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Factors that affect the teaching learning of the english reading skill : case of 4th form in Mbuye commune secondary schools

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UNIVERSITY OF BURUNDI

INSTITUTE FOR APPLIED PEDAGOGY

ENGLISH-KIRUNDI DEPARTMENT

FACTORS THAT AFFECT THE TEACHING/LEARNING OF THE ENGLISH READING SKILL: CASE OF 4th FORM IN MBUYE COMMUNE SECONDARY SCHOOLS

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Bujumbura August 2012

DEDICATION

To my parents

To my brothers

To my late sisters

I dedicate this work

Eusébie NDAYIRAGIJE

ACKNOWLEDGEMENTS

The realization of this work necessitated the efforts of many people to whom I owe much gratitude. My deepest thanks go to Pr Herménégilde RWANTABAGU, who despite his academic responsibilities, guided my work with much attention from the beginning up to the end. My deepest gratitude also goes to the family of Emile RWIMO who supported me from the beginning of the University studies till today. My thanks are also addressed to all my teachers of primary school, secondary school, University of Burundi, especially those of the English-Kirundi Department at the Institute for Applied Pedagogy and authorities of Makerere University for the moral and academic education they provided me with. My thanks also go to the family of Laurent GAHIMBARE, Barthélemy NZOHABONAYO and Isidore NIYONZIMA. Finally, my gratitude is addressed to all persons who gave me whatever financial and moral support.

LIST OF ACRONYMS AND ABBREVIATIONS

C.U.P: Cambridge University Press

E.A.C: East African Community

E.F.L: English as a Foreign Language

Et al: et alii (Latin): and other people

I.A.P: Institute for Applied Pedagogy

Ltd: Limited

O.U.P: Oxford University Press

T.E.F.L: Teaching English as a Foreign Language

ABSTRACT

The study examines the factors that affect the teaching/learning of the reading skill in 4thform classes in MBUYE Commune. The data was collected through teachers' and pupils' questionnaires and classroom observation. The study concerned 80 pupils and 4 teachers in 4 secondary schools. The results were analyzed to see whether the hypotheses were proven right or not. The findings from the research revealed that among the hypotheses stated, only two of them namely: "students do not have adequate materials" and "the learning conditions are not favourable to the acquisition of the Reading skill" were proven right while the other two hypotheses namely: "pupils are not motivated to acquire the Reading skill in English" and "teacher's preparation" were not proven right.

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CHAPTER I: GENERAL INTRODUCTION

I.0. Background to the study

In Burundi, while Kirundi and French are the main spoken languages, English is emerging as an important language. It is classified as a foreign language while Kirundi is the national language and French is the official one. English is taught only as a school subject. It had been taught only from the secondary school (6^{th} form) but recently it was introduced from primary school.

Hence, it is very important to acquire mastery of the reading skill in English not only in the educational domain but also in all fields of life because no one can ignore that our country Burundi is now a member of E.A.C.

English like other languages is maden up four skills which are: Reading, Listening, Writing, and Speaking. If a learner does not master well the reading skill, there is no way he can succeed in examinations not only in language but also in other courses. According to Bright and Mc Gregor (1970:52): *"Reading is the core of education since education depends on the quality and quantity of reading"*.

That is because where there is little reading, there is little knowledge acquisition. With the mastery of the reading skill, everyone becomes able to decipher the meaning of a text; and to make sense of what the writer wants to convey. The objective is to establish a relationship between three elements which are: writer-text and reader. It is the reader who makes sense of what is written, who fills the gaps, who uncovers the psychology, the intentions of the writer through the text.

According to Thonis (1970:17):

> *Reading in any language can be viewed as a developmental task, taking place in the time of growth. This development in terms of specific learning forms the basis for successful living in a particular society.*

To develop the reading skill, both teachers and learners must work carefully. For teachers, it is better to make much effort and appropriate techniques should be adopted to enhance the learners' capacity and success in examinations. English must be taught systematically and learners must pay attention while studying so as to become skilful readers, it means readers who can work independently and competently during their schooling period and beyond.

The process of teaching and learning of the reading skill involves many factors that determine success. As a teacher at a communal Lycee of MBUYE commune, I observed that learners who have reading problems do not perform well in class. Therefore, I intend to deal with instructional materials, learning conditions, none qualified teachers as factors that may be behind the poor performance in the teaching and learning of the reading skill and find out solutions to these problems in secondary schools of MBUYE commune, particularly 4th form classes.

I.1. Statement of the problem.

From my experience as a teacher at a Communal Lycee of Mbuye, I observed that pupils of 4th form classes in Mbuye commune do not succeed in National Test. That pushed me to make a research on the factors that are behind.

I.2. Motivation of the study

Considering how English is important in all domains of life, the poor performance in English observed among learners at communal Lycee of Mbuye motivated me to tackle this topic.

I.3. Purpose of the study

Secondary schools located in MBUYE commune especially 4th form classes fail not only in the National Test but also in other types of evaluation. So, the purpose of this study was to identify problems encountered by teachers and learners of 4th classes as far as the reading skill is concerned and to look at the way the reading skill is taught in 4th form classes of secondary school in MBUYE commune and find out solutions which are going to be suggested to the partners.

I.4. Significance of the study

English is a language which is used throughout the world. It plays an important role in all domains of life. It is a major subject in Burundian education especially secondary schools. It determines the success or failure of a learner.

This study will therefore benefit the following categories of people:

1) Teachers need to provide best learning conditions and to be well equipped with a variety of methods and appropriate materials while they are teaching. They may help pupils to enjoy their language activities and build up their confidence.

2) Headmasters will take responsibilities to acquire more materials related to reading and look for qualified teachers so as to improve the teaching of English reading skill.

3) The Ministry of education will take the decision of multiplying schools so as to reduce the class size. This will help teachers and pupils to do well their task.

I.5. Research questions

1. Do students have adequate reading materials?

2. Are the learning conditions favourable to the acquisition of the reading skill?

3. Are pupils motivated to acquire the reading skill in English?

4. Are teachers prepared to teach the reading skill in English?

I.6. Research hypotheses

1. Students do not have adequate reading materials

2. The learning conditions are not favourable to the acquisition of the reading skill.

3. Pupils are not motivated to acquire the reading skill in English.

4. Teachers are not prepared to teach the reading skill in English.

I.7. Delimitation of the study

The study was conducted on 4 secondary schools located in MBUYE Commune, particularly in 4th form classes. My choice was based on the fact that 4th form classes do not succeed at the National Test, in English. For that fact, my research aimed at finding out the factors that affect the teaching /learning of the reading skill.

I.8. Definition of key terms

The following terms were regularly used in the study, and it is important to elucidate their meaning so that they can be understood within the context of this study.

Reading: According to Johnson (1979:11), reading is *"making sense of the text and can be taken as the ability to recognize and understand anything written and printed"*. Bright and Mc Gregor (1970:52) reading is *"the interpretation of printed or written symbols into speech or mental equivalence"*

From the two definitions, we understand that through reading, we can acquire knowledge and change our own attitudes and ideas. Reading is a process of putting the reader, the writer and the text together. Without the reader, communication via the text is impossible. It is for the reader to decipher the meaning of what the writer wants to transmit through the text.

Skill: According to Macmillan English Dictionary for Advanced Learners (2002:1338), "skill" "*is the ability to do something well, usually as a result of experience or training*". Or the Oxford Advanced learner's Dictionary, a "skill" is *"the ability to do something well"*.

Reading skill: This skill may be defined as the ability to perform well in reading. A skillful reader may for example interprets the text's meaning accurately, makes a proper interpretations of the author's feelings and moods, transmits correctly the text's meaning to the listener.

Factor: From Oxford Advanced Learner's Dictionary, we read that *a factor is one of several things that cause or influence something.*

From this definition, we clearly understand that there are many factors that influence the teaching/ learning of the English reading skill as it is my subject under study. Those factors may be time, reading materials, home background, and learning conditions.

