The Impact of Translanguaging on the Reading Comprehension
Lessons in 3rd Forms in the Kabarhe North Territory

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Abstract

Purpose: The objective was to examine the impact of translanguaging as a pedagogical strategy on the understanding of texts written in English during reading comprehension lessons

Methodology: This research is a quasi-experimental study with two groups of learners. One group, the experimental class, was submitted to the translanguaging strategy while the other group, the control class, did not undergo any treatment.

Findings: The results of the study proved that 1) very few learners in both classes hardly understood texts written in English during reading comprehension lessons; 2) learners were frustrated, stressed, anxious because of the exclusive use of the English language, 3) owing to the translanguaging strategy, learners of the experimental class highly improved their understanding of texts written in English during reading comprehension lessons. This was not the case with learners from the control class; 3) the comparison of mean scores of the pre-test and the post-test showed that translanguaging impacted positively the teaching of reading comprehension lessons.

Unique Contribution to Theory, Policy and Practice: from the findings, learners and teachers will be using deliberately their linguistic repertoire, and the researcher expects teachers, and the D.R.C. Government, to implement this strategy in the teaching of the reading comprehension lesson for a better understanding of texts written in English. The translanguaging strategy will help learners to be more motivated and less frustrated towards the learning of English texts and the mastery of English as an additional language. There is an expectation of the elimination of frustration, stress, hate and anxiety, and the amelioration of motivation and interest in the English language

Keywords: *Reading Comprehension, Translanguaging, Quasi-Experimental Study, Experimental Group, Control Group*

INTRODUCTION

Background

Researchers of the present paper noticed that teachers, in the territory of Kabarhe North, used exclusively the target language to teach reading comprehension lessons. Learners were unwillingly obliged to comprehend texts written in English as it is a recommendation of the national programme. Unfortunately, learners were not capable of comprehending those texts. Because of this situation, learners were frustrated, demotivated / unmotivated, anxious and even stressed towards the English language and particularly the reading comprehension lesson to the extent that the latter became boring. The reading comprehension lesson was not vivid. In the end, It was found that EFL teachers lacked relevant strategies that could help learners understand and comprehend texts written in English. Among potential obstacles, mention can be made of the fact that EFL teachers forbid learners to use another language, apart from English, during English lessons. This pushed the researchers to experience the translanguaging strategy and to check if it could have any impact on the teaching-learning process of the reading comprehension lessons.

Problem statement

So far, English in the Democratic Republic of the Congo is taught as a *foreign* language. This term *foreign* leads to some frustration and anxieties in the learners' understanding of the English language. During their studies, learners concerned with the English class always complain saying that « English is not our language ». However, as a compulsory school subject in the learners' school curriculum, English should be considered as a language to be added to the learner's linguistic repertoire becoming *an additional language* rather than a *foreign language.* One of the ways to do so is through the *translanguaging* strategy.

The concept *translanguaging* includes transformation, transgression and transcendence (García and Li, 2014, 68). Translanguaging, TLG henceforth, aims at *transforming* the habitual way of teaching and learning. It combats the monolingual pedagogy imposed to multilingual learners in their multilingual areas. This goes beyond the language. In other terms, the TLG pedagogy is interested not only in language acquisition but more and more in knowledge acquisition. In the case of reading comprehension lessons, the EFL teacher is appealed to finding new strategies of teaching to help learners acquire the language and master knowledge through texts they read and analyse. TEFL should not be limited only to the language teaching-learning process. There is a particular need to motivate learners by *deforeignising* the English language, to distress learners by allowing them to use deliberately their ethnic languages during reading comprehension lessons. Learners' ethnic languages (L1s) are used a support to the teaching-learning process of the English language, particularly during reading comprehension lessons. At this level, L1s can be brought at the same level as the target language. In other terms, English should not be considered as superior to learners' L1s. They are all languages and should be considered as such. Owing to Krashen's hypothesis of input + 1, EFL teachers and learners will

consider English as a plus value, L1 + L2. In García's words, learners add a new language to their linguistic repertoire. They transform and increase their linguistic repertoire because the objective of teaching a language is not to make new native speakers of the language being taught. For instance, the English speaking community worldwide is so huge that it does not need new members. Non-native speakers of English teach/learn the English language for their own interest (business, school, language, travel, etc.) but not to increase the number of the present English speaking community.

