

ANALYSIS OF SENIOR CLASSROOM STUDENTS ENGLISH LEARNING CHALLENGES WITHIN CERTAIN PRIVATE SECONDARY SCHOOLS IN GOMA

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Abstract

This work targeted to analyze English learning challenges faced by senior class learners within some private secondary schools in Goma and which have impacted inadequately their learning outcomes in this language. Evidently, this study contributes to enabling the envisaged classes' EFL teachers to find out useful key guidelines which they ought to apply via their teaching in order to facilitate the targeted students to face an efficient learning of English. Qualitative and quantitative methods were resorted to for the collection of valid and reliable data from a sample of 100 students enrolled in senior classrooms (3rd and 4th forms) within the targeted schools. The results demonstrated that more teachers worked as principal actors who have led some of their students to view English with negative appreciation and which affected their learning performance in SLL skills inconsistently. Evidently, these learners felt that though English is a most worldwide used language, it is however, a most complicated language which cannot be comprehended neither grasped perfectly. Henceforth, I have provided useful suggestions that should help their teachers to renovate their teaching effectively in order to push them to learn English more successfully.

Keywords: *English, learning challenges, private schools, senior classes.*

This section concerns the background to the study, problem, Objective of the study, scope and significance of the study.

BACKGROUND TO THE STUDY

Learning a foreign language is fascinating but it is also quite difficult and demands efforts and time. According to Krashen (1982), if you want to teach ELLs a language, the input should be comprehensible. Otherwise, the teaching process may not occur. People learn a language for communication in order to express their feelings or emotions. For Ghosh (2009) learning a language means becoming able to use it, to comprehend it, to communicate, and think as people do in their first language.

Teachers of English in the DRC carry out their training activities with an objective of meeting the goals established throughout the language teaching in the DRC as clarified via the National languages teaching curricula produced by the National Ministry of education in charge of primary and secondary education (EDIESP, 1982 revised in 2007). (Programme National d'Anglais, RDC, 2007). In this context, teachers of English recruited in private secondary schools of Goma endeavor to offer an appropriate training quality of English to their learners. Most of them have been putting much focus on the four skills of L2 language acquisition (listening, speaking reading and writing), within their activities in order to enable their learners to acquire a minimum knowledge of English. They put much emphasis on communicative approach while targeting to facilitate their learners to develop speaking ability so as to permit them to interact effectively with other English speakers from different world and particularly those from African English speaking countries.

However, even though these teachers have developed that positive quality which push them to teach courageously, more of them are still undergoing lots of deficiencies which affect their lecturing inefficiently. They have failed to lead most of their learners to grasp English neither improve their listening, speaking, writing and reading capacities in this language. Some of major challenges they do face are likely; inability of grasping course contents and adapt them to their learners longings, lack of evaluating and grasping learners' knowledge background vis-à-vis English, incapacity of gaining students confidence in the context of edifying teacher-learner centered relationship, inability of keeping time proficiently while they are lecturing, lack of parental implication in order to help students to effectuate continual learning at home, and lack of applying accurately teaching techniques able to convince all learners to make engaged sacrifices that can contribute to their efficient learning of English.

Problem

DRC students acknowledge English to be a crucial language with international status considered as vehicle of communication through different domains of modern life. The teaching and learning of English in country public, conventional and private secondary Schools including those in Goma, do face various hindrances which have been preventing it from reaching the overall for which it is intended. Obviously, the prime goal of teaching and learning English consists in communicating through that language. The training activities of English carried out in Goma secondary school institutions, are not fulfilled accurately at a point of pushing globally all learners to enhance their learning skills in this language.

In fact, some teachers convince learners that English is a very difficult language which is tough for them to master and at the same time they do impose students to express themselves fluently in English while they are incapable to do it. In addition, they always frustrate learners by creating a morose learning atmosphere which does not facilitate learners to study **comfortably** with an engaged efforts. These challenges thus have pushed most of students to keep in mind that English is a very complex language which can be mastered mostly by their teachers and its native speakers. Henceforth, it is in this context where I have been pushed to conduct the present research project entitled; "Analysis of Senior Class Students' English learning challenges in Certain Private Secondary schools in Goma", so as to come up with efficient suggestions that should push these teachers to resolve hindrances which have affected non appropriately their students learning objectives.

