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Teachers' attitude as a factor of success or failure in teaching and learning english as a foreign language : Case of Some Selected Secondary Schools in Makarnba Province

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UNIVERSITY OF BURUNDI

INSTITUTE FOR APPLIED PEDAGOGY

ENGLISH-KIRUNDI DEPARTMENT

TEACHERS'ATTITUDE AS A FACTOR OF SUCCESS OR FAILURE IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE: Case of Some Selected Secondary Schools in Makamba Province.

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DEDICATION

To my late father Nyandwi Alphonse,

To my mother Ndayisaba Epihanie,

To my brothers and sisters,

To all teachers who have given me their knowledge,

I warmly dedicate this work.

ACKNOWLEDGEMENTS

Many people have contributed in one way or another to make this work a reality. Unfortunately, it would be impossible for me to mention them all by name.

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I sincerely thank all my teachers, from the primary school up to the university who use all their energy and skills to make me who I am today.

I cordially thank my informants, particularly fourth form pupils from Makamba province in schools I visited for their acceptance to collaborate during the investigation. They provided me with data for this work.

My deepest gratitude goes to Mr. HARERIMANA Désiré and his family for their support.

ACRONYMS AND ABREVIATIONS

B.A : Bachelor of Arts.

DELL : Department of English Language and Literature.

DRC : Democratic Republic of Congo.

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

EU : European Union

FASS : Faculty of Arts and Social Sciences.

FPSE : Faculté de Psychologie et des Sciences de l'Education.

PUF : Presses Universitaires de France.

UNDP : United Nations Development program.

UNHCR : United Nations High Commission for Refugees.

UNICEF : United Nations International Children's Emergency Fund.

USA : United States of America.

WFP : World Food Program.

ABSTRACT

This study sets out to find out the contribution of teachers 'attitude in the teaching and learning of English language in secondary schools in general and on learners' performance in fourth form in particular. This study was conducted in six secondary schools selected in Makamba province. Data from fourth form English teachers and pupils were collected by the use of questionnaires that aimed at seeking information about the role of teachers' attitude in the teaching and learning of English language. Classroom observation was also used to eyewitness the reality in the area of research. Findings suggested that teachers 'attitude positively or negatively contributes to pupils' achievement in English language. A general conclusion and some recommendations were drawn and formulated by the researcher.

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CHAPTER I: GENERAL INTRODUCTION

1.1. Introduction

Throughout the world, the existence of a multitude of languages is a commonplace reality. Some are specific and inherent to their countries; others are brought from outside and used for purposes of human interaction. This has led linguists to distinguish between native languages or mother tongues, second languages and foreign languages.

In fact, it is obvious that a language be it a mother tongue or a second language, fulfills various functions in the daily lives of people but the main function shared by all languages in the world is communication. Kachru(1997:68-69)cited by Nsabiyumva, states that the increase in the use of English in Asia is "overwhelming". At present the estimated population using English in Asia adds up to more than350, 000,000 people. English can indeed be said to be the first truly global language. It is nowadays the dominant or official language in over 60 countries. English has come to represent modernization and development.

English language is gaining a wide ground all over the world, and at a higher speed. It has gone beyond the boundaries to the extent that it can be considered as a medium language. We can say that many languages have been considered as international languages, but nowadays ,English is the most widely spoken lingua franca for communication and business, higher education, science and technology to cite a few. English has become the linguistic key for opening the borders, it is a global medium with identities and messages. It is more widely spoken and written than any other language has ever been. For instance, English is used in Olympic Games, and international conferences.

It is also the language used in some international governmental and non-governmental organizations such as WFP, UNHCR, UNICEF, U.N.D.P,...

Even though English is a widespread language, English does not have the same status in all countries where it is used. For instance ,it is the first language or mother tongue in Britain, USA, Australia, a second language in Tanzania, Uganda, Kenya..., a foreign language in Burundi, DRC, Indonesia, China and many more.

Burundi does not also stay behind in the matter of English language usage noting that it has been integrated in the East African Community where English and Kiswahili are used to facilitate communication. In Burundi, English is used as a foreign language. We know that for a mother tongue, a child inherits it from his / her mother, so, he / she picks up the language at his early age. Mother tongue learning is a spontaneous endeavor while a foreign language is mainly acquired through instruction.

Klein (1986:16) distinguishes two types of language learning in terms of "spontaneous and guided language learning." According to him," the term 'spontaneous learning' (that is untutored learning) is used to denote the acquisition of a first language in everyday communication, in a natural fashion, free from systematic guidance". It is true that there is no teacher who teaches a child to utter the first words of his mother tongue till he goes to school.

Stern (1983:18) takes this further in the following:

> *An individual in his lifetime, without any specific teaching, acquires new terms, meanings, jargons, slangs, codes, or postures, he may acquire much of such language learning goes on without any teaching; and some of it is outside the conscious awareness of the learner.*

From the above statement, it appears that when a child is born, he knows nothing about the language. But after some months, he finds himself communicating in his mother tongue almost unconsciously.

The guided language learning involves the learning which is monitored most especially by teacher. In other words, it is the learning in response to teaching. It is such a learning taking place in classroom, involving learners, a teacher, his techniques, and other variables which come into play.

And it is this type of learning which will be the main concern in this work since it deals with teachers' attitude to the learners' performance in English language. Therefore, talking about the teaching process implies the learning process, these terms cannot be separated.

For the teaching and learning process to take place, there are some main elements that must be available: teachers, learners, teaching materials, teaching methodology and so on. Mouly(1968:454)argues that if the teacher is pleasant, enthusiastic about his subject and sensitive to his pupils'needs, the latter may develop favourable attitudes towards the teacher and subject.

The elements enumerated above are supposed to conduct the teaching and learning process but we cannot assume that they are sufficient or enough.

Normally, the class that the teacher is assigned to teach is not homogeneous. In the same classroom, you may find pupils of different backgrounds and differently motivated. As a teacher, you may get serious problems in mastering and organizing your class. You find yourself unable to put an attitude to a given class in general and to a pupil as an individual.

Besides intellectual abilities, attitude is another important element. Thus, attitude may comprise different talents; a teacher is going to develop for his teaching to make it successful. We can also distinguish positive attitudes and negative attitudes. Teachers positive attitudes may be illustrated by his self-confidence, good attitudes towards the subject, good attitudes towards his learners, avoid having favourites, he is just, he understands his learners, he is flexible and so on.

Teaching and learning process just come about if students are sufficiently self-disciplined to will it, self-confidence is caught not taught. The teacher's example will help to underpin class discipline and encourage self-discipline.

Carter (1966:22) advises teachers to create a good atmosphere so as to increase the growth and creativity of pupils. He says:" *A good professional atmosphere is indeed essential to education because education implies growth and creativity which cannot prosper in context of poor personal relations and discontentment among the teachers".*

The teacher is a master and his learners are disciples, so a disciple is a follower of a master who sets examples. To be a master only is not sufficient but try to be a good master that the disciples are eager to imitate and get his talents.

According to him, the sense of responsibility of teachers is required. There must be a perfect association with the pupils. The most important talent that a teacher needs to develop is enthusiasm of the subject to his / her learners and this may bring about good results. On the other hand the negative attitude of the teacher towards the subject matter or before his learners will handicap the teaching and learning process.

1.2. Statement of the Problem

English language is an international language, as it is already mentioned above. In Burundi, English is taught as a foreign language. The aim is to equip the learners to be able to communicate effectively in English.

Many high school pupils are struggling with learning difficulties like linguistic environment which is not favorable, lack of materials, lack of motivation etc. Besides, it seems that teachers have varying attitudes towards the learners and English language. Therefore, as an English teacher, you will have the task of making all the pupils homogeneously interested in English and avoid any factor which can demotivate or discourage them. It is in this respect that I carried out this study so as to find out adequate teachers' attitudes which can contribute to the promotion of English language.

1.3. Motivation

My motivation to work on teachers' attitude as a factor influencing pupils' achievement in English as a foreign language is twofold. First, having been trained to be a teacher, I have noticed that in secondary school ,most of the teachers think that intellectual abilities are sufficient for successful learning. Secondly, research supports the view that the teachers' attitude is an important factor in the process of teaching and learning.

For example, with a concrete illustration in secondary school, there was a teacher who had the habit of blaming the pupils telling them that they are stupid, they know nothing, etc.

Consequently, pupils got frustrated and decided not to respond to the teacher's questions not because they were unable to, but the teacher's way of doing made the

pupils to develop the feeling of dislike of the subject. The classroom environment was not good therefore it was a handicap of pupils' achievement.

So, the teachers' bad attitude can be particularly damaging, it may encourage a withdrawal attitude in the learners.

I therefore sought to find out the positive vs. negative attitudes in my area of research that can affect learning.

1.4. Research Questions

1. What are the attitudes of teachers in 4th form English classes in Makamba?
2. How do learners perceive teachers 'attitudes in English classes?
3. Does the teachers 'attitude positively or negatively contribute to the pupils'achievement in English teaching and learning in Makamba?

1.5. Hypotheses

On the basis of research questions above, the contribution of teachers' attitude on success or failure in teaching English language will be investigated by testing the following hypotheses:

1. There are varying teachers'attitudes in Makamba fourth form English classes.
2. Learners perceive differently their teachers'attitudes.
3. Teachers'attitude positively or negatively contributes to the pupils'achievement in English.

1.6. Aim of the Study

This study first aims at showing whether the teachers' attitude has an impact on pupils' achievement. In other words, it is just to see if teachers' attitude may contribute positively or negatively to pupils' achievement in the English language acquisition.

Furthermore, in this research, the aim is to seek what good attitudes are to be developed and maintained and bad ones to be avoided for safety of learners' motivation, particularly for English learning. In short, it is just to recall teachers to be dynamic, that is, to make his learners come into contact with the subject matter.

1.7. Significance of the Study

The significance of this study is expressed in terms of value and usefulness that it will have in teaching and learning process of English language.

Anticipatively, I believe that this study would increase the awareness of the importance of teachers' attitude in English language learning. It will provide teachers with this knowledge that besides intellectual abilities, his attitude towards the subject and before his learners plays a vital role in teaching process. This will let teachers know that this profession is not a simple task but is a sacrifice and very broad. The teacher is considered as catalyst, diagnostician, guide and a model for the learning, all the learners are at his disposal. Thus, he cannot progress with those who acquire very quickly and forgets those who acquire slowly. The teacher has to know the difficulty met by each one and try to raise their motivation, otherwise some will feel rejected. This work sensitizes teachers not to be careless. It also calls the government to organize some seminars and workshops in order to widespread the contribution of attitude in the teaching.

1.8. Scope of the Study

Ideally, language(s) teaching and learning can be influenced by many factors but this study puts an emphasis on teachers' attitude as a factor of success or failure in teaching and learning English as a foreign language.

This study was conducted in the province of Makamba.

It would have been more representative if it had been extended to a wider range of schools in the country but due to the limited time and means at the researcher's disposal, this study was limited to six schools selected in Makamba province.

"Throughout this work, there are some terms whose meanings may be controversial or difficult for some readers. For the sake of easy comprehension of their use, they need to be explained.

1.9. Definition of Key Terms

Throughout this work, there are some terms whose meanings may be controversial or difficult for some readers. For the sake of easy comprehension of their use, they need to be explained.

