

The Implementation of the Pedagogy of Integration in EFL Teaching in the Upper Secondary School in Burundi

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Abstract

This study examined the operationalization of the approach of the Pedagogy of integration in the Upper Secondary school in Burundi. The hub of the study focused on the assessment of English Learning and Teaching activities from various schools to identify the strengths and weaknesses of the Pedagogy of integration and thereby suggest alternative solutions to the issues. Basing on the principles of the Pedagogy of Integration, the study analyzed the role of remediation, groupwork and the situations of integration in the process of teaching English within an EFL environment. Being a qualitative analysis in all sides, the study examined the current textbooks—teacher's guides and pupils' manuals—of English from 5 largest sections of the Upper secondary school to investigate the pedagogical relation between the contents designed and the situations of integration suggested in the teachers' guides. The study also interviewed some teachers and curriculum designers of English to obtain significant information about the importance of the Pedagogy of integration in teaching English to learners whose English is a second language. Classroom visits were also organized to get useful information to approach successfully the problem. In the end, the study noted that almost all the situations of integration have been constructed from texts taken from various writers. This practice is not beneficial for EFL learners. Situations of integration should be framed from contextualized situations based on the real-life experiences of learners and the society. The study also found out that group works contribute significantly to the development of the speaking and writing competences. Uncontrolled oral discussions held between peers while solving exercises develop considerably the speaking and writing abilities of learners in plethoric classes.

Keywords: Pedagogy of integration, Upper secondary school, Post-Basic school, situation of integration, remediation, groupwork, English textbooks, Languages Section.

1 Introduction

1.1 Context and justification of the study

1.1.1 The Pedagogy of integration: an education in action

In Burundi, modern education in advanced stages of schooling (Upper Secondary and Higher Learning) recommends the exploration of the approach of the Pedagogy of integration (sometimes addressed as Integrative learning) in the process of teaching. Since 2014, the educational system of Burundi has adopted a new method of teaching based on the precepts of the approach of the Pedagogy of integration. The new educational policy found that the Competence-Based approach put much focus

on theoretical learning than practical knowledge that would permit newly graduates to integrate the future professional life. The previous Competence-Based Approach which had guided teaching and learning activities over many years had basically put much interest in the theoretical processes. Theories in teaching and learning had gained immense ground while practice lost space to operationalize the acquired knowledge. This contrastive teaching approach resulted in the production of graduates with less professional competences in terms of creation of jobs and management of projects for development

designed to contribute to the reduction of unemployment.

Twelve years after the introduction of the approach of the Pedagogy of integration in Post-basic education (Upper Secondary school), the government of Burundi and the educational officials at different levels suspect that teachers do not implement effectively the pedagogical requirements laid by the approach in relation with teaching. Teachers are generally accused of disregarding the remedial stages to help low achieving learners. The education officials accuse them of continuing teaching without any process of review or reinforcement to correct the weaknesses observed in the previous lesson(s) where pupils have failed to assimilate the lesson(s) previously learned. Besides, teachers are also reproached to minimize the role and importance of integrative learning situations (situations of integration) in the process of learning. These officials claim that teachers do not give the practical exercises in form of integrative learning situations that must imperatively crown the end of every term with the objective to immerse learners into the operationalization of the knowledge they have acquired.

After these situations that antagonise the working environment between teachers and education officials, the working conditions become perverted as confidence peters out gradually. This study explored the pedagogical aspects of the integrative learning situations suggested in the teachers' guides, the organisation of groupwork and the remediation processes in the pedagogical

activities of Post-Basic programmes of English taught in various sections.

1.1.2 The approach of the Pedagogy of integration: an overview

The Pedagogy of integration that the new educational system in Burundi recommends from Post-Basic learning onwards is a teaching approach that differs from other pedagogical approaches in that it seeks to empower education by mobilizing the received knowledge into practical work. For long time, teachers have been regarded as a model of unfailing knowledge, the idol of scientific knowledge, an uncontroversial source of knowledge to imitate in all situations of learning. The modern approach of the Pedagogy of integration ascertains that teaching must rise as an open-ended task that rests principally on the learner's activity rather than a closed-ended duty fully controlled and managed by the teacher's will. The pedocentric outlook has become obsolete in modern art of teaching. The learner is now regarded as the center of the learning and teaching activity; he is the archetypal tool around which the whole teaching enterprise revolves. The teacher only plays the duty of facilitator in the transmission of knowledge. Besides, the operationalization of acquired theories into practical work has become the final goal of this new approach. To achieve its objectives, the Pedagogy of integration deploys three important pedagogical procedures to satisfy the teaching and learning activities: remediation, groupwork and situation of integration.

1.2 Research problem

Teaching is a profession that evolves through time amid the global modern technological mutations. The introduction of the approach of the Pedagogy of integration to substitute the Competence-Based Approach in Post-Basic education in Burundi created new changes in the teaching field that had long been dominated by a theory-oriented teaching where practice was given little space. This transition from a theoretical teaching to a practical learning within EFL context brought various changes in the realm of education in Burundi. Teachers' adaptation to the new policy still poses questions to achieve complete re-appropriation of the approach.

Basing on the way English is taught in various sections of the Upper secondary school in Burundi, this study investigated the causes of failure in the implementation of the approach of the Pedagogy of integration particularly in its stages of remediation, groupwork and integrative learning situations designed to reinforce pupils' learning process. Ultimately, the study proposed ways out to overcome the challenges.

