

BUKAVU FINALIST PUPILS AND THE SELF-EVALUATION OF THEIR LEVEL OF ENGLISH ACTIVE VOCABULARY KNOWLEDGE: RELATED CAUSES AND RECOMMENDATIONS

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Abstract : The national aim of the English course in the DR Congo is to make Congolese pupils able to communicate effectively in English by equipping them with 500 active words per year, for a total of 2000 active words in the official four years of English training in Congolese secondary schools. However, the State Exams do not evaluate finalist pupils' active vocabulary knowledge level, which, therefore, remains unknown. To have an idea on what the actual level can be, the present article aimed at studying Bukavu finalist pupils' self-evaluation of their active vocabulary knowledge level, causes of the level and recommendations for the increase of the level. After a random sampling of 10% of Bukavu secondary schools with the final (4th) year during the 2021 - 2022 scholar year, the data were collected through a questionnaire administered to 1506 Bukavu finalist pupils of the 35 randomly sampled schools. The data were then analyzed with the thematic analysis approach. The results of Bukavu finalist pupils' self-evaluation of their active vocabulary knowledge level were as follows: below elementary: 23.8%, elementary: 34.3%, pre-intermediate: 9.3%, intermediate: 21.3%, upper-intermediate: 5.5% and advanced: 3.8%. In other words, if the six levels are grouped into three lower levels and three upper levels, most Bukavu finalist pupils (67.4%) think that their active vocabulary knowledge level is low while some (30,6%) think it is of upper level. The other 2.0% of the respondent finalist pupils selected no level. The thematic analysis of the causes given by Bukavu finalist pupils revealed 10 factors to be responsible for their above-mentioned levels. Bukavu secondary school pupils are recommended to have 4 positive attitudes towards English related matters and take 11 actions for the increase of their active vocabulary knowledge level in English. Eight recommendations were also made to Bukavu English teachers for the increase of their pupils' active vocabulary knowledge.

Keywords: self-evaluation, Bukavu secondary school pupils, active vocabulary knowledge, causes, recommendations

LES ÉLÈVES FINALISTES DE BUKAVU ET L'AUTO-ÉVALUATION DE LEUR NIVEAU DE CONNAISSANCE DU VOCABULAIRE ACTIF ANGLAIS : CAUSES LIÉES ET RECOMMANDATIONS

Résumé : L'objectif national du cours d'anglais en RD Congo est de rendre les élèves congolais capables de communiquer efficacement en anglais en les équipant de 500 mots actifs par an, pour un total de 2000 mots actifs dans les quatre années officielles de formation en anglais dans les écoles secondaires congolaises. Toutefois, les Examens d'État n'évaluent pas le niveau de connaissance du vocabulaire actif des élèves finalistes, qui reste donc inconnu. Pour avoir une idée de ce que peut être le niveau réel, le présent article visait à étudier l'auto-évaluation des élèves finalistes de Bukavu sur leur niveau de connaissance du vocabulaire actif, les causes du niveau et les recommandations pour l'augmentation du niveau. Après un échantillonnage aléatoire de 10% des écoles secondaires de Bukavu en dernière (4^{ème}) année au cours de l'année scolaire 2021 - 2022, les données ont été collectées à travers un questionnaire administré à 1506 élèves finalistes de Bukavu des 35 écoles échantillonnées au hasard. Les données ont ensuite été analysées avec l'approche d'analyse thématique. Les résultats de l'auto-évaluation des élèves finalistes de Bukavu sur leur niveau de

connaissance du vocabulaire actif étaient les suivants : inférieur à l'élémentaire : 23,8%, élémentaire : 34,3%, pré-intermédiaire : 9,3%, intermédiaire : 21,3%, intermédiaire supérieur : 5,5% et avancé : 3,8,%. Autrement dit, si les six niveaux sont regroupés en trois niveaux inférieurs et trois niveaux supérieurs, la plupart des élèves finalistes de Bukavu (67,4%) pensent que leur niveau de connaissance du vocabulaire actif est faible tandis que certains (30,6%) pensent qu'il est de niveau supérieur. Les 2,0% restants des élèves finalistes interrogés n'ont sélectionné aucun niveau. L'analyse thématique des causes évoquées par les élèves finalistes de Bukavu a révélé 10 facteurs responsables de leurs niveaux précités. Il est recommandé aux élèves du secondaire de Bukavu d'avoir 4 attitudes positives envers les questions liées à l'anglais et de faire 11 actions pour augmenter leur niveau de connaissance du vocabulaire actif en anglais. Huit recommandations ont également été faites aux professeurs d'anglais de Bukavu pour l'augmentation des connaissances actives en vocabulaire de leurs élèves.

Mots-clés : auto-évaluation, élèves du secondaire de Bukavu, connaissance active du vocabulaire, causes, recommandations

Introduction

“Vocabulary, not grammar, is the heart of language.” (D. Nunan, 2004, p.182) and “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” (D. Wilkins, 1972). Therefore, Congolese secondary school English teachers are instructed by the national program of English to equip their pupils with 500 active words per year, for a total of 2000 active words in four years, in order to help them develop capacity to listen, understand, speak, read and write English. The aim of the English course in Congolese secondary schools is to make the pupils be able to communicate effectively in English (SAMAFOS 1982, p. 3). However, the Congolese State Exams do not evaluate Congolese finalist pupils' active vocabulary knowledge to check whether this objective is reached or not. Consequently, we do not know the finalist pupils' actual level of active vocabulary knowledge at the end of their secondary school education.

In order to have an idea on what the actual level can be, the present study aims at looking in Bukavu finalist pupils' self-evaluation of their active vocabulary knowledge level. This study also aims at studying the causes of the pupils' self-evaluated level and their relevant recommendations to Bukavu teachers of English and Bukavu secondary school pupils for the increase of the level.

The study intends to answer the following three questions: What level of English active vocabulary knowledge do Bukavu finalist pupils think they have at the end of their secondary school education? What could be the causes behind the level according to the finalist pupils? And what are the finalist pupils' recommendations to Bukavu secondary school English teachers and their pupils for the increase of the level? This study assumes that, as most Bukavu finalist pupils cannot hold an effective conversation in English and generally shy away from even trying to do it, their self-evaluated level could be elementary. The causes of such a low level could be the pupils themselves and their English teachers, who are therefore recommended to properly cover their responsibilities for the learning and teaching of English for the increase of the pupils' active vocabulary knowledge.