1.9.1. Motivation

According to Harmer (1983:3):

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

1.9.2. Attitude

The new world dictionary of the American language defines the word "attitude" as a way of acting or thinking that shows one's disposition, opinion etc. In the English language Dictionary, the term 'attitude" is the way that one behaves when he / she is dealing with things. In this work, attitude means the way the teacher behaves when teaching.

1.9.3. Teaching and Learning

To deal with our topic, we think that it is also necessary to bring light to the notions of teaching and learning because one may wonder the difference between teaching and learning. In fact, it is difficult to separate "teaching" from "learning" because one influences the other.

Teaching is to give lessons to students in school, college, university, etc. It is just to help somebody learn something by giving information about it whereas learning is to acquire knowledge or an ability to do something.

1.9.4. Language

As far as language is concerned, Preble (1958:716) defines it as a transmission of emotions or ideas between any living creatures by any means. Then, language is understood as any means of communication. In this sense, we can even apply the word language to animals like birds, bees... However, Preble (1958:716) confines language to the restrictive definition below: "*The expression and communication of emotions or ideas between human beings by means of speech or having the sounds spoken or heard being systematized and confirmed among a given people over a period of time*". Because of the two words "systematization and speech" stated in the above definition, we cannot attribute the word "language" to animals since there is no animal's speech.

1.9.5. Self-esteem

Self-esteem is an affective characteristic which has been given great significance in the educational domain. It can be delineated as an evaluation which the person makes and maintains with regard to himself. It expresses an attitude or approval or disapproval and the degree to which one recognizes himself or herself to be capable, successful, and worthy.

It is an influential factor in the language learning process. The more one feels that his work is valuable, the more he performs it well. And we can say that he has a high level of self-esteem.

1.9.6. Second language

According to Richard et al. (1985:108):

> *A second language is a language which is not a native language in a country, but which is widely used as a medium of communication; example in education and government and which is used alongside another language or languages with regard to foreign language.*

Richard et al. (1985:108) state that foreign language is a language which is taught as a school subject, but which is not used as medium of instruction in schools nor as a language of communication within a country; example in government, business or industry. Distinguishing between second language teaching and foreign language teaching, Wilkins (1972:155) says: *"The other big difference from second language is usually taught in the secondary schools. This means foreign language teaching will be typically directed to an older age group".*

In the same perspective, Wilkins (1972:154) says:

> *Foreign language learning situation is which the target language is not the mother tongue of any group with the country where it is being learned and has internal communication function either. Foreign language learning is like second language learning in that material and method is designed to give a practical command of the language but whereas the second language learner needs the language for use within his own community. The context of his learning therefore should be not his own culture but that of the group.*

From these different definitions, one may think that there is a hierarchy of language use and that some languages are superior to others.

So, I would like to put a light on this. Although languages are used differently within the same society, it does not mean that there is a language superior to another. The difference lies only on how often, or in other words, on how preferably a given language is used more than another in the same community.

One language may be given more importance while the other is used in particular situations and change the status according to the community in which it is spoken. For example, Kirundi language which is the mother tongue in Burundi is referred to as a foreign language in Britain. To know any language, either the first language or second language or foreign language, one must learn it, whichever way he learns it.

The considerations in this introductory chapter lead the researcher to reviewing the literature that is pertinent for this research; review which will serve as theoretical basis for this study.

CHAPTER II: LITERATURE REVIEW

2.0. Introduction

The process of language teaching and learning is very complex. For the case of the first language acquisition or the mother tongue, the child picks up this language he hears around and repeats things over and over again. This language is acquired mainly by imitation. His / her language evolves on different stages. Moving from separate sounds then words to sentences. The order of acquisition is the following: listening, speaking, reading and writing.

Likewise, the foreign language acquisition or learning follows the same route. Foreign language learners first listen to a teacher and then internalize a lesson, and repeat what the teacher said. In the foreign language, the learners must practise and practise, again and again.

Just like a child acquiring the mother tongue who imitates everything, foreign language learning is a matter of imitation. This can be evidenced by the fact that foreign language learners consider the teacher as a model to follow. If the teacher is really competent, the learners will try to duplicate his language behaviour (the way he speaks, his intonation, his pronunciation).

The teaching of the foreign language requires zeal and enjoyment of the profession from the teacher involved in this domain of language teaching. The classroom as homogeneous, comprises learners of different personalities, so it presents challenges to the teacher.

Indeed, there should be the relationship between personality and successful acquisition / learning of foreign language. This view can be held to be true since personality traits are embedded in affective domain. So this is the most influential domain in the learning process.

The language learning implies the making of mistakes and practice makes perfect. So, in the same classroom, we distinguish extroverts and introverts. On one hand extroverts are self-confident. They are successful foreign language learners. An extrovert learner is said to be adventuresome, talkative, and sociable. David Fontana (1986:41) argues that the extroverted pupils are happier in an environment where there is a plenty of activities and external stimuli and that the introverted ones prefer a more peaceful environment in which to concentrate on a more limited range of activities.

An introvert learner would likely be described as being reserved, shy, and very quiet. Furthermore, extroverts are suspicious to be better language learners than introverts because an extrovert learner is likely to be a high-risk taker in speaking the language. He will dare to speak even though his peers may laugh at him. He does not care about the reaction of other students. He knows that we cannot learn without goofing.

Another group of introvert learners are those who are afraid of making mistakes for the fact of being ridiculous,they fear frustration coming from their listeners.They fear loss of identity and this has negative results,there is danger of not being able to communicate.

Biehler(1990:578)makes a suggestion that :"*To produce optimal levels of motivation, teachers need to help students eliminate negative attitudes, anxiety, and fear of failures and value to processes and products of learning*". In my view, this can be achieved by telling students the usefulness of English in their future life so as to make them like English(positive attitude towards English),by creating a good mood and a relaxed atmosphere in classroom as well as ensuring them that they are able to succeed if they study hard.

2.1. Classroom Management

Dunkin (1987:437) puts his arguments about classroom management:

> *Classroom management includes the set of behaviour and activities that primarily intend to foster students' cooperation and involvement in the classroom tasks. The concept spans a very broad range of activities, encompassing and maintaining classroom procedures monitoring pupils' behaviour dealing with deviant behaviour, keeping student accountable for work and conducting lesson that keeps students on task. In addition to their broad scope management behaviours are central to teaching role, unusually regarded as necessary for achievement of classroom goals.*

In a language class, the teacher has to play successfully a complexity of roles. Harmer (1983:26) that a teacher can appear in classroom as a controller, an assessor, organizer, a participant and as a source.

Indeed, he acts as a controller when he is totally in charge of the class. But as an assessor, his job is to assess or judge the pupils' work, to see how well they perform, while as an organizer, he has to organize the pupils and their activities.

As a prompter, the teacher has to encourage or to make suggestions about how his pupils may act or react.

Moreover, he has to act as a participant while teaching. As it is said, it is clear that the teacher must compulsorily participate in the learning process also he must increase pupils' opportunities to talk and practise the language.

In addition, the teacher must work as a source; that is, he has to be a kind of a working resource centre for learners.

This must be accompanied by a good interaction between the teacher and the pupils. The teacher needs to organize instruction to maximize students' task engagement and success to prevent misbehavior to occur in his classroom. Therefore, lively imaginative teaching plus a determination will go a long way to remedy this.

Garagey (1968:48) says:

> *Some of these misbehaviours are caused by the teacher who fails to manage his class. The example which can illustrate that some teachers play the absolute dictator in the classroom. And so they will not be surprised to learn that most of the pupils respond to a dictator with a great anger but they may be aware of the way this anger is displayed. So, the teacher who plays the role of absolute dictator may be a direct cause of deviancies.*

King (1990:27) points out:" *There should be no room in schools for authoritarian tyranny. That is not to say that you can be 'soft' with pupils. Pupils expect and desire authority but they want rational authority".*

The teacher needs to be a good leader, someone who is ready to help the pupils who have problems.

2.2. The Meaning of Failure and Success in Language Learning

As Strevens (1980:19) says "Failure and success" can be regarded as negative achievement and positive achievement respectively, and the term "achievement" is used henceforth as a general label. There are ,however, three kinds of achievement:

- The achievement of the learner.
- The achievement of the teacher.

- And the achievement of the system within which the learner and the teacher operate.

The achievement of the learner is the extent to which he reaches his potential optimum rate of learning, and achieves control of the particular linguistic functional and communicative devices that make aim of his learning programme. A deeper sense of learning and teaching process should seek to activate his capacity to learn.

The achievement of the teacher is often measured by their records of examination passes among their learners. More importantly the achievement of the teacher is the extent to which he achieves the optimum management of learning which permits us to incorporate it under a single concept of learner's and teacher's contribution to the learning process.

The achievement of the system is the extent to which the learner and the teacher reach their best rate of achievement in their respective roles. The system includes factors such as social status of learning and teaching language, the efficiency of the organization and administration of education and the particular school. What is essential is that the teacher and the learner have to interact.

Strevens (op.cit) sees that each of these three kinds of achievement has indispensable role to play in the learning and teaching process. Let us consider examples of each. An unwilling learner can experience failure in his work in spite of a good teacher and harmonious system, though equally a hardworking and serious learner can sometimes achieve success in spite of a poor teacher. An incompetent teacher can prevent a learner from achieving success, but a good teacher may overcome learner resistance or organizational faults in the system.

A poor system can frustrate the effort of learner and teacher alike but equally a well-designed can often compensate indifferent learners.

2.2.1. Origins of Failure

Among numerous factors which can be associated with low achievement, we may focus on unwilling learners, low expectations of success and incompetent class teaching and lack of interest in learners.

Richards (1978:198) claims that poor learning or no learning at all takes place when the learner is unwilling to give time, effort and attention to the task. In the first instance, then the responsibility for low achievement lies with the learner.

Sometimes, the unwillingness stems from social attitudes which resist the teacher's best effort. Low expectations of success, as an obstacle to learning is very often personal to learner, who may have persuaded himself or been persuaded by family or friends that he will not do well.

As far as incompetent class teaching and lack of interest in the learners are concerned, here the teachers are squarely at fault, here we can assume that poor learning or lack of interest may be caused by the way teacher's lack of dedication to his job increases class teaching incompetence. Gardener (1985:31) says: *"It makes intuitive sense that students who are sociable and willing to interact freely with others should be more successful at learning a second language than are students who are more reserved".*

Harmer (1983:3) argues: *"It seems possible to suggest that a teacher will find a strongly motivated student with a long-term goal easier to teach than a student who has to study the language because it is on curriculum".*

A student's attitude towards the culture of the target language community can also affect the way he learns the target language. An E.F.L learner who is attracted by the culture of the target community is integrative and will learn the language very quickly.

As J. Harmer said, it is very hard to teach an unwilling learner, however, a good teacher may influence him or her with his way of doing and the learner becomes motivated.

2.3. Punctuality

Dealing with discipline, punctuality cannot be put aside. In any project we undertake if we really want to be successful, punctuality must be put in advance. In education, the teacher must be serious because the lack of punctuality can be even the form of indiscipline that the students may exhibit.

As it is already stated above, the teacher is the one who sets an example, he has to be a good model, someone who arrives on time and has to be strict and somehow realistic when dealing with late arrivals, it is good to bear in mind the physical circumstances of their attendance. When dealing with such a case,you need to treat the case individually not to generalize and know the cause of lateness. Do not neglect lateness as fault which cannot impede the process of the teaching and learning instead you need to let the pupils know that you will not tolerate late arrivals and you have to do it as early as possible otherwise your pupils may take it as habit.