1.3 Research objectives

This study achieved the following objectives:

- An Analysis of the role, the function and the importance of remediation and groupwork processes in language learning and teaching particularly in English
- An exploration of the importance of situations of integration advocated by the Pedagogy of integration in the process of learning

-An investigation of the current challenges that hinder Burundi teachers of English in the Upper Secondary school to achieve effective operationalization of the Pedagogy of integration in teaching and thereby suggest appropriate ways to work out the issues identified.

1.4 Research Questions

This study brought answers to the following questions:

- To what extent are remediation and groupwork processes important in English learning and teaching in an EFL environment?
- What is the contribution of the situations of integration in English learning and teaching using the approach of the Pedagogy of integration?
- What are the main challenges that prevent Burundi teachers of English in Upper secondary school from achieving successful teaching while using the Pedagogy of integration?

1.5 Literature Review

The advent of the Pedagogy of integration in education created a revolutionary Era. In the beginning, it was difficult to get along with the new approach. As time passes, teachers and learners appropriate progressively the utilization of the approach's principles to guide the teaching tasks. Scholars in education have made a diversified contour of the approach and posit that the instances of remediation, groupwork and situations of integration constitute the kernel of the active learning advocated as by the Pedagogy of integration.

Gale (2006), in his study on the teaching that calls for a learner's integration, claims that any pedagogy that bases on the process of integration must put forward collaboration to achieve the goal, "...just as integrative learning is the connection of ideas, experience, and inquiry, pedagogies of integration may be best understood and facilitated through collaboration among faculties, administrations, and, of course, students." (p.10). The success of the pedagogy of integration lies in the group work teaching method that opens free talk and collaboration between learners to share knowledge.

Peyser, Gerard and Roegiers (2006) argue that curriculum contents should be checked to insure that they meet the required conditions to fulfil the demands of integrative learning (p.41). In these demands, a competent teacher and a relevant textbook with topical issues such as: fight against poverty, corruption, gender equality, climate change...are very useful to educate learners to face the acute challenges humanity is experiencing. Textbooks are the road map to knowledge before the teacher's action. What they contain will shape both the learner and the teacher to achieve a new stage in communication.

In the doctrine of the Pedagogy of integration, before a teacher starts a lesson, it is advised to check its objectives whether he shall reach the expected goals. This goes the same with the learner. Sosa and Manzuoli (2019) ascertain the importance of the teacher-learner attitude to improve learning. The mobilization of the answers to understand why a given notion is useful to be taught/learned,

what to teach to a certain category of students, how the teaching/learning process should be conducted, when to introduce this lesson and how to assess the competences achieved should define the way to teaching before a lesson starts. These crucial questions must guide the teacher while he is preparing the lesson. To immerse learners into the aims of the lesson, while introducing, he must touch these points though in brief.

Sit (2021) assesses the Pedagogy of integration and finds the approach a way out to empower students with "workforce qualifications" that enables them to struggle with the growing demands of an ever-changing global world. Her opinion in an environment of language learning gives a positive advice to teachers and learners. In the philosophy of the Pedagogy of integration, a good lesson must develop numerous ways of knowledge to equip a learner with sufficient resources that shall assist them in the future. A multimodal instruction as advanced by Sit can respond to an appropriate learning to prepare learners to complex issues in language communicative environments. For example, a perfect command of the four basic language skills can significantly be attained through a teaching that combines various elements in a lesson—whether related or not—provided that they all contribute to the development of learning.

Sit's observations of multimodal instruction converge with Brown (2001) regarding the reinforcement of the teaching methods through resources combination. In his pedagogical treatise, the scholar shows that a teacher should combine the language skills to

achieve success in communication (p.76). In this way, “one skill will reinforce another” (p.76). For instance, through speaking, we improve our listening abilities; while we develop our reading skills whenever we are writing.

Commenting on the role of remediation in integrative learning, Moussa, Cissé and Lô (2020) assert the importance of remediation in the learning process. The scholars assert the importance of remedial activities to fight against learners’ failure (p.84). Remediation is a useful step to improve learning. It revitalizes the weak and strengthens the strong who partake in it to know more since it is open to any students who wish, yet with a special notice for those who demonstrate little understanding. In some cases, the attitude of the learners is very important to consider in order to determine how to organize the remedial classes successfully (Chikwature & Oyedele, 2016, p.32).

Along the remediation process in the teaching using the approach of the Pedagogy of integration, the integrative learning situations—called complex situations—are very important to prove the professional competences that a learner has achieved at the end of a period of study. Nouar and Sladd (2020) indicate that the integrative learning situation invites a learner to associate individually their different resources to solve an important problem. This process of putting a learner in an integrative state call for the learner to deploy efficiently their resources to reinvest (to demonstrate) what he has learned in order to solve complex situations (p.141).

In whatever situation, scholars in education converge on the necessity to reform education to meet current world challenges. The Pedagogy of integration rises significant in comparison to other teaching approaches particularly in its stage of complex situations which confirm a learner’s competences to execute a given task at a specific moment.

1.6 Significance of the Study

In the first stage, results of this study shall back up EFL teachers to improve the methods and techniques used during lessons preparation and teaching. Results will also help learners improve learning strategies. In the second stage, results from this study will guide and support curriculum designers to conceive and develop course contents that include pedagogical appropriate details that facilitate the operationalization of the pedagogy of integration in classroom and outside settings.

2 Materials and Methods

This research on the problematic of the approach of the Pedagogy of integration is a qualitative study in all its dimensions. Being a social science exploration, the study first examined the teachers’ guides and pupils’ manuals of English from a sample of 5 largest sections of the Upper Secondary education in Burundi out of the 28 existing sections that constitute the public and private schools to analyse the nature of the contents developed. Content analysis theory helped to examine profoundly the contents. The theory also assisted to scrutinize the interview protocols

collected from 8 teachers and 6 curriculum designers of English to have relevant data.