The scope of this study is as follows: it is concerned with finalist pupils from 10% of Bukavu secondary schools, i.e. 35 randomly selected schools with the final 4th (former 6th) year from the 4 educational zones of Bukavu town, as follows: (In Bukavu I: Ibanda:) C.S. Canwa, C.S. Julie de Londres, C.S. Le Progrès, G.C. Maendeleo, Institut Bakhita, Institut de Bukavu, Institut Iragi/Adasco, Institut La Trinité, Institut Mwanzo, Institut St. Nicolas; (In Bukavu II: Kadutu:) CS Ashuza, Institut Dani, Institut Kabolwa, Institut La Promesse, Institut Mr. Kaningu, Institut Oda, Institut Zamiri; (In Bukavu III: Bagira:) Institut Bangu, Institut Bwindi, Institut Divine, Institut La Consolation, Institut Les Immortels, Institut Mujembere, Institut Nyabangere, Institut St. Etienne, Institut Ukarimu, and (In Bukavu IV: Panzi) C.S. Elisee, C.S. La Vertu, Coll. De Prince 1, Institut Avenir, Institut Faraja/Amec, Institut Karibu, Institut Lubala, Institut Miriam, and Institut Tuendelee.

The data were collected from both male and female finalist pupils of these schools at end of the 2021 - 2022 scholar year.

1. Research methodology

For data collection, I randomly sampled the above-mentioned 35 Bukavu secondary schools, whose finalist pupils were concerned with this study. Though the expected total number of the finalists was 2078 from the statistics given by the headmasters of the 35 randomly selected schools, only 1506 (72,47%) participated in this study and answered the questionnaire. The other 572 (27,53%) were not present at school when the questionnaire was administered because some were ill, others had been asked to return home for having come to school very late, others were in their exclusion period for discipline matters, etc.

The administered questionnaire comprised the following 4 open questions : (1) What level of active vocabulary knowledge do you (Bukavu secondary school finalist) think you have at the end of your secondary school education: below elementary, elementary, pre-intermediate, intermediate, upper-intermediate or advanced? (2) What are the causes of that level? (3) What can your teachers of English do to increase your active vocabulary knowledge? And (4) What can Bukavu secondary pupils do to increase their level of active vocabulary knowledge

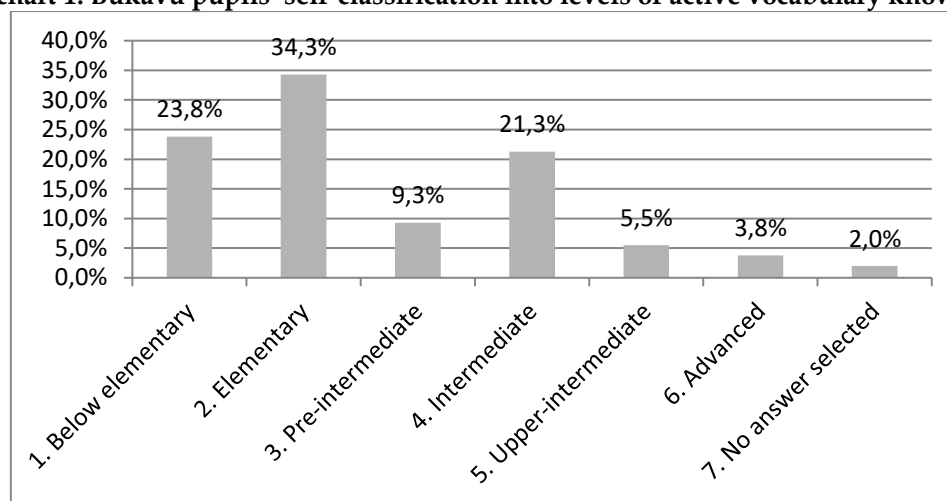
For data analysis, Bukavu finalist pupils' answers for the 4 questions were compiled on Excel spreadsheets for easy manipulation and analysis with the thematic analysis approach through its 6 phases put forward by Braun and Clarke (2006): (1) becoming familiar with the data, (2) generating codes, (3) generating themes, (4) reviewing themes, (5) defining and naming themes, and (6) locating exemplars.

2. Results and discussion

2.1. Bukavu finalist pupils' self-evaluated levels of their active vocabulary knowledge

The analysis of the respondent Bukavu finalist pupils' self-evaluation of their active vocabulary knowledge revealed the following results:

Bar chart 1: Bukavu pupils' self-classification into levels of active vocabulary knowledge



(Source: Field data 2022)

Comments:

1) *Below elementary level (23.8%)*: it is astonishing to see that 23.8% of Bukavu finalist pupils think that, even after four years of formal English training, their active vocabulary knowledge level is still below elementary. It could be a way of showing their non-satisfaction with the level they think they have. Perhaps they also minimize or mock the impact of the teaching they receive by implying that it has almost zero impact on them and does not help them at all as, even at the end of an entire cycle of training, they feel to remain at the starting point: the below elementary level.

2) *Elementary level (34.3%)*: Maybe Bukavu finalist pupils think so because they are generally not able to communicate correctly in English or because they do not feel equipped with enough English active vocabulary.

3) *Pre-intermediate level (9.3%)*: These could be the few pupils who take studies seriously but who only limit themselves to learning and studying what is taught during English classes at school. They do not do a lot of research to increase their vocabulary knowledge level further. They therefore think their level to be pre-intermediate.

4) *Intermediate level (21.3%)*: These could be the pupils who love English and study what they are taught at school seriously, listen to songs in English and watch films in English in addition to doing some personal research in order to increase their active vocabulary knowledge level.

5) *Upper-intermediate level (5.5%)*: These could be the finalist pupils who, in addition to what has been mentioned for pre-intermediate and intermediate pupils, buy English books and read them regularly. They have bilingual dictionaries, go to English centers for the improvement of their English in general, frequent English clubs and look for opportunities to practise their English.

6) *Advanced level (3.8%)*: Perhaps the respondent finalist pupils who think to have this level (1) did not understand what advanced level means, (2) may have lived long in an

English speaking country where they developed great competences in English, or (3) simply overestimate themselves.

7) *No level selected (2.0%)*: It can be assumed that these respondent finalist pupils unwillingly forgot to tick one level, or they simply cannot tell the level of active vocabulary knowledge that they have because they feel too weak or even ashamed to say the level they think they have.

- *Three lower levels versus three upper levels*

The six-level-scale of active vocabulary knowledge can be split into two levels of three lower levels (comprising the below elementary, elementary and pre-intermediate levels) and three upper levels (comprising the intermediate, upper-intermediate and advanced levels). Such a combination of these levels yields the following statistics:

Table 1: Three lower levels versus three upper levels

Classification	Lower levels	Upper levels	Total (lower level v. upper level)
Pupils' classification	23.8% + 34.3% + 9.3%	21.3% + 5.5% + 3.8%	67.4% v. 30.6%

(Source: Field data 2022)

This table shows that most Bukavu finalist pupils think that their active vocabulary knowledge is of lower level at the end of their secondary school education (69.4% versus 30.6%). This could indicate that, for the finalist pupils, the teaching and learning of English active vocabulary is a failure in Bukavu secondary schools whereas “Vocabulary, not grammar, is the heart of a language” (Nunan, D. 2004:182).