Harmer (1983:250) points out: *"If the teacher allows students to come to class late without taking action one week, they can be reproached for doing the same thing again the week after".*

Lateness is an impediment for teaching and learning process but some teachers seem to be careless about it. They think that it may go without any impact whereas this may have a double effect. First, the late arrivals miss the start of the lesson and this affects the whole lesson. Beyond this, the teacher who is careless, who fails to take action can be qualified as "soft".

When the teacher often arrives late, his performance may be affected by his being flustered because he is not calm down, he is rushing to cover the material he has planned for the day which can hinder the understanding of the lesson. Also a teacher who often arrives late will also find it difficult to achieve subsequent discipline as regards students' lateness.

2.4. Preventing Misbehaviour

There is a close link between preventing misbehaviour and dealing with it, but the emphasis should be put on creating the conditions in which misbehaviour is least likely to occur. For a good classroom management to be restored ,the teacher has to forecast some preventive approaches to avoid the crisis of management to happen.

Robertson (1985:9) says that nevertheless, good classroom does not hinge on dealing with problems that have already arisen, but on preventing them in the first place.

An experienced teacher is well informed about the situations which are likely to cause problems, which may be the origin of disruption. There are many forms of disruptive behavior and their causes may be so multiple but it is obvious that the problem of discipline in the classroom and motivation go together. Motivation is an important element in the process of teaching and learning. Pupils who are motivated are less disruptive whereas pupils who are not motivated to learn are likely to disrupt in the classroom.

For insufficient or inadequate preparation may induce stress, and this may distract one's attention from the subject being taught.

The teacher may be worrying that there will not be sufficient material for the whole period, or that gap in his knowledge will be revealed.

His body is likely to display this anxiety rather than enhance any ideas he is expressing, he is not self-confident, he is not stable, and he does not have belief in his own capacities for what he is expressing or teaching. Sometimes, he may generate harsh words towards his learners in order to conceal his weakness and consequently the pupils lose interest, they undertake something else which may please them.

The teacher systematically approaches teaching by planning and preparing well in advance, setting expectations and teaching procedures and standards of behaviour and maintains these through prompt and constant reinforcement of appropriate behaviour and by providing appropriate and well prepared lessons and activities that engage learners.

The teacher also needs to know how to organize his classroom activities. For example, the teacher should ask himself some questions:

How are pupils to be seated? Will the pupils work in group? Where will he stand? Etc.

This is to be done in order to avoid indiscipline in the classroom. The teacher needs to make an effective class time. For example, when planning his lessons, he has to take into account with what he will be teaching in the early lessons of the day and the last lessons. Try to plan at least a few lessons ahead so that learning activities can be in harmony of your students.

He needs to be flexible, sometimes when he notices that his learners are tired, he may introduce a story which is related to the lesson in order to arouse them and keep them motivated.

Another point is to set clear aims and make sure these aims are communicated effectively to the learners. Also, he needs to know that he is a teacher of the whole class. There is no one to let behind, he has to give low achievers aspiration to learn otherwise the trouble will outburst. He should try to avoid his attributes which he thinks contribute to his poor performance or status.

His personality is very important ,be tactful, do not be arrogant, make the day a pleasant one, be humorous... provides standards and offers good example: It is good to treat each child as an individual rather a member of a class will enhance your relationship with them.

The teacher in front of the learners must adopt an attitude which is not suspicious to display his weakness.

For example, avoiding eye contact, adopting tense and static postures and other effacing behaviours all indicate one's anxiety and detract from any message conveyed. This makes a difficult situation even worse as some pupils will feel encouraged to challenge one's declining authority. The rest will just be bored.

Talking to a class while seated at a table or behind a desk inhibits and obscures one's bodily movements so it is better to stand in such a way that one is free to move.

2.5. Getting Back the Control

As it is already stated above, disruption in the classroom constitutes a hindrance for teaching and learning process. It prevents the teacher from going on and the learners cannot follow what is being taught. So, as a teacher you need to do your best to involve all the techniques suspicious to help the teacher get back the control. When the class is noisy it is not possible to go on teaching.

Some teachers in that situation shout at a class in anger mood when trying to establish control in the classroom.

Shouting at a class is a sign of hopelessness, So do not get upset, disturbed or angry towards disruption occurs in the classroom.

King (1985:27) says: *"Make requests or commands in a civilized but firm manner. Avoid shouting as much as possible, so that when you have to raise your voice you know they will be alarmed. Avoid unnecessary threats".*

Learners come to respect teachers with whom they know where they stand, and the teacher who carefully observes his / her own emotional states.

Be polite but firm when requesting students' attention for example say "May I have your attention please." And then patiently wait for your request to be complied with. Do not lose your self- control.

Harmer (1983:250) points out one of the great mistakes of many teachers are to try and establish control by raising their voice and shouting.

This almost always has disastrous consequences for it contributes to a general raising of the level of noise in the classroom .Very often a quiet voice is far more effective.

In your classroom, avoid losing your self- control, your temper. Controlled anger put sparingly to demonstrate strong disapproval is valuable. Uncontrolled displays temper are unprofessional.

You must control your language because your learners judge you by what you say and what you do. Check whether the words you generate cannot cut out good atmosphere in your classroom. By the way, instead of losing your point you can use other methods than shouting. For example, when your class is noisy, you can put something or an exercise on the board for them to do or to copy this can be one of ways of reestablishing control or sometimes change the seating positions can be a solution. Pupils who are disruptive may occupy the places in front. But make sure that standing position to address students gives a more commanding position, it enables you to see them better and when you stand do not just remain at the front of the class but venture forth into the body of the class. You can concentrate towards those students who are potentially disruptive. You can check that proper notes are being taken. So, control the situation by polite, firm but non damaging statements in order to maintain conclusive atmosphere in the classroom.

Sometimes punishment should be applied for the learners who are potentially disruptive.

2.6. Punishments

King (1985:25) says that the keeping of the order or the reinstatement of order is always necessary if disorder threatens the likelihood of learning taking place.

Sometimes, classroom management requires punishments when discipline is broken down. The sanctions you have available should be spelt out now not left to later but this must be in accordance with the code of conduct and the actual efficacy of any sanction has to be judged by its ability to help learning continue.

Hull (1990:85) says that it is good to make the punishment fit the crime ...

The teacher needs to take into account the circumstances in which the misbehaviour is performed. And preferably all vague threats are useless or any punishment that hurt students physically or emotionally is probably dangerous and harmful on many ways. It is good to avoid them. Another important thing for the teacher is that he must discover a particular culprit, never keep a whole group in as a punishment.

It is the quickest destroyer of good class relationship, for you alienate all the innocents will be full of righteous indignation.

Punishment which humiliates should be avoided. For example, an aggressive reprimand which is given publicly, the pupil may not cooperate, or may give an insolent reply so as not to lose face in front of friends. Watch out so that a minor offence cannot escalate out of the proportion in this way. However punishment should be the last resort.

Smith (1988:31) points out:

> *Teacher cannot be a great believer in using sanctions regularly but those who do are usually those who cannot keep order and maintain respect by other methods recommended and sanctions as last resort but don't threaten without meaning to keep your word.*

Pupils do not like a teacher who is too easy going or too strict, punishes unfairly or excessively. The teacher needs to be consistent or reliable to punishment, every time the rule is not respected and the teacher does not take action, he/she may be regarded as careless. There are number of reasons for this: a teacher may be regarded as inadequate if he fails to notice offenders or as "soft" if he obviously notices but takes no action.

Hull (1990:91) points out that the teacher who starts by making rules and fails to force them is the child to flout his authority.

Another consequence of inconsistence is that the teacher should be regarded as unfair by unfortunate child who receives it, because others have previously escaped.

The teacher's personality and teacher's objectivity play an important role. Sometimes, when the learners do not trust their teacher's personality, they misinterpret a punishment saying that their teacher is not fair to everyone in the classroom. Make sure you treat the learners in the same way.

If consistent application of punishment is desirable, and then it follows that all offences should be detected and receive appropriate treatment. Otherwise, your class may be divided into groups and this may cause bad atmosphere even within the learners.

2.7. Encouraging the Learners

In the matter of establishing the positive classroom atmosphere where students can feel safe, valued and involved in teaching and learning process of course, encouraging every step that students make in the direction of understanding is meaningful.

The positive reinforcement involves the addition of reinforcing stimulus following a behaviour that makes it more likely that the behaviour will occur again in the future. The teacher rewards a correct response to a stimulus, and thus makes it more that the response will be correct next time. Normally, the more effective reward is one that tells the students at once that their response is right and encourages them to proceed further but even if their response is incorrect, they should be made aware of this in such a way that they will try again to get it right.

Smith (1985:66) points out:

> *In educational jargon plenty of what is called positive reinforcement to your students, encouraging their progress by rewarding them. If you tell a student off for incorrect response to your question, that negative reinforcement may make him remember that the response was wrong, but it won't do much to assist the learning of the right answer, and it will probably make the student reluctant to offer future contributions.*

King (1985:28) points out: *"Praise works better than criticism in getting pupils to improve. Sometimes, private comments to persistent offenders after a lesson are over works better than public humiliation".*

It is good to know that learners who consistently fail and who see the school as rejecting even despising them have a hard task to develop that sense of self-trust that allows them to tackle and overcome the challenges that life inevitably holds for them.

King (1985:9) points out: *"The teacher is responsible of active encouragement and support of pupils, looking more for things to reward than penalize so that the least able have a taste of success".*

The academical failure or previous experience and the suffering from poor image or self-esteem cause a negative attitude towards the subject, so the teacher must be near those pupils. They are not motivated, you need to help them.

Teachers need to know the importance of encouragement. For example, if the teacher is indifferent to the answer given whether it is right or false or if he growls the pupil who makes the mistakes, then the pupil will be disinterested in answering any other question be it easy or difficult and the lack of answer from the pupils makes sometimes the teacher lose confidence and enthusiasm. So the teacher is a catalyst, he has to activate his learners in order to hold a healthy classroom.

When talking about reinforcement or encouragement, we cannot always think of tangible reinforcing which involves the presentation of an actual, physical reward such as money and other desired objects.

It is true that expressing approval of a behaviour by saying or writing "Good " or "excellent work" in this way a pupil feels recognized and motivated to do better than that.

We have to note that positive reinforcement is most effective when it occurs immediately after the behavior. Also the reinforcement should be presented enthusiastically, because if there is no a long period between the behaviour and the reinforcement, the weaker will be the connection between points that awarded for performing actions. Positive reinforcement is a very powerful and effective tool to help, mold and change behaviour. It works by praising and rewards desired behaviour which then makes the behaviour more likely to happen in the future.

For example, for a creative writing or something, it would be better for the teacher to make clear the linguistic requirements of the assignment before the pupils start writing to ensure that they know how to fulfill them. It is not good to criticize the finished product and make disparaging remarks about English and creative writing into the bargain.

It does not mean that comments are not necessary, they are very important but make sure your comments are constructive, avoid making comments which can do harm to the learners. You need to choose the way of presenting those comments but in a certain manner which shows what should be done by the learner, do not show him that he did nothing. He has done his best, so you need to support and help him improve.

2.8. Teacher's Consideration in the Classroom

In the classroom, the teacher should be considered as an ideal person to be taken as role model. Therefore, the teacher requires controlling his way of appearing to class, his way of dressing (casual clothes).

