TEACHING DEFICIENCIES IN ENGLISH LANGUAGE TEACHING IN GOMA SECONDARY SCHOOLS

BY PROFESSOR HABASIKIYAKE KAKULE

Abstract

This article is the outcome of the different attendances at some lessons carried out by English teachers in Goma secondary schools. It explores and analyses the methodological and pedagogical ways teachers were using during their various lessons' activities displaying and revealing thus some deficiencies in their teaching. The article is therefore meant to make an inventory of those deficiencies and to put forward some assumptions about the different methods employed by the Goma English teachers. It also aims at creating awareness in teachers to emulate them to improve their teaching methodology, to develop their skills and to remedy the glaring deficiencies which often occur in the implementation of English linguistic features.

Key-words: teaching in secondary school, english teaching methodology, deficiencies in english teaching

Résumé

Cet article est le résultat de différentes assistances à quelques leçons conduites par les enseignants d'anglais dans les écoles secondaires de Goma. Il explore et analyse les moyens méthodologiques et pédagogiques utilisés par les enseignants au cours des activités de leurs différentes leçons démontrant et relevant ainsi certaines déficiences dans leur enseignement. Ainsi l'article a pour but de faire un inventaire de ces insuffisances et de formuler des suggestions sur les différentes méthodes employées par les enseignants d'anglais de Goma. Il a aussi le but de conscientiser les enseignants de les émuler à améliorer leur méthodologie d'enseignement, à développer leurs capacités et à remédier aux insuffisances flagrantes qui se manifestent souvent dans l'application des aspects linguistiques de l'anglais.

Mots-clés: enseignement secondaire, leçons d'anglais, insuffisances en anglais, méthodes d'enseignement d'anglais

1. INTRODUCTION

Teaching is a demanding activity that involves a set of variables or factors which are essential to its success. It obviously requires qualification, experience, skills, intelligence, motivation, personality and a set of social conditions which must be put to contribution to achieve teaching outcome. The teacher's qualification affords learners to consider him the resourceful model, the person who can guide them at any time they need information about the language. On the other hand, the teacher's experience enables himself to ramify his teaching activities, to be steadily creative to use teaching strategies, to avoid monotony and provide dynamic impulse in his undertaking. Also, the teacher's skills refer to his intellectual and educational capabilities he is endowed with to achieve his tasks. These skills display his abilities of conceiving,

organizing, building strategies, adapting teaching material and communicating. The teacher's responsibility is viewed in terms of providing adequate formal instruction, raising learner's consciousness about the importance of the target language, fostering learners' interest and motivation, maintaining classroom setting and mood, organizing and presenting adequate input, controlling learners' behaviour and attitude during classroom activities, interpreting adequately the curriculum and its adequate application, maintaining the class discipline, implementing learners' assessment, moving up learners to expected outcomes and the like. To do this, the teacher must have the necessary expertise in language teaching to facilitate the acquisition of the language knowledge of learners. This expertise should naturally be enhanced to allow him to address all deficiencies that may manifest in his teaching activities. Surely, attending teachers' lessons in Goma secondary schools has enabled me to spot some deficiencies in their English teaching which require a remedy that can cause adjustments in their teaching process, self-evaluation and monitoring that should enable them to improve both their teaching and learners' learning.

Therefore, this research implies disclosing teachers' language teaching limits and shortcomings and improving their knowledge and methodological performance and setting new strategies.

I attended 26 sample lessons in schools such as Institut Mwanga, Institut Mont Goma, Institut de Goma, Institut Faraja, Institut Visoke, Institut Majengo, Institut Maendeleo, Institut Tupendane, Institut Mikeno Officiel, etc. for an average of 2 lessons per school. The lessons are described faithfully so that they keep their original form. However, only six lessons were transcribed otherwise twenty-six ones would cover pages and pages. These lessons covered various components such as reading text comprehension, vocabulary, grammar and phonetics reflecting the usual and monotonous materials Goma teachers deal with and were implemented at different study levels.

These lessons clearly disclosed the way teachers carried out their classroom activities at various degrees. Some teachers displayed deficiencies in methodology, others in language skills and other aspects of the language.

The sample lessons enabled me to spot the genuine sources of pupils' difficulties in English and the reasons why they do not cope with communication. At the same time, they threw light on the way Goma English teachers selected teaching materials and didactic aids, tackled the distribution of and the balance between theory and practice, and imparted facilities and opportunities to their learners in the acquisition of English knowledge.