2.2. Causes of Bukavu finalist pupils' self-evaluated active vocabulary level

Bukavu finalist students were asked to give the causes of the level of active vocabulary knowledge that they think they have at the end of their secondary school education. Their answers were summarized under the following codes:

Table 2: Causes of Bukavu finalist pupils' self-evaluated active vocabulary knowledge level

Codes of the causes according to Bukavu finalist pupils	Below elementary		Elementary		Pre-intermediate		Intermediate		Upper-intermediate		Advanced		No level selected		Total	
1 Pupils (negatively)	194	51,2%	146	29,40%	47	29,6%	94	20,5%	15	12,9%	3	4,5%	7	38,9%	506	29,9%
2 Pupils (positively)	14	3,7%	129	26,10%	57	35,8%	207	45,2%	67	57,8%	48	72,7%	6	33,3%	528	31,2%
3 Teachers of English (negatively)	80	21,1%	71	14,30%	18	11,3%	35	7,6%	4	3,4%	0	0,0%	2	11,1%	210	12,4%
4 Teachers of English (positively)	0	0,0%	35	7,10%	10	6,3%	44	9,6%	15	12,9%	13	19,8%	2	11,1%	119	7,0%
5 The English language itself (negatively)	50	13,2%	60	12,10%	11	6,9%	31	6,9%	6	5,2%	1	1,5%	1	5,6%	160	9,4%
6 The English language itself (positively)	0	0,0%	0	0,0%	7	4,4%	5	1,1%	0	0,0%	1	1,5%	0	0,0%	13	0,7%
7 The program of English (negatively)	20	5,3%	12	2,40%	4	2,5%	8	1,7%	0	0,0%	0	0,0%	0	0,0%	44	2,6%
8 The program of English (positively)	0	0,0%	0	0,0%	2	1,3%	4	0,9%	0	0,0%	0	0,0%	0	0,0%	6	0,4%
9 Environment (positively)	0	0,0%	6	1,20%	2	1,3%	7	1,5%	2	1,7%	0	0,0%	0	0,0%	17	1,0%
10 Environment (negatively)	5	1,3%	8	1,60%	1	0,6%	6	1,3%	3	2,6%	0	0,0%	0	0,0%	23	1,3%
11 Status of English in the DRC (negatively)	5	1,3%	7	1,40%	0	0,0%	2	0,4%	1	0,9%	0	0,0%	0	0,0%	15	0,9%
12 Status of English in the world (positively)	0	0,0%	1	0,20%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	1	0,1%
13 School organization (negatively)	2	0,5%	0	0,0%	0	0,0%	4	0,9%	2	1,7%	0	0,0%	0	0,0%	8	0,5%
14 Lack of a tutor/coach/repetitor at home	7	1,9%	1	0,20%	0	0,0%	3	0,7%	0	0,0%	0	0,0%	0	0,0%	11	0,7%
15 Having a tutor/coach/repetitor at home	0	0,0%	1	0,20%	0	0,0%	1	0,2%	0	0,0%	0	0,0%	0	0,0%	2	0,1%
16 Time allocated to the English course (negatively)	2	0,5%	8	1,60%	0	0,0%	1	0,2%	0	0,0%	0	0,0%	0	0,0%	11	0,7%
17 Time allocated to the English course (positively)	0	0,0%	0	0,0%	0	0,0%	0	0,0%	1	0,9%	0	0,0%	0	0,0%	1	0,1%
18 Lack of appropriate books and manuals	0	0,0%	11	2,20%	0	0,0%	6	1,3%	0	0,0%	0	0,0%	0	0,0%	17	1,0%
Total causes	379	100,0%	496	100,0%	159	100,0%	458	100,0%	116	100,0%	66	100,0%	8	100,0%	1692	100,0%

(Source : Field data 2022)

This table indicates that the respondent Bukavau finalist pupils' 1692 opinions about the causes that are responsible for their self-evaluated levels, which are mostly 'of lower level', turn around 18 causes, which were also coded and analyzed thematically and led to the following 10 factors:

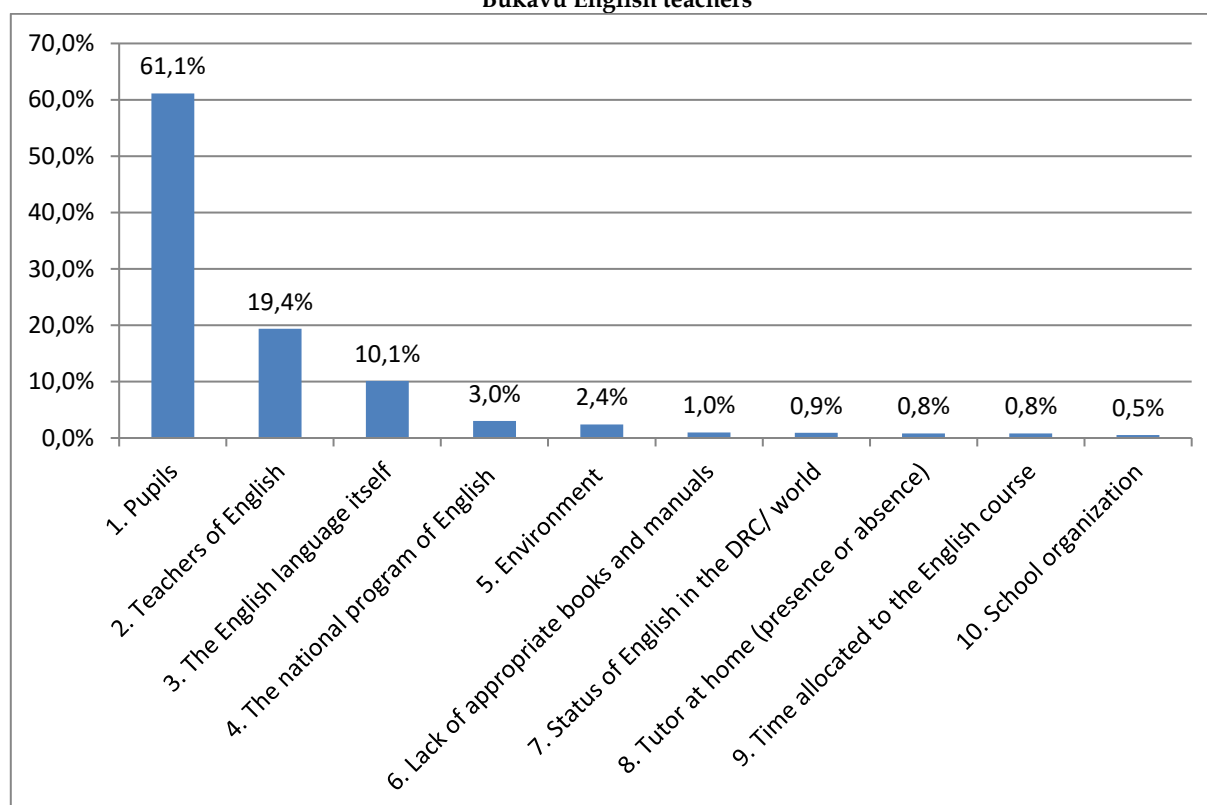
Table 3: 10 factors influencing Bukavu pupils' levels of active vocabulary knowledge

