

Enseignement

EVALUATING PEDAGOGICAL INSPECTION OF THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS AT THE SECONDARY EDUCATION LEVEL IN DEMOCRATIC REPUBLIC OF THE CONGO: CASE OF THE SOUTHERN NORTH KIVU SECONDARY SCHOOLS.

HABASIKIYAKE KAKULE*

Abstract

The main focus of this article consists in attempting to show whether pedagogical inspection carried out by inspectors of English contributes to the improvement of the English language teaching and learning process at the secondary education level. On this issue, views remain divergent due to the positions of actors involved in this pedagogical activity. On the one hand, teachers are persuaded that inspection causes only frustration and dissatisfaction once the activity has been carried out. They think that inspection proves to be time consuming and never contributes to the development of their career. On the other hand, inspectors firmly believe that the activity is of paramount importance in that classroom visits and attendances at teachers' various lessons reveal a great deal of weaknesses and failures in their language teaching and thus bring out corrective measures that help and offer them a crucial opportunity to improve their teaching activity.

This article is then dedicated to provide potential and constructive suggestions and recommendations for a pedagogical inspection conducive to develop the English language teaching and learning process in Goma secondary schools.

Keywords: *Evaluating, pedagogical inspection, English language teaching and learning process; secondary education, Southern North Kivu secondary schools.*

ÉVALUATION DE L'INSPECTION PÉDAGOGIQUE DU PROCESSUS DE L'ENSEIGNEMENT ET DE L'APPRENTISSAGE DE L'ANGLAIS AU NIVEAU DE L'ENSEIGNEMENT SECONDAIRE EN RÉPUBLIQUE DÉMOCRATIQUE DU CONGO : CAS DES ÉCOLES SECONDAIRES AU SUD DU NORD-KIVU.

Résumé

Le but principal de cet article est de tenter de montrer si l'inspection pédagogique d'anglais tenue par les inspecteurs dans les écoles secondaires de Goma contribue à l'amélioration du processus d'enseignement- d'apprentissage de la langue anglaise au niveau de l'enseignement secondaire.

* Professorat the University of Goma (UNIGOM), Faculty of Law, Political, Administration and Management Sciences, International Relations, Tél : +243970035985, E-mail : habasikiyakemupenda@yahoo.fr

À ce sujet, les points de vue divergent à cause de positions des acteurs impliqués dans cette activité pédagogique. D'une part, les enseignants sont persuadés que l'inspection ne cause que des frustrations et des mécontentements une fois l'activité terminée. Ils pensent que l'inspection s'avère un temps perdu et ne contribue pas au développement de leur travail. D'autre part, les inspecteurs croient fermement que cette activité est d'une importance capitale à ce que les visites de classe et les assistances aux différentes leçons des enseignants révèlent beaucoup de faiblesses et d'échecs dans leur enseignement de la langue et ainsi apportent des mesures correctives qui aident et leur offrent une opportunité cruciale pour améliorer leur activité d'enseignement.

Ainsi, cet article a pour but de fournir des suggestions et des recommandations potentielles et constructives pour une inspection pédagogique susceptible de développer le processus d'enseignement- d'apprentissage de la langue anglaise dans les écoles secondaires du Sud du Nord-Kivu.

Mots-clés : *Evaluation, inspection pédagogique, processus d'enseignement - apprentissage de la langue anglaise ; enseignement secondaire ; écoles secondaires du Sud du Nord Kivu.*

1. INTRODUCTION

Pedagogical inspection in schools constitutes a crucial activity which is meant to monitor and supervise teaching in order to improve teaching performance and skills of teachers. It constitutes a very important opportunity offered to school inspectors to control the acquisition and the application of principles, methods and techniques of teaching displayed by teachers who are supposed to impact positively on the education of learners. At the same time, it proves to be a privileged opportunity offered to inspectors to evaluate learners' acquisition of the material taught, to detect and provide corrective measures to teaching - learning failures and envisage remedial improvement. As said in Educational Supervision and School Inspection (PDE 116) (2001: 201), its "main emphasis is on the improvement of learning and teaching activities in the school".

This article, however, restricts itself to the pedagogical classroom inspection activity and the impact it can have on the improvement of English language teaching and learning process, of teachers' teaching performance and skills, and of learners' raise of motivation and language acquisition.

