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Developing EFL Listening and Speaking Skills through Novel among Burundi Students: An Integrative Approach

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ABSTRACT

Objective: English serves as a global bridge language, prompting continuous reforms in programs aimed at achieving proficiency. Among the most sought-after skills are listening and speaking, as people spend significant time engaged in these activities. Despite the correlation between listening and speaking, these skills are taught through distinct courses at the university in Burundi. Moreover, integrating these important language skills through teaching novels is not done there; novels are mostly exploited for their thematic and literary messages. Consequently, students often struggle with listening and speaking. This study aimed at measuring the proficiency level in listening and speaking among university students in Burundi as a result of their past exposure to novels.

Methods: This study experimented with the Integrative Approach to check if using it in novel teaching can reverse the situation at IPA and ENS in Burundi. Fifty-two students from Burundi Higher Institute of Education and 108 from the Institute of Applied Pedagogy, second year (2022-2023), were used. The sample size was fixed using Krejcie and Morgan's formula[1]. Selecting students was done randomly. Both the group passed a pretest, then a posttest after a lecture on the novel, *Weep Not, Refugee* (2014), which also used the Integrative Approach. After marking the tests' sheets, the researcher analysed and compared scores using the SPSS 21.

Results: The pretest revealed poor performance across both groups, highlighting the inefficacy of existing methods in enhancing listening and speaking skills through novel. However, posttest scores showed excellent improvement in the experimental group while the control group continued performing poorly.

$$n=\frac{\chi^2 Np(1-p)}{e^2(N-1)+\chi^2 p(1-p)}$$ (Singh and Masuku, 2014; Bukhari, 2021)[1]

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Conclusion: It was concluded that adopting the findings of this study would enhance the teaching of novels at the university of Burundi and sustain listening and speaking skills for a lifelong experience.

Keywords: English proficiency, Foreign Language, Integrative Method, listening skills, speaking skills

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1. Introduction

From the 16th century, English language is Lingua Franca that is, a language used by people with different lingua-cultural backgrounds (Paradowski, 2011) and (Seidlhofer, 2005). This use of English as a global means of communication makes proficiency in English highly sought-after by numerous countries across the world. Listening and speaking are more frequently used than reading and writing in real communicative situations(Bhuiyan & Huda, 2020). Academically, listening provides a foundation for all other language skills besides paving the way to speaking skills (Renukadevi, 2014). Listening and speaking are related skills: speaking proficiency grows on strong listening skills and without active participation into listening, speaking skills do not develop (Amelhay & Sakale, 2024). Burundi manifested in 2007 a strong will to promote English language through its introduction in the early primary school and increasing its hours in secondary school. In the same vein, the BMD system was adopted from 2012 which led to revising programs of English at university. Inherently, Burundi sought stepping up communicative challenges brought by its adhesion to the East African Community and its cooperation with English countries (Nizonkiza & Van de Poel, 2022). Researchers including Collie and Slater (1987), Obeidat (1997), and Hişmanoğlu (2005) believe that the listening and the speaking skills fully foster among students of EFL educational settings if they resource on literature especially novels. However, there are generalized worries among lecturers that undergraduates in Burundi Higher Institute of Education (ENS) and the Institute for Applied Pedagogy (IPA, University of Burundi) are not good listeners and fluent speakers despite their frequent exposure to related courses and novels. The purpose of this study is measuring the actual level of listening and speaking proficiency among undergraduates in Burundi as a result of their anterior exposure to novels. It additionally experiments with the Integrative Approach to verify if its use in novel teaching can boost proficiency in listening and speaking among EFL students at IPA and ENS in Burundi. This study is worthwhile since it addresses an overweighing academic issue, scientifically tackles it and proposes a solution.

2. Literature Review

Many researchers have got interested in the field of EFL and especially worked over factors of fate in listening and in speaking. It was found that listening takes place in five important stages namely hearing, understanding, remembering, and responding (Ulum, 2015). By arguing so, Ulum advocates for the unity of the listening and the speaking skills. There is here a sense that where there is a speaker there is also a listener and they are interactive. In other words, avid listeners evaluate utterances and react accordingly through verbal answers. The interdependency relationship between the listening and the speaking skills is equally emphasized by views that except for listening to audios that is artificial, real oral communication networks listening and speaking skills; a listener always reacts to what is said. Moreover, well-said English positively influences listening and the receiver's verbal feedback (Demir, 2017).

The previous views imply that resourcing on audio-recordings to teach listening cannot guarantee the concomitant rise of the speaking skills. Teaching mechanically listening is a one-way communication making hearers mostly passive; there is no interaction and consequently, the speaking skills do not develop as needed. An evaluation of the symbiotic relationship between those two language skills was made in Al-Balqa Applied University, Jordan. It was discovered that listening and speaking correlate: listening influences the oral expression development in academic EFL contexts (Abu-Snoubar, 2017).