	Codes of the causes according to Bukavu finalist pupils	Total 1 Related Comments		Factors responsible	Total 2 Responsibility	
1	Pupils (negatively)	506	29,9%	1. Pupils	1034	61,1%
2	Pupils (positively)	528	31,2%			
3	Teachers of English (negatively)	210	12,4%	2. Teachers of English	329	19,4%
4	Teachers of English (positively)	119	7,0%			
5	The English language itself (negatively)	160	9,4%	3. The English language itself	173	10,1%
6	The English language itself (positively)	13	0,7%			
7	The program of English (negatively)	44	2,6%	4. The program of English	50	3,0%
8	The program of English (positively)	6	0,4%			
9	Environment (positively)	17	1,0%	5. Environment	40	2,4%
10	Environment (negatively)	23	1,3%			
11	Status of English in the DRC (negatively)	15	0,9%	6. Status of English in the DRC/ world	16	0,9%
12	Status of English in the world (Positively)	1	0,1%			
13	School organization (negatively)	8	0,5%	7. School organization	8	0,5%
14	Lack of a tutor/coach/repetitor at home	11	0,7%	8. Tutor at home (presence or absence)	13	0,8%
15	Having a tutor/coach/repetitor at home	2	0,1%			
16	Time allocated to the English course (negatively)	11	0,7%	9. Time allocated to the English course	12	0,8%
17	Time allocated to the English course (positively)	1	0,1%			
18	Lack of appropriate books and manuals	17	1,0%	10. Lack of appropriate books and manuals	17	1,0%
Total causes/reasons given : 18		1692	100,0%	Total factors responsible: 10	1692	100,0%

(Source: Field data 2022)

For more clarity, these data can be represented in a bar-chart as follows:

Bar chart 2: 10 Factors responsible for Bukavu finalist pupils' levels of active vocabulary knowledge according to Bukavu English teachers



(Source: Field data 2022)

A thematic analysis of the finalist pupils' 18 causes of their active vocabulary knowledge, which is globally low, yielded the following 10 responsible factors: 1) the pupil himself/herself, 2) teachers of English, 3) the English language itself, 4) the national program of English, 5) pupils' environment, 6) lack of appropriate books and manuals, 7) status of English in the DRC/world, 8) Having or not an English tutor at home, 9) time allocated to the English course, and 10) school organization. These are the 10 factors that positively or negatively influence a pupil's active vocabulary learning. These are the 10 factors that can positively or negatively influence a pupil's active vocabulary learning with differences in the levels of responsibilities, as follows:

This bar chart clearly shows that, in terms of responsibility, it is *Bukavu pupils* themselves who bear the most responsibility (61.1%) for the positive or negative learning of their active vocabulary knowledge. This directly depends on how courageous or lazy, researchful or negligent, motivated or demotivated, interested or uninterested ... a Bukavu pupil is.

The second factor is *the teachers of English* who bear 19.4% of the responsibility for the pupils' active vocabulary knowledge. Both cover 80.5% while the remaining 8 factors cover 19.5%. Again, even though the English teachers' percentage of responsibility is lower than the pupils', this remains a strong appeal to Bukavu pupils and English teachers to carry out their responsibilities properly because the bigger part of the learning and increase of Bukavu pupils' active vocabulary knowledge depends on them.

The third factor is *the English language itself* (10.1%): the English language is difficult in some of its aspects in which it appears to be difficult to teach or learn and requires a lot of effort to master. For example, the mastery of irregular verbs, the non-phonetic correspondence

between the spellings and pronunciations of words, the mobility of the stress in the pronunciations of many words, etc.

The fourth factor is the *national curriculum of English* (3.0%): the complaint of the respondent Bukavu finalist pupils against the national program of English is that English does not start at primary school level and in the first two years of secondary school education. Officially, English starts in the third year of secondary school education. This can be felt in the following answers from the pupils: *"I didn't have a good background in English. We weren't taught English in the 1st first of secondary school education."* The pupils think that starting to study English from lower level would have helped to increase their active vocabulary knowledge.

The fifth factor is the *environment* in which pupils live (2.4%): The finalist pupils are conscious of the unfavorable environment in which they teach the English language. This 2.4% of responsibility could be indicative of how the environment of Bukavu is an obstacle that hinders and annihilates the effort they put in to learn active words in particular and know the English language in general. English being a language, if it is not spoken, it does not develop easily in the learners' heads. Instead, it is simply and completely forgotten. This concern can be felt in the following answers from some of the respondent Bukavu finalist pupils :

I study English only at school. At home we don't speak English; we speak only French in the neighborhood. My friends are not interested in English. I don't hang out with people who speak English. I don't have anyone to talk to in English. The lack of application in everyday life: we speak or express ourselves more in French than in English. English is not a language that we use too much in our country. French dominates our environment a lot. English is not a popular language here. English is not widely spoken in our country and around us. I have no friends to converse with in English. I am not in an English-speaking country. I don't speak English at home.

The sixth factor is *lack of appropriate books and manuals* (1.0%): this refers to the shortage of well-stocked libraries. Thus, it does not enhance pupils' and English teachers' documentation and the learning/teaching of English active words in Bukavu secondary schools, as it can be felt through the following answers from some respondent pupils: *"It is the absence of appropriate English textbooks. We miss English dictionaries. I lack documents to read to enrich myself in English."*

The seventh factor is *the status of English in the DRC* (0.9%) : This is one aspect of how the environment is unfavorable to Bukavu secondary school pupils' learning of active words and their progress in the English language. The status of foreign language of the English language in the DR Congo demotivates many pupils to learn English active words, as it can be felt in the following answers from the respondent pupils : *"English is a foreign language. It's not our language. It isn't our official language."*

Having or not an English tutor at home (0.8%) is the eighth factor: Some finalist pupils who think they have intermediate level of English active vocabulary knowledge, with which they seem to be satisfied, attributed it to their having an English coach at home. They answered: *"I had a teacher at home. I do English training at home. I had an English repeater at home. It is thanks to the teacher that I had during the English training on vacation. I have evening English classes at*

home.” Thus, having a English coach at home or not is one of the factors that influence a pupils’ active vocabulary knowledge in English.

The ninth factor is the *time allotted for the English course* (0.8%) : the finalist pupils think that the time allocated to the English course is not sufficient, as it can be felt through their answers as follows : “*We are given little time for English. Because of the hours for the English course: 3 times a week. We are not so lucky to have many hours of English. We have few hours of English lessons. There is little time for English at school.*” Thus, Bukavu finalist pupils think that increasing the number of hours allocated to the English course can help to increase their level of active vocabulary in English.

The tenth factor is the *school organization* (0.5%): The respondent finalist pupils answered: “*The school changes teachers very often. English teachers are often replaced. The school is poorly organized and badly run. The school is messy. There is a shortage of books at school. The school changes teachers of English at any time.*” This seems to indicate that the regular change of teachers of English in their secondary schools causes better English teachers, to whom they had become familiar and whom they loved, to be replaced by less good teachers who made the learning of English less interesting.