If teachers still insist on the mastery of the English language by non-native speakers of that language, learners run the risk of losing their L1s and adopt a foreign language. Yet, losing one's language is another way of killing the speakers' culture and identity. That is why, it is necessary to transform the paradigm of TEFL into TEAL (Teaching English as an Additional Language). On the one hand, this will mostly be an advantage for the learners because they will be motivated as their objective is well clarified. On the other hand, TLG is to be considered as a powerful machine that can help learners to easily comprehend texts written in English during reading comprehension lessons. It can also help to increase English vocabulary items. Owing to this strategy, learners add a new language to their linguistic repertoire. They will, possibly, forget that they learn a *foreign* language. In clear terms, they will be motivated, less stressed, less anxious, etc. during reading comprehension lessons. To achieve this, teachers are required to *transgress* teaching methods/techniques that favour the exclusive use of the target language (TL) to the detriment of the learners' L1s in reading comprehension classes. TLG can help to combat this monolingual teaching pedagogy bias and help teachers to transcend the Saussurean structural aspect of the language so that the teaching-learning process of English as an additional language (EAL) can go beyond the language to reach the cultural aspect of both the teacher's and the learner's lives and/or environment. The teacher can introduce learners' cultural elements, such as proverbs and local dances, to mention but a few, during reading comprehension lessons. Owing to the TLG strategy, learners will be able to make meaning of English words and sentences. They will conserve their ethnic languages and cultures. It is from this aspect that the introduction of the learner's L1s in the English class becomes not only important but also imperative.

Problem

Learners did not really understand texts written in English. One of the strategies they used to comprehend the sense of these texts was to use a local language, secretly or internally, such as Kiswahili or Mashi or even better French in order to better understand the text read or being read. The research question that guided the present study is: What didactic strategy can be used to enhance the understanding of texts written in English through the use of other languages rather than exclusively English?

Research questions

Main question

How can learners improve effective understanding of texts written in English in the classroom during a lesson of reading comprehension?

Secondary questions

1) How far can translanguaging impact the understanding of texts written in English by 3rd form learners in the territory of Kabarhe North?
2) How can translanguaging, as a pedagogical strategy, be used by EFL teachers in reading comprehension lessons?

Hypotheses

❖ Main hypothesis

Learners can improve the understanding of English texts if they are allowed to use other languages than English. Translanguaging can help.

❖ Secondary hypotheses

1) Translanguaging can impact the understanding of texts written in English if psychological factors such as anxiety, hate, fear, stress, frustration, etc. are eliminated in the reading comprehension lessons.
2) If the EFL teacher gives learners the opportunity to prepare the text at home, they can be using ethnic languages to understand, to some extent, the text with the help of parents or other relatives. Implicitly, the learner's L1 might help improve the teaching process of the reading comprehension lesson.

Objectives of the study

Main objective

The main objective of this study is to examine the impact of the TLG strategy on the understanding of texts written in English during reading comprehension lessons.

Secondary objectives

Specifically, this study aims at:

1) Examining how to improve the understanding of texts written in English during reading comprehension lessons.
2) Producing some tips that can help EFL teachers use the translanguaging strategy.

APPROACH, METHODS AND TECHNIQUES

Approach

This study is a quantitative study. Quantitative data were made of numerical data obtained from a pre-test and a post-test. Learners presented a series of exercises for the pre-test and other exercises after the TLG strategy was introduced in the English class constituted the post-test. These

exercises were marked and the mean scores constituted the numerical data which were analysed by means of the data analysis software.

Methods

The following methods were helpful to achieve this study:

➤ The descriptive method helped to define the characteristics of the population and the sampling procedures.

➤ The statistical method was used to analyse numerical data through tables. The t-student test was also used for justification and verification of statistical hypotheses and the drawing of scientific decisions.

➤ The comparative method was introduced for the discussion of the findings and confrontation of data.

➤ The observation method was also used before, during and after the introduction of the TLG. strategy

Techniques

a) Sampling: the statistical ballot box strategy was used to select experimental and control classes.

b) Data collection was done through a series of exercises presented by learners.

c) Data analysis was done owing to the data analysis software and the t-student test formula helped for statistical decisions.

Population

The population of this study was made of learners of the schools of investigation in the area of Kabarhe. The sample concerned learners of the Kabarhe North area and two classes of third forms from two different schools, namely Rwabika and Karhanda Institutes.