Teaching: is the action of transmitting knowledge. This action involves the existence of three elements namely teacher-knowledge and learner. The action of teaching is only possible if the teacher is able to transmit knowledge. Without the teacher, communication via knowledge cannot reach the learner.

Ellis and Tomlison (1980:4) define teaching as: "*the process by which a person helps other people learn (...) teaching helps gain knowledge and attitudes they need to be responsible citizens, earn a living, and lead a successful rewarding life*".

Learning: While teaching concerns the action of transmitting knowledge, learning concerns the action of acquiring knowledge. Through learning, a person gains new knowledge, attitudes which help him/her to lead life in a successful manner.

Instructional materials: NZOKIRANTEVYE, Firmat (2010:6) says that: "*the instructional materials include any device used for teaching purposes as well as text books, supplementary reading materials, charts, audio-lingual materials and other objects used to promote effective reading*". From this definition, we understand that instructional materials are all types of documents from which we get information. The teacher needs a source for what he/she is going to teach.

Instructional materials make teaching-learning meaningful and much more effective. For example, drawings in a document help the teacher to illustrate, and motivate the teaching and learning when employed completely and logically.

I.9. Conclusion on Chapter I

The introductory Chapter was made of the background to the study, statement of the problem and other preliminary considerations, including the research questions and hypotheses, together with the definition of key terms. The second chapter deals with a review of related literature.

CHAPTER II: REVIEW OF RELATED LITERATURE

II.0. Introduction

Much research has been conducted on the factors that enhance or contribute to poor teaching/learning of the English reading skill, which is very important in language learning; as underlined by Bright and Mc Gregor (1970:52): *"Where there is little reading, there is little language learning."*

In this chapter, a review of the literature related to the factors that affect the teaching/learning of the reading skill is made. The factors to be considered are:

1. Instructional materials
2. Learning conditions
3. Learners' motivation to study English
4. Teachers' preparation

II.1. Instructional materials

Materials should relate to what the teachers want pupils to learn. The materials should be useful to learn and allow learners to progress at their own rate of learning. They also provide opportunities for independent study. Materials are useful in supporting classroom teaching and they should be a priority over other considerations. On his point NIYONZIMA (2002:24) says: *"The materials provide opportunities for independent study, use and self-evaluation and progress in learning."*

This implies that instructional materials are very important in teaching/learning. To perform well in teaching, a teacher must have sources of information such as teacher's guide and a student's textbook.

According to Rushby et al (1934:99) quoted by RUTSIKAŃA, Betty (1997:81):

> *Reading materials are the main sources of information for both teachers and learners. They include textbooks, magazines, journals, periodicals, encyclopedia and newspapers. To teach well and effectively, teachers need to have necessary instructional materials such as textbooks, chalks, suitable blackboards, good quality of chalk, up to date books and enough book.*

Still on this point, Farrant (1980:121-126) argues that:

- *Instructional materials in secondary schools especially visual aids are the most important factors contributing to the academic performance of schools. He adds that resource centers are the extension of library, which offers borrowing facilities to students. These can be books, non-book materials like charts, maps, objects and the globe.*

This implies that instructional materials are tools which facilitate, stimulate the teaching/learning when used appropriately.Instructional materials are very important; they enable a teacher to conduct his work efficiently. Without the materials, the teacher cannot reach effectively his objectives.

On this point, H.H.Stern concurs with Mackey who identifies five major variables:

> *M (Methods and Materials, for example textbook, tapes and films), T (What the teacher does), I (Instruction: what the learner gets), S (Sociolinguistic and Socio-cultural influences of the environment), and L (What the learner does).Mackey's conceptual framework indicates how the teaching variables (the MTI triangle in the diagram) as well as the learning variables (the ISL triangle) are dependent.*

Instructional materials make teaching/learning meaningful and much more effective. When instructional materials are efficiently utilized, they facilitate, accelerate, motivate and stimulate the teaching and the learning process.

A good instructional material must be designed by well qualified people and tested before being used. This idea is supported by Cunningsworth (1984:1):

> *Course books are normally written by experienced and well-qualified people and the material contained in them is usually carefully tested in pilot study in actual teaching situations before publication. The teacher can therefore be assured that course book from reputable publishers will serve them well, if properly selected and used.*

Wilkins (1972:23) adds that: *"you cannot teach people to read if adequate material is not available."*

Here, Wilkins means that adequate materials are the main tools for teaching. If the teacher does not have them at his/her disposal, there is no way he can produce good work even if teachers are well trained. With lack of materials, students do not learn and succeed.

In Burundi, most of the communal schools have very large classes so that one book may be shared by more than 2 pupils per desk; Nsibambi R. (1991) supports this idea: *"Some classes are often very large with as many as a hundred or more pupils with limited materials to use in such classes."*

Besides, no one can ignore the quality of the reading material.

> *Some writers are better than others, and some writers produce more complex reading materials than others. A text that is well organized and clear is called "considerable text," and a text that is poorly organized and difficult to understand can be called" inconsiderable text." The more inconsiderable the text, the more work will be required of a reader to comprehend the text. Readers who do not have the background, abilities or motivation to overcome the barriers presented in inconsiderable texts will have more difficulty comprehending these types of texts.*

This point implies that some texts are inconsiderable and it is for the teacher to make them considerable by reorganizing them before teaching, so that they become appropriate to the level of the pupils. In this case, the pupils find the text easy to understand and are motivated to read it.

The literature reviewed shows that the lack of instructional materials presents a major handicap in teaching/learning the English reading skill. Without instructional materials, the teacher and pupils deploy much effort and spend much time on the activity.

II.2. Learning conditions

The learning condition includes all places where learning can take place like the home or the classroom.

On this point what we have to keep in mind is that in Burundi, class size has increased both in primary and in secondary schools so fast that we can find classes of more than 80 pupils.

Class size affects the physical aspect of the classroom that is seating and arrangement. In the case of an excessive class, lessons are not well conducted as few pupils get the necessary attention from the teacher. Class size also cuts down the available time that teachers can use to support individual pupils. Due to a large class size, the space in the classroom is limited so that the teacher cannot move around to control the pupils' activities and give individual help.

On this point, Higine Behaissa (2004) concurs with Kasambira (1993): *"Classroom management is the act of carefully preparing, presenting, and controlling class activities."*

This implies that a large class size necessitates much effort on the part of the teacher and the learners. The teacher must adopt appropriate methods such as organization of group work so as to make supervision easy. On the other hand, a small class does not necessitate much effort to teach and it is easier for learners to study and to participate.

Higine Behaissa emphasizes this point on the learning environment by presenting the advantages of a small class size:

- The teachers give more individual attention to pupils.
- More individual assessment and task matching are possible.
- The teacher gives more practical activities to learners.
- It is easy to distribute books and equipment to the pupils,
- The teacher-pupil interaction is high, thus providing feedback to the child.
- Pupils' behaviour is observed and controlled.
- Pupils' confidence in class is high as each pupil's participation in class discussion is possible.

Also, on the idea of large class INAMUCO Marie Claire (1993:66) says:

> *Many classes are too large to facilitate the teacher's task. Such classes are really difficult to handle and constitute a great barrier to language teaching. The large numbers of pupils in one class make practice almost impossible. If the class is too large, it is up to the teacher to organize the class in groups of work if necessary. The teacher has the responsibility to look for effective and adequate means to fit the learner's needs. Knowledge is better transmitted when it is given in good conditions, using appropriate teaching technique.*

Here it is up to the teacher to know which method or strategy to adopt. For example, the teacher should vary individual repetition by a group of learners. The teacher should also be walking to various parts of the class.