2.2.1. *Interconnection between the factors*

The above-mentioned 10 factors do not impact Bukavu pupils’ active vocabulary knowledge in a separate manner. Rather, they make a system of causes that mutually influence each other either positively or negatively resulting in an upper or lower level of active vocabulary knowledge in a pupil.

This interconnection system of the 10 causes can be explained as follows: the Congolese legislator (Ministry of Primary, Secondary and Professional Education) confers English with the status of foreign language to English in an environment (i.e. the DR Congo) where French and Kiswahili are very dominant (case of Bukavu town). Therefore, English is learned, not as the first or second language, but as a third or fourth and sometimes fifth language. Because of the foreign status of English, the **environment** (from the family level to the country level) is unfavorable to its teaching and learning as it is not spoken in administration and in people’s everyday lives generally speaking. Bukavu pupils are, therefore, less exposed to English and have few opportunities to put it into practice.

The legislator also avails a **national curriculum of English** with the problems of **little time for the English course** and the **instruction to teach 2,000 active words** in four years regardless of the unfavorable environment. These instructions do not favor the teaching and learning of active words in English. The Congolese national program is implemented through **books and manuals that are not appropriate** to Bukavu pupils’ real lives as far as the contents of some texts are concerned. There is also lack of additional handbooks (monolingual and bilingual dictionaries, grammar books ...).

Bukavu **secondary schools** whereby the curriculum is implemented have plethoric classrooms, are generally not well organized and do not have libraries for documentations and research. The schools employ **teachers of English** who do not do research to update their teaching materials and methods and who are not very motivated to teach because they are underpaid. Some unqualified teachers lose control over their classrooms which are abandoned to the whims of noisy students. Introduced in the negative context described above, the **English language itself** is difficult to learn in some of its aspects like irregular

verbs, false cognates, tenses and the mobile stress in the pronunciations of many English words.

Most Bukavu **pupils** do not really feel the need to make great effort to learn active words and know English because they are aware of its status in the DR Congo, whose environment does not favor its teaching and learning because of its little necessity in the life in Bukavu town (generally speaking). Most of the pupils hate the English teachers as well as the English course, which some openly wish to be removed from the secondary school course program.

In order to cover the gap in practice and the little time allocated to the English course, few Bukavu secondary school pupils, who are interested in English, follow home remedial work with tutors, but this implies paying the latter while most pupils as well as their families are not financially stable or willing to do so, except the very few people who, despite the negative context that has been described above, decide to go for English anyway.

This is how all these 10 causes interconnect, mutually influence each other and result in Bukavu finalist pupils' level of active vocabulary knowledge, which is self-evaluated to be low in great part.

2.3. Recommendations to Bukavu English teachers for the increase of Bukavu pupils' active vocabulary knowledge

After self-evaluating their levels of English active vocabulary knowledge and giving the factors that caused those levels, Bukavu finalist pupils were asked to say what they think their teachers of English can and should do to elevate the pupils' level. They answered as follows:

Table 4: The 14 recommendations of Bukavu finalist pupils to their teachers of English

N°	Pupils' suggestions to their teachers of English	Total 1 Related comments		Higher themes in pupils' suggestions to their teachers of English	Total 2 Percentage
1	Mix English, French and Kiswahili while teaching and explaining English.	697	44,5%	1. Change/Improve their teaching methodology : translate more	58,2%
2	Recycle the materials already seen from 7 th form.	26	1,7%		
3	Teach well and slowly.	164	10,5%		
4	Write the words phonetically.	13	0,8%		
5	Use visual aids and appropriate teaching materials	8	0,5%		
6	Teach in English.	1	0,1%		
7	Project his teachings.	1	0,1%		
8	Give us homework and exercises.	97	6,2%	2. Organize a lot of oral and written practices for pupils	12,0%
9	Make pupils speak through oral exercises (dialogues, conversations, speech, presentations, songs ...).	59	3,8%		
10	Organize an English club at school.	19	1,2%		
11	Teach the pupils how to read and write.	13	0,8%		
12	Give students English books to read.	53	3,4%	3. Deal with their pupils kindly	8,0%
13	Adapt their lessons to the level of each student and manage the class well.	38	2,4%		
14	Motivate the pupils to make them love English.	21	1,3%		
15	Love the pupils and collaborate with them.	9	0,6%		
16	Correct us.	4	0,3%		
17	Be courageous.	72	4,6%	4. Have a good personality	6,8%
18	Respect the working hours.	25	1,6%		
19	Be very rigorous and force the pupils to work.	9	0,6%		

20	Prioritize vocabulary teaching/learning - Teach many words.	72	4,6%	5. Teach more words, grammar and conjugation	5,0%
21	Teach grammar and conjugation.	7	0,4%		
22	Do research to update and improve his teachings	51	3,3%	6. Do research to be updated.	3,3%
23	Increase English class hours.	29	1,9%	7. Recommendations to the legislator	2,6%
24	Start teaching English in primary schools.	10	0,6%		
25	Revise the program to improve it.	2	0,1%		
26	Pupils' self-blame: I'm the problem.	31	2,0%	8. Pupils' self-blame	2,0%
27	Create an English training center at school.	13	0,8%	9. Create English centers	0,8%
28	Have a tutor (coach or repetitor) at home.	6	0,4%	10. Have a tutor at home	0,4%
29	Be qualified.	5	0,3%	11. Be qualified.	0,3%
30	Continue teaching as he teaches us.	5	0,3%	13. Continue teaching as he teaches us.	0,3%
31	I don't know.	3	0,2%	12. I don't know.	0,2%
32	Stop changing teachers at school.	1	0,1%	14. Recommendations to school authorities	0,1%
Total suggestions		1564	100,00%	Total higher themes in the suggestions: 14	100,0%

(Source : Field data 2022)

Comments:

This table shows that the 32 suggestions given by the respondent finalist pupils to their teachers of English turn about 14 higher themes namely: 1) change/improve their teaching methodology, 2) organize a lot of oral and written practices for pupils, 3) deal with their pupils kindly, 4) have a good personality, 5) teach more words, grammar and conjugation, 6) do research to be updated, 7) recommendations to the legislator, 8) pupils' self-blame, 9) create English centers, 10) have a tutor at home, 11) be qualified, 12) continue teaching as they teach us, 13) I don't know and 14) recommendations to school authorities.

