Developing Speaking Competence For Fourth Form Pupils Of Agro-Veterinary Domain In Ruwenzori Chiefdom In The Democratic Republic Of The Congo

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Résumé
Le présent travail a comme ossature l'étude de développement des compétences en expression orale des élèves de 4eannée de l'option agrovétérinaire en secteur de Ruwenzori. Les investigations effectuées dans les 10 écoles sur 13 organisant l'option agrovétérinaire, ont révélé que 60% d'élèves soit 72 élèves sur 120 ont des sérieuses difficultés en expression orale en Anglais. Les causes sont multidimensionnelles :la timidité de la part des élèves, l'absence de motivation, crainte de commettre d'erreurs dans leurs langages, l'usage des méthodes empiriques par les enseignants, le fait de favoriser le français au détriment de l'anglais par les autorités scolaires. Mais aussi le manque des clubs dans le milieu pour le développement de l'expression orale après les activités scolaires. Nous avons émis des suggestions ou remèdes pouvant faciliter un bon développement de l'expression orale chez les élèves dans le processus d'apprentissage de l'anglais. Les enseignants d'anglais, les autorités scolaires, les élèves ainsi que l'environnement, doivent s'approprier ces suggestions en vue d'améliorer le développement des compétences en expression orale chez les élèves de 4ᵉ Année de l'option agrovétérinaire dans leur processus d'apprentissage de l'anglais.
Mots clés : *Développement, Expression orale, Compétence et agrovétérinaire.*

I. Introduction

In any given society, a language is a means of communicating and sharing ideas to other people in several ways such as gestures, symbols, written and spoken language. In regards to English language in the Democratic Republic of the Congo (DRC), it is mainly taught in secondary schools as a foreign language with the target of helping pupils to develop their skills of communication, listening, writing, speaking, reading and so forth.

In daily life, it has been discovered the failure of the agro-veterinary pupils in speaking English yet, they have 3 hours per week of learning English at school. During school days activities, and while extracurricular activities, and occasionally when meeting with English speakers in area, fourth form pupils from agro-veterinary domain never discuss in English.

Wandering about this problem, the following questions guided our research:
- Why are the fourth form pupils from agro-veterinary domain not interested in discussing in English?
- Are Teachers of English applying suitable methods while developing speaking skills in the class?
- Does a social condition enable them to develop their speaking skills?

In responding to the above questions, anticipated answers are given as follow:
- As pupils 'accountabilities: It appears that pupils' attitudes towards learning English significantly impact their oral proficiency. A lack of motivation can lead to reluctance in participating in oral activities, while low self-esteem may cause anxiety about making mistakes, further hindering oral expression.
- As teachers 'accountabilities: the task-based approach and techniques would be not a leading methodology applied by teachers. The English for French speaking Africa 6ᵉ by Mills (1986) do not correspond as materials to be learnt in agro-veterinary domain. Apart from inadequate teaching resources, lack of qualified teachers and insufficient focus on oral activities can hinder students' speaking development.
- As social problem: the environment in which pupils live does not allow them to discuss in English since French, Swahili and Kinande seem to be predominant languages in the areas.

Through this study, we would want to:
- Analyze the reason why and the causes for students' lack of interest in expressing themselves in English.
- Examine teaching methods used by English teachers during the lesson learning process.
- Analyze whether the social environment contributes to the development of pupils' oral expression.

II.   Litterature Review

Definition of Speaking

Zuhriyah (2017) defined speaking as an ability to express and communicate ideas orally, making it crucial for pupils' learning. He adds saying that speaking is the way for many people to express and communicate their opinions to others orally. This means that oral communication is essential for pupils' learning as it enables them to express and share ideas effectively. In another way, speaking is the skill of conveying and sharing ideas through spoken words which makes it vital for pupils' learning and development. Sembiring (2019) stated that speaking is communication skill that enables a person to verbalize thoughts, ideas and desires. In the same way, speaking is the action of conveying information or expressing one's feelings in speech. In the light of this definition, we easily understand that speaking is a fundamental communication skill that allows individuals to express and share their thoughts, ideas and desires orally. This ability involves various components, including articulation, fluency, accuracy and comprehensibility, all of which contribute to effective verbal communication. According to Baron (2020), speaking is a process of producing meaning through various stages, including production, reception and processing of information, making it an interactive process. In another way, speaking is an interactive process of constructing meaning that involves production and receiving and processing information. That is to say, speaking is a two-way interactive process where meaning is built and conveyed through both productions of speech and reception of information. In another way, effective communication requires not just speaking clearly, but also listening actively and processing the information you receive to respond thoughtfully. As stated by Nunan (2004), speaking is producing systematic verbal utterances to convey meaning. In another way, speaking is an ability to be listened by others, that is to say speaking has an intermediate feedback from the listener during conversation with others. This means that in conversation, speaking is complemented by immediate feedback from the listener, which plays a crucial role in effective communication. This feedback allows the speaker to gauge understanding, adjust their message and maintain engagement. According to Bailey (2000), speaking is a process of interaction where speakers intend to build meaning through producing and receiving and processing information. That is to say effective speaking transcends mere verbal expression; it is a collaborative process that involves producing, receiving and processing information.