We can take an example of a doctor; it is someone respected, but we feel let down if he is casually dressed, as if he was not the person you saw at the hospital. It is none sense, of course they are the same authority in casual clothes. It is the same

for teachers. The way they dress may give them a qualification. If you dress in a teenager and when you dress in the way mature people dress, you will be considered as mature and you will gain respect.

You also need to control your tongue and avoid partiality in your relationship with pupils. The teacher must be in the eyes of his pupils as a perfect person, fair to the whole class, worthy to be a leader. You also need to avoid emotions when managing your classroom, but do your best to create conditions which may progress the learning.

However, the teacher before being educator is first of all a human being. He has feelings like other people; he is attempted like others by different things either in the classroom or in surrounding area she or he lives. Therefore, the teacher is called to struggle, not to let himself be ruled by his desires or feelings and commits things which were supposed not to be done. Your prestige in your classroom is brought by the position you occupy in the classroom, how you manage your classroom, your attitude to the learners and to the subject. So the learners will have great admiration for you because of what you are and your deeds. But when you go against pedagogical principles, and when you fail to fulfill your commitment ,criticisms arise from the school, the surrounding environment and this is going to constitute the beginning of discredit, the loss of prestige and esteem.

Teachers need to understand their profession and knowing how delicate it is.

A teacher cannot pretend to look for reasons for doing disgraceful things.

For example, it is said that teaching profession should be one of the professions characterized by poor living conditions, considering the salary a teacher perceives a month and his buying power, a teacher is always complaining that the conditions are not bearable, so this pushes some teachers to lose their hope and try to look for

other ways of living for example, by practising the phenomenon of corruption at school.

You cannot be corrupted and be a good teacher at the same time, because this brings in the classroom problems related to the class management. First of all teacher's authority is questionable and the classroom is going to be divided into groups. Pupils who have given corruption behave as if they are not concerned by the teacher's orders. When the teacher is teaching those learners do not show any interest because they know that however the conditions they will get marks in exchange of money they gave. When those learners are disrupting the teacher cannot take any action for fear that those learners may reveal this.

The relationship between this teacher and learners is so deep to the extent that the learners consider him as a simple one and someone who does not deserve any respect, and when the learners are aside they talk about him and criticize his personality. Another group is the group of learners who did not give corruption. Those learners, in the classroom, they follow teacher's instructions but they encounter problems because his priority is not learners' success and competence, because sometimes the teacher gives the test which is beyond the learners' potentiality so that those learners may surrender.

The latter group of students who are motivated would feel not motivated and develop the feelings of dislike towards the subject and the teacher, without forgetting the bad atmosphere which may be observed between learners themselves since they see their classmates who are weaker than them but being the first to pass the class. The teaching is no longer a competition where someone passes the class when he / she merits it but in this case, teaching would be seen as a trade where the teacher sells the points and this affects negatively the image of the teacher in the

classroom and even outside. The learners do not feel like identifying with him because his personality is so weak.

The following excerpt by G. Niyonsaba (1986:36) points out the qualities of a good teacher:

> *C'est l'exemple qui est l'éducateur, qu'il soit bon ou mauvais parce que le moyen par excellence de transmission et d'apprentissage c'est l'imitation du maître. C'est le maitre qui l'a dit, c'est le maitre qui l'a fait sont des expressions dont l'importance ne saurait être assez reconnue. Cela est si vrai que pendant fort longtemps on a déclaré que pour éduquer les enfants, la personnalité du maître seule importait.*

This excerpt can be translated as follows:

> *It is the example which is the educator, be it good or bad, because the best means of transmission and of learning is the imitation of the teacher by learners. It is the teacher who said it, it is the teacher who did it are expressions whose importance may not be emphasized.*

That is true because for a long time, it has been said that to educate children only teacher's personality counted.

In fact, as it has been repeated many times, education is done through identification to teacher's personality, it must be strong.

The teacher cannot forget that he is the object of the identification and internalization for the learners he is in charge of. He can train or distort unknowingly.

His role is to develop their character and strengthen their personality. He is there not only to give basic knowledge but also to help them acquire good knowledge. The professional ethics of teaching have to be observed in its integrity.

Immoral and antipedagogical behaviour which is against what must be avoided. A distinction based on sex may appear in classroom. Pupils whose sex is opposite to the teacher's are privileged. This favour is due to the fact that a pupil is willing to have sex with his or her teacher which is unbelievable considering teacher's consideration at school and particularly in his classroom. The teacher as an educator can be considered as the substitute of pupils' parents. So, the sexual intercourse with his/her pupil is not far from incestuous relation.

This bad behaviour practised or manifested by some so-called educators is suspected to take Burundian education in general and particularly English language teaching to ruin. It leads to teachers 'loss of confidence and respect, by implications his knowledge is also questionable .Mckim et al. (1959:129) points out that unless there is least minimum of respect for the teacher and willingness to work with him little learning can take place.

The maintenance of status distinction is a priority. Teachers are expected to be distant from pupils in some way. An educator who dares to approach his or her pupil because of his desires to have sex with him or her, he or she forgets what a good teacher looks like and the noble mission assigned to him or her.

The weakness of personality is the source of discredit and rejection in the eyes of pupils and it has bad consequences on pupils' learning because there is no conducive atmosphere in the classroom, and therefore classroom management goes wrong.

Another important element in the process of teaching and learning is "testing" .It is a tool used by teachers to verify whether the set objectives have been attained or not. It is somehow delicate, so the teacher needs to handle it with much ability and needs to be objective.

Mckim et al. (1959:416) points out that pupils should grow through the testing. The test must relate to the course content and programme and you must take into account the way you taught your learners.

Richards (1985:15) says that testing instrument must have diagnostic capacities as well as provide reliable data on pupils' progress.

The teacher when testing must be objective because through tests learner's problems are diagnosed and interpreted. So, reliable data needed to be collected for measuring students' achievements and capacities. However, testing instead of being the way of detecting learners' problems so that strategies to resolve those problems can be taken, some teachers may give a test when they want to punish the learners because of misunderstanding occurred between the teacher and the pupils.

This kind of test does not respond to the criteria required for a test to be objective. It is certainly questionable and generates stress instead of revealing the problems. Teacher's fatalistic reaction increases students' boredom.

Heaton (1984:5) points out: *"Tests may be constructed primarily as devices to reinforce learning and motivate students or primarily as means of assessing the students' performance in the language".*

Some authors namely, Adams. (1964:10) and Bonboir (1972:120) suggested some factors, he points out:

1. Error of generosity or error of clemency: This is the tendency by the teacher to allocate high scores to learners.
2. Error of severity: This is the tendency by the teacher to allocate low scores to learners.
3. Centripetal effect: This is the tendency by the teacher to evaluate learners to the middle positions of scale of evaluation or to allocate them marks around the average.
4. Centrifugal effect: This is the tendency by the teacher to evaluate learners to the extreme ends of scale of evaluation or to allocate them marks which are at two extremes.
5. Hallo effect: This is the tendency by the teacher to be influenced by learners' features (good handwriting, dressing, smiling, etc.) in allocating scores.
6. Logical effect: this is the tendency by the teacher to establish a relationship between two characteristics to be measured in the learner and deduce that if one is wrong the other must equally be wrong.

The test must reflect the way pupils have been taught. Do not pretend to be firm in evaluation whereas you were not firm when teaching. When it is a very challenging test which you know pupils cannot handle ,this kind of test generates disgust. It is discouraging and can also be the source of conflict in the classroom.

However, a test which does not give any challenge is not motivating. We know that a test is a diagnosis and when the teacher gives tests which do not give any challenge, he can be considered as incompetent by the learners.

Ntigirinzigo quoting Hubert (1965:50) claims that:

> *Où qu'il soit l'enseignant porte un cachet d'éducateur, il est sensé chaque fois servir de modèle à imiter. Qu'il soit à l'école dans le quartier ou au village, les parents ou les apprenants portent des jugements sur sa personne (...) L'enseignant doit se convaincre qu'il constitue un modèle, un exemple permanent soumis aux observations régulières des apprenants qu'ils intériorisent et s'identifient à lui.*

This can be translated as follows:

> *Where he is, the teacher bears the label of an educator, he is supposed to serve as model to imitate. Be at school, in the quarter or in the village, learners and parents observe him and make judgments about his person (...) the teacher has to convince himself that he constitutes a model, a permanent example submitted to regular observations by learners who internalize and identify with him.*

A teacher wherever he is, is concerned with seeking new ways of doing, new way of enriching the lives of his/her pupils at school or outside. He /she is a contributing member not only of the school community, but also of the larger community. The home, the church, and ever widening circle of personal and professional friends. Therefore, a teacher who manifests an undignified behaviour of any kind, his learners observe him, parents too, and this will have bad repercussions on the results of his or her teaching. So you must command respect, thus behave in such a way that pupils and parents are not likely to question your authority.

When it appears some challenges to your authority, be ready to deal with them as soon as possible before they develop dangerous level.

2.10. Teacher's attitude to the Learners' Performance

In the classroom the teacher is a key. The pupils feel the need to identify his attitude and behaviour. For example, when the teacher is dynamic, he has good pronunciation; he tells short stories to his learners, asks them short questions. This situation awakes them up and they wish to be like their teacher and consequently feel at ease to participate. On contrary when the teacher acts as if he has a cold, his / her class will be silent, not competitive. So the change of attitude by the teachers while teaching goes in pair with the change in attitude by the pupils.

When someone is interested in a given career, he does his best to succeed. He develops positive attitude towards the subjects that qualify him or her. On the other hand, if he/she is indifferent to any career ,he/she may learn a course not because he/she is interested in it but just because it is on curriculum. Therefore, the teacher needs to create interest in his classroom.

They must be self-confident for the learners cannot owe respect to masters who underestimate themselves. Anyway, teachers' morale is an important factor besides other factors which may influence the classroom performance. From what it is said above when you underestimate yourself, do not pretend to be praised by others. So, teachers have to put in their minds that they have to ensure first their continued growth ,bearing in mind that their years at university have been profitable and satisfying and consequently, the pupils have much to gain from them. We can assume that many people understand the complexity and importance of the teachers' work.

Therefore, teachers should struggle to achieve the golden mission assigned to them. They should be inspired by the principle that ignorance is the worst of privations, and make everyday research.

However, in the teaching profession, they welcome everyone from many domains, agriculturists, lawyers, nurses without considering their qualifications.

In other words, teaching profession has become a refuge for some people because they are teachers not because they like it but just because they missed job in their proper domains. This can be illustrated by this utterance, when you ask them where they work, the answer is this: "I do not work but I teach" which implies that teaching is not a job according to them. They are teaching while waiting for job. So you can easily realize that a teacher who gives such an answer is not happy of his profession. They often say that a hungry man is an angry man, thus, a hungry teacher loses his temper and his life becomes bitter for him. How one can then expect good results or even success from what he does? There is no doubt that teachers cannot accomplish their tasks of giving knowledge if they are not at ease.

Anyway, pupils themselves do not understand how a teacher who spent an important part of his life studying can choose to be a teacher, they think like that because of teachers' grumbles in the classroom or outside. For this, the learners will not be motivated because when the teacher is not proud of what he or she is and what he or she is doing, so the learners will judge what the teacher is teaching as useless.

By the way, the teachers must avoid any kind of emotion, which would make them treat their pupils angrily because sometimes the learners are victims of teachers' ill-treatment.

Teachers' attitude may influence positively or negatively learners' performance in second language learning.