The analysis of the textbooks focused initially on the situations of integration proposed in the teachers' guides and in the learners' manuals. The procedure consisted in a careful examination to check if really the suggested situations of integration correlate with the contents developed in the textbooks to check if theory matches with practice. To reach a successful investigation, the study examined the course contents for every grade selected, the objectives of the course when it was designed and the aims to achieve at the end of every lesson. In case it was found out that there was no correlation between the situations of integration and the course contents or objectives, the analysis proposed the way appropriate situations of integration would be formulated in relation with the acquired learner's knowledge. Besides, classroom visits were organized in some schools to observe how teachers organize teaching in accordance with the approach of the Pedagogy of integration. Interviews with the teachers and curriculum designers of the English programs in the Upper Secondary school were also conducted to collect different considerations in relation with the implementation of the Pedagogy of integration in the process of ELT within an EFL environment.

3 Data Analysis and Findings

3.1 Remediation

3.1.1 The process of remediation

Chiu-Ping Huang (2010), in his paper on remedial instruction work, argues that "the

goal of remedial instruction is to provide low-achieving students with more opportunities to reinforce the basic knowledge in common subjects so that they meet minimum academic standards" (p.168). Remediation is an important task in the art of teaching. It revitalized the learning process by imparting additional knowledge to learners with remarkable weaknesses in lesson assimilation. Remediation works as a pedagogical therapy that brings in an appropriate treatment to incomplete learning for a student with challenges to understand a lesson that was taught earlier. There are many ways to conduct remedial tasks regarding the type of lesson to reinforce or the student to upgrade to achieve required competences. The teacher must deploy new teaching strategies that shall help easily the students to be remedied to get along with the new class(es). In the preparations and organization of the new remedial lessons, he must be careful indeed. A combination of various methods and rich documentation from many sources is required to facilitate the learning process. He must prudently stick his careful eye on the very causes that triggered the student's failure in order to provide an appropriate response to the situation.

In Burundi educational system, the general pass grade for students to move from one class to another is 50% from primary education to university. In relation with the nature of an evaluation (assignment, test, exam, contest) given, a teacher may determine the average grade supposed to be a failure basing on the facility or toughness that the evaluation reflected. Being a teacher and designer of the assessment task, he knows his

learners' competences profoundly to fix the grade with certitude. All the learners below the grade must therefore be subjected to the remedial lesson(s) established to upgrade learning competences in the field.

Chikwature and Oyedele (2016) advise teachers to treat with special care learners with learning disabilities in English that prevent them from success. They suggest teachers to make smaller groups for "supplementary teaching" to conduct successful remediation (p.31). By supplementary teaching, Chikwature and Oyedele imply that remedial lessons are perceived as additional classes to what has been taught and learnt earlier. The scholars ascertain the importance of categorizing the needy students in accordance with learning abilities they have; those with minor challenges should be taught collectively. However, the scholars indicate that it is useful for students with significantly profound weaknesses to teach them apart in a privately limited group. In this way, the teacher will get sufficient time and opportunity to maximize time to compensate the lacunae. This is possible to achieve since there shall be much room for a teacher to be closely connected to learners to approach individual challenges any time needed.

Teachers of English in the visited schools of Bujumbura Municipality appreciate the importance of remediation classes. They indicated that they organise such classes whenever they realise that pupils have failed a test. Some indicated that they do not organise a lesson as such; but take some time within a lesson to reinforce the notions that learners failed to understand. There are many factors

responsible for students' failure; the teacher has the duty to examine the students to remedy if the failure originates either from the lack of sufficient preparation for the past test, lack of intellectual capability in the field, or simply put any other situation the learner might be facing be it social, cultural, psychological or environmental. Effective therapy will be attained if the doctor has successfully diagnosed the disease the patient (student) is suffering.

3.1.2 The Integrative or Immediate Remediation

Results from research conducted in some schools of the Provincial Education Department of Bujumbura Municipality (Commercial Capital of the Republic of Burundi) indicated that remediation is not organized only after test results. Some teachers administer pre-evaluation tests before they start the real teaching of the new School Year to check if learners have required prerequisites and intellectual abilities in the field to embark on the new course contents they are going to learn. The preliminary evaluation acts as a vista that mirrors the intellectual portrait of the students. In many situations, teachers detect lacunae and decide to organize subsequent lessons to enhance students' low level. This remedial training at the beginning of a school year or a term is technically called integrative or immediate remediation. It becomes part and parcel of the teachings; that is why it is considered as integrative. It reinforces the learning needs necessary to undertake the future lessons. Immediate remediation is conducted by a teacher who knows deeply the

learners and the context in which their weaknesses lie. This practice provides an immediate and direct response to the challenges experienced by the learner. Teachers of English interviewed on the principles of remediation appreciated the contribution of immediate remediation as it paves a way to the foundations of the learning process. They advise other teachers of different subjects to organise such lessons before they undertake teaching new programs.

3.2 Groupwork Organization

The success of the holistic process of the pedagogy of integration lies in the perfect decentralization of the teaching task, the management of group-works and an appropriate elaboration of integrative learning situations to crown the learning action. In this study, it has been noted that in some schools students do not collaborate efficiently between themselves. This is a serious challenge toward the success of the approach. In some schools visited, especially those located in towns, the high-achieving students develop awkward behavior to tax the explanations they would share with their fellow low-achieving students. In other schools, the study remarked that the approach of the Pedagogy of integration faces a great challenge in its application because the time given by teachers in class is very limited to come up with a considerable work. Learners need an extra-time of groupwork; but this is not possible because they live in different areas. To meet after class rises quite difficult for many learners. In this case, pupils do not exploit fully groupwork activities which, in

fact, are considered as the milestone in the principles of the Pedagogy of integration.