Objectives of the study

The crucial objectives of this study were:

1. To explore the attitude of the targeted learners concerning their appreciation of the English.
2. To find out crucial reasons that push these students both to appreciate and non-appreciate English.
3. To provide adequate suggestions that should help to renovate the teaching and learning of this language in the targeted classrooms.

Scope of the study

This study targeted to make the Analysis of Senior Class Students' English learning challenges in Some Private Secondary schools in Goma. The study was carried out within five private schools namely; Institut Professionnel et Technique de la Solidarité, Complexe Scolaire Maman Sophie, Complexe Scolaire Cratos, Complexe Scolaire Adventiste Bethel and Complexe Scolaire la Solidarite Wa Ma.

Some particular criteria such as, good education offered through these schools, and discipline demonstrated by their students, high French speaking efficacy shown by students, beautiful school busses used for transportation of learners and teachers, and good facilities in terms of infrastructures, and effective leadership, have emulated me to select these schools.

Significance of the study

As mentioned by Sprinkle, (2009), effective teaching relies on four main points i.e knowledge possession; ability to formulate and administrate instructions; promote and endorse learning and encourage students to grow. In this regard, this study is useful for these teachers because it would provide them with new information that should facilitate them to take an action of of enhancing their teaching strategies so as to push students learn English accurately and efficiently. Moreover,

this study should offer an information to other researchers who would orient their studies in this particular field of my research in order to discover other new information that will complete my results.

Review of literature

Habasikiake (2021), published an article on Some Factors of Weaknesses in the English Teaching System in the Goma Secondary Schools. The conclusion of the study proved that the factors of weaknesses in the selected schools are complex and stem from various causes. Some are attributed to the pupils themselves for their negative attitude to language and others to teachers whose input given to the learners proves weak and inadequate to promote language communication. Equally, school authorities have been pointed out to hold a part of responsibility for their lack of integrated vision and strategies to carry their mission adequately despite the scarce resources at their disposal. Their negligence to relegate the implementation of the English culture in the second place in the schools has negatively contributed to the inefficient teaching and learning activities of English in Goma secondary schools.

Effective teaching is considered as a mystery by some authors (Goldhaber, 2002). Porter & Brophy (1988) in their study on the synthesis of research on good teaching identified that effective teachers are clear about their instructional goals, are knowledgeable about the content, communicate well, monitor students' understanding, are thoughtful and respectful about their teaching practices. On another note, in a study on conceptions of effective teaching, Saroyan et al (2009) found out that students expressed four ideas about effective teaching. Effective teachers have knowledge, prepare and manage instruction, promote learning and help students grow so they can learn independently. Fuhrman et al (2010) carried out a study on effective teaching and found that effective teachers exhibit passion for their subjects, are knowledgeable about and care for students, use a variety of teaching strategies and help students appreciate the relevance of information to their own context. Sprinkle (2009) studied students' perceptions of effective teaching and found out that students considered effective teachers as those who employ a variety of teaching styles and make real world applications. Effective teachers exhibit humor, enthusiasm, compassion, empathy and are interested in and concerned for students' outside the classroom. Pietrzak, Duncan & Korcusa, (2008) found effective teachers to be possessing a degree of knowledge, effective delivery style, organization and known for the amount of assigned homework.

School climate contributes towards school effectiveness. Guffey (2013) notes that school climate has an impact on the effectiveness of teachers in the school. It is argued that the way an individual or a person in an organization performs is determined by the organizational setting, in this case its climate. In a school where there is no bridge between school leadership and teachers the climate is conducive for effective teaching and learning. Where there is dialogue between the head, teachers and the pupils a healthy school climate prevails. Schools where communication is considered as the lifeblood of the organization breed effective teaching and learning environments.

The socio-economic background of students plays a major impact on their performance at school. Literature argues that materials factors such as income play a part in determining levels of education. The lower social classes may lack the money to provide their children with same educational opportunities as middle and upper class parents. This then means that some pupils from low status families fail to perform effectively despite the fact that schools are adequately equipped with resources (Hill, 2014).

Caro (2009) is also of opinion that some pupils do not perform well as a result of being constantly send home to collect fees. Consequently these pupils cannot be in a position to do well although schools have relevant and adequate resources to be utilized for the successful accomplishments of targeted goals and objectives. Matimbe (2014) is of the view that lack of instructional materials such as syllabi and textbooks to use during teaching and learning process negatively affects effective teaching. Najumba (2013) asserts that ineffective funding and budgetary cutbacks is visible in the erosions of standards of teaching. It results in declining library standards, paucity of new text references books and journals.