That is to say, if the teacher fails with one technique, he/she is obliged to look for other techniques because it is known that there is no method that leads to an automatic perfect teaching of language. Concerning home as a learning environment, Kasaija, Bujume Joyce (2002) concurs with Moyo (1984):

> *Children from high social status are exposed to a variety of play and pre-reading materials which are manipulated compared to children from low social status.*

In other words, children from high social status families are exposed to facilities, for example they have parents who have books at home. The parents initiate their children in reading from childhood, whereas children from illiterate parents are not.

II.3. Learners' motivation to study English

In learning, motivation is an essential element like materials, teachers' qualification, class size and other factors. According to Higard et al (1994:89): *"Motivation is concerned with those factors that energize behaviour and direction."*

In the same sense, Harmer (1986:3) defines motivation as follows:

> *Motivation is some kind of internal drive that encourages somebody to pursue a course of action. It seems to be the case that if we perceive a goal and that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach the goal.*

Concerning motivation, anyone who is determined to do something can be enraged by other people or can be motivated by his/her inner drive. The goal is reached through internal motivation and the ensuing action.

Cunningsworth (1984:59) focuses on motivation in the foreign language teaching/learning process in the following words:

> *A student who is not well taught but is motivated will have better results in learning a foreign language than a student who is well taught but is not motivated. Motivation determines the student's level of attention during class and assiduity when he does his homework and revises what he has been taught during the day.*

In learning a language, motivation is more important than the quality of teaching. It is better to be motivated than to be well taught. So, motivation may be said to be a major factor of success. In the same perspective Brumfit (1984:54) says:

> *The individual's failure in a task of foreign language learning can be attributed to lack of motivation. He would need to develop and maintain that essential factor: motivation without which the learner's essential language learning ability would not be fully utilized and thus without which his learning performance would fall down below the level he should be able to sustain.*

This quotation shows that motivation is the main element that enhances success in learning. With it, reading ability can be highly developed.

Motivation helps in teaching /learning the English reading skill. Some learners want to study and to know English so as they want to get a good job or others want to be integrated into countries where the dominant language is English.

According to Roe (1977:15):

> *There are three levels of motivation to learn English. Level one, the highest level, when English is required to obtain a degree or a desirable job or to get promotion; level two, to improve exam grades or influence positively career prospects; and level three where English could increase the student's status , be useful if he went abroad, widen his knowledge and interests.*

This system of levels assumes instrumental motivation (where English is studied to achieve goals such as completing a school graduation requirement or being able to read scientific publications, but not really for any social purposes) to be more important to success than integrative motivation (where English is learned for social purposes in order to take part in the social life of a community using that language and to become an accepted member of that community).

The teacher must attempt to know exactly which type of motivation guides the pupils. It is better for the pupils to be guided by instrumental motivation because this pushes them to undertake studies in order to know the language so as to succeed.

Briefly, motivated pupils are more engaged in learning, are more self-confident and more likely to master successfully all skills.

II.4. Teacher's preparation

As a teacher must be an expert in the theories and methods of teaching, it is better for all teachers to have undertaken teaching practice during their training course. Teaching is not for everyone because it necessitates as much methodology as knowledge. Special techniques and strategies due to classroom conditions such as class size, level of pupils, lack of enough and appropriate materials must be applied.

On this point Waigolo, David (2005) concurs with Arthur (1987):

> *A capable teacher using instructional materials can take the dullest materials and give life to a lesson and yet the incapable teacher can deny the finest material of interest.*

So training and professionalism are the teacher's asserts for successful action in the classroom. Bob, Gates (2007) agrees with Cockburn (1992) when he says: *«Play is an influencing factor to learning. Apart from reducing stress, the sheer activities involved, can be an available aid to learning"*

As a Chinese proverb suggests: *"I hear and I forget, I see and I remember, I do and I understand."*

Here, what we have to know is that brains get strengthened through exploration, play, and speech. Therefore, teachers should do whatever possible to create a positive mood among learners, a good environment in order to improve the teaching and learning process.

In the same line Grant (1978) commented:

> *A book corner should be created in every class for children to read and a variety of suitable reading books be exposed for easy accessibility of learners in regard to age and ability. As children attempt to read, their appetite for books must be met by giving them a variety of suitable books for their age and ability.*

In a well equipped classroom, the four sides of it are full of books. When the pupils get time or when they are tired, they may take books to relax. When the teacher is absent, the pupils take books, read them and discuss about the content while others are doing exercises from other books.

Concerning methodology, Rachel Belgrave (1984) says:

> *A communicative methodology, implies that language is taught and practiced within a framework of meaningful contextualized exercises which proceed from the more controlled (as in the practice of new items) to the less controlled (language production by students). A communicative methodology implies a good deal of student interaction.*

Here, Belgrave insists on the fact that a well prepared teacher, that means a qualified one knows the appropriate methodology to apply in teaching language ,by tackling it through exercises.

Belgrave continues to show the importance of a prepared teacher. According to him, when the class is too large, it is better to undertake the class activities by group work.

The good pupil helps the weak one and the latter has no fear to speak with his/her classmates and this is also a method which helps the teacher to facilitate his activity without inhibiting learning.

In this perspective, Rachel Belgrave (1984) says:

> *During pair work and group work activities, the teacher is free to move around the class, monitoring the students' performance and indeed to act as an advisor and helper when the students get into difficulties.*

Belgrave (1984:5) cited the advantages of pair and group work:

1. The student's participation and language production are increased. This is a particularly important consideration for teachers working with large classes.
2. It fosters cooperative and student-centered learning.

3. It provides a more natural and realistic setting for communicative activities.

4. Students can be grouped so that the stronger helps the weaker and the teacher is left to evaluate and assess the progress of individual students and to monitor their learning.

Sometimes, teachers complain that pupils are the ones who cause their failure by saying that errors are due to the lack of attention, a lack of motivation, poor memorization and other things. Teachers, even qualified teachers never think that errors can be caused by a bad teaching process.

In the same line, Hubbard et al (1983:135) say:

> *Naturally, teachers can be blamed for causing errors by sloppy and careless teaching or planning. On the other hand, if teachers blame the students (and must accept the fact that they often do) their accusation are usually directed at the lack of motivation, self discipline or general intelligence.*

Here, what we have to know is that the teacher is a key player in education .That means a competent and qualified teacher who can discern the source of errors and how to proceed to correct them. If the errors are on the side of the pupils, he knows how to correct them; if the errors are on the side of the teacher he knows the strategy to adopt to overcome them. On the other hand, a non-prepared teacher always blames his pupils for their poor performance even if it is his/her wrong approach to teaching which is the root of the problem.

Fontana (1986:107) groups teacher's attitudes into three categories which are labeled as:

> *Naturalism, radicalism and tender-mindedness. The quality of being a naturalist is for the teacher to react to the class naturally. This type of teacher is the one who does not change his mood negatively according to whichever situation of his class. Radicalist is the one who does not allow learners to contradict him or change what he said .The tender-minded is the one does not care strictly about learner's behaviour; he is more tolerant and democratic.*

In one word, it is imperative for someone to attend a training institution before becoming a teacher. It is in this centre that all things concerning teaching are taught including the attributes of a good teacher such as being tolerant, natural, with an even mood a naturalistic teacher.

II.5. Conclusion on Chapter II

This chapter dealt with the review of literature related to the factors that affect to the teaching/learning of the Reading skill. I focused on literature related to instructional materials, the learning conditions, motivation to learn English and teacher's preparation as factors which are conducive to the acquisition of the reading skill, when they are positively prevailing.

CHAPTER III: METHODOLOGY

III.0 Introduction

The present chapter focuses on the methodology used to collect and to analyze the data. The study was conducted in order to point out the factors that affect the teaching/learning of the reading skill.

III.1. Area of the study

The area of the study was MBUYE Commune. I selected this area because many times, I have heard that learners fail, particularly those of 4th year in the National Test particularly in English. Then, it was an opportunity to check whether what I had heard was true or not. It is through my research on factors that affect the learning/the teaching of the reading skill that I could discover the reality.