It is equally important to note that these sample lessons displayed the teachers' responsibilities, difficulties and constraints in their career, and face – to – face exchanges

between teachers and learners requiring and necessitating supplementary improvements and efforts to make their task more efficient.

1.1. Purpose of the article

This article is designed to provide support for Goma teachers' educational action in English teaching and encourage them to improve their teaching skills. Indeed, teachers' regular lesson inspections by their trainers help them spot their English language deficiencies and stimulate them to perfect their English teaching performance. The various remarks and observations I made during my attendances at their different lessons in Goma secondary schools revealed that several teachers were not aware that (1) each devised lesson should aim at leading learners to communication, (2) teacher talk centrality hinders the communicative achievement of the lesson, (3) the teaching material should be selected in such a way that it really helps learners improve their everyday communication, (4) teachers should not restrict their teaching to some monotonous English skills and language aspects such as vocabulary, text reading comprehension and grammar but they should extend it to other skills such as listening, speaking and writing which are very often ignored and (5) the teaching method which is in vogue today is communicative teaching' (Richards 2006). Clearly, the main aim of this article is to enhance the Goma teachers' awareness that there are still some deficiencies in their English teaching and they should aim at improving efficiency.

1.2. Literature review

Many educationists such as Wallace (1982), Richards (2006), Gebhard (2006), Harmer (2007), Aggarwal (1996, 2003), Brown (2000), Krashen (1981), Richards and Schmidt (2010), Tembue (2006), etc. have spotted various deficiencies in English teaching that hinder communication. According to them if language teaching and learning fails to promote communication this is due to some deficiencies in it.

Wallace (1982) makes it clear that some teachers plan out excessive teaching materials in their lessons that they are unable to cope with in a single lesson. He points out that planned materials are too excessive in theory but too short in practice. Equally important is that teachers seem to forget the two teaching principles of TTT (Teacher Talk Time) and PTT (Pupil Talk Time) that Gebhard (2006) and Harmer (2010) term 'Teacher Talk Centrality'. This means that the teacher should talk less than his students during a particular lesson in order to increase their communicative competence. In the same connection, Harmer (1991) highlights the benefit of devising adequate input that generates adequate output. According to him, exposing students to language input is not enough. Teachers need to provide opportunities for learners to produce language they are able to select from the input they have received. Ur (1988) and Patel and Jain (2008) assert that the quality of input plays a tremendous role in learners' language acquisition.

Habasikiyake Kakule

Obviously, some teachers overlook the selection of relevant materials in their lesson preparations and are not aware that teaching can only be profitable for their learners if they select materials that offer them the opportunities that can contribute to their language acquisition. Krashen (1981), Brown (2000), Tembue (2006), etc. have claimed that the best acquisition of language can only occur in environments where anxiety is low and defensiveness absent or in Krashen's terms, in contexts where the 'affective filter' is low. Presumably, success in language teaching and learning requires that teachers secure their classes in creating a peaceful environment conducive to promote positive attitude to language learning. Learners should feel that learning English is enjoyable and creates in them the desire to enhance their communicative promotion.

Non-involvement of teachers in self-development has been advocated by Harmer (2007), Gebhard (2006), etc. Many Goma teachers never seek to enhance their teaching development by learning new things about the new orientations of the language teaching process. Following these educationists, teachers should be involved in both 'intensive' and 'extensive' reading which can open them to broad horizons in new teaching methods and methodologies for successful teaching. Richards (2006) on his part claims that teachers should use more communicative language teaching for it has become the most teaching approach in English language teaching and learning today. It advocates among its several principles the integration of skills which consolidates the practices of English learning (Harmer 2010).

1.3. Methodology

To write this article I decided to inspect various classroom activities in different Goma secondary schools observing a certain number of variables which could enter into play in the assessment of lessons. Among these variables were the teachers' qualifications, the quantity and the quality of input, the personality of teachers, the learners' attitude towards English learning, the mood in classrooms, etc.

