

THE COMMUNICATIVE DISHARMONY IN THE USE OF ARTICLES: CASE STUDY OF THE 2ND FORM SOCIAL TECHNIQUE AT MAVUNO INSTITUTE/GOMA: 2021 – 2022

USENI KALUMBI RADJABU*

Summary

This research has interfered with development of the topic around the article use in the second form social technique at Mavuno Institute of Goma: 2021 -2022. In order to be ensured of the class comprehension in the use of articles, I selected seven sentences containing eight blank spaces to complete with an appropriate article. The class containing 26 pupils (100%), I limited my sample to 16 pupils (61,5%). After collection of data, I proceeded to the result analysis through which I assessed the class-success rate at 13,28%. This is the result due to the class ignorance, lack of the adequate methodology to teach English as a foreign language for the promotion of communication.

Keywords

- Communicative disharmony
- The article
- The determiner omissions
- communicant
- Language skills

LA DISHARMONIE COMMUNICATIVE DANS L'UTILISATION DES ARTICLES : ETUDE DU CAS DE LA DEUXIEME ANNEE SOCIALE ET TECHNIQUE A L'INSTITUT MAVUNO/GOMA : 2021-2022

Résumé

Cette recherche est intervenue avec le développement du sujet autour de l'usage de l'article en 2^e technique sociale à l'Institut MAVUNO de Goma : 2021 – 2022. Dans le but de me rassurer de la compréhension de la classe dans l'usage des articles, j'ai sélectionné sept phrases contenant huit places vides (blancs) à compléter avec un article approprié. Cette classe étant de 26 élèves, j'ai limité mon échantillon à 16 élèves (61,5%). Après la collecte des données, j'ai procédé à l'analyse des résultats à travers laquelle j'ai évalué le taux de réussite à 13,28%. Certes, cet échec est lié à

* Assistant₂ à l'Institut Supérieur Pédagogique de Rutshuru (ISP/RUTSHURU). Département d'Anglais-Cultures Africaines. Candidat Masters à l'Université Pédagogique Nationale (UPN). Tel : +243 999332 7838, + 243 853924785. E-mail : useniradjabu@gmail.com

l'ignorance de la classe par l'absence d'une méthodologie adéquate pour enseigner l'Anglais comme langue étrangère pour la promotion de la communication.

Mots Clés

- Désharmonie communicationnelle,
- L'article ;
- Omission du déterminant ;
- communicant
- Compétences de la langue

1. INTRODUCTION

Linguistics is a field of study composed of many different pursuits such as grammar, language learning, language history, researching sounds, conversational implicative and so on. This research targets only one pursuit which is grammar and more precisely the article use in the second form social technique at Mavuno Institute of Goma. Indeed, there are many researchers who have observed and analyzed learners' errors in grammar. These learners sometimes argue that grammar is very difficult. That is why they often make errors in grammar.

During the 1980's, Noam Chomsky introduced a theory of Universal Grammar (UG), which stated that the knowledge of grammar was dependent on two components: principles (properties shared by all languages) and the parameters (the way in which these properties vary). Having in mind that the grammar of a language is most of the time found in written language, and that spoken languages have no grammar or at least fluctuate much that they are only partial; this research, in the English language, is concerned with grammar in written form.

English, well known as a foreign language in our country, is introduced at secondary school, pupils being initiated to be in touch with the English community living in the DRC in particular and in the world in general for every day complementation. Here is where grammar is very important to learn. When learners are learning English in their schools, they must learn grammar as the basic component of the language skills. The grammar lesson is usually integrated in learning productive skills like speaking and writing. Every time learners speak and write a sentence by choosing words from the eight parts of speech: nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunction, and interjections. Studying these different kinds of words and the basic pattern of English sentences steadily develops the skills and the concepts learners need to communicate effectively. In this case, the language aspects are usually given during or after the process of reaching the targeted skill. It means that the teaching of grammar

is often conducted not as the skill focus but the supplementary activity to reinforce the learners' basic knowledge of constructing correct sentences. This should be conducted intensively since grammar is the essential part of the quality of language acquisition. However, I judged better to check the learners' abilities in the use of articles in order to realize the various troubles pupils face to communicate with scientific requirements.

As far as modern research is concerned, a topic is not to be developed if it does not display any conflict. It is the reason why, I was dutiful to assess the learners making choice of the 2nd form social technique at Mavuno Institute of Goma, a class including twenty-six participants. Indeed, my prior purpose to deal with this paper is to identify a diversity of matters related to the misuse of articles by the target language learners.

