

Developing Reading Competence For Third And Fourth Form Pupils Of Nutrition Option In Mutwanga And Bulongo Counties/Rd. Congo

Kakule Ndaleana And Kambale Isevahani Joël
(RD Congo)

Resume

Dans ce travail qui a comme étude de base le développement des compétences en lecture des élèves de 3^e et 4^e Année de Nutrition à Mutwanga et Bulongo, comme l'un des problèmes auxquels sont habituellement confrontés nos apprenants. Nous avons été motivé pour rédiger cet article qui est utile à nos lecteurs et à d'autres chercheurs, car il contient le matériel nécessaire.

S'interrogeant sur l'échec des apprenants à lire certains documents rédigés en anglais, nous avons enquêté sur certaines écoles organisant l'option nutrition. Le résultat de notre enquête, après interprétation, nous permet de confirmer que sur un total de 120 élèves enquêtés, 13 élèves soit 10,8% se sont bien remarqués dans la lecture. Les responsabilités des échecs des élèves en lecture étant multidimensionnelles, nous souhaitons, à travers ce présent article, donner des suggestions pouvant conduire à de bons résultats attendus. A travers cette recherche, nous avons découverts que les enseignants d'anglais dans les écoles organisant l'option Nutrition qui utilisent des techniques stéréotypées qui ne forment pas les élèves à lire couramment, doivent changer les attitudes en adoptant des principes et des techniques de communication dans l'enseignement des cours de lecture, qui mettent l'accent sur les interactions en classe.

Ensuite ils doivent être bien équipés en documentation liés à l'option Nutrition, à partir desquels ils doivent sélectionner des matériaux qui attireront l'attention et l'intérêt des élèves pour la lecture. Ils doivent améliorer les bâtiments scolaires afin d'être confortables, ce qui permet un bon apprentissage des élèves pendant le cours de lecture. Quant aux responsables des écoles ils doivent aussi doter leurs écoles par des documents liés à l'option NUTRITION et mettre à disposition des élèves des textbooks pour leurs exercices d'amélioration de leurs lectures et fournir beaucoup d'efforts en assistant les enseignants pendant les exercices de lecture (s'intéresser à la lecture et éviter la paresse) car la pratique rend parfait. Enfin ils doivent créer une opportunité illimitée pour les apprenants de développer leur lecture, en créant des bibliothèques privées dans lesquelles les documents de l'option Nutrition doivent être représentés sur les rayons.

Mots clés : Lecture, Compétence et Nutrition.

Date of Submission: 21-12-2024

Date of Acceptance: 01-01-2025

I. Introduction

The importance of lesson teaching reading

Teaching reading in secondary school is one of the major tasks teachers have to strive on. Its methodology is still empirical as far as the government has not presented yet any guidelines for its implementation.

We decided to develop a topic in teaching domain, mainly in “**Reading**”. We have been interested to this topic because reading has constituted one of the major issues to improve for good quality of teaching. So, the investigation carried on the way instructors teach to pupils reading lesson, has motivated us to go deeper to find out what blockage to improve the quality of teaching reading can be.

Teaching English has become a part of our life and no one on this earth can feel indifferent from the domain of this study wherever we grow, we experience other new elements which increase the quality of learning. Therefore, reading competence cannot be taken at random during the teaching processes.

As stated by Hornby (2010), Schools are educational institutions providing primary, secondary and tertiary education. The educational system in D.R.C, has sat three levels of teaching and learning process: Primary Level, secondary, college and university. Nursery level is optional. Nowadays in DRC, 8th form pupils are submitted to National Exam of orientation in order to discover their abilities in one or on other domain, and **the ministry of Education has set new laws for promoting technical studies (vocational schools), such as Nutrition Option, Agronomy option, building option, etc., In order to develop learners' abilities in one or another domain. That is why we made our investigation in nutrition option and our target was to be aware of the way instructors lead learners to develop their skill in reading.**

Wilson (2014 p9) states that it is the responsibility of every teacher to ensure learners make progress in reading. Moreover Alice (2018, p15) reinforces that reading has an impact on learners' success in college as well as in their success beyond college in their personal and professional lives. Reading is an important activity because it improves some body's focus, memory, empathy and communication skills. It can easily reduce stress, improve mental health and help to live longer. In this perspective, reading provides deep analysis of information objectively. The more you read, the better you understand and you learn.

Furthermore, to be successful in life, it is required to know how to read, since reading brings intelligence, wisdom and understanding. Another reason why reading is so important is that reading helps to discover the world, to develop imagination and creativity, to improve vocabulary and communication.