To carry out these observations I was taking down structured notes of the selected variables. These empirical observations consisted of attending different lesson exploiting various language components based on grammar, vocabulary and text reading comprehension being the only teaching and learning activities. Obviously, teachers never extended their teaching activities to other components such as speaking, listening and writing. Besides, the only method that was consistently used in all those different lessons was the direct method. Communicative approach was never used for various reasons: (1) its application is unknown; (2) teachers are not interested in it for programme coverage; (3) classrooms are not appropriate; (4) learners' level of proficiency might not favour its use.

So, the methods I used in writing this article consisted of observation and qualitative methods. The observation method enabled me to observe the action and behaviour of teachers and learners' attitude towards English learning. The qualitative method allowed me to write the reports about the classroom activities observations and the lesson attendances.

2. PRESENTATION OF LESSONS DATA AND DATA ANALYSIS

As said earlier, lessons' materials are transcribed as teachers presented them. The data analysis is global for overall lessons. However, at the end of each lesson, comments have been provided.

2.1. Lesson attended on 11th December 2017

2.1.1. Data presentation

Name of school: Institut Visoke   Class: 1ères A/B/C

Branch: English / Grammar

Subject: Demonstrative Pronouns

Objectives: Pupils will be able to show things they are pointing at in the class.

Reference: Go for English 1ère p.13

      Grammar p82-83

Didactic material: VA; Demo; Drills, Qs & As

Timing	Subject matter	Methods and procedures
	I. WARM UP 1. Review: Asking and telling the time The teacher writes: Ask your friend what time it is. 1.10 15.15 20.20 12.15	Pairwork

Habasikiyake Kakule

	12.45	
	2. Motivation	
	T. (In front of the door): This is the door.	
	Ps: Repeat: This is the door.	
	T: Questions	
	Ps: This is the door	
	T: What is 'this'?	
	Ps: It is a demonstrative	
	II. Development	
	T. (Touching his head)	
	Ps: This is my head	
	T: This is my pen	
	Questions	
	Ps: What is this?	IR. / CR.
	Ps: This is a pen	
	T: This is the door	
	Ps: This is a desk	
	Questions	
	Ps: What is this?	
	Ps: This is the door	
	T: This is a book	
	Questions	
	Ps: What is this?	
	Ps: This is the blackboard	
	T: This is the board	

	Questions	
	Ps: What is this?	
	Ps: This is the board.	
	III. Reinforcement	
	T: Show me a pen	
	Ps: This is a pen	
	Questions	
	Ps: What is this?	
	T: Show me Kasese	
	Ps: This is Kasese	

2.1.2. Comments on the lesson

1. The objectives assigned to the lesson itself lack operational function. It has no communicative objective.
2. In the developmental process, the place of 'questions' was ambiguous: it was not clear who asked questions. Is it the teacher? Is it the pupils? Who should ask questions? The process is not clear.
3. The teacher has limited himself to just one demonstrative pronoun: "This". He should also introduce "That". This makes the lesson "boring".
4. As said before, the lesson had no communicative purpose. The monotonous use of 'This' could not enable the pupils to use it in real communicative operations. The teacher should create a context in which the pupils would be able to use it in real life.
5. The methodological and procedural approaches are not explicit. They do not correspond to the way the lesson was processed. As an observer, I did not see when the teacher used 'pair work' or 'IR/CR' (Individual repetition / Choral repetition).

2.2. Lesson attended on 19th February 2018

2.2.1. Data presentation

Name of school: Institut Faraja

Subject: Text: What is AIDS?: Vocabulary

Habasikiyake Kakule

Objective: At the end of this lesson pupils should be able to understand the nature of AIDS and use the new words in correct and meaningful sentences.

Reference: Go for English pp. 26 and 106

Skills to be covered: Speaking, listening, reading and writing.

Estimate of: TTT 25%

PTT 75%

Time: from 9.00 to 9.45

Class: 4 HP/A

Lesson stages:

Timing	Subject matter	Methods + procedures

	I. WARM UP
	
	 A. Review
	
	Use the verbs in brackets in the correct tenses
	
	    1. If Peter (to make) noise in the classroom, I shall punish him
	    2. If Sifa (to be) ill, she will go to hospital
	B. Motivation
	
	T: What kinds of diseases do you know?
	
	Ps: malaria
	
	II. Development of the lesson
	
	    1. The presentation of the new material
	T: 1. What is AIDS?
	
	Ps: …………………………..
	
	T: It is Acquired Immune Deficiency Syndrome.
	
	T: 2. What causes AIDS?
	
	Ps: …………………………….
	