Oxford Advanced Learner's Dictionary (2010), recognizes the term "Article" with grammatical aspect, the words "a" and "an" (Indefinite article) or "the" (the definite article). In other terms, an article is a determiner whenever placed before a noun merely to identify whether it is given a specific definition or not. In this context, "the" functions as a definite article generally placed before a noun given a particular identity. But, "a" and "an" are well known indefinite articles when the noun / thing is not well clarified.

This research has been carried out thanks to the sample-survey method from which I gathered sixteen pupils out of twenty-six, i.e. my study focused on 61,5% of the full class.

Second, the analytical method appears profound in this topic development through the section about the result analysis trying to make interpretation of the result presentation showing where the class is right or erroneous.

2. RESULT PRESENTATION

This result is a work with identity of the article use as well shown by the sixteen learners of the 2nd form social technique. The class was assessed given seven sentences containing eight gaps to fill with an appropriate article or a cross in case of omission.

Here below is well displayed the class variety of viewpoints.

Question 01

Number	Question	Class Reaction	Class quantity	Total
01	I sawKasongo coming from town	The	3	18,75%
		A	6	37,5%
		An	7	43,75%
			16	100%

Question 02

Number	Question	Class Reaction	Class quantity	Total
02	I havewater to drink	The	6	37,5%
		A	7	43,75%
		An	3	18,75%
			16	100%

Question 03

Number	Question	Class Reaction	Class quantity	Total
03	Hakizimana will visitZambia next week	The	6	37,5%
		A	3	18,75%
		An	2	12,5%
		Omission	5	31,25%
			16	100%

Question 04

Number	Question	Class Reaction	Class quantity	Total
04	When we go tochurch, we carry the Bible	The	5	31,25%
		A	6	37,5%
		An	2	12,5%
		Omission	3	18,75%
			16	100%

Question 05a

Number	Question	Class Reaction	Class quantity	Total
05aSunday is my day to worship the Lord	The A	14 2	87,5% 2,5%
			16	100%

Question 05b

Number	Question	Class Reaction	Class quantity	Total
05b	And pray for society	The A An Omission	2 9 2 3	12,5% 56,25% 12,5% 18,75%
			16	100%

Question 06

Number	Question	Class Reaction	Class quantity	Total
06	I am in.....love with Rose	The A An	6 5 5	37,5% 31,25% 31,25%
			16	100%

Question 07

Number	Question	Class Reaction	Class quantity	Total
07	I met a boy,boy was a bandit.	The A An	6 7 3	37,5% 43,75% 18,75%
			16	100%

3. RESULT DISCUSSION

In any research, this section interferes profound in order to make analysis of the various results well collected from a survey. Being bound to my topic, here below is displayed a logical analysis focused on the class understanding and communication using articles. First, the question was put in order to place any article before the noun Kasongo. Three pupils (18,75%) used the article “The” whereas it is not accepted before a proper noun of any person. Fitikides, T.J. (2005). “Common Mistakes in English, confirms: Wrong use of “The” with proper nouns. Don’t say: The George will go to England. Say: George will go to England. As a rule, the definite article is not used with proper nouns. But “The” is placed before the name of rivers, seas, oceans”. (p.67) Truly speaking, the author’s argument is a truth to regard with efficiency since the communicants of English language have not got any right to place the definite determiner before proper nouns of persons.

Six pupils (37,5%) used the article “A”, which is considered very erroneous because this indefinite article never intervenes before a proper noun of any element especially that of human beings.

Seven pupils (43,75%) used the article “An” something inappropriate for it does not exist. This indefinite determiner is known never placed before any proper nouns, and others starting with consonants except vowels and mute “H”.

Second, having a look at the next question, the class was asked to place any article before the noun water. So, six pupils (37,50%) used “The” before the noun water whereas it is not accepted before uncountable-material nouns. Fitikides, in the same work argues: Wrong use of “The” with material nouns. Don’t say, The gold is a precious metal. Say: Gold is a precious metal. Material nouns, if used in general sense are used without any article.

Note: If however material nouns are used in particular sense, the definite article is required as the gold of South Africa is exported to many countries. (P.68)

To be sincere to the above quotation, those pupils who placed the definite determiner before the noun water are wrong because the word itself stands uncountable, without any aspect of particularity or precise identity.

