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The Status of Learning English Language in Lubumbashi  
Educational Sub-Division 1 Secondary Schools



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## **The Status of Learning English Language in Lubumbashi Educational Sub-Division 1 Secondary Schools**

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### **Abstract**

**Purpose:** The current paper studies the status of learning English in Lubumbashi educational sub-division I secondary schools as well as highlighting problems faced by students while learning English.

**Methodology:** The qualitative and quantitative methods are used. Questionnaires are also used in order to get the data.

**Findings:** The results show that in order to bring about fruitful results in improving the status of English language, teachers need to be alert with the latest developments in the context of teaching and learning a language by adopting good strategies that include all learning skills and develop activities that favorise learning a language both at school and at home.

**Unique Contribution to Theory, Policy and Practice:** From the study results, the following recommendations are made; Professional teachers should shift from the teacher-centered teaching to the learner-centered teaching to create an interest among learners, only qualified teachers should teach English and teachers should help students explore arrange discussions, debates e.t.c.

**Keywords:** *Status, learning English, Difficulties.*

## I. INTRODUCTION

Language is an excellent medium of communication. English, being one of the most spoken languages in the world today, plays an important role in serving as a link language in a multicultural and multilingual societies like DRC and other countries. It has now a place of status in DRC and particularly in Lubumbashi the second largest city and most economically important city of the country.

Since the independence of the country, English has been taught as a foreign language and it is a compulsory course in all options organized by all secondary schools countrywide. But most of students who finish their secondary school studies are unable to speak and write English language even after having studied it for six to seven years.

This study does not only intend to study the current status of learning English language in Lubumbashi secondary schools, but it also aims at highlighting problems faced by students while learning English at school as well as recommending solutions to overcome the difficulties faced in the English classrooms.

Therefore, the following questions are worth to be asked :

- i. Are students learning English language at secondary school level well taught and equipped ?
- ii. What are the means that can favorise mastering of the language by pupils ?

## II. REVIEW OF LITERATURE

Deepika (2019) suggested that the recruitment of teachers should be done on the basis of their academic and professional qualification so that students learning of the language does not get affected. He also said that teachers should create a constructivist classrooms to develop the power of Imagination and creativity among students.

Ndongo Ibara (2016) insisted that language teachers have a strong command on the linguistic background of the target language so that they can properly train students because after having been learners, they will have to use the target language in their professional life. Malarvizh (2018) remarked that when English was taught, teachers overlooked the errors made by their students. She recommended the need to use English aptly in an everyday basics. Wakhid (2015) came up to say that teaching and learning English should be prepared and be implemented well. The mastery of English shows that whether or not people are literate.

The mastery of English can help people master knowledge. Solange De Souza (2020) observed that it was necessary to solve teaching and learning difficulties by using appropriate teaching strategies such as activity development of reading and writing at school or at home. She also found that all problems pertaining to teaching and learning could be overcome with the support of all those who participate in the competence development of learners, favoring the best teaching and learning process because only with the school community in all and the families, learners would be able to solve all teaching and learning challenges of a foreign language.

Shaniga and Ilankumaran (2020) gave an Idea to say that educators and students are the two wheels to the learning and instructing process. Teachers should motivate the students for self-study and self-evaluation. Proper space has to be created for the learners for self-assessing their Ideas. Salma and Nehal (2017) suggested that the experts committee should take some steps to redesign the textbook with more skillfull, effective and qualitative lessons which would cover all the skills of language.

### **III. AIMS OF THE STUDY**

The current study aims at :

- a. Studying the status of learning English at secondary school in Lubumbashi educational sub-division I.
- b. Studying the problems faced by learners while learning English at secondary schools in Lubumbashi educational sub-division I.

### **IV. DELIMITATION OF THE STUDY**

There are many secondary schools in Lubumbashi city but due to time, resources and other constraints, researchers have resorted the present study to the secondary schools situated in the educational division of Lubumbashi 1 and only three schools have been selected representing the three categories of schools found in the area. These are :

- Public schools managed directly by the state government ;
- Schools managed by different denominational churches but being controlled by the state government ;
- Private schools with no financial aid from the government.

27 students studying English in the eighth grade have been taken as samples since 33 others did not participate as it was intended initially. The study analyses the status of learning English language.

### **V. RESEARCH METHODOLOGY**

The current study uses a mixed method research which employs both qualitative and quantitative methods. The quantitative research aims at measuring and quantifying through the numeric data, that is why questionnaires with yes/no multiple choice have been adopted in order to facilitate the collection of data.