Groupwork develops communication and reinforces the action of learning. Group techniques constitute an effective methodology to teach a language especially an FL like English which requires a great deal of interactions with others to develop vocabulary and thereby communicate efficiently either in writing or speaking. Group works contribute significantly to the development of the speaking and writing skills. Oral discussions held between peers while solving exercises or integrative learning situations serve considerably to the development of these skills. They supplement the teacher's work. When a learner is interacting with his/her friend, they feel pleased to talk without limits. It is within this context that low-achieving students gain benefit from the high-achieving ones. This justifies the sterling importance of groupwork in the learning process. The great variety of resources (knowledge) of a student—yet resources unknown for others—are disseminated in the group and sometimes later in the whole class to explore the hidden facets of knowledge to achieve professional communication in English. So long as this openness to learning has not been instilled and interiorized in the minds of the learners, the achievement of the application of the pedagogy of integration steps on a great hitch. Teachers and school officers have the duty to sensitize learners to drop the individualistic behavior in order to adopt a collective attitude of group work to obtain a conducive learning environment to achieve expected success.

All the interviewed teacher-informants affirmed that the method of groupwork is very good while teaching a language. They only regret that learners have not yet understood the ultimate goal of learning a language today. A lot of pupils believe that learning a language until one graduate in it today is a loss of time. This language phobia—this feeling of bitterness and dejection toward language learning—is worsened by the growing unemployment that is affecting the living conditions of young graduates especially those who did not pursue the fields of applied sciences or modern technologies. The constant skepticism for future weakens the aims of the Pedagogy of integration. Very few learners dedicate themselves profoundly to the cause of learning language.

Regarding challenges to the technique of groupwork, informants indicated that some students come to hide in the groups. They integrate the groups only to wait the work be done by others. They are assimilated to group members while in reality they are not. They do not participate in the group discussions as they count on the work to be produced by the most intelligent pupils. What makes the situation direr, the teacher cannot easily identify those who are working or not especially in plethoric classes where he has to supervise a lot of groups at a time in a very limited time. This feeling of laziness also weakens the aims of the pedagogy of integration to achieve an integrative capacity of the resources expected in the end of a term, a school year or in the independent life after graduation.

3.3 Situations of Integration

3.3.1 Understanding A Situation of Integration in Classroom Setting

A situation of integration—also called a complex situation or situation-problem in some educational contexts—is a problem related to everyday life that a student is called to solve by mobilizing the various resources (knowledge received) he has acquired during the process of learning (Roegiers, 2000). A situation of integration provides a practical space for a learner to demonstrate the scientific competence he obtained from school. It helps the learner to assess himself and identify where he is technically competent or professionally weak to reinforce learning.

3.3.2 Pedagogical Assessment of the Situations of Integration Found in the English Textbooks of the Upper Secondary School

Nouar (2020) argues that the moment of integration is crucial in the learning process of a pupil. The scholar maintains that this moment is not a time for revision; it is rather a moment for intellectual reinvestment that can be organized progressively while classes are still going on (after a sequence of two weeks for instance) or in the end of the teaching-learning period (at the end of a term before examinations start) (p.141). In Burundian educational system, sessions of integration are organized in the end of every term shortly before examinations start. This period has been chosen in the hope that teachers have already completed all the required lessons to be taught within a term.

Examining the situations of integration that have been proposed at the end of every

term in English programs of many classes and sections, there are many instances that deserve a great attention regarding how those situations-problem have been built considering the goals they have been designed to fulfil.

In the First-Year Teacher's Guide, Languages Section, the first situation of integration in the Stage One (First Term), Theme1 Illiteracy (p.101), is pedagogically unclear and ambiguous. Considering the way it has been framed in its task a), "In about one minute, suggest another conflict element to keep the same sequence of events," one wonders whether it is really a situation of integration or simply an exercise to reinforce speaking ability. But even a reinforcement of one-minute talk seems less productive to assess a learner's speaking competences. It is quite difficult to mobilize the different acquired resources (knowledge) over a term in a talk of one minute. The learner shall need quite some time (five minutes minimum) to demonstrate his communicative competence that would reflect the possibility to evaluate him.

Meanwhile, we have seen that a situation of integration must be new, engaging and innovative to achieve its goal. With these qualities, its resolution will confirm the student's technical competence. There is nothing new and innovative that the audience can expect from the talk. This is due to the fact that what the student will perform as a talk is a similar story to what has been exposed earlier—a continuation of the same spectrum that projects nothing new but a repetition of the dangers of illiteracy though expressed in

another way. This suggests that the originality and innovativeness that would typify any situation of integration are left out, thereby making the task above invalid. In short, this situation does not have required features to be called so. It is an ordinary classroom exercise to give to learners to improve speaking ability only. It cannot be regarded as a situation of integration.

In the same textbook of the First Year, Languages Section (p.103), there is a situation of integration whose aim is to develop writing skill. The situation starts with a section supposed to give background information to the context. However, regarding the content of the passage, there is no information that introduces the following passage which constitutes the body of the situation. The context given to the situation is unclear considering what the situation seeks to attain. When reading, the situation establishes another setting quite different from what has been stated in the context.

Far from examining the tasks to be done—(3.a) and (3.b)—which ask learners "to substitute the setting with another one..." and to "provide 2 other factors which could trigger the longing for literacy" (p.104), they cannot be proposed as pedagogical tasks for a situation of integration. They do not fulfil the requirements to be considered a situation of integration. They are ordinary exercises to train learners to develop writing skills. Why can't these tasks be regarded as questions to underlie a situation of integration? What do they lack pedagogically to constitute a situation of integration?