Seven pupils (43,75%) used the article A, which does not interfere placed before the noun water with its determined characteristics. For the same question, three pupils (18,75%) used the article “An” which is wrong when it means one, never before uncountable nouns.

Third, the sentence was designed with a gap to place a convenient article before the noun Zambia. Six pupils (37,5%) agreed with the article “The”. This appears a mistake because no article is accepted placement before nouns of countries.

Segihobe, N.(2019), in his course of grammar part one, identifies a list of countries accepting the usage of the definite article in the following lines: The definite determiner is not accepted before nouns of countries except:

Congo/Zaire,
Soudan,
USA,
UK,
Netherlands,
Seyshells
Ivory Coast,
Vatican City,
Central African Republic
Philippines.

In fact, the portion of pupils using the article “The” are not sincere for Zambia is not recognized in the list established by the English symposium.

Different activists in the field of class education evoke the right behavior a teacher should adopt, determined to train learners for a general communicative purpose.

In this context, students must be beneficiaries of knowledge very able to make them aware of scientific notions in full and not half. A partial piece of information is identified flattery as confirmed by Delrée, R. (1975:p90), in “Modern Problems”, stating that: What is the difference between appreciation and flattery? That is simple. One is sincere and the other unsincere. One comes from the heart out; one is unselfish, the other is selfish, one is universally admired, the other is universally condemned. (P.90)

Truly speaking, the way learners of this class are assessed in my research is a proof that they are beneficiaries of flattery because they are not introduced to tough materials to make

them altogether know what is recognized at the universal level about the wonderful use and mastery of articles for marvellous communication.

Although five pupils (31,25%) responded correctly, it looks easy to understand that the class is very low, acquiring grammatical elements for nothing profitable in their everyday interaction.

In addition, the fourth question contained a gap that needed to be completed with an appropriate article before the noun church. So, five pupils (31,25%) used the definite article yet it is not accepted before this noun. The book of "Common mistakes in English" by the same author emphasizes that : Wrong use of "The" with "Church". Don't say: on Sunday, I go to the church. Say, on Sunday, I go to church. To go to church means to go and pray, while to go to the church means to go and visit the church. (P.71)

Indeed, the six pupils (37,5%) using "A", the two pupils (12,5%) using "An" are merely mistaken for these are assessed very ignorant.

In fact, the three pupils (18,75%) placing omission are to applaud for no article is required before the noun church, especially because with the Bible in hands on Sunday, the Christian does not take any other destination if not church for worship and not for a visit.

Furthermore, the first clause of the fifth sentence presented a gap placed before the noun Sunday.

Fourteen pupils (87,5%) answered using the definite determiner and two pupils (12,5%) using the indefinite "A" both groups taken very wrong because before nouns of days, these are not used if not in the case of particularity where the definite article interferes:

Fitikides, T.J. argues: Wrong use of "The" with names of days and months. Don't say, The Sunday is a day of prayer, the December is the last month. The definite article should not be used before names of days and months.

Note: But we say, the Sunday before last, The December of 1940. (P.70).

Having a look at the second clause of the fifth sentence, the blank space was placed before the noun society.

In the context, 2 pupils (12,5%) placed the definite article, nine pupils (56,25%) used "A" and 2 pupils (12,5%) accepted "An". All of them were very wrong. This is materialized by the truth from which the noun society standing for any human community does not accept any article for general aspect if the communicant does not specify a well determined Community. The prece dingactivist bound to common mistakes confirms: Wrong use of

“The” with society. Don’t say, A thief is a danger of the society. Say, A thief is a danger of society.

Note: But the definite article is required if society is used in a particular sense. As the society of the Greeks was based on freedom; in the sense of companionship: as, I enjoy the society of my friends. (P.71)

Going to the sixth sentence, the article a gap was put before the noun love. Six pupils (37,5%) placed “The” when not accepted before any abstract noun.

Five pupils (31,25%) used “An”, which is not admitted, either and other five pupils (31,25%) placed “An”, all of them were mistaken, ignorant that before abstract nouns articles are not used. Finally, the seventh sentence was an invitation addressed to the class to place an appropriate article before the noun boy. Six pupils (37,5%) used “The”, something to applaud because the noun boy was repeated in the same sentence.

Seven pupils (43,75%) using “A” and 3 pupils (18,75%) using “An” have not got any reason for these articles misplacement is due to their own ignorance.