In the other hand, the qualitative research, in this study, is represented by the case study. Thus, researchers have used interviews to identify difficulties related to the learning of the English language. According to Yin (2010), a case study can be with a qualitative nature. In this perspective, researchers can make a research about a person in particular, a program (case) or many programmes (multiple cases) according to certain characteristics by means of deeper data collection. In our case, three schools are selected in order to do our investigations and this was done during the school year of 2021-2022.



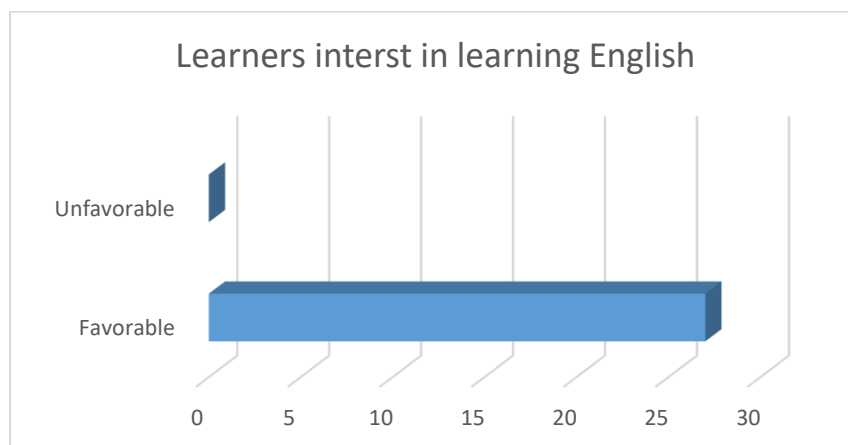
## VI. DATA ANALYSIS

Our study constitutes of 9 questions that we estimate to allow us to explain the phenomenal being studied, that is, the quality of learning the English language by students of eighth grade in secondary schools.

In fact, the data are presented by tables as shown below.

*Table 1 : Learners interest in learning English*

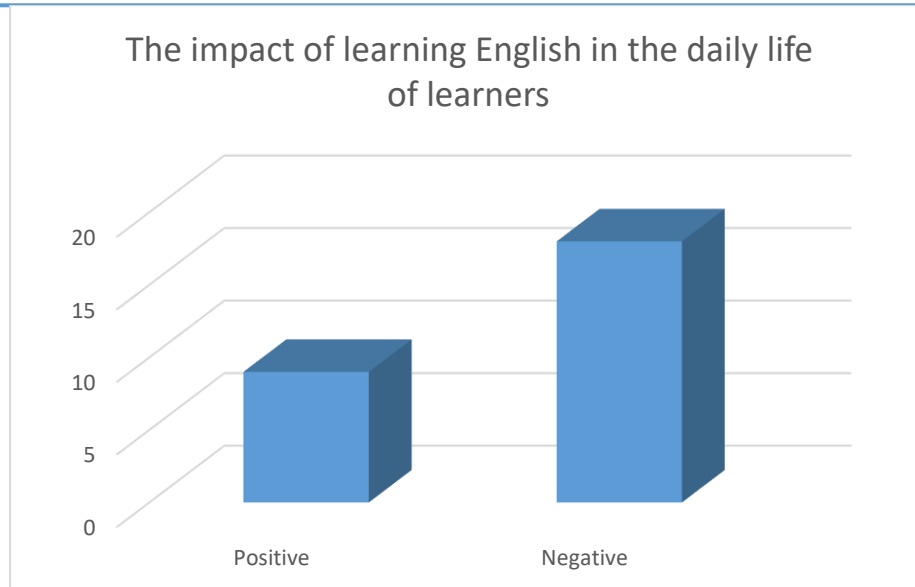
<b>Opinion</b>	<b>Favorable</b>	<b>Unfavorable</b>	<b>Total</b>
Number of students	27	0	27
Percentage	100	0	100



According to the above results, it shows that learners like English since 27 students representing 100% are favorable to learn the English language.