The real challenge in this article consists then in attempting to ensure that inspectors' pedagogical visits impact on teachers' English language teaching competence, that they gain something new or improve their teaching methodology, that learners are motivated to learn and perceive that their teachers have improved their way of teaching. In other words, inspectors' classroom inspection should contribute to the

intellectual capabilities of teachers and learners, and ease teachers' pedagogical activities and learners' assimilation of English language after various lessons.

It is obvious that inspectors' observations, remarks and instructions provided for teachers after their classroom visits should prove to be constructive and instructive insofar as teachers are responsive to them and bring to them a new impulse in their teaching activity. They should enable them to have a feedback on their commitment to teaching, be inspiring and embodying novelty or innovation that should enhance teachers' pedagogical knowledge and competence.

However, inspectors in schools very often adopt an authoritative attitude meant to sanction the inspected teachers rather than adopting an interactive and constructive attitude that can commend teachers who are acting. Therefore, constructive attitude could make pedagogical inspection more rewarding and productive instead of turning out to be counterproductive and punitive on the part of teachers.

Obviously, at the end of a class inspection, teachers should feel comforted and conclude that they have added something to their stock of knowledge. In other words, inspectors should come to observe teachers with the view that they are resourceful teachers who have to prioritize pedagogy rather than authoritarian and punitive position. On this point, Olube and Major (2014 : 94) argue that the role of an inspector of education is to "offer all possible assistance to teachers in maintaining educational progress".

Inspection, therefore, is not meant to scorn, intimidate and quarrel with teachers but rather to interact with them in correcting where it is necessary and improving and perfecting where it is deficient so that its ultimate goal and outcome constitute a truthful growth on the part of teachers and learners.

2. AIM OF THE ARTICLE

This article is intended to:

- Investigate the way pedagogical inspection is carried out in English language teaching in the Southern North Kivu secondary schools;
- Measure the impact pedagogical inspection has on inspected teachers;
- Analyze and evaluate the outcome of pedagogical inspection in terms of improvement of English language teaching and learning in the Southern North Kivu secondary schools;
- Formulate suggestions and recommendations susceptible to enhance pedagogical inspection with the view that it becomes a genuine tool of developing English language skills and performance of teachers and learners.

3. METHODOLOGY USED IN THE WORK

Two methods have been put to contribution in the achievement of this research paper: qualitative and quantitative. The qualitative method has eased the processing of issues related to the non-numeric data of the research. On the other hand, the quantitative method has been used in the exploitation of the numeric data pervading this

research paper. In addition to these two methods, techniques such as questionnaires, interviews as well as the documentary one have contributed to the achievement of the collection of data.

4. PEDAGOGICAL INSPECTION CARRIED OUT IN THE SECONDARY SCHOOLS OF THE SOUTHERN NORTH KIVU PROVINCE

4.1. Inspection Overview in the Southern North Kivu Province

Secondary school inspection system in the North Kivu Province has been divided into three educational administrative divisions. The first division, called North Kivu education division 1, encompasses the Goma town, the Nyiragongo territory and the Rutshuru territory. The second division includes the Lubero territory and the Beni territory. The third division covers the Masisi territory and the Walikale territory.

Each educational division is organized in inspection pools. The first division comprises three educational pools of inspection which are: (1) the Karisimbi inspection pool, (2) the Nyiragongo inspection pool, and (3) the Rutshuru inspection one. The second division covers the Butembo inspection pool and the Beni inspection one. The third division includes the Masisi inspection pool and the Walikale inspection one. Each inspection pool is autonomous and supervised by a principal inspection office.

4.2. Pedagogical inspection objectives in the Southern North Kivu Province

For efficiency of English teaching and learning, inspectors of English carry out several visits in secondary schools. These visits are meant to ensure that teachers of English are equal to their task and observe the Government's instructions regarding the teaching curriculum and apply relevant methods and techniques that are used to induce effective English learning. They advocate pedagogical, instructive, corrective and educational action in English language teaching and learning. They encompass a holistic and persuasive setting which aims at looking at a certain number of variables that are taken into account over inspection activities in schools. Wanzare (2002), Ojelabi in Olele (1995) and Kamuyu (2001) argue that some of the reasons that inspection is carried out in schools include:

1. To acquire an overview of the quality of education ...
2. To offer purposeful and constructive advice ...
3. To supervise the implementation of Curriculum ...
4. To monitor and improve teaching and learning ...
5. To stimulating and providing Guidance ...

