KIBOGORA POLYTHECHNIC

FACULTY OF EDUCATION

DEPARTMENT OF LANGUAGES

THE USE OF IMPROVISATION IN TEACHING AND LEARNING FOR BETTER PERFORMANCE IN ENGLISH.

CASE STUDY: G.S Sᵗ PIERRE NKOMBO, RUSIZI DISTRICT.

(**2016-2018**)

A Research Thesis submitted in Partial fulfillment of the requirements for the Bachelor's degree in Education with Honor in English-Kiswahili.

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Kibogora, august ,2021

DECLARATION

Declaration

We, **IYAKAREMYE Theogene** and **NTAKIRUTIMANA Jean Baptiste** declare that this is our original research work and complied for presentation in partial fulfillment of the academic requirements for the award of bachelor's degree in education and has not been presented for any award.

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Signature:

Date…. /…. /2021

Declaration by the Supervisor

I declare that this work has been submitted for examination with my approval as KP Supervisor

Supervisor's name: RUHUMURIZA JURU Alain
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ABSTRACT

The study entitled **the use of improvisation in teaching and learning for better performance in English.** In G.S ST Pierre Nkombo, Rusizi district case investigated the impacts of improvisation in teaching and learning in English.as a case study. The study was guided with three objectives such as: firstly,to determine the extent to which the improvisation method is used in teaching and learning English lesson. Secondly to establish the learners' and teachers' perception on the use of improvisations in teaching and learning process. and thirdly to identify the importance of using improvisation method in teaching and learning process.The study adopted both qualitative and quantitative approaches to collect data from a sample of 172.The sample size of the study was composed of 172 selected in classes chosen to select randomly in each stratum of students a number of 166 students, 4 teachers who taught English and 2 school leaders (Head Teachers and DoS) selected purposively. Data were collected using questionnaire and interview schedule techniques and analyzed using SPSS, case study of GS St Pierre Nkombo; from 2017 to 2019. It was underpinned by objectives which were as follows: to ascertain challenges faced GS St Pierre Nkombo, to achieve the use of improvisation in teaching and learning for better performance in English, to find out mechanisms used by GS St Pierre Nkombo to perform the use of improvisation in teaching and learning for better performance in English It was noted that 50% of the teachers agree that there are lack of trainings while disruptive students for the teachers and insuffient time for the teachers have 25% , and from this information, the researchers concurred there is no use of improvisations in teaching and learning process. In addition to this, the results revealed that all challenges hampering the use of improvisation were all rated more than 25%,Furthermore, results gotten highlighted that the teachers don't use improvisation in teaching and learning process in English and this information was coincided with the three clarified the lack of trainings for the teachers, disruptive students for the teachers as well as insuffient time, the study recommended that trainings and suffient times would be implemented to the teachers of G.S St Pierre Nkombo for better use of improvisation in teaching and learning English as well as the Government of Rwanda via REB.

DEDICATION

To our God, Almighty

Our beloved, Parents

Dear brothers and sisters,

And all ofmy friends and colleagues

WE whole-heartedly dedicate this Work

ACKNOWLEDGEMENT

This research would not have been completed without different kinds of support we got from different people during the course of our studies. In this vein, I would like to express our sincere gratitude to the following persons for their significant contributions

Special thanks go to our supervisor **Mr. RUHUMURIZA Juru Alain**for his supervision of this research project. His professional guidance, his insightful and thoughtful comments have contributed towards bringing this research into existence. The same thanks go to all lecturers at Kibogora Polytechnic, Faculty of Education for their assistance.

Our appreciation is also extended to **Father NSENGUMUREMYI Silas** the Headmaster ofG.S St Pierre Nkombofor encouragement, and support during our studies.

This project would never have been completed without the encouragement and devotion of our beloved parents for they love, encouragement, and financial support during our studies. Our thanks are extended to all our family members; brothers and sisters for the moral support they gave us during our academic experience.

Lastly, wecan't forget to say thanks to the university community and all people who directly or indirectly, contributed to completion of this work.

God bless you all!

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LIST OF ABBREVIATIONS AND ACRONYMS

DoS: Deputy of the Study

G.S S^t: Groupe Scolaire Sainte

KP: Kibogora Polytechnic

N:Population

N:Simple size

PPSMB: Post Primary School's Management Board

WWW:WorldWideWed

CHAPTER ONE: GENERALINTRODUCTION

1.0 INTRODUCTION

This chapter is all about the background of the study, statement of the problem, purpose of the study, research objectives, and research questions, significance of the study, limitations of the study and the scope of the study as well.

1.1 BACK GROUND OF THE STUDY

The use of improvisations is the ability to take existing pieces and put them together in a new combination for a purpose According to (Azzara, 2002). They could be bits of information about a problem or they could be parts of a melody. Teachers or students apply tools or methods to these pieces in a very flexible manner.

This study described improvisation as a tool for improving teachers' knowledge in basic technology and the relevance of improvisation in classroom teaching and learning activities by using relevant literatures in highlighting the meaning, strategy, use, application, and goal of improvisation as an instructional tool. Using content analysis methods, the application of improvisational strategies in teaching basic technology to allow for self-expression, development of higher order thinking skills and possession of more comprehensive and intimate relationship with subject matter was emphasized. Shulman's improvisational framework which advocated for the need for teachers' to master two types of knowledge namely content and curricular knowledge was explained and relevant recommendation was that the Government the teachers', learners and Government should display right attitude to improvisation in the classroom Shulman, L. (1987)

Improvisation is the practice of acting, dancing, singing, playing musical instruments, talking, creating artworks, problem solving, or reacting in the moment and in response to the stimulus of one's immediate environment and inner feelings. Sometimes in a classroom teaching in which a teacher discovers that a particular piece of instructional media needed for effective delivery of a lesson is not available. If the teacher is able to devise or create a suitable substitute for it, the substitute is an improvised instructional media. Improvisation as a concept can be defined as a technique of originating a totally new tool, instrument, material, devise or modifying existing ones for serving a particular function. For the teacher to be able to improvise, he must be

innovative, resourceful and creative in both thinking and manipulative dexterity (John, 2009). (Ajewole, 1998). Defined improvisation as devise and construction of alternative instructional media as substitute to the manufactured ones. This can result in the discovery of new thought patterns, practices, new structures or symbols, and new ways to act. The invention cycle is most effective when instructional designers and developers have a clear insight and manipulative skills needed for the development of any improvised media.