It is argued there are certain home conditions that affect pupils' school achievements. Children who lack provision of reading materials perform poorly in schools. A pupil who does not have his background which has resources like books sometimes perform poorly at school although she/he is taught by high qualified teachers.

Chingos & West (2010) are of the view that the level of education and occupational positions of parents are important determinants pupils' achievement. Some pupils from lowly educated parents do not perform well at school because they lack motivation and parental support that even if teachers are qualified still those pupils fail. Delvin, Kift & Nelson, (2012) also add that ineffectiveness on the part of pupils are higher from families of low socio-economic status no matter which particular factors are used to measure socio-economic status.

This should indicate that inadequate materials such as textbooks within the home background and lowly educated parents should not be regarded as a total effect in pupils' poor performance in rural primary schools. The diverse individual aptitude of pupils should also be taken into consideration. Within the poor background may be born a genius. In addition it is not always only the performers from low income families who tend to be ineffective as far as academic achievement is concerned. Some children from even rich families may also perform academically poor due to other factors though poor performers among children from well to do families are rare.

Time management is raised as a factor that contributes towards ineffective teaching. Some students are always out on sports. All play no work negatively impacts on school performance. It is important for teachers to manage their time and cover the whole syllabus so that pupils gain adequate content to tackle examinations. Schools that are efficient in terms of time management are at an advantage in terms of effectiveness. School efficiency is a measure of how well resources are being utilized to produce outputs. The most important resource which schools should effectively use is time (Delvin, Kift & Nelson, 2012).

Najumba (2013) in his studies of school achievement discovered that schools which are well equipped with relevant educational facilities which comprise instructional materials such as textbooks, libraries and even laboratories do much

better in standardized examination such as grade seven than those which do not have resources. Then the major factor that ignites teacher effectiveness towards teaching in phigh schools is the availability of instructional materials such as charts, textbooks and syllabi. However pupils still fail if teachers lack didactical and pedagogical skills and if these resources are underutilized.

It is argued that for effective teaching and learning to take place, teachers need to possess some sufficient degree of experience. Mavhundutse (2014) is of the view that experience is one of the major factors contributing towards effective teaching. Most people argue that experience is the best teacher. On the contrary, Department of Education (2012) found that those teachers who had been recently trained and less experienced are more effective than the more experienced. It has the idea that newly trained qualified personnel have more to offer since they have new knowledge, skills and experience as compared to those with longer experience. The question that comes in mind is whether teachers employ the gained skills. Tshabalala (2014) advances the argument that the quality of teacher training has an impact on teaching methods and improvement of skills.

Butts (2010) discovered that in Iraq the successful achievement of pupils whose teachers had pre-service training was higher in subjects such as Chemistry and Biology but made no difference in student achievement in Physics. To this end, teacher training colleges should not become a substitute for secondary education.

It is argued that children who use classrooms furniture obtained a much higher level of reading achievement than those without adequate furniture. Fernandez (2014) says that the quality of learning materials such as text books is an ingredient of education. Sawchuck (2011) posits that the provision of textbooks at a ratio of either one book per child or one book for every two children make a very significant difference on achievement. Fernandez (2014) cautions that it is not the aggregated sum of various inputs that account for levels of quality, more is not necessary better but management capacity of teachers and how well they use resources in the classroom.

Many researchers argue that the availability of the textbooks appears to be the most consistent factor in predicting teacher effectiveness towards teaching in high schools. Studies in different countries show a correlation between textbooks and educational achievement. In Uganda strong correlation was found between textbooks availability in the classroom and students examination performance regardless of students' socioeconomic status. Chingos & West (2010) propound that children without textbooks achieved significantly lower test scores than those who had textbooks.

What this high correlation between textbooks and achievement shows is not the only the effect on individual student, but also the effect of how a teacher has when using text books when few or no students have text books, the teacher has to use the text books as a guide, and rely on the blackboard or on oral dictation and students have to copy materials into their own note books. This wastes the time and every of both teacher and student and consequently student fail even if they have qualified and enough instructed materials. Teachers can vary teaching techniques if there are adequate textbooks.