According to Jack (2014 p6), reading allows children to gain information about their professions, about world and community events, to relax, or explore new interests.

Bachman, (1996), adds saying that reading through which we can access worlds of ideas and feelings, as well as the knowledge of ages and visions of future, is at once the most extensively researched and the most enigmatic of the so-called language skills.

King (2008) believes that four factors are involved in reading comprehension: the reader, the text, the strategies, and the goal.

Reading is an integral part of academic affairs and it is equally important outside academic contexts, as stated by Karami (2008 p2).

Aebersol (2014 p14-15), reveals that reading is what happens when people look at a text and assign meaning to the written symbols in that text.

In regards to all these aspects, reading activity is not to be taken as optional in learning process due to its importance in dairy life.

II. Methodology

This article which emphasizes on both qualitative and quantitative methods by the way, it was being conducted as far as the methodology used is concerned. In order to reach the target of this investigation, we were assigned first to consult materials dealing with issues of reading so that we can have a survey of reading problems and get solution. Second, we observed pupils and teachers, first during the class time and later we went for meeting them to asking some oral and written questions about importance of reading written documents, such as magazines written in English, verses from the Holy Bible, etc and Finally, a **questionnaire** was submitted to both teachers and learners in order to collect information about reading lessons.

In order to emphasis the quality of this research, the authors of this present article is also among the teachers in those counties (Mutwanga and Bulongo). Therefore, his observation of pupils' life and teachers ability, he is capable to discover himself problems that block the process of reading. Coming back to quantitative investigation, we tested ten teachers about the selection of materials and methodological procedures used while teaching in technical option. This sample is exhaustive in the area we assigned to investigate more over we have tested pupils to see whether they like English, mainly reading books written in English and what problems they face while making reading.

Results

During our investigations, we have encountered eight secondary schools organizing nutrition option. Ten teachers of English were consulted and one hundred and twenty pupils were submitted to our preferences Data questionnaire (PDQ).

Table 01. Teachers, education level

N°	Number of schools	Teachers' level	Teachers' number	Pupils' number	Quarters
1	Maranatha	D6	01	15	Kyavikere
2	Buyori	G3	02	15	Kyavitumbi
3	Theluji	D6	01	15	Kyavitumbi
4	Emmanuela	D6	01	15	kyanika
5	Mathya	D6	01	15	kitokoli
6	Musivo	D6	01	15	kanyatsi
7	Gala	D6	01	15	kihome
8	Utaratibu	D6	02	15	kambalango
	Total		10	150	

As seen in this above chart, all teachers are unqualified in teaching English in 3rd and 4th form, since qualified teacher in these two classes must be graduated. Kucukoghu (2013), suggestions that teachers need to be prepared on how to design effective comprehension strategies and how to teach these strategies to their learners.

Table 02. Some perspectives about teachers

N°	Number schools	Documents	Teachers number	Percents
1	MARANATHA	- English for Africa, pupils' book	01	10
2	BUYORI	- English for Africa, pupils' Dak	02	20
3	THELUJI	- English for Africa, pupils' book	01	10
4	EMMANUELA	- Uganda pupil's book 5and 6	01	10
5	MATHYA	- English for Africa, pupils' book	01	10
6	MUSIVO	- Uganda pupil's book 5and 6	01	10
7	GALA	- English for Africa, pupils' book	01	10
8	UTARATIBU	- English for Africa, pupils' book	02	20
Total			10	100

As seen in the above chart, 80% of teachers use English for Africa, pupils' book. Yet these books are not related to Nutrition option. It means those teachers are not teaching technical English to their pupils. Rahmatina (2020) argues that, the process of integrating various components and activities is need to create quality education. The effort than can be done is the innovation of teaching materials used in learning.

Table 03. Usage of national program of English

N°	Number schools	Answers	Teachers number	Pourcents
1	Maranatha	- Not yet	01	10
2	Buyori	- yes	02	20
3	Theluji	- not yet	01	10
4	Emmanuela	- not yet	01	10
5	Mathya	- not yet	01	10
6	Musivo	- not yet	01	10
7	Gala	- not yet	01	10
8	Utaratibu	- yes	02	20
Total			10	100

The result from the above chart shows clearly that only 40% of teachers have got National program of English, but the 60% still need it. They are considered as a plane that gets off without knowing where to land. As consequence, no selected materials are planned to pupils according to their domain.

Table 04. Teachers' conviction about suitability of books of the option.