The above quotation applies best to the inspection conducted by North Kivu Province inspection. They throw light to the fundamental aim of inspection pursued by the system of education in North Kivu. Thus, when an inspector of English initiates a pedagogical inspection in a school, this pedagogical inspection is coupled with a double mission: (1) improving learning of English language, which involves the improvement

of the quality of learning of students, and (2) improving teaching of English language, which involves the increasing improvement of the quality of teachers.

4.3. Data collection process and sampling

4.3.1. Data collection

The data collection process was carried out in May 2022 before teachers of English went on holidays. This was indeed the right moment to meet teachers after they had been subjected to English lessons inspection all over the school year.

The research investigation was conducted in different secondary schools which are : Institut Mont Goma, Institut de Goma, Institut Tupendane, Institut Mikeno Officiel, Institut Faraja, Institut Mwanga, Lycée Amani, Institut Communautaire du Lac, Institut Majengo, Institut Visoke, Institut Metanoia, Institut Mikeno Islamique, Institut Zanner, Institut Don Bosco, Complexe Ushindi Majengo, Institut Rutshuru, Institut Buturande, Lycée Pain de Vie, Institut Bobandana, Institut Kashebere, Institut Itebero and Institut Chambucha.

It is important to point out that the access to those schools was eased by the “Chef de Sous-Division de Goma I” who recommended us to the different headmasters to be in touch with their teachers. This recommendation proved necessary because many headmasters were reluctant to easily welcome the researcher in their respective schools.

The implementation of data collection was carried out into those selected schools where a questionnaire was distributed to 48 teachers to collect their views on the pedagogical inspection they usually face. The second phase focused on inspectors of English who had equally to receive their questionnaire in order to provide their view on the benefits of the pedagogical inspection they regularly carry out in different schools.

4.3.2. Sampling

4.3.2.1. Distribution of secondary schools in the Southern North Kivu Province

Table 1: Distribution of secondary schools in the Southern North Kivu Province in 2022

Name of Division	Inspection pools	Number of secondary schools per inspection pool
Karisimbi Division	Karisimbi inspection pool	246
	Nyiragongo inspection pool	111
	Rutshuru inspection pool	272
Masisi / Walikale division	Masisi inspection pool	387
	Walikale inspection pool	237
Total		1253

Source : Sous-Division de Goma.

As can be seen above, the southern part of the North Kivu Province is in charge of 2 divisions comprising 5 inspection pools. Each inspection pool has a precise number of secondary schools.

4.3.2.2. Teachers distribution per school

In total, 48 teachers of English were selected to participate in the questionnaire following the levels of their schools and their educational qualification. This choice was motivated by the fact that qualified teachers teaching in terminal classes could provide and understand best the questionnaire dedicated to them. The number of teachers per school depended on the sizes of schools. Obviously, there are schools that are more populated than others. In populated schools, the number of teachers varied from 2 to 3 while in less populated ones the number could not exceed 2.

**Table 2: Distribution of teachers per school
(LA = Licencié Agrégé)**

Name of school	Number of participants	Qualification
Institut Mont Goma	3	All graduates (LA)
Institut Visoke	2	All graduates (LA)
Institut Faraja	3	1 undergraduate (G3) 2 Graduates (LA)
Institut Mwanga	3	All graduates (LA)
Institut Metanoia	3	All graduates (LA)
Institut Majengo	3	All graduates (LA)
Institut Mikeno Officiel	2	All graduates (LA)
Institut Tupendane	2	1 undergraduate (G3) 1 Graduate (LA)
Institut de Goma	3	All graduates (LA)
Institut Zanner	2	All graduates (LA)
Institut Mikeno Islamique	2	All graduates (LA)
Lycée Amani	2	All graduates (LA)
Institut Communautaire du Lac	2	All graduates (LA)
Institut Rutshuru	2	All graduates (LA)
Institut Don Bosco	2	All graduates (LA)
Institute Buturande	2	All graduates (LA)
Complexe Ushindi Majengo	2	All graduates (LA)
Lycée Pain de Vie	2	All graduates (LA)
Institut Bobandana	3	All graduates (LA)
Institut Kashebere	1	Secondary school certificate (D6)
Institut Itebero	1	Secondary school certificate (D6)
Institut Chambucha	1	Secondary school certificate (D6)
Total	48	

Source: Investigation carried out in schools.

