The Role of Oral Materials in the English Language Learning in the Rwandan Lower Secondary Schools: The Case Study of G. S. Mushaka and G. S. Gihundwe

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Abstract

The purpose of the study was to investigate both the extent to which the oral materials could reinforce learning and the extent to which they were used in lower classes. In order to account for that, the questionnaires and interviews were the data collection techniques resorted to. As regard the analysis and interpretation of the findings, we based on the responses provided by both lower classes students and English teachers. We also put into consideration different scholars' views provided in the chapter about the Literature review of this work. On the one hand, the students' responses reveal that they themselves acknowledge the usefulness and fruitfulness of oral materials in the English language learning especially in promoting oral communication. Furthermore, through the informants' responses, we came up to be aware of the types of oral materials that attract the most lower secondary learners, the major problems that they face all along English language learning and the sources of those problems. However, despite the significance of oral materials, students, responses revealed the lower rate of exposure to oral materials as one of the best ways to practice English.On the other hand, the English teachers' views from interview put more emphasis on the value of oral materials as a teaching/learning tool of foreign languages because it can help them to develop students'performative skills. In addition, these views pointed out that the majority of English teachers do not frequently resort to oral materials due to some problems. All along this study it has been pointed out that practice makes perfect. In fact, the more students are provided with enough opportunity to practice English through oral materials, the more they master their ability to be involved in oral communication.

KeyWords: English; language; learning;materials; oral; students; teachers.

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1. Introduction

1.1. Background of the study

Language is one of the defining characteristics of human beings and it is the base for learning, thinking and communicating. Language promotes cognitive and social growth. It acts as the vehicle of cognitive and social development. As far as the English language is concerned, it is getting more prestige all over the world. It is viewed as a medium in the field of international relations, sciences, commerce, humanities and technology. With regard to its importance, coted in Harold claims that "English is not only as a common basis of communication in the face of linguistic diversity that English is important, but as what has so often been called a window to outside world as well".

In Rwanda, according to the Constitution there are three official languages – Kinyarwanda, French and English. Previously, a trilingual policy was adopted meaning that there was a choice of medium of instruction based on the linguistic background and experience of the pupils. However, with Rwanda's membership of the East African Community (EAC) and the Commonwealth, and the increasing development of international partnerships, the use of English has become more prominent and the need for literacy in English greater. It is seen as an important vehicle for trade and socioeconomic development and as a gateway to the global knowledge economy. It has also been expensive to maintain three languages of instruction in terms of learning materials and teacher education.

Against this background, a new policy was adopted in 2008 and implemented in 2009 to use English as the medium of instruction throughout the education system. This has led to a new configuration of roles and relations amongst the three languages: Kinyarwanda as the bedrock of initial literacy and learning; English as the new medium of instruction; and French as an additional language. [53]. Generally speaking, the importance of English continues to increase as Rwandan people feel the necessity to learn it. In this respect, English is regarded by the Rwandan educational policy to be of such a high value that it should be also taught in all educational levels. However, the proficiency of the English language is not an easy task. This is true if we take into account the principle of "learning by doing". So English learners should learn to speak by speaking, to listen to oral language by listening, to write by writing and to read by reading. In other words, mastering the English language skills requires much training.

Within the framework of language learning, in general, it is worth mentioning that in recent years linguistic studies have radically altered language learning. The traditional method of learning a new language by studying printed words and rules governing their arrangement has been largely replaced by audio-lingual approach. Language now is considered as a set of speech habits and the "rules of grammar" as a description of these habits.

Thus, today language is taught all over the world essentially as a tool of verbal communication. This is not to say that reading and writing are neglected in favour of speaking and listening. On the contrary, they are vital communication skills, and they receive emphasis in modern foreign language learning. For this reason, in

learning and teaching foreign languages, students should be provided with a range of communicative activities which will help them to develop the communication skills required in 21st century life and work.

Among those activities we can emphasise oral materials. The latter permit students to extend their languages repertoires and increase both oral production and understanding. Taking into account the role of oral materials in the English language learning, it is important to note that they permit effective communication practice when they are built up around the interest of students. However, for communication to be successful, it has to be oriented into those areas in which students would be eager to express themselves in real life-communication.

Another important thing to mention here is that oral materials when used over and over again facilitate oral language development. This is very important in our daily life because language is a powerful tool in communication, thinking, and learning. In addition, language shapes, modifies, extends and organizes thought. Hence, oral language is a foundation of learning. Through speaking and listening, students come up to be in contact with others, learn concepts, develop vocabulary, and perceive the structure of the English language.

Coming back to the importance of English in Rwandan society, and its place in Rwandan educational policy in particular, it is without doubt to note that oral materials have to be considered as a learning device for the following reason: Many Rwandans are not native speakers of English, for this reason oral materials might be amongst several techniques which the teachers should use to facilitate communication since the ultimate goal of language learning is communication.

1.2. Statement of the problem

English language proficiency is a skill and like any other skills may be developed through a great deal of practice. Likewise, learners at lower-level when exposed to English as a second or foreign language need to be accustomed as soon as possible to the unfamiliar sounds of the new language. Equally important, they need to develop an awareness of English as a living medium of communication, rather than as only a "school subject".

With regard to the proficiency of the English language, it is undoubted that some oral materials are of a great importance to enhance learning. In this respect, it is worth claiming that oral materials might be useful in the English language learning. In fact; oral materials which are the focus of this study facilitate oral communication. The latter is fundamental to the common belief that language is first heard (listening) and spoken (speaking) by every normal human being. Due to this phenomeno, oral materials are very invaluable in language learning.

Despite the role of oral materials in the English language learning process, I noticed that they are neglected especially in lower secondary schools. Most of learners are interested in grammatical structures, but they are not provided with enough meaningful and enjoyable language practice. However, practice could overcome their serious problems in listening comprehension and in spoken language especially when expressing orally and freely their views and lead to the development of other skills such as reading and writing.

The ignorance of the use of oral materials in teaching at O' level results firstly from the fact that the majority of English teachers in lower secondary classes tend to put emphasis on grammar, reading and writing and neglect

practice. They forget that learning a foreign language or second language involves maximum of practice that is repeating its basic patterns and vocabulary items over and over again until their production become quasi more or less automatic.

Secondarily, some English teachers seldom speak English themselves while giving explanation, comments and discussions. In all these cases the teachers show a bad habit of using the native language. This is a big hindrance as far as the mastery of a new language especially for students at O'level is concerned. They really must be trained at the initial stage to further approach language proficiency.

This research has been conducted in order to display learners' problems and show what they really need in order to master oral communication. More specifically, this study derives its importance from the context it tries to give an account of the way oral materials are helpful in the English language learning and at the same time points out some of oral materials that can be put at learners'disposal to overcome difficulties as far as the English language learning is concerned.

1.3. Aims of the study

Even though oral materials are not frequently used, it makes sense to assume that if English teachers should put emphasis on using oral materials, more adequate development of language learning can take place.

In writing this paper, I had in mind a number of aims. Since this study focus on oral materials, one main reason that triggered my interest is the following:

- To explore into the role of oral materials in the English language learning

The subsidiary aims are:

- To investigate into the extent to which oral materials are used in lower secondary   schools,

- To verify whether oral materials appeal and attract lower secondary school learnrs,

- To examine whether oral materials meet the leaners'needs in language learning,

- To explore the English tearchers'views on using oral materials as a teaching and   learning tool.

1.4. Rationale for the study

This study seeks to investigate into how some oral materials can effectively be useful into the teaching and learning of English in lower secondary classes. The choice of "oral materials in the English language learning process in lower secondary schools" as a study stemmed first from a personal observation that students completing their lower level face problem such as:

- They are not able to construct grammatical sentences,

- It seems difficult for them to express themselves while asking questions, asking for permission,

- They manifest shyness in spoken language,

- It is difficult for them to grasp the meaning of what is said to them,

I realized that those problems result not only from lacking a favourable linguistic environment, but also from lacking enough opportunities within English lesson to practice the new language they are exposed to. Since oral materials have received a scant attention in language learning, the choice of this topic was secondarily motivated by a need to determine clearly the overall significance of oral materials in language learning content. Finally, I wish I offered sensible and practical help to English teachers, to take interest in using oral materials as a valuable learning tool.

1.5. Research questions

Considering the need of using oral materials as a learning device, I was eager to know about the following:

- What is the role of oral materials in the English language learning process in lower secondary classes?

- To what extent are oral materials used in lower secondary classes?

- Are oral materials attractive to O'level learners?

- What are learners' problems in the English language?

- Do oral materials meet the learners' needs in language learning?

- What are learners' suggestions as far as the use of oral materials is concerned?

- What are teachers' obstacles in the use of oral materials?

1.6. Hypothesis

This paper will test the following hypothesis:

- Students in secondary schools' lower classes are often taught theories in English but are rarely exposed to oral materials.

- It is possible to develop oral communication, if teachers see oral materials as a invaluable learning tool.

2. Literature review

This chapter is about the need to use oral materials in developing oral communication, the needs for the learners, feedback, and purpose of using oral materials. It also elaborates types of oral materials and their role in the

English language learning.

2.1. The need to Use Oral Materials in Developing oral Communication

On the basis of the sentence uttered by [29:23], "language is learnt by using it", we dare say that the development of any language proficiency requires a set of materials to enhance learning. In this regard, some materials have to be put at learners' disposal. Among those materials, oral ones can be helpful since they permit students to practices the new language they are learning.

Within the framework of language learning, we cannot expect learners to speak English without first of all listening to it. Similarly, students cannot learn to understand natural spoken language if they are not in an environment where English is. In this context, [1:85] claim that "the language heard acts as a model for the spoken language to follow". From this view, it is worth noting that speaking and listening which are respectively productive and receptive skills are interdependent.

Apart from the interdependence of these two skills, [58:5] adds that "speaking and listening are two primary skills, because they are the most difficult to practise in classroom conditions; and this applies particularly to speech practice". Although in the classroom practice it is often necessary to concentrate at certain time on developing one of them, we share the same view with [12:8] who declares that "oral communication is a two-way process between speaker and listener" , and this means that speaking and listening work hand in hand.

From the above assertions, it is necessary to mention that speaking and listening skills require more practice in the favour of students in order to develop oral communication. Before embarking on oral materials that can be helpful in language learning in general and in developing oral communication in particular, let us first have a brief look at listening comprehension and oral production, and examine clearly the problems that learners encounter in those skills and what they need in order to overcome those problems.

2.1.1. Listening comprehension

[69:60] defines listening as the ability to understand how a particular sentence relates to what else has been said and its function in the communication. For [12:13] listening is "an active process" by which students receive, construct meaning from, and respond to spoken or verbal messages. Thus, listening forms an integral part of the communication process.