Number schools	Conviction	Teachers number	Percents
MARANATHA	- Sometimes	01	10
BUYORI	- Of course	02	20
THELUJI	- Not at all	01	10
EMMANUELA	- Not at all	01	10
MATHYA	- Not at all	01	10
MUSIVO	- Not at all	01	10
GALA	- Not at all	01	10
UTARATIBU	- Not at all	02	20
Total		10	100

As seen in this above chart 80 % of teachers doubt of suitability of books they are using as consequence, teachers' materials have no targe.

Table 05. Reference from Lessons in developing reading skills

N°	Number schools	Lessons	Teachers number	Percents
1	Maranatha	- In reading and Grammar	01	10
2	Buyori	- In reading for pronunciation lesson	02	20
3	Theluji	- In grammar and vocabulary	01	10
4	Emmanuela	- In grammar and vocabulary	01	10
5	Mathya	- In grammar and vocabulary	01	10
6	Musivo	- In grammar and vocabulary	01	10
7	Gala	- In grammar and vocabulary	01	10
8	Utaratibu	- in reading for pronunciation lesson	02	20
Total			10	100

As seen in the chart above, 80% of teachers are not aware of lessons which lead pupils to good reading; 20% think it is in reading for pronunciation lesson only, yet reading for good comprehension is also another lesson to help pupils develop their skills in reading, as stated by Edo N. (2014 p4).

Table 06. Method used for reaching competences in reading

N°	Number schools	Method	Teachers number	Percents
1	Maranatha	- Active	01	10
2	Buyori	- Active and participative	02	20
3	Theluji	- Visual aids	01	10
4	Emmanuela	- Communicative method	01	10
5	Mathya	- Active	01	10
6	Musivo	- Active	01	10
7	Gala	- Active	01	10
8	Utaratibu	- Active	02	20
Total			10	100

About methodological procedure, teachers in general are teaching randomly. They do not know as communicative approach is the best known current approach to language teaching in developing language skills, as stated by Chomsky (1965 p4).

Table 07. Range plan succession of lessons

N°	Number schools	Succession of lesson	Teachers number	Percents
1	MARANATHA	- Thanks to National program	01	10
2	BUYORI	- Vocabulary, Grammar, reading for comprehension, reading for pronunciation, composition	02	20
3	THELUJI	- Reading and vocabulary	01	10
4	EMMANUELA	- Grammar , vocabulary, reading	01	10
5	MATHYA	- Reading and vocabulary	01	10
6	MUSIVO	- Grammar, vocabulary, reading	01	10
7	GALA	- Thanks to National program	01	10
8	UTARATIBU	- Vocabulary, Grammar, reading	02	20
Total			10	100

As seen in the above chart, 80% of teachers are not aware of succession of lessons in English. They only teach as they want. Only 20% try to follow the succession. This fact can cause the failure of pupils in developing reading skills.

Table 08. Interest in reading English documents

N°	Number schools	Learners' interest	Teachers number	Percents
1	Maranatha	- Not	01	10
2	Buyori	- Not very often	02	20
3	Theluji	- Not very often	01	10
4	Emmanuela	- Not very often	01	10
5	Mathya	- Not very often	01	10
6	Musivo	- Not	01	10
7	Gala	- Not	01	10
8	Utaratibu	- Not	02	20
Total			10	100

According to the chart seen above, teachers are sure that pupils are not interested in reading written documents in English. Jack (2014 p 6-8). Stresses on learners' interest in reading activity.

Table 09. Pupils and environment in suiting reading skills

N°	Number schools	Answers	Teachers number	Percents
1	Maranatha	- Yes of course	01	10
2	Buyori	- No, impossible	02	20
3	Theluji	- Not	01	10
4	Emmanuela	- Yes of course	01	10
5	Mathya	- Yes of course	01	10
6	Musivo	- Yes of course	01	10
7	Gala	- Yes of course	01	10
8	Utaratibu	- Yes of course	02	20
Total			10	100

As seen here above, 70% of teachers are sure that pupil's environment suits to better pupils' skills in reading, yet they don't know to justify their answers. Jack (2014) states that communities also provide readers with a set of varied life experience that shape their individual bases of knowledge.

Table 10. Investigation among pupils

N°	Number schools	Yes, Because of NGO	It's difficult	Yes, Because I can go to Uganda	No, impossible
1	Maranatha	5/15	10/15	-	-
2	Buyori	10/15	-	-	5/15
3	Theluji	-	-	5/15	10/15
4	Emmanuela	-	15/15	-	-
5	Mathya	-	5/15	-	10/15
6	Musivo	-	15/15	-	-
7	Gala	-	15/15	-	-
8	Utaratibu	-	5/15	10/15	-
	Total	15/30	55/75	15/30	25/45

As seen in the above chart, only 25% (30 pupils) accepted that English has an importance in their daily life since it can allow them to get a job in many NGO and live in an English speaking country.