Delvin et al (2011) warns that mere availability of materials are therefore not enough. More innovative ways of understanding how schools work and how quality may be improved are the issues. Centre for Education Policy Research (2010) further propounds that although some gains in learning will result just from giving text books to children, learning gains can be increased much more if teachers organize students' use of their text books.

However, even if the school has instructional learning materials to use such as text books, furniture, syllabi, students still failure if these teaching materials are not revised because some of them may be out dated or not relevant to the curriculum taught this means that high pass rate at grade seven examinations will not be achieved.

As it is revealed by these researchers, it is evident that inappropriate teaching of English has led students to impoverish leaning of English in various institutions around the world including DRC' **schools in general and the targeted school' class levels in particular. Henceforth, it is of great necessity to resolve these challenges in order to pave a way for an authentic learning to occur via these schools.**

Methodology

This section described the research design of the study, research approach, population of the study, sample of the study, sampling of the study, instruments for data collection, and reliability of the instruments.

Research Design

According to Ngechu (2001), a research design is a plan showing how problems under investigation are solved. This study employed a case study research design. A case study research design is defined as a type of qualitative investigation that involves in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon (Gall et al. 2005).

Therefore, I carried out this study referring to the descriptive survey research that led me to gather accurate and consistent data that fit for the subject relating to this study. The data collected pushed me to describe things very reliably as they are without ambiguity. It is worth mentioning data observation and questionnaires schedule were used. As it is the case for each reliable research, questionnaires were open ended and closed ended items. It is via this technique were I was able to collect concise information that depicted the Analysis of Senior Class Students' English learning challenges in Some Private Secondary schools in Goma.

Research Approach

This study was based on mixed methods approach. Punch (2009) suggests that in mixed methods approach both qualitative and quantitative data are combined in some ways on the process of data collection, analysis and presentation. The rationale for combining both qualitative and quantitative approaches was to overcome limitations found in using one approach against those of the other. So, qualitative approach adequately reflected respondents' feelings and perceptions towards the

study using phrases while quantitative approach focused on numbers which I used as quantification of events in terms of frequencies that permitted to make possible percentages.

Target population

The population of this study were all students studying in the senior classrooms within certain private secondary schools in Goma.

Sample for the study

The sample used in this study was one hundred students selected using stratified random sampling technique, in which hundred and twenty-five students were selected.

Sampling Technique

I resorted to stratified random sampling technique in selecting the sample for this work. This is because it facilitated me to have representation from the targeted learners.

Instruments for Data collection

I pragmatically used questionnaire as an instrument of collecting data for this study. So, the questionnaire was made of several varied items relating to the variables of the study. I targeted to collect reliable and consistent data concerning the perceptions with which the targeted learners regard English, the facts that push them to appreciate and not to appreciate English and factors which their teachers could take in to consideration to help them resolve their learning difficulties.

Reliability of the Instrument

Reliability being known as measure of the degree to which a research instrument is consistent in giving same results after repeated trials, was used for this study in order to permit me to select the sample purposively on the specific area. In addition, it enabled me to make a checklist of questions when I was making interview with my respondents in order to achieve data consistency and completeness.

Data Presentation, Analysis and presentation of the Results

This section was centered on presentation and analysis of the data collected from the respondents including the results. In this section below, I used the following Table 1 to gather numerous data collected from the envisaged students regarding their degree of appreciation of English.

Table 1. Attitude of the targeted students concerning English

Question	Frequencies			Percentages		
	Yes	No	Tot	Yes	No	Tot
Do you appreciate English?	84	16	100	84%	16%	100%

Source: Field Survey, 2023

In table 1 above, it is clearly seen that the great majority (i.e. 84%) of the respondents proved that they appreciate English whereas 16% of the respondents shown that they do not appreciate this language.