Impact of speaking on the communication skill

Speaking skills are crucial for leaners because they enhance their confidence, improve their performance and prepare them for future career opportunities. Effective communication allows learners to express their ideas clearly, participate in discussions, and build better relationships with peers and teachers.

Strong speaking skills enable leaders to inspire, motivate and influence others, fostering a positive work environment and driving collective efforts towards achieving organizational objectives. In short, speaking plays a pivotal role in enhancing communication skills, impacting various aspects of personal and professional interactions. Speaking is integral to effective communication, influencing various facets of personal development and interpersonal interactions. Developing speaking skills leads to more engaging conversation, stronger relationships, and greater success in both personal and professional domains.

Wu et al (2011), Stated that in a country where there is not a surrounding population using English actively, the language is still often taught as a traditional classroom subject, with Learners rarely interacting with anyone except their Teachers and Classmates which is far from an authentic learning environment. As consequence, learners find difficulty in expressing their thoughts, opinions, feelings and ideas through the language.

Sembiring (2019), Revealed that foreign language learners need opportunities to develop their speaking skill by being exposed to situations where the emphasis is on using the language for communicating meanings as efficiently and economically as possible. He adds saying that the Lack of exposure to a real English speaking setting can limit the quantity and quality of learners' speaking skill.

Altun, (2023), revealed the impact of speaking anxiety on development of communication skills. He defines language anxiety as fear related emotions learners' encounter while learning a foreign language. He adds saying that language anxiety is a common phenomenon experienced by learners who are learning a foreign language. Although, most of the language learners are affected by an anxiety, it usually occurs when learners are not proficient in the target language. Language anxiety can have significant effects on language learning. It can lead to a decrease in motivation, overall decrease in language proficiency, and a lack of participation in classroom activities. When learners are demotivated, learning does not take place speaking is both a productive and interactive skill (Carter & Nunan, 2002), therefore, many language learners find difficult to perform speaking tasks. Learners acquire speaking skills only if they interact with other people within the environment (Altun, Hussein, 2022). The use of the target language in interaction is one of the main goals in learning a foreign language.

Speaking anxiety impedes the development of communication skills communication anxiety has a significant impact on language learning and it can create barriers to effective communication in the target

language. In the educational field, speaking significantly influences the development of communication skills among pupils, impacting various aspects of their academic and personal growth. Incorporating speaking focus activities within the curriculum not only enhances pupils' communication skills but also supports their overall development, preparing them for academic success and active participation in the society.

III. Research Method

The population of our research is both teachers of English from fourth form Agro-Veterinary domain and their pupils. But it is totally impossible to conduct a research by contacting all targeted teachers and pupils, that is why, we made our investigation in Agro-Veterinary domain. Thus, to fulfill this work, we have taken as principal having direct contact with some teachers of English and some pupils where Agro-Veterinary domain exists, it helped us to collect data using methods such as : Designing and administrating questionnaires, and conducting interview techniques since some teachers and pupils of the domain cited have responded written questions related to materials to be taught in the said domain and methods to be used. However, we have not only used the cited method, but also analyzed and read books and courses related to technical English, so we used desk work method.

IV. Findings

Ruwenzori Chiefdom has got thirteen secondary schools organizing Agro-Veterinary domain with 143 learners and thirteen teachers of English. So we took as sample 10 schools with 120 learners and we also dealt with 10 Teachers of English, who were submitted to our preference data questionnaire (PDQ).