	T: Human Immunodeficiency virus
		Q + A
		
		Q + A

	T: 3 How do we catch AIDS virus?
	
	Ps: ……………………………………
	
	T: You catch it by
	
	   (a) sexual act
	   (b) blood
	   1. contaminated needles
	   2. blood transfusion
	   3. Pregnancy passed on by an infected mother to her unborn baby
	T. 4. Who can catch AIDS?
	
	Ps: …………………………………………..
	
	T: Everybody is exposed to the infections but especially:
	
	   - Persons who have many sexual partners
	   - Prostitutes
	   - Patients receiving injections with non-sterile equipment
	T: 5. How can we stop the spread of AIDS?
	
	Ps: …………………………………………………
	
	T: By:
	
	   1. Faithfulness
	   2. Abstinence
	   3. Condom
	T: 6. Is there a cure for AIDS?
	
	Ps: ………………………………………….
	
	T: There are no effective medicines available yet to treat AIDS
	
	T: 7. Who is a carrier?
	
	Ps: ………………………………………………
	
	III. Reinforcement
	
	Look at these statements about catching AIDS? True or False
	
	   1. You can catch AIDS by sexual contact
	   2. You can catch AIDS by shaking hands	

Habasikiyake Kakule

| | 3. You can't catch AIDS by wearing an infected person's clothes
4. You can catch AIDS by blood transfusion
5. You can catch AIDS by washing in the same water.
IV. Follow up

What are the main ways in which you can catch AIDS? | |

2.2.2. Comments on the lesson

Following the way, the lesson was conducted, the following observations can be made:

1. The formulation of objective and skills to be covered were illusory. First of all, no pupil was asked to use the new words in correct sentences; second, no skill was devised in a specific activity.
2. The lesson itself was dominated by the teacher-centred talk. The estimate of TTT (Teacher Talk Time) to 25% and that of PTT (Pupil Talk Time) to 75% were purely decorative since the teacher himself did not comply with this requirement. Learners were 'mere passive listeners. (Aggarwal (1996: 325).
3. The selected questions leading to the comprehension of vocabulary were beyond the level of pupils. For instance, the pupils could not discover the meaning of the acronym 'AIDS'. Words such as 'Acquired', 'Immune', 'Deficiency' and 'Syndrome' remained unexplained to pupils.
4. The lexis selected was above the semantic and syntactic levels of the pupils. The effect was that the pupils could not cope with words such as 'blood', 'pregnancy'', ''faithfulness'', "partners", etc. which proved to be strange and unfamiliar to them.
5. Timing of different stages of the lesson was not even observed. Reinforcement stage which stands for application exercise should be devised in a communicative way expressing the pupils' comprehension of the real danger of HIV. The so-called "Follow-up" should be devised in a sort of recommendations mobilizing pupils to be fully alert to any circumstance that could induce them to change indecent behaviour and to be sensitized about stigmatisation.

2.3. Lesson attended on 20th February 2018
2.3.1. Data presentation

Name of school: Institut de Goma

Subject: Reported speech

Aim: To be able to use direct and indirect speeches in correct sentences.

Reference: An Advanced English Grammar

Class: 6^{es}

Lesson stages

Teaching matter	Methods and procedures
I. Review :	
Make up sentences using : 'arrival', 'to beashamed', 'toreport'	Oral exercise
II. Development Reported speech: Indirect speech 1. Direct speech: - 'I'm reading a novel', Paul says. - 'I have not a piece of chalk'?, the pupil replied. - 'Did you pass your exam'?, my father asked. - 'My sister will buy a keybord for her PC tomorrow', says James. - 'I did not see you yesterday', the prefect said. 2. Reported speech: - Paul says that he is reading a novel. - The pupils replied that he had no piece of chalk. - My father asked me if I passed my exam. - James says that he will buy a keyboard for her PC tomorrow. - The prefect said that he did not see him yesterday. Rule: When we report a dialogue we change the tense if the introductory verb is in the past.	Pupils will be <u>lead</u> to turn these sentences from direct to indirect

Habasikiyake Kakule

3. Changes
Here are some changes in the tense

Direct speech   Direct speech

- Simple present →becomes →Simple past

eg. He said, 'I see him'   He said that he
                                        saw him

- Present   →S. past continuous
  continuous

eg. He said, 'I'm   → He said he was
having lunch'   having lunch

- Present perfect   becomes →Past perfect

eg. 'I've learnt English'   → He said he had
                                  learnt English

- Simple past   becomes →Past perfect

III. Practice

Turn from direct to indirect speech

1. 'You took my rubber', I think.
2. 'I shall do what I can', said he engineer.
3. The accountant declared, 'I've never been to
   Bujumbura'.