First, in task (3.a), it has been asked to give the setting of the text, i.e. the locale where a given story is taking place. This is a question that generally makes sense when one is engaging with a fictional text particularly in Drama, Novel and Cinema. However, the text which constitutes the situation to be later analyzed has nothing to do with fiction. It is a descriptive real story of a Chinese lady giving an account about her husband who was terribly suffering from diabetes. She gives detail about how her husband came to be healed: through reading (p.103). Hence, the task formulated is inappropriate; it would have meaning if the text it refers to were a fictional one. The text is about the importance of literacy and the dangers of illiteracy for human beings.

Second, in task (3.b), even when the suggested text were fictional, the formulated task would be inappropriate to construct a correct situation of integration. Indeed, the suggested task reads like an extension of what has been reported in the central passage of the situation of integration. Pedagogically, a situation of integration must be complex to mobilize various resources. There is no way to achieve complexity if what the learner is invited to do a perpetuation of the existing state of affairs.

Still in the First-Year Teacher's Guide, Languages Section, on page 192, we have a situation of integration on Theme1: Tourism, Stage Two. The situation that has been provided here is very correct. It is not a text that was copied verbatim from another source. It is rather a text that has been imagined in connection with the field of tourism in Burundi. However, the tasks formulated to

resolve the situation are not appropriate. They are unclear; they ask to "produce a sequence of two events and the resolution to follow and end up [the] passage so as to have a full narrative text" (p.192). Such tasks would rather be appropriate if they asked learners to produce a persuasive text about the advantages of Burundian tourism, its strengths and weaknesses, highlighting clearly in the end its challenges and the way forward to empower this sector significantly. Besides, because the essay seeks to evaluate oral competence, the produced text should be presented orally in about five minutes (minimum) rather than a period "not more than 2 minutes" as indicated. A period of two minutes is very short to assess adequately a learner's speaking ability.

Resolving the situation as a persuasive essay would be more appropriate than asking learners to write something "so as to have a full narrative text" of what has already been presented earlier. Examining the tasks as they have been formulated, there is no problem posed that learners are invited to resolve. No originality is evoked. As consequence, there is no discursive argument that can be engaged. The mobilization of acquired resources will not be necessary as the situation is a free continuation of an orthodox state presented by the situation.

In the 2nd Year Teacher's Guide, Languages Section (p.116), there is a situation of integration about America and Britain longer walking routes. It should have been better to create a text about Burundi longer walking routes indicating places with which learners are familiar. A local setting would motivate learners. Designers would have

suggested a text and related tasks about local longer routes like:

- Bujumbura-Kayanza-Ngozi-Muyinga-Kobero
- Gitega-Rutana-Kayogoro-Makamba
- Bujumbura-Muramvya-Gitega-Makebuko-Ruyigi-Cankuzo-Kigamba
- Makamba-Mabanda-Nyanza Lac-Rumonge-Bujumbura

With a geographical area familiar with learners, motivation would increase while resolving the task.

In the same Teacher's Guide of Second Year (p.118), there is a situation of integration on the dangers of cycling and walking in the UK and US streets. The situation shows how in those countries walking is more dangerous than cycling. The text indicates that walking exposes pedestrians to more accidents than cycling. Why discussing walking and cycling in those remote countries when these modes of transport are a vibrant reality in our country? Designers would have created a situation that would discuss the opportunities and challenges of cycling and walking in Burundi particularly in crowded towns like: Bujumbura, Gitega, Ngozi, Kayanza and Rumonge.

Still in the same textbook, Theme3 about Farming (p.128), we have a situation of integration about "How to grow sorghum." It is a text that paints the reality about how sorghum is grown. The only problem is about the task which is not appropriate in that it invites learners to react in two minutes about how another cereal is grown.

In Pedagogical Section, we meet the same challenges found earlier. On page 53, Second Year Teacher's Guide, we have a situation of integration that is a free creation. It is about the threat of chronic diseases, how they destroy human health and families. It is a good situation of integration that paints the threat of chronic diseases with a notable example of Rheumatoid arthritis and Type B diabetes. However, when we examine the tasks that have been proposed to learners, the first and third tasks do not fulfil conditions of appropriate pedagogical tasks for situations of integration. The first task asks learners to "give 2 other chronic diseases" they know. The third task recommends learners to "describe patient of chronic disease of [their] choice in about 100 words." (p.53). These tasks are similar to other tasks discussed so far in the Languages Section. They reflect no problem to resolve as they lack complexity in their structure. Since they lack originality and innovativeness, they cannot prove future competence in life for similar situations. On page 102, in the same Teacher's Guide, we have the same case with a situation of integration about a sofa.

In Sciences Section, the same challenges related to the framing of the situations of integration are also present. For example, in the First Year Teacher's Guide (p.47), the task 3 formulated in relation with the situation about Planting Tea does not show a problem to solve either; it reads, "In about 30 words, identify three global descriptive features of planting the tea and replace them by others by writing" (p.47). The task only asks learners to replace three descriptive features related to growing tea found in the text by any

other features of choice. There is no originality found in doing this task.

In the Section of Human and Social Sciences, Second Year Teacher's Guide, the task 3 of the situation of integration (p.27) establishes correctly the work to be done, "On the basis of aquatic animals of your choice, produce a 100word expository text in which you show how a man's activities can be harmful to the animals' life." This is an appropriate example of a good situation of integration. It shows that a learner must work hard to prove that man is a danger against the environment around him. To achieve this, a mobilization of different resources is necessary since the task is by nature original, complex and engaging.