Table 01: Teachers' Educational Levels

N°	School	Mon Village	Kasindi	Kisokero	Basongora	Lume	Mathungu	Masigho	utaratibu	Ruwenzori	Buyori
		1	2	3	4	5	6	7	8	9	10
1	Teachers' Number	01	01	01	01	01	01	01	01	01	01
2	Teachers' Level	D6	D6	D6	D6	D6	D6	D6	D6	D6	D6
3	Learners' Number	12	12	12	12	12	12	12	12	12	12
4	Quarters		Kasindi		Congo ya Sika	Ruwenz.	Lume	Wiremba	kambalango	Kabwemi	kyavitumbi

In regards to this above table, 90% of teachers are unqualified in teaching English since DRC School regulations allow graduate teachers to lead teaching – learning process in a class four. In order to become a school English teacher, you must earn a bachelor's degree in English or a related field, complete a teacher preparation program, obtain a teaching license and gain classroom experience through learners' teaching, as stated by teachers of Tomorrow, (2024).

Table 02: Suitibility of books of used by Teachers

N°	SCHOOL	1	2	3	4	5	6	7	8	9	10
1	Teachers' Number	01	01	01	01	01	01	01	01	01	01
2	Teachers' Conviction	I doubt	I'm not sure	Not at all	I doubt	Non, I'm not sure	Not at all	Not at all	Non, I doubt	Not at all	Not at all

As seen in the above chart, all teachers of English are sure that materials they give to learners are out of Agro-Veterinary domain.

As stated by Darwin (2021), a language learner may be highly motivated, but may nevertheless have little investment in the language practices of a given Classroom.

Table 03: Books used by teachers

SCHOOL	1	2	3	4	5	6	7	8	9	10
English for Africa 6, Pupils' Book	01	01	01	01	01	01	01	01	01	01

- The result from this above chart, 100% of Teachers are using English for Africa 6, pupils' book, whereas this book has no technical Materials.
- This faction has a negative impact on pupils during speaking learning process that give Motivation to learners.

Azarkamand (2015), reveals that Learners motivation is one of the most important factors in teaching – learning process.

Table 04: Usage of National Program of English

SCHOOL	1	2	3	4	5	6	7	8	9	10	Number of Teachers who use the National Program	Pourcents	Number of Teachers who do not use the National Program	Pourcents
Answers	Non, we have not	Non we have note	Not yet	Not yet	Yes	Yes	Non we have not	Not yet	Yes	Yes	03	30	07	70

Comments: The results from the above chart, 30% of Teachers have got and use National Program of English and the remaining 70% of Teachers still being in the need of it. As consequence, teachers teach at random.

As Stated by Utami (2020), the teacher should be engaged in preparing and developing the curriculum in order to meet leaners' needs.

Table 05: Succession of Lessons in developing pupils' skills

N°	SCHOOL	Mon Bon Village	Kasindi	Kisokero Graben	Basongora	Lume	Mathungu	Masigho	Utaratibu	Ruwenzori	Buyori	Teacher Number	Pourcents
		1	2	3	4	5	6	7	8	9	10		
1	Reading for Comprehension, Conversation, Vocabulary, Grammar	✓		✓								02	20
2	Grammar, Vocabulary, Reading for good comprehension, Reading for good Pronunciation, Dialogue and Composition		✓			✓	✓		✓	✓	✓	06	60
3	Vocabulary, Conversation, Reading, Composition				✓			✓				02	20

In regardsto the above chart,60% of teachers know the succession of lessons in developing pupils' skills, unfortunately they do not respect this succession during teaching Learning Process.

As Stated by Fink (2006), the succession of lessons is not the key issue, what is crucial, is the degree of autonomy that principals can exercise on behalf of their school community.

Table 06 : Method used to lead competence in reading

N°	SCHOOL	Mon Bon Village	Kasindi	Kisokero Graben	Basongora	Lume	Mathungu	Masigho	Utaratibu	Ruwenzori	Buyori	Number of Teacher	Pourcents
		1	2	3	4	5	6	7	8	9	10		

		1	2	3	4	5	6	7	8	9	10		
1	Active and participative	✓						✓				03	30
2	Task- based pedagogical approach				✓		✓		✓	✓		04	40
3	Active	✓	✓									02	20

As seen in the above chart, only 40% of teachers use Task-based pedagogical approach, but others live under loss.

Table 07 : Interest in speaking English

N°	SCHOOL	Mon Bon	Kasindi	Kisokero	Basongora	Lume	Mathungu	Masigho	utaratibu	Ruwenzori	Buyori	Pupils' number	Pourcents
		1	2	3	4	5	6	7	8	9	10		
1	No, I'm not able	1	-	3	01	2	04	3	3	2	2	21/120	18
2	It's difficult	8	10	7	8	2	7	2	6	1	2	53/120	44
3	I usually try	03	02	02	03	01	01	7/12	3	9/12	8/12	46/120	38

In regards to this above chart, only 38% of pupils try to exercise themselves in speaking English. But others do not.