Improvisation is applicable to almost all facet of knowledge like arts, science, education, medical sciences, engineering and non-academic spheres. The process of teaching and learning requires a good deal of improvisation since it touches the cognitive, affective and psycho motive domains of learners'. When improvisation is utilized in a small group collaborative teaching and learning activities in a learner-centered environment, it can be a powerful teaching tool. Research evidence demonstrated that it can promote spontaneity, intuition, interactivity, inductive discovery, attentive listening, nonverbal communication, ad-libbing, role-playing, risk-taking, team building, creativity and critical thinking ((Diggles, 2004), Moshavi, 2001, Sawyer, 2004, Spolin, 1999).

This study addressed the issue of little knowledge about the extent to which the use of improvisations in teaching and learning in English is used at G.S S[t] Pierre Nkombo located in Kivu lake (Nkombo island), Nkombo Sector, Rusizi District, Western Province, Rwanda and what perceptions learners and teachers held about such teaching and learning method. At our first time of internship, we put effort to find out how was learners' performance in English at G.S S[t] Pierre Nkombo, we went on until we found that there is a need of improving the use of improvisations in teaching and learning for a better performance in English.

The little use of improvisations in teaching and learning method at G.S S[t] Pierre Nkombo affects the teaching and learning process in English and it is being a big challenge to learners' performance in English.

Due to the conversation we made with the learners and teachers on the way used to learn, their focus is on the little use of improvisations in teaching and learning in English because when they are at school is not much time they study in use of improvisations as learning and teaching process, therefore, these push us to research how can we improve the use of improvisations in teaching and learning for better performance in English at G.S S[t] Pierre Nkombo.

1.2 STATEMENT OF THE PROBLEM

Referring to the conversation we made with the learners and teachers in G.S St Pierre Nkombo, about the performance of learners in English, we realized that their performance is at low level. This poor performance of the learners in English caused by no use of improvisation in teaching and learning process, this was lack of using available recourses and no use of learner centered method according to (Junco, 2009)

Our intension is to improve the better performance of learners in teaching and learning process in English, Weencouraged teachers to implement the use of improvisation in teaching and learning process which enabled learners to perform well in English, according to Ajewole, K(1998) this can result in the discovery of new thought patterns, practices new structure and new ways to act in teaching and learning process

1.3 OBJECTIVE OF THE STUDY

The current study was guided by both general and specific ones

1.4.1 General objective

The general objective of this study is to access the use of improvisation in teaching and learning process in English.

1.4.2 Specific objectives

The current study is made of three objectives and they are formulated as follow:

1. To determine the extent to which the improvisation method is used in teaching and learning English lesson.
2. To establish the learners' and teachers' perception on the use of improvisations in teaching and learning process.
3. To identify the importance of using improvisation method in teaching and learning process.

1.4 RESEARCH QUESTIONS

The present study intended to answer the following questions

1. At what extent the improvisation is used in teaching and learning English at G.S St Pierre Nkombo?

2. What is the perception of learners and teachers on the use improvisation in teaching and learning English at G.S St Pierre Nkombo?

3. What is the importance of using improvisation in teaching and learning English at G.S St Pierre Nkombo?

1.5 SIGNIFICANCE OF THE STUDY

This research is important for different interests: personal interest, community interest, school managers, academic interest and governmental interest.

1.6.1 Personal interest

This study helped current researchers to understand how we can promote the student's performance in English language but particularly in secondary schools by the use of improvisations through enhancing the learner's performance as the future school leaders to become. This research provided with the insight into how a scientific research is conducted.

1.6.2 Community interest

The Rwandan community benefited from how they recognized the crucial relevance to use of improvisations on the academic performance in English of learners hence positive attitudes developed by parents in regard the use of improvisations in the school.

1.6.3 Academic interest

This study was done to fulfill the academic requirements for a student in the level five of KP for a bachelor's degree in languages with Education. It provided a chance to understand well future profession of teaching and how to make it efficient while at the field.

1.6.4 School leaders

School managers have got an insight about how they can faster the implementation on the use of improvisations in their schools and so as to ensure the improvement of academic performance in English language.

1.6.5 Government of Rwanda

The government of Rwanda benefited from this study on how it can mobilize all schools in their communities about the implementation of the use of improvisations in teaching and learning in all levels of secondary education. The government got an insight on how this teaching method can even be incorporated in primary education level.

6. Limitation of the study

This study faced with a problem of getting un actual information some respondents was somehow rigid and suspicious about the researcher until the introductory letter can be shown but the researcher was maintaining ethical code of conduct hence respondents was end up willingly giving the relevant information about the topic. Despite the above limitations, the researcher was overcome them and successfully come up with the study findings. What happened to students, what could be the problem? I need money I want to help them.

1.7 Scope of the study

1.7.1 Content scope

The study interested in trying to understand the effects of the use of improvisation in teaching and learning for better performance in secondary schools,

Examine the forms of the use of improvisation in teaching and learning to improve the learner's performance at G.S St Pierre Nkombo,

To evaluate the effects of using improvisations in teaching and learning to the learner's performance at G.S St Pierre Nkombo,

To examine the challenges observed on the use improvisations in teaching and learning.

1.7.2 Geographical scope

The study carried out at   G.S St Pierre Nkombo, is a public school located in Nkombo island Western province Rusizi District, Nkombo Sector it is far away the public of Rusizi city in three kilometers and is surrounded water in lake Kivu started operating 2005 in order to help secondary learners not to go to study in schools which are so far from their home and welcoming other learners from the different regions.

1.7.3 Time scope

The study took a period of six months and it covered in 2017-2020. This is because a range of three years is long enough to help the researcher to determine the effects of the use of improvisations in teaching and learning for better performance at G.S St Pierre Nkombo,

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This second chapter deals all about the definitions of key terms especially the use of improvisations and academic performance. It also reflects the concepts, Literature relating to the first objective**,** Literature relating to the second objective**,** Literature relating to the third objective**,** any other relevant and related literature to support the study**.**

2.1 Definitions of key concepts

2.1.1 The use of improvisations in teaching and learning

The main aim of this review is to establish a common platform for understanding of the concept improvisation as a professional skill in teaching and learning process, teacher conducting research in and on their own teaching contexts for utilization of available teaching materials. Early in the review phase we had to define and limit the search field, to decide what kind of sources and key words should be included in the search, and to decide what time period the search should include. We started with an open search on the concepts of "improvisation" and "improvisation in/and teacher education" in international literature (Montuori, 2005).