With the Pedagogy of integration, we have already mentioned that a situation of integration must be complex and qualitative; this means that a situation must reflect a challenging issue to be solved in relation with the resources acquired through learning. Any situation that does not fulfil these conditions cannot be considered a situation of integration. It is simply an ordinary classroom exercise.

3.4 The choice and structure of lessons in the Teachers' Guides

The transformation of the entire educational system of Burundi initiated since 2014 has been received positively by the education stakeholders particularly teachers despite some weaknesses observed in the textbooks. Teachers appreciate the approach of the Pedagogy of integration that has been adopted as the avant-garde way in the teaching field. The approach has facilitated the

teacher's duties. He does not work hard because his pedagogical activities are mainly rooted in the coordination of classroom works. Since the integrative teaching centers its objectives on the learner, the teacher becomes a facilitator. However, the teacher's guides in Post-Basic school are not systematically developed to reflect clearly the contents that should be taught. Teachers face a lot of difficulties in the preparation of lessons. For some lessons, only titles are mentioned with no further development of the content to teach.

For example, in the Second Year Post-Basic English, Languages Section, on pages 224-225, Teacher's Guide, there is Lesson 29 titled "Main features of explanatory text." After the text, there is nothing to indicate the further steps of the lesson development. This lesson is not developed to indicate the contents the teacher has to focus on. This phenomenon is also found in other teacher's guides like: 3rd Year Post-Basic English, Languages Section, on page 257, where there is Lesson 2 which deals with "Topic sentence and arguments." There are no details on the lesson too.

Some teachers in Post-Basic level do not have enough scientific capacity to understand how to prepare such "abbreviated" lessons. It is important to note that some teachers do not have required academic qualifications and competences to teach in Post-Basic level. There are even teachers who do not hold a university degree in English yet teach English in some schools. The result is that what they teach is incomplete and lacunar because they cannot understand what they are recommended to prepare and teach. Learners in this case get incomplete learning that will

not grant required resources to enable them to resolve successfully the related complex situations of integration suggested in textbooks or in future.

Another issue that perturbs the success of the Pedagogy of integration in Post-Basic English learning and teaching concerns the nature of the lesson contents to be taught. Examining textbooks contents, curriculum designers have suggested almost the same topics to develop in all lessons rooted in textual analysis. The language items suggested are: synonymy, antonymy, polysemy. The redundancy of the same elements to learn after each text creates a state of boredom not only in learners but also in the teacher. Discussing same issues in all lessons demotivates learners and cannot open adequately the linguistic ground to explore other spaces that would make the learning grow.

Public opinion from the teaching environment appreciates the Pedagogy of integration thanks to its objectives of learner's professional autonomy and self-empowerment. Gale (2006) reaffirms this importance of integrative learning in modern education "as students encounter new methods and knowledge within the context of a given course, specified problems provide opportunities to experiment and "play" with existing perceptions in context" (p.5).

Teachers interviewed on the contribution of the approach of the Pedagogy of integration admitted that the approach is very useful in teaching. Despite lazy students that may hide behind their peers in groupwork, the approach offers a large space for learners first to develop speaking ability through oral

interactions while working. For instance, a lot of learners get opportunity to speak English while at school. Teachers organize oral conversations around common themes which feature contemporary issues that reflect the social, cultural, moral, religious, judicial, educational, economic and political realities of the society. Short sketches that engage two to four students are performed in front of others to develop speaking communicative ability on the themes of leadership, non-violence, democracy, gender...The performance of these sketches on topical issues of the day help learners to understand well and interiorize the human values advocated by the themes. The sketches are modeled from the themes suggested in the teachers' guides.

So far, the plethoric situation of learners in many schools across the nation poses also a serious problem to an effective implementation of the approach. In some cases, the politics of groupwork becomes ineffective in overpopulated large classes; a group takes many candidates and it becomes difficult to permit every member to exercise their capacity to participate in the work and presentation of its results in class. Lazy learners do not participate. Besides, we saw that teachers fail to monitor group works in classes with many groups, say, 20 groups in a lesson of 45 minutes. This proves that some instances of the Pedagogy of integration are not applicable in all teaching situations. The teacher has the right in such conditions to appreciate the method that he believes would matter.

Examining the contents suggested for the English subjects in the Post-Basic

textbooks, there are lessons that are less beneficial for learners because they were conceived and incorporated in the curricula outside Burundian socio-cultural, economic and regional contexts. Such lessons are less motivating—making learners lose interest while teaching. The Pedagogy of integration in these conditions loses taste to meet its goals.

For example, in the Second Year Post-Basic English, Languages Section, Teacher's Guide, pages 354-355, there is a basic text titled "Malawi in the Multilateral Trading System." The text is about the fiscal system of Malawi.

Peyser, Gerard and Roegiers (2006) state that a textbook should be clear and precise in what it discusses to avoid confusion, ambiguity, boredom and lack of objective:

[...] a textbook oriented primarily to knowledge transmission will perform mostly as a reference function, and certainly as a tool of social and cultural education in the long run. It will be mainly oriented to reinforce vertical transfer of knowledge. If it also introduces practical exercises, the consolidation function may be achieved as well as the possibility to be used more as a horizontal transfer tool. From a pedagogy of integration point of view, a textbook should primarily pursue the function of development of skills and competences, as well as contribute to the integration of achievements (p.42).