*Table 2 : The impact of learning English in the daily life of learners*

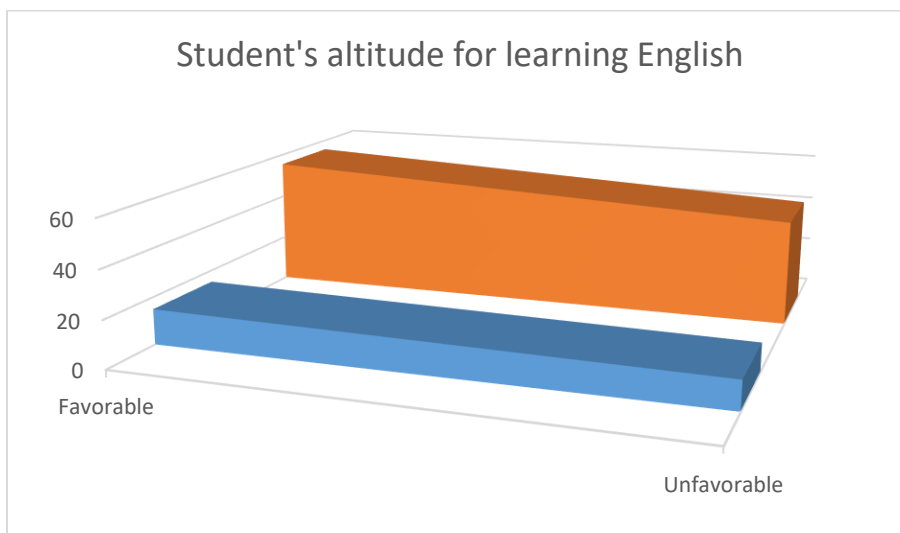
<b>Results</b>	<b>Positive</b>	<b>Negative</b>	<b>Total</b>
Number of students	09	18	27
Percentage	33,3	66,6	100



The results show that 9 students or 33,3% out of 27 declare that English is important in their life while 18 students or 66,6% say that English is not important. Thus, we can say that the apprenticeship of the English language has no impact in their daily lives.

Table 3 :Student’s attitude for learning English

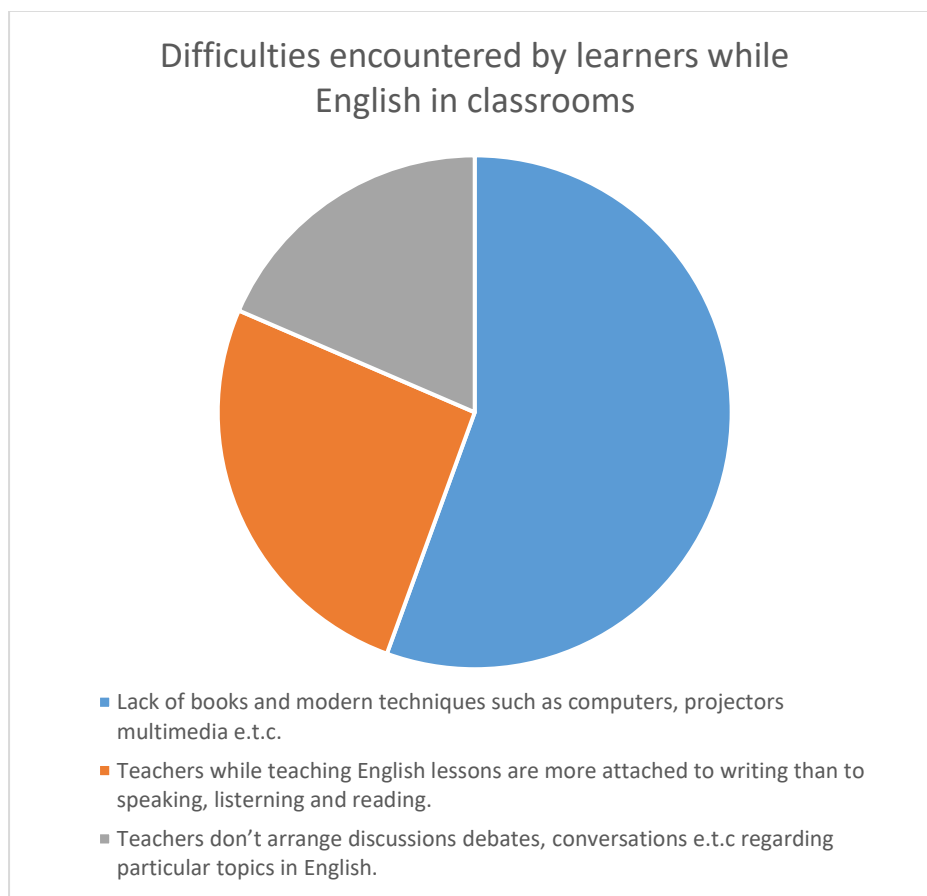
Attitude	Favorable	Unfavorable	Total
Number of students	15	12	27
Percentage	55,5	44,4	100



Students' attitude are shared in terms of learning English. 15 students or 55,5% like learning English whereas 12 students or 44,4% show a negative attitude towards the learning of English.