Through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing [59]. And as language teaching has moved toward comprehension-based approaches, listening to learn has become an important element in the adult English as a second/foreign language [48]. [64:138-139] also point out that listening is a significant and essential area of development in the native language and in a foreign language. It is more than just perception of sounds, although perception is the foundation. Listening also requires comprehension of meaning. Effective listening sharpens thinking and creates understanding. If we try to consider the role of listening in second language learning, [62:11] reveals some advantages of listening in learning process. He argues that listening provides the learner with comprehensive

input which is essential for any language learning. Second, listeners need to interact with speakers to achieve understanding. Third, listening exercise helps learners draw their attention to new form (vocabulary, grammar, interaction patterns) in the language. For [42:6], listening comprehension provides the right conditions for language learning and development of other language skills. He adds that listening exercises should develop learners' effective listening strategies and overcome their listening problems.

However, what matters in listening comprehension is the ability to understand what others are saying. Normally, when people are listening to their mother tongue, understanding seems effortless. This is because through their experience of the language, they are immediately able to identify or recognise those elements in the message especially common sound sequences and grammatical patterns, which signal meaning in various ways. The situation for foreign learners, however, is very different.

In early stages of learning, people are still struggling to master the basic patterns of phonology and grammar which the native speakers understand so effortlessly. Non native speaker, therefore, has to listen with much greater attention throughout and consequently finds it difficult to select important items of information from the message. Therefore, this shows how listening comprehension is a difficult skill especially when listening to a foreign language.

For the students to be able to listen with ease to the foreign language in normal situations, they needs thorough training as well as much practice in selecting specific detail from the stream of sounds [13:104]. To bring in the same idea, [30:118] declares that:

Systematically prepared listening comprehension materials will provide training in a study progression. If suitable materials are not available, the teachers will choose, adapt and re-fashion those which are obtainable, or prepare their own.

Still on this issue, [50: 36] emphasises the idea of Girard and says that

students have to be given a sufficiently broad experience of listening to natural language so that communication does not break down as soon as they have to communicate with native speakers.

Even though students have to be trained, [12: 14] suggests that:

 In choosing and preparing materials for practice in listening comprehension, it is suggested that the teacher should provide for two parallel but complementally lines of development" He   should:

   a) Train the student systematically at the levels of identification and selection.
   b) Prepare the students psychologically for situations where they will not have a full understanding of what they hear. The systematic training they get through will of course also help them in apprehending the general meaning of the message.

From these authors' views, one may conclude that there have to be different activities to develop the listening

skills systematically and progressively. Furthermore, students should be trained to understand, and respond appropriately to the kind of language they are learning.

2.1.2 Oral Production/Speaking Skills

In the eyes of many researchers, students should be provided with opportunities to use language for themselves: to say what they want to say rather than what they are directed to say. Frankly speaking, the opportunities to say something have to be given to them, so that they can see the value and use of what they are learning. The attempt to express themselves has to be made because they need to know how to accommodate the little they know of the English language to the situations in which they have to use it, rather than be led to believing that they will be able to do this at some remote time.

The main goal in teaching productive skill of speaking will be oral fluency that is the ability to express oneself intelligibly, reasonably accurately and without undue hesitation. To speak fluently and confidently in a variety of situations is a central human need and an important goal of learning. To attain these goals [24:98] argues that "the students will have to be brought from the stage where they merely imitate a model to the point where they can use the language to express their own ideas". In this regard, he proposes two complementary levels of training which are required: *practice in the manipulation of the fixed elements of the language* (principally the use of grammatical patterns and lexical items), and *practice in the expression of personal meaning.*

In order to be able to communicate effectively, learners need an adequate mastery of grammar and vocabulary as well as phonology. However, this is not sufficient in the sense that learners may also have situations where they can do useful activities for them to develop fluency so that they can succeed in communication. To supplement this, learners need constant motivation and opportunity to develop a feeling of achievement.

Here we can mention that some activities are of a great importance to enhance fluency as far as speaking skills is concerned. Before tackling those activities one may wonder what problems that really prevent learners from developing oral production.

2.1.2.1. The problems of learners in oral production

The problems which the learners have while dealing with oral production may be viewed under three headings as recommended by [9:231]

a) **Linguistic**: The students, it is sometimes argued, do not know enough of the language to speak with ease.

b) **Psychological**: There are two main problems to be noted here. In the place while many students are happy to speak in chorus (group) or under the teachers' direction, they are inhibited when asked to express themselves freely in the presence of the whole class. This may due to the fear of being corrected by the teacher in front of their peers.

The second problem is that of interest. In order to talk, the students must have something to talk about. To arouse students' interest the topics and themes must relate to the learners environments, background and experience.

c) Cognitive: topics or themes chosen should not call for specialised knowledge. If information is needed to arouse talk, it can be provided through a text (written or spoken) or through a pictorial aid. What we should be especially concerned with is not what the students know but their opinions and their reactions.

Having seen the problems that the learners encounter in listening comprehension and oral production, let us determine the teachers' role to help students overcome those problems.

2.1.2.2. The Teacher' Role

References [22:9] asserts that "the teacher is an instrument to see that learning takes place". As a human being, she/he is of course a sensitive instrument who cannot be satisfactorily replaced by a mechanical aid. Although she/he may frequently require the support of one a machine cannot gauge the variable needs of the learner in the same way as the teacher can.

To implement the function of the teacher as proposed by Dubin, the language teacher has some roles to play at different stages of the learning process. Here follows those language learning stages and the teacher's role for each one as suggested by [12:1-2]

1) The presentation stage: the teacher as informant

At the presentation stage, the teacher's main job is to serve as a kind of informant. He knows the language; he selects the new material to be learnt and presents it in a way to make its meaning as clear and as memorable as possible.

2) The practice stage: the teacher as conductor

At the practice stage, the teacher's main function is to provide the students with maximum amount of practice, which must at the same time be both meaningful and memorable.

3) The production stage: the teacher as a guide

No real learning can be assumed to have taken place until the students are able to use the language for themselves. At any level of attainment, they need to be given regular and frequent opportunities to use the language freely, even if they sometimes make mistakes as a result. In providing the students with activities for free expression and discreetly watching over them as they carry them out, the teacher takes the role of guide or adviser.

All in all teachers are language diagnosticians. By listening to their students speaking, teachers can come up to

know the students' interests, and their language needs. Hence, teachers can act as role models for language use, they should recognize that students bring different dialects and ways of communicating into the classroom. It is important to accept students' language and extend that language so that students develop flexibility and competence.

It has already been pointed out that all foreign language learners have problems to deal with the listening comprehension and the oral production or speaking skills; the skills which are important when one wants to achieve oral communication.

A matter which we must now take into account is the learners' needs in order to overcome the problems that they may have so as to develop their language proficiency.

2.2. The needs for the learners

References [22:19] declares that: "pupils are central to the teaching process. Both "What" or subject content, and "How" or technique, must be adapted to the need of "Who", the learner". From this view, we have to note that the key facilitating language learning is to begin with the learner' needs. The quest is not to look for a single elusive method but rather to help students discover ways to learn themselves. Another consideration has been made by [7:29]. He suggests the following:

the goal to teaching a foreign language has been defined as enabling the learner to behave in such a way that he can participate to some degree and for certain purpose as a member of a community other than his own. The learner needs to be taught language for performing certain specific and variable roles as language users.

Generally, learners need to move from fixed language to freer language. [22:190], distinguish "fixed language" from "freer language". According to these authors, "fixed language" consists of a set of patterns, phrases and expressions found in the beginning level text books, whereas "freer language" is the utilitarian tool which enables people to participate in actual communicative situations.

In the same way, regarding the students' everyday life , for instance, they need occasions to improve their way of making suggestions, persuading, giving and asking for opinion, clarifying, agreeing and disagreeing, developing an idea and so on.

To attain this, speaking and listening practices are the only way to reach freer language since as we have noticed earlier, they are the skills which facilitate oral communication.

For this reason, after new items have been presented in meaningful contexts, the students must be given ample opportunity to practice these items for themselves. That is to say, they need:

a) **Practice**: they must be allowed to use the new items.

b) **Oral practice**: As far as possible they should be given practice without reference to the text. For

example, their attention should not be focussed on questions in their textbook or sentences that have been seen.

c) Guided oral practice: This is needed to build up the confidence of the learners in using the new items by ensuring that they have something to say and can say it without too much hesitation.

d) Meaningful oral practice: Because drills are guided, this does not mean that they have to be mechanical. The learner should at all times understand and pay attention to what they are required to say, and their utterances should not only be correct (as far as possible: mistakes are not dangerous but they slow up the lesson at this stage) but appropriate to the situation. Practice must therefore take place in a context.

e) Extensive oral practice: the learners must get sufficient practice.

Once the above learners' needs are satisfied and their problems solved, learners will arrive at an agreeable discovery that English has become enjoyable and exciting language. Besides, learners will be confident and encouraged.

2.3. Feedback

According to Draper, feedback is understood as extra information, an entity (only) as a result of acting. As far as learners are concerned, they need frequent opportunities to perform and receive feedback on their work. This is similar to our everyday activities: we need to know the outcome of what we do in order to plan our future. For learners, too, it is the same. In the case they are provided with both materials and opportunities to practice the new language, this should a way for them to assess themselves in a special way [32:45].

From this view we may say that if students have occasion to practice a language, this permits them to balance their level of competence and assess their own progress. Thus, they can try to capitalise on their strong points while minimising the weak ones.

2.4. Purpose of using oral materials

It may be useful to consider briefly what the teachers might hope to achieve through the use of oral materials in the classroom. This will determine their own attitude towards oral materials and what place they give them in their overall methodology. The following are some purposes of using oral materials in language learning.

2.4.1. Oral materials provide the "whole-task practice"

In considering how people learn to carry out various kinds of skilled performance, it is useful to distinguish between training in the part-skills and practice in the total-skills sometimes called "whole-task practice". In the whole-task practice complex motor skills are presented as an entire unit. Whereas in the part-skills, complex motor skills are presented and practised in parts. The role of whole-task practice is that it enables and supports

best-practice design by making the practice concept central to training design.

In whole-task practice a complex skill is being trained in such a way that practice aims at job-realistic goals and realistically varying task context. In addition, in the whole task, a range of training tasks is developed and sequenced in such a way that the learning process is natural and smooth. http://www.adaptit.org/whole-task-training page

In foreign language learning, the means for providing learners with whole-task practice in the classroom is through various kinds of oral materials, structured in order to suit the learner's level of ability.