We found the concept of improvisation used particularly often in music, theatre/drama, and organizational theory and in educational theory. We also chose to include our findings in the field of rhetoric because we consider this field highly relevant to teaching English language Rhetoric.

Constitutes one starting point of theorizing on the concept of improvisation in our cultural sphere, and findings from rhetoric theory are, to a large extent, also found in later descriptions of improvisation (von Walter et al., 1998, p. 307).

The review was conducted as a collaborative task in the project review group, aiming at giving an overview of and also constructing an interpretation of the field (Montuori, 2005, p. 375

2.1.2 Literature review related to the use of improvisation in teaching and learning process

The Latin root of the word improvisation is "improvises' in teaching and learning as method of making educational system more understandable for the learners to use variables materials", which means "the unforeseen" (Montuori, 2003, p. 240). In daily use, improvisation often takes place and is understood as an intuitive, spontaneous and responsive activity, sometimes to make the best of things when plans fail or something unforeseen happens.

There are some basic differences between the three traditions of rhetoric, music and theatre. Rhetoric is initially a linguistic theory on oral language used in official contexts, and the rhetorical notion of improvisation represents the origin of theory on the concept (von Walter et al., 1998, p. 308).

Music and theatre offer different theories on performance or ways of expressing something artistic. The notion of professional improvisation developed in music and theatre is very often a description of improvisation as a part of an artistic performance or as an aesthetical means of expression. The three root traditions in question here are all complex and rich, and they are historically, contextually and culturally founded.

All of the five traditions we have reviewed strongly emphasize the importance of the communicative aspect of improvisation, and the importance of dialogues and interactivity. Communication and dialogues are aims as well as methods, products as well as processes. However, there are some differences between the traditions with regard to *who* is communicating and what the purpose of the communication may be. In improvisational music, there is seemingly a strong focus on the musician and less on the audience. In improvisational theatre and drama, there appears to be a stronger focus on the audience and interaction. In rhetoric the purpose is to hand over a message to the audience in the most efficient way, also with regard to improvisation a means to fulfill this purpose.

Thus improvisational interaction with the audience is less present. In education and organizations, the essence of improvisation might seem to be linked to dialoguing and specific contexts. We will argue, however, based on our review findings, that purposes of communication in improvisation in all traditions, "roots" as well as "applications", can be described along a

continuum of two positions depending on where the focus is: From the internal process of communication itself to the external

Intended result of it. The purpose of the improvisation can also vary from emphasizing the effect on the audience to emphasizing the process of exploration.

In education, these positions remind us of the importance of the performance skill of the teacher but also of a teacher who is highly aware of and able to relate to the learners in a specific context. Gert Biesta argues that any teacher needs to occupy such a position and that education is primarily a communicative profession. However, he also very clear about where communication in education should take place: "Education is located not in the activities of the teacher, nor in the activities

of the learner, but in the interaction between the two". In other words, education and hence communication, takes place in the gap between the teacher and the learner and its character is transformative and relational (Biesta, 2004, pp. 12–13).

Improvisational communication in educational theory and practice is closely connected to responsiveness

understood as sensibility and readiness to act sympathetically in empirical situations

there and then. The student teacher or teacher must respond to pupils' needs for different ways of learning and to be able to respond at the right time and in adequate ways relating to different pupils and groups. Barker and Borko (2011, p. 281) underline that communicative improvisation is to be present, to listen and to interact.

Mutual respect is a prerequisite for a negotiable communicative climate, leading to trust. When opening up for trust and safety, persons and groups make themselves vulnerable to failing, a state of mind that facilitates risk taking and creativity. Trust enables risk taking, and as participants in a trustful group climate, pupils and teachers can engage themselves fully in fruitful discussions, actions and reactions, and exploring golden and teachable moments through improvisational communications and creative teaching (Sawyer, 2015, p. 5).

2.1.3 Literature review related to the perceptions of the learners and teachers on the use of improvisation in teaching and learning.

According to Kay (1971), For establishing the use of improvisations in teaching and learning, you need to understand they meaning and roles in order to implement and establish all these are for qualities of education.

The question of the role of structure and planning in improvisation, and using scripts, is a core question in the different traditions of improvisation. Writers in all the five traditions we have examined underline, to a more or lesser extent, that to be a good professional improviser, you have to be aware of and be skilled in planning and structural thinking. In rhetoric practices, structure and design is connected to "artful" improvisation. In music and theatre, the issue of time and timing is an integral part of every musical and dramaturgical practice, perhaps improvisational ones in particular. In professional improvisation in education, the use of language, verbal and non-verbal, is crucial, not only as a means of communication but also as a modifying structural instrument in the implementation of something designed and prepared. The verbal and the non-verbal constitute expressive means that can initiate a new sequence in a teaching situation, intensify it or end it. In professional instructional materials can be considered as consciously planned programmer for the improvement and consolidation of instruction and for effective teaching and learning.

Ughammadu (1992) defined instructional materials as the resources that the teacher and students uses to influence the effectiveness of teaching and learning process. It is the creative use of probability of the students which will make them learn and improve their performance of the skills that are to develop.

Nnoli (1988), stated that Instructional materials as the resources that the teacher and students uses to influence the effectiveness of teaching and learning process. It is the creative use of probability of the students which will make them learn and improve their performance of the skills that are to develop. Furthermore, Instructional materials or teaching aids means; materials aid the teaching of a subject. This does not do the whole teaching in its own only but by the methods. It is being administered by the model and controlled by the model which is the teacher who directs and control.

It is an intrinsic part of the teaching and learning process. The achievement of the aims and objectives of education depends primarily on instructional materials.

Kay (1971), instructional materials are things which are intended to help the teacher to teach more effectively, or better skill which enable the pupils to learn moral readily.

Egwu (2008) defined instructional materials as audio visual materials or as innovations in teaching and learning. This involves the use of human effort, appropriate choice design and utilization of objects to ensure effectiveness. Equally, it is defined as anything (Human effort, Hardware, software, improved materials) used to satisfy the educational means of the learners. It is an instructional device or technique or an expert brought into teaching and learning interaction to facilitate sharing of experience, knowledge skills, attitudes and value.