2.3.2. Comments on the lesson

1. The objective was badly formulated. It was confusing and ambiguous as it is not intended for pupils.
2. The main divisions of a lesson were not displayed in it. The motivation stage which would introduce the new material to teach and timing was simply omitted.
3. The column displaying 'methods and procedures' proved to be inoperational because the teacher himself did not even resort to them. The teacher-centred talk was the mode. No individual or choral repetition was attempted. The teacher

copied the items on the blackboard and operated changes from direct to indirect speech without involving pupils in operations. Pupils were only spectators, prevented thus from communicative involvement.

4. Practice exercise that could reflect the operability of the taught rules lacked integrative practices. First, it was incomplete because the only three sentences written on the blackboard could not integrate all the items taught in the lesson. Second, it was clear that the pupils had not understood the new material as they were even not able to cope with the three sentences. This failure was attributed to the teacher himself because during the development stage he did not offer his pupils any opportunity to use the new grammatical structures in their own communication. During his lecture, he did even not attempt to check whether his pupils had understood the new material. He was lecturing all the time.

5. The language used either in preparation or on the blackboard or in his oral expression was very often erroneous, for instance: 'pupils will be led to turn these sentences from direct' to indirect speech' (verbatim).

2.4. Lesson attended on 5th March 2018

2.4.1. Data presentation

Name of school: Institut Mwanga

Subject: English phonetics: consonantal sounds (Familiar sounds)

Objective: At the end of the lesson pupils should be able to represent familiar sounds phonetically.

Reference: Phonetics and phonology

Class: 5th literary

Time: 7.30 to 8.20

Lesson stages

Timing	Subject matter	Methods and procedures
5'	WARM UP Pick the vowel sounds contained in the following words: MOTIVATION	Qs and As written sentences

Here are some words: that, then, monkey, true, idea, sea.

Q. Provide the vowel and consonantal sounds contained in the following words?

- What are the consonantal sounds which occur or usually used in current skills? (especially in writing skills?) or which of them are universal.

NEW LESSON: CONSONTANTAL SOUNDS

Remind that consonantal sounds have different positions into a word. They can be at the initial (front, medial (middle) and final (end) positions of a word. Phonetically they are represented by familiar and unfamiliar sounds.

What are the familiar consonants?

1. Familiar or universal consonantal sounds

Initial	Medial	Final
[b] between [bitwin: n]	Baby ['beibi]	Knife ['naif]
[d] desk [desk]	Reading [ri: ding]	Quick [kwik]
[f] friend [frend]	African ['afrikan]	Evil ['i: vl]
[g] great [greit]	Eagle ['i: gl]	
[h] house [hauz]	Behind [bihaind]	

SYNTHESIS

Note that there are some consonants which are placed at all the positions of a word.

COPYING

	See matters above	
	REINFORCEMENT	Splitting the class into sub-groups Qs &As
	Group A: Gives a familiar consonant	
	Group B: provide a word in which it has a front position	
	Group C: Give another word in which it <u>take</u> a middle position	
	Group D: Provide another word in which it <u>take</u> a final position	
	After the answers, the whole groups discuss <u>weather</u> the given answers are true.	

2.4.2. Comments on the lesson

1. The teacher gave the impression that he did not master the language. He used a faulty language in his preparation.
   For example: '<u>consonantal</u>' instead of '<u>consonant</u>'; '<u>courant</u>' instead of '<u>current</u>'; <u>see matters above</u>; <u>weather</u> the given answers are true; <u>placed at all positions</u> instead of <u>placed in all positions;</u> the wrong use of phonetic transcription; etc.
2. The teacher displayed serious professional and methodological deficiencies and carelessness in his lesson planning. In the warm-up stage, he simply omitted' ''Review of the lesson'' and tended to use ''warm-up'' instead of ''review''; the formulation of 'motivation' was confusing showing a sort of inexperience in the teacher's knowledge of the methods of teaching.
3. Methods and procedures indicated in the preparation plan were merely decorative. None of them were used.
4. The distinction the teacher made between initial, medial and final was irrelevant to pupils. The teaching of consonants was inconsistent with the phonetic transcription.
5. The teacher was dominant in his lecture. Pupils were not even given the opportunity to identify difficult consonants.