2.4.2. Oral materials improve motivation

Motivation is probably the most frequently used term to explain the success or failure of virtually any complex task.

Likewise, people have an innate need to be competent and effective in their work. Then, motivation is a key factor in helping them reach their goals. Hence, success in a task demands simply on how far someone is motivated. In the context of language learning, motivation has an impact on language learning process. [2:24] declares that motivation is one of the keys to successful language learning.

For this reason, maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. For the language learner, motivation is an important topic for the vital reason that the motivated learner will always surpass the unmotivated learner in performance and outcome

Taking into account the significance of motivation within language learning process, it has to be sustained. Within this framework, there must be some learning activities to stimulate motivation. In this context, when English teachers use oral materials such as language games, storytelling, dialogues and so on, they stimulate and improve learners' motivation to learn a given point of the course.

2.4.3. Oral materials allow natural learning

In fact, many aspects of language learning take place only through natural process, which operate when a person is involved in using the language for communication.

In this regard, if oral materials are frequently used for oral communication, they allow natural learning, that is, communication becomes automatic.

2.4.4. Oral materials create a context which supports learning

Oral materials provide opportunities for positive personal relationships to develop among learners and between learners and teachers. This relationship can help to "humanise" the classroom and create an environment that supports the individual in his/her effort to learn.

2.5. Types of oral materials and their role in the English language learning

As the point above introduced the need of oral materials in developing oral communication, the need for learners, feedback and purposes of using oral materials, this section is going to concentrate on the types of oral materials and their role in language learning. But since there are many oral materials, this paper focuses on some of them that are: dialogues, games, songs, role-playing and simulation, drama, dictation, discussion and story-telling. Each of these materials will be elaborated on in detail later.

2.5.1. Dialogue as an instrument for teaching/learning ESL/EFL

2.5.1.1. Definition

Dobson [20:98] defines a dialogue as "a short conversation between two people, presented as a language model". For [15:65] a dialogue as "any oral interchange between two or more people". On the basis of these definitions we are going to point out the role of dialogues in the language learning.

2.5.1.2. The dialogue as an instrument of teaching spoken language

Since the main concern in early stage is normally to teach the spoken language, the type of text suited to this purpose is unquestionably the dialogue. It presents the language directly in the contexts in which it is most commonly used, and permits the learners to practise in the same way, thus establishing a firm link between language and situation. Both key structures and many features of the spoken language are easily accommodated with its framework. The dialogue also permits the students to participate actively in the lesson, which, from the point of view of motivation, is extremely important [12:21].

2.5.1.3. Developing a lesson around a dialogue

Developing a lesson around the dialogue means that the dialogue is the focal point of the work for period, not that is the only matter dealt with during the period. In the classroom context, a lesson can be developed around a dialogue. This is true in the sense that a dialogue is a helpful tool in learning context. Furthermore, a dialogue furnishes student with a social context in which to practise the new language. Still on that issue, Dobson in his book "Dialogues in language learning", seeks to show the importance of dialogues in the development of a lesson. He notes the following:

The short dialogue is frequently used as one of the steps leading from imitative repetition toward free conversation. However, it is often possible to develop an entire lesson around a good dialogue.

From this view, we may agree that grammar structures, vocabulary or an entire utterance as semantic units can be taught through a given dialogue. This will be detailed in the next point. Let us first examine the real role of a dialogue in the lesson.

2.5.1.5. The role of the dialogue in the lesson

2.5.1.5.1. Dialogue material in imitative- repetition drill

In the case the dialogue is well constructed, most of the sentences can serve as the pattern sentences for imitative-repetition drill. Instead of being unrelated sentences illustrating a point of grammar, the dialogue sentences are related to each other in a meaningful interchange. As proposed by [56:18] this interchange can be used to introduce grammatically distributed words such as **some** and **any**   **e.g A.** Excuse me, (the name of B) I need **some** envelopes

   B. Sorry. I do not have **any**. Maybe (name of C) has **some**.

   A. Thanks. I will ask him (her)

As can be seen in this dialogue, if students listen to the utterances of the dialogue and repeat them they are doing twofold activities.

First, they are hearing and using the new form in the context of natural conversation. Second, they are beginning the task of memorising the dialogue.

2.5.1.5.2. Dialogue material in structure-demonstration drills

After the students have had an opportunity to imitate the dialogue sentence several times and have begun to grasp the meaning of the new forms, you can have them make substitution in the dialogue sentences in order to achieve the purposes of the structure-demonstration drill. To do so, [15:33] underlines two steps to be followed:

Step1: Manipulate the sentences independently of the dialogue

e.g I need some **envelopes**

   stamps

   papers

   etc

I **want** some envelopes

  need

  have

  etc

I do not have any **envelopes**

paper clips

etc

Step 2. Using the same substitution technique, drill the sentences within the framework of the dialogue.

e.g A. Excuse me, (name of B) I need some **envelopes**

paper clips

B. Sorry, (name of A) I do not have any

It is clear that as this drill proceeds, the essential structure of the dialogue is being increasingly mastered by the students as the application of the grammar point is being extended and clarified through sentence variation.

2.5.1.5.3. Dialogue material in substitution drill

Up to the point, the dialogue has been varied to demonstrate the function of the new grammar point. [20:12] states that "the substitution drill technique continues to strengthen the student's oral mastery of the item". According to this scholar, at this stage any element of the base sentence can serve as the "slot" for substitution, whereas in the structure demonstration phase, only elements grammatically related to the item under study were used as slots for substitution. You might, for example, now substitute as follow:

May be **Gardon/Jane** has some envelopes

We may argue that dialogue in substitution drill is important in dialogue learning since once students are given a model to follow, they are encouraged to supply their own substitutions. They may use either well-known vocabulary or choosing from a list of words on the blackboard provided by the teacher.

2.5.1.6. Why use a dialogue?

Many authors have contributed to the question concerning the reason why dialogues are helpful in language learning whether the language is English, French, and Swahili and so on. Some of them came up with the following reasons:

2.5.1.6.1. A dialogue is a social unit of speech

A dialogue is a social unit of speech because it involves two speakers. Besides, it furnishes students with a social context in which to practise the new language. This make the language come alive. [18:55] explain this phenomenon as follow: "a dialogue represents real communication of ideas from one person to another.

To bring in another idea [60:63] says that "language in the dialogue becomes a living entity since information between two speakers is accompanied by facial expression, gestures and other body motions.

2.5.1.6.2. A dialogue is helpful in pronunciation and grammar

Besides providing the social framework for language, the dialogue offers an excellent practice material in the pronunciation of vowels and consonants, the rendering of rhythm, stress, intonation, and juncture, and the use of various grammatical patterns. As far as grammar is concerned, [38:16] emphasizes the role of dialogue in learning grammar. He declares that "some dialogues are specifically formulated to present a specific grammar point such as the present perfect tense or comparative forms of adjectives".

It is worth mentioning that when dialogues contain some model grammatical structures, they provide ready-made phrases and sentences that the learners can practice again as they seek to build their grammar base.

2.5.1.6.3. Dialogue is a tool to master vocabulary

Still in the context of language learning,[10:29] asserts that the dialogue is an excellent device for mastering vocabulary". According to him, a word or idiom in any language is best learned in context, since the parts of a sentence that occur just before and after a vocabulary item determine its meaning.

To support this idea, References [66:112] praises this feature of dialogues. He says that "all that is learned is meaningful, and what is learned in one part of a dialogue often makes meaning clear in another".

2.5.1.6.4. Dialogue facilitates memorization

Still another outstanding reason of using the dialogue is that it is more easily memorized than most other types of language materials. The compact form of the dialogue tends to make it stick in the student's mind more readily than say a paragraph from a reading passage or a series of unrelated sentences. Furthermore, as students repeat a dialogue over and over again, this activity trains their mind and facilitates memorisation easily.

2.5.2. Oral language game in the learning process

Language learning is a hard work. One must make an effort to understand, to speak accurately, to manipulate newly understood language and to use the whole range of known language in conversation. To do so, an effort is required at every moment and must be maintained over a long period of time. In this context, games help and encourage many learners to sustain their interest and work.

References [50:13] is one of the scholars who had tried to show the impact of games on language learning and he concluded that "game and game like activities have an obvious and important place in a theory of language learning based on the development of communicative competence". To bring in another impact of games in learning context, References [50:5] stress that "games are an invaluable resource for language learning; they are also indispensable to achieving communicative competence". According to him, games often add energy to a class that is about to fall asleep. They add energy to a class and give the students a little burst of motivation.

There are so many reasons that games deserve a place in the language classroom. They are fun, which is

extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

Games also play a big part in helping participants build relationships, and to feel equal. Playing games in the classroom can also help create a friendly and positive atmosphere where seat arrangement can differ from game to game, and thus cause diversity from the norm which can be extremely helpful in keeping an exciting learning environment.

Games also provide meaningful and enjoyable language practice at all levels and all age groups. They can be used to practise any of the four language skills: speaking, listening; reading and writing at any stage of the learning process, from controlled repetition through guided practice to free expression. http://www.btinternet.com/.ted.pow/games.htlm. Besides, References [45:13] underlines an additional role of games in language learning classroom. He stresses that:

"games is a wonderful way to break the routine of the classroom drill, because it provides fun and relaxation while remaining very much within the framework of language learning and may reinforce that learning".

References [12:99], in his studies points out the condition under which a game can be helpful.

According to him, the maximum benefit can only be obtained from language games if they form an integral part of the programme, at both the practice and production stages of learning. Used in this way, they provide new and interesting contexts for practising language already learnt and often for acquiring new language in the process.

It is to be noted that language game is an important learning tool; but one may wonder what exactly a good language game is is. The answer to this question is given by some writers in the following points.

2.5.2.1. Suiting the game to the learners' needs

Although we would normally wish to allow students the maximum amount of self expression, we must also try to avoid frustration that can result from their not being able to make the appropriate responses a game may call for. For this reason, games have to be graded to some extent. This does not mean that a game should be chosen only on the basis of whether it uses language already known to students. On the contrary, games often afford opportunities for the introduction of new language in memorable contexts.

Nevertheless, as for other activities, the teacher should work out beforehand what language items that are likely to be needed in the course of a game so that it can be played with the maximum success and enjoyment. In this context, Garvie proposes that "it is best to select games which have similar, cognitive, physical and emotional levels to the games the students already play in language"

It should be kept in mind that a game can be put to work in different ways. In order to underline this point, the

example of good language game has been arranged under these headings as recommended by [34:39]

- ➢ games that practise a particular structure
- ➢ games that may be "adjusted" so that they can be played at different levels of language proficiency.
- ➢ easy to play and yet provide the students with an intellectual challenge,
- ➢ short enough to occupy a convenient space during the class period,
- ➢ entertains the students but does not cause the class to get out control,

Having seen the characteristics of a good language games, it is important to display the principles of selecting language games.