For instance, a subject can be difficult or boring but when the teacher is interested in that subject and skilled in planning motivational strategies, he may convert it into a potentially interesting one and on the other hand the subject itself may be easy or interesting but the teacher should make it boring, uninteresting due to his attitude towards the subject or towards the learners.

For example a teacher who is renowned around the school for his / her sternness and being unreasonable. Pupils are afraid of him due to his bad attitude in the classroom, they fear to ask questions when they get confused for fear of being scolded. Suppose that a student asks a question to know the meaning of a new word ,and the teacher answers him or her in these words: "Do not disturb me.", "I am not dictionary." Or "This is a stupid question."

Indeed, learners ask questions when they have interest in the subject but sometimes teachers' attitude may cut out this interest.

Byrne (1976:1) says:

> *In order to develop the oral skill obstacles to contend for the size of the class, the number of hours available for the teaching the language and perhaps the syllabus itself, which may discourage us from giving adequate attention to the spoken language.*

Another factor that may contribute to lessening the transmission of knowledge by teachers or worsening the quality of education is the financial situation of teachers. The low salaries that teachers have make them lose enjoyment of their profession. Most of them use their free time looking for other means to survive and miss time to prepare their lessons adequately.

There are some qualities that a teacher may have and others for learners for a successful teaching and learning process:

Teacher's qualities

- Impartial
- Responsible
- Honest
- Firm
- Dynamic
- Tenacious
- Hopeful
- Cooperative
- Serious
- Kind
- Objective
- Sociable
- Flexible
- Tolerant
- Just
- Good manager
- Patient
- Communicative

Pupils' qualities

- Honest
- Obedient
- Careful
- Active
- Hardworking
- Humble
- Studious
- Respectful
- Cooperative

We end the second chapter by these qualities that teachers and learners need to own for a good conducive atmosphere in the classroom. Then, after having this critical look at various issues raised by various researchers we judged relevant to our topic,we proceed with the methodology we used to conduct this study.

CHAPTER III: RESEARCH METHODOLOGY

3.0. Introduction

In any scientific study, the researcher has a specific methodology to follow both in collecting the data and analyzing them. This chapter is concerned with the description of different procedures, that is, methodological procedures that we applied to carry out this research. Within this chapter, I describe the research area, the research population and sampling techniques, the research Instruments as well as the data Analysis procedures.

3.1. Research Area

This study was conducted in Makamba province.The selection of this area was conditioned by the fact that this area is the most familiar to me. Besides, Makamba is the southern province of Burundi. For some schools due to their locations that are not accessible, observe a shortage of qualified teaching personnel. Therefore, those schools have teachers of different qualifications .This reason pushed me to choose this province hoping to get a diversity of information.

Also, I did not use all the schools from Makamba province. I feared being unable to fulfill it under reasons such as financial reasons, a great number of schools located in Makamba. So I selected some schools from this area: Gishiha Lycée , Matyazo Communal Lycée,Comibu Lycée of Makamba,Communal Lycée of Mabanda,Communal Lycée of Mugerama,Communal Lyceé of Kayogoro.

3.2. Population and Sampling

The target population of this study was the total number of all fourth form teachers and learners in Makamba province. This number included teachers of all academic qualifications and learners of both sexes. Makamba province counts many schools in a way that it was very difficult to use all of them.

This is the reason why six of them were targeted. Since we could not work with all fourth forms, we chose one fourth form class at each school where subjects were afterward selected.

As far as teachers are concerned, a part from fourth English teachers other English teachers were included in order to increase a number of informants for the sake of reliability of data we got from them. The choice of fourth form was motivated by the fact that those learners have three years or more in English learning situations. With that level learners have developed the ability to express themselves in English. As far as the attitudes are concerned, the fourth form learners are adolescents, they have different interests, in other words adolescence is an age group where subjects have strong feelings about issues.

Concerning the schools where the study was conducted, six schools were selected namely Gishiha Lycée, Matyazo Communal Lycée, Comibu Lycée of Makamba, Communal Lycée of Mabanda, Communal Lycée of Mugerama, Communal Lycée of Kayogoro.

In selecting the subjects to work with among learners, we chose (a quarter) of the subjects in each selected class using a simple random sampling. We wrote names of the subjects on similar pieces of paper, folded them and put them into a basket.

Then we chose one paper with replacement until we got the required number of the subjects in the sample. It was the same technique used to select schools which constitute the sample.

Table 1: Population in the Selected Schools

Names of schools	**Number of pupils per school**	**Number of respondents in the selected schools**
GISHIHA LYCEE	55	14
COMMUNAL LYCEE OF MATYAZO	59	15
COMIBU LYCEE OF MAKAMBA	58	15
COMMUNAL LYCEE OF MABANDA	57	14
COMMUNAL LYCEE OF MUGERAMA	60	15
COMMUNAL LYCEE OF KAYOGORO	63	16
Total number of respondents	352	89

As indicated in the table 1 above, the total number of the pupils in the selected schools equals 352. In order to study the effect of secondary school teachers' attitude in relation to the promotion and the successful learning of English in the junior level classes, a selected number of 89 pupils have participated in the study. In selecting these learners, we chose a quarter of the learners in each selected class.

This lets us understand that a wide class had a chance to increase the number of pupils who would constitute a sample for the study.

Table 2: Number of the English Teaching Personnel from the selected schools

Names of schools	Number of teachers
GISHIHA LYCEE	2
MATYAZO COMMUNAL LYCEE	2
COMIBU LYCEE OF MAKAMBA	2
MABANDA COMMUNAL LYCEE	2
MUGERAMA COMMUNAL LYCEE	2
KAYOGORO COMMUNAL LYCEE	1
Total number of respondents	11

As seen in the table above, the number of the teachers equals 11. These were our informants who have been useful in our information-requesting task.

Through the answers they gave to our questions, we got the opportunity to depict an attitude a good teacher should have to get success in his / her career.

In all schools we visited, we first reported to the headmaster's office, introduced ourselves, explained the purpose of our visit and requested for permission to use their pupils. We received a warm welcome in all the six schools, and we were directly led to the teachers who assisted us in doing our work.

3.3. Research Instruments

3.3.0. Introduction

It is necessary to remind our readers that the present work tackles the issue concerning teachers' attitude and its impacts on the teaching and learning of English language. This part deals with instruments used in collecting data that fit the study. In so doing, we designed a questionnaire presented to both pupils and teachers of English.

According to Kaneza (2000:43):

> *A questionnaire is advantageous in different ways. First of all, it is an instrument that can be used to collect information from many respondents in short time. Secondly, a questionnaire is good at collecting both quantitative and qualitative data. Respondents take their time to answer freely with a guarantee of anonymity.*

Not only did we use the questionnaire to carry out this study, we also used classroom observation. Classroom observation was used since we believed that classroom atmosphere and classroom interactions among participants are of paramount importance in language learning. The purpose of this method was to eyewitness the relationship if any between teachers' attitudes and the climate in classrooms.

3.3.1. Questionnaire

The questionnaire designed for this study comprised a pupils' questionnaire and a teachers' questionnaire. In our research the questionnaire was used to gather as much information as possible from the two categories of informants. It was also meant to sensitize the teachers for the kind of acceptable activities they are

expected to do during the lessons. Thus, our questionnaire was designed in a way to excite the pupils to react and induce thereafter the free expression of an opinion while they were being questioned.

This made our task easy since the procedure enabled us to get the information we needed. Also we limited our questions to the learning situation and this enabled the respondents to give the information at his disposal as precisely as possible. The two types of questionnaire tackled the themes directly concerned with the attitude of the pupils in their view of English language. Those themes are teachers' attitude, learners' interest and learners' needs as well as the constraints susceptible to hindering their free practice.

3.3.1.1. Teachers' Questionnaire

A set of seven questions was designed for teachers of English. These questions aimed at pointing out the relationship between the teachers' attitude and learning language performance. Among the questions, 80% were closed-ended questions as we avoided an eventual misinterpretation of researcher in analyzing the results of respondents' answers.

In brief, the questions aimed at finding out pertinent answers to our questions on one hand and on the other hand guidelines to the improvement of teachers' attitude in his class which goes in pair with the successful learning of a language.

3.3.1.2. Pupils' questionnaire

A set of ten questions was designed for pupils of fourth form. Among the questions, the first one sought to investigate on the personal identity of the pupil, others aimed at finding out the pupils' appreciations of the teachers' attitude and suggestions they make may be taken into account in the sense of improvement of English language and the success in the teachers' mission.

3.3.2. Classroom Observation

Our study focuses on finding answers to a number of questions that without any doubt rise in every person's mind. To define the concept "attitude" constitutes a very abstract and squeezing question that requires so much attention and a cautious observation. "Attitude" is a very broad and changing concept that needs to be limited in time and in space, once one wants to define it. For example, an attitude one takes before a given event is not the same attitude he shows when the same situation occurs another time, all depends upon his mood and the stimulant of this situation at the moment reacted. This is true and quite natural provided that the attitude of a teacher may be conditioned by the attitude of his pupils in some circumstances and vice-versa.

Since successful teaching and learning depends on both the teacher and his learners, it was very necessary to observe them (teacher and his learners) when they are together in a teaching and learning situation. Classroom observation aimed at visiting classes during the English lessons in order to see how English was taught and the kind of atmosphere which reigned in the classroom. This helped us to see whether pupils were positively motivated or not and whether the teacher succeeded in managing his class or failed to. As far as the topic under the study is concerned, classroom management can be spoilt by teachers' attitude.

For example, a careless teacher does not care about indiscipline among pupils or forgetting that the disturbance they make in the classroom might generate a disorder. Even though one may assume that in the English classes there is a kind of oral activity which is beneficial and that may lead to a positive development or improvement of the speaking skill, there must be some limits. We think that there are times when pupils are not allowed to talk during a lesson.

During the observation, we also focused on certain requirements for adequate learning and teaching such as motivating personality and the way he / she makes a lesson interesting. It was also concerned with the way that the teacher tried to motivate his learners, for instance, through encouragement, the way he helped his pupils to develop speaking skill etc. This kind of research requires the researcher to attend classes in order to have a critical eye on what takes place inside the classroom. This classroom observation gives the researcher a real picture of how activities are organized ,and how a good teacher may look like.

It is said that eyewitnessing is the one that gives valid and authentic information, the information the researcher gets maybe more authentic than the one from informants be it a teacher or a learner.

Unlike any other observer, the researcher should know that classroom observation is of a paramount importance because what one witnesses himself is good to complete information from the questionnaires.

This also helps the teacher to improve his teaching abilities using some teaching materials that seem to be necessary to a given lesson, and other resources used to support the teaching-learning process.

Below are some criteria on which we put the focus in our observation task:

- The order and tranquility of the classroom targeted;
- The adequacy of teaching materials and strategies used;
- Teachers' attitude to pupils' answers;
- How pupils are competitive;
- The position of the teacher in the classroom ....

To illustrate the importance of the classroom observation; Wallace (1991:62) says:*"This kind of observation is also extremely valuable since certain aspects of the action would be clear to the observer in a way that they cannot be to the teacher".*

In sport, there is a saying that the spectator sees most of the game.

3.3.3. Pupils' Test

This section deals with the presentation of the pupils' test in order to get a reliable conclusion about the knowledge of English language with reference to the teachers' attitude in fourth form classes.