III.2. Population and sampling

III.2.1. The population

The population involved in this research was made up of 4 teachers namely those who teach English in form four. The other population also involved in this study was 247 pupils who study at 4th form in MBUYE Commune's secondary schools.

III.2.2. Sampling

As it was difficult to use 247pupils of 4th form classes located in MBUYE Commune, I chose a sample of 80 pupils and all the schools were represented. This means that I took only 4 schools, 20 pupils from each school and each 4th class. This choice was conducted as follows: in each class, with the help of the teacher, I selected the 20 first students, in alphabetical number, according to the list supplied. Concerning teachers, I used all the 4 teachers in the 4 schools.

So, I considered that a number of 84 persons were enough to give information on the factors that affect the teaching/learning of the reading skill and I gave them a questionnaire to be answered.

Table 1: Population and sample

Name of the school	Number of the teachers	Number of the pupils	Number of the sample teachers	Number of the sample pupils
Communal Lycee of MBUYE	1	74	1	20
Communal College of SAGA	1	83	1	20
Communal College of BUHANGURA	1	68	1	20
Communal College of GASURA	1	22	1	20
Total	4	247	4	80

III.3. Data collection procedure

III.3.1. The research instruments

During the research, two sorts of instruments were used:

1. Classroom observation

1. Written questionnaire

a. Classroom observation

My own classroom observation was made to check whether the 4th form classes in Mbuye commune fail in National Test or not. I considered classroom observation as a very important tool in research because it was an opportunity to discover the truth, by myself.

On this point, Wallace (1991) says:

> *This kind of observation is also extremely valuable since certain aspects of the action will be clear to the observer in a way that they cannot be to a teacher.*

Classroom observation made it possible to look at the realities as they are inside the classrooms concerned by the study.

b. The written questionnaires

To collect data for my research, I used two sets of written questionnaire which were addressed to teachers and one which was addressed to pupils. The questions were designed according to specific themes. Concerning the teachers' questionnaire, the first five questions were related to the first theme: "Teachers' preparation". Through those five questions, the research aimed to know if the teacher used the appropriate methodology in class; if he is prepared to teach.

The following five questions were related to the second theme which is about instructional materials. With these questions, the researcher aimed at knowing how the school is equipped in materials because no one can ignore that the lack of materials or not enough materials affects poor performance in learning.

The next five questions were related to the third theme: "Learning conditions". In this theme, I wanted to point out how the classroom conditions can facilitate or hamper the teaching of English reading.

Concerning the students' questionnaire, the first five questions were related to the theme: "Students' motivation to learn English". Those five questions helped me to know if students are interested in learning the English language.

The following five questions were related to the second theme: "Instructional materials". The aim here was to discover whether the school has enough and appropriate materials for students or not.

The next five questions were related to the third theme: "Learning conditions". Here, I as a researcher, I aimed at knowing if the working conditions in the classroom or at home are favourable or not to learning.

The last question, in the teachers' and the students' questionnaires gave the opportunity to teachers and pupils to make suggestions, on what could be done to improve the teaching/learning of the reading skill in English.

III.4. Pilot study

After making the questionnaire, I analyzed it by grouping questions under themes. I decided to give them to the concerned population: English teachers and pupils of 4th form classes. A pilot study is designed to see if the questionnaire is understandable or not, if the respondents are able to answer the different questions; if not to change them by correcting or replacing them by other questions. I gave the questionnaire to only 32 pupils and 4 teachers. Before giving the questionnaire, I sought permission from the Dean of studies by presenting him the research authorization given by the Dean of I.A.P. As I was accepted to do my pilot study, I explained to teachers and pupils what to do. After one week, I collected the questionnaires, and I found out that through the answers, there was no need to change the questionnaire or to correct it. So I used the same pilot study questionnaire for the field study.

Table 2: Presentation of schools and learners concerned by the pilot study

Schools	Number of teachers	Number of pupils
Communal Lycee of MBUYE	1	8
Communal College of SAGA	1	8
Communal College of BUHANGURA	1	8
Communal College of GASURA	1	8
TOTAL	4	32

III.5. The field study

Further to my initial contact with the school headmasters and after analyzing the results from the pilot study, I proceeded to the field study. I contacted the selected teachers near the classes before they began to teach. Here, I mean the teachers of English in 4th form class. They were familiar with me because they were the same 4 teachers that I contacted for the pilot study. I conducted my research at 4 schools and each school has one 4th form with one English teacher. After a long conversation about my research with teachers, we got into class together. I distributed the questionnaire; one addressed to teachers, another addressed to pupils. I explained what to do to both of the subjects (respondents) that are the teachers of 4th form classes and some pupils of 4th form classes. Those pupils were chosen according to the alphabetical order. Seeing the size of the questionnaire and the time that the respondents had, we were convinced that the questionnaire would be answered in 2 weeks. I told the teachers to follow up the pupils' questionnaire so that they did not lose them. After the convened two weeks, the teachers collected the filled copies and handed them to me.

III.6. Encountered difficulties

When carrying out my researching, some problems were experienced. For the first time, one Dean of studies had refused me from introducing myself to his school claiming that the term was too short for the reception of the questionnaire which could take time for teachers and pupils. I tried for the second time and he finally accepted. Concerning the teachers, they began by refusing to help me saying that the questionnaire was not easy to answer and that it necessitated much concentration. On the part of the classroom observation, the first time I went to one of the schools, I found out that the English teacher was absent. I went again for the second time.

III.7. Data analysis procedures

This section deals with the analysis of information obtained from the teachers' questionnaire, pupils' questionnaire and classroom observation.

The teachers' questions are arranged according to themes as follows:

Theme 1: Teachers' preparation

Theme 2: Instructional materials

Theme 3: Learning conditions

The pupils' questionnaires are also ordered in respect of three themes as follows:

Theme 1: Students' motivation to learn English

Theme 2: Instructional materials

Theme 3: The learning conditions

The information from teachers' and pupils' questionnaires was analyzed quantitatively in order to get an idea on the factors that affect the teaching/learning of the reading skill. Concerning the classroom observation, I reported what I analyzed.

III.8. Conclusion on Chapter III

This Chapter on methodology dealt with the area of the study, the population and sampling, data collection procedures, pilot study, field study and data analysis procedure. The following chapter deals with data analysis and findings.

CHAPTER IV: DATA PRESENTATION, ANALYSIS AND FINDINGS

IV.0. Introduction

This chapter deals with the presentation, analysis and interpretation of data from classroom observation, teachers' and pupils' questionnaires. It also deals with findings. The data were analysed to see how the formulated research questions were answered:

1. Do students have adequate reading materials?
2. Are the learning conditions favourable to the acquisition of the reading skill?
3. Are the pupils motivated to acquire the reading skill in English?
4. Are teachers prepared to teach the reading skill?

In order to analyze and interpret well the pupils' and teachers' results, I presented the answers quantitatively in tables, with frequencies and percentages. Concerning classroom observation, I made a descriptive account.

IV.1. Data presentation and analysis

This subchapter shows that there is a classroom observation instrument which is used to collect the data during classroom activity and questionnaire instrument which is used to collect the data from pupils and teachers.

IV.1.1 Analysis of data presentation from classroom observation

My classroom observation was made in four 4^{th} form classes. Its aim was to have a first hand look at the classroom situation and realities, the prevailing learning conditions and the existing material conditions.

IV.1.1.a. Learning conditions

While observing, I checked whether the class size had any impact on the teaching and learning of the reading skill. This classroom observation provided an occasion for me to see that the answers given to question number 12 "does the whole class hear well the teacher during reading lessons?" depends on where the pupils sit. One pupil who sits on the last desk asked: "please teacher, I do not catch well the question." While others who sit in the middle and in front were working on the question. Again the teacher who was standing near the blackboard said: "open your books on the page 30" I walked towards the back and found pupils asking: "which page did he say?" In one word, I realized through classroom observation that class size was a handicap to the teaching/learning of the English reading skill.