Related to teaching English at university in Burundi, the previous citations direct on risks with teaching listening and speaking skills separately and artificially as such is actually done there. The fact that listening avidly leads to speaking fluently can imply that neglecting the listening skills jeopardizes the speaking skills and vice-versa. The evidence is that of an inquiry made in the Arab-American University-Jenin (Assaf, 2015). Results showed that the listening skills

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were overlooked which helped justifying the students' hardships in coping with audio-recordings as well as the poor performance noticed among the majority of them.

Stepping to New Delhi, the National Council of Educational Research and Training (NCERT, 2020) supports the network as well as the emphasis of the listening and the speaking skills. Thus, the Council (op cit.) specifies that listening and speaking merit more emphasis within the teaching-learning process. Speaking is essential in expressing thoughts in numerous genres; it is inextricably linked to listening. So, failure to give enough emphasis to listening and speaking skills leads to non-development of communication skills. These acknowledgments imply that the listening and the speaking skills develop in tandem; which has direct implications in the growth of further communicative skills. In fact, combining listening and speaking leads to oral proficiency development thanks to the rich language input students get from listening activities (Mart, 2020). The inference is that listening is a way to language structures, lexical units, and language phonology; which are basic in verbal communication. Listening is related to attaining proficiency in speaking (Gilakjani & Sabouri, 2016).

These researchers commonly reveal that the listening skills and the speaking skills must be taught in an integrative manner; they are companion skills. This fact is foundation to this study; it forwards the principle that a well-balanced teaching of novels integrates listening and speaking skills. What is known in this research site is that novels are meant to socialize and boost literary skills. This study is then a shift from the pre-existing literature teaching practices because it exploits the novel for proficiency building in listening and speaking altogether. This new trend in the EFL educational context is advocated by numerous scholars. Some argue that reading aloud novels improves pronunciation and sharpens the hearers' listening abilities. Moreover, students exposed to lectures on novels develop the ability to organize ideas and to discuss effectively various subjects (Hussein Oda & Ja'afar Khaz 'al., 2009).

These citations suggest that a rational teaching of novels provides students with explicit language learning where skills foster naturally and beautifully. They do not contradict the finding that literature extends linguistic knowledge and helps integrating English basic skills instead of developing them in isolation (Noaman, 2013). So, teaching English and particularly listening and speaking skills in such a way is just satisfying the primary academic goals for which novels are written. Actually, literature promotes the listening and speaking skills as it is an excellent prompt for oral work (Collie & Slater, 1987).

This new consideration of literature is revolutionary in EFL educational settings and matches this century's requirements that the language learning must happen naturally to guarantee its neat growth. The students' activities honing proficiency in listening and speaking involve playing audio-recordings of literary works, reading literature openly focusing good pronunciation, and acting out characters' roles before other classmates (Hişmanoğlu, 2005). This develops the understanding that classroom activities making students more interactive help fostering proficiency in listening and speaking. It reinforces the finding that through lectures about literature, EFL students express ideas in good English; they speak clearly, precisely and concisely and step by step, they become proficient such as English natives (Obeidat, 1997).

It is worth highlighting that a good listening like a good speaking resourcing from lectures on novels must consider areas of pronunciation namely key, step, inflection, rate, pause, and rhythm. These features confer to the language of novels natural properties which makes the materials highly expressive, instructive, and stimulating. The writer's diction, his/her effective use of artistic devices of grammatical construction or those of sound effects; figures of speech, expressing the relationship of ideas/sentences, to mention but a few; integrate and sharpen the listening and the speaking skills. This teaching method creates a true language environment that is, favourable to the development of proficiency in English (Simon, 2021). This scholar advises that lecturers should focus language learning like it would occur naturally and should give activities appealing to the use of multiple language skills. So, role-playing simulations as well as guided classroom debates hone the listening and the speaking skills. Simon's words imply that

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implementing the Integrative Method in teaching the novel provides students with experiential language learning that takes place without fright or stress.

This kind of teaching is cross-skill. Through integrating the listening and the speaking skills, students highly develop related abilities. Ogala's novel, *The River and the Source*, was once taught in Kenya following the Integrative Method (Beatrice, 2014). The students' activity was role-playing based on the novel's theme of bargaining the bride price by the people of Yimbo. As a result, students produced a very brilliant and stimulating speech while classroom debates about it were free from communication barriers. Consequently, the Kenyan Ministry of Education adopted the Integrative Method in teaching English through literature which gave birth to a course called "Integrated English".

Claims that the Integrative Method enables students to learn English naturally, quickly, and easily are noted (Kumar, 2016). This assertion appeals literature lecturers to giving classroom activities integrating language skills. Discussing important novels' themes and criticizing verbally the use of English in novels underuse are likely to respond effectively to this Kumar's call. However, this scholar reports a few challenges associated to the use of the Integrative Method for instance limiting the teacher-talk since this methodological approach seeks primarily meeting students' needs. In addition, novice lecturers find it difficult to manage well the time: they put more time than expected. Moreover, some students supply ready-made answers from anterior lectures.