The table above shows clearly the dominant qualification of teachers per school. Most schools are prone to recruit the highest qualification (LA) with the view that they are the best teachers who can prompt learners to succeed massively in the State Exam. Presumably, the success in the State Exam determines the fame of the school and overtly attracts a great number of pupils in that school. Equally, parents are induced by the success of a school which proceeds to a massive enrolment of pupils.

4.3.3. Questionnaire for teachers

Teachers were instructed and required to answer the questions as truthfully as possible in order to reach the research objectives. The main objective of this questionnaire was to attempt and ensure whether pedagogical inspection proves to be a genuine instrument of monitoring and improving English language teaching and learning in North Kivu secondary schools.

Table 3: Presentation of the teachers' questionnaire

N°	Question	Answer suggested	Number of respondents' answers	Percentage (%)
1	How many times have you been subjected to pedagogical inspection from 2019 to 2022?	Once Twice Three times Four times Five times None	8 3 6 5 5 21	16.66 6.25 12.5 10.41 10.41 43.77
2	What do inspectors check most ?	Didactic documents English language speaking Methodology Teaching aids Pupils' materials	21 8 8 4 7	43.75 16.66 16.66 8.33 14.60
3	Do inspectors intervene and interrupt you during the lesson ?	Yes No	4 44	8.33 91.67
4	After the inspected lesson, does the inspector dedicate enough time to discuss the lesson with you ?	Yes No	46 2	95.84 4.16
5	Does the discussion of the lesson with the inspector bring you something new ?	Yes No	13 35	27.08 72.92
6	What does the discussion with the inspector focus on ? Tick several options if necessary	Spoken language Skills Performance Lesson preparation Nothing	17 10 6 15 00	35.41 20.83 12.5 31.26 00

N°	Question	Answer suggested	Number of teachers' answers	Percentage
7	Does the discussion of the lesson with the inspector improve your methodology, skills, performance, lesson preparation ?	Methodology Skills Performance Lesson preparation Nothing	Yes 16 No 32 Yes 10 No 38 Yes 6 No 42 Yes 15 No 33 Yes 6 No 42	33.33 66.66 20.83 79.17 12.5 87.5 31.25 68.75 12.5 87.5
8	In general, are you satisfied with pedagogical inspection because it brings you something new in your teaching ?	Yes No	11 37	29.91 77.09
9	After every inspection does the inspector organize improvement sessions ?	Yes No	00 48	00 100
10	What do you expect from inspection ?	Methodology improvement Teaching skills improvement Performance improvement All the above aspects Nothing	48 48 48 48 00	100 100 100 100 00
11	Do inspectors assess learners' English language acquisition during various inspections?	Yes No	00 48	00 100
12	Do you have any constructive and corrective suggestions about English pedagogical inspection? Provide some :		Inspectors have to organize seminars; inspection has no impact on teachers; many inspectors display some weaknesses in their job; only some schools are inspected but others are neglected; inspectors never organize model lessons; some inspectors are conflictual with teachers, etc.	

4.3.4. Comments on teachers' answers

Question 1

Times over which teachers were inspected depend on the availability of inspectors and access to schools. The average rate of inspection for each teacher varies from 0 to 2 visits per year, which appears to be insufficient to improve teachers' performance. Table 3 shows that there are teachers (43.75%) who have never been visited over the last four years i.e from 2019 to 2022.

Question 2

Table 3 shows clearly that inspectors are more interested in teaching materials (43.75%) than any other teaching aspects (eg teaching aids (8.33%), which are very important for teaching illustration.

Question 3

Question 3 testifies that pedagogical principles are observed as inspectors do not overly give remarks in class while a teacher commits teaching errors in speaking, writing or other language aspect on the blackboard. All investigated teachers (91.67%) agree on it.

Question 4

95.84% of teachers state that inspectors dedicate enough time with them discussing the way lessons were operated during the time inspectors observed them. In fact, this is the opportunity during which inspectors provide their remarks, observations and suggestions that can serve as instructive and corrective effectiveness and bring to teachers something new.

Question 5

This question splits teachers. Some (27.08%) affirm that discussions at the end of lessons add something new to them while others (72.92%) think that they prove to be a waste of time for them. The weakest teachers in English teaching appreciate those sessions but the strongest ones are persuaded that inspectors' discussions do not benefit them.

Question 6

Answers to this question show that discussions of lessons focus almost on lesson preparation (31.26%) to the detriment of other language teaching aspects. However, all teachers agree that the essential points are discussed.