1) *Changing/improving their teaching methodology (58,2%).*

A particular aspect of this recommendation is the finalist pupils' strong request that teachers of English start translating from English to French or Swahili (44,5%) while explaining the English course in order to make the pupils understand it. While some English teachers think that they should teach in English only with no reference to the learners' mother tongues, this is not realistic because : first, the secondary school pupils who study English as a second or foreign language usually complain of not understanding anything at all during the teachers' explanations. Second, Dutta, U and N. Bala. (2012:37) quote a teacher of English saying, "*Explaining a new word in a mother tongue is the best way to make the child understand its meaning. Through this, a child can co-relate teaching in the classroom and his/her outside experiences.*" Translation into a learner's mother tongue is still an important technique to use while teaching English. It helps the pupils to retain the meaning of a new word because he or she understands it well. Things that are not well understood are not easily retained. The increase in kinds of bilingual dictionaries betrays or reflects the belief that scholars' have in the importance of the reference to a learner's mother tongue. Finally, theories in Applied linguistics suggest that the progress of an L2 is always a process moving from L1 towards L2 with the pupils carrying elements of L1 into L2 (Kambale 2014). While learning a new language, pupils cannot help but to at least think in the language they know already. And when the new language does not make sense to them in connection with their culture (their L1 and real life), the pupils find the whole teaching/learning process boring and a waste of time. Kateeba, C. (2007: xi) states that "*A number of educational researches have shown that learners who first learn in local language easily transfer language acquisition to other languages including the learning of English.*" He goes on saying that,

The language of instruction especially for early grade learning plays a key role in developing a child's understanding. The learning becomes interesting and meaningful when a child is taught using a language he/she is familiar with. Uganda's Education Policy as spelt out in the Government White Paper on Education (1992) underscores the importance of teaching using the language that the learner is familiar with. (page xi)

Kateeba, C. (2007, pp. 14-15) even gives the following reasons for using local language as a medium of instruction especially in the lower primary:

- It makes teaching more real and eases the formation of concepts.
- It makes the implementation of the curriculum more natural as some cultural practices supplement/re-enforce content within the curriculum.
- Since local language reaches the heart, it makes it easier to teach morals during the Religious Education strand.
- It bridges the gap between home and school as learners can easily talk about what they learnt at school to other people at home.
- It builds confidence into the learner in terms of expressing themselves.

2) *Organizing a lot of oral and written practices for pupils (12,0%).*

The finalist pupils think that being involved in more practical activities can help them increase their active vocabulary knowledge. The more a pupil practises his or her English, the more he or she discovers the gaps in his or her vocabulary knowledge. In claiming for more practice from their English teachers, the pupils side with the maxims “Practice makes perfect” and “Use it or lose it”, which are true for every language, especially a second or foreign language.

3) *Dealing with their pupils kindly (8,0%).*

Bukavu finalist pupils think that the motivation, accompaniment, encouragement, nice relationship and gentle corrections from their English teachers are of great importance as they can establish an environment and atmosphere that is favorable for the learning of active words in particular and English in general. Teachers of English should make sure their secondary school pupils feel cared for, encouraged to progress, helped in different ways, secured from other pupils’ mockeries, loved by the teacher, tolerated, forgiven and corrected when they make mistakes, accompanied in their research and understood as far as the their problems and difficulties are concerned. Pupils should be well treated psychologically, emotionnally and physically. Their efforts of every and any kind to know English vocabulary should always be encouraged even with marks sometimes. Their class attendance should be encouraged. All these can create trust and confidence in the pupils’ and interest to learn active English words in particular and the English language in general. Intimidations, bullying, mockery, unfair marking ... only produce pupils’ hatred towards the English language, the English course and English teachers and they hinder the pupils’ learning and progress. They are counter-productive.

4) *Having good personality (6,8%).*

For the pupils, Bukavu teachers of English should be respectful, courageous and professional. They should respect working hours and make the most profit of them. They should make the pupils work hard for them to learn. A pupil’s positive view and appreciation of his or her English teacher’s personality usually goes hand in hand with the pupil’s appreciation of English and the learning of English. Thus, Bukavu teachers of English should mind their behavior as it can positively or negatively impact their secondary school pupils.

5) *Teaching more words, grammar and conjugation (5,0%).*

The pupils think that the teaching of many active words, grammar and conjugation is useful for their growth in active vocabulary knowledge, as they can only put in practice what they know or have learned. Thus, the pupils recognize that the more active words a pupil knows, the more easily and fluently they can express themselves in a language, and even in English.

6) *Doing research to be updated (3,3%).*

The world is evolving and things are changing. New teaching methods are being suggested and new books are being published everyday. A teacher has many roles to play in this teaching carrier and one of them is to be a “researcher”. Bukavu teachers of English should constantly do research in order to stay updated, i.e. learn and apply

new teaching materials with new teaching methods, new ways of managing a classroom, etc. They can also learn from other secondary schools English teachers who are more successful or whose pupils are more successful in English in general.

7) Recommendations to the legislator (2,6%).

Bukavu finalist pupils made the following recommendations that are in the power of the legislator only:

1. Increasing the hours for the English course in all the options :

The English course is allotted 2 periods per week in the technical options and the 5 periods per week in general pedagogy. This is not sufficient in comparison with the 8 to 10 hours allocated to the French course in the first and second years of secondary school education, despite the pupils' very great exposure to French in their everyday life through many other courses taught in French in the classroom and outside the classroom through radio stations, TV, films, preachings, etc. As the legislator instructs that English and French are the languages which Congolese secondary school pupils are officially allowed to speak at school, the hours allocated to the English course should be the same as those allocated to the French course. As both languages are given equal consideration at school, both languages should be given equal numbers of hours. Similarly, as the objective of the English course is the same for all the secondary pupils, the number of hours allotted to the English course should also be the same in all the options: not 2 periods per week for the English course in the social option while there are 5 periods for general pedagogy, business, etc.

2. Installing the teaching of English in primary schools.

This recommendation would make it easier to bring the pupils to the active vocabulary level of 2000 to 3000-5000 words if the teaching of English started at primary school because it would considerably increase the number of hours for the English course from four to twelve years. It would also help the learners develop good competence in English before the age of 12 after which they can no longer reach the native competence in the language (Krashen, S. and T. Terrell, 1983). Last but not least, it would also increase Congolese pupils' (classroom) exposure to the English language, as there is little exposure to it outside the classroom in the DRC.

3. Revising the Congolese national program of English to update and improve it.

The above-mentioned first two recommendations are aspects of the national program of English to be improved. The other aspects to improve include :

- The number of active words to teach/learn in Congolese secondary schools should be increased from 2000 to 3000 – 5000 active words. One of the pupils' recommendations to Bukavu English teachers is to teach more active words.
- The texts used for the teaching of English should be selected on the basis of pupils' option or section. The texts should vary depending on pupils' options/orientations.

- Audio materials should be incorporated in the Congolese national curriculum of English for the training of pupils' listening, understanding and speaking skills.

The Congolese national program of English has not been updated from the time it was firstly published in 1982 by SAMAFOS. It has remained the same since its conception in 1982. The Ministry of Primary, Secondary and Professional Education simply reprinted it in 2007 without modifying anything whatsoever. The revision of the Congolese national program can open a door for its improvement and a possibility to correct all the above-mentioned aspects which negatively affect the learning of not only active vocabulary but also other aspects of the learning of the English language.

8) Pupils' self-blame (2,0%).