As Peyser and his collaborators state, this lesson on Malawi, for instance, is less beneficial for Burundian learners because it discourses on issues that do not engage the learners' life situations. Designers would have suggested a text about customs management or

fiscal system in Burundi or the interior or exterior national trade system to introduce learners to the economic life of their nation. The text would teach learners about the importance of paying taxes and how to uplift national trade by showing how the country cannot exist without taxes because many works of development are carried out upon money collected from those taxes. If a text on Burundi fiscal state had been impossible to get, at least designers would have suggested a text about the regional (EAC) fiscal situation on the same issue because learners feel concerned by what such a text would expose.

There are many lessons on texts that still show little contribution in terms of learning output. Texts on Brazilian culture (Second Year, English, Teacher's Guide, pages 299-303), Tanzanian population (Second Year, English, Teacher's Guide, page 98) ... are not worth teaching because they do not connect learners to the socio-cultural context of everyday life. Lessons on texts that promote national values in terms of cultural ethics; political leadership like democracy, unity and reconciliation; education on global warming; social morality and economic values would play greater importance to instill learners' interest.

3.5 Lesson Duration in Teaching

In Burundi Secondary school, a lesson lasts 45 minutes. Teachers claim that this time is very short regarding the pedagogical requirements that the Pedagogy of integration demands. For subjects with smaller weekly volume of teaching time up to two hours per week such as: Geography, History, Biology,

Civic and Human Education...it is difficult to apply fully the principles of the Pedagogy of integration. The teacher would not be able to cover the whole program recommended by the government. In the Languages Section, only in subjects with high weekly volume teaching time such as English and French is it possible to follow the approach systematically because teachers have enough time to manage.

4 Discussion of Results

This study on the problematic of the implementation of the Pedagogy of integration in ELT in the Upper Secondary school came up with numerous observations and conclusions that will contribute significantly to improve the teaching and learning activities.

A general observation indicates that almost all the situations of integration have been constructed upon texts borrowed from different writers. This is a great weakness. Situations of integration should not be framed from writers' texts. They should rather be framed in relation with the contents of the theme(s) taught in class. The construction of related integrative situations shows that very few tasks fulfil the requirements of an appropriate pedagogical integrative task. Even the tasks whose situations have been correctly imagined in relation with the themes taught are inappropriately built. Teachers here must understand that they have the duty to create their own pedagogical situations in connection with what they have been teaching. The tasks should be profoundly engaging to underlie the complexity and originality of the situation.

For instance, if we consider the integrative learning situation on the theme4:

Generation Gap (1st Year, Languages, p.113), the situation implies that learners have studied issues related to social and cultural challenges related to life in society regarding how different generations experience different perceptions within same society in the same period. Hence, from the acquired knowledge learners have got, a teacher has to create a situation related to Burundian sociocultural context in relation with the socio-cultural void existing between two or more generations questioning why different generations always have few things they share.

Yet, examining the text that has been suggested to create the situation-problem, it is a passage that was borrowed from Daniel Wambeu's short story, A Girl for Sale and Other Stories. We should remember that any situation of integration must call for originality, innovation and complexity to confirm the student's intellectual capacity for further related issues in the future. Many tasks framed on different texts do not reflect the structure of a real situation of integration. They are sheer classroom exercises because they do not raise complexity that necessitates the mobilization of various resources.

The analysis remarked that the suggested situations though largely inappropriate are cases that really have relation with what learners have studied. Some of them require the mobilization of resources; but they lack in them the problems to solve. Importantly, we have already seen that every situation of integration must be motivating. It should present some interest in the learner's life. Considering for instance the situation of integration on Drug abuse (1st Year,

Languages Section, p.198), the study discovered that the situation created is unclear and uninviting. The task proposed does not indicate the exact problem to solve. Learners' motivation peters out.

Furthermore, it was noted that almost all the tasks are formulated in the same way for many situations as if they had the same objectives to achieve. However, these tasks are intended to investigate situations that are quite different regarding the themes on which they are based; they actually have distant objectives they aspire to achieve.

The way mentalist verbs are not allowed to use in the formulation of lessons objectives, "imitative" verbs like describe, substitute, replace, join, match, choose, select, add, remove...should not be used because they sound closed-ended rather than open-ended to free thinking. However, "practical" verbs such as provide, prove, produce, write a page, explain, clarify, indicate, imagine, justify, demonstrate, state, discuss, show how, establish, elucidate, examine, assess, evaluate, analyze, investigate, scrutinize...should be applied to introduce correctly tasks to be undertaken. This is because "practical" verbs of such a kind sound more expressive and direct to undertake an engaging open-ended work. They let the mind and body speak by themselves.

What is deeply discouraging that the study observed is that a lot of teachers do not take time to compose their own situations of integration. They only base the assessment of their learners' competences on the suggested situations of integration found in the teachers' guides. We have already indicated that a lot of

these situations of integration do not demonstrate the expected technical competences of learners because of the lack of originality, complexity and innovativeness that would guarantee the professional competence in the future. We mentioned that most of those situations of integration are flawed; they do not fulfil pedagogical requirements to be regarded as integrative learning situations. This implies that teachers basically assess learners' competences upon inappropriate situations to identify the real learners' intellectual competences in the field. Hence, the results obtained from the assessments are virtual rather than real.

Additionally, the study noticed that some of the situations of integration suggested in the teachers' guides of English in Sciences and technical sections require a lot scientific expertise related to the field. Teachers experience a lot of difficulties because they are incapable to guide learners freely in the resolution of the situations on the themes they do not have sufficient knowledge. In some cases, they are obliged to jump those "embarrassing" situations of integration to deal only with those they are capable to explain. Teachers should make progressive research to upgrade knowledge. They should also seek information from colleagues who teach courses like the situations in order to get scientific knowledge to solve the situations posed.