Making a deep observation to the above task, it appears right to conclude that grammar is known by learners with fiasco. Price, G.(2002). Seminar of creative writing, admits: Language needs grammar. It is essential if you want to construct any kind of statement beyond simply naming objects. If you want to express interesting ideas, then a sound grasp of grammar is essential. Your understanding of grammar may be more developed than you realize. If you have studied a foreign language, you may have a very sophisticated knowledge of how it works. Many students use grammar well without knowing all the terms for the technique they are using. (P.26)

To be just sincere, pupils must be taught the course of grammar with full clarity, the latter well explained everything in general and also in details for better comprehension and more communication.

4. RECOMMENDATIONS

A Community which is not focused on a series of pieces of advice is an open way to fiasco when people are not aware of the right conduct to adopt. Counsellors are given in any society an opportunity to talk with men for better guidance pushing them to reach a good level of satisfaction.

As a matter of fact, having a retrospective look on the second and third parts of this research, I find useful to recommend the following elements and actions

First of all, teachers of English should introduce their materials based on the concept, i.e. Specific, Measurable, Achievable, Realistic, and Time bound.

The term “**Specific**” appears to remind teachers of English used as a foreign Language in the DRC that whatever notion to be taught must originate from a particular text for nothing is to be delivered for profit of the class at random.

The word “**Measurable**” refers to the notion to teach which must be measured and adopted to the learners’ level but also well quantified.

The word “**Achievable**” stands for the teacher’s ability to reach their lesson goal which is better comprehension of the material for more communication through any adequate-communicative activity.

The element “**Realistic**” refers to any notion chosen to teach that must reflect the truth in the lesson delivery, students should be well guaranteed to receive real science not dishonesty.

Finally, the concept “**Time bound**” refers to the time reserved to each part of the lesson, each one with a fixed moment for a specific activity.

Modern methodology, Communicative Language Teaching, does emphasize on Teacher’s Talking Time fixed 30% when the Students’ Talking Time is reserved 70%. The aim of teaching Grammar notions could be to enable learners to use them in their everyday conversation.

Richards, C.(2006) puts it that in recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as:

- Interaction between the learner and users of the language
- Collaborative creation of meaning
- Creating meaningful and purposeful interaction through language
- Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
- Learning through attending to the feedback learners get when they use the language
- Paying attention to the language one hears (input) and trying to incorporate new forms into one’s developing communicative competence
- Trying out and experimenting with different ways of saying things

Second, teachers of English should introduce to their classes the lesson about articles, making the learners understand what a definite and indefinite article is with guiding sentences to illustrate the structure. This should enable me to use bring them use these different learnt articles in their everyday speech.

In order to perfect the class in the same notion, the teacher is advised to detail the output with the full elements in particularity with the choice of appropriate teaching aids to visualize. Learners understand better when they see, touch, manipulate and, if possible, taste.

Moreover, the school authorities should provide useful books of grammar to teachers of English. These documents will surely help them check what the right notion to teach is and different details to be known about.

Finally, inspectors should make a permanent follow-up at school in order to check what is taught right, how the lesson is quite active and more communicative with a series of orientations.

5. CONCLUSION

This research has developed a topic around the communicative handicap by the use of articles in the second form social technique at Mavuno Institute/Goma: 2021-2022.

In order to be aware of the misuse these determiners, I relied on the questionnaire-survey technique, from which a series of sentences was to be completed with placement of appropriate articles. I selected seven sentences containing eight blank spaces. Knowing that my research referred to a sample, I selected sixteen pupils (61,5%) from twenty-six, the class-maximum quantity.

For the first question, the class got 0%. Then, for the second question, the class also got 0%. For the third question, only 31,25% succeeded. Going to the fourth question, 18,75% was apt to use well the article. For the fifth question a, the class got 0% when for b, 18,75% got success.

The penultimate question was assessed with 0% for the class when the last was succeeded at 37, 5%. With calculation of the result, the class is assessed, showing a success rate of 13, 28%. This is a miserable observation proving that the lesson about articles was not successfully assimilated.

Taken among the pillars of English language, the article appears profound for better knowledge and mastery in order to communicate with fluency and accuracy. This assessment fiasco will not lead the class to communicate with efficiency but getting more and more blocked to talk well and be heard. James, D. (2005) argues that any meaningful discussion of teaching grammar must begin by considering learning outcomes. Learning outcomes specify what students will know or be able to do after instruction, and they require that we match instruction to expected outcomes.

This field around the placement of articles is still largely open to a number of researchers, needy to realize any case of misuse for better guidance and promotion of English-Language grammar.

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