Habasikiyake Kakule

6. The teacher gave the impression of wasting the pupils' time. No practical exercise was provided to pupils at the end of the lesson.

2.5. Lesson attended on 22nd March 2018

2.5.1. Data presentation

Name of school: MIKENO OFFICIEL

Subject: Do you know any swimology?: Vocabulary

Objective: By the end of this lesson the pupils must be able to use the studied words in their everyday communication.

Didactic material: Examples

Reference: English for Africa 6th form p.38

Skills to be covered: listening, speaking, and reading.

Estimate: TTT: 20%

   PTT: 80%

Timing	Subject matter	Methods and procedures

	WARM UP
	
	   a. Review
	Oral questions about the previous lesson
	
	T. Build two sentences using transitive verbs, then put them into passive voice.
	
	Ps: …………………………………………….
	
	   b. Motivation
	Discovery of the new lesson by the pupils through the teacher's questions.
	
	T. What is the title of the text written last time?
	
	Ps: ………………………………………….
	
	DEVEOPMENT OF THE NEW LESSON	

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1. Read the following sentences silently and then match the underlined words with their appropriate meaning.
- Corpernic was the first man to set foot <u>on the moon</u>
- When Bahati was told to go outside, he shook his hand
- I <u>wonder</u> why I didn't go outside
- If you don't find my money there is no <u>matter</u>
- Okwalogu <u>tugged</u> his beard thoughtfully
- When Sadam was being killed, he was crying <u>helplessly</u>.
- As we are in a canoe, if we don't look out, we will <u>drown.</u>
- Knowing that everybody died, he was weeping <u>desperately.</u>

1. To set foot on   a. To pull
2. To explode into laughter   b. Without any help
3. To shake the head   c. Helplessly
4. To wonder   d. To fall into the lake
5. A matter   e. To arrive at
6. To tug   f. To laugh loudly
7. Helplessly   g. To refuse
8. Desperately   h. To ask oneself
9. to drown   i. A problem

2. Reinforcement: Communicative activity

In group of 6 try to build a good sentence with each of the above words.

<u>Follow-up</u>

At home try to write each studied word phonetically and use it in two well-built sentences.

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2.5.2. Comments on the lesson

Basing on the way the lesson was taught, one can state the following:

A. About the teacher:

Habasikiyake Kakule

1. The choice of the text is not relevant to the level of and not interesting for pupils. This explains their passivity in the classroom.
2. The objective set by the teacher is illusory and purely decorative. In fact, none of the skills was taught.
3. The teacher should require the pupils to read the text once more in order to enable them to cope with the exercise.
4. The selected words would not foster everyday communication as the teacher pretended due to the low level of pupils. e.g. Tug, helplessly, desperately, explode into laughter, etc.
5. The words devised in the exercise did not correspond to the words used in the development stages. Some of the verbs were conjugated in the development stage while those in the exercise were used in the infinitive.
6. Some of the language used proves to be faulty.
   e.g. He shook his hand' and 'to shake the head'

   'There is <u>no matter'</u> instead of '<u>it doesn't matter'</u> and to think that it can be the synonym of 'problem'.

7. The teacher's so-called communicative activity does not reflect any reality. It is not evident that building sentences in group work proves to be communicative.
8. The ''Follow-up'' is neither an exercise nor a homework assignment because it has no compulsory character.
9. The lesson itself ended in disaster without implementing the practical exercise.
B. About the pupils:
1. They confused transitive and intransitive verbs to prove that they had not understood the previous lesson about them.
2. They did not cope with the transformation of active voice into passive voice due to lack of clear instruction.
3. Passivity was the rule in the classroom as the pupils were not motivated. None of them asked the teacher questions showing imaginative deficiency.
4. The way the lesson was conducted could not facilitate the pupils' cognitive development.
5. The teacher-pupil talk was inexistent. The language offered to them would not ease this expedient.

2.6. Lesson attended on 6ᵗʰ April 2018

2.6.1. Data presentation

Name of school: Institut Visoke

Subject: Text: Electing an American President

Objective: Pupils should be able to answer the questions on the text.