In order to have an idea on learners' performance, we gave them a test. But it was difficult to give tests in all skills and in all classes targeted by the present study. This is the reason why we based our test on oral expression, which we hoped would help us to assess the knowledge in English speaking skill. As most of the pupils of fourth form were adolescents, we tried to find for them interesting topics among which they had to choose one.

All of which corresponded to daily life and what they actually perform. These topics were susceptible to raising interest among learners. This discussion gave us an insight on the level of the performance they had in English. We mostly focus on fluency since it is an important aspect of speech.

In fact when making a conversation one must be fluent so as to be understood by the interlocutor.

To measure the fluency of the pupils, we took into account the way they spoke, that is, if words come easily without hesitation and no matter what mistakes they made.

3.4. Data Analysis Procedure

Under this last section of this chapter the essential is to analyze utterly the results from the observation made in classroom as well as the teacher's and the pupils' answers to questionnaires. All among this heading ,however, we compare the data collected to see if they really give the satisfying answers to all questions distributed. Then, we combined and compared the teachers' views and those of the pupils' including requests, comments and suggestions. In our assessment, we also used some charts demonstrating the performance to a given attitude manifested by the teacher. The answers were reported in terms of percentage so as to make their analysis easier.

In conclusion, we find it necessary to make the reader know, as we wished it since the beginning, the answers and suggestions made to our hypotheses and questions satisfied our aim and gave us a real picture of the convenient attitude both teachers and pupils should adopt for a better teaching-learning process.

CHAPTER IV: DATA PRESENTATION, ANALYSIS AND FINDINGS

4.0. Introduction

In the previous chapter, methodological issues which relate to the problem under the study were examined. These included the type of instruments employed for the data collection and the way they were administrated.

Chapter four discusses the information that was gathered during data collection steps when the researcher sat for observation of live speaking lesson and administrated questionnaires.

At this same level, the researcher interprets and analyses the results of this classroom observation and the answers from the informants through questionnaires, and tries to improve relevance of the hypotheses drawn earlier and trying to show finally whether they are right or wrong.

If wrong, the researcher has an obligation to refute them. When on contrary they are right, the same researcher has the right to maintain them.

Afterwards, the researcher draws consequent conclusions.

4.1. Data Analysis

As far as the analysis of data is concerned, it was done at two levels. First, there is the analysis of data from pupils' and teachers' questionnaires and second, the analysis from classroom observation and pupils'test.

4.1.1. Data from Pupils' Questionnaire

Before we tackle the problem at hand, one should know that as Musaazi (1996:6) says that education is both an end in itself and a means to attain other end.

The education has to transmit the accumulated wisdom, knowledge, skills, values and attitudes of society from one generation to the other and prepare the young people for their future in the society and their active participation in its development.

Education is in itself an aspect or object of development. It is then an instrumental resource and a means for achieving the wider social objectives.

Table 3: Summary Presentation of Learners' Answers.

Questions	Answers	Frequency	Percentage
1. How do you feel when it is time for the English class?	At ease	26	29.2
	Bored	7	7.8
	Interested	56	62.9
2. Does your English teacher provide you with a desire for learning?	Yes	72	80.8
	No	17	19.1
3. Suppose you dislike your English teacher, would you like to learn his course?	Yes	12	13.4
	No	77	86.5
4. Do you like to be taught by a teacher	Yes	8	8.9
	No	81	91.01

who does not care when some learners are making noise in the classroom?			
5. Do you like a teacher who collects money from students in order to give marks?	Yes	8	8.9
	No	81	91.01
6. Would you like a teacher who punishes his learners at any time they make a mistake?	Yes	18	20.22
	No	71	79.7
7. Would like a teacher who never punishes students irrespective of the mistake?	Yes	8	8.9
	No	81	91.01
8. Which one of these qualities you think your teacher should have so that you should learn English successfully?	Loves his or her learners	12	13.4
	Kind	3	3.3
	Tells stories during the lesson	41	46.06
	Gives easy test	17	19.1
	Intelligent	4	4.4
	Must finish the progamme	5	5.6

	Masters the language	2	2.2
	Let the learners cheat	0	0
	Fair	2	2.2
	Neutral	3	3.3
9. What do you not like in your teacher's way of teaching?	He insults the learners who give false answers.	17	19.1
	He gives difficult tests.	19	21.3
	He does not make all learners participate.	8	8.9
	He does not thank the learners who give a good answer.	20	22.4
	He tells his or her learners that the know nothing.	14	15.7
	He does not master the English language	10	11.2
	Angry	1	1.1

4.1.2. Data Analysis from Students' Questionnaire

Question 1: a) How do you feel when it is time for the English class?

At ease ☐ bored ☐ interested ☐

b) Explain

For this first question, we can assume that the majority of the respondents have good attitude towards English language learning.

The previous table shows that 62.9% feel interested and 29.2% feel at ease during English language learning. This implies that they are motivated to learn English language. And 7.8% answered that they feel bored when it is time for English class.

Those learners (7.8%) are not motivated, they have bad attitude to the English language learning. For them to follow the English lesson is a pass time, they do not care about what their teacher is saying. They do not regret for not having learnt anything during the class.

Question 2: Does your English teacher provide you with a desire for learning?

Question	Answers	Frequency	Percentage
Does your English teacher provide you with a desire for learning?	Yes	72	80.8%
	No	17	19.1%

Question 2, 80.8% have answered positively .They said:" our teacher speaks good English ","our teacher encourages us to keep on trying" .Therefore, they were motivated to learn English. But a certain number answered negatively.

This number equals 19.1%. I think those learners are among those who feel bored when it is time for the English class, they feel rejected and incapable.

Question 3: Suppose you dislike your English teacher, would you like to learn his course? Yes / No

Question	Answers	Frequency	Percentage
Suppose you dislike your English teacher, would you like to learn his course? Yes / No	Yes	12	13.4%
	No	77	86.5%

Throughout the table above we read that 13.4% accepted. For them whether they like their English teacher or not this cannot push them to hate his course. As far as I am concerned, I can interpret this in two ways.

First, these answers are given by learners who are conscious of what they are appealed to do (very intelligent learners) so their expectations is to know English language which is very interesting for them.

On the other hand, these positive answers are given by the weak ones who are absent minded in the classroom, they have developed the feeling of incapacity. They come to class and wait for the time to go back home without understanding anything and they feel as if they are not concerned.

The majority of respondents said that when they dislike their English teacher, they do not like to learn his course. In general, we can confirm that when you dislike your teacher, you cannot be motivated to learn his course.

Question 5: Do you like a teacher who collects money from students in order to give marks? Yes / No.

Question	Answers	Frequency	Percentage
Do you like a teacher who collects money from students in order to give marks? Yes / No.	Yes	8	8.9%
	No	81	91.01%

This question has been answered negatively at 91.01% while 8.9% answered positively. We notice that the most of the learners do not like a corruptible teacher. These learners come to school with expectations. They should probably be hurt if they saw a dull student passes the class with them or even leaves them behind while he does not know more than they do.

And for those who supported corruption, I think they are the ones who are weak in the classroom who would tempt the teacher in order to earn a favour of some kind. Those learners consider marks as merchandise that you can exchange against money. For them what is important is to pass the class however the conditions.

In their expectations, some said that they admired such a teacher because this can be a way of helping the learners. The majority said that this is not a good teacher since he lets someone who knows nothing to be promoted to the next grade.

Question 6: Would you like a teacher who punishes his learners at any time they make a mistake? Yes / NO.

Question	Answers	Frequency	Percentage
Would you like a teacher who punishes his learners at any time they make a mistake? Yes / NO.	Yes	18	20.22%
	No	71	79.7%

This question has been answered positively at 20.22%. I think these answers should be from intelligent and motivated learners because the tendency for the intelligent learners is to like and enjoy the way of doing of the teacher. 79.7% did it negatively. The majority was on the side of the teacher who punishes sometimes.

They said that a good teacher is someone who gives pieces of advice but not someone who puts punishment before, we can conclude that learners like a teacher who is flexible, someone who should sometimes bear learners' mistakes and punishes when it reveals the need.

Question 7: Would you like a teacher who never punishes students irrespective of the mistake? Yes / NO.

Question	Answers	Frequency	Percentage
Would like a teacher who never punishes students irrespective of the mistake? Yes / No.	Yes	8	8.9
	No	81	91.01

From the table above we read that 8.9% said Yes, whereas 91% answered negatively to this question. The teacher in the classroom has to know that he is the one to coordinate everything. He cannot let the learners do whatever they want. The majority supported that someone who commits mistakes should be corrected in order to avoid the repetition of the same mistake.

Question 8: Which one of these qualities you think your teacher should have so that you should learn English successfully?

The teacher should be someone who:

Question	**Answers**	**Frequency**	**Percentage**
Which one of these qualities you think your teacher should have so that you should learn English successfully?	Loves his or her learners	12	13.4%
	Kind	3	3.3%
	Tells stories during the lesson	41	46.06%
	Gives easy test	17	19.1%
	Intelligent	4	4.4%
	Must finish the programme	5	5.6%
	Masters the language	2	2.2%
	Let the learners cheat	0	0%
	Fair	2	2.2%
	Abstention	3	3.3%

On the question "8", different qualities were presented to the learners to choose among them one quality they judge very important. They were not only asked to choose among those qualities that the researcher proposed but the learners should also suggest other qualities that they think can be more important apart from those suggested by the researcher.

We assume that there are learners' interests in the learning English that have to be maintained and encouraged by the teachers in order to raise learners' motivation.

For example some learners said that a teacher should be someone who tells stories during the lesson at 46.06% with this number, we can confirm that learners are pleased with and interested in stories after a long time of concentration, these stories should be important for the improvement of learning. These stories should be related to the lesson. Another choice was that a good teacher should be someone who gives easy tests at 19.01%, others chose that the teacher should be someone who loves his / her learners at 13.4%.

The learners need sympathy from their teacher, others answered that he / she must be intelligent, kind, and there were some who said that a good teacher is someone who finishes the programme. Note that 3 pupils reserved themselves on that question.

Question 9 : What do you not like in your teacher's way of teaching?

Question	Answers	Frequency	Percentage
What do you not like in your teacher's way of teaching?	He insults the learners who give false answers.	17	19.1%
	He gives difficult tests.	19	21.3%
	He does not make all the learners participate.	8	8.9%
	He does not thank the learners who give a good answer.	20	22.4%
	He tells his or her learners that they know nothing.	14	15.7%
	He does not master English language	10	11.2%
	Angry	1	1.1%

For the question 8, there was a list of qualities which were suggested to be maintained in order to raise the learners' motivation. On contrary, for question 9; learners showed the qualities they do not admire or like which should reduce their interest in learning English.

For example, pupils said that they do not like a teacher who does not thank learners who give good answers at 22.4%, which means that thanks should create interest, others said that they do not like a teacher who insults the learners who give false answers at 19.1%, who gives difficult tests at 21.3% and a teacher who tells the learners that they know nothing at 15.7%.

The learners do not also like a teacher who does not bear learners' mistakes; they do not like a teacher who does not master the language.

These things show that there are some needs to be satisfied for learners' motivation.

Question10: For this question, learners were asked to say about teachers' attitude that influences their performance in English.

It is indeed realistic that the attitude of some teachers may make pupils interested or disgusted.

From different answers got from the learners, they have suggested what a good teacher should look like in his facts so that the learners should be successful in the learning of English. For example, most of the respondents said that they should improve their performance if they have a teacher: who is knowledgeable to teach the language well, who loves students and who is always happy, he / she must give time to his / her students to express themselves, he must not threaten students while they try to speak English. A good teacher is someone who listens to his students' problems and corrects mistakes as they occur. He must be someone who speaks loudly, he is someone who motivates the students to speak, and must be someone who deals with all the skills.