Table 2. Factors which push the targeted learners to appreciate English

Question	Answers	Frequencies			Percentages		
		Yes	No	Tot	Yes	No	Tot
Why do you appreciate English?	Because it is both amusing and good to be learned in the current world	61	39	100	61%	39%	100%
	Because our teachers are excellent and passionate on us	44	56	100	44%	56%	100%
	Because our teachers lecture very well while using a very simple English that most of us can hear	50	50	100	50%	50%	100%
	Because we sometimes understand English very well	68	32	100	68%	32%	100%
	Because we long to learn and speak English like we do speak Swahili and other dialects	64	36	100	64%	36%	100%
	Because our teachers do use teaching interactive approach to incite us to speak English	74	26	100	74%	26%	100%
	Because English is elegant and challenges people who speak it to feel proud in their mouths	53	47	100	53%	47%	100%

	Because our teachers offer us with opportunities to express ourselves in order to help us to communicate with other people who speak English speak it	73	27	100	73%	27%	100%
	Because our teachers do lecture while provide to us good advices which help us to face the challenges and realities of life	85	25	100	85%	25%	100%
	Because English is spoken all of the world and it can help us get employments at broad and in our country within international enterprises	92	8	100	92%	8%	100%
	Because our teachers attract us with their teaching strategies	55	45	100	55%	45%	100%
	Because English can make us good scientists in one way or another	20	80	100	20%	80%	100%

Source: Field data 2023

The data provided in Table 2, reveal that (61%) of the respondents have answered that they appreciate English because English is both amusing language and good to learn in the current world while 39% respondents answered that they do not appreciate English because it is not both amusing language and good to learn in the current world. To the second response, (44%) of the respondents have confirmed that they do appreciate this language because their teachers are excellent and do show them compassion. However (56%) of respondents have proved that they do not appreciate this language because their teachers are not excellent and do not show them compassion.

To the third response, (50%) of the respondents, have proved that they appreciate English because their teachers lecture very well while using a very simple English that most of them can hear, whereas (50%) of the respondents have proved that they do not appreciate English because their teachers do not lecture very well while using a very simple English that most of them can hear. To the fourth response, the great majority (i.e 68%) of the respondents have mentioned that they appreciate this language because they sometimes understand it very well. However, 32% of the respondents described an opposite response accordingly. As far as the fifth response is concerned, 64% of the respondents have revealed that they appreciate this language because they long to learn it and speak it as they do for Swahili and other dialects while 36% of the respondents have proved opposite viewpoints accordingly.

To the sixth question, the great majority (i.e 74%) of the respondents have mentioned that they appreciate English because their teachers do use interactive teaching approach in order to incite them to speak English, whereas (36%) of the respondents have proved opposite response accordingly. To the seventh question, (53%) of the respondents have clarified that they appreciate English because English is elegant language which causes its speakers to feel proud in their mouths. However, 47% of the respondents did not side with this viewpoint. To the eighth response, a great number (ie 73%) of the respondents have demonstrated that they appreciate English because their teachers offer them opportunities to express themselves in English in order to be able to communicate with other English speakers, while (27%) of the respondents have described a negative response accordingly.

To the ninth response, a highest majority (ie 85%) of the respondents have shown that they appreciate English because in addition to their teachings, teachers provide them with good advices which help them to face the challenges and realities of life. However, (25%) of respondents have revealed not being of the same viewpoint. As far as the tenth response is concerned, the greatest number (ie 92%) of respondents have mentioned that they appreciate English because it is a worldwide language spoken all over the world and further because it can help them to get employment at broad and in DRC within international enterprises. On contrary to this position, (8%) of respondents have mentioned that they do not appreciate this language because they do ignore its international status and its usefulness. To the eleventh response, (55%) of respondents have mentioned that they do appreciate English because their teachers do attract them with their teaching strategies, while (45%) respondents have responded that they do not appreciate this language because their teachers do not attract them with their teaching strategies. Finally, to the twelfth question, (53%) of the respondents described that they appreciate English because in their mind they are convinced that English can make them good scientists in one way or another, while (47%) of the respondents have described a different viewpoint accordingly.

Table3. Facts applied by teachers which impact negatively the learning outcomes of the targeted students

Question	Answers	Frequencies			Percentages		
		Yes	No	Tot	Yes	No	Tot
How do your teachers impact your learning outcomes inefficiently?	By lack of explaining appropriately summaries which they write on the blackboards	55	45	100	55%	45%	100%
	By submission of tedious and annoying exercises	64	36	100	64%	36%	100%
	By incapacity of keeping moral when some mates do make noise in their presence	39	61	100	39%	61%	100%