The following section is going to highlight the purpose of using games in the classroom.

2.5.2.3. The purpose of using games in English classroom

Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom , but today learners are usually much more active in the classroom, and what better way to be active than by playing games [64: 3].

The Rwandan national curriculum (Competence Based Curriculum) in foreign languages talks about the importance of keeping teaching methods diverse in order to light and sustain interest amongst students.

Games and especially educational games are one of the techniques and procedures that the teacher may use in teaching a foreign language. Games are often used as short warm-up activities or when there is some time left at the end of a lesson.

A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages, games should be used at all the stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.

All agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom, since they motivate learners, promote communicative competence and generate fluency and may have a significant role in improving a second language acquisition.[51].

In additional to that, References [68:62] suggests the following purposes for which games can be put in the English classroom.

2.5.2.3.1. Physical activity

Games are used to release physical and nervous tension and to promote mental alertness by breaking the routine of drills.

2.5.2.3.2. Enjoyment

Games are useful to create a climate of fun and interest that will help the students look forward to their English lessons. Games learned in class are something they can do outside of class to have fun.

2.5.2.3.3. Cultural content

Games are used as a way of revealing general patterns of cultural that should add to the students' grasp of ways English- speaking people behave.

In general, well-Chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging.

2.5.2.3.4. Language learning

Games serve as an adjunct to the techniques of teaching the grammar and sound system of the new language. Games can be the experience that gives meaning to form and sound.

a) Grammar system: Games can help to disguise the repetition and drills of the basic patterns of grammar.

b) Sound-system: games are used to promote and maintain interest in the recognition and pronunciation of different sounds from a phonetic unit up to complete sentences and beyond.

In fact, there are many kinds of games like picture games, card and board games, sound games, true/false games back chaining drill games and so many other games.

2.5.3. Using songs in a foreign language classroom

Experienced language teachers for years have realized the effectiveness of utilising songs in their classroom regarding their importance, they realized that because songs are a pleasurable outlet which is shared by almost all people, singing is a good way for students to relax and feel at ease in using the new language. Furthermore, some writers have shown that in language teaching profession, singing is regarded as more suitable for young students than older students or adults. So when textbook writers do occasionally include a few songs, the selection is geared to the interest of young people.

References [22:18] figures out the impact of songs on language learning and he reveals the following:

Songs material is adaptable to any number of possibilities in the language classroom: songs can be utilised as presentation contexts, as vehicles through which to teach all the language skills as a medium to present some of the most important cultural themes which pervade language and modern life.

To complete the idea held by [6:14] emphasises the role of songs in developing some language skills. He

believes that those songs which contain frequent repetitions or particular words or phrases are more applicable to lessons which stress pronunciation or speaking skills. He furthers his research and argues that there are songs which provide contexts for teaching particular grammatical points: structural elements such as the present perfect tense and model verbs.

2.5.3.1. Advantages and disadvantages of using songs in language classroom

As we have pointed out in the previous point, researchers have agreed upon the idea that songs are a teaching/learning vehicle.

Yet, using songs in a foreign language classroom may bring at the same time both advantages and disadvantages. As for advantages, [55:146] highlights the following advantages:

- ➢ The main reason is the good atmosphere they create in the classroom. Students relate to songs as part of entertainment rather than work and find learning vocabulary through songs amusing rather than tedious.
- ➢ Better familiarity with songs improves students' status with the peer group and the students' identity with the singers and want to understand the words.
- ➢ They are enjoyable and therefore memorable
- ➢ They are often a welcome change from the routine of classroom activity in learning a language.
- ➢ They encourage students to take an active part in the learning process. Therefore, they become more confident in their learning ability and more motivated about learning the language.

Another merit of songs is provided by [52]. According to her, songs may be used to help the teacher by consolidating his teaching. They may be used to help establish sounds, rhythm, and stress syntactical items and vocabulary. Considering all these views, there is a reason to conclude that songs can be a useful aid in the learning of language items.

Notice however that despite the advantages of songs in language learning, they also manifest disadvantages. As stated by [35] in his research, some songs contain non-standard grammar and confuse the foreign language student. He gives further details about this by saying that a wide range of songs (which despite the natural repetition of patterns and vocabulary that they afford, could have a bad effect at the language learning because of the non-standard grammar and pronunciation that they contain.

For this reason, this scholar advises teachers to choose those songs which do not have irregular sentence or stress patterns.

2.5.4. Role-playing and simulation in language learning

Within the framework of language learning, there are other oral materials which consolidate oral communication. These are role-playing and simulation. With regard to their importance, [37:126] argue that

Among classroom activities, role-playing and simulation used at a highly rate, are suitable vehicles to use in a communicative approach to language learning.

The terms role-playing and simulation, however, have been interpreted in many different ways by teachers and textbook writers. Trying to make the distinction between role-playing and simulation, [42:31] defines simulation as "a teaching technique in which students act out language using situations with or without preparation". Whereas role-playing is defined as "an activity, either for teaching or therapeutic purposes in which someone acts out a role in a more or less improvised fashion". This writer emphasises that role-paying is distinguished from simulation in that people may be asked to act as a person with a different sex, age, or function from their own. On the other hand, simulation is distinguished from role-playing in that simulation students are expected to behave appropriately in the setting but the emphasis is not on the adaptation of different personality.

Although there is a clear distinction between role-playing and simulation, they both offer the opportunity to learners to experiment and stretching their limited knowledge of the foreign language as they will have to do in real life. Particularly, simulations provide the participants with the natural need to communicate.

2.5.4.1. Role-playing and simulation in language teaching

The role-playing and simulation are teaching tools to enhance students' engagement and sustain learning. They are among specific online activities that contribute to a successful and highly enjoyable learning experience.

2.5.4.2. The role of role-playing and simulation in second language learning

As it has been shown by some researchers, role-playing and simulation have a number of benefits for second language learning. Among those researchers we can mention [14:50] who state that role-playing and simulation encourage thinking and creativity, in addition they let students develop and practice new language and behavioural skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur.

Another important scholar only stresses the importance of role-playing is [44:4]. First, he says that role-playing helps students to develop empathy as they examine others' ideas, feelings and points of view. Second, he argues that they help students to enhance oral expression and interpretation skills as they use language to describe perceptions, emotions, and reactions. Third, he declares that role-playing is of a great deal since it helps students to strengthen speaking and listening skills. In addition to this, Ladouse says that role playing provides opportunity for students to develop and revise their understanding and perspective by exploring thoughts and feelings of characters in a given situation.

On the other hand, References [16:24] shows how simulation facilitates second language learning. First of all, he points out three theories of language learning. He says that students can learn a language when:

- They are exposed to large quantities of comprehensive input.

- They are actively involved

- They have positive effect (desires, feelings, and attitudes)

Relating the role of simulation to these theories, he stresses that comprehensive input is provided in simulation because students engage in genuine communication while playing their roles. As for active involvement, it stems from participation in worthwhile, absorbing interaction which tends to make students forget that they are learning a new language. Students have the opportunity to try to act out new behaviours in a safe environment, which helps them develop long term motivation to master an additional language. In addition to encouraging genuine communication, active involvement, and a positive attitude, the simulated "real life" problems help students develop their critical thinking and problem solving skills.

2.5.5. Dictation as a language learning device

Dictation has been used in language learning for several years, and methodologists have often made pedagogical claims for its value. Among others we can mention [17:7] who write that decoding the sounds of English and recording them in writing is a major learning task [27:268] is another figure who had carried out research about the role of dictation in language learning. He asserts that dictation can be an effective way to address grammatical errors in writing that may be the result of erroneous aural perception of English.

Despite claims such as these from respected methodologists, dictation is not widely used in ESL/EFL programs. Likewise it has long been ignored in most teachers. The purpose of this point is to show that dictation is a valuable language learning device.

In fact, there are various types of dictation that can be used within a classroom. In this respect [63:223-229] defines four types of dictation that can be used in language learning and the short definition of each. The first is the *phonemic item dictation*. This type consists of the teacher presenting the individual sounds of a language (i.e., their IPA coordinates) to students for transcription. Here it is worth mentioning that the phonemic item dictation is useful in that it increases the students' ability to recognize the sounds of a language and their contrasts, thereby facilitating their accurate production. The second is the *phonemic text dictation*.

It consists of the teacher reciting a passage which students phonetically transcribe. The phonemic item dictation is valuable as a way to understand how English sounds change in connected speech. The third and last is the *orthographic item dictation,* that is the dictating of individual words in isolation for transcription, similar to the traditional spelling text. It is useful for reinforcing the correlation between the spelling system and sound system of a language.

Having noted the types of dictation, it is therefore very important to mention various benefits of dictation as listed by different methodologists. Among others we can cite [26]. He claims that dictation ensures attentive listening; its trains pupils to distinguish sounds; it helps fix concepts of punctuation; its enables pupils to learn to transfer oral sounds to written symbols; its helps to develop aural comprehension; and it assists self-evaluation. Furthermore, we share the same views with [17] who specify other benefits of dictation. According to them,

dictation makes the students and the teacher aware of comprehension errors—phonological, grammatical, or both. Dictation shows students the kinds spelling errors they are prone to make.

Although the main goals of dictation is to provide practice in understanding semantically unified speech, and to help reinforce basic sentence structures and vocabulary, it must not be selected at random. In this context, it must be selected according to the students' abilities, and the usage and style should be similar to what the students are expected to produce on their own in the course, both verbally and writing.

As this study concerns lower secondary classes' learners, dictation is a very valuable learning device for them. Generally speaking, they are non-native speakers of English; hence they have to master all language skills since they are integrated. It is meaningless for students to learn to speak a new language without knowing how to write it. In addition, for students, when exposed to listening materials, it is useful to distinguish different sounds which sound alike. Otherwise they may confuse some words in writing them because they did not have occasion to train themselves in dictation.

2.5.6. Drama and language learning

Drama is another oral material for language learning. References [33:64] defines drama as a convenient umbrella term activities which involve an element of "let's pretend…". For the present purpose, however, drama can be said to cover all those activities in which students play themselves in an imaginary situation or play an imaginary person in an imaginary situation. For both cases, drama suggests an element of imagination and this, perhaps, is its value in education generally and in language learning in particular. This is true in the sense that drama stimulates the imagination and motivates students to use and experiment with the language they have already learnt.