Question 7 reinforce question 6 in that it claims that inspectors never contribute to pedagogical performance of teachers. Indeed, 42 over 48 (87.5%) prove to be a convincing proof which actually demonstrates that inspectors never seek opportunities to improve teachers' pedagogical level in English teaching.

To question 8, teachers (77.09%) deny the benefit of the inspection though a relative significant number of teachers recognize the benefit of the activity.

To question 9, all investigated teachers (100%) are affirmative in that inspectors never organize improvement sessions after every inspection activity.

About question 10, all participating teachers (100%) in the questionnaire stated that inspectors never assess learners' English language acquisition during various inspection sessions.

Question 11 shows that all teachers (100%) expect inspection to improve their quality and teaching capabilities. For this, emphasis is put on methodology and skills which prove to be the essential components of English teaching.

4.4. Discussion and analysis of different results about the questionnaire answers

4.4.1. Discussion of the results about teachers' questionnaire answers

As said earlier, 48 teachers participated in the questionnaire, 2 or 3 teachers per school depending on the size of the school. Despite the disparity in their answers, the majority of answers (95%) at least are similar due to the fact that teachers face the same challenges and have the same concerns and objectives. For instance, answers regarding teaching methodologies such as questions 3, 4, 5, 7, 8, 9, 10, 11, teachers have almost the same viewpoints if we take into account the percentage of answers (80%). For the other questions (1, 2, 6), responses are so dissimilar that each teacher provides his own appreciation and judgement on the way inspectors deal with pedagogical exercises and activities. In question 12, teachers provide their viewpoints on the way they think inspection should be carried out. The suggestions they have made are so pertinent that they demonstrate that teachers are really concerned about the improvement inspectors should bring and operate in the English teaching and learning process.

4.4.2. Analysis of the results about teachers' questionnaire answers

In the light of teachers' responses on the investigation questions, it obviously appears that for most teachers the pedagogical inspection proves to be a sort of routine that does not bring to them any specific improvement in their everyday job.

Firstly, pedagogical inspection seems to be a mere administrative activity rather than a pedagogical one. Most teachers spent 6 years from 2018 to 2022 without being subjected to any pedagogical inspection. Teachers' inspection depends on the availability of inspectors. Within six school years, most teachers were inspected once per chance while some others spent six years without any inspection. Actually, this reality appears in their several complaints.

Secondly, the number of inspectors is so insignificant that inspectors are overwhelmed and cannot afford inspecting all those schools. For example, the Goma town has just 1 inspector for 72 secondary schools without taking into account the 246 secondary schools that encompass all the Karisimbi pool; Nyiragongo inspection pool controls 111 secondary schools for 2 inspectors; Rutshuru inspection pool has 272 secondary schools for just 3 inspectors; Walikale inspection pool is in charge of 237 secondary schools for 2 inspectors and Masisi inspection pool controls 387 secondary schools with 2 inspectors. This deficiency in the number of inspectors does not offer teachers the opportunities of being inspected several times, even once, and benefit from inspectors' pedagogical support.

Thirdly, answers on the questions have disclosed that teachers complain a great deal about the scientific and pedagogical level of their inspectors insomuch that they think that they are not in a position to offer them something new scientifically and pedagogically. Presumably, they are aware of their inspectors' pedagogical strengths and weaknesses when they meet during lesson inspections. The teachers' expectation is to see the inspector to be 'a resource person. For this reason, the inspector should demonstrate up-to-date knowledge in his/her area of specialization, show awareness of recent trends in educational research and technology that are related to his/her subject areas and be able to apply valid knowledge to the solution of instructional problems' (Educational Supervision and School Inspection (PDE 116) (2001 : 240).

4.5. Questionnaire for inspectors

Inspectors of English were also given a questionnaire that attempted to allow them to disclose their own views and opinions about their responsibility and the task they carry out in the North Kivu educational system, particularly in the English teaching and learning process. Their responsibility is so huge that the success or failure in the educational system rests partly on their shoulders given the fact that they are the first to keep a watchful eye on the English teaching and learning process. It is obviously clear to note that their answers were not fully perfect and truthful due to the fact that they are prone to falsification and exaggeration in their treatment.