Akpan (1987), instructional materials are however alternative channels of communication used by adult educators to concretize teaching of subjects, problem concept and educational objective to ensure better understanding. Again, the use of instructional technology increases students interest and satisfaction.

Oshibodu (1984) sees instructional materials as materials used to facilitate teaching and learning by way of saving instructors, time and effort by a way of capturing learners interest, a means of promoting effective retention of subject matter learned, a way of keeping students baby, active and a way of stimulating imagination.

Kofar (1999) defines teaching resource materials as veritable channels in the classroom. Instructions given in form of practical work improve the learners level of understanding. There are the resources that the teacher uses in presenting his lesson so that the students can easily understand what is being taught. It is a means of making teaching and learning process more meaningfully, effective, productive and understandable. The end result is the attainment of educational goals.

Eya (2004), instructional materials stimulate teachers interest, help both the teacher and learners. To overcome physical limitation system of the teaching and learning process. As a system, it cannot be separated from classroom teaching, otherwise, it could paralyze the entire system or process when neglected. The use of instructional resources is often bogged by teaching problems

such as inadequate materials, economic recession and un-relatedness of the educational resources; the student population explosion and accessibility of local materials network.

Okorie (2010), improvisation is the sourcing, selection and deployment of relevant instructional elements of the teaching and learning process in the absence or shortage of standard teaching and learning resources for meaningful realization of specified educational goals and objectives. It is the act of using materials obtainable from the local environment or design by the teacher or with the help of local personnel to enhance instruction. Most of the teachers still do not teach with instructional resources on the excuses that they are not available.

Emezie (2010), stated that Instructional materials include those materials and services used in learning situations to supplement the written or spoken words in the transmission of knowledge, attitude and ideas. It is a material that facilitates teaching and learning activities and consequently the attainment of the lesson objectives. It helps in making teaching and learning real and meaningful.

Impact of Instructional Materials on Students

2.1.4 Literature review related to the importance of using improvisation method in teaching and learning process.

Urom (2010), stated that Instructional materials stimulate students desire to learn. It equally assists the student learning process by making assimilation and memorization of materials easy and help to hold attention as well as longer retention of information. They will be important for all levels of education in general.

Ogbu (2006), stated that instructional material develops student's ideas through the creation of events and objectives which will improve the student's continuity of thought. Equally, instructional material facilitates, stimulates and aids students to take active interest in the subject under study. It improves the emotional instruct of students by providing them with the required knowledge. Students by providing them with the required knowledge. It improves students from understanding the working model introduced by the teacher. The student captures the true picture of what is taught by the teacher. In presenting subject content and motion pictures, instructional material plays an efficient role by making sure students captures the main points or the subject matter. Patterson (1977), stated that instructional material is instrumental to impacting positively

to the student's survival and choice of career in tertiary institution. It improves student's attitudes, skills and knowledge.

Weston (1952), stated that instructional material help students attain to his high level of effective development through the use of appropriate instructional objectives and use of material. Students who manifest a lot of inconsistencies in their behaviors are those who are not able to attain enough development in this aspect of the affective domain.

Ukpata (2005), stated that Instructional material took into account the background material took into account the background of student in the secondary schools. It adequately modifies students by providing instructional media together with sound institution management techniques.

Impact of Instructional Materials on Teachers performance

Hitchens (1963), stated that Instructional material help to improve the intellectual power of the teacher. As the teachers studies the instructional materials it will help to build their intellectual power and help them to impact the knowledge on students.

Ani (2006), stated that Instructional materials help the teacher in presenting the subject matter effectively before the students. This is because before the teacher could come to the class, teacher will study the subject and prepare a lesson note. He will study the lesson note before coming a lesson note. He will study the lesson note before coming to the class. In the end, it helps the teacher flow very well before the students.

Abdullahi (2008) stated that Instructional material help teachers to make use of the working model. In this case, the teacher will be properly organized in impacting the actual course content to students. Teacher using instructional materials efficiently will help the students perform well in external examinations and compete favorable with their competitors from other schools. A teacher who fails to teach according to the instructional materials will be making the students tired, but because the teachers makes use of the approved instructional material, it paves way for the students to learn excellently.

Orumbata (2004) stated that Instructional material help teachers in improving their skills and widening of their knowledge. This is because the teacher is closed with the teaching apparatus and when studied it, can experiment it before the students such that all will understand the

teacher. Instructional material also helps the teacher to study a head of time. This help the teacher to memorize what is meant to teacher in the class and will be ready to entertain any question from the students where by the student is confused and not following the trend again.

Chima (2009) Instructional material help the teacher to have better understanding with his students. In this case, students would be very proud of their teacher and goes to the teacher even after teaching to obtain from the teacher the area they failed to understand in their previous class. The teacher will as well have calmed down to explain to the student in the language the student will understand.

Oluwate (2010), Instructional material improves teacher's creativeness. As the teacher studies according to instruction n he assimilates easily what knowledge to impact to students. The best method to achieve this scope and this will definitely improve his creativeness and may lead the teacher to another level greater than where the teacher expects.

Adewale (2011), instructional material will help the teacher to hold students' attention in the class. This because students believe in their teacher who teachers objectively as it will help students understand the mechanism of learning.

Ugwu (2008), Instructional material help the teacher to control the pace of learning. As the teacher goes into the class, the students wait for his approach. If the teacher is flowing very well, the entire class will be claimed and every student will open the listening ear. The students and teacher may not know that they have exceeded the time needed for that lesson.

Orji (2003), the post primary school's management board (PPSMB) is controlled by the Education ministry. It lacks autonomy, as a result of which decision taking is often bureaucratic and unnecessarily delayed. Therefore, the operation to the education ministry is characterized by inefficiency. To this end, most instructional materials believed to have been sent to schools are lairs. Media will announce that instructional material have been sent to all the secondary schools whereas most schools will not receive it.

Rhetorical theory deals with general educational themes that we in modern language call the basic competencies of reading, writing and speech. In antiquity, improvisation was a core concept of rhetoric, but this concept has, for different reasons, lost its importance in rhetorical theory in our time.

A main reason is the fact that the focus on morality has become less important since the eighteenth century (Holcomb, 2001, p. 55).