The pupils were asked to say what their teachers of English should do to help them improve their active vocabulary knowledge. Instead of answering from the perspective of their teachers of English, some pupils simply blamed themselves through sentences like: *'The teacher has no problem, it's me: my memory is weak. I have to study a lot. I have to put in a lot of effort. I'm just not interested. I have to like the course and the teacher first. I am not interested.'* Such reactions from the pupils could be indicative of two things: such pupils' satisfaction with the work of their teachers of English as it is reflected in the sentence *"The teacher has no problem"* and the pupils' self-consciousness of their inaction, negligence, laziness and non-interest in the learning of English. Teachers of English should search to detect such pupils among their pupils, try to know their causes and help them overcome their hindrance.

9) Creating English centers (0,8%).

This recommendation is made, because pupils who go to learn English in centers of English are generally successful. Pupils therefore think that the teaching system in English centers is better than the formal teaching in Bukavu secondary schools. It could also be because in centers, the focus is put on only one thing, i.e. English.

10) Having an English tutor at home (0,4%).

Instead of formulating a recommendation to the English teachers, some respondent finalist pupils formulated a recommendation to themselves, and that is 'to have a tutor at home'. This could be indicative of the following :

- The pupils are satisfied with the what their English teachers teach them ;
- They wish for individualized learning through which the learning is adapted to their level, time, weaknesses and strengths individually.
- They wish for more time to learn English.

11) Being qualified (0,3%).

Bukavu finalist pupils recommend that Bukavu teachers of English be qualified in order to teach them properly. This recommendation could be indicative of the following :

- As the pupils self-evaluate their level to be globally low, they do not trust in their English teachers' qualifications because their teachings are a failure and do not make the pupils learn enough active vocabulary and know English well globally speaking.

- Maybe some Bukavu teachers of English do not satisfactorily answer the pupils' questions ; therefore, the pupils recommend Bukavu English teachers to be qualified.

This recommendation could have come from some very strong pupils who may have regularly detected mistakes and weaknesses in their English teachers' taught materials. Hence, they formulate the recommendation to their English teachers to be qualified.

12) Keeping on teaching as they teach us (0,3%).

Some finalist pupils think that their teachers of English have nothing to change or improve in their teaching materials and methodology. For such pupils, the teachers of English should continue teaching as they teach everyday. This recommendation is indicative of some pupils' self-consciousness of their inaction, negligence or non-interest to learn English. It also gives a glimpse of positive appreciation of the English teachers' work by some of their finalist pupils. The recommendation could also be interpreted as a way of the pupils to express their need for more time to learn what they are taught progressively.

13) I don't know (0,2%).

Answering the question to know what they think their teachers of English can do to help their pupils increase their active vocabulary knowledge, some finalist pupils simply answered 'I don't know', which could be interpreted in different ways as follows :

- It is a sign of complete disinterest in the learning of English, i.e. as the pupil does not want to learn English, he does not even want to think of any action that can be done for a person to be helped to know it ;
- It is a sign of refusal to think because of probable life problems the respondent pupils may have had at the time of the administration of the questionnaire ;

It may also be sincere that the pupils who responded like this do not actually know what their teachers of English can do to increase their pupils' level because, after all, they are not teachers of English.

14) A recommendation to school authorities (0,1%).

The unique recommendation to Bukavu school authorities is to 'stop changing teachers of English regularly at school'. According to some finalist pupils, the regular change of teachers of English in their secondary schools causes better English teachers, to whom they had become familiar and whom they loved, to be replaced by less good teachers who made the learning of English less interesting. While the change of English teachers may make bad or less good teachers to be replaced by good or better teachers, it can be assumed that the change that made the pupils make this recommendation was a change of good teachers by bad ones. This recommendation is an additional confirmation of the impact of a teacher in the learning process of their pupils as they can make the learning of English more interesting or not.

2.4. Recommendations to Bukavu secondary school pupils for the increase of their active vocabulary knowledge level

After self-evaluating their own levels active vocabulary knowledge, giving the factors that cause the self-evaluated levels and making recommendations to Bukavu teachers of English, the respondent Bukavu finalist pupils were also asked to say what they think Bukavu secondary school pupils can and should do to elevate their levels. A thematic analysis reading of the 2055 suggestions given by the 1506 respondent finalist pupils to Bukavu secondary school pupils revealed them to turn around 20 codes, which were also coded and analyzed thematically and which finally revealed the following 4 higher-level themes, as follows :

Table 5: The 4 recommendations of the respondent finalist pupils to Bukavu secondary school pupils

N°	Finalist pupils' suggestions to Bukavu secondary school pupils in general	Total 1: Related suggestions		Higher themes in the pupils' suggestions Bukavu pupils	Total 2: Percentage
1	Be courageous and work hard.	276	13,4%	1. Positive attitude	23,6%
2	Love the English course and the English teacher.	197	9,6%		
3	Motivate oneself /Know the importance of English.	13	0,6%		
4	Attend English class and follow the teacher seriously.	397	19,3%	2. Actions	74,7%
5	Do personal research and document oneself.	395	19,2%		
6	Study a lot at home.	190	9,2%		
7	Do an English training in a center.	183	8,9%		
8	Practise English by speaking it.	99	4,8%		
9	Search and learn English words.	90	4,4%		
10	Do a lot of exercises at school and at home.	71	3,5%		
11	Participate in different groups/clubs of English speakers.	34	1,7%		
12	Listen to songs in English.	20	1,0%		
13	Have a tutor (coach or repetitor) at home.	18	0,9%		
14	Watch movies in English or about English.	14	0,7%		
15	Learn English conjugaison.	10	0,5%		
16	Study English at university.	6	0,3%		
17	Live in foreign countries where English is spoken.	5	0,2%		
18	Change the living conditions in which we live.	3	0,1%		
19	The teacher is the problem to be solved.	22	1,1%	3. The teacher is the problem.	1,1%
20	Nothing (there is nothing I can do to improve my vocabulary knowledge level).	12	0,6%	4. Nothing	0,6%
	Total themes of suggestions	2055	100,0%	Total higher themes: 4	100,0%

(Source: Field data 2022)

Comments: The 4 recommendations by the respondent finalist pupils for the increase of Bukavu secondary school pupils' active vocabulary knowledge are: 1) positive attitude, 2) actions, 3) the teacher is the problem, and 4) nothing.

1) Positive attitude (23,6%)

According to the respondent finalist pupils, one of the four important recommendations for the increase of Bukavu secondary school pupils' active vocabulary knowledge is to *"have positive attitude towards English related matters (i.e. the English language, course, teacher and culture)"*. The positive attitude to have is to be expressed through the following 3 aspects:

1. *Be courageous and work hard (13,4%)*: the courage a pupil deploys correlates with how hard he or she can work by doing research/ documentations, reading a lot, ... in order to increase his or her level.
2. *Love the English course and the English teacher (9,6%)*: if Bukavu pupils develop a positive attitude towards English related matters, then they will find a way of knowing English and the courage to learn English active vocabulary words. . Hate of the English course and the English teacher is counter productive.
3. *Motivate yourself /Know the importance of English (0,6%)*: because of the environments of Bukavu and the DRC, which are globally not favorable to the learning and use of the English language due to the dominance of French and other local languages, unless a pupil motivates themselves, they will quickly get discouraged to dive into the hard task of learning active words to increase their active vocabulary knowledge.