Reference: Go for English 6ᵉ p116.

Time: 8h20 – 9h10

Class: 6ᵉ HP

Timing	Subject matter	Methods and procedures
	I. WARM UP 1. Review: On vocabulary Make a sentence with: stand for, stand out, stand down, to beat the campaign 2. Motivation How did President Barack Obama get President?	Qs & As
	II. DEVELOPMENT 1. T: Do Americans hold an election every 5 years? Ps: No, they don't. they hold election every four years 2. T: What is the event happening in November every four years? Ps: The choice of the President 3. T: In what month and year would the election of the President be held if there was a presidential election in November 1992? Ps: The presidential election would be held again in November 2000. 4. T: What are the purposes for which a candidate needs money? Ps: To pay staff, to print and send out literature, to pay travel. 5. T: What is the specific aim of a candidate when he campaigns before his party's convention? Ps: to win as many delegates as possible.	Qs & As

Habasikiyake Kakule

2.6.1. Comments on the lesson

1. The selected material seemed not to be interesting for pupils to stimulate their adhesion to the lesson. As Aggarwal (1996:337) puts it, 'The selected material should be according to the age, capacities and interest of the students. The students were not so enthusiastic to answer questions and seemed not to know anything about American elections systems. Questions were above their level. The teacher gave the answers himself in his preparation.
2. In his preparation plan, the teacher should leave out the sequential answers of pupils. Rather he answers in the students' place while he cannot predict the answers pupils will provide.
3. The language used in questions was not appropriate for the pupils' level. For example, 'event', 'specific aim', 'hold election', 'convention', etc. In addition, the teacher used ''campaign'' instead of ''campaign''.
4. The lesson lacked integrative clear aims. After the development stage, the sequential stages completing the overall lesson were left out.
5. The teacher was interested in two pupils who proved to be more active and showed cognitive development.
6. The lesson would be relevant if the teacher traced communicative activity from the Congolese elections in 2006.

3. LESSONS DATA ANALYSIS

The attendance at 26 lectures revealed that the Goma English teachers displayed individualities through their teaching styles but on the whole shared a great deal of common characteristics on pedagogical and methodological issues.

First, they have a common pattern of lesson preparation displaying stereotyped formulations including aims, didactic materials, lesson stages and methodological and procedural patterns. These paradigms constitute the basic focuses of each lesson. However, some eccentric styles in lesson processing were discovered testifying to different teacher training schools.

Second, the effective processing of lesson inputs depended on the individual performances of teachers. Some were effective and performing in the treatment of data while others were low achieving. Some used acceptable language in speaking and writing while others expressed disappointing and shameful language reflecting their mediocre education and poor mastery of English.

Third, methodologically speaking, none of the visited teachers complied with the main stages of a lesson. As Herbart Ward and Frank Rose, cited by Aggarwal (1996: 79), argue:

> 'While it is true that good method is not merely a collection of artifices or mechanical devices and every teacher must devise his own method, it is important to remember

that good method can result only from constant observation of certain broad principles. These include orderly procedure in teaching, an arrangement of subject matter which will avoid waste of time and energy and a redistribution of emphasis which will secure the greatest cooperation from the pupils and maintain their active interest'.

The lesson plan patterns were never achieved in their implementation. During 26 lessons attended no teacher ended his lesson.

<u>Fourth</u>, the achievement of the objectives set by teachers were very hard to assess. Outcomes were difficult to evaluate. They were insignificant and doubtful. Pupils did not take advantage of teaching material in those different lessons.

Despite the estimate of TTT to 20% and PTT to 80% teachers did not provide interactive opportunities and chances for learners to learn the language. The teacher-centered talk was still dominant and the teaching process was ostentatious and void of its substance. Most of lessons turned simply out to be theatrical scenes. Despite the formulation of objectives, these were never attained. Teachers seemed not to have specific priority in their teaching and were not aware that language is firstly taught for communication. This rationale was apparently deficient in the language process.