Within the framework of the significance of drama in language learning, [49] suggest that at the centre of all drama is communication. They further emphasise that like other arts, drama allows students to communicate with and understand others in new ways; it also provides training in the very practical aspects of communication so necessary in today's increasingly information-centred world. They also argue that students who have participated in dramatic activities are less likely to have difficulty speaking in public.

In addition to the roles of drama in language learning above mentioned, researchers provide other significances of drama in the classroom context. First, they say that since communication is central to drama, a student who has been explored in the drama classroom will be better able to understand ideas in history and current events. More important drama can be used to promote active learning. Second, as far as the teachers are concerned, drama can help them to achieve "reality" in several ways: by making the learning of the new language enjoyable experience; by setting realistic targets for the students to aim for; and by linking the language –learning experience with the students' own experience of life. Finally, as far as students are concerned, drama can create in them a need to learn the language.

2.5.7. Discussion in language learning

References [12:82] defines discussion as any exchange of ideas and opinions either on a class basis, with the teacher as a mediator, or within the context of the group, with the students talking between themselves.

Normally, people discuss in order to exchange ideas or opinions on a given issue. For learners of SL or FL, too, it is the same and it is a good opportunity to talk to each other, expressing freely their ideas and emotions. If we take into consideration the role of discussion in the language learning context, [5:49] points out that discussion assists students in the development of reasoning, critical thinking and problem solving skills. Discussion also gives students a way to practise since they express ideas orally in an organised manner and enables them to arrive at conclusions, clarify or modify ideas, resolve differences and find alternative solutions. In addition to these roles of discussion, Hyman [36:78] indicates that discussion provides opportunities for the students to demonstrate their knowledge of what they are learning in the classroom, questions and expressions of opinion.

In order that discussions meet the above mentioned roles, the teacher as a mediator has to choose the topic or theme which arouses the interest of the students. The topic or theme must, therefore, be related to their own experience and environment. Another important issue is that the teachers have to encourage the students to express their own opinions. They should not be preoccupied with mistakes that the students may make because this may break down learners'flow of ideas. Instead, they should only make corrections if they feel that students have not made their meaning clear to the class or group. When this activity is well organised, it is fruitful since it provides learners with the opportunity to express themselves especially shy ones who are afraid of talking in front of the teacher and their classmates.

2.5.8. Storytelling in language learning

Storytelling is on oral sharing of personal or traditional story, told using the essence of tradition from which it originates.

As a shared experience between the teller and listener, it offers natural language experiences for students. Storytelling can also be defined as a kind of narrative method used to import some values to learners that is the ability to tell the story.

Like other oral materials that we have so far examined, storytelling plays a great role in developing fluency for learners. As a learning tool, storytelling can encourage students to explore their unique expressiveness and can heighten students' ability to exchange thoughts and feelings in an articulate and lucid manner. It encourages them to experiment with voice, tone, eye-contact, gestures, and facial expressions. It also lets them practice techniques to hold audience'attention. Besides, storytelling allows students to internalise important aspects of the story beginnings and endings, settings, characters and plot lines.

Still another role of storytelling, both telling a story and listening to a well-told tale encourages students to use their imagination. Developing the imagination can empower students to consider new and inventive ideas. Developing the imagination can contribute to self-confidence and personal motivation as students envision themselves competent and able to accomplish their hopes and dreams. The purpose of this activity is to develop students' ability to tell a story (describe an event etc) in a relaxed and natural style and speech. The students

should not therefore organise their sentences as if they were going to write them down. As a result, learners may wish to tell stories from real experience than retelling stories they have read or heard.

To sum up, we have seen that oral materials reinforce or introduce a particular point of language, they offer practice for items previously taught, and they provide sufficient motion to heighten and sustain interest. Oral materials cultivate a relaxed atmosphere which conducts to free expression. The skilful teacher can create an atmosphere in which the students feel enough at ease to struggle through a situation to find the words to express himself.

3. Research Methodology

Any scientific research has to be conducted with a certain methodology. So, no findings can be searched for at random. The researcher has to display the methods or research tools used to collect the data. [4:14] says that there are different methods of collecting data and these differ from one another. Some methods are less inappropriate for researching certain problems than others.

In this connection, to conduct a research, the following data collection techniques can be used: a questionnaire, interview, recordings, observation, document analysis and so on. In fact, each of these methods when used appropriately, give more complete understanding of the phenomena of investigation. Therefore, this chapter provides us with the research methodology which has been used. This includes: research site, sample population, data collection procedures, and limitation of the study.

3.1. Research site

The research site is located in western part of the country in Western province. The latter has many secondary schools, but I limited my research to two secondary schools: G.S. MUSHAKA and G.S Gihundwe. I have chosen these schools because the former is located in rural area and the latter in urban area.

3.2. Sample population

It would be possible to study the total number of lower secondary schools in the target province, but I decided to study only the case of two schools: G.S. Gihundwe and G.S.MUSHAKA. This will help other researchers who are interested in using oral material as a learning tool, to conduct a research on the rest of western province or in the whole country. In fact, in both schools, my sample population was made of ninety students (90) all chosen randomly and all English teachers. The total number of my sample population was made of one ninety-six participants.

3.3. Data collection procedures

As far as this study is concerned, I could use various methods or research techniques, but I have chosen to use only two techniques: the questionnaire and interview.

3.3.1. The questionnaire technique

According to [31:559], the questionnaire is the main means of communication between the researcher and the informant. It is the tool by which the goal of interview is doubly achieved: on the one hand, by motivating and urging the informant to speak, and on the other hand, by providing the researcher with appropriate information.

As far as this study is concerned, I chose the questionnaire for the following reasons. First, the questionnaire technique serves as the most appropriate and useful data gathering device in a research project. Second, it gives enough time to the respondents to think about the answers so that they can respond objectively. Third, I resorted to the questionnaire since it offers more possibilities to question several people in a considerable short time.

The questionnaire used in this study was made up of closed-form or restricted questions and open-questions or unrestricted questions. The closed form has been used because it takes little time to fill it out and it keeps the respondents on the subject. The open form has been used because it calls for free response in the respondent' own words and provides greater depth of response.

For this work, the questionnaire was submitted only to students of the above mentioned secondary schools in lower classes. The questionnaire was written in English and Kinyarwanda so that my respondents were free to respond in the language of their choice. Yet, the questionnaire was mainly built on the following items:

- Learners' perception about English

- Frequency of the use of oral materials

- Oral activities the most practised in the English lesson

- Oral materials that interest the learners the most

- Importance of oral materials in the English language learning

- Learners appreciation of oral materials

- Teachers' obstacles in using oral materials in teaching/learning English

- Learners' suggestions about the use of oral materials

When the questionnaire was made up, I myself gave it to my informants. I had to take some minutes at the break time to be in contact with students. After introducing myself, I briefly explained the aim of my study, afterwards I requested my informants to fill out the questionnaire. At G.S.MUSHAKA I gave 45 questionnaires and 43 (95%) were handed back. At G.S.Gihundwe I also gave 45 questionnaires and all of them were handed back. The total rate of responding my questionnaire was 97.5%.

3.3.2. The interview technique

The interview consists of asking question orally in order to get needed information. Along these lines, [31:18] asserts that the interview is a scientific process which uses oral communication to collect information related to one's goal.

There are three kinds of interview: non-structured, semi-structured and structured interview. As stressed by [8:100] the non-structured interview refers to free discussion about a certain topic. During such interview, the researcher merely asks some question related to the study he/she is inquiring about; there is no pre-established structure for this interview.

Contrary to non-structured interview, the structured one consists of asking questions according to pre-determined elements of which the informant is required to take into account when responding.

Between these two types of interviews mentioned above, there is semi-structured interview which seems to be close to the non-structured interview: the investigator asks questions according to a pre-determined structure, nevertheless the interviewee is not limited in his/her answers.

As far as this study is concerned, I could not rely only on the questionnaire responses, therefore, I had made recourse to interview technique. In this respect, I asked questions to English teachers to get supplementary information on the role of some oral materials in the English language learning process. The type of interview that I used to collect data is the semi-structured interview.

3.4 Limitations

Every piece of research encounters constraints. For this reason I could not conduct my research to all level of education. Hence, this study was conducted in two lower secondary schools in western province. I decided to limit my study to lower classes because I judged it necessary to conduct my research in those classes since it is the initial stage in which performance can start and influence performance at the upper level.

4. Presentation, Analysis and Interpretation of data

The preceding chapter dealt with the methodology used to conduct this research. The questionnaire and interview are the data collection procedures resorted to in order to collect the data. This chapter presents the findings based on the data collected from the study carried on the role of some oral materials in the English language learning in lower secondary schools.

As stated earlier in section 3.2, informants from whom the data was collected are of two categories.

- Ninety students from two lower secondary schools and

- Six English teachers from those schools.

In total, the study targeted ninety-six informants and 94 (i.e 97.9 %) responded. The results obtained from the gathered data were in relation to the research questions and research aims. The following are the initial questions

which were asked to the informants and their responses followed by an analysis and interpretation.

4.1. Students' Views from the Questionnaire

In fact, this study was conducted in order to examine various issues and realities related to oral materials in the English language learning. For this reason, a sample population made up of first, second and third forms students in lower classes has been chosen so as to examine their opinions as far as the English language learning is concerned. To achieve this, I gave to those students 90 questionnaires and eighty-eight were returned. The questionnaire consisted of fifteen questions in all. It was organized around five major points: the first point dealt with students' perceptions of English; the second with learners' problems in oral communication; the third with frequency of practising English; the fourth with learners' appreciation of oral materials; and the last with learners' suggestions.

4.1.1. Students' Perception of English

Questions 1 to 5 deals with this point

Q1 Are you interested in knowing English?

Eighty-five students gave an affirmative answer and the remaining three provided a negative answer.

Q2 How do you find English lesson?

Students responses are found in the following table

Table 1: Learner perception about English

	Respondents			
	G.S.MUSHAKA		**G.S.Gihundwe**	
	Frequency	%	Frequency	%
Very interesting	31	72	34	75.3
Interesting	9	20.9	10	22.2
Boring	3	6.9	1	2.2

Source: Field data (2017)

From the above table a considerable number of students that is 72 % and 75.3 % at both sites assert that English lesson is very interesting. Another group of students i.e 20.9 % at G.S.MUSHAKA and G.S.Gihundwe indicated that English lesson is interesting. The remaining group of respondents, 6.9 % and 2.2 % at both sites indicated that English lesson is boring.

Trying to find out reasons why some students find English lesson boring while others find it very interesting or interesting, I came up to notice that this depends on individuals' reasons. May be for some students, English

lesson is boring because they are not motivated, they find difficulties because they do not understand the spoken language; or they use to fail the English course and so on. Obviously, in the eyes of learners, any course may seem boring. This may due to different reasons, for instance the lesson itself is complicated, no means to make it understandable are available or the teacher himself does not master the course and so on.