Scope of the study

This study is undertaken in a rural milieu, especially in the Territory of Kabarhe North, Province of South Kivu in the Democratic Republic of the Congo. This study concerned two classes from two different schools of this area during a full semester, i.e. from September 2022 to February 2023.

Significance of the study

The findings of this study proved that EFL learners were not able to understand tests written in English through the exclusive use of the English language. Those findings showed the possibility of decolonising the monolingual pedagogy, i.e. the exclusive use of the target language, by giving learners the opportunity to use deliberately home languages in reading comprehension lessons owing to the translanguaging strategy. The results were used as a didactic strategy of presenting inputs in English and receiving outputs in another language such as French for the case

of the Democratic Republic of the Congo where French is the language of education. EFL teachers are the first beneficiary of the findings of this research. As learners usually English as a subject matter at school, teachers can take advantage of translanguaging to increase learners' motivation and interest in reading English texts for comprehension with the expectation that learners will like the English language itself.

LITERATURE REVIEW

Vimbai Mbirimi-Hungwe (2022) conducted an experimental study in the South African context based on empirical evidence. She noticed that reading comprehension can be ameliorated by using translanguaging. She worked with an experimental group and a control group to check if the difference between the performance of the two groups after reading an academic text were significant. Owing to the t-test analysis, her results showed a significant difference in the performance of the control group and the experimental group. Based on her findings, she concluded that translanguaging is an effective strategy that improves reading for comprehension.

Another study on applying translanguaging to reading comprehension lessons was conducted by Rafi'ah Nur et al. (2020) in India, a multilingual and multicultural country. The object of their study was to see how the translanguaging strategy could enhance students' reading for comprehension in an Indian rural milieu. They compared two groups of learners, one experimental group and one control group. The experimental group was treated with the translanguaging strategy, and the control group was under the translation strategy. The findings of their research showed that the use of the translanguaging strategy to teach reading for comprehension was significant to enhance students' reading comprehension rather than the translation strategy. Owing to the t-student test and groups' means, these researchers came up with the conclusion that the translanguaging strategy was appropriate to ameliorate students' comprehension of texts written in English when it is combined with other classroom strategies.

Muhammad Asif Qureshi and Ahmad Aljanadbahb (2021) considered in their research the impact of translanguaging on second language reading for comprehension in an Arabic context. As a quasi-experimental study, their research considered an experimental group and a control group. The experimental group was submitted to a series of reading comprehension activities including Arabic meaning for key terms in the text, employing L1 to summarise paragraphs, using L1 for discussion with peers, and consulting an Arabic dictionary for vocabulary items. The control class was submitted to the same activities but exclusively in English. According to these authors, findings of their study did not show any significant difference between the two groups. So, for these authors, using translanguaging for reading comprehension lessons is not advantageous. By so doing, they are against the pedagogical use of translanguaging, and its implementation should be reconsidered. However, they issued a reservation saying that the results of their study do not call into question the sociolinguistic or psycholinguistic aspects on the benefits of translanguaging as this was not the aim of their research.

On their side, in a Turkish environment, Muhammet Yasar Yuzlua and Kenan Dikilitas (2021) made their research on the potential impact of translanguaging on all the four skills involved in the English course and the learners' opinion on its implementation as a pedagogical approach. They used two groups for their investigation. This investigation concerned intermediate students at a high school. They compared translanguaging pedagogy, submitted to the experimental group, and the grammar translation method, applied to the control class. The statistical analyses used t-test and one-way ANOVA and showed that translanguaging pedagogy had a positive effect to improve the four language skills involved in the teaching-learning process of EFL. They recommended the implication of teachers and educators for the use of translanguaging in TEFL.

Riswanto Riswanto (2022) analysed the application of translanguaging by English teachers as a pedagogical strategy in learning English. The aim of his research was to see how the translanguaging technique was used by the EFL teachers and the impact obtained from the use of translanguaging in learning English. It was a qualitative descriptive study. This study revealed that teachers used three techniques in translanguaging when teaching English, and the impact obtained owing to the translanguaging pedagogy was positive. He noticed that students could understand what the teacher was saying, they were more active in responding to teacher's questions, and their English language skills went better. The author hoped that this method could be applied effectively and according to the needs of students.