4.5.1. Distribution of inspectors per inspection pool

Table.4. Distribution of inspectors per pool in 2021-2022

Inspection pool	Number of schools per inspection pool	Number of inspectors per inspection pool	Qualification
Goma town pool (Karisimbi)	246	1	1 graduate (LA)
Nyiragongo inspection pool	111	2	1 graduate (LA) 1 undergraduate (G3)
Rutshuru inspection pool	272	3	2 graduates (LA) 1 undergraduate (G3)
Masisi inspection pool	387	2	2 graduates (LA)
Walikale inspection pool	237	2	1 graduate (LA) 1 undergraduate (G3)
Total	1253	10	

Source: Inspection office of Goma town.

The table above indicates 1,253 secondary schools and 10 inspectors of English in the Southern North Kivu education system. As far as qualification is concerned, 7 inspectors are graduates and 3 undergraduates.

4.5.2. Presentation of inspectors' questionnaire answers

Tableau 5: Inspectors' questionnaire answers

N°	Questions	Answers	Number of answers per question	Percentage %
1	How long have you been exercising inspection in English?	A year Two years Three years More	0 0 4	00 00 40 60
2	Do you have the necessary material which allows you to carry out your job?	Vehicle Motorbike Other Nothing	6 No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 10	100
3	State your objective when you undertake inspection	Controlling teaching documents Controlling teaching methodology Controlling teaching knowledge Controlling the school in entirety All of them	0 0 0 0 10	00 00 00 00 100
4	What language areas are you particularly interested in during your inspection? Tick more than one	Listening Speaking Reading Writing Grammar Vocabulary	0 10 4 0 10 10	00 100 40 00 100 100
5	Do you intervene during the lesson when you note that the teacher makes mistakes?	Yes No	00 10	00 100
6	Do you discuss the lesson with the teacher at the end of the lesson?	Yes No	10 00	100 00
7	What main deficiencies do you find out during a lesson inspection ? Tick more than one	Deficiency in methodology Deficiency in language knowledge Deficiency in mastery of the lesson topics	0 0 0	

		Deficiency in the use of teaching aids	<input type="text" value="0"/>	
		Deficiency in the objectives of the lesson	<input type="text" value="0"/>	
		Deficiency in class participation	<input type="text" value="0"/>	
		All of them	<input type="text" value="10"/>	100
8	What remedial proposals do you make to address the above deficiencies?	Providing corrective remarks	<input type="text" value="0"/>	
		Providing corrective immediate suggestions	<input type="text" value="10"/>	100
		Providing catch up lesson	<input type="text" value="0"/>	
		Providing corrective observations on paper	<input type="text" value="0"/>	
9	Do you think that teachers observe and benefit from your inspection observations and suggestions?	Yes	<input type="text" value="10"/>	100
		No	<input type="text" value="0"/>	
10	When do you note that teachers have benefited from your inspection observations and suggestions?	During your lesson discussion	<input type="text" value="6"/>	60
		During your next inspection sessions	<input type="text" value="4"/>	40
11	What are the problems you face in your job?	Lack of means of transport	<input type="text" value="7"/>	70
		Didactic materials	<input type="text" value="0"/>	
		Overcrowded classes	<input type="text" value="0"/>	
		Teacher unqualification	<input type="text" value="0"/>	
		All of them	<input type="text" value="3"/>	30
12	Do you sometimes benefit from in-service training over your career ?	Yes	<input type="text" value="00"/>	00
		No	<input type="text" value="10"/>	100
13	If this in-service training is not effective, how do you manage to contribute to teachers'	By your former studies education	<input type="text" value="6"/>	60
		By your personal experience	<input type="text" value="2"/>	20
		By reading various English materials	<input type="text" value="2"/>	20

	improvement in English language teaching?			
14	If you have not benefited from in-service training, how do you remedy your academic deficiencies ?	By personal readings By seminars By internet By interactive contacts	<input type="text" value="6"/> <input type="text" value="1"/> <input type="text" value="3"/> <input type="text" value="00"/>	60 10 30 00

4.5.3. Comment on the inspectors' questionnaire answers

Question 1

Most inspectors (60%) have been performing their job for more than three years. This means that they are not probationers in inspection and this experience allows them to fully fulfil their task.

Question 2

Inspectors (100%) have no available materials that could enable them to carry out their job. This lack of moving materials prevents them from moving from one area to another, especially from inspecting distanced schools.

Question 3

All inspectors (100%) are fully aware of the language objectives to attain in their job. Their job, indeed, consists in controlling the overall teaching aspects and operations related to their task.