Table 08: Pupils environment in suiting speaking skills

N°	SCHOOL	Mon Bon Village	Kasindi	Kisokero Graben	Basongora	Lume	Mathungu	Masigho	utaratibu	Ruwenzori	Buyori	Pupils' number	Pourcents
		1	2	3	4	5	6	7	8	9	10		
1	No, It does not	2/12	2/12	3/12	12	5/12	12	12	12	12	12/12	84	70
2	Not at all	2/12	3/12	6/12	-	7/12	-	-	-	-	-	18	15
3	Yes of course	8/12	7/12	3/12	-	-		-	-	-	-	18	15

AS seen in the above chart, pupils in 84% confirm that the environment where they live does not suit to develop their speaking skills.
Jack (2014), revealed that community provides life experience that shape individual bases of knowledge.

Table 09 : The importance of Speaking English in pupils' daily life

N°	SCHOOL	Mon Bon Village	Kasindi	Kisokero Graben	Basongora	Lume	Mathungu	Masigho	utaratibu	Ruwenzori	Buyori	Pupils' number	Pourcents
		1	2	3	4	5	6	7	8	9	10		
1	It is so difficult	-	7	3	7/12	9/12	7/12	10/12	8/12	5/12	4/12	60/120	50
2	No importance	9/12	2	5	2/12	3/12	5/12	-	3/12	1/12	-	30/120	30
3	Yes, because It help to discuss with English Speakers	3/12	3/12	4/12	3/12	-	-	2/12	1/12	6/12	8/12	30/120	30

As seen the above chart, 30% of pupils agree that English is very important in their daily life since it can easily allow them to discuss with English speakers.

Table 10: Techniques and procedures to lead to a good speaking

N°	SCHOOL	Mon Bon Village	Kasindi	Kisokero Graben	Basongora	Lume	Mathungu	Masigho	utaratibu	Ruwenzori	Buyori	Pupils' number	Pourcents
		1	2	3	4	5	6	7	8	9	10		
1	Through conversation	2/12	3/12	1/12	-	-	-	-	4/12	8/12	7/12	25	21
2	With our Teachers	10/12	9/12	6/12	12/12	4/12	7/12	12/12	5/12	3/12	2/12	70	58
3	Though reading	-	5/12	5/12	-	8/12	5/12	-	3/12	1/12	3/12	25	21

As seen in the chart above, 21% of pupils think that speaking English can be developed through conversation. Others are really in the lost.

Table 11 : Some pupils topics as discussing assessment

N°	SCHOOL	Mon Bon Village	Kasindi	Kisokero Graben	Basongora	Lume	Mathungu	Masigho	utaratibu	Ruwenzori	Buyori	Pupils' number who discussed	Pourcents
		1	2	3	4	5	6	7	8	9	10		
1	Practice makes perfect	1/12	3/12	0/12	2/12	1/12	0/12	1/12	1/12	1/12	2/12	12/120	10
2	Better late than never	3/12	4/12	1/12	3/12	3/12	1/12	2/12	0/12	2/12	4/12	23/120	19
3	Once bitten twice shy	1/12	3/12	3/12	4/12	1/12	1/12	2/12	0/12	0/12	2/12	17/120	14
4	A bird in hands is worth two in the bush	0/12	2/12	0/12	1/12	2/12	0/12	1/12	0/12	0/12	1/12	7/120	6

In regard to pupils' number: $12 + 23 + 17 + 7 =$, $\frac{59}{120}$ x $100 = 49\%$ of Learners who succeeded to discuss. By this fact we easily concluded that Learners have problems in Speaking English.

V.   Interpretation Of The Findings
In regards to the above results, 4th form pupils of Agro-Veterinary Option in Mutwanga, Lume and Kasindihave real problem in speaking English. Causes are pluridimensional.
- **Pupils' responsibilities**
- Pupils' shyness or fear of social interactions ;
- Fear of being mistaken while discussing ;
- Lacklusternessor lack of brightness, lack of point of interest.

- **Social environment**
- The umbworld where leaners have permanent residence or inhabit is not favorable to allow the development since Swahili, Kinanda and French are predominant languages spoken by great number of people in the Area. Those who try to discuss in speaking English are accused to be standing apart or to be boastful. By this fact they feel as if they are placed in quarantine or isolation.
- Lack of contact between English Speakers and learners;
- Missingness of English Clubs where Leaners can be trained after school time.