By lack of correcting quizzes and home assignments appropriately	59	41	100	59%	41%	100%
By lack of using effectively their professional conscious	40	60	100	40%	60%	100%
By refusal of explaining some difficult words in French	46	54	100	46%	54%	100%
By exaggeration of sending us on the blackboards even when we do not understanding the content of the lessons taught	36	64	100	36%	64%	100%
By segregating young boys while showing favoritism on behalf of young ladies	25	85	100	25%	75%	100%
By using fluent pronunciation of English which is difficult for us to grasp	38	62	100	38%	62%	100%
By showing their sense of proud and arrogance in the classrooms	39	61	100	39%	61%	100%
By failing to manage time appropriately	42	58	100	42%	58%	100%
By lack of teaching visual aids, updated textbooks and syllabi	52	48	100	52%	48%	100%
By punishing regularly learners who dare speak Swahili and French languages during the learning time	33	67	100	33%	67%	100%

Source: Field survey 2023

The data provided in Table 3, reveal that (55%) of the respondents have answered that their teachers do impact their learning outcomes ineffectively by lack of explaining very well the summaries which they write, while (45%) of the respondents have expressed negative response accordingly. To the second response, (64%) of the respondents have confirmed that their teachers do contribute to their failure of learning English successfully by submitting them under tedious and annoying exercises, while (36%) of respondents proved the opposite position accordingly. To the third response, (39%) of the respondents have mentioned that these teachers do hamper their learning outcomes poorly due to their incapacity of keeping good moral when some students do make noise in their presence, while (61%) of the respondents, were not of the same viewpoint as their mates. To the fourth response, (59%) of the respondents mentioned that their teachers do impact their learning outcomes poorly due to lack of correcting their quizzes and home works appropriately. However, (41%) of the respondents have shown a contrary attitude accordingly. As far the fifth response is concerned, (40%) of the respondents have revealed that their teachers do impact their learning outcomes poorly due to lack of using effectively their professional conscious when teaching, while (60%) of the respondents have proved the opposite viewpoints accordingly.

To the sixth question, (46%) of the respondents have mentioned that their teachers do impact their learning outcomes poorly throughout their refusal of explaining some difficult words in French. However, (54%) of the respondents have proved opposite viewpoints accordingly. To the seventh question, (36%) of the respondents have clarified that their teachers do affect improperly their learning outcomes through exaggeration of sending students on the blackboards even when they do not understand the contents of the lessons which are taught. However, (64%) of the respondents denied that position by showing that teachers do not exaggerate in doing so. To the eighth response, (25%) of the respondents demonstrated that their teachers do impact improperly their learning outcomes by segregating young boys while showing favoritism on behalf of young ladies, while a great number (ie 85%) of the respondents have affirmed that their teachers do not do that. To the ninth response, (38%) of the respondents have shown that their teachers do impact improperly their learning outcomes by using fluent pronunciation of English which is difficult for them to grasp, while (62%) of respondents a negative response accordingly.

To the tenth response, (39%) of the respondents evoked that their teachers do impact improperly their learning outcomes by showing a certain sense of proud and arrogance while they are teaching, whereas (61%) of respondents have revealed an opposite viewpoint differently from their mates accordingly. To the eleventh response, (42%) of respondents have evoked that their teachers do impact improperly their learning outcomes by their inability of teaching when keeping time effectively, while (58%) of respondents have mentioned that their teachers' inability of teaching while keeping time does not affect their learning outcomes in any sense. As far as the twelfth response is concerned, (52%) of respondents proved that their teachers do impact improperly their learning outcomes by lack of teaching materials mainly; visual aids, updated textbooks and syllabi. Finally to the thirteenth question, (33%) of the respondents depicted out that their teachers do hamper improperly their learning outcomes by inflicting punishments over learners who dare use Swahili and French languages rather than English during the learning time. However, (67%) of the respondents have described a negative response accordingly.

Table 4. Factors to be applied by teachers for an authentic learning to happen

Question	Answers	Frequencies			Percentages		
		Yes	No	Tot	Yes	No	Tot
How can your teachers push you to fulfill effectively your leaning expectations?	By using little French or Swahili in their teaching to facilitate us to comprehend their teachings	49	51	100	49%	51%	100%
	By creating a good atmosphere that will help us to learn accurately	43	57	100	43%	57%	100%
	By manipulating our psychological attitudes	10	90	100	10%	90%	100%
	By avoiding to mix more lessons at once	15	85	100	15%	85%	100%
	By avoiding to mock and laugh at weak students who try to speak English difficultly	35	65	100	35%	65%	100%
	By adapting their teaching procedures to our aptitudes	15	85	100	15%	85%	100%
	By offering us ample time to do our class assignments and bring us feedbacks in return	30	70	100	30%	70%	100%
	By multiplying various class activities of listening, speaking, writing and reading English on our behalf	17	83	100	17%	83%	100%
	Nothing because we are satisfied of their good teaching	68	32	100	68%	32%	100%