Xinyi Wang (2021), investigated on the effectiveness of the translanguaging for note taking by advanced L2 Chinese English students' lecture comprehension and retention. His quasi-experimental study worked with a three-arm parallel group design to compare the relative effects of three approaches to note-taking through an English-language video. He concluded that translanguaging was not helpful for advanced L2 learners in immersion contexts; instead, translanguaging may be more helpful for lower proficiency L2 learners.

1. **The sociolinguistic aspect of the Kabarhe North territory**

As translanguaging addresses multilingual communities, it was necessary to make an inventory of languages spoken in the Kabarhe North territory. Table n°1 displays these languages.

Table 1

LANGUAGES	SPEAKERS	%
KIKONGO	0	0
KISWAHILI	39	61.90
LINGALA	2	3.18
MASHI	15	23.80
MASHI + KISWAHILI	5	7.94
TSHILUBA	2	3.18
TOTAL	63	100

Source: field work (2022)

The reader will notice, from the above table, that the most spoken language in this area is Kiswahili (61.90 %) followed by Mashi (23.80 %). Kabarhe North territory is located in the eastern part of D.R. Congo where Kiswahili is the lingua franca. Mashi is the most spoken ethnic language in this area and can be combined with Kiswahili in some family conversations (7.94 %). Lingala and Tshiluba are found in this area because of the presence of a military barrack.

RESEARCH METHODOLOGY

Sampling

The research area of this dissertation included only schools organizing five hours of English per week in the investigation area. Owing to the statistical ballot box strategy, two schools were selected among seven that fit the criterion of a five-hour time table per week. From these two schools, two classes were also selected according the same strategy. In regard with the pre-test scores, one class was retained as the experimental class (EC) and the other as the control class (CC). The total number of participants was 63 learners, 29 in the experimental class and 34 in the control class.

The theoretical experimental device plan

The table below summarises how the quasi-experimentation was undertaken.

Table 2: Experimental device

	Pre-test	Treatment	Post test
EC	O_1	TLG	O_2
CC	O_3	-	O_4

From Malala David

Legend:

- EC = Experimental class
- CC = Control class
- TLG = Translanguaging
- O = different tests

Owing to this plan, we compared the results of the pre-tests (O_3 and O_1) and the results of the post-test (O_4 and O_2). This intergroup comparison was done in order to verify the homogeneity of groups so that the treatment could be applied. Then an intragroup comparison was made to check the effects of the treatment within groups, i.e. O_2 - O_1 and, O_4 - O_3. In this system, I made three types of comparisons:

- The comparison between $O_2 – O_4$ provided the main effects due to the treatment.
- Comparison of the effects of intragroup testing :
    - $O_2 – O_1$
    - $O_4 – O_3$
- Comparison of the effects of intergroup testing in order to verify the homogeneity of the group to apply the treatment.

    2. Findings
    a) Learners' pre-test and post-test scores

Table 3: Reading comprehension pre-test scores of the Experimental and Control classes

Scale 1 – 100	Classification	Experimental class frequency	%	Control class frequency	%
96 – 100		-	-	-	-
91 – 95		-	-	-	-
86 – 90	Excellent	-	-	-	-
81 – 85		-	-	-	-
76 – 80		-	-	-	-
71 – 75	Very good	-	-	-	-
66 – 70		-	-	-	-
61 – 65	Good	1	3.45	-	-
56 – 60		3	10.34	5	14.71
51 – 55	Fair	4	13.79	1	2.94
46 – 50		4	13.79	4	11.76
41 – 45	Poor	7	24.14	5	14.71
< 41		10	34.48	19	55.88
TOTAL		29	100	34	100

Adapted from Rafi'ah Nur et al (2020)

This table shows that only 4/29 learners, i.e. 13.79 % from the EC were capable of understanding texts written in English during reading comprehension lessons. In the CC, 5/34 learners, i.e. 14.71 %, could understand texts written in English. The pre-test confirmed that the majority of learners 85.75 % were not capable of understanding texts written in English. That is why it was important to experience the TLG strategy and check whether it could help in the comprehension of texts written in English during reading comprehension lessons.