*Table 4 : Difficulties encountered by learners while learning English in classrooms*

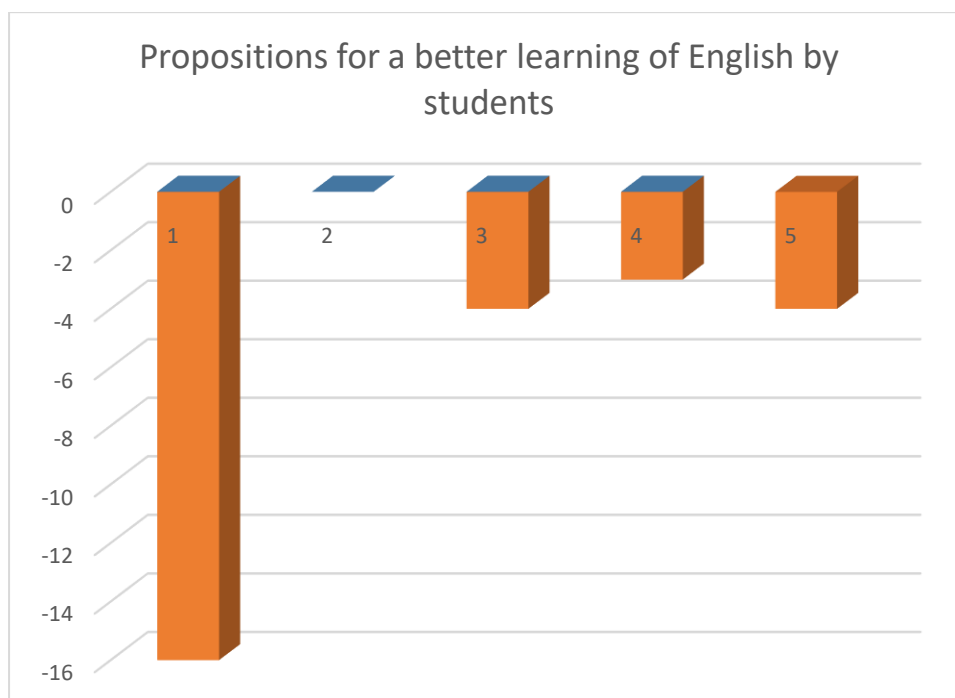
<b>Difficulties encountered by students</b>	<b>Number of students</b>	<b>Percentage</b>
Lack of books and modern techniques such as computers, projectors multimedia e.t.c.	15	55,5
Teachers while teaching English lessons are more attached to writing than to speaking, listerning and reading.	07	25,9
Teachers don't arrange discussions debates, conversations e.t.c regarding particular topics in English.	05	18,5



It can be noticed from the table above that 15 students (55,5%) said that they have difficulties due to the lack of books and modern techniques such as computers, projector multimedia e.t.c. in schools. Another group of 7 students (25,9%) evoked that teachers while teaching their English lessons are more attached to writing than to speaking, listening and reading. The remaining group of 5 students (18,5%) said that teachers don't arrange debates, discussions, conversations e.t.c. regarding particular topics in English.

*Table 5 : Propositions for a better learning of English by students*

Solutions	Number of students	Percentage	Total
- Translation from English to French by teachers while teaching	- 16	59,2	27
- Didactic practice of teachers	- 04	14,8	
- Interactions in classrooms	- 03		
- Books provision by schools	- 04	11,1	
		14,8	





When the table 5 is analyzed, it is seen that 16 or (59,2%) students think that for them to understand and use the language in their daily lives, teachers should use the grammar translation method. 4 students (14,8%) say that teachers should be sufficiently equipped with diverse techniques for satisfying the needs and demands of their learners. 3 students (11,1%) say that there should be interactions in classrooms and the other 4 students say that books should be provided by schools.

## VII. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

When findings obtained in this study are compared with studies in the literature, it is seen that they have similarities. For instance, Kottairaj et al, (2020) said in their study that teachers should encourage their students to learn English. Catherine and Iankumaran (2020) also added that teachers should motivate the students for self-study and self-evaluation. It is also observed in this study that teachers should create a proper space to learners to assess their Ideas.

And they should use innovative methods of teaching to make students know and see the importance of learning the English language as it's one of the most used and dominating languages in the world. Additionally, teachers should figure out how to adjust and satisfy the needs of learners by managing a wide range of issues in the classrooms. As teachers, they should explore all techniques, approaches and methods in order to reach their aims.

In conclusion, learners should not receive all knowledge from the teacher but they should be encouraged and oriented towards the discovery and construction of self-efficacy. When the related literature on the status of learning English language is examined, it is seen that similar results have been obtained. Therefore, researchers make the following recommendations from the results obtained from this study on the basis of finding solutions to overcome the difficulties faced by learners in the English classrooms :

- Professional teachers should shift from the teacher-centered teaching to the learner-centered teaching to create an interest among learners ;
- Only qualified teachers should teach English ;
- Teachers should help students explore arrange discussions, debates e.t.c ;
- Teachers should allow learners to speak and interact each other more than themselves by putting students into groups everytime ;
- Schools should be well equipped with modern techniques and technologies dealing with education.

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