- **Teachers' responsibilities**
- The unusedness of the Task-based pedagogical approach during developing pupils' speaking skills in the class. Teachers are accustomed to empirical Methods that lead Leaners to the failure.
- Teachers' limited opportunities to discuss or interact with their learners in Speaking English.

Educational institutions responsibilities

Neglectedness of school authorities in reinforcing English Learning process since stress is only put in French Learning process.

VI.   Discussion Of The Findings

As accountabilities of leaners' failure are pluridimensional, these following remedies are favorable for a good improvement of speaking learning process.

To Pupils' accountabilities
- A pupil must be accustomed to talk out to himself. He can be singing to some English songs, Have fake conversations with himself out loud, record himself and play it back even, Get himself used to speaking English out loud while there is no one to hear him and He will be more comfortable talking to others.
- To be using small sentences while discussing with English Speakers.
- To avoid the shame of committing mistakes while discussing, because practice makes perfect.

In developing their skills, Isevahani (2025), states that learners must avoid laziness because practice makes perfect.
- Ogbonna (2019), in her study published in the Asian Journal of education and Social studies, she identifies student-related challenges such as anxiety and fear of the subject, as well as limited practice in English, which contribute to poor performance. She emphasizes the need forpupils' to engage more actively with the language to improve their proficiency.
- Waniko (2018), an educationist, MrsWaniko has pointed out that neglecting dictation exercises contributes to poor performance in English. She attributes this neglect to over-reliance on modern technology;wich encourages abbreviations and shortcuts in writing, hindering students' ability to master Standard English in communication.
- Murana (2019), examined challenges such as poor quality of pupils admitted to secondary schools, incompetent teachers, and lack of motivation among pupils. The paper underscores the necessity for pupils to be motivated and actively engage in their learning process to enhance their English language skills.

To Social environment accountabilities
- The society must create English Club to allow Learners to develop their speaking skills after school, where some exposes or conferences may be organized to the audience with specific purposes according to Learners' interests, mainly in their Agro-Veterinary domain.

Isevahani (2025), revealed that a society must create an unlimited opportunity to learners in developing their speaking skills.

Jack (2014), added saying that communities also provide to learners with a set of varied life experience that shape their individual bases of knowledge.

To Teachers' accountabilities
- The Task-based pedagogical approach must be a good Method to be used in the class in speaking Learning process that gives more time to learners for interactions.
- Sembiring (2019), states that speaking skills development is done through communicative language teaching techniques, which stress on learners' interaction in the teaching learning process.
- Murana (2019), stresses on teachers' incompetence being one of the factors that block pupils' learning process in developing their English language skills.

To Educational institutions accountabilities

School authorities must combat up to high level Learners' shyness, anxiety, fear of making mistakes, self-confidence by promoting Interesting activities that can lead them to develop their oral expression such as debate competitions that put their speaking abilities to the test.
- School authorities should equip their schools with enough documents related to Agro-Veterinary domain that suit to learners' interest, as stated by Isevahani (2025).

- Ogbonna (2019), identified school administration and management as significant contributors to pupils' struggles with English. She pointed to factors such as poor planning of learning structures and provision of malfunctioning or inappropriate curricula, which hinder effective teaching and learning of English. The study emphasizes the need for improved administrative strategies to address these challenges.

VII. Conclusion

Developing English Speaking skills for 4th form pupils ofAgro-Veterinary option in Ruwenzori Chiefdom has been our main concern. In fact, the investigation we have made showed the way teachers are developing learners' skills in speaking English in their classes.

The same investigation revealed pupils' failure in speaking English and its causal factors such as learners' shyness, lack of motivation, fear of making mistakes, the use of empirical methods by teachers, absence of practicing centers after school times, and the fact of giving favorto French language rather than English by school authorities. This precedent fact influence negatively on learners' psychological thinking during learning process.

As stated by Rahmadani (2024), there are psychological factors on pupils' speaking skill problems at High School.

We gave suggestions or remedies to improve Learners' Skills in Speaking English during Teaching-Learning process as our contribution in Educational field.

Teachers of English, Leaners, School authorities as well as the society should appropriate these suggestions for the improvement of pupils Education, mainly in developing learners' skills in speaking Learning process.

By the end, we suggest two topics that a given researcher can take into account as his contribution in scientific domain in developing pupils' skills in speaking English :

- Family influences in developing children's skills in speaking English in Kasindi sub-country.
- The responsibilities of DRC Government in the failure of pupils in developing their skills in speaking English.

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