Source: Field survey 2023

The data provided in Table 4, reveal that (49%) of the respondents have mentioned that their teachers can push them to reach over their learning objectives effectively by teaching while using little French or Swahili to facilitate them to comprehend clearly their teachings, while (51%) of the respondents have affirmed that their teachers do not need to do that in order push them to fulfill their learning goals. To the second response, (43%) of the respondents have confirmed that their teachers ought to create a good atmosphere that will help them to learn appropriately, while (57%) of respondents proved that teachers do not need to create that learning environment to enable them to fulfill their leaning goals.

To the third response, (10%) of the respondents, have mentioned that their teachers must enable them to realize their learning objectives by manipulating their psychological attitudes, a greatest number, (ie 85%) of respondents have responded that their teachers do not need to manipulate their psychological attitudes so as to push them to achieve over their learning goals. As far as the fourth question is concerned, (15%) of the respondents have mentioned that their teachers can enable them to accomplish their learning objectives consistently while teaching them by mixing more lessons at once, whereas a great majority (ie 85%) of the respondents have responded that their teachers must avoid teaching while mixing more lessons at once.

To the fifth response, (35%) of the respondents, have proved that their teachers can enable them to achieve over their learning objectives by mock and laugh at weak students who try to speak English difficultly, while a big number (ie 65%) of the respondents have mentioned that they can push them to fulfill their leaning expectations by avoiding to mock and laugh at weak students who try to speak English difficultly. As far as the sixth question is concerned, (15%) of the respondents, have mentioned that their teachers can enable them to reach over their learning objectives by adapting their teaching procedures to their students' aptitudes, while a great majority (ie 85%) of the respondents have shown a negative response accordingly. To the seventh response, (30%) of the respondents have proved that their teachers can enable them to achieve over their learning objectives by offering them ample time to do their class assignments and by bringing them feedbacks in return, while a great (ie 70%) of the respondents have responded that their teachers can push them to attain over their leaning goals by not offering them ample time to do their class assignments and by not bringing them feedbacks accordingly in return.

To the eighth response, (17%) of the respondents, have evoked that their teachers can enable them to achieve over their learning objectives by submitting them under multiple class activities relating to listening, speaking, writing and reading skills in English, whereas a high number, (ie 70%) of the respondents have proved that their teachers can lead them to achieve efficiently over their leaning goals without submitting them under various class activities relating to listening, speaking, writing and reading skills in English. Finally, (68%) of the respondents, have proved that they have no negative objection against the teaching offered by their teachers, while (32%) of respondents have expressed negative response accordingly.

Discussion of the results

The present section centered over the discussion of the results. As shown throughout various analyses above, it is clearly shown that a great majority of learners deeply appreciate English. Data shown via Table 2, proved that the targeted learners consider English to be an interesting language which they need to know in order to be facilitated with occasions of finding employments within national and international organizations operating in and outside of the DRC. They are obliged to develop the second language learning skills namely; listening, speaking, writing and reading. Their teachers are also

obliged to take an action of renovating their teachings in order to enable them to realize fast and positive outcomes in these skills as a way of enabling them to achieve over their English learning targets. In the same context, various contextual situations relating to the studied lessons should be initiated by the teachers in order to involve them in comprehensive and complete interactive activities to enable them to enhance profoundly their speaking ability. In addition, each teach should always present to the learners the current worldwide status of English as a way of awakening their consciousness to consider it as most important language they ought to study with serious determination and self-abnegation. It is furthermore vital that teachers should consider all learners equally by avoiding to expand out the attitude of favoritism towards some learners while segregating their mates. They should ceaselessly seek to win their students confidence within all their actions in order to build up positively their psychological self-esteem attitude so as to impact their learning dreams most successfully.