The teachers need to know how to manage teaching and attitude so that they can succeed their mission.

4.1.3. Appreciation of Teachers' Attitude by the Teachers

We mentioned before that we also designed a teacher's questionnaire which contains almost the same types of questions as pupils' questionnaire to see how

English teachers appreciate this issue of teachers' attitude to the learners' performance.

Table 4: Summary Presentation of Teachers' Answers Related to Teachers' attitude

Questions	Answers	Frequency	Percentage
1. What is the attitude of your learners towards English language?	Good	7	63.6
	Very good	2	18.1
	Bad	2	18.1
	Very bad	0	0
2. What do you think can be the cause of your learners' negative attitude towards English?	English is difficult	3	27.2
	English is not interesting	1	9.09
	They dislike the teacher	5	45.4
	They are not motivated	2	18.1
3. Do you provide your learners with the desire to learn English?	Yes	11	100
	No	0	0
4. Does your attitude have any contribution in the teaching of the English language?	Yes	10	90.9
	No	1	9.9
6. What is your general view	Very difficult	0	0

about the English subject you teach?	Difficult	0	0
	Easy	1	9.9
	Interesting	10	90.9

Question 1: a) What is the attitude of your learners towards English language?

- Good
- Very good
- Bad
- Very bad

b) Explain.

Questions	Answers	Frequency	Percentage
1. What is the attitude of your learners towards English language?	Good	7	63.6%
	Very good	2	18.1%
	Bad	2	18.1%
	Very bad	0	0%

Most of the teachers answered that the attitude of their learners towards English language is good. 18.1% answered that their learners have negative attitude towards English. These teachers have no hope that their learners should be motivated whereas the first ones admire the steps achieved by their learners towards the language.

Question 2: What do you think can be the cause of your learners' negative attitude towards English?

- English is difficult
- English is not interesting
- They dislike the teacher
- They are not motivated

Question	Answers	Frequency	Percentage
What do you think can be the cause of your learners' negative attitude towards English?	English is difficult	3	27.2%
	English is not interesting	1	9.09%
	They dislike the teacher	5	45.4%
	They are not motivated	2	18.1%

Here most of the teachers said that when the learners dislike the teacher this can be the cause of learners' negative attitude towards English.

Question 3: Do you provide your learners with the desire to learn English? Yes / No.

Question	Answers	Frequency	Percentage
Do you provide your learners with the desire to learn English? Yes / No.	Yes	11	100%
	No	0	0%

Teachers like venders need to have a sweet voice to attract customers. 100% of the respondents answered that they provide their learners with the desire to learn English.

From different answers collected from the teachers even though we cannot affirm that all of them are objective but we got information that the teacher has the great role in the English class as a catalyst. He is the one to arouse the desire to learn the language in the classroom.

Question 4 a) Does your attitude have any contribution in the teaching of the English language? Yes / No

b) Explain

Question	**Answers**	**Frequency**	**Percentage**
Does your attitude have any contribution in the teaching of the English language?	Yes	10	90.9%
	No	1	9.9%

For this question, we were looking for teachers' point of view about their attitude on the teaching of English language. 90.9% of the respondents said Yes. This leads us to assume that teachers are aware of the importance of English teaching and the noble mission they are appealed to fulfill. So, teaching itself is not a simple profession but it is a sacrifice.

Question 5: List some qualities that you think are very important about teachers' attitude.

For this question, teachers enumerate the qualities they judge very important about teachers' attitude in his role of education. Among the different qualities suggested by the teachers; they cited that a teacher should be: cooperative, collaborative,

sociable, intelligent, available all the time nearby the learners, someone who shows interest in English, someone who lets learners participate, who is self-confident.

These are among other important qualities which may be helpful in the teaching and learning process.

Question 6: What is your general view about the English subject you teach?

- Very difficult ☐
- Difficult ☐
- Easy ☐
- Interesting ☐
- Others Specify .....

Question	Answers	Frequency	Percentage
What is your general view about the English subject you teach?	Very difficult	0	0%
	Difficult	0	0%
	Easy	1	9.9%
	Interesting	10	90.9%

From the table above, 90.9% of the respondents answered that their general views about English is interesting. So as we said before, the disciples imitate their master. A teacher gives what he / she has. When the teacher is interested, he communicates this interest to his learners.

Question 7: Comment on teachers' attitude to the learners' performance in the English language.

On this question, most of the teachers answered that teachers' attitude always influences the performance of the learners. The teachers said: "the worse the attitude is, the less the learner is interested in the subject". "Teachers face pupils of different attitudes in their classroom"." For some pupils, studying is harder and thus boring, the teacher can do his best to create a good atmosphere for learning".

"The change of attitude by teachers while teaching goes in pair with the change in attitude by the pupils".

" Indeed, teacher's mood can explain the classroom situation"." For example, when a teacher is dynamic, we are going to find a lively classroom". "As far as teachers are concerned, their role is to know how to manage teaching and attitude so that they can succeed mission".

4.1.4. Analysis of Data from Classroom Observation

We discussed earlier that in a teaching and learning situation, all learners do not have the same level of motivation. Our visits aimed at finding out how pupils are motivated, participate, pay attention in class, and are competitive.

During our visits, we sought to know if English teachers stimulate pupils into activity, make the lesson interesting, motivate and thank pupils when they perform well. We observed that in some schools, pupils who participate in class were the same and there was a category of learners who were indifferent and shy when they are expected to express themselves, because they were afraid of being laughed at or criticized by others when they make mistakes. This may illustrate that speaking skill is not taught.

At some schools, some teachers tried to stimulate their pupils (no good, try again...). Some teachers deal with unwanted behaviour such as making noise, sleeping during a lesson, and so on.

We also realized that some teachers could make an interesting presentation of a lesson whereas others work with pupils who participate and leave behind those who acquire slowly. However the task is up to the English teachers to improve the performance in English.

As Hohn (1995:44) says:" ... *competent teachers give pupils do plenty of opportunity to preen feathers. They do their best to find something to praise in even the least successful pupils".*

It follows the above quotation that a competent teacher should make use of the reinforcement theory as much as possible for appreciating the work done by pupils, and should motivate them to do better later. Those visits show that both teachers and learners have to positively and actively participate in the teaching-learning process for the achievement of the expected results.

4.1.5. Analysis of Test Results

This section deals with the analysis and interpretation of the pupils' tests in order to get a reliable conclusion about the knowledge of English language with reference to teachers' attitude in fourth form classes from the targeted schools. We mostly focused on fluency since it is an important aspect of speech.

But in our analysis, it was obvious that most pupils got difficulty in making coherent sentences. We found some fragments, hesitation, long pauses, repetition and so on.

This is due to the fact that teachers usually speak alone while teaching so as not to waste much time. Within this attitude, the contrary, they should be given time to work in pair or sketches.

By the way, the majority of pupils per class did not permit everyone to get opportunity to practise the language. In short, the pupils in fourth form classes were not fluent and some gave messages which were meaningless and unintelligible.

This can be due to the lack of practice of speaking skills. The cause may also be the time and size constraints. It can be caused by the laziness of pupils because most pupils do not like to work. Forgetting that, 'there is no sweet without sweat."

Besides, some learners were afraid to speak. What is obvious is that they share this problem with the majority of Burundians who fear this language of Shakespeare. Our hope is that those who have a will have a way to overcome this difficulty.

4.2. Findings

Generally, in Burundi, English is the fourth language, the learner is expected to learn a new system and new habits. Besides, it does not have good linguistic environment because there is no part of the country where one can find a community of the speakers. This constitutes a handicap for any other person who wishes to perform well in English.

Other problems the learners encounter in this country are common to all, since they think in Kirundi or French and even Swahili and try to translate in English.

As this title indicates, this section discusses what has been found or deals with the results from the investigation.

This research whose main aim was teachers' attitude to the learners' performance in English language learning was guided by some research questions and their corresponding hypotheses. In addition, we used some instruments for collecting data like teachers' and pupils' questionnaires and classroom observation. In the analysis, answers from the questionnaires, we found that pupils love a teacher who loves them, a teacher who is fair, impartial because (Question 3) (86.5%) of the respondents said that when they dislike their teacher, they would not like to learn his course.

This dislike may be caused by different facts; it can be caused by teachers' attitude to the English language. For instance when the teacher is not interested in English language, he cannot motivate his or her learners.

On the other hand, it can be due to the teachers' attitude to the learners. I mean the way teachers are too harsh towards their learners, they show aggressiveness because may be they want to make themselves accepted by their learners. So teachers should know that the pupils are not their adversaries but rather partners. (Question 5) 91.01% of the respondents suggested to stop corrupting teachers. This is good option because learner will study without any idea of giving favours to teachers, studying will remain the only means for getting marks.

(Question 4) 91.01% of the respondents said that they do not like to be taught by a careless teacher. They like someone who is responsible who deals with unwanted behaviour in the class and creates good atmosphere in the classroom. As we put before, among the instruments used to collect data, apart from the questionnaire, we also used the classroom observation. During classroom observation, we realized that some teachers do not take time to prepare what they have to teach. They just improvise the lessons, which make them give poor explanations.

In this case pupils cannot be motivated since their teacher is not dynamic and active. We have noticed that some teachers seemed lazy or not sure about what they were teaching.

What surprised us the most is that sometimes, what some teachers failed to explain in English they finished by making recourse to French and Kirundi. This attitude justifies the pupils' weakness in English language speaking.

However, there were some teachers who took their time asking pupils to give many examples on their own related to the subject being learned.

It is no use blaming learners as if they were the only sources of their own weakness or their lack of motivation. A pupil is motivated if the teacher or the lesson is motivating.

On contrary, if the teacher does not care about his students' feelings and needs, the student will tend to develop negative attitudes towards the teacher and the subject. It should be noted that the manner in which a teacher responds towards a given skill or skills, may not necessarily be the teacher's own making; it may be the result or influence of the professional background which may also affect the method the teacher adopts while he is in class. So, we can assume that there is a relationship between liking English and doing well in English. An illustration of this is the vast majority of pupils who reported that when you dislike your teacher you would not like his course. The good appreciation of English by pupils entails English achievement in English learning.

In short, from the beginning, we formulated the hypotheses, so it is at this level to check whether those hypotheses formulated in the first chapter can be maintained or refuted.

The first hypothesis, there are varying teachers'attitude in Makamba fourth form English classes. For example, on question 2 ; teachers were asked to give the cause of their learners'negative attitude towards English .Some teachers responded that English is difficult at 27.2%,English is not interesting at 9.09%, the learners dislike the teacher at 45.4% ,the learners are not motivated at 18.1% .

From these answers, it is revealed how teachers conceive the English language. For example some teachers answered his/her learners have negative attitude towards English because it is difficult, this can be understood that English is not only difficult for the learners but it is also difficult for the teachers. It is the same when the teacher answered that English is not interesting, this shows the teacher's negative attitude towards English language. Results from classroom observation and pupils' test revealed different categories of teachers. Teachers who dealt with reading and grammar lessons and forgot speaking lesson, teachers who tried to stimulate their learners, teachers who worked with quick achievers and left behind those who acquired slowly. From these answers, we can conclude that there are varying teachers attitude in Makamba English classes. The results from teachers'questionnaire, classroom observation and pupils'test showed that the first hypothesis was confirmed.