Table 11. Degree of English documents by learners

N°	Schools	Yes, But not often	It's difficult	It is not easy	No, impossible
1	Maranatha	06/15	4/15	5/15	0/15
2	Buyori	15/15	0/15	0/15	0/15
3	Theluji	10/15	5/15	0/15	0/15
4	Emmanuela	10/15	5/15	0/15	0/15
5	Mathya	10/15	0/15	0/15	5/15
6	Musivo	5/15	0/15	0/15	10/15
7	Gala	5/15	0/15	0/15	10/15
8	Utaratibu	5/15	0/15	10/15	-
	Total	66/120	14/120	15/120	25/120

In regards to this above chart, 55% of pupils said that they read some documents written in English but not every day. The 45% never read any documents.

Table 12. Ways and techniques for better reading

N°	Number schools	Through reading	From our teachers	It is difficult
1	Maranatha	12/15	3/15	0/15
2	Buyori	15/15	0/15	0/15
3	Theluji	10/15	5/15	0/15
4	Emmanuela	11/15	0/15	4/15
5	Mathya	12/15	0/15	3/15
6	Musivo	10/15	5/15	0/15
7	Gala	5/15	10/15	0/15
8	Utaratibu	10/15	0/15	5/15
	Total	85/120	23/120	12/120

As seen in this above chart, 70% of pupils declare that unknown stories can be learnt by themselves through reading documents containing stories. Only 19% think that they can get everything from their teachers and 11% say that reading English is difficult.

Table 13. Sentence reading assessment

N°	Sentences	Schools								Tot	%
		Maranatha	Buyori	Theluji	Emmanuela	Matya	Musivo	Gala	Utaratibu		
1	I Dislike Potatoes, Tomatoes And Mangoes	2	2	1	0	1	0	0	1	7/120	5.8
2	Peter Ate Yams Yesterday	1	0	1	2	0	1	1	1	7/120	5.8
3	Meat And Fish Are Delicious	1	0	1	1	1	2	1	0	7/120	5.8
4	Have You Ever Eaten Cabbage?	2	3	1	1	3	2	1	1	14/120	11.6
5	Do You Drink Beer Or Palm Wine?	1	1	0	1	0	0	1	2	6/120	5
6	Sarah Went To Harvest Ground Nuts	1	2	2	1	0	2	1	1	10/120	8.3
7	My Favorite Food Is Bananas With Beans.	0	2	1	2	1	1	1	1	9/120	7.5
8	I Like Tea With Sugar,	0	1	1	2	1	0	1	0	6/120	5

	But I Dislike Porridge										
9	Food With Vitamin And Protein Allow Healthy Human Growth	2	2	1	1	0	1	0	0	7/120	5.8
10	Meat, Milk, Eggs And Fish Protect Against Deceases	1	1	2	1	1	2	1	1	10/120	8.3
11	Green Vegetables And Potatoes Contain Vitamin C	1	0	1	2	1	1	1	2	9/120	7.5
12	Vitamin B1 Helps For Energy.	1	3	2	1	2	1	2	1	13/120	10.8
Total		13	17	14	15	11	13	11	11	105	

As seen in this above chart, 105 pupils divided by 8 schools = 13 pupils who read fluently, that represent 10.8 percent. By this fact we concluded that there is a problem with pupils' reading activities.

III. Discussing Findings

From these results above, we discovered that pupils in forms 3 and 4 of Nutrition option in Mutwanga and Bulongo are not performed in reading. Responsibilities are multidimensional:

Teachers' responsibilities

- Communicative principles and techniques are not interested leading methodology they apply. The communicative approach is the best known current approach to language teaching, as stated by Chomsky (1965 p4).
- Materials available to pupils' learning do not fit pupils' interest, mainly in their Nutritional domain. English for French speaking Africa 3 and 4 by Mills D (1986), do not correspond as materials to be learnt in Nutrition option. In fact, when pupils read texts from the above books. Nothing interest them, as consequence they become discouraged. Chomsky (1965) stress on suitability of materials for creating pupils interest in reading during teaching reading process.
- Some teachers of English are not interested in reading written documents in English. This fact was clearly seen through their teaching for pronunciation lesson (Mispronunciation) of words with diphthongs and triphthongs).

Pupils' responsibilities

Pupils' uninteresting and laziness in reading. Jack (2014) makes accent in individual characteristics in developing reading skills.