Stepping up those challenges is possible if lecturers of concern attend seminars on implementing the Integrated Method in literature teaching. Besides, preventing students' total dependency on past answers can be done thanks to regular updates of syllabi and choices of new novels to resource on. This study attempts answering the following pertinent question, "To what extent does an Integrative Approach improve university EFL students' scores in listening and speaking if it is used in novel teaching?"

3. Methodology

This study was conducted in two public institutions of higher education in Burundi i.e. Burundi High Institute of Education (ENS) and the Institute for Applied Pedagogy (IPA). It targeted students of the Section of English Language at ENS and those of the Department of English in IPA; the second year, 2022-2023. These students are familiar with literature generally and novels particularly. Accessing this population was possible thanks to an official permission obtained from legitimate authorities of these research institutions. The sample size was fixed using Krejcie and Morgan(1970)'s formula $n=\frac{\chi^2 Np(1-p)}{e^2(N-1)+\chi^2 p(1-p)}$ (Bukhari, 2021; Singh & Masuku, 2014) where n is the sample size; $\chi 2$ is Chi-squared =3.841 at one degree of freedom; p is proportion of success in a test with 0.5 as value; e^2 is the acceptance error margin equivalent with 5%; and N, the class size.

So, $n=\frac{3.841*60*0.5(1-0.5)}{0.05^2(60-1)+3.841*0.5(1-0.5)}=\frac{57.615}{1.10775}=52.010\ or\ 52$ in the Section of English, ENS; $n=\frac{3.841*150*0.5(1-0.5)}{0.05^2(150-1)+3.841*0.5(1-0.5)}=\frac{144.0375}{1.33275}=108.07540\ or\ 108$ within the Department of English, IPA.

The simple random sampling method was used in selecting "n." With this method, every unit has equal chance of inclusion in the sample (Singh & Masuku, 2014). This method additionally supplies an unbiased and a better estimate of parameters when dealing with a homogeneous population. Closely related are the considerations that the simple random sampling has the greatest freedom from biases because every case of the population has an equal probability of inclusion within a sample (Taherdoost, 2016). Thus, tags holding numbers matching the students' names on their alphabetical lists were thoroughly mixed up in a box and without looking, one student selected tags corresponding to "n." The half of "n" to constitute the control group and the other half to make the experimental group were also chosen randomly. Both the groups were administered a pretest and a posttest. This pretest was designed to measure and compare the groups' initial proficiency in listening and speaking before testing the Integrative Approach. It would establish an initial state for comparison enabling the researcher to assess effects of the subsequent intervention. A

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posttest would generate scores for both the groups after administering the intervention. Specifically, the posttest helped determining effects of the intervention by comparing the two groups' scores per institution and across the Institutions.

Consecutively, the researcher selected a representative sample of student participants, then he outlined objectives for the pretest and the posttest. There followed devising the pretest guide, then the posttest items just after preparing the lecture that served the intervention. The tests' items were organized in such a way that the speaking skills networked with the listening skills. Next came writing a correction grid to each test displaying the scoring criteria for every skill category (listening/speaking). Each test foresaw a feedback thanks to which participants became aware of their strengths or weaknesses and got an insight of how to improve their future performance. Further considerations of feedback in language tests are that it informs students about what they should do. In foreign language teaching, a feedback closes gaps in learners' knowledge, helps overcoming obstacles, enhances fluency and accuracy; besides developing students' autonomy (Bushi & Aliaj, 2024). Actually, testing intersects with feedback; a feedback encourages students to learn from the test they were given. Without a real feedback, a test becomes incomplete (Khaloufah Alshehri, 2018).

The pretest resourced on novels with which participants have more familiarity (example: Achebe's *Things Fall Apart*) and measured their ability to listen and to pronounce English language as a result of their historical exposure to lectures on those materials. Constructing this test mobilised the Integrative Approach; so, speaking skills networked with listening skills while answering every test item. Emphasis was put on sub-skills for instance drawing inference from what is said, excellent speech stream record, easy speech comprehension, ability to paraphrase, spontaneity and freshness in speaking, good pronunciation, diction, volume, moderate speech rate, precision, and gestures. These are the EFL testing principles guaranteeing validity to a test of listening and speaking (Alshehri, op cit.). Like the pretest, the posttest used the Integrative Approach to measure the same participants' listening and speaking aptitudes; this resourced on Marie Thérèse TOYI (2014)'s popular novel, *Weep Not, Refugee*. So, the posttest was equally valid.

Reliability was guaranteed to both the tests through distributing fairly and equally scores to marking criteria that is, five marks for listening and five for speaking; administering these tests on Saturday from early the morning and during successive hours within a quiet classroom for each institution. Both the researcher and participants were time conscious so that the pretest and the posttest ended as foreseen. In fact, a reliable test yields scores that are stable and consistent that is, scores that are close to each other (Cresswell, 2012). If a test with high reliability is administered to examinees on two occasions, conclusions are likely to be the same about their performance (Trochim & Trochim, 2006).