The notion of improvisation as a complex virtuous skill has been a part of the theory of performing in rhetoric from the Greek rhetoricians' time (von Walter et al., 1998, p. 308). According to rhetoric theory, improvisation required a broad knowledge base that also included the understanding of how to improvise in a rhetorical situation. Andrew Haas points out that the Greek word for improvisation used by Aristotle, *autoshedíos*, means acting in general (Haas, 2015, p. 115). Haas suggests that

Aristotle developed his theory on tragedy and comedy by describing different ways to act improvisational.

2.1.5 Other relevant and related literature to support the study

In InstitutioOratoria, Quintilian (35–95 AD.) states that improvisation is "the greatest fruit of our studies, the richest harvest of our long labors" (Quintilia& Russell, 2001, p. 373). In his chapter on improvisation, Book 10.7, Quintilian starts by pointing out that there are two different kinds of improvisation—the *artless* and the *artful.* Individuals conducting artless improvisation rely solely on

their ingenuity. According to Quintilian, artless improvisers are individuals who have a natural talent for oral performance but who do not spend time on studies and who don't make scripts or plan a structure for their speech. Individuals conducting *artful* improvisation will, on the other hand, be skilled in the subject they are speaking about in addition to having a natural talent and being educated

in the art of speaking (Holcomb, 2001, p. 57 ff). Improvisation is artful when it is conducted by a person who has knowledge of the subject that he is speaking about and of the many linguistic means he can use. He is supposed to have a planned structure and a script. An important part of the theory of rhetoric is the acquisition of a repertoire; in rhetorical theory this is called copia(Holcomb, 2001, p. 61). Quintilian underlines that preparation is all important. The orator should not read from a prewritten paper, but speak freely, with or without notes. An orator who foregoes general preparations will impair his ability to improvise (Holcomb, 2001, p. 62).

Quintilian writes about the different situations when improvisation is required. First is in the case of mishaps. This is when the orator is forced to change his speech for different reasons in the course of speaking. In these cases, the skill of artful improvisation is most needed. Second is when the orator is examining a witness in trial. In this dialogue, it is impossible for the orator to foresee what the witness will answer, and so the ability to improvise in the dialogue is very important. The third case is in the case of what Quintilian calls "happy incidents". Happy incidents are, according to Quintilian, moments during a prepared speech when the speaker suddenly gets new insight (Holcomb, 2001, p. 66). To sum up, rhetoric distinguishes between artful and artless improvisation, it places improvisation in a performance with a planned structure and script, or in a dialogue, and emphasizes that the intention of the speech is determined from the context and the situation.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This Chapter described the research approach, design, population, sampling procedures, instruments, procedures of data collection and data analysis.

3.1 Research approach

This research was quantitative and qualitative in nature. It was quantitative since we weregather information using data or information that can be converted into numbers. It was focus on more in counting and classifying features and constructing statistical models and figures to explain what was observed. Its qualitative nature relies on gathering information based on observation that can be analyzed by appreciation and feelings.

3.2 Research design

A research design is arrangement for collection and analysis of data and all the procedures that will be employed to build the study. According to McMillan and Schumacher (2010) descriptive research design is mainly concerned with describing and explaining events as they were, as they are, this study employed the case study design in order to get description of the characteristics to the use of improvisations in teaching and learning programs in learners' academic performance in secondary schools. Thus, the researchers collected in depth information from the respondents and analyzed it in order to be able to explain how the use of improvisations in teaching and learning process influence academic performance of the learners.

This research carried out at G.S St Pierre Nkombo located in Kivu lake (Nkombo island), Nkombo Sector, Rusizi District, Western Province, Rwanda. The school is a boarding school of Ordinary Level and Advanced Level.

3.3 Sampling procedure

Sampling is the process of selecting a number of individuals in such a way that they represent the large group of which they were selected (Osho, L. 2011). Then purposive sampling used due to the nature of the study whereby teachers, students selected by random stratified method to provide reliable information to researchers. Teachers who were selected, included the school,

Deputy of Study(DoS), discipline of the study and teachers on duty, Head of school was included because he is the main administrator implementing the use of improvisations in teaching and learning at G.S St Pierre Nkombo. Deputy of study, discipline of study and teachers on duty were selected purposively as they are expected to give their view on experience concerning the teaching and learning process and to reveal the accurate information regarding the problem under study.

3.4 Target population and sample size

3.4.1 Target population

The study conducted in only one school, G.S St Pierre Nkombo. The research population made by 295 individuals including 284 students, 3members of school administration and 8 secondary teachers.

Table 1: Research population

N^o	Category	Number
1	Students	284
2	Teachers	8
3	School leaders	3
	Total	295

Source: school administration, 2020

3.4.2 Sample size

A sample is a small group of people that represent characteristic of the target population. There is no fixed number or percentage of subject that determines the size of an adequate sample, instead it may depend upon the nature of population of interest and the data to be gathered and analyzed (Best and Khan 2006).

To facilitate the work, we selected a sample of 166 students to represent others by the use of the formula calculus: $n = \frac{N}{1+N(e^2)}$ where e=0.05 (significance level); n: sample size and N: population.

Therefore, n= $\frac{N}{1+N(e^2)}$ = $\frac{284}{1+284(0.0025)}$ = 166

Teachers and school leaders was selected purposively.

The sample size of the study was composed of 172.

The classes we have chosen to select randomly in each stratum of students a number of 166, 4 teachers who taught English language and 2 school leaders (Head Teachers and DOS)

Table 2 Sample size and sampling technique

Category	Class		Size	Sampling technique
Students		A	19	Stratified random method
	S1	B	16	Stratified random method
	S2	*A*	11	Stratified random method
		B	15	Stratified random method
	S3	*A*	20	Stratified random method
	S4	*MCB*	10	Stratified random method
		BCG	15	Stratified random method
	S5	MCB	15	Stratified random method
		BCG	12	Stratified random method
	S6	MCB	17	Stratified random method
		BCG	16	Stratified random method
Teachers			4	Purposive sampling
School leaders			3	Purposive sampling
Total			173	

Source: research field, 2020

3.5 Research instruments for data collection

Regardless of the specific research design chosen, the researcher should strive to collect quantitative and qualitative data using a combination of research instruments like questionnaires, interviews, observations or documentation (Bhattacharjee, A.2012:41). Our research will use questionnaire and documentation for data collection.

3.5.1 Documentation

Documentation is a technique where external and internal documents such as memos, electronic mails, annual reports, newsletter articles and websites may be used to cast further insight into the phenomenon of interest or to collaborate other forms of evidences. (Bruce l. Berg 2001: 107-

108). For my case, we will read some books, some annual reports and other data will be gathered from websites.