The second hypothesis, learners perceive differently their teachers'attitudes. The result of the study from the question (8) proved that learners perceive differently their teachers'attitudes. Most learners like a teacher who tells stories during the lesson; others like a teacher who gives easy tests; others like a teacher who loves his/her learners; some admire a teacher who is intelligent; others prefer a teacher who is kind; others like a teacher who completes the programme. The classroom is not homogeneous, in the same classroom, we find learners who have some interests of different kinds when learning. Teachers need to be enthusiastic

though this enthusiasm cannot satisfy every member in the class, but it helps. The second hypothesis, learners perceive differently their teachers' attitude was confirmed.

The third hypothesis deals with the impact of teachers' attitude and personality on learners' achievement in English. The results revealed that most learners would not feel motivated to learn if it happened that they dislike their teacher, they do not like a teacher who does not tolerate learners' mistakes. In addition, they do not like a corruptible teacher; they like a teacher who sometimes punishes his students when they make mistakes.

Under this hypothesis, the questions(3;4;5;6)express some facts or aspects related to teachers' attitude and personality in his activity of teaching.

These questions seek information about learners' feelings, about teachers' attitude and personality which embody these aspects.

Since learners have answered that they would not like a teacher with one or another trait of attitude and personality; and that they would feel not motivated to learn a course when they disliked the teacher; to mean that they would feel motivated to learn when they liked him, I find that teachers' attitude and personality have an impact on learners'achievement for learning English. The third hypothesis was confirmed.

Biehler (1990:519) says: *A student who identifies with and admires a teacher of a particular subject may work hard to please the admired individual and partly to try to become like the individual.*

If a student admires his teacher, he is probably eager to learn more and perform well in class. If on the other hand, he dislikes or fears the teacher, he may lose his interests in learning and simply endure school waiting for the end of the school year.

All in all, this chapter shows clearly how the data were collected and analyzed. This analysis helped us to have a clear picture on how teachers should behave during the learning-teaching activities for the sake of a successful teaching and learning of English language. We finally classified some kinds of attitude be it desired or undesired. After the analysis and discussion of all the results, we could formulate a general conclusion and recommendations concerning the present study.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

From the beginning of this work, we mentioned that in a community, people need to communicate and the tool which is used in communication is a language. A country is not an island to stand alone; it needs to collaborate with other countries in different domains. Therefore, in addition to the native language, its people acquire a foreign language to facilitate communication. The acquisition of a new language involves some factors which are suspicious to accelerate and decelerate the acquisition.

Throughout this work, the main theme developed was teachers' attitude as a factor to a successful teaching and learning English as a foreign language. It has been mentioned that teachers get serious problems in mastering and organizing their class. As the class is not homogeneous, teachers find themselves unable to put on an attitude to a given class in general and to a pupil as an individual. This work reveals that teachers have to promote the sense of patternship and socialize with pupils just at the very beginning of each lesson so as to create a very good environment to fit the situation at the moment. Teachers' attitude influences the learners' attitude and vice-versa. This term "attitude" is not easy to define, so it is important to make the reader know that the atmosphere a class presents on a particular day may be quite different from the one that may reign in the same class the following day.

This may be caused by different factors, for instance, a teacher might have given a test that he / she judged to be easy but the learners may not have understood the lesson which was the subject matter of the test, and they unfortunately fail.

The teacher may give a punishment to the whole class because he did not recognize the author of the fault and the pupils consider it unfair.

The following day, the teacher comes to class as usual, hoping to find the class dynamic as it is used to be in the previous lessons but the teacher may find the contrary. So the teacher is required to find a solution to all problems which arise in his / her classroom, because the solution should not be to punish them or for a teacher to show an attitude which is not adequate. The teacher has to be in good mood so that the teaching-learning process goes well. Otherwise it worsens the situation.

This work is built on five chapters. The first chapter is general introduction. This part shows the problem of the study. It highlights the main concern of this study as already stated above. Teaching and learning process requires many factors in order to be well accomplished. For instance, methodology, techniques, strategies, teachers' attitude, learners' attitude, and so on. It is worth mentioning that different forms of attitudes adopted by both teachers and learners have effects on learners' performance in English. Even though there are many factors which influence the learners' performance in English, in this work we chose to make a research on teachers' attitude and its effects on learners' performance.

The second chapter was concerned with review of the related literature. I went through what other scholars have produced related to the contribution of attitudes, teachers' way of doing, and feelings in the acquisition of English. This research has demonstrated that attitudes are largely responsible for the intensity of pupils' responses in the classroom and can be both predictors and contributors to students' achievement in English learning. The framework of this chapter also shows that self-esteem plays a great role on the language use.

Smith (1967:57) quoted by Brown, D (1930: 103) defined self-esteem as follows:

> *By self-esteem, we refer to the evaluation the individual makes and customarily maintains with regard to himself, it expresses an attitude of approval, and indicates the context to which an individual believers himself to be capable, significant, successful and worthy.*

Teachers have to recognize the effort made by their learners. The teacher can create many formal contexts worthy to make the learners express themselves freely on various subjects and assures his/her learners that they count much, they are worthy and capable.

Carrying out the research supposed to follow a certain methodology. Chapter three (3) deals with the methodology that we used in collecting and analyzing data necessary to make my investigation or research. As tools of collecting information, I used teachers' and learners' questionnaires. I distributed them to my respondents who were the fourth form pupils of secondary schools and English teachers in fourth form classes. Other points concerned the methodology were research area, population and sampling, classroom observation and pupils' test.

After collecting data, the remaining task was to analyze them. This was the concern of fourth chapter entitled "Data Analysis and Findings".

This chapter deals with presentation, analysis and interpretation of collected data from questionnaires, classroom observation and pupils' test; it also involves the findings of the study. The last chapter concerns the general conclusion and recommendations. It summarizes this study in general as well as the recommendations addressed to all those concerned with education and the promotion of the English language.

In conclusion, we can say that the results from the study illustrate an achievement of set aims. The task was to assess the relative importance of attitude in the learning of English language, by examining the relationship between the attitude of teachers and the performance of the pupils in the teaching and learning of English language.

We come up with the following conclusions. We realized from answers given by fourth form pupils and English teachers of fourth form that there is a relationship between teachers' attitude and learners' performance because teachers' attitude may influence positively or negatively the learners' performance.

5.2. Recommendations

To Teachers

- The teacher should do his best to make himself liked by his learners. When learners do not like their teacher, they do not feel motivated to learn his / her course. So this can be done by doing things that the learners appreciate because learners are motivated when the teacher or the subject is motivating.
- Instead of putting much emphasis on reading and grammar lessons only, it is good to develop the four skills of English language because the chief goal of languages teaching is communication.
- Teachers should be happy with teaching profession and feel valuable, not showing any kind of malaise in the presence of the learners or other people. They should know that teaching is a noble mission but when they underestimate their profession, no one will respect them.

To the Government

- The Ministry of Education should organize the seminars and workshops for teachers and let them know that their attitude can hinder the learning process.
- The government may think about the improvement of teachers' living conditions by increasing salary because teachers are not well paid. Instead of taking care of this noble mission, they do something else in order to improve their living conditions. The worst is that some teachers misbehave under this pretext of poverty and they sell marks as merchandise.

To further researchers

Future researchers should look for other factors that may lead to success in the English language teaching and learning process.For example,they can investigate on learners'attitudes which can be the factor of success or failure in English language.

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APPENDICES

Appendix A: Pupils' questionnaire

University of Burundi
Institute for Applied Pedagogy
English-Kirundi Department

To the pupils of fourth form

in public secondary schools

Dear fellow learner,

I am a student at the University of Burundi, and for my degree qualification, I am carrying out a research on "Teachers' attitude as a factor of success or failure in teaching and learning English: Case of some selected secondary schools in Makamba province". The purpose of the following questionnaire is to investigate its resulting consequences as far as teaching and learning English language is concerned and possible solutions to them. As a pupil, your objective answers to the questionnaire will make a major contribution to the completion of the study.

Thank you for your cooperation.

KABUTO Raison

Question 1: a) How do you feel when it is time for the English Class?

At ease ☐ Bored ☐ interested ☐

Other(s), specify.....

b) Explain.....

Question 2: a) Does your English teacher provide you with a desire for learning?

Yes ☐ No ☐

b) Explain.....

Question 3: a) suppose that you dislike your English teacher, would you like to learn his course?

Yes ☐ No ☐

b) Explain.....

Question4: a) Do you like to be taught by a teacher who does not care when some learners are making noise in the classroom?

Yes ☐ No ☐

b) Explain.....

Question 5: a) Do you like a teacher who collects money from students in order to give marks?

Yes ☐ No ☐

b) Explain.....

Question 6: a) Would you like a teacher who is very strict; who punishes his learners at any time they make mistake?

Yes ☐ No ☐

b) Explain.....

Question 7: a) Would you like a teacher who never punishes students irrespective of the mistakes they make?

Yes ☐ No ☐

b) Explain.....

Question 8: Which qualities do you think your teacher should have so that you should learn English successfully?

The teacher should be someone who:

-loves his or her learners ☐

-is kind ☐

-is fair ☐

-tells stories during the lesson ☐

-gives easy tests ☐

-let the learners cheat ☐

-Other(s), specify.....

Question 9: What do you not like in your teacher's way of teaching?

-He insults the learners who give false answer ☐

-He gives difficult tests ☐

-He does not make all the learners participate ☐

-He does not thank learners who give a good answer ☐

-He tells his/her learners that they know nothing ☐

-He does not master English language ☐

-Other(s), specify.....

Question 10: What can you say about your teacher' attitude that influences your Performance in English?

Appendix B: Teacher's questionnaire

University of Burundi

Institute for Applied Pedagogy

English-Kirundi Department

To the fourth English teachers

In public secondary schools

Dear teacher,

I would like to write to you requesting your contribution to the research that I am carrying out in relation to my dissertation entitled "Teachers' attitude as factor of success or failure in teaching and learning English as foreign language: Case of some selected secondary schools in Makamba province".

The questionnaire below has been prepared for you in the hope that you can help me with the valuable information I need.

Please answer as objectively as possible. Thank you in advance for your cooperation.

Yours sincerely

KABUTO Raison

Appreciation of teachers' attitude by teachers themselves

Question 1: a) What is the attitude of your learners towards English language?

-Good ☐ -very good ☐

-Bad ☐ -very bad ☐

Other(s), specify.....

Explain.....

Question 2: What do you think can be the cause of your learners' negative attitudes towards English?

- English is difficult ☐ -They are not motivated ☐
- English is not interesting ☐ -They dislike the teacher ☐

-Other(s), specify.....

Question 3: a) Do you provide your learners with the desire to learn English?

Yes ☐ No ☐

b) Explain.....

Question 4: a) Does your attitude have any contribution in the teaching of English Language?

Yes ☐ No ☐

b) Explain.....

Question 5: List some qualities that you think are very important about teachers' attitude.

Question 6: What is your general view about English subject you teach?

-Very difficult ☐ -easy ☐

-Difficult ☐ - interesting ☐

Other(s), specify.....

Question 7: Comment on the impact of the teachers' attitude on Learners' performance in English.

Appendix C: Pupils' test

Choose and answer one question

1. Tell the consequences of AIDS in families and in the country

2. How did you spend your holiday? (Christmas and New Year)

3. Which section would you like to follow in upper level of your studies and why?