Overly, devising and administering the pretest and the posttest in the aforementioned way would lead to non-hazardous results. A pretest would establish a baseline for comparing the control group with the experimental group and infer their initial closeness or difference. A posttest would show if the treatment brought statistically significant changes in the experimental group compared to the control group which would lead to deducing either the effectiveness or ineffectiveness of the intervention.

Subsequent to the pretest was an intervention that consisted in teaching the novel, *Weep Not, Refugee*, with focus on integrating the listening and the speaking skills. The lecture was conducted as following: describing the lecture, specifying its aims, revealing the underlying teaching approach, introducing the lecture, the lecture per se (presentation on PowerPoint, explaining, illustrating, checking understanding, leading discussions), synthesizing the lecture, and leaving reflective home activities. This lecture lasted 10 hours in each institution with a half on Friday afternoon and another half on Saturday due to the heavy academic schedules for students. Definitely, the intervention ended in two successive weeks; then, both the control group and the experimental group were administered the posttest on Saturday of the third week.

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There followed marking copies and analysing scores using the Statistical Package for Social Sciences (SPSS 21) computer software. The outcome of this analysis helped comparing the control group and the experimental group over the pretest on the one hand and over the posttest on the other hand in order to deduce effects of the intervention.

4. Findings and Discussion

Table 1 summarizes descriptive statistics (frequency, mean, standard deviation) of score over group (experimental, control) and institution (Burundi Higher Institute of Education, Institute of Applied Pedagogy) in the pre-test.

Table 1. Descriptive statistics of the pre-test scores over group and institution

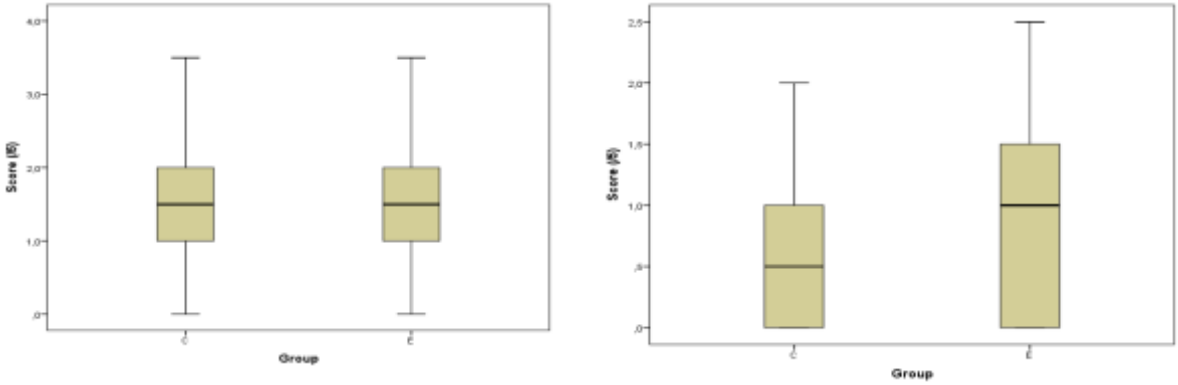
Burundi Higher Institute of Education				**Institute of Applied Pedagogy**			
Group	n	Mean	Standard deviation	Group	N	Mean	Standard deviation
E	52	1.52	0.80	E	108	0.94	0.72
C	52	1.51	0.88	C	108	0.67	0.58
Total	104	1.51	0.84	Total	216	0.81	0.67

Out of a maximum of 5 marks, the mean score is 1.52 (E) and 1.51 (C) in Burundi Higher Institute of Education whereas the mean score is 0.94 (E) and 0.67 (C) in the Institute of Applied Pedagogy. These pretest means of the score across the institutions and groups are low, which suggests a lower level of proficiency in listening and speaking. Here, this study really achieved its goal of measuring Burundi undergraduates' proficiency in listening and speaking as a result of their anterior exposure to novels.

Concerning listening, the common difficulties were namely the participants' inability to draw inference from a most natural speech stream; failure to comprehend the gist and decipher the message or the meaning encoded in the novel's sections under delivery. In speaking, the pre-test takers lacked spontaneity and freshness. Moreover, there were many faults in their responses as well as frequent incorrect pronunciation. The inference is that the pre-existing teaching methods had been ineffective to promote proficiency in listening and speaking.

The standard deviation (SD) is 0.80 (E) and 0.88 (C) in Burundi Higher Institute of Education and the SD is 0.72 (E) and 0.58 (C) within the Institute of Applied Pedagogy; which is low thus suggesting the data spread which is around their $\bar{X}$ which is itself low. This reveals that groups E and groups C were not significantly different over the pretest; however, their proficiency in listening and speaking was poor. The following boxplots crosscheck the previous findings about proficiency in both the skills and the degree of data spread.