Teachers did not bear in mind the following question: 'How does my interaction with them possibly interfere with students' chances to talk, initiate interaction and ask questions?' (GEBHARD 2006: 22). The general impression was that teachers taught themselves without involving their learners in the teaching texts and vocabulary, the inadequate way of teaching grammar and the excessive use of the blackboard to the detriment of oral practices and the teacher-centered talk contributed negatively to the mastery of the language. The input had more priority than the output. Most teachers' lessons were too long so that teachers were unable to end the prepared material and lessons ended without any language practice. Teachers devoted more time to theory than practice in such a way that no communicative practices were implemented in the classroom. Thus, learners left classrooms as they got in. Most of them were 'passive learners, accepting English as a subject in which the teacher lectures, sometimes in abstract terms that are beyond comprehension'. (GEBHARD (Idem: 81).

<u>Fifth</u>, the use of skills as indicated in most teachers' objectives was utterly deficient. Unpredictability and integrative use of language were ignored by teachers. Skills like listening, speaking and writing were never taught and never appeared in lesson preparations. Not teaching them consists of amputing the English learning process from their main functional resources. One wonders what conception the Goma teachers have about language teaching and learning. Their teaching focus on grammar, vocabulary and reading comprehension cannot only prompt communication which requires the development of all language activities that provide opportunities for students to learn and use the language.

Habasikiyake Kakule

<u>Sixth</u>, the ''Follow-up'' stage at the end of each lesson does not actually reflect what it means. For most teachers, it turns out to be just a mode of ending a lesson without, however, checking what learners actually do in ''follow-up''. Some teachers understand it like a mere recommendation to learners to perform a task that does not constitute a compulsory character of assessment. The best illustrative example is found in the lesson taught on 9th December 2010 reading as follows:

> 'At home try to write each studied word phonetically and use it in two well-built sentences.

This formulation does not impose any compulsory activity to learners who are free to perform it or not since the teacher cannot check or grade it.

On the other hand, for most teachers, evaluation did not appear in their lesson preparations. "Formative evaluation" which would constitute "feedback" for them was not implemented. This clearly proves that learners were seldom evaluated in their everyday learning process.

<u>Seventh</u>, the choice of language to be taught proves to be appalling. Choice of vocabulary and grammar items and text reading comprehensions are most of the time irrelevant. To exemplify this, the lesson taught on January 14th 2013 at Mama Yetu School proves to be significant. Items such as ''flogging'', ''thrill(v)'' ''budge (v)'', ''gird (v)'', ''hush (v)'', ''ripple (v)'', ''clutch (v)'' clearly show that learners at this level cannot use them in their everyday language development. Similarly, the grammar lesson taught on 26th September 2010 dealing with ''initial'', ''medial'' ''final'' consonant sounds have no particular impact on learners' communicative language development.

<u>Eighth</u>, all the texts were copied on the blackboard as pupils had no single book in all those schools. Consequently, copying texts on the blackboard not only wasted time but also fostered too many mistakes for many students who were unable to copy correctly words in their copybooks due to their bad handwriting.

<u>Ninth</u>, it is evident that there was no 'learner-centred classroom' that engaged learners to be communicatively competent in English. (GEBHARD op.cit p. 2006: 9).

<u>Tenth</u>, no practices in 'Yes' or 'No' questions, 'multiple choice' answers or, 'open-ended' questions to shape learners' minds, or skimming and scanning activities to train learners to find out the main idea of a text or a particular point in the text.

<u>Eleventh</u>, the first-year teaching is a real mess. Learners are limited to some mechanical items which cannot promote their communicative skills. They are taught stereotyped forms of usage which cannot help them to communicate in English at this first and favourable stage of learning.

4. CONCLUSION

This article has as objective to show that teachers of English in Goma secondary schools still face a great deal of difficulties in the achievement of their educational action. They still have to make tremendous efforts to improve their teaching methods and methodologies, their lesson preparations and contents in order to avoid the making of various mistakes. To this effect, observation and qualitative methods have been used to describe the different stages of teachers' lessons.

The sample lessons produced by teachers have provided the very picture of the teaching and learning process in schools. They have disclosed some of the challenges English teaching and learning is confronted with so that aggressive measures should be envisaged to redress this situation. The remedial action must involve all the actants in the educational system in order to create a genuine awareness whereby every actant has to understand the place the English language holds in the world in general and in the DRC and Goma town in particular.

The study covers the school year 2017 – 2018 and has limited itself to the inspection of some teachers in the nearest schools which are located in the centre of the town and better organized administratively and academically. This inspection will continue and be constantly carried out in order to back teachers in the improvement of their educational action and to promote English language.

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Habasikiyake Kakule

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