Q4. Is it necessary to have enough time to practice English?

This question required the students' points of view about the importance of having enough time to practise English. All my informants confirmed that it is necessary to have enough time to practise English.

To further this idea, 55/88 students (i.e 62.5 %) at both sites believed that since the importance of English as an international language continues to increase and as people at all levels of education are being required to learn it, enough time to practise it cannot be neglected because one way to master English is to find sufficient occasions to use it. They add that through practice people not only enrich their vocabulary but also come up to express themselves freely and with ease in front of others. Another insight drawn from the students' answers (i.e 10/88; 11.3 %) is that enough opportunity to practise English constitutes a benefit for correcting mistakes, imitating native speakers accents with pronunciation skills. This group of respondents also emphasised that through practice, one expands his/her knowledge. In addition, to practise a language over and over again benefits people because they naturally become good speakers.

Other merits of having enough time to practise English have been pointed out by 12/88 (i.e 13.6%) of respondents at both schools. These informants acknowledged that when learners do not practise a foreign language, they even tend to forget what they have already acquired. Though, through practice, they not only remember the acquired knowledge but also master it in a natural way.

Another group of 5/88 students (i.e. 5.6%) pointed out another advantage regarding having enough time to practise a foreign language. For them, in the context of language learning, studying much grammatical structures, storing a long list of vocabulary are important, but putting them into practice is an asset. This group of respondents gave further explanations by providing some examples. They said that people may loose a post which requires having a good command of English because they are not able to express themselves. Besides, people may be in need of some information and they have to ask for them to a foreign person who speaks only English. In this case, they fail to ask for them because they are not able to express themselves. In addition, they argued that in the classroom situation, students may fail to ask for clarification, permission and so on because of fear.

6/88 remaining students (i.e. 6.8 %) mentioned that people may loose posts that they should apply for because the vacancy announcements have been broadcasted in the English language. They may also succeed to the written text but fail to the interview. In all these cases, the failure results from the fact that people have not been trained to listening comprehension and speaking skills.

The majority of respondents emphasized that it helpful and necessary to spend a lot of time practicing English. Furthermore, all the advantages pointed out by students are relevant as far as the English language learning is

concerned. This shows how much importance they attribute to practice. However, to overcome students' failure in the above mentioned cases (asking for information, clarification, and permission as well as to succeed to interview), the students need practice in asking a wide range variety of questions as well as in answering them. In so doing, students acquire a balanced command of English and the confidence to use it in actual means of communication.

Q5: What do you think should help you to master English?

The following alternatives were given to students so that they could choose or indicate what needs correspond to their expectations in terms of mastering English.

These were reading many books of English, mastering grammatical items, having enough opportunity for practice and knowing enough vocabulary. They were also asked to mention other needs than those pointed out. Their answers are found in the table below.

Table 2: Students'expectations

| | Respondents | | | |
| | G.S Gihundwe | | G.S.MUSHAKA | |
Learners needs	N	%	N	%
Reading many English books	3	6.6	2	4.6
Mastering grammatical items	7	15.5	6	13.9
Having enough opportunity for practice	23	51.1	27	62.7
Knowing enough vocabulary	8	17.7	6	13.9
others	4	8.8	2	4.6

N= Total number of respondents (88).

Source: Field data (2017)

As can be seen from this table, having enough time for practice is the need which receives greater importance with 51.1 % of respondents at G.S.Gihundwe and 62.7 % at G.S.MUSHAKA. At the second position comes knowing enough vocabulary with 17.7 % and 13.9 % at both sites. In the third position comes mastering grammatical items as the students'need with 15.5 % and 13.9 % at both secondary schools.

From the table above, reading many books has not been given greater importance by students of both secondary schools. Another group of respondents (8.8 %) at G.S. Gihundwe and (4.6 %) at G.S.MUSHAKA proposed other needs that should help them to know English. The first one is studying English course ten hours per week with 5 hours devoted to theories and 5 hours reserved to practice. The second is living abroad that is in the English speaking countries such as England and U.S.A.

The fact that a big number of respondents has emphasised having enough opportunity for practice as a way

which should help them to master English, indicate how much they recognize the importance of practice. In this regard, it is important to note that Rwandans learners are not native speakers of English. Besides they are not exposed to a linguistic speaking environment so that they can speak English fluently and understand it effortlessly. Hence, they need some means to help them in those two areas of language. However, it has to be noted that the above mentioned needs: having opportunity for practice, reading many books, knowing enough vocabulary, mastering grammatical items and others are interrelated. Frankly speaking, in other to be able to communicate in a foreign language or second language, one needs a baggage of lexical items. In this connection, References [30:19] stresses that the knowledge of a language demands mastery of its vocabulary as much as its grammar. Either in spoken or written language, one needs to know a range of words and their meaning so that he/she can communicate meaningfully in a given language.

Mastering grammatical items is also important.

According to Longman Dictionary of Applied Linguistics (1995), grammar is a description of the structure of the language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. In addition, grammar is said to be a set of rules that govern a language, it is an important skill because which enables learners to make correct statements in oral communication or in written communication.

 Reading is also an important issue that can not be ignored in the context of language learning. As defined by the Cambridge International Dictionary of English (1995) reading is the skill or activity of getting information from books or from other written materials.

Departing from these assertions as well as these definitions, it is worth mentioning that the above mentioned needs supplement each other. In this context, to bridge the gap in the language learning, the combination of all of them is necessary

4.1.2. Learners' Problems in Oral Communication

Question 6 to 7 deals with this issue

Q6. How do you evaluate your listening and speaking skills?

Learners' answers are found in the following table. From the above table , it is clear that in both schools learners of second and third form speak easily but find it difficult to listen, one can say that may be they have got opportunities to practise speaking, but still have problems of identifying certain English sounds, since they had not been exposed to listening quite often. Besides, 4.4 % and 9.3 of respondents' respectively at G.S.Gihundwe and G.S.MUSHAKA pointed out that   they do not find problems in listening but find it difficulty speaking skills. This implies that they spend more time listening to the teachers' presentation, and they are likely to gain more listening skills than speaking ones. Learners of first forms, at the two sites, indicated that they still have difficulty in speaking and listening skills. Here it is remarkable that these students lack practice in both skills although they may know linguistic structure such as rules of grammar.

Table 3: Learners' problems in oral communication

	Respondents											
	G.S.Gihundwe						G.S. MUSHAKA					
	1st form		2nd form		3rd form		1st form		2nd form		3rd form	
Skills	N	%	N	%	N	%	N	%	N	%	N	%
Easy speaking hard listening			14	31.1	12	26.6			11	25.5	13	30.2
Easy listening hard speaking			2	4.4					4	9.3		
Hard speaking and hard listening	15	33.3							15	34.8		
Easy speaking and easy listening	-	-	-	-	-	-	-	-	-	-	-	-

Source: Fiel data (2017)

Generally speaking, knowing how well learners can perform a listening task may prompt to ask oneself how well learners can perform a speaking task because listening is closely linked to speaking. Despite a close relationship between the two skills, the mastery of one may not necessarily imply the mastery of the other. For this reason the above question was asked to learners in order to evaluate their problems. The implication that can be drawn from their responses is that those learners still have problems in communicating orally. The act which requires ability in both skills for good communication.

After having a look at learners' problems it is necessary to examine the sources of those problems.

Q7. What do you think should be the source of those problems?

Table 4: The sources of learners' problems

Sources	Respondents	
	N	**%**
Grammar	12	13.6
Vocabulary	40	45.4
Pronunciation	30	34
All of them	4	4.5
Others	2	2.2

Source: Field data

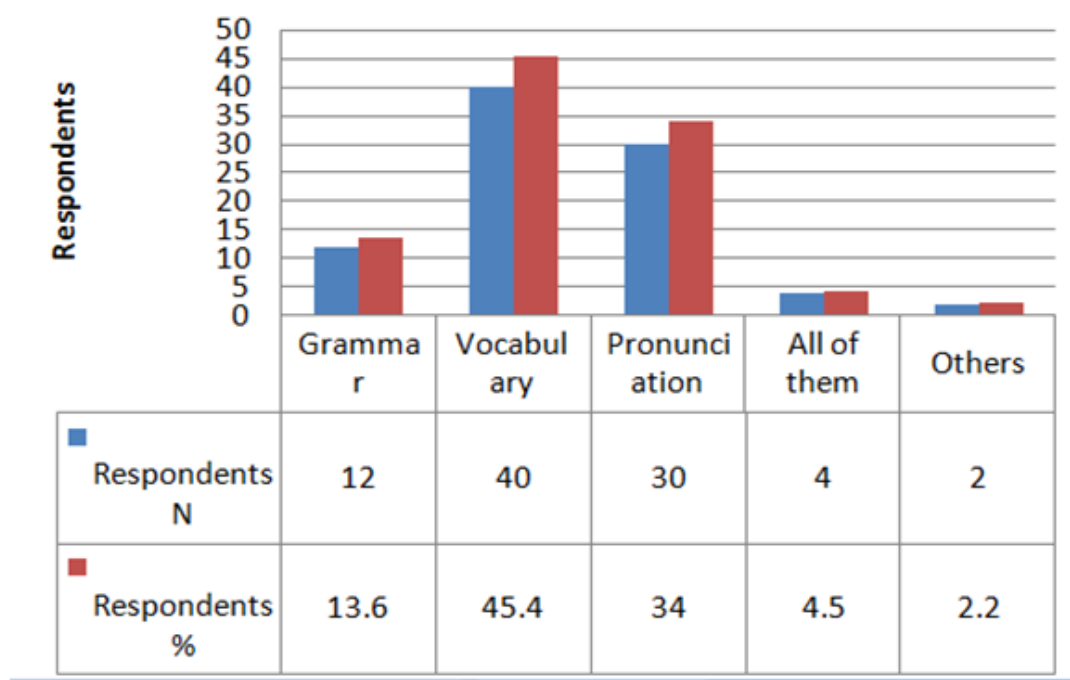|	Grammar	Vocabulary	Pronunciation	All of them	Others
■ Respondents N	12	40	30	4	2
■ Respondents %	13.6	45.4	34	4.5	2.2

Figure1: source of learners problems

Source: Field data (2017)

As can be seen from the table, the significant percentage is made of 45.4 % respondents. For this group, the main source of problem in communicating orally was vocabulary. The second category 34% of informants thinks that the source of problems for oral communication is pronunciation. Another group of respondents, 13.6% claimed that the problems lay in grammar. Still another group of respondents 4.5 % argued that the problems lay in all those areas. The remaining group pointed out the lack of practice and self confidence was at the root of oral communication inefficiency.