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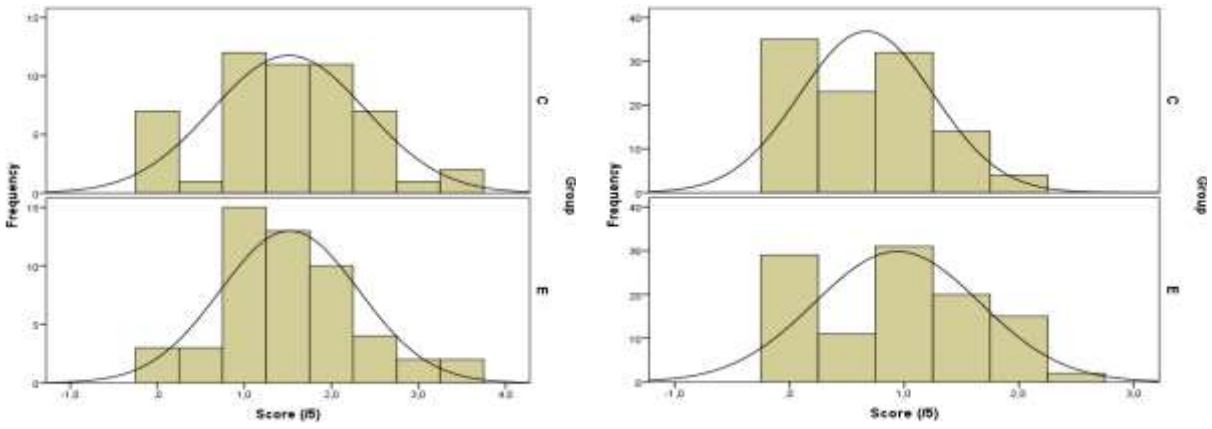


a) Burundi Higher Institute of Education **b) Institute of Applied Pedagogy**

Figure1. Boxplots of the pre-test scores over group and institution

The whisker plots on Burundi Higher Institute of Education show that the median is almost at the centre of either the C-group box or the E-group box; whiskers of both boxes have roughly the equal lengths. Such implies that the pretest score distribution in this institution is nearly symmetric; the data distribution is normal. Concerning the Institute of Applied Pedagogy, the box for the C-group shows the median at middle of the box with a whisker at one side. The box for the E-group displays skewed right scores. Besides, the whisker plot for the E-group is longer than that for the control group which means that variability of score distribution in E is greater than that in C. The implications are that the degree of scatter of data around the median for E is greater than that around the median for C that is, scores in E are more dispersed than those in C with regards to medians.

These discussions about the boxplots on both institutions match those on Table 1. Even for the Institute for Applied Pedagogy, the rightward data spread to the median denotes poor proficiency in listening and in speaking. The histograms below can also help verifying the accuracy of the earlier discussions:



a) Burundi Higher Institute of Education **b) Institute of Applied Pedagogy**

Figure 2. Histograms of the pretest scores over group and institution

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The histograms for Burundi Higher Institute of Education look approximately the same on either the left side or the right side of centres. This property implies that the mean, median, and mode are nearly equal. The inference is that scores are almost normally distributed in both the groups; the data set in that institution is nearly symmetric. So, students in the experimental group are not different from those in the control group to a statistically significant extent. However, most of scores are beneath 2/5, which indicates a lower level of proficiency in listening and speaking as a fruit of pre-existing literature teaching methods.

Concerning the Institute of Applied Pedagogy, the histograms for both the groups are skewed right or positively skewed: more marks lay in the right side of the bell curve. However, the scores' concentration is between 1 and 2 out of an ideal maximum of 5. The overall inference is that before the intervention, the control groups and the experimental groups in both institutions had a very low proficiency level in listening and speaking. The histograms' bell curves imply that the pretest was reliable whereas the data distribution shows that the teaching intervention was worthwhile in order to reverse the situation.

Advanced statistical analyses were made for more information about similarities or dissimilarities between the control group and the experimental group with regards to data value and their spread around the mean without forgetting the normality test of the score in each group. Table 2 and 3 summarize inferential statistics (normality, homogeneity of the variances and mean comparison) of score over group (experimental, control) per institution (Burundi Higher Institute of Education, Institute of Applied Pedagogy) in the pretest.

Table 2. Normality of the pretest score over group and per institution

Burundi Higher Institute of Education			**Institute of Applied Pedagogy**		
Group	Statistic	P-value	Group	Statistic	P-value
E	1.18	0.124	E	1.79	0.003
C	0.92	0.361	C	2.06	<0.001

Findings were that in Burundi Higher Institute of Education, the score variable was normally distributed for the experimental group (Kolmogorov-Smirnov's test: Z=1.18, p-value=0.124) and the control group (Z=0.92, p-value=0.361). Besides, the variances of the pretest score obtained by students of the control group and the experimental group were not significantly different, an indication that this variance is homogeneous across groups (Levene's test: F=0.62, p-value=0.432). Nevertheless, the score variable was not normally distributed for the experimental group (Z=1.79, p-value=0.003) and the control group (Z=2.06, p-value<0.001) concerning the Institute of Applied Pedagogy. The variances of the score obtained by students of the control group and the experimental group in the pretest were not significantly different (Levene's test: F=3.25, p-value=0.073).