3.5.2 Questionnaire

According to Bhattarcherjee A. (2012:74), a questionnaire is a research instrument consisting of a set of questions (items) intended to capture responses from respondents in a standardized manner. In our research, we used three type of questionnaire. All questionnaires were made of open and closed questions.

3.5.3 Interview guide

An interview guide was developed to collect qualitative data based on observation. This interview guide developed in order to allow respondents provide information in their own terms that analyzed thematically.

3.5.4 Reliability and validity of research instrument

As I was massing primary data, we needed to assess each item for its usefulness and in terms of its critical adequacy: the validity and reliability of the material. The internal validity concerned by our study.

To check the reliability of our questionnaires, we delivered them to respondents at different times and detect whether the information provided at different intervals of time were almost similar; then we were approved that my instrument is reliable.

Our research instrument recalled for findings that would match with the reality. Weelaborated questionnaires and hand them to the supervisor for a check-up of their validity and appropriateness. After supervisor's confirmation, they delivered to respondents to collect data.

3.6 Data analysis

To analyze the results, the thematic analysis for qualitative data used while a statistical technique was helpful for quantitative data analysis. The important information that was collected first coded. Through tabulation of frequencies, the research findings made ready for interpretation.

3.7 Ethical considerations

Gray (2009) insists on the need of the researcher to observe the principle of ethics when conducting research. This is because there could be some danger the respondents may experience or harm if their views are known to their superiors. Furthermore, it is not recommended to violet the right of individuals for the reason of searching knowledge.

So researchers in the first place needs to establish an informed consent to ask the respondents to respond willingly and without being forced. Then, since it is not possible to estimate the danger the respondents may experience, researchers have to change the name by giving them codes and protect them for any harm or embarrassment from those superiors.

In this study the respondents' names werehidden and the respondents asked to participate willingly and anyone who was not interested, were allowed to withdraw at any time during research processes. Further, the current researchers obtained a research clearance letter from KP dean of education faculty, which allowed them accessing various respondents at G.S S[t] Pierre Nkombo.

3.8 Data processing

Data processing consists of preparing the collected data for easy interpretation. The stages of data processing include editing, coding, tabulation and data analysis. All those stages were regarded by my research.

3.8.1 Editing

This process involved deletion of unnecessary responses from respondents. It also involved the inspection and edition to remove inconsistency in responses and making necessary corrections of partial or vague answers. This was done to make sure that the data collected are complete and relevant.

3.8.2 Coding

Coding is converting data into numeric format. The information that was gathered coded and regrouped according to their concepts to facilitate the confirmation of our hypothesis. (Bruce, l., B. (2001).

3.8.3 Tabulation

Tabulation is the process of summarizing raw numerical data and displaying the same in form of tables for further analysis. The edited and coded presented in tables for an easy interpretation.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION.

4.0. INTRODUCTION

This chapter presents the findings from the research carried out at G.S.S^t.NKOMBO. The data used in this research was collected through questionnaires, documentary sources, and focus group. This chapter depicts the views, feelings and comments from teachers, students and school administration staff as informants regarding the impact of using improvisation in teaching and learning process for better performance.

4.1. PRESENTATION OF FINDINGS AND INTERPRETATIONS

The current section is organized into four sub sections namely which are the profile of respondents;challenges facedto achieve students' use of improvisation in teaching and learning of English via use of improvisation*; mechanisms used* to perform use of improvisation and the perception of improvisation atG.S.St Pierre NKOMBO.

4.1.1. Respondents' profile

The population targeted in this research was made up of teachers, students and administration staffs of G.S. St Pierre NKOMBO The profiles of respondents are described in the sub-sections below:

4.1.1.1. Distribution of informants according to the gender.

In the current research, the accessible population (sample) was made up by both men and women. In the following table and figure, the researcher presents the statistics of both of them.

Table 3: Distribution of respondents according to theirgender

Gender	Frequency	Percent	Cumulative Percent
Male	84	48.55	48.55
Female	89	51.44	100.0
Total	173	100.0	

Source: Primary data, November 2020

In the table three and its corresponding figure, it is indicated that 51.44% of respondents were female while 48.55% of them were males. This aspect implies that there is gender balance in the sample selected from G.S. St Pierre NKOMBO.

4.1.1.2. Education level of teacher-respondents

In education, teachers' qualification is the key factor since the more teachers are highly educated; the greater teaching/learning process is run successfully. The table four and figure four show secondary teacher-respondents' qualification at G.S.St Pierre Nkombo

Table 4: Distribution of teacher-respondents according to their level of study

Education level	Frequency	Percent	Cumulative Percent
Diploma	1	25	25
Bachelor Degree	3	75	100.0
Total	4	100.0	

Source: Primary data, November 2020

As the results revealed, the table four and the figure four indicate that at G.S.st Pierre Nkombo the whole number of secondary teacher-respondents are who have Diploma; 25% while75% have Bachelor's degree. This implies that the teaching staff has skills and academic knowledge to perform professionally their daily teaching activities.

4.1.1.3. School administration staffs' working experience

The table five and figure five clarify the working experience of school administration staff at G.S St Pierre Nkombo.

Table 5: Distribution of administration staff-respondents according to experience

Working experience	Percent	Cumulative Percent
From one year to five t years	66.66	33.33
More than Five years	33.33	100.0
Total	100.0	

Source: Primary data, November 2020

As it is revealed in the table five and figure five, at G.S.st Pierre Nkombo, administration staffs have working experience ranging from one year to Five years at 66.66 %and more than four Five years at 33.33% for each category. This implies that they are so experienced that they are able to organize the school activities.

4.1.1.4. Teachers' working experience

The table six and its corresponding figure highlight the working experience of teachers at G.S.st Pierre NKOMBO.

Table 6: Distribution of teacher-respondents according to their experience

Working experience	Frequency	Percent	Cumulative Percent
Less than a year	1	25	25
From one year to four years	1	25	25
More than four years	2	50	100.0
Total	4	100.0	

Source: Primary data, November 2020

The table six and figure six indicate that at G.S. St Pierre Nkombo, there are different levels of working experience among their teaching staffs. The highest percentage (50%) of them have one to four years of working experience while only 25% of them have less than one year of working experience is 25%.From this information, the researcher agrees that the teaching staff members at G.S.St Pierre Nkombo are so experienced that they can contribute to the use of improvisation in teaching and learning process.

