

Teaching/Learning Reading-Communication In 3rd Grade: Case Of CEG Nganga Edouard, Brazzaville, Republic Of Congo

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Abstract: This article deals with the problems that result in the teaching and learning process of reading-communication in the 3rd grade class of the CEG Nganga Edouard in Brazzaville in the Republic of Congo. The teacher remains and continues to be the cornerstone of any educational system in that he is the transmission belt between science (didactics) and the knowledge to be constructed. It is a process of cultural transmission that generates the development of mental capacities not yet mastered by students and that they construct by learning specific tools that constitute human works. The transmission of the context of use in teaching goes through techniques, according to the internalization of social relationships, implementation and knowledge transmitted. Teaching allows the student to use these tools and construct others. This is the reason why it is necessary to have a teaching time that places the student in special study conditions by opening the construction of the knowledge taught and the learning time that corresponds to the psychological time of reconstruction by the student according to the experience to be shared in class. But it turns out that in the teaching-learning process, the student sometimes experiences serious communication difficulties. This research tries to show these problems while proposing approaches to solutions.

Keywords: Teaching, learning, reading, communication, success

Introduction

Man is a being who, in order to communicate with his fellow man, uses linguistic codes, from the same linguistic society. The field of communication is vast, to say the least, as indicated, for example, by Sfez's Critique of Communication (1988), which attempts to dismantle the mechanisms of representation and expression, notions to which communication refers according to this author, who poses it as the episteme of the time. The Vocabulary of Cognitive Sciences by Houdé, Kayser, Koenig, Proust & Rastier (1998) in turn proposes several entries. The code can be defined as a system of symbols used to exchange information. We are referring to the language that allows man to communicate. We then speak of communication when two or more people communicate by means of a language. André Martinet stipulates that:

A language is a doubly articulated and vocal instrument of communication.

It is about considering language as "*a doubly articulated instrument of communication and vocal manifestation*".

For Martinet, we acquire the language in the environment in which we evolve. Language is at the center of socio-cultural development. In the Republic of Congo, history has made French the official language of the country. It is in French that we teach in the country's schools. In the teaching of French, we note two things, namely: language work: spelling; grammar; vocabulary and conjugation and language work, that is to say related to language. We can cite reading, oral or written expression. What is interesting here is reading in connection with the teaching of learning communication in general education colleges. This encourages us to strengthen the capacities of teachers on this notion, which is at least crucial.

According to Altet (1998, p.2)

In the art of teaching or what is teaching? This term: covers that of the management of information of the structuring of knowledge by the teacher and their appropriation by the students. Moreover, she also thinks that teaching processes and transforms information into knowledge through the relational practice and the action of the teacher in class through the organization of educational situations for the learner.

The main objective of this article is to show the place of reading-communication in the Teaching/Learning process in 3rd grade: case of CEG Nganga Edouard, Brazzaville, Republic of Congo

1. Presentation of the establishment

For the record, the CEG Nganga Edouard is located in the third district of the city of Brazzaville, a stone's throw from the University Hospital Center. It is a general education establishment probably built around the 1970s and has contributed to training many executives in our country.

2. Context

The question of learning communication does not obviously arise in the same terms according to the orders of education, depending, among other things, on the social and cognitive maturation of the students, the evolution of their communicative know-how and the projects of the educational institution (Beaudichon, 1982; Florin, 1991). Reading is an essential element for each society, it is very necessary, by the reading situation concerns both the teacher and the student and strengthens the intellectual capacities of both. Reading is the strong point of teaching and in the life of man both on the intellectual and psychopedagogical point. It allows to train, to inform and is part of the essential elements of a society. This is why the National Institute of Research and Educational Animation through its reading manuals calls upon several requirements particularly in secondary school with regard to reading.²

For INRAP, the learner must be able to speak well orally and in writing. To be able to read and understand the entire reading text. Despite the importance of language, many learners leave school without knowing that they encounter difficulties in reading aloud and intelligibly for the simple fact that third-year teachers do not insist too much on teaching the language. While to succeed in an exam, students must master the language.