The data shown through Table 3 revealed that the targeted teachers should not mind with giving huge and tedious summaries and assignments to their learners as a way of proving to be competent and effective teachers. They rather should use correctly their visual materials and teach with boldness while coordinating class activities with a good morality to lift up learners to appropriate very clearly the outputs of lessons taught. In addition they should always avoid any practice and behavior which should compromise their professional conscience which is the engine to motivate every educational professional to do his duty consistently. Furthermore, these teachers would avoid to mistreat learners who in one way or another uses French and Swahili languages as a way of trying to grasp more the materials being taught. As professionals, they should use the errors pronounced by learners as major ingredients to be used for the manipulation of their learning commitment by correcting them carefully and respectfully. It is noticeable that most of the targeted students do not appreciate English because of several factors paused by their teachers. Therefore, it is worthy important for these teachers to take an immediate action which should permit them to operate immediate teaching improvement that should perfectly raise the learning consciousness of their learners to appropriate their lecturing more than ever before.

The results via Table 4 proved that these teachers should be most consistent within their teachings in all aspects. They need to keep time very efficiently and while making their classes rooms vibrant while initiating pleasant leaning environment for a good leaning to take place. In addition, they should also ceaselessly create opportunities that should grant learners ample moment to make much discussions relating to listening, speaking, writing and reading so as to push them to improve effectively their SLL skills. Finally, the targeted teachers should vary their teaching strategies by toiling over the learning needs of the learners rather than mystifying English pronunciation in order to motivate learners to enhance their leaning of English very successfully.

Suggestions

Basing on the results as described by the targeted learners, the targeted teachers should apply the following suggestions in order to resolve the learning challenges faced by their learners:

- ✓ Develop a deeper understanding regarding knowledge background of their students in English, and analyze the cultural and their aptitude background in this language in order to make instruction meaningful and achieve effective language teaching in classrooms.
- ✓ Raise students' motivation to enable them to realize appropriate fast learning outcomes;
- ✓ Exhibit passion for their subjects, and remain knowledgeable about and care for students, use a variety of teaching strategies and help students appreciate the relevance of information to their own context.
- ✓ Use research teaching method to carry out regular studies on various problems which contribute to the ineffective learning outcomes of their students in order to address them immediately.
- ✓ Focus on learner-learner and teacher-learner learning relationship to motivate students to stay connected among themselves and towards their teachers.
- ✓ Adapt the curricula contents to the learning interests of the learners by encouraging weak students in English to appreciate English due to its international status.
- ✓ Initiate more listening, interactive, writing and reading learning programs in order to enable learners to use intensively English in and outside of the schools.
- ✓ Avoid to bore students with un-grasped lessons and tedious assignments which frustrate them from appreciating English.
- ✓ Be granted with updated teaching resources that should lead them to accomplish consistently their duty.
- ✓ Correct assignments and bring feedbacks to the learners accordingly.
- ✓ Enable students to feel safe mentally and physically for a holistic leaning to happen.
- ✓ Manage time very carefully in order to push learners to accomplish their learning targeted expectations consistently.

Conclusion

The main purpose of this study was to make the analysis of learning challenges in the senior classes (3rd and 4th forms) of certain private secondary schools in Goma. I targeted to find out various difficulties which have worked as impediments impacted inconsistently the English leaning objectives of the targeted students. In light of providing efficiency solutions to the present study, in his published article on Language planning and English as a foreign language in Democratic Republic of the Congo: A scoping review, Merveille Otshudi Wetshokodi (2022) asserted that; (1) there is a need to train teachers. In other countries, there exist assessments conducted before one can practice the teaching profession to ensure that one masters the content and skills necessary for the task. The development of such a system would help in the training of qualified teachers. (2) The DRC should consider increasing the funding for education in its annual budget. Implementation requires a lot of sacrifices in areas such as the cost for materials, trainings, and so on. Furthermore,

Abdulaziz (2003) pointed out that the implementation of a language policy in DRC requires big financial investment, trainings, and creation of a new culture and tradition of intellectual practices. (3) The National Curricula and Programs should be revised. Production of textbooks, materials, teacher training and language planners are the basics for improving the quality of the educational system in the DRC. (4) Focusing only in teacher's salary and free education will not address the problems observed in the Congolese education system but trainings for teachers, policies and planning implementation, a regular revision of the curriculum and establishment of a language institute that will deal with all the languages taught at school, whether English, French or national languages would be a way to the develop the languages' education sector in the Democratic Republic of the Congo.

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