School authorities problems

- School authorities do not equip or furnish their schools with English National Program, text-books related to NUTRITIONAL domain and lack of school libraries.
- Uncomfortable facilities

Social environment

- Pupils have a very limited opportunity of using English and reading documents written in English outside the classroom. This is due to the fact of living in non-English speaking counties.

As Swahili and French seem to be predominant languages in Mutwanga and Bulongo, a pupil who speaks and tries to exercise himself making reading, seems to be isolated. Apart from that, private libraries do not exist in pupils' environment. Jack (2014) insists on community influence in developing learners' reading skills.

IV. Discussion

As responsibilities of pupils' failure in reading are multidimensional, through this present article, we would want to give suggestions that lead to good results that are expected:

To teachers' responsibilities:

- Teachers of English in schools organizing Nutrition option who are using stereotyped techniques that do not train pupils in fluent reading, must change attitudes by adopting Communicative principles and techniques in teaching reading lessons, which put stress on classroom interactions.

These interactions suppose the presence of at least two people one being the addresser and the other the addressee.

- Teachers of English in schools with Nutrition option should be well equipped with documents related to Nutrition option, from which they must select materials that will attract pupils' attention and interest in reading.

To school authorities

- They should improve school edifices in order to be comfortable, which allow pupils' good learning process in reading.
- They should equip their schools with enough documents related to NUTRITION option and make libraries at pupils' disposal for their exercises to improve their readings skills.

To pupils or learners

- Providing lots of efforts by making exercises in reading (being interested in reading and avoiding laziness) because practice makes perfect.

To the society (Pupils' environment out of the school)

- To create an unlimited opportunity to learners for developing their reading, by creating private libraries in which documents of Nutrition option may be found in great number, by the fact that Jack (2014) suggests that communities also provides to learners with a set of varied life experience that shape their individual bases of knowledge.

V. Conclusion

Throughout this works that focuses on developing reading competence for Third and Fourth form pupils of nutrition option in Mutwanga and Bulongo Areas, as one of the problems that usually face our learners, we have been encouraged to write this Article that should be helpful to our readers because it contains necessary materials, since reading has been one of major issues to improve for good quality in learning process in secondary schools in the areas cited above.

During our investigation mainly in schools organizing nutrition option, our target was to be aware of the way instructors lead learners to develop their skill in reading. By the end of our investigation, we found problems which block pupils to improve their reading learning process. As causes are multidimensional, through this Article we gave helpful suggestions that can lead to goods results that are expected. Surely, getting learners to read mindfully is not an easy task, but it can be used to facilitate the process of language learning and language acquisition.

As far as the science involves in matters of teaching methodology, teachers are required ipse facto to improve the quality of teaching English in different specific options, that is the case of Nutrition option. This option in secondary schools is a master piece of the wealth of the population all over the Democratic Republic of Congo.

References

- [1] Hornby (2010) Oxford Advanced Learner's Dictionary Of Current English; New 8th Edition: O.U.P.
- [2] Wilson R. (2014): The Oxford Reading Criterion Scale, Oxford Owl, O.U.P
- [3] Alice S. (2018): What Is College Reading, Wac Clearinghouse, Edition 1st. University Press Of Colorado, Retrieved From <https://doi.org/10.37514/atd-b.20170001>
- [4] Bachman, L.F And Palmer, A.S. (1996), Language Testing In Practice. Oxford: O.U.P
- [5] King K (2008), Reading Strategies. Freely Retrieved From <http://www.isu.edu/nking/kath/readstr.html>
- [6] Karami H. (2008), Reading Strategies: What Are They? University Of Tehran. Oxford: O.U.P
- [7] Kucukoghu From (2013), Improving Reading Svills Ththrough Effective Reading Strategies, Article Retrieved From [www. science Direct.Com](http://www.science-direct.com) On January, 2013
- [8] Aebersol J.A & Field L.M (2014) From Reader To Reading Teacher, Issues And Strategies For Second Language Classrooms; Series Ed Jack C. Richard, Cambridge Language Education; Cambridge.
- [9] Jack C., (2014). Passages Level 2 Student's Book. 3rd Edition. isbn-13: 978-1107627079, Cambridge University Press.
- [10] Chomsky Nc, (1965) Aspect S Of The Theory Of Syntax, M.I.T.P Press, Cambridge
- [11] Rahmatina Fc (2020), Exploring Effectiveness Of E-Book For Student On Learning Material: A Literature Review, Article Retrieved From [Iop Science. I.O.P.Org](http://iopscience.iop.org).