3. Problem

Teaching/Learning reading-communication in 3rd grade: case of CEG Nganga Edouard, Brazzaville Republic of Congo, the subject we are addressing is of capital importance. As a supervisor and trainer of trainers, we realized that teachers in third grade classes do not insist at all on the concepts of reading and communication. This attitude certainly leads to handicaps in the success of students, particularly in the Brevet d'Etude Premier Cycle. Indeed, reading communication requires a certain number of methods for its assimilation. Thus, to try to deal with this research study, some questions were formulated:

-Why do third-grade teachers not take into account the teaching of reading-communication? What are the obstacles encountered by teachers in teaching this discipline? How can we remedy this?

4. Research hypothesis

-The difficulty of teaching and the lack of time very often push teachers not to teach reading-communication;

-the absence of books in the reading program, the poor translation of the book are all main causes of the non-teaching of reading-communication.

-To remedy this, it would be a question of teaching this discipline like other subjects and devoting a lot of time to it, to effectively allow students to develop reading skills.

4. Objective of the research

This article aims to show essentially the place that reading communication should occupy in the learning process. In addition, to create the difference between reading-communication and comprehension, to determine the importance of reading in the third-grade class.

5. Methodology

The writing of this scientific research article leads us to a methodology that will allow us to achieve the expected results. By definition, the method is the way or the approach to follow to achieve a given result. It sets up appropriate techniques. Thus, our approach leads us to a methodology that is based on both data collection and documentary research. It is an investigative methodology and one based on analysis.

We had to send a questionnaire to the head of the establishment to reach our sample who answered a series of questions. The first questionnaire was addressed to the French teachers and the second to the students concerned. In order to avoid being misunderstood by the students, a session for understanding the support took place in each of the classes and after an hour, the learners had completed their homework by each filling out a questionnaire.

The documentary research of our research aimed to analyze certain texts, dissertations and works that are related to our research. Therefore, we focused on the books in the program dealing with reading, particularly reading-communication. Apart from that, other documents used were also useful to deal with our research topic.

6. Literature review

It is almost impossible to say that this subject which constitutes the object of our research has never been addressed by the authors. Indeed, each according to his conception and understanding has approached the research subject which appeals to our theme. The critical review of the literature pushes us to review a certain number of the authors who have worked on the question.

Gerard Vigner 1979, in the texts of meaning, explained to us at length how reading is part of the general functioning of communication and constitutes a modality. This large-scale work allowed us to properly approach the contours of our subject.

Eveline Charmeux in *Apprendre à lire, échec à l'échec* showed us the difficulties related to reading especially in introductory classes. For this author, teaching reading presents many difficulties that are sometimes difficult to remedy especially for a child who is in the preparatory or learning phase.

Jean Foucambert 1973, devotes the ideal reading, that of the accomplished reader. He describes reading as a visual idea because it consists of collecting purely visual clues that allow one to immediately recognize words and associate a meaning with them. Clearly, the author questions whether the method of monitoring is only suitable for a radio/teacher class that complies with standards.

For Arthur Jean Mbemba 2006, through the conclusion of his research work of thesis entitled: the teachings facing the constraints of reading-communication in sixth grade in colleges teaching reading-communication is either irregularly provided or non-existent. The students are then left to their own devices, not knowing what to do. The only opportunity students have to pronounce well, articulate French sentences during reading-communication. They do not have enough room to maneuver to articulate French sentences well during reading-communication. However, it is not taught properly because teachers have difficulty adapting successively to new methods of learning to read. The study of the following works led us to discover and identify three following didactic concerns: the problem of teachers' didactic performance; the problem of methods of teaching reading, the problem of the decline in the level of learning to read by learners.