IV.1.1.b. Instructional materials

Among the 4 classes I visited namely: communal Lycee of Mbuye, Communal College of SAGA, Communal college of BUHANGURA and Communal college of GASURA, I realized that no school has a well equipped library. Each book is shared by 2 or 3 pupils per desk during English reading lessons. Schools do not have books. At the end of the lessons pupils bring them back to the library. They do not have opportunities to familiarize themselves in reading or in doing exercises related to the grammar structures found in the books.

In one school, I found that there were no students' books. To get the text for reading, the teacher gave his book to a pupil to copy the text on the blackboard. While copying on the blackboard, the other pupils were copying in their exercise books. After, the teacher explained the text and most of the pupils who raised their hands did not have opportunities to ask a question or to answer in 45 minutes. Forty five minutes are not enough for copying on the blackboard and for explaining.

Briefly, the learning conditions and the materials used during classroom teaching do not facilitate the learning. The learning conditions and lack of instructional materials are among factors that affect the teaching/learning of the English reading skill.

IV.1.2. Analysis of data presentation from questionnaires

IV.1.2.a. Analysis of data presentation from pupils' questionnaire

Theme 1: Students' motivation to learn English.

The analysis of pupils' answers on the theme "Students' motivation" shows that a very small number of pupils confirmed that the failure of pupils of 4th form classes is due to the lack of motivation to learn English. In other words, the answers given do not prove the motivation to learn English as the main factor which affects the teaching /learning of the Reading skill.

The table below shows the variation of answers in terms of frequencies and percentages.

Question 1: Are you interested in learning English?

Yes □

No □, if no, why?

Table 3: Presentation of data for question 1

Answers	Frequency	Percentage
Yes	80	100
No	0	0
Total	80	100

From this table, it is noticeable that all the informants are interested in learning English, that is, 80 pupils out of 80 or 100%. This makes me think that they are pushed by the instrumental motivation, for example, to get a good job or to conduct their business because we know that even if English is a foreign language, it is important in trade and communication in the whole world.

Question 2: Do you appreciate your English teacher?

Yes □

No □

Table 4: Presentation of data for question 2

Answers	Frequency	Percentage
Yes	80	100
No	0	0
Total	80	100

Through the table above, we see that 80 pupils out of 80 or 100% appreciate their English teacher. Regarding this table, the English teacher is the one who knows the way to motivate the class. He is the professional one, who knows the strategy to use during a difficult lesson, and the one who knows how to adapt the teaching towards the level of the pupils. He explains the lesson to his pupils and shows them how and why English reading is important.

Question 3: Do you feel happy when you are studying the English reading lesson?

Yes □

No □

Table5: Presentation of data for question n°3.

Answers	Frequency	Percentage
Yes	75	93. 75
No	5	6.25
Total	80	100

Looking at this table, I find that most of the respondents that is75 pupils out of 80 or 93.75% confirm that they feel happy when they are studying English. Only 5 pupils out of 80 or 6.25% accept that they do not feel happy when they are studying English. Maybe these 5 pupils are motivated neither by internal motivation nor external motivation while we know that motivation is an important factor in learning.

Question 4: Do you appreciate your classroom working condition?

Yes □

No □

Table 6: presentation of data for question n°4

Answers	Frequency	Percentage
Yes	40	50
No	40	50
Total	80	100

This table shows that 40 pupils out of 80 or 50% accept that they appreciate their classroom working conditions. Other 40 out of 80 or 50% do not appreciate their classroom working conditions. Coming back to how the pupils learn, the answer "No" is probably given by the pupils who first sit in the back part of the classroom and those who sit by three per desk. This is because basing on what I saw during classroom observation, pupils who sit behind do not hear well the teacher, and those who are three at each desk do not sit in a comfortable way.

Question 5: Do you enjoy the English reading homework?

Yes □

No□

Table 7: Presentation of data for question 5

Answers	Frequency	Percentage
Yes	55	68.75
No	25	31.25
Total	80	100

As seen from the table above, 55 pupils out of 80 or 68.75% said that they enjoy the English reading homework. 25 pupils out of 80 or 31.25% gave the answer "No". This high percentage (68.75%) is made of pupils from well educated parents with a high socio-economic status. These parents provide materials, live in houses where there is electricity and help their children in doing their homework. Pupils who gave the negative answer live very far from the school, when they reach home, they are obliged to help their families with the domestic chores are not helped in doing their homework.

Theme 2: Instructional materials

The pupils' answers to the questions related to this theme have shown that all schools located in MBUYE Commune have problems with materials. There are no libraries, no students' books; three pupils share one original book or one photocopy. So, the results concerning the lack of the instructional materials in MBUYE Commune secondary schools especially 4th form classes are shown through the following questions.

Question 6: Do you have any other books apart from the prescribed textbooks?

Yes □

No □

Table 8: Presentation of data for question 6

Answers	Frequency	Percentage
Yes	6	7.5
No	74	92.5
Total	80	100

Looking at this table, I notice that only 6 pupils out of 80 or 7.5% agree that they have other books apart from the prescribed textbooks. One cannot imagine how these pupils study grammar without grammar books such as English Grammar in use or Common Mistakes. Those who gave the answer "Yes", come from families of a high social status because those families know that their children need grammar books and they are able to buy them.

Emmanuel MISAGO (2010:22) expresses on this view: *Children with parents of higher economic status tend to receive more parental support."*

Children from low parental social status are not facilitated in their learning. When those parents buy copybooks, uniforms and pay school fees, they think that they have done all that is needed, contrary to the parents of high economic status. 74 pupils out of 80 or 92.5% responded that they did not have textbooks for reading. Pupils from poor families do not have the means to buy whatever a pupil needs to enhance his performance in reading.

Question7: Does each learner have a student's book?

Yes □

No □

Table 9: Presentation of data for question 7

Answers	Frequency	Percentage
Yes	0	0
No	80	100
Total	80	100

In the table above, we read that no one among pupils has a student's book. It is not understandable to have no books in a classroom. The teacher is obliged to copy the whole text or exercises on the blackboard. This is a problem for pupils who spend much time in copying; they are tired physically and morally. Also the teacher becomes tired physically by running with the programme which cannot be completed because the forty five minutes are not sufficient for copying and explaining.

Question 8: Do you visit the school library?

Yes □

No □

Table 10: Presentation of data for question 8

Answers	Frequency	Percentage
Yes	7	8.75
No	73	91.25
Total	80	100

Through this question, as it is indicated in the table above, we see that 7 pupils out of 80 or 8.75% have visited the library. Some of them wrote beside the answer yes, "but our library is poor." 73 pupils out of 80 or 91.25% say that they did not visit the library and explained why by saying "because we did not have it" and others continue by saying "we do not have a library but we use books bought by our parents." From this, we deduce that the lack of well equipped libraries contributes to poor performance in the reading skill in 4^{th} form classes in MBUYE Commune.

Question 9: Are your books original ones or photocopies?

Original □

Photocopies □

Table 11: Presentation of data for question 9

Answers	Frequency	Percentage
Original	22	27.5
Photocopies	58	72.5
Total	80	100

The table above shows that 22 pupils out of 80 or 27.5% confirm that they have original books. 58 pupils out of 80 or 72.5% admit that they use photocopies. The books that are said to be original are old and damaged till some pages and even the covers are missing.

Question 10: Do you have books to read at home?

Yes □

No □

Table 12: Presentation of data for question 10

Answer	Frequency	Percentage
Yes	6	7.5
No	74	92.5
Total	80	100

Concerning the table above, 6 pupils out of 80 or 7.5% accept that they have books to read at home. 74 pupils out of 80 or 92.5% say that they do not have books to read at home. Nothing is strange because many of the pupils are from poor families who are not able to buy books for their children to read at home. During the morning they are at school and once back at home, they help their parents for fetching water, keeping cattle and preparing meals. During the night, those pupils would like to read but, they live in a milieu where there is no light.