Question 4

Inspectors testify to selecting some language skills and do not pay enough attention to some others. Listening (00%) and writing (00%) are never inspected, perhaps because they are never object of the English State Exam or perhaps because their implementation proves to be very difficult due to lack of adequate material for listening and weakness of learners to perform writing instantly.

Question 5

All inspectors (100%) seem to observe the pedagogical principle that consists of non-intervention in lessons while they are under way. In fact, even if a teacher makes mistakes during his lesson, the inspector has to wait until the end of the lesson to correct him to avoid frustrating and humiliating him before his / her learners.

Question 6

All the inspectors (100%) are aware that they have to discuss lessons with teachers after each inspection. The discussion enables the teacher to discover his / her weaknesses and efforts in some teaching aspects such as methodology and other language aspects.

Question 7

Here, inspectors (100%) display a certain pessimism and misconsideration about teachers' mastery of English language and teaching methodology when they enhance

that teachers are deficient in all aspects of English knowledge despite their qualifications.

Question 8

Inspectors (100%) provide teachers with immediate corrective and guiding observations and suggestions to help them improve their teaching knowledge and remedy some other deficiencies.

Question 9

Inspectors display certain optimism in their guiding and supporting of teachers in teaching and learning when they claim that all their observations and suggestions are obeyed by teachers.

Question 10

Inspectors note that their observations, remarks and suggestions are beneficial to teachers during their subsequent inspections witnessing their know-how and competence.

Question 11

The answer to question 11 shows clearly that inspectors face serious difficulties in their job, especially with the problem of lack of transport (70%).

Question 12

All the inspectors investigated (100%) have never benefited from in-service training opportunities. In-service training opportunities prove to be very important to ensure the continual improvement of the quality of job. Actually, it is through that operation that inspectors can improve their teaching and learning methodologies and skills.

Question 13

As inspectors have never had any chance to benefit from in-service training opportunities, the only opportunities to improve and maintain teaching inspection quality remain self-improvement and development. This is fostered by their former studies (60%), personal experience (20%) and readings (60%).

4.5.4. Discussion and analysis of the results of inspectors' answers

4.5.4.1. Discussion of the results about inspectors' answers

As said before, 10 inspectors participated in the investigation questions. The first thing to be noted is that the number of inspectors is obviously insignificant and proves to be a drop in the ocean. Indeed, 10 inspectors for 1,264 secondary schools cannot be available to inspect each school and each teacher. Therefore, there are some teachers, even the majority, who have never been inspected even once a year as answers to question 1 in table 3 shows it.

In addition to this, a number of inspectors lack facilities and resources for their mobility that could help them carry out adequately their daily task. They actually lack vehicles or motorbikes that could allow them to visit a great number of schools and teachers and reach the main objective for which they have been promoted and monitor

several aspects of English language teaching and learning as stated in question 3 in table 6.

Views regarding methodologies as in answers 3, 4, 5, 6, 7 in table 6 vary according to the aspects discussed. For instance, skills that constitute the backbone of English language teaching and learning process are not taught in entirety. That is the case of listening and writing that are left away for no evident reason. They should be coupled with all others due to the fact that language cannot be taught in a selective manner.

However, what is interesting is that inspectors are aware of certain deficiencies in teachers' teaching and able to remedy them. This appears clear in answers 7, 8, 9, 10, 11 in table 6 where inspectors turn out to be keen in this aspect. Identifying and remedying teaching and learning deficiencies meet the objectives of inspection because inspection is meant to monitor and improve the quality of teaching and learning. Similarly, it is plausible to comply with pedagogical principles underlying teaching and learning. Indeed, answers 5 and 6 in table 6 prove to be eloquent and demonstrate clearly that inspectors master those principles.

To help inspectors improve their inspection skills and performance, in-service training should be enhanced by the government. This in-service training stands for the only way of enabling inspectors to update their pedagogical knowledge and make it beneficial to teachers.

4.5.4.2. Analysis of the results of inspectors' investigation answers

In the light of the various factors examined about the investigation it appears that inspectors face a great deal of problems that do not ease them to cope with their task. First, the investigation has revealed that inspectors do not enjoy adequate social and material support. The government does not offer them a motivating salary that can urge and encourage them to fulfil their job with commitment and interest in work.

Second, inspectors' lack of material resources obviously hinders regular inspection and visits of schools and teachers. Many teachers and schools are abandoned to their fate as inspectors cannot evaluate their efforts and degrees of their performance and achievement. Teachers obviously doubt about their advancement in work due to the fact that they never receive anyone to appreciate or depreciate their strengths or weaknesses in their job.