7. Teaching reading-communication in the classroom

This section will focus on differentiating between reading-comprehension and reading-communication and on showing the place occupied by the teaching of reading-communication in a learning situation. Thus, in a passage devoted to classroom learning contexts, Gumperz (1989a, p. 117) provides the following indication: "the best way to define the ethnographic perspective on learning processes is to consider it as a socio-ecological perspective. Indeed, the interest is not in the content of the course and the teaching techniques as such, but in the conditions of learning. (Agnes F.2002)

The teaching of French in middle school is determined by a school program with specific learning objectives. Knowing how to read and listen on one hand and knowing how to write and speak on the other hand are skills that a learner must have or know in the process of learning the French language. To achieve this objective, the teaching of French in middle school focuses on a school

program that revolves around five objectives, namely: understanding oral messages, understanding written messages, speaking orally and speaking in writing; improving technical skills.

The official program is a national reference text in terms of education. It is a necessary guide that every teacher should have. It clearly and precisely defines the main topics and concepts that must be taught to students. The official program is divided into three parts: the administrative part, the educational part and the annex's part.

7.1 The Difference Between Reading Communication and Reading Comprehension

Expressive reading or communication reading describes feelings through pauses, inflections and intonations indicated by sounds. For the transmission of this teaching, the teacher requires clear and precise articulation based on a head. It turns out that the text contains two parts: the first written part which deals with the graphics forming the words of the text, and the second written part which focuses on the pronunciation of sounds of human language. The teaching of learning reading-communication takes into account the oral part of the text by drawing inspiration from the written part, and it is through the voice that the message is transmitted, this concerns every reader. Reading-communication includes three stages: silent reading of the text. Here, the teacher encourages learners to read silently so that they can get an idea of the text; masterful reading of the text: the teacher does a good reading of the text. Through this, he must be the model for the learners who in turn copy it; individual reading, here, it is necessary to respect the standards during the reading session.

The diagnostic assessment in reading communication to indicate the evolution of the student in reading by the teacher. In other words, it situates the learning capacity in the student.

Formative assessment in reading-communication consists of strengthening learning abilities by identifying the learner's weaknesses in order to provide assistance that will enable them to improve.

Reading comprehension is done with the eyes. It is also called silent reading. The student is without help in front of the text; the eyes play a very important role after reading the text. This reading aims at two main objectives: understanding the meaning of the text and expressing oneself after reading the text, from this reading will come questions and understanding which will provoke discussion.

7.2. The didactic approach to reading comprehension

It includes four supports: independent observation: students carefully examine the image placed at their disposal; submitted or guided observation: students are subjected to questions asked by the teacher after observing the image ; synthesis: students make a brief summary of what is in the image.

Step 2 concerns the examination of the text. It is presented in the following way: silent reading of the text by the students; the control where the teacher questions in a general way on the text read and the detailed examination of the text. Added to this is a silent reading by the learners, the questioning of the content and the form where the teacher leans in his lessons in accordance with the part read and the synthesis which allows to bring out the general idea.

Then comes the evaluation which is also necessary and leads to determining the degree of understanding of the students to check if the objective is achieved. The element of the evaluation must be related to the objective set.

Finally comes the socio-cultural discussion which is a debate around a thought of the learner. It is done in complete freedom, structured on several messages transmitted in the text. The student takes into account his personal effort and his socio-cultural values of his environment. Its main asset is to arrive at a good conclusion on an idea in agreement to nourish the thought highlighted.

To do this, the teacher must use at least two strategies: finding a solution to the problem and providing clarification on values. This is a teaching/learning strategy where the learner tries to identify the problem and provides a solution through a series of research. To do this, he must detect the problem, find solutions, verify the hypotheses and use the appropriate solutions.

The strategy of clarifying values requires careful observation of values, from the point of view of the learners to conduct and discard those that are outdated to replace those that are suitable for their environment, and also in relation to the necessary learning goals

and purposes. To achieve this, it will be necessary to respect a certain number of orders: grasp the explanation of the problem, it is in this step that the teacher pushes the students to detect where the problem is located; the connection which allows the teacher to ask the students to bring their point of view. The adequate justification which has an equivalent result. Here, the teacher offers the students the opportunity to clarify the answers by each of them.