Theme 3: The learning conditions

Nowadays, the number of learners increases day by day. The classroom conditions related to the class size and the poverty of the schools make learners suffer endure many learning hardships. Let us analyze the answers given by the respondents to questions related to the theme "Learning conditions".

Question 11: How many are you at each desk?

Three □

Two □

More than three □

Table 13: Presentation of data for question 11

Answers	Frequency	Percentage
Three	60	75
Two	20	25
More than three	0	0
Total	80	100

The table above shows that 60 pupils out of 80 or 75% sit at 3 per desk. 20 out of 80 or 25% sit by 2 per desk. This is due to the prevailing class size. The desks are squeezed in the classroom so that the teacher lacks space to move through the classroom. The pupils who are sitting at three are not in a comfortable situation for optimal learning.

Question 12: Does the whole class hear well the teacher during reading lesson?

Yes □

No □

Table 14: Presentation of data for question 12

Answers	Frequency	Percentage
Yes	40	50
No	40	50
Total	80	100

This table shows that 40 pupils out of 80 or 50% agree that they hear well the teacher during reading lessons. Other 40 pupils out of 80 or 50% say that they do not hear well the teacher during reading lessons. This result recalls what was analyzed during classroom observation. The teacher said: "Open your books on page 30"the pupils who were sitting in front of the teacher and those who were in the middle began to work while some of the pupils behind were asking one another: "which page does he say?". The class was too large so that the voice of the teacher could not reach the whole class. Hence, you find some pupils bored, others taking notes for other courses, and they talk on whatever they want, all because they know that a large class is not easy to control.

Question 13: Do you feel at ease to study in a large class?

Yes □

No □

Table 15: Presentation of data for question 13

Answers	Frequency	Percentage
Yes	10	12.5
No	70	87.5
Total	80	100

By reading the table above, we see that 10 pupils out of 80 or 12.5% say that they feel at ease when studying in a large class. 70 pupils out of 80 or 87.5% say that they do not feel at ease when studying in a large class. Analyzing the data in table 13 and table14, we deduce that class size is a major handicap for the teaching/learning of the English reading skill.

Question 14: Do you find it easy to do your English reading homework?

Yes □

No □

Table 16: Presentation of data for question 14

Answers	Frequency	Percentage
Yes	5	6.25
No	75	93.75
Total	80	100

From this table above, we see that 5 pupils out of 80 or 6.25% find it easy to do their English reading homework. 75 pupils out of 80 or 93.75% disagree on this 14th question. That is, they do not feel at ease to do their English reading homework. This high percentage (93.75%) is due to the place in which they live. They live at a long distance where there is no light.

Question 15: Do you have any English books to read at home?

Yes □

No □

Table 17: Presentation of data for question 15

Answers	Frequency	Percentage
Yes	20	25
No	60	75
Total	80	100

This figure shows that 20 pupils out of 80 or 25% have English books to read at home. 60 pupils out of 80 or 75% do not have any English books to read at home. This high percentage of pupils who disagree with the assertion is due to poverty and the way of living of pupils. There is no way they can get books to read at home if schools do not allow pupils to go home with them and that parents are too poor to buy books for their children.

Proposals

Question 16: What do you suggest for improving the learning of the Reading skill?

I asked this question to gather all suggestions from pupils on whom to improve the learning of the reading skill.

So, I summarized their suggestions in 2 points:

1. Learners need a well-equipped library
2. Learners need additional time for the English course

The analysis of the data above has indicated that pupils have an urgent need for a library. This was seen through table 10 where 73 pupils out of 80 or 91.21% confirmed that they have never visited a library; others added that they have never seen a library at their schools. Also, in table 9, question 7: "does each learner have a student's book?" 80 pupils out of 80 or 100% answered that they do not have one. On the point concerning additional time, pupils specified that 45 minutes are not sufficient to teach a reading lesson. They said that they need the periods for English to be increased. They also proposed that in the afternoon, it is better to come back to school for English composition, essays and called on teachers to organize clubs at school. The pupils said that English clubs can help them to explore new vocabulary, expressions and avoidance of fear while speaking in public. Pupils continued by saying that it will be an opportunity for everyone to speak because 45 minutes are not enough for a large class.

IV.1.2.b. Analysis of data presentation from teachers' questionnaires

Theme 1: Teachers' preparation

All the 4 English teachers I survey have completed their university studies. They had time to follow the teaching method courses and have even been trained to teach in secondary schools during 2 months. Let us first analyze the answers given on the questions concerning teachers' preparation theme.

Question 1: Have you been trained to teach English in secondary school?

Yes □

No □

Table 18: Presentation of data for question 1

Answers	Frequency	Percentage
Yes	4	100
No	0	0
Total	4	100

From this table, we deduce that 4 teachers out of 4 or 100% have been trained to teach English in secondary school. Among the four contacted teachers, no one has not been trained to teach English in secondary school. This means that all teachers are expected to know the methodology, strategy to use either in a large class or in a poorly performing class.

Question 2: Have you attended any seminar on the teaching of English?

Yes □

No □

Table19: Presentation of data for question 2

Answers	Frequency	Percentage
Yes	3	75
No	1	25
Total	4	100

This table shows that 3 teachers out of 4 or 75% have attended seminars on the teaching of English. One teacher out of 4 or 25% has not attended any seminar. From this, we deduce that the teachers who have attended seminars and at the same time qualified professionally should teach in an efficient way.

Question 3: During your studies, for how many years did you learn teaching methods?

Under three years □

Above three years □

Table 20: Presentation of data for question 3

Answers	Frequency	Percentage
Under three years	0	0
Above three years	4	100
Total	4	100

The table above shows that all the 4 teachers I contacted in MBUYE commune's secondary schools, 4th form classes are experienced in teaching three years or more. From this, we deduce that even if there is a lack of instructional materials, even if the classes are large, the teachers know how to adapt the teaching, know which strategy to adopt so as to improve the teaching/learning of the English reading skill.

Question 4: Do you evaluate the knowledge of learners at the beginning of each school year?

Yes □

No □

Table 21: Presentation of data for question 4

Answers	Frequency	Percentage
Yes	4	100
No	0	0
Total	4	100

This table shows that 4 teachers out of 4 or 100% evaluate the knowledge of learners at the beginning of each school year. We deduce that there are no teachers who do not evaluate the knowledge of learners at the beginning of each school year. This is a sign of professional know-how. It helps the teacher to know where to begin to teach in his/her class and to know if he/she can come back on the programme of the previous school year before embarking on the programme of the new school year.

Question 5: Do you divide your class in groups to teach English?

Yes □

No □

Table 22: Presentation of data for question 5

Answers	Frequency	Percentage
Yes	4	100
No	0	0
Total	4	100

The table above shows that 4 teachers out of 4 or 100% divide the class into groups to teach English. From this, we deduce that all the teachers are efficient teachers, they know how to remediate to a problem that a class has. Then these contacted teachers, divide pupils into groups while teaching because working in groups is a methodological device used when the class is large. This helps pupils not to be shy and at that moment the good pupils help the weak ones without intimidating them and the teacher only acts as a guide.

Theme 2: Instructional materials

At each school, every teacher must have teacher's book for all courses because it is the teacher's book which guides the teacher, not only for the quality of what is going to be taught but also it indicates the programme and the methodology to follow. Besides, there must be other books to complete the teacher's books.

Question 6: Do you use other books apart from teacher's book?

Yes □

No □

Table 23: Presentation of data for question 6

Answers	Frequency	Percentage
Yes	1	25
No	3	75
Total	4	100

The table above shows that only 1 teacher out of 4 or 25% uses other books apart from the teacher's book. Three teachers out of 4 or 75% do not use any other books apart from the teacher's book.

The high percentage of teachers who do not use other books apart from the teacher's book is due to the school's lack of resources or to the lack of initiative by the school managers.

Question 7: Do you have a school library?