2) Actions (74,7%)

For Bukavu finalist pupils, the most important thing Bukavu pupils should do to elevate their active vocabulary knowledge is *to act*, as stipulated by the maxim *"Actions speak louder than words"* to mean what a person actually does means more than what they say they will do. The cruciality of a pupil's actions is indicated through the 85.6% of recommendations to act among the respondent finalist pupils' suggestions. The 15 actions that Bukavu secondary school pupils are recommended to take are as follows:

1. *Attend English class and follow the teacher seriously (19,3%)* : class attendance during English lessons is important for learning to take place.
2. *Do personal research and document oneself (19,2%)* : It is believed that language is better learned through reading (Zahar, R., Cobb, T. and N. Spada, 2001)
3. *Study a lot at home (9,2%)* : review what you learn in the classroom in order to increase contact with the learned materials for their memorization.
4. *Do an English training in a center (8,9%)* : for more exposure to the English language and in order to learn it in a more personalized context.
5. *Practise English by speaking it (4,8%)* : Practice makes perfects. Use it or lose it.
6. *Search and learn English words (4,4%)* : because 'Vocabulary, not grammar, is the heart of a language.' (Nunan, D., 2004:182)
7. *Do a lot of exercises at school and at home (3,5%)* : in order to practise what you learn in the classroom.

8. *Participate in different groups/clubs of English speakers (1,7%)* : for more exposure to the English language and more opportunities to use it.
9. *Listen to songs in English (1,0%)* : to train their listening skill and learn many other active words.
10. *Have an English tutor (coach or repetitor) at home (0,9%)* : in order that he can help you solve your personal problems in English and adapt the learning to your level and needs.
11. *Watch movies in English or about English (0,7%)* : to train their listening skill and learn many other active words.
12. *Learn English conjugaison (0,5%)* : in order to learn how to use the new verbs you memorize.
13. *Study English at university (0,3%)* : for more exposure to English and in order to become a specialist of the language.
14. *Live in foreign countries where English is spoken (0,2%)* : if you can afford it, it is always a good idea to dive and live for a moment in an area where a target language is constantly spoken.
15. *Change the living conditions in which we live (0,1%)* : this recommendation should have been addressed to the Congolese government, not to Bukavu secondary school pupils.

3) The teacher is the problem. (1.1%)

When the respondent finalist pupils were asked what they think they must do to increase their active vocabulary knowledge, some pupils strangely chose to answer not from their perspective but from the English teachers' perspective by "blaming them to be the problem", as follows:

The teacher must be good and explain a lot. The teacher should give me his attention. He must be interested in pupils. The master must explain to us in French and we will understand the words in English well.

Give us the right teachers. Find a teacher who can explain English to me in French and in my mother tongue. Explain difficult words correctly. Have a teacher who knows how to explain. Explain the subject well. (Source: Field data 2022)

This indicates that such pupils believe that there is nothing they can do on their part. All the responsibility is on other factors, especially the teachers of English. This could be a proof of some pupils' irresponsibility in their learning process. This attitude to blame other people for one's failure is to be discouraged. Pupils must learn to feel responsible for their active vocabulary knowledge level whether they are satisfied with it or not, because, in the end, the greater responsibility is on the learner and nowadays education is learner-centred.

4) Nothing (0.6%)

Some respondent pupils simply answered that there is nothing they can do to increase their active vocabulary knowledge, as follows: "*Nothing. I can't do anything so that I can understand this language because it is difficult. I am not interested. I don't know. I myself cannot raise my level.*" (Source: Field data 2022). On the one hand, it can be assumed

that these pupils think that they already have the advanced level, hence there is nothing more to do. On the other hand, through answers such as *"I'm not interested"*, this could be indicative of such pupils' negative attitude towards English related matters and their refusal to learn, as they do not want to do anything to increase their active vocabulary knowledge because. This answer signals that there are actually pupils with negative attitude towards English related matters and who need to be helped to develop a positive attitude.

Conclusion

The present study aimed to study Bukavu finalist pupils' self-evaluation of their active vocabulary knowledge level, causes of the level and recommendations for the increase of the level. It involved 1506 finalist pupils of the randomly selected 10% of Bukavu secondary schools with the final year, i.e. 35 schools, during the scholar year 2021 - 2022. The data were collected through a questionnaire and analyzed with the thematic analysis approach.

The results of Bukavu finalist pupils' self-evaluation of their active vocabulary knowledge level were as follows: below elementary: 23.8%, elementary: 34.3%, pre-intermediate: 9.3%, intermediate: 21.3%, upper-intermediate: 5.5% or advanced: 3.8%. In other words, if the six levels are split in two groups of three lower levels and three upper levels, most Bukavu finalist pupils (67.4%) think that they have lower levels of active vocabulary knowledge while some (30.6%) think they have upper levels at the end of their secondary school education. The other 2.0% of the respondent finalist pupils selected no level.

The following 10 causes were found to be responsible for Bukavu pupils' mostly elementary levels of active vocabulary knowledge: 1) the pupils themselves, 2) teachers of English, 3) the English language itself, 4) the national program of English, 5) Environment, 6) status of English in the DRC, 7) school organization, 8) the English tutor at home, 9) the time allocated to the English course, 10) the lack of appropriate books and manuals.

For the increase of Bukavu secondary school pupils' active vocabulary knowledge level, their teachers of English are recommended to take the following actions: 1) change/improve their teaching methodology : translate more, 2) organize a lot of oral and written practices for pupils, 3) deal with their pupils kindly, 4) have a good personality, 5) teach more words, grammar and conjugation, 6) do research to be updated, 7) create English centers, 8) be qualified, 9) continue teaching as they teach us. It is worth mentioning that some recommendations by the pupils are directed to 1) the Congolese legislator, 2) Bukavu school authorities and 3) themselves despite the request for recommendations to Bukavu teachers of English.

Finally, Bukavu secondary school pupils are recommended to have positive attitude towards English-related matters which can be expressed through the following aspects: 1) be courageous and work hard, 2) love the English course and the English teacher and 3) motivate oneself with the importance of English. They are also recommended to take the following 15 actions for the increase of their level of active vocabulary knowledge in English: 1) attend English class and follow the teacher seriously, 2) do personal research and document oneself, 3) study a lot at home, 4) do an English training in a center, 5) practise

English by speaking it, 6) search and learn English words, 7) do a lot of exercises at school and at home, 8) participate in different groups/clubs of English speakers, 9) listen to songs in English, 10) have a tutor (coach or repetitor) at home, 11) watch movies in English or about English, 12) learn English conjugaison, 13) study English at university, 14) live in foreign countries where English is spoken, and 15) change the living conditions in which the pupils live.

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