with procedures used to collect and analyze the necessary data for my study. In this study two instruments used were the questionnaire and the classroom observation.

The fourth chapter was the presentation and analysis of the data gathered. This constitutes the heart of this study. It gives a clear understanding of the real problem in the English language teaching/ learning process and its shortcomings. I came up with the conclusion that lack of materials, insufficient time allotted to oral skill and parents' socio-economic background had a great effect on their oral performance of English. In the same way, teachers' qualifications did not hinder the pupil's oral performance because all the teachers were well-educated and have a university degree.

The last chapter is a General Conclusion and Recommendations. In the first place, I recalled briefly steps undertaken all along my study. Secondly, I formulated some recommendations to different partners involved in the domain of education, especially the government itself through the ministry of education, the English teachers, the future researchers of this topic and the pupils themselves.

In short, the present study was aimed at analyzing the factors that impact on the students' oral performance of English. I realized that students do not speak fluently English by the fact that the English oral expression is not given enough time in classroom activities but there are also other factors that hinder the oral performance of English such as lack of materials and students' socio-economic background.

5.2. Recommendations

A number of factors affecting the students' oral performance of English were pointed out in the present study. In order to improve the teaching-learning of English language for effective oral communicative achievement some recommendations are directed to a number of partners. These include teachers of English, the future researchers, the government and the pupils. However, with the findings obtained in the study, I would like to recommend the following:

- To future English teachers of third form Arts in the selected schools of Mwaro: Teachers should try to motivate their pupils by showing them the importance of effective oral performance of English and by using proper methods of teaching which will help the students to achieve oral communicative performance.

- To the teachers of English of third form Arts in some selected schools of Mwaro Province: They should use techniques that promote oral performance of English, for example, pictures, discussion, pair and group work, classroom drama, role-plays, story-telling and debates.

- To the government: To The ministry of education in general, the English department staff of BEPES in particular, should provide enough and adequate instructional materials that facilitate the teaching-learning of oral skill in English in those selected schools of Mwaro Province, for example, visual aids like real objects, pictures, radio, cassette recorders, TV and video;

- To future researchers: They should conduct further studies on the same topic in relation to different other variables like age, motivation, school environment.

➢To pupils of third form Arts in those selected schools of Mwaro Province: They should engage in conversation in classroom and outside the classroom in order to perform their oral skill.

All in all, I noted that teachers, pupils, curricula and examination designers should revise their way of organizing their work, everyone on his side in order to enhance the English language in general and the speaking skill in particular.

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APPENDICES

b. If yes, do your parents tell you to listen news or films in English language? Yes or no

14. Do your parents motivate you to speak English by conversing with them? Yes or no.

15. In your opinion what can be done to improve the learning of speaking skill?

Appendix two

Teachers 'questionnaire

Pease answer the following question as honestly as possible;

1. How long have you been teaching English in 3rd form?

2. How much time is devoted to the teaching of speaking skill?

   A. Very sufficient
   B. Sufficient
   C. Not sufficient
   D. No time reserved to it

3. Which language skill takes most of the time during your English lesson?

   A. Speaking B.Writing C. Reading D. Listening

4. Do you ask your pupils to read aloud in class? Yes or no

5. How often are your pupils involved in activities such as:

   - Group work discussion?

   A. Sometimes B. Often C. Never

   -Songs?

   A. Sometimes B .Often C. Never

   -Dramatization?

   A. Sometimes B. Often C. Never

6. Do the pupils enjoy more English course than other courses. Yes or no

7. What kind of Examination seems easy to your pupils?

A. Written B. Reading C. Oral D. Listening

8. What particular problems do you encounter in teaching English in general and oral skill in particular?

9. According to you, what can be done to improve oral communicative competence in your secondary school?