Yes □

No □

Table 24: Presentation of data for question 7

Answers	Frequency	Percentage
Yes	1	25
No	3	75
Total	4	100

The table above shows that 1 teacher out of 4 or 25% says that they have a library at school. Three teachers out of 4 or 75% say that they do not have any library at school. From this, we deduce that there is a serious shortage of printed materials at school. The teachers use photocopies that they make somewhere else or borrow books to use from other schools.

Question 8: Do you use instructional materials when teaching English reading?

Yes □

No □

Table 25: Presentation of data for question 8

Answers	Frequency	Percentage
Yes	1	25
No	3	75
Total	4	100

This table shows that 1 teacher out of 4 or 25% agrees that he uses instructional materials when teaching English reading. Three teachers out of 4 or 75% disagree with the assertion. They say that they do not use instructional materials when teaching English reading. Those 3 teachers do not use instructional materials because they do not have them. There is no library at school; there are no other ways to get other instructional materials such as newspapers, journals, and reading books. So, the lack of printed materials at the school leads to a failure in the teaching/learning of the English reading skill.

Question 9: Do you have enough and up to date teachers' and students' books?

Yes □

No □

Table 26: Presentation of data for question 9

Answers	Frequency	Percentage
Yes	1	25
No	3	75
Total	4	100

The table above indicates that 1 teacher out of 4 or 25%, agrees that he has sufficient and up to date teachers' and students' books. Three teachers out of 4 or 75% say that they do not have sufficient and up to date teachers' and students' books. From this high percentage, I wonder how the teaching/learning is, at these schools where there are no guides for the teacher and no reading books for students.Then it is understandable that there is no success in the teaching/learning of the English reading skill at these schools.

Question 10: Do you think instructional materials have an affect on the performance of students?

Yes □

No □

Table 27: Presentation of data for question 10

Answers	Frequency	Percentage
Yes	4	100
No	0	0
Total	4	100

This table shows that 4 teachers out of 4 or 100% agree that instructional materials have an affect of the performance of students. This means that there is no teacher among the ones to whom I gave questionnaire who deny this assertion. As far as I am concerned, I really know that the success of a school depends on many factors especially the teaching materials available.

In the same line Farrant (1980:121-126) says: *"Instructional materials in secondary schools are the most important factors contributing to the performance of schools."*

Unfortunately, there are not enough teaching materials at the secondary schools located in MBUYE Commune. This means that there is an acute shortage of sources of information not only for the teachers but also for the students.

Theme 3: Learning conditions

This theme is considered in both pupils' and teachers' questionnaires because learning implies the action of teaching. There cannot be a learner without a teacher. If learners are in unfavourable conditions while learning, it implies that teachers are also in the same conditions.

Question 11: Do you find it easy to teach in a large class?

Yes □

No □

Table 28: Presentation of data for question 11

Answers	Frequency	Percentage
Yes	0	0
No	4	100
Total	4	100

Reading this table above, we see that all teachers, that means 4 teachers out of 4 or 100% say that they do not find it easy to teach in a large class. From the answers to this question, it is obvious that under bad teaching/learning conditions such as class oversize, it is not easy to conduct effective reading.

Question 12: Does the existing class size facilitate the interaction between teacher and learners?

Yes □

No □

Table 29: Presentation of data for question 12

Answers	Frequency	Percentage
Yes	0	0
No	4	100
Total	4	100

This figure shows that no teacher agrees that the prevailing class size facilitates the interaction between teachers and learners. That is, 4 teachers out of 4 or 100% say that class size does not facilitate the interaction between teachers and learners.

Then, it is for the teacher to create the best conditions for learning because a good teacher knows that his/her interactions with pupils are important in influencing performance.

Question 13: Are the class conditions favourable for the teaching of English reading?

Yes □

No □

Table 30: Presentation of data for question 13.

Answers	Frequency	Percentage
Yes	0	0
No	4	100
Total	4	100

This table shows that no teacher out of 4 or 0% agrees that the class conditions are favourable for the teaching of English reading. Four teachers out of 4 or 100% deny that the existing classroom conditions are favourable for the teaching of English reading. These are due to the fact that the classes are large and the teacher spends much effort in controlling pupils' movements, in setting and marking tests and examinations and also in speaking so that the whole class can catch well what he is saying.

Question 14: Are you able to control the students' movements during the teaching of English reading?

Yes □

No □

Table 31: Presentation of data for question 14

Answers	Frequency	Percentage
Yes	1	25
No	3	75
Total	4	100

The table above shows that only 1 teacher out of 4 or 25%, agrees that he is able to control the students' movements during the teaching of English reading.

Three teachers out four or 75%, agree that they are not able to control the students' movements during the teaching of English reading. With the high percentage of teachers who state that it is difficult to control the students' movements, we deduce that the class is too large and this situation hampers the teacher's free movements in the classroom.

Question 15: Do learners participate in English reading lessons?

Yes □

No □

Table 32: Presentation of data for question 15

Answers	Frequency	Percentage
Yes	3	75
No	1	25
Total	4	100

While reading the table above, we notice that 3 teachers out of 4 or 75% accept that learners participate in English reading lessons. One teacher out of four or 25% says that the learners do not participate in English reading lessons. The high percentage (75%) of teachers who say that learners participate in English reading lessons is due to the fact that some teachers know many methods or strategies to use so that even a large class participates. Those teachers manage to create a conducive environment to stimulate children to work even if the class is large.

Proposals

Question 16: what could be done to improve the teaching of the reading skill in secondary schools?

Through this question, I wanted to explore teachers' suggestions about the factors that hamper the teaching/learning of the reading skill in secondary schools, especially 4th form classes in MBUYE Commune.

Firstly, they suggested that they should have the necessary instructional materials such as textbooks, suitable blackboards, up-to-date and sufficient reading books and dictionaries.

Some explained why they pleaded for such materials as:

- Materials help to illustrate some point during a reading lesson;
- Pictures help learners to understand the theme while reading.

Secondly, they suggested that the class size should be reduced to facilitate teaching and this would be a way of allowing all the pupils to see the blackboard, to hear the teacher properly and to participate more actively in lessons.

Thirdly, they suggested the organization of seminars to help teachers improve their teaching methods, especially in the reading skill and also suggested that their general living conditions be improved.

Finally, they suggested that parents should help them by following-up pupils at home so as to find solutions together if any problem arises.

IV.2. Findings

This point aimed at generalizing the analysis of all the results about factors that affect the teaching/learning of the reading skill. Those results were based on data collected in all 4th form secondary classes located in MBUYE Commune.

After analyzing the results from pupils' and teachers' questionnaires and classroom observation, I found out that the weak performance in English reading by learners of 4th form classes in MBUYE Commune was due to the lack of reading materials and the learning conditions. This is well illustrated through the results presented in tables: 8,9,10,11,12,13,15,16,17,23,24,25,26,28,29,30 and 31.

For example answers to question 8: "Do you visit the school library?" in the students' questionnaire showed that 73 pupils out of 80, that is 91.25% have never visited a library because they do not have it at their schools but use books bought by their parents. From this, we deduce that both teachers and pupils do not have adequate instructional materials.

Concerning the learning conditions theme, this is very unfavourable for teaching and learning and it is especially due to the class size. This was seen during my own classroom observation, when I discovered that the classroom was full of pupils. The desks were arranged in 4 rows from the front to the back. There was no space between the desks and the blackboard. There was a lack of space for the teacher's desk and a passage between the rows to facilitate the control of students' movements while teaching.

The problem caused by class size is also seen through table 28 on question 11: "Do you find easy to teach in a large class?" where 4 teachers out of 4 agree that they do not find it easy to teach in a large class.