Table 3. Mean comparison of the pretest score over group and per institution

Institution	**U or t-test statistic**	**df**	**95% CI**	**P-value**
Burundi Higher Institute of Education	t=0.058	102	[-0.32, 0.34]	0.954
Institute of Applied Pedagogy	U=4605	-	-	0.006

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The means of the score were not significantly different between the experimental group and the control group (t=0.058, df=102, 95% confidence interval: [-0.32, 0.34], p-value=0.954) for students of Burundi Higher Institute of Education. Because of the lack of normality of the score, the non-parametric Mann-Witney test was used. The median scores were significantly different between the experimental group and the control group (Mann-Whitney's test: U=4605, p-value=0.006) within the Institute of Applied Pedagogy.

Table 4 summarizes descriptive statistics (frequency, mean, standard deviation) of score over group (experimental, control) and institution (Burundi Higher Institute of Education, Institute of Applied Pedagogy) in the posttest.

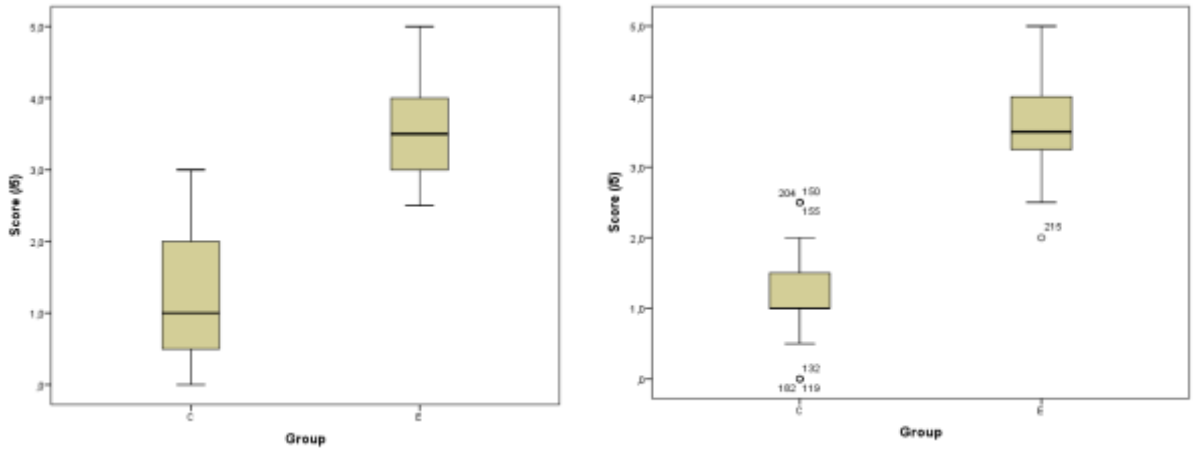
Burundi Higher Institute of Education				**Institute of Applied Pedagogy**			
Group	n	Mean	Standard deviation	Group	n	Mean	Standard deviation
C	52	1.22	0.82	C	108	1.25	0.58
E	52	3.59	0.62	E	108	3.61	0.57
Total	104	2.40	1.39	Total	216	2.43	1.32

The previous chart indicates that in Burundi Higher Institute of Education, the mean score 3.59 (E) > 1.22 (C) out of a maximum of 5 scores whereas in the Institute of Applied Pedagogy, the mean score 3.61 (E) > 1.25 (C). In other words, the experimental group highly scored in the posttest unlike the control group that obtained again poor results. Such imply that the intervention was very effective in both the institutions which answers the research question about the extent to which using the Integrative Approach in novel teaching improves university EFL students' scores in listening and speaking.

These statistics parameters that is, the mean score 1.22 (C) and its $\sigma = 0.82$; the mean score 3.59 (E) and the associated $\sigma = 0.62$ (Burundi Higher Institute of Education); together with the mean 1.25 (C), its $\sigma=0.58$; the mean score 3.61 (E) with the related $\sigma =0.57$ (the Institute of Applied Pedagogy) commonly display a low σ (or SD). Such imply that the posttest scores are close to the $\bar{X}$ for each group; the assumption is that of normality. The normality assumption can be expanded to saying that all the population from which the sample was selected is normal(J. Toby Mordkoff, 2016). Unlike the pretest however where the mean ($\bar{X}$) for both the groups is low, this parameter $\bar{X}$ is significantly greater for E than C across those institutions. So, the intervention was effective.

The posttest scores are further represented and statistically described below in order to enable the target audience grasp their overall spread and deepen the understanding of the meaning and message these scores convey.