Table 7: Distribution of Administrative -respondents according to their ages

Age	Frequency	Percent	Cumulative Percent
30-35	1	25	25
36-40	3	75	75
41-45	0		
Total	4	100.0	

Source: Primary data, November 2020

The table seven and its corresponding figure shows that at G.S.St Pierre Nkombo, there are different categories of age bracket. A large number of administration- respondents (75%) range between 36-40 years old, while 25% of them are ranged between 30-35 years old. This age aspect reveals that at G.S.St Pierre Nkombo, a great number of administration seem young since none is over 50years old.

Table 8: Teacher's reaction to Challenges faced in implementing the use ofimprovisation in teaching and learning process in English.

Challenges	Males	Females	Total	Percentages
Lack of training(for teachers)	1	1	2	50
Disruptive students(for teachers)	0	1	1	25
Insuffienttime(for teachers)	1	0	1	25
Total	2	2	4	100

Source: primary data November, 2020

From the results of table 6 showing that 50% of respondents meet the problems of lack of trainings by the students. While 25% of respondents challenged by insuffient time and disruptive behavior. Thus may hinder the implementation of improvisation in teaching and learning process of English at G.S St Pierre NKOMBO because the higher percentages showing that teachers faced by lack of trainings and disruptive by learners.

Table9: Learners' attitudes and feelings toward the use of improvisation

Attitude	Males	Females	Total	Percentage
Self-confident	40	35	75	45.18
Proud	31	20	51	30.72
Less interested	15	20	35	21.08
Ashamed	3	2	5	3.01
Total	**89**	**77**	**166**	**100**

Source: primary data November 2020

The results of table 7 shows that 45.18% of students have self-confidence when then the teacher is using improvisation, 30.72% are proud, 21.08 % of respondents 'are less interested to s

whereas 3.01% of respondents agree that they feel ashamed when the teacher is using improvisation

This implies that the most learners feeling proud and self-confidence when the teacher is using improvisation in teaching and learning process in English.

4.2. DISCUSSION OF FINDINGS

In this study, the findings were presented, analyzed and interpreted in the relation of the research objectives and questions. The findings showed thatthe use of improvisation in teaching and learning process for better performanceThese were proved by the responses we got from respondents in our research. The use of improvisation in teaching and learning for better performancein English at G.S St Pierre Nkombo,Generally, the research was fruitful.

According to the findings, the use of improvisation in teaching and learning for better performance in English, as they were insisted by (Montuori,2005) where he proved the use of improvisation in teaching and learning for better performance as greatest technics to the leaners acquiring the skills in English and more experience of practice the language.

For the first objective; challenges faced byG.S St Pierre Nkomboto achieve teachers' use of improvisation in teaching and learning for better performance English, it was noted both the disruptive students to the teachers and insuffient time for the teacher have 25% while lack of trainings for the teachersas 50% atG.S St Pierre Nkombois equipped with poor use of improvisation in teaching and learning never use improvisation in teaching and learning process. In addition to this, both teacher and administration staff-respondents labeled GS St PierreNkombo there is no use of improvisation in teaching and learning process, there are much use of other methods with no influence of improvisation in teaching and learning process in English that lead to the poor performance of English, as they are provided by (Walter,1998).

However, in learners' attitudes and feelings toward the use of improvisation in teaching and learning of English for better performance, the learners for self-confident is 45.18%, learners' proud is 30.75%, learners' less interested 21.08% and learners' ashamed is 3.01%.

Moreover, it is noted that there is a need implementation the use of improvisation in teaching and learning process for better performance in English because highest rates of the learners need the use of improvisation in teaching and learning process in English while few rates are less interested and ashamed to the use of improvisation in teaching and learning in English.

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For the second objective, mechanisms used byGS St Pierre Nkomboto perform use of improvisation in teaching and learning of English, it is obvious thatGS St Pierre Nkombo does not train the teachers of English about the use of improvisation in teaching and learning process, as all respondents questioned rated lack of the use of improvisation in teaching and learning process on high rates. From this information, it is asserted that teachers' use of improvisation in teaching and learning English cannot develop students' performance in English, as provided by (Ajewole,1998), administration members questioned at GS St Pierre Nkombo regarded factors like use improvisation in teaching and learning process where teacher use available row materials in teaching and learning process., This information was coincided with the three clarified the lack of trainings, disruptive students and insuffient time about the use of improvisation in teaching and learning, as mentioned by (Ughammadu,1992)

. Therefore, the researchersconclude thatGS St Pierre Nkombo needs mass trainings about the use of improvisation encouraging them to implicate the method, setting enough time and sensitize the importance of improvisation in teaching and learning in English for better performance in English.

4.3. SUMMARY OF FINDINGS

For the best analysis of the current research, it was mainly focused on assessing the use of improvisation in teaching process for better performance in English, case study ofGS St Pierre Nkombo; from 2017 to 2019. It was underpinned by objectives which were as follows: to ascertain challenges faced GS St Pierre Nkombo to achieve the use of improvisation in teaching and learning for better performance in English to find out mechanisms used byGS St Pierre Nkombo to perform the use of improvisation in teaching and learning for better performance in English, teachers at GS St Pierre Nkombo perceive the use of improvisation in teaching and learning process in English .It was noted that 50% of the teachers agree that there are lack of training while disruptive students for the teachers and insuffient time for the teachers have 25% in teaching processGS St Pierre Nkombo, and from this information, the researchers concurred that GS St Pierre Nkomboteaching process focuses on others teaching methods with no use of improvisations.   In addition to this, the results revealed that all challenges hampering the use of

improvisation in teaching and learning process for better performance in English were all rated more than 25% to act as barrier for effective teaching and learning process of English.

Furthermore, results gotten highlighted that the teachers don't useimprovisation in teaching and learning process in English and this information was coincided with the three clarified the lack of trainings for the teachers, disruptive students for the teachers as well as insuffient time for the teachers it led the researcher to concur thatGS St Pierre Nkombo is in lack of effective mechanisms to implement the use of improvisation in teaching and learning for better performance of English.