From these respondents' responses, it has to be noted that learners attribute their problems to differents sources. However, in the context of English language learning, the interrelatedness of grammar, pronunciation, vocabulary and more practice should be applied in order to overcome learners' problems**.**

4.1.3. Frequency of Practising English

Question 8 to 11 discuss this point

Q8. Does your English teacher give you opportunity to practise English?

Students of both sites gave an affirmative answer

Q9. If yes, how often do you practise English?

On this question, all my informants indicated that they sometimes practise English. Then, one may say that despite the importance of practising English as we have seen throughout the previous responses on question 4 and 5, students are not frequently provided with such opportunity. Nevertheless, it was necessary to know the oral materials that the students practice the most. In this respect the following question was asked to students:

Q10. Among the following oral materials: language game, drama, dialogues, simulation, role-playing, storytelling, discussions, listening to songs, which ones do you practise the most?

Among 88 students, 77 (87.5 %) pointed out that the dialogues is the oral material the most frequently used. Trying to know why, I came up to conclude that may be it the most available oral material among others as far as language teaching is concerned. Or it may due to the fact that English teachers find easier to use dialogues than other oral materials.

Q11. Does your English give you dictation

Most all learners respond affirmatively to this question;

Q12. If yes, how often do you do dictation?

Responses are observed in this table.

Table 5: Frequency of doing dictation

		Very often	Often	Sometimes	Rarely	Never
GS Gihundwe	Frequency	0		34	11	0
	%	0		75.5	24.4	0
G.S. MUSHAKA	Frequency	0	8	23	12	0
	%	0	18.6	53.4	27.9	0

Source: Field Data (2017)

As shown in the above table 5, respondents have to choose among these modalities: very often, often, sometimes, rarely, never.

At G.S.Gihundwe, 34 students (i.e 75.5 %) responded that they sometimes do dictation. 11(24.4%) remaining students mentioned that they rarely do dictation. Since my informants were of first, second and third forms, I realised that the group which rarely do dictation is that of 1st form. At G.S.MUSHAKA 18.6 % students often do dictations, 53.4 % of respondents sometimes do dictation and 27.9 % rarely do dictation. From respondents' responses at this school, I also noticed that students of first form rarely do dictation, those of 3rd form often do dictation and those of second form sometimes do dictation.

In fact, dictation is an invaluable tool in language learning. It is considered as a bridge between spoken and

written English, helping students to consolidate written structures, idiom and vocabulary. Besides, dictation is also a useful test of listening comprehension. Despite these roles of dictation, English teachers, at both sites, ignore considerably its value as far as language learning is concerned. This is remarkable from the students' responses.

4.1.4. Learners' Appreciation of Oral Materials

Question 12 deals with this point

Q13. Among the following, what do you find interesting?

Rank your choices in order of your interest. Playing language games, role-playing, simulation, memorising English songs storytelling, playing drama, listening to English songs, playing dialogues, discussions and doing dictation.

The learners' preferences are displayed in the following table.

Table 6: Learners' appreciatiation of oral materials

Learners'preferences / Oral materials	Respondents			
	G.S.Gihundwe		G.S.MUSHAKA	
	N	%	N	%
Listening to English songs	45	100	43	100
Story telling	45	100	43	100
Playing dialogues	43	95.5	39	90.6
Memorising English songs	42	93.3	36	83.7
Discussions	21	46.6	19	44.1
Doing dictation	13	28.8	17	39.5
Playing language games	11	24.4	5	11.6
Playing drama	4	8.8	7	16.2
Role playing	3	6.6	6	13.9
Simulation	3	6.6	4	9.3

Source: Field data

As shown in the table 6 above, oral materials are ranked in the following order of preferences: listening to English songs 100%, storytelling 100%; playing dialogues 95.5% and 90.6%; memorising English songs 93.3% and 83.7% respectively at G.S.Gihundwe and G.S.MUSHAKA. The rest of oral materials (that is discussions, doing dictation, playing language games, playing drama, role-playing and simulation) representing respectively 46.6% and 44.1%; 28.8% and 39.5%; 24.4% and 11.6%; 8.8% and 16.2%; 6.6% and 13.9%; 6.6% and 9.3% respectively at G.S.Gihundwe and G.S.MUSHAKA, are of less interest to my informants.

Departing from these results, some oral materials interest students more than others. Trying to go deeper search, I have noticed that songs interest students. From their responses, they enjoy not only listening to songs but also memorising English songs. This is due to the fact that English is the most used language by many stars that young people are fond of. Unfortunately, when students were asked to mention the oral materials the most

practised, they did not mention listening to English songs. This implies the lack of opportunity to listen to them. Apart from listening to songs, students of secondary schools enjoy very much storytelling as has been pointed out by all of them. Storytelling being a kind of narration, interest people at all levels.

Trying to find out reasons why some oral materials are less enjoyed, I came noticed that the main reason does not depend on the students, but the degree of practicability of factors such as availability of the material, time and so on. In fact all oral materials, when used appropriately are enjoyable.

Since the main objective of this study is to examine the role of some oral materials in the English language learning, it was also necessary to know learners suggestions regarding the use of oral materials. The following section concerns with this point.

4.1.5. Learners' Suggestions

Question 13 to 14 deals with this point

Q14. On which stage would you start to practise English

The majority of informants at the two sites (i.e 100% of respondents at G.S.MUSHAKA and 100% of respondents at G.S.Gihundwe) suggested that they would start to practice English from primary school and no one said that they can start practicing English at secondary level or university level.

Broadly speaking, when students are provided with enjoyable English learning tool at early age, this open a room to love so much English. Likewise, mastering a language is like building a house. In building a house, extreme care must be taken that the foundation is solid, otherwise the whole construction is likely to be weak. This is the same in language learning. If students have not been provided with meaningful and enjoyable language earlier which should stimulate them to love so much English, this will hinder the development of language learning at upper levels.

Q15. What are your suggestions as far as the use of oral materials is concerned?

On this question, students were free to reveal whatever suggestions concerning the use of oral materials. In doing so, the majority of informants at both sites that is 58/88 (65.9 %) highlighted that considering the fruitfulness of oral materials not only in the classroom but also outside it our English teachers should:

➢ Devote at least three hours of practice and try their best so that they can find
➢ Meaningful oral materials related to our needs.
➢ Help us to create English Clubs which would offer supplementary opportunities for oral practice. This will be one of the best ways of boosting self confidence.
➢ Should use tape recording and show us some films within English lesson because all of them help us to improve our listening capabilities.

20 students (i.e 22.7%) suggested that the number of hours assigned to the English course should be increased from six hours to eight hours so that they can find sufficient hours reserved to practice. In addition, this group of respondents declared that till now they are facing the problem of lacking books which should help them to enhance language learning. In this regard, they suggested that the Ministry of Education through Rwanda Education Board (REB) should provide them with books including interesting dialogues, stories, and language games and so on. 10 remaining students (8.8 %) suggested that they should be provided with qualified English teachers who are able to deal with oral materials and moderate perfectly students while practising English.

Frankly speaking, oral materials are of a great importance in the eyes of many respondents. Their claims as well as their suggestions indicate that their teachers do not provide them with meaningful and enjoyable language learning by the means of oral materials. From their responses, we also recognise that students are in lack of availability of oral materials. Moreover, learners are right when they claim tape recording and films during English lesson. Regarding the advantage of tape recording, we can mention that it is an indispensable aid. It provides students with suitable material to listen to at different stages of the language learning that is the presentation stage, the practice stage, and the production stage. Tape recording should also be used to make recordings of students'voices and in this circumstance; the teachers assess the students' oral competence.

4.2. Teachers' Views from the Interview

For this section, I examined English teachers' views on the value and use of oral materials. All views revealed by my informants that are 6 English teachers respond to my research questions (see General Introduction, Research Questions).

In fact, I held an interview with 6 English teachers at both G.S. Gihundwe and G.S.MUSHAKA. Next is the presentation of different points related to the questions asked to them and their points of views in relation to the role and use of oral materials?

The first part deals teachers attitudes towards learners' performance; the second with the importance of oral materials; the third highlights frequency of teaching English through oral materials, the fourth concerns the obstacles in teaching English through oral materials.

4.2.1. Teachers Attitudes towards Learners' Performance

Since teachers are the English language learning mediator, this point is about teachers opinions about learners' performance in two interrelated skills: speaking and listening.

Question 1 to 3 deals with this point

Q1. How do your learners perform in speaking?

English teachers'views are displayed in the following table

Table7: Teachers' attitudes towards the performance of speaking skills

Learners performance in speaking skills	Respondents											
	G.S.Gihundwe						G.S.MUSHAKA					
	1st form		2nd form		3rd form		1st form		2nd form		3rd form	
	N	%	N	%	N	%	N	%	N	%	N	%
Quite well	-	-	-	-	-	-	-	-	-	-	-	-
Very well	-	-	-	-	3	100	-	-	-	-		
Well			3	100					3	100	3	100
Bad	3	100					3	100				

Source: Author

From this table it can be seen that no learners among the three forms at both schools quite perform speaking skills. As far as G.S.Gihundwe secondary school is concerned, three interviewed English teachers argued that in the third form, students perform speaking skills very well, whereas at G.S.MUSHAKA no one perform speaking skills very well. The English teachers at both site declared that 2nd forms perform speaking skills well. Particularly, at G.S.MUSHAKA, teachers mentioned that third form students perform speaking skills well. Regarding 1st forms it is clear to note that at both sites students' performance in speaking English is still bad.

In general, departing from these results, one can underline that students at both schools still have problems in mastering speaking skills especially those of first forms. This implies that they need more practice in that field. Another question was asked to those teachers to know how their students perform speaking skills.

Q2. How do your learners perform listening skills

Teachers view on this question are found in the following table

Table8: Teachers' attitudes towards the performance of listening skills

Learners performance in listening skills	Respondents											
	G.S.Gihundwe						G.S.MUSHAKA					
	1st form		2nd form		3rd form		1st form		2nd form		3rd form	
	N	%	N	%	N	%	N	%	N	%	N	%
Quite well	-	-	-	-	-	-	-	-	-	-	-	-
Very well	-	-	-	-	-	-	-	-	-	-	-	-
Well					3	100					3	100
Bad	3	100	3	100			3	100	3	100		

Source: Field data (2017)

As can be seen from this table, no form performs listening skills quite well or very well. All my informants at both sites highlighted that the third form perform listening skills well. In addition they noted that the first form and the second form perform listening skills bad. Trying to know the reasons why listening skill is not

performed by the students, I came up to conclude that speaking skills, for non- native speakers, require more practice which lower secondary schools are not frequently exposed to.