Apropos the remediation, it was noted that remedial class works as a pedagogical therapy that brings in an appropriate treatment to incomplete learning for a student with challenges to understand a lesson that was

taught earlier. The great challenge observed is that few teachers organize remedial classes even when they have remarked that a lot of learners failed the lesson or the evaluation. The justification of lack of time is less convincing because remediation itself is part of teaching/learning activities. They have to plan remedial sessions whenever necessary to improve classroom overall competence.

Regarding group working, the study found out that group works contribute significantly to the development of the speaking and writing skills. Oral discussions held between peers while solving exercises or integrative learning situations develop considerably these skills. They supplement the teacher's work. All the interviewed teacher-informants affirmed that the technique of groupwork is very good at teaching a language. They only regret that learners have not yet understood the ultimate goal of learning a language today. The results from the constant doubt for future break the aims of the pedagogy of integration.

5 Conclusion and Recommendations

5.1 Conclusion

This study investigated the challenges and opportunities of the implementation of the Pedagogy of integration in Burundian educational system. Particularly the research explored the teacher-learner action and the contents of the Post-Basic programs of English. It identified the challenges against the exploration of the Pedagogy of integration in language learning especially a foreign language like English and thereby suggest strategies to solve the problems.

In all, it has been remarked that the use of the pedagogy of integration has not been re-appropriated by teachers and learners particularly in its stage of remediation and situations of integration. Few teachers explore the approach of the Pedagogy of integration efficiently while teaching. This weak exploitation affects the learning process especially in overpopulated classes.

Additionally, the approach faces numerous challenges in its application due to various reasons. There are lessons that have not been developed to indicate the teacher what he is invited to teach. This perturbs the application of the pedagogy of integration especially for teachers who have less competence in English to understand and prepare appropriately a lesson. In addition, because of the overpopulated situation of learners in some schools, many teachers subdivide learners in many groupworks and fail to monitor pupils' works because of the limited teaching time of 45 minutes dedicated to a lesson.

5.2 Recommendations

To achieve the goals of the Pedagogy of integration in the process of English learning and teaching, teacher and students must develop a sense of responsibility and a committed spirit toward the advancement of practical knowledge to rationalize acquired resources in class. Indeed:

Teachers should know how to organize the work efficiently. They should come in class having in mind a clear organization of the pedagogical activities of the day. The teacher

should identify what shall be the work of learners and his own duties in a lesson he is preparing. He has to outline and find all the supporting aids and tools necessary for the lesson while preparing; and he must check if those tools are available before he starts the class.

Teachers should remain permanent researchers. They should keep on engaging research especially in issues that seem to escape their knowledge; permanent research will render the teacher creative and innovative. They should re-appropriate the Pedagogy of integration and develop permanent passion for their career. Teaching should not be understood as a profession or a job but rather as a duty in life: there is no and there will never be rewarding wage for the works and sacrifice made by a teacher in his duties to make you a complete individual for your future life. A good teacher should always aim at improving from the existent, always thinking about improving his knowledge and the teaching methods to transform the society. The improvement of your professional investment to achieve excellence will grant you social honor, professional esteem and academic credit in the society. Teach for yourself, teach for your nation, teach for humanity. The world counts on you.

Avoid becoming individualist: individualism stunts the progress of

knowledge. Organize efficiently your learners and struggle deeply to instill in their minds the benefits of groupwork though some pupils might resist your advice. Education cannot attain success within the constraints of individualism. Complementarity is always necessary to develop new insights for innovation. Once alone, once lost! Adopt the philosophy of creating larger groups rather than smaller ones if you have a plethoric class. Few large groups are easier to monitor and engage comments with than cover many smaller groups within a lesson of 45 minutes. Besides, large groups give many chances to have a lot of possible ways of plausible answers to a problem in discussion. Thinking is deepened and expanded by new ideas from new minds.

Check the situations-problems you plan to give to your learners. Remember what an appropriate situation of integration looks like: its constituents. Insure that the situations reflect complexity to require the mobilization of resources your students have acquired so far. Investigate also if these complex situations correlate with the objectives of the resources you would like to evaluate.

Do not minimize the importance of remediation in learning. Once you have observed some lacunae, organize remedial lessons to help the low-achieving students move further in

knowledge. Avoid any situation that would raise frustrations or uneasiness for any of your learners in the course of the remedial session.

Keep learning for the best and for life. Some teachers have less knowledge on the philosophy and the workings of the Pedagogy of integration. There are teachers who are yearly recruited and who have never got even basic knowledge about the Pedagogy of integration. They did not benefit training on the Pedagogy of integration during their education. Once in class, they just teach students without reference—they simply teach. That's all. The Ministry of Education should organize regular training sessions on capacity building on the Pedagogy of integration for the in-service teachers in order to familiarize themselves with the approach. In such sessions, trainee-teachers should be introduced to the fundamentals of the Pedagogy of integration that shall help them conduct classes successfully. Yet, the governmental organization of trainings at high level (Ministry of Education) is too demanding to coordinate and respond quickly to the acute issues at the right moment. Hence, for every school, officials have the duty to organize yearly ordinary sessions on the basics of the Pedagogy of integration in a way to prepare and equip teachers, particularly the new ones, with the fundamentals on the approach before the Ministry

intervenes. This training should be organized in the beginning of the school year.

Learners have the obligation to love class and adhere to the demands of the Pedagogy of integration. After all, education remains a key to world development despite the growing unemployment that is affecting humanity across the globe. It is through education that the world will stand victorious against unemployment by creating new windows to advance job creativity and innovativeness upheld by the Pedagogy of integration.

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