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a) Burundi Higher Institute of Education **b) Institute of Applied Pedagogy**

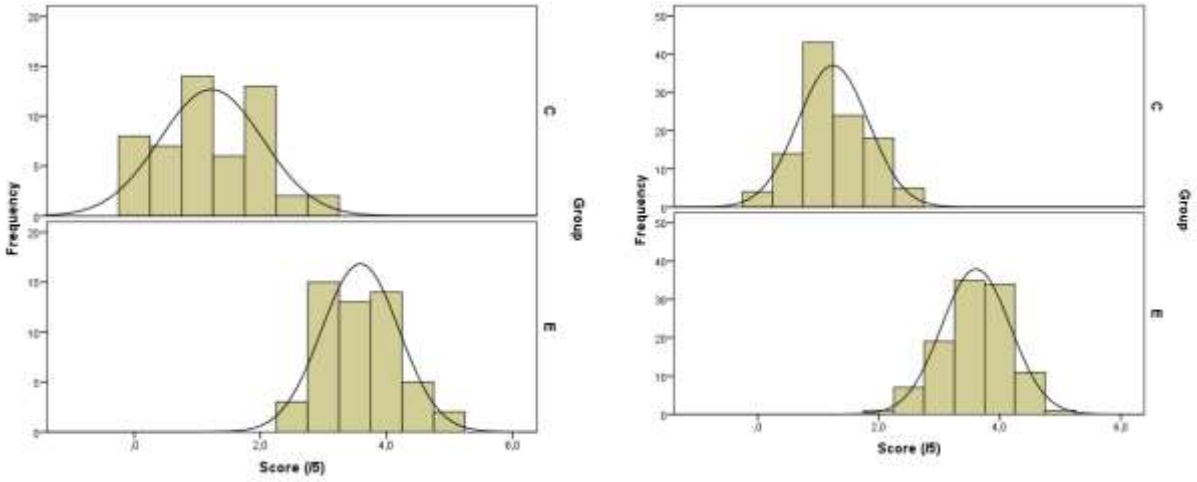
Figure 3. Box plots of scores over group and institution

The boxplots in figure 3 indicate that in Burundi Higher Institute of Education scores are above 2.5 and more frequency is observed in the interval [3-4] (experimental group). In contrary, marks for the control group are below 3 and more frequency occurs between [0.5-2]. In the Institute for Applied Pedagogy more marks are above 2.5; they concentrate in the interval [3-4] out of an ideal maximum of five (experimental group). Most of the control group scores are curiously beneath 2.5 over the maximum of 5 marks.

These indicators imply that the experimental groups succeeded in the posttest whereas the control groups failed again. So, the intervention has been very effective to most of students who got it which equally answers the same research question. It is worth highlighting that data below/above quartiles are not outliers since they are not more than 1.5 above the third quartile or under the first quartile as fixed by the commonly used rule in statistics.

For more visualization and description of data from the posttest, the researcher computed histograms with the SPSS 21:

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a) Burundi Higher Institute of Education **b) Institute of Applied Pedagogy**

Figure 4. Histograms of the posttest scores over group and institution

The previous histograms compared the experimental group scores and those of the control group with regards to their centre, spread, and magnitude. Thus, Burundi Higher Institute of Education presents histograms that are nearly bell-shaped which implies that scores are nearly symmetric around the mean in both groups. In terms of magnitude, the histogram indicates that almost all the experimental group's scores are higher than 2.5 out of a maximum of 5 whereas results for the control group concentrate between [0-2]. Besides, the histogram of E goes rightward whereas that of C goes the opposite direction. These disparities between the experimental group and the control group suggest that the Integrative Approach produced positive effects unlike habitual teaching methods yielding undesired results.

Concerning the Institute of Applied Pedagogy, the experimental group has all the marks above 2/5 in contrast with the control group appearing with almost all the scores under 2/5. This oppositeness of the two groups is equally confirmed through their trends on graphics: E goes rightwards while C heads leftwards. Results from both the tests and institutions lead to an overall inference that students who got treated came out more proficient in listening and speaking while those relying on pre-existing teaching methods manifested the lower proficiency in the same language areas.

Table 5 and 6 summarize inferential statistics (normality, homogeneity of the variances and mean comparison) of score over group (experimental, control) per institution (Burundi Higher Institute of Education, Institute of Applied Pedagogy) in the posttest.

Table 5. Normality of the posttest score over group per institution

Burundi Higher Institute of Education			**Institute of Applied Pedagogy**		
Group	Statistic	P-value	Group	Statistic	P-value
E	1.27	0.081	E	1.89	0.002
C	1.18	0.121	C	2.37	<0.001

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Findings were that in Burundi High Institute of Education, the score variable was normally distributed for the experimental group (Z=1.27, p-value=0.081) and the control group (Z=1.18, p-value=0.121). The variances of the score obtained by students of control group and the experimental group in the posttest were significantly different (Levene's test: F=5.66, p-value=0.019). Within the Institute for Applied Pedagogy, the score variable was not normally distributed for the experimental group (Z=1.89, p-value=0.002) and the control group (Z=2.37, p-value<0.001). The variances of the score obtained by students of control group and the experimental group in the posttest were not significantly different (Levene's test: F=0.316, p-value=0.575).