Table 4: Post-test scores of reading for comprehension for experimental and control classes

Scale 1 – 100	Classification	Experimental class frequency	%	Control class frequency	%
96 - 100		-	-	-	-
91 – 95		-	-	-	-
86 – 90	Excellent	-	-	-	-
81 – 85		4	13.79	-	-
76 – 80		1	3.45	-	-
71 – 75		3	10.34	-	-
66 – 70	Very good	4	13.79	-	-
61 – 65		6	20.69	-	-
56 – 60	Good	3	10.34	5	14.71
51 – 55		3	10.34	2	5.88
46 – 50	Fair	1	3.45	5	14.71
41 – 45		2	6.90	5	14.71
<41	Poor	2	6.90	17	50.00
TOTAL		29	100	34	100

Adapted from Rafi'ah Nur et al (2020)

After the application of the treatment, i.e. the translanguaging strategy, it was noticed that EC learners highly improved their understanding of texts written in English as shown in table 4. In fact, 21/29 (72.4 %) learners of the EC proved to be capable of understanding texts written in English during reading comprehension lessons. The CC was not submitted to the new treatment, i.e. TLG. The results remained quite unchanged, i.e. learners did not improve their understanding of texts written in English during reading comprehension lessons.

b) Mean score differences after the treatment

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Table 5: learners' mean score difference after the translanguaging strategy

Class	Pre-test	Treatment	Post-test	Mean difference
Experimental	42.93	TLG	61.81	18.88
Control	37.18	-	38.79	1.61

Source: field work (2023)

This table proves that the introduction of the TLG strategy in the reading comprehension lessons impacted the understanding of texts written in English during reading comprehension lessons. The comparison of pre-test mean scores and post-test mean scores attested that the experimental class highly improved (from 42.93 to 61.81 %) their scores. The mean difference (18.88) is very significant. Regarding the control class, it was noticed that they did not improve their scores at all (from 37.18 % to 38.79 %). The mean score difference (1.61) is almost nil. At this level no decision could be taken without the statistical hypothesis analysis.

Statistical hypothesis analysis

The statistical hypotheses of this study run as:

➢ **Null hypothesis**: even if the translanguaging strategy is applied in the Kabarhe territory schools, learners will not improve their understanding of texts written in English during reading comprehension lessons. This hypothesis can be schematised as in the table below:

$$H_{1:} \mu_1 = \mu_2$$

➢ **Alternative hypothesis**: if the translanguaging strategy is applied in Kabarhe schools, the comprehension of texts written English will be highly ameliorated

$$H_{1:} \mu_1 \neq \mu_2$$

These hypotheses were verified owing to the t-student test, which is a two-sample test assuming unequal variances. In this study, these variances were different and unequal as shown in the table below:

Table 5: Variances

Class	Pre-test	Post-test
Experimental	69.67	237.90
Control	170.94	187.20

Source: field work (2023)

It is obvious that variances in the pre-test and in the post-test for both classes were different. In this case, it is right to use the t-student test for the verification of the statistical hypotheses. The table below indicates both the t-student and the t-table values of the two samples. The t-table value analysis is very important to confirm or reject statistical hypotheses. The t-student value is compared to the t-table value. For this study, the significant level alpha (α) is 0.05 and the degree of freedom is 57. Here, the t-student test is used only for the EC pre-test and post-test.

Table 6: t-student value vs t-table value

Class	t-student test value	t-table value
Pre-test	-2.10	2.000
Post-test	6.21	2.000

Source: field work (2023)

The t-student test is helpful to determine if the difference between the mean scores of the pre-test and the post-test is coincidental or substantial. It is posited that if the t-student value is less or equal to the t-table value, then there is no irregularity, and the null hypothesis can be accepted. But, if the t-student value is higher than the t-table value, then the difference is meaningful, and the alternative hypothesis will be accepted and even transposed to the whole population.

Considering the table 6, in the pre-test, the t-student value is lesser than the t-table value. In this case, the null hypothesis could be accepted. But it is not the case because, in the post-test, the t-student value is higher than the t-table value. In other terms, learners of the EC highly improved their understanding of texts written in English during reading comprehension lessons. Then the alternative hypothesis must be accepted and can even be transposed to all schools of the Kabarhe territory. This means that the translanguaging strategy, if used in 3rd form sciences in the Territory of Kabarhe, will enhance comprehension of texts written in English. This was also checked with the standard deviation of the EC as shown in the table 7:

Table 7: Standard deviation differences

EC	N	D	P	Max	Mean	SD	CV	Rdt
Pre-test	29	29	65	100	42.93	10.20	0.237596	42.93
Post test	29	33	83	100	61.81	9.03	0.146093	61.81

Source: field work (2023)

Legend:

- N = total number of participants
- D = the worst participant score
- P = the best participant score
- Max = maximum
- SD = standard deviation
- Rdt = achievement
- CV = coefficient of variation

The standard deviation in the pre-test is bigger (10.20) than in the post-test (9.03). This means that there is a reduction or suppression of factors that caused less understanding of texts written in English. Among these factors, mention can be made of no more anxiety, no more frustration, no more fear or hate of the English course. This led to much more motivation, interest and love of the English course. The table 7 also shows some improvement in the achievement. In the pre-test, the achievement is lower (42.93) while in the post-test, the achievement is higher (61.81). This proves that the TLG strategy played a very important role in the understanding of texts written in English by 3rd form sciences learners. To put it another way round, TLG impacted positively the understanding of texts written in English.

DISCUSSION OF FINDINGS

Some results of previous researches concluded to the improvement of reading comprehension by using the translanguaging strategy while others merely expressed some reservations about the impact of the translanguaging strategy to enhance the reading comprehension in the teaching-learning process of EFL. Some of these studies are Vimbai Mbirimi-Hungwe (2022), Rafi'ah Nur et al. (2020), Muhammad Asif Qureshi and Ahmad Aljanadbahb (2021) and Riswanto (2022), Muhammet Yasar Yuzlua and Kenan Dikilitas (2021) and Xinyi Wang's (2021) study. They all did quasi-experimental or case studies with two groups of informants, experimental and control groups. They used qualitative and quantitative data analysed by means of statistical tools. This confrontation of our results with previous ones allowed to situate the results of this study in reference to those of these scholars.

It must be emphasized, first of all, that studies we referred to above were conducted in environments where English is the official language, whereas our research is conducted in an environment where French is formally the official language.

Our findings partially corroborate with those found in 2022 by Vimbai Mbirimi-Hungwe in the South African context based on empirical evidences. She concluded that translanguaging was helpful to enhance reading comprehension classes. Our research results are also in line with those obtained by Rafi'ah Nur et al. in 2020 in India, a multilingual and multicultural country. They concluded that the translanguaging strategy was appropriate to improve the students' understanding of texts, especially when combined with other classroom strategies. The results of the present research still correlate perfectly with those obtained by Muhammet Yasar Yuzlua and Kenan Dikilitas (2021). The statistical analyses used in their study, in particular the t-student test and one-way ANOVA, showed that the pedagogy of translanguaging had a positive effect with regard to the improvement of the four language skills involved in the teaching-learning-process of EFL. On his side, Xinyi Wang's (2021) study does also corroborate with the results of the present research. According to his research, he concluded that translanguaging may be more helpful for lower proficiency L2 learners. This proposal of lower proficiency L2 learners is the concern of our investigation. His conclusion consolidates the results of our research which concerned learners from the secondary school in a French speaking environment, i.e. having a lower level of proficiency in the English language. The results of this research are in the same direction with Riswanto's (2022). The researcher noticed that the students could understand what the teacher was saying, they responded more actively to the teacher's questions, and their English skills improved. However, our results partially contradict those of Muhammad Asif Qureshi and Ahmad Aljanadbahb (2021) who investigated in an Arabic context. After their analysis, they concluded that the use of translanguaging for reading comprehension was not advantageous. Yet, they issued a reservation specifying that the results of their study did not consider the sociolinguistic or psycholinguistic aspects of the benefits of translanguaging because that was not the objective of their research.
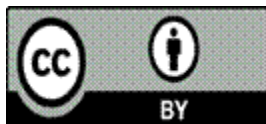
CONCLUSION

Our study, through its findings, shows the impact of the translanguaging strategy in the understanding of texts written in English during reading comprehension lessons. Indeed, the use of the translanguaging strategy proved to be of a great importance in this research. It highlighted some points that English teachers were not aware of. For instance, teachers were not used to giving learners oppotunity to prepare texts at home. The translanguaging strategy came to break certain myths such as that of not using the mother tongue or French language during an English lesson and particularly in reading comprehension lessons. In short, the teacher's permission to accept learners' use of their linguistic repertoire was of a great importance to understand texts written in English. We strongly recommend the implementation of this strategy in the teaching-learning process of TEFL in DRC. If it is applied, it will help to the decolonisation of the monolingual

pedagogy for multilingual speakers and to the *deforeignisation* of the English language in our country to make it an additional language rather than a *foreign* language.

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