7.3. Importance of teaching and reading-communication

Teaching reading-communication is a major factor in learning. Learning is seen as the connection between an event caused by the outside (stimulated) and an adequate reaction of the subject that causes a change in behavior that is persistent, measurable and specific (Loug, 2015). Learning allows the learner to form a new mental construction in advance. Learning is the result of teaching that must provide forms adapted to the needs of the students. The historian Philippe Aries (1975) thinks that learning is the know-how, the know-how to live among adults. Alain (1995) said that learning is a series of situations requiring immediate responses. It is favored by rewards (positive reinforcements) or punishments (negative reinforcements) in the face of repetitive training that ends up adopting adequate behavior

It promotes the transmission of a written message to the listener who has the duty to grasp the content. Putting it into practice facilitates good reading during presentations in class, and the increase of intellectual faculties. It is in this perspective that Gaston Mialaret says the following: " *Knowing how to read is being able to transform a written message into a sound message, following certain precise laws, it is understanding the content of the written message, it is being able to judge and appreciate its aesthetic value* "

This statement actually comes to show the place of reading communication in the field of learning. It helps to strengthen the intellectual faculties of the learner in order to articulate words well. Practicing reading-communication helps students to read well, it is of great importance in the eyes of learners and pushes them to become hooked on reading as well as the content of the text. Even outside of school, there will always be the desire to read for more training and distraction.

V. Presentation and Analysis of Results

It mainly concerns the collection of data from the samples taken while respecting the order of the questions expressed with prerequisite precision.

French teachers in the third grade, from their responses, have shown that they are often faced with several difficulties regarding the teaching of reading-communication. They also believe that the absence of books is largely the cause of the non-realization of this discipline. An examination of the data assertions clearly shows the obstacle, the brake that prevents good reading-communication action. To fully understand the teaching of this sub-discipline. All learners must each have a book. The first occupation of this teaching consists of making a silent reading of the text by the student in order to be in relation with the text. In other words, here it is a question of the study of the text by the student submitted to the disposition of the student. This is where the obligatory presence of the book intervenes, because it is of capital importance for the teaching / learning of communication.

Table 1: Questionnaire for French teachers: Distribution of French teachers by length of service

Seniority	6 months	10-15 years old	15-20 years old	20 and plans
Effective	1	3	2	00
	16.67	50	33, 33	00

Source: personal survey

Table 2: Information on teaching reading-communication: obstacles encountered in teaching reading-communication

Questionnaire n01	Answers	Staff	percentages
-Do you encounter obstacles during reading instruction?	Yes	4	50
	No	4	50
Total		8	100

Source: personal survey

Table 3 : Weekly time allocated to teaching/learning reading-communication

Quiz	Duration	Staff	Percentages
How many hours a week do you have to teach this subject?	1h	4	50
	1h	4	50
Total		8	100

Source: personal survey

These different tables actually show us that teachers do not take enough time to teach and explain reading-communication, which is also very useful in the teaching/learning process of French. This difficulty is certainly due to the narrow timetable and several sub-themes to be taught in the third grade. Which sometimes complicates things. Regarding the students, they themselves also have no initiative to learn reading-communication. At home, they do not have time to study at home, except for what they do in class. This is why we sometimes see failures during state exams.

Conclusion

This research allowed us to highlight the difficulties that teachers encounter in teaching French, particularly with regard to reading-communication. The teaching-learning of reading-communication in the third year led us de facto to a survey which revealed that French teachers have difficulty transmitting knowledge concerning this sub-discipline in the third year.

Thus, it was a question of first showing the limits of the teaching of reading-communication and then proposing a good method of assimilation of reading-communication, in other words, allowing them to assimilate and acquire knowledge in order to become better at reading. During this survey, we learned that teachers only teach part of this discipline, therefore the rules of punctuation, due to the lack of reading books. And the students in turn feel no desire to read aloud or to increase their efforts. We then understand that this is not at all sufficient in teaching.

The main purpose of reading-communication is to improve the oral ability of learners. To do this, during classes, students must be given reading to reinforce the concept of articulations, punctuation marks to be able to explain the substance of the text well after reading. Reading-communication must be done in the right conditions, because reading is the key to everything in the teaching-learning process.

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