Moreover, the researcher revealed that what the greatest percentages of respondents investigated regard the use of improvisation in teaching and learning in English, entails lack of trainings and disruptive students for the teachers and insuffient time for the teachers.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.0. INTRODUCTION

The previous chapters have attempted to address the topic that the researcher identified as a pertinent issue. This chapter provides the summary, conclusion and recommendations about the findings of the study.

5.1. CONCLUSION

This study dealt with the assessment of theuse of improvisation in teaching and learning for better performance in English case study ofGS St Pierre Nkomboin the period of three years; from 2017 to 2019 and it was extended by objectives which were as follows: to ascertain challenges faced by GS.St Pierre NKOMBO to achieve use of improvisation in teaching and learning for better performance in English via to implement the use of improvisation; to find out mechanisms used byGS St Pierre Nkombo to perform the use of improvisation in teaching and learning of English and to find out how students, teachers and administration body at GS St Pierre Nkombo perceive improvisation. From the findings, it was revealed that the lowest percentage (25%) of the teachers-respondents regarded GS St Pierre Nkombo the findings made accurate that challenges like insufficient time for the teachers and disruptive students for the teachers inappropriate use of improvisation in teaching and learning of English language-related teaching/learning hamper the use of improvisation in teaching and learning of English for better performance, were lack of trainings has 50% while boththe disruptive students for the teachersand insuffient times for the teachers rated 25% hinder the use of improvisation in teaching and learning for better performance in English. . Furthermore, the researcher concurred GS St Pierre Nkombo is in lack of sound mechanisms to perform useof improvisation in teaching and learning for better performance in Englishand in addition to this, the findings highlighted that what respondents regarded as an improvisation in teaching and learning entails lack of trainings for the teachers, disruptive students andinsuffient time for the teachers. Therefore, the researcher concludes that GS St Pierre Nkombo needs enough trainings of the teachers about the use improvisation in teaching and learning process in English, mass sensitization to the use of improvisation to the learners and creating enough times for the teacher via work hand to hand with school administration, for this reason, the results have therefore shown that the objectives of this research have been met.

5.2. RECOMMENDATIONS

The scope of this study would not be complete without mentioning some of the recommendations derived from respondent's views and from the researcher's analysis. The following recommendations of this study are suggested:

5.2.1 ToGS St Pierre Nkombo

To implement special class visits objectively aimed at promoting use improvisation in teaching and learning process in English.

To allocate appropriate time for trainings to the teachers on the use of improvisation in teaching and learning process for better performance;

To provide seminars with language teachers fostering for the use improvisation in teaching and learning for better performance in English.

To organize the school-related reward program for the best users of improvisation in teaching and learning process for better performance especially in English.

5.2.2 To all teachers at GS St Pierre Nkombo

To learn more about the various ways to implement the use of improvisation in teaching and learning for better performance in English (enough trainings about the use of improvisation in teaching and learning process)

To incessantly reflect on their current approaches and evaluate the extent to which the use of improvisation in teaching and learning is integrated so as to make effort.

5.2.3 To the Government of Rwanda via REB

The keep on trainings teachers especially English teachers in terms of refresher courses on the appropriate use of improvisation in teaching and learning process;

To provide effective and English teaching aids for well use of improvisation in teaching and learning process for better performance in English.

5.3. SUGGESTIONS FOR FURTHER STUDIES

A plethora of facts that need to be developed was revealed in this study. It is in this perspective that we recommend other researchers to work on:

❖ The impact about the use of improvisation in teaching and learning for better performance in English.

- ❖ An assessment of the use of improvisation in teaching and learning process in English for Rwandan schools.

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APPENDIX I

QUESTIONNAIRE FOR TEACHERS

A. IDENTIFICATION

   1.SCHOOL:…………….

   2.QUALIFICATION:………………….

   3.WORKING EXPERIENCE:………………….

   4.SCHOOL ATTENDED: a) Country:……….

                                           b) Institution:…………

                                           C) Faculty:………..

B. Instructions

1.Read carefully before you answer

C. QUESTIONS

   1. How long have you been teaching English by using improvisation?

          More than1 year   ☐   more than 3 years   ☐

          Above 5 years   ☐   above 10 years   ☐

   2.What are available tools used in English teaching and learning process?

      a. writings   tools   ☐   d. Assessment tools   ☐

      b. Listening (audio) tools   ☐

      C.Evaluation tools   ☐

3. What are the impact of using improvisationinyour English teaching and learning process?

a. Verbal interaction ☐

b. Reading ☐

c. Vocabulary development ☐

d. Improving writings ☐

e. Improving listening ☐

4. What challenges do you often meet in English teaching and learning by using improvisation?

a. lack of sufficient technological tools ☐

b. Lack of training ☐

c. Disruptive students ☐

d. lack of access to internet ☐

e. Poor technological literacy ☐

Interview guide for Teachers

1. Considering your experience in teaching, what do you think should be done to improve English language teaching and learning?

   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………

2. What difficulties and challenges do you often meet in English teaching and learning by using improvisation?

   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………

.APPENDIX II: QUESTIONNAIRE FOR STUDENTS

A.IDENTIFICATION

1.   School:…………………………………….

2.   Form:…………………………………………

3.   Gender: a) male b) female

QUESTIONS

1. To what is the level of your fluency in English in the following language skills?

   A. Speaking: Very fluent ☐   Somehow fluent ☐

   B. Not good enough ☐ Poor ☐

2. How are you considered once you speak English?

   a. Conceited ☐

   b. A self-considered child ☐

   c. Educated person ☐

3. How do you feel once you speak English?

   a. Ashamed ☐

   b. Self-confident ☐

   c. Proud ☐

   d. Less interested. ☐

4.   What   can   you   suggest   tomake   your   English   learning   easy?
....

5.How do you utilize improvisation while learning English?
……………………………………………………………………………………………

6.What effect can you notice when you utilize improvisation in English learning?
……………………………………………………………………………………………

7.What difficulties and challenges do you often meet in English learning using improvisation?

c

APPENDIX III

INTERVIEW GUIDE FOR THE HEADTEACHER

1. How many times have organized teachers' trainings about the use of improvisation in teaching and learning process in English?

   ……………………………………………………………………………………

2. Are those trainings enough improving better performance in English?

   ……………………………………………………………………………………

3. What are the impacts of using improvisation in English teaching and learning improvement?

   …………………………………………………………………………..

4. What are the challenges encountered in using improvisation by teachers in their teaching English in your school?

   …………………………………………………………………………………..

   Thanks