Table 6. Mean comparison of the posttest score over group per institution

Institution	U or t-test statistic	df	95% CI	P-value
Burundi Higher Institute of Education	t=16.64	94.724	[-2.65, -2.08]	<0.001
Institute of Applied Pedagogy	U=31.5	-	-	<0.001

The means of the score for the students of Burundi Higher Institute of Education were significantly different between the experimental group and the control group (Welch's test: t=16.64, df=94.724, 95% confidence interval: [-2.65, -2.08], p-value<0.001). Within the Institute for Applied Pedagogy, the medians of the score were significantly different between the experimental group and the control group (Mann-Whitney's test: U=31.5, p-value<0.001). These findings about the posttest are sound evidences that this study achieved its other aim of testing the worth of the Integrative Approach in fostering listening and speaking proficiency upon being applied in novel teaching at ENS and in IPA, Burundi.

The displayed posttest parametric values of the mean 3.59 (E), 1.22 (C); with (Welch's test: t=16.64, df=94.724, 95% confidence interval: [-2.65, -2.08], p-value<0.001) in Burundi Higher Institute of Education (ENS); the mean 3.61(E) and 1.25 (C) with median E≠C (Mann-Whitney's test: p-value<0.001) in the Institute of Applied Pedagogy (IPA) evidence the effectiveness of the intervention. Hence, they are answers to the research question, "To what extent does an Integrative Approach improve university EFL students' scores in listening and speaking if it is used in novel teaching?" and they commonly imply that the Integrative Approach is more appropriate in fostering the EFL listening and speaking skills if it is applied in novel teaching; other approaches are hereby proven unfit in doing so. Further evidences to the unfitness of other teaching approaches are the pretest findings of the mean score 1.52 (E) and 1.51 (C) at ENS; the mean score 0.94 (E) and 0.67 (C) in IPA; then the posttest mean score 1.22 (C) at ENS and 1.25 (C) in IPA out of 5.

Relating these findings to the literature review, you get a clear insight of causes of the pretest low scores (control group, experimental group) and again low in the posttest for the control group. Actually, participants exhibited the unawareness of the listening and speaking skills supposed to have fostered through novel, the inability to cope with speech streams, failure to understand the gist, the lack of spontaneity and freshness when answering; together with their incapacity to network the listening and the speaking skills; which are viewed by researchers (Abu-Snoubar, 2017; Assaf, 2015; Collie & Slater, 1987; Gilakjani & Sabouri, 2016; Hussein & Ja'afar Khaz 'al., 2009; Mart, 2020; Noaman, 2013; Obeidat, 1997; Ulum, 2015) as indicators of immaturity in listening and in speaking. They argue that such a language delay among university EFL students is a result of lectures separating listening from speaking or those which either overlook listening or speaking. In contrast, the improvement shown by experimental groups in the posttest that is, the mean score 3.59 (E) at ENS and 3.61(E) in IPA (out of 5) get a justification through the literature review that listening and speaking skills develop naturally, equally and fairly if they are integrated through novel (Beatrice, 2014; Collie & Slater, 1987; Kumar, 2016; Obeidat, 1997; Simon, 2021). So, relating literature for

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this study to its findings newly confirms that the Integrative Approach is effective in developing EFL listening and speaking skills through novel at university in Burundi.

5. Conclusion and suggestions

In a nutshell, English is used by people of different backgrounds to accomplish diverse communicative functions. So, to be avid listener and proficient speaker of English guarantee success in the majority of communicative situations. These abilities lack or grow difficultly in many EFL settings including Burundi as this study revealed it. Numerous and trustworthy sources reviewed in this study locate the lack of proficiency in listening and speaking in even formal teaching practices that separate those two language skills or grow them artificially. There is no other way out except shifting from old teaching methods and adopting modern ones assuring the togetherness, the natural and hence the complete growth of the listening and the speaking skills. This study demonstrated the feasibility through applying the Integrated Method over teaching Marie Thérèse TOYI's novel, *Weep, Not Refugee*, where results have been without precedent. This was an effective answer to the research question about merits or demerits of the Integrative Approach in increasing Burundi University EFL students' scores in listening and speaking if it is applied in novel teaching. The following are therefore suggestions to specific actors in English Language Education in Burundi:

Burundi Higher Institute of Education (ENS) and the Institute for Applied Pedagogy (IPA) should adopt the Integrative Approach at different levels for the benefits of students in there. Next, lecturers involved in elaborating programs of English for this research area should be enlightened by results of this study. Such will lead to an unbiased choice of courses and methods necessary to foster proficiency in both listening and speaking.

Then, literature lecturers for this research area should keep in minds that developing the listening and the speaking skills through novel in EFL settings is a possibility of the Integrative Approach. Hence, they should shift from teaching novels for thematic and literary messages to the Integrative Approach guaranteeing the inherent complete growth of language skills and literature skills concomitantly. Finally, curriculum designers for IPA and ENS are suggested to increase hours for literature courses. Thirty hours per course are not enough to integrate effectively listening and speaking skills through novel.

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