Also table 28 of the question 12: "Does class size facilitate the interaction between teacher and learners?" where 4 teachers out of 4 or 100%, agree that their classes are too large so that the interaction between teacher and learners becomes almost impossible. In my point of view, the low performance by pupils of 4th form classes in MBUYE Commune's secondary schools is due mainly to:

- Lack of instructional materials
- Lack of school libraries
- Class size conditions

Concerning the research hypotheses, the analysis of the collected data and the interpretation have shown that hypothesis One which says that "students do not have adequate reading materials" was proven right. With regard to Hypothesis Two which said that "the learning conditions are not favourable to the acquisition of the reading skill", it was also proven right. As for hypothesis Three, which stated that pupils are not motivated to acquire the reading skill in English", it was not proven right. For hypothesis four which said that "teachers are not prepared to teach the reading skill in English", it was also not proven right.

IV.3. Conclusion on Chapter IV

Chapter IV dealt with the data analysis and findings. I used teachers' and pupils' questionnaires and classroom observation as instruments to get the data on factors that affect the teaching/learning of the reading skill. The teachers' and pupils' results were presented in tables, question by question and theme by theme. The classroom observation results were presented through a descriptive account. I concluded that there were not enough reading materials and the learning conditions are not favourable. So the learning conditions hypotheses are verified.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

V.1. GENERAL CONCLUSION

My research was conducted to find out the factors that affect the teaching/learning of the reading of English skill especially in MBUYE Commune secondary schools at 4th Form level. The study was made of five chapters. The first chapter was the general introduction. It comprised sections such as: background to the study, significance of the study, research questions, research hypotheses, delimitation of the study and definition of key terms.

The second chapter dealt with the review of related literature on the factors that affect the teaching/learning of the reading skill such as: lack of instructional materials, learning conditions, learners' motivation and teachers' preparation.

The third chapter dealt with the methodology used to collect and analyze the data from pupils' and teachers' questionnaires and classroom observation. It comprised the area of the study, population and sampling, data collection procedure, and data analysis procedure.

The fourth chapter dealt with the data analysis and findings. The results were analyzed to see whether the hypotheses put forward were verified or not. The findings from the present study, showed that the instructional materials and learning conditions hypotheses were factors that affect the teaching/learning of the reading skill while learners' motivation to learn English and teachers' preparation did not affect negatively the teaching/learning of the reading skill in MBUYE Commune secondary schools especially in 4th form classes.

Concerning hypotheses, the results from study have brought me to draw the following conclusion.

The first hypothesis stating that the pupils do not have adequate reading materials, the research revealed that the textbooks used in Mbuye commune's secondary schools especially in 4th form classes are old and not enough. They used books and photocopies borrowed from other schools or they copy the text on the blackboard. Therefore the first hypothesis was proven right.

As far as the second hypothesis stating that the learning conditions are not favourable to the acquisition of the reading skill is concerned, the research revealed that the class size does not allow the teacher to lead well his lesson.

The pupils do not hear well the teacher and it is very difficult for a teacher to supervise the marking test. Besides, the lack of instructional materials cited in the first hypothesis contributes to the unfavourable acquisition of the reading skill. Therefore, the second hypothesis was proven right.

With regard to the third hypothesis stating that pupils are not motivated to acquire the reading skill in English, the study revealed that the pupils are motivated to learn English. This motivation comes from the way the teachers lead his lesson. They vary the methods of teaching despite the class size and some factors that hamper their teaching. Therefore, the third hypothesis was not proven right.

Concerning the fourth hypothesis stating that teachers are not prepared to teach the Reading skill in English, the research revealed that all English teachers have followed the Teaching Methods in Public University. They have also finished the training to teaching secondary schools and are experienced for many years. They use all strategies to give life to a lesson, to motivate pupils in spite the class size or the pupils' level. Therefore, this hypothesis was not proven right.

V.2. RECOMMENDATIONS

In the light of findings, a number of recommendations are addressed to various stakeholders in the educational sector.

1. To learners

The learners who are good performers in English should help others by organizing group work and guiding their friends by showing them the importance of reading. Pupils should also read a lot outside the classroom for their enjoyment.

2. To parents

Parents must facilitate their children by giving them time to study and to write their homework after classes. As good parents follow-up his children at home and at school, they should make a follow-up their children at school so as to back up the teachers and find solutions together when there are problems. Parents should also help their children by buying them books to read at home, whenever possible, so as to improve the reading of the English language.

3. To English teachers

Teachers should be more creative by cooperating with schools which have well equipped libraries. They should also supplement their teaching by looking for extra–time especially by teaching during afternoons and during week-ends. The teachers should show good examples by their attitudes because learners are good imitators. They should also expose the students to a variety of texts for reading.

.4. To further researchers

Further researchers should investigate in other areas with other factors for, example, time and other categories of subjects for, example, pedagogical Lycees classes.

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APPENDIX 1

LETTER TO INFORMANTS

University of Burundi

Institute for Applied Pedagogy

Dear informant,

I am a student at the University of Burundi, Institute For Applied Pedagogy, English-Kirundi Department, I am carrying out research on teaching/learning of the English reading skill.

Enclosed to this, are the questionnaires designed for teachers and pupils of 4th form classes. The aim is to collect data that would help me to carry out my study in a good way. My study is: "factors that affect the teaching/learning of the reading skill." The information you give will be treated with confidentiality. So, do not write your name on the questionnaire.

Thank you

Eusébie NDAYIRAGIJE.

APPENDIX 2

PUPILS' QUESTIONNAIRE

INSTRUCTIONS:

a. Please you are not required to give your name. Give only the name of the school:

Sex: Male□ Female □

b. Indicate your choice with a tick and make a comment if necessary.

QUESTIONS

1. Are you interested in learning English?

Yes □

No □, if No why?

2. Do you appreciate your English teacher?

Yes □

No □

3. Do you feel happy when you are studying English?

Yes □

No □

4. Do you appreciate your classroom working conditions?

Yes □

No □

5. Do you enjoy the English reading homework?

Yes □

No □

6. Do you have any other books apart from the prescribed textbooks?

Yes □

No □

7. Does each learner have a student's book?

Yes □

No □

8. Do you visit the school library?

Yes □

No □

9. Are your books original ones or photocopies?

Original □

Photocopies □

10. Do you have books to read at home?

Yes □

No □

11.How many are you at each desk?

Thrcc □

Two □

More than three □

12.Does the whole class hear well the teacher during reading lessons?

Yes □

No □

13.Do you feel at ease to study being in a large class?

Yes □

No □

14.Do you find it easy to do your English reading homework?

Yes □

No □

15.Do you have any English books to read at home?

Yes □

No □

16.What do you suggest for improving the learning of the reading skill?

APPENDIX 3

TEACHERS' QUESTIONNAIRE

INSTRUCTIONS

a. Please you are not required to give your name. Give only the name of the school:

Sex: Male □ Female □

QUESTIONS

1. a) Have you been trained to teach English at secondary school level?

Yes □

No □

b) If yes, in which institution

2. Have you attended any seminar on the teaching of English?

Yes □

No □

3. During your studies, for how many years did you learn teaching methods?

Under three years□

Above three years □

4. Do you evaluate the knowledge of learners at the beginning of each school year?

   Yes ☐

   No ☐

5. Do you divide your class in groups to teach English?

   Yes ☐

   No ☐

6. Do you use other books apart from teacher's book?

   Yes ☐

   No ☐

7. Do you have a school library?

   Yes ☐

   No ☐

8. Do you use instructional materials when teaching English reading?

   Yes ☐

   No ☐

9. Do you have enough and up to date teachers' and students' books?

   Yes ☐

   No ☐

10. Do you think instructional materials have an affect on the performance of students?

Yes □

No □

11. Do you find it easy to teach in a large class?

Yes □

No □

12. Does class size facilitate the interaction between teachers and learners?

Yes □

No □

13. Are the classroom conditions favourable for the teaching of English reading?

Yes □

No

14. Are you able to control the students' movements during the teaching of English reading?

Yes □

No □

15. Do learners participate in English reading lessons?

Yes □

No □

16. What could be done to improve the teaching of reading skill in secondary schools?