Third, inspectors' social and material conditions can affect negatively their effort and contribute to and explain the lack of interest in their career. They hinder their dedication to the work. Indeed, young teachers of English are not attracted by inspectorate since they do not find and see in it any interest, satisfaction and happiness exciting them for future prospects of undertaking such a career. This poor social situation urges many teachers to remain teacher instead of embracing a career that cannot favour a change of social status.

Fourth, the investigation clearly demonstrates that inspectors in North Kivu Province never benefit in-service training opportunities that could allow them to improve their English teaching methodology, skills and performance. This deficiency makes them

vegetate in their career since they do not update their knowledge in English language teaching and learning. In-service train could guarantee the quality of their work and remain genuine actors of the development of education.

On the other hand, many inspectors, particularly those living in countryside, do not have access to libraries to read update books and internet as they have no facility and access to electricity. Hence they have no way to update their information regarding new discoveries in teaching and learning process.

Fifth, the investigation has disclosed that there is no mutual confidence between inspectors and teachers. Inspectors, on the one hand, seem to be convinced that most teachers are incompetent and do not display sufficient abilities to cope with their job. Answer 7 in table 6 shows clearly that teachers are deficient of many teaching aspects in such a way that they need additional and continuous training in them. On the other hand, teachers claim that inspectors are incompetent and pretend that their knowledge and academic level is not superior to theirs. This observation is clearly expressed in their suggestions pointing out a great deal of grievances about inspectors' lack of incentives in their job.

Hence, a conflict of competence between teachers and inspectors. As Ololube (2013) argues, 'The major concern here is that most inspectors are not professionally qualified. They conduct themselves in an unprofessional manner that has serious implications for teaching and learning'. It is also important to note that the non-checking of learners' language acquisition during their inspection sessions disqualifies them in that they ignore that the first beneficiaries of teaching are learners. Hence, if they never do that, they lack professionalism in their job.

Sixth, lack of follow-up of lessons inspected and observations and remarks weakens their performance as they do not get feedback that could enhance the aim of their inspection activity.

CONCLUSION

This article has attempted to identify and examine some of the factors regarding the inspection of English in the Southern North Kivu Province. Teachers and inspectors have provided their views and perceptions about their respective tasks and responsibilities in education, especially in English teaching and learning.

For teachers, inspection does not improve their job in that it does not offer them any opportunity to go beyond their current knowledge and tends to play a negative role for lack of positive approach to the teaching and learning of English language. Teachers tend to show that inspection does not address the problems they face in their huge responsibilities and improve their abilities and performance.

Inspectors, on the other hand, claim that the government betrays them in that they are not offered the opportunity to achieve their job adequately. They feel that they are actually left to their fate since they are not even offered the minimum social and material conditions that can enable them to assume their inspectorial workload. Indeed,

the lack of in-service training, means of transport, poor adequate social conditions and other supporting equipment have developed in them a feeling of frustration and demotivation that affects negatively their task and commitment to the teaching and learning of English.

REFERENCES

1. Educational Supervision and School Inspection (PDE 116). Federal Ministry of Education, Inspector's Manual, 2001.
2. Kamuyu, C. 2001. How not to conduct inspections. *East African Standard : Online Edition*. Retrieved January 15, 2014 from <http://www.eastandard.net>
3. Olele, C. 1995. Inspection and Supervision in Education. In V.F. Peretomode (Ed.) *Introduction to Educational Administration, Planning and Supervision*. Lagos, Nigeria: Joja Educational Research and Publishers.
4. Ololube, N.P and Major, N.B. 2014. School Inspection and Educational Supervision: Impact on Teacher's Productivity and Effective Teacher Education Program in Nigeria. *International Journal of Scientific Research in Education* 7 (1), 91-104 Retrieved (DATE) from <http://www.ij sre.com>
5. Ololube, N.P. 2013. Educational management, planning and supervision: model for effective implementation. Owerri, Nigeria : Spring Field Publishers.
6. Wanzare, Z.O. 2002. Rethinking School Inspection in the Third World: The case of Kenya *Educational Management, Administration & Leadership*, 30 (2) 213-229. Doi : 1177/02611 X 02030002511.
7. West - Burnham, J. 1994. Inspection, evaluation and quality assurance. In T. Bush and J. West - Burnham (Eds). *The Principles of Educational Management* (pp. 157-176). Harlow : Longman.