Q3. Do your learners have problems in communicating in English?

On this question two interviewed teachers at the both sites claimed that since learners are still facing problems in mastering speaking skills and the listening skills, the skills which are involved in oral communication, obviously they have problems in communicating in English. Apart from this problem, they also stated that, in general, the majority of lower classes' learners manifest shyness and even the little they know they are not proud of that. Here it also worth mentioning that pieces of practice are of a great deal so that students can feel at ease.

4.2.2. Importance of Using Oral Materials

Q4. Is it necessary to provide students with opportunity to practise English?

For this question, all English teachers assert that it is of a great importance to provide students with opportunity to practise English.

Q5. Do you believe that oral materials in the English language learning can be an invaluable learning/ teaching tool?

All my interviewees responded that obviously oral materials are an invaluable learning/teaching tool. Trying to go deeper search, the following question was also asked to English teachers.

Q6. If yes explain briefly the impact of oral materials on the English language learning.

On this issue, all English teachers strongly believed that oral materials such as listening to radio, watching films or being involved in native speakers' conversation improve listening and speaking skills. Seeking to know more about this, one of the teachers of English explained that oral materials improve language learning in the sense that they are like a stimulus and hence boost motivation to learn. Another English teacher I interviewed expressed his thoughts on how students can benefit from the use of oral materials. He conveyed his opinion as follow:

Oral materials stimulate the English language learning because they enable students to love so much English and they become eager to learn more about it. Besides, oral materials enhance language proficiency for the fact that they build students' confidence and self expression.

Still another outstanding impact of oral materials revealed by another interviewed English teacher. In her opinion, oral materials give time for "fun". In addition, oral materials cultivate a relaxed atmosphere which conducts to free expression. She adds that oral materials reduce students' anxiety, feels at ease and struggle through a situation to find the words to express themselves.

Departing from these teachers' views we may say that oral materials meet learners' needs in the sense that when

used appropriately and frequently, students become fond of them and consequently find solutions to the problems that they face as far as oral communication is concerned.

4.2.2. Frequency of use of oral materials as a teaching/learning tool

Since I enquired about the importance of oral materials in the English language learning, it was also necessary to know to what extent English teachers use listening to songs, playing dialogues, playing language games, role-playing, simulation, discussions, storytelling, drama and others as a teaching/learning tool. Hence, teachers were asked the following question.

Q7. How much often do you use oral materials as a teaching learning tool?

Teachers responses are displayed in the following table

Table 9: Frequency of teaching English through oral materials

Frequency / Oral material	Respondents																			
	G.S.Gihundwe										**G.S.MUSHAKA**									
	Very often		Often		Sometimes		Rarely		Never		Very often		Often		Sometimes		Rarely		Never	
Playing dialogues			3	100							2	66.6								
Listening to songs							3	100							2	66.6				
Role-playing									3	100									2	66.6
Simulation									3	100									3	100
Language games					1	33.3									2	66.6				
Storytelling			3	100							1	33.3								
Drama									3	100									3	100
Discussion					2	66.6									3	100				

Source: Field Data (2017)

According to majority of informants at G.S.Gihundwe 100% of respondents argued that dialogues were often used whereas 66.6 % of informants claimed that dialogues were very often used. Concerning storytelling, a great number of respondents; 100 % at G.S.Gihundwe argued that it was often used; and 33.3 % of respondents at G.S.MUSHAKA declared that storytelling was very often used. As far as listening to songs is concerned, the two sites held opposing views; one that is 100% at G.S.Gihundwe said that listening to songs is rarely used; another that is 66.6% G.S.MUSHAKA confirmed that listening to songs was sometimes organised. At the two

sites, English teachers pointed out that there are three oral materials which are never used in the classroom. These are role-playing, simulation and drama. According to the significant portion of respondents at both sites that is 66.6 % at G.S.Gihundwe and 100 % at G.S.MUSHAKA; it is worth mentioning that discussions were sometimes used. Those who responded that discussions were sometimes used are teachers of third forms. As far as language games are concerned, 33.3% and 66.6% of respondents respectively at G.S.Gihundwe and G.S.MUSHAKA indicated that they sometimes introduce or strengthen some grammatical items through language games.

Considering the type of oral material the most employed in teaching English, dialogues come first. At both secondary schools, the majority of English teachers said that dialogues were often used. Simply the difference lies in the way they evaluated the frequency at which playing dialogues were carried out. From the above table, we can mention that some oral materials such as role-playing, simulation and drama were never used. However, they should favour speaking skills. The fact that only teachers of third forms sometimes prepare discussions led me to say that may be they consider students of those classes mature comparing to other forms, and that they can be able to find ideas related to topics or themes to be developed or can find a topic of their own. On the one hand, they are right, but on the other hand, they are wrong since all students have to be trained to think in terms of exchanging ideas and opinions earlier.

An important thing to note is that, in general, the oral materials, as has been pointed out in the above table, are not used at the rate that could fulfill the learners'needs. This is the reason why the following is going to focus on the problems that prevent teachers from using oral materials in the English language teaching.

4.2.3. Obstacles in Teaching English through Oral Materials

Question 8 to 9 concerns this issue

Generally speaking, the teachers' main concern is to develop the ability of their students to use the language they are learning for the purpose of communication. In order to develop the skills needed in this context, especially oral ones of listening and speaking, English teachers need the support of oral materials. However, they may face some obstacles and the latter can prevent them from using oral materials. On that ground, the following questions were asked to English teachers with the aim of knowing problems that they face as far as teaching English through oral materials is concerned.

Q8. Is it easy to teach English through oral materials?

All English teachers at both secondary schools emphasised that it is not easy to teach English through oral materials. Trying to go deeper search in order to know the main reasons, the following question was also asked to my informants.

Q9. If no, what are your main difficulties?

The majority of my informants (5/6; i.e 83.3%) revealed that they have many problems to contend with such as

the size of the class, the limited time, and inappropriate oral materials.

4.2.3.1. The Size of the Class

Among the teachers that I interviewed, 2/6 declared that almost every year they have large classes containing at least 45-55 students. They first of all claimed that it is not easy to know the weaknesses of every student so that they can be overcome. Secondly, they argued that for practice to be successful and fruitful, every student has to participate which is not easy when one has a large class. These teachers' responses led me to ask the following question:

Q7. If it is not easy to have all students involved in the practice activities, what do you think about the use of group work?

One teacher responded that group work is important. It responds to learners' expectations of developing oral skills. In addition it is an active technique involving the learners to fully put the language into practice since they can learn how to disagree, build or deconstruct an argument, show their intentions in an oral medium. Yet, they present some disadvantages. Despite their advantages, group works are time-consuming, and lazy students may take advantages of group work and let intelligent students do everything for them. Another considerable disadvantage is that students may sometimes resort to the use of their mother tongue while they should discuss everything in English. This may completely hinder their progress in the English language learning.

4.2.3.2. Classroom Seating Arrangement

4/6 English teachers asserted that they are also facing the problem of classroom seating arrangement which prevent them from using communication activities. They argued that the arrangement of desks do not permit all learners to see each others' faces while group activities are referred to. Besides, they declare that this arrangement do not provide space for learners and teachers to move easily between the desks for oral activities.

4.2.3.2. The Limited Time

On this point all teachers asserted that from first form to third form the number of hours allocated to English course is six hours per week. They argued that they find 6 hours insuffient to be used for both oral works and written ones. Besides, there are some oral materials which require a long time to carried out, for instance, discussion, exposé and so on. In this regard it is difficult to do recourse to them. This is the reason why such oral materials are not frequently used.

4.2.3.3. Unavailability of Oral Materials

Three teachers highlighted that they are facing serious problems as far as the availability of oral materials is concerned. They said that listening to tape recording and watching films which students enjoy the most, require materials which are not easy to find. The same, they revealed that they do not have at their disposal textbooks including for instance dialogues, language games, stories and so on that meet learners needs. Then, they

concluded that it seems difficulty for them to prepare suitable oral materials to match our learners' interests.

4.3. Conclusion

This chapter dealt with different realities about the role of oral materials in the English language learning. It has displayed in detail different English teachers and students'views about the use and role of oral materials in English language learning context. From these views, we have realized that students are not frequently exposed to oral material which should favour and enhance oral communication.

5. General Conclusion and Recommendations

This chapter deals with a general conclusion and recommendations. In this part, we should endervor to make some tentative solutions that could alleviate learners' problems as far as the English language learning is concerned.

5.1. General Conclusion

In fact, this work has mainly dealt with the role of some oral materials in the English language learning in lower secondary schools. The purpose was to investigate both the extent to which those oral materials could reinforce learning and the extent to which they were used in lower classes. In order to account for that, the questionnaire and interview were the data collection techniques resorted to. As regard the analysis and interpretation of the findings, we based on the responses provided by both lower classes students and English teachers. We also put into consideration different scholars' views provided in the chapter about the Literature review of this work.

On the one hand, the students' responses reveal that they themselves acknowledge the usefulness and fruitfulness of oral materials in the English language learning especially in promoting oral communication. Furthermore, through the informants' responses, we came up to be aware of the types of oral materials that attract the most lower secondary learners, the major problems that they face all along English language learning and the sources of those problems. However, despite the significance of oral materials, students, responses revealed the lower rate of exposure to oral materials as one of the best ways to practice English.

On the other hand, the English teachers' views from interview put more emphasis on the value of oral materials as a teaching/learning tool of foreign languages because it can help them to develop students' performative skills. In addition, these views pointed out that the majority of English teachers do not frequently resort to oral materials due to some problems. All along this study it has been pointed out that practice makes perfect. In fact, the more students are provided with enough opportunity to practice English through oral materials, the more they master their ability to be involved in oral communication.

5.2. Recommendations to other researchers

It is worth mentioning that this work is not an exhaustive investigation into how oral materials contribute to the English language learning because the present research was limited to two lower secondary schools:

G.S.MUSHAKA and G.S.Gihundwe. A possible further investigation would be concerned with the investigation about all educational levels: primary, secondary and university levels on the whole country. From the findings of this study, we hope that further pieces of research will be conducted.

5.3. Recommendations to the Government

1. As the students, facing the problem of lacking books which should help them to enhance language learning. We would recommend that the Ministry of Education through Rwanda Education Board (REB) should provide them with books including interesting dialogues, stories and language games.
2. We would recommend also the Ministry of Education to provide the recorders to the teachers in order to enhance the the students' language competence skills (listening, speaking, writing and communication).

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