

The Communicative Language Teaching And Remedy Through The Teaching Of Reading Comprehension In 5th & 6th Form

Case Of Lisala And Kanda Schools In Kinshasa

[Enseignement Communicatif De La Langue (Anglaise) A Travers La Lecture Compréhensive Comme Remède En 5^{ème} Et 6^{ème} Années Du Secondaire.

Cas Des Ecoles Lisala Et Kanda A Kinshasa]

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Abstract: During our investigation period from February to March 2022, we realized many difficulties and short comings in the reading comprehension lessons chiefly among learners in large classes. These apparently affected both the student's performance and the teacher's behavior.

Therefore, an exploration of ways to help learners acquire a wide range of the language through this subject is necessary and to train them in reading comprehension became imperative and was taught in terms of evaluation of reading in the 5th and 6th at secondary school.

To read is like to interpret or to understand what the person who is absent has written in order to convey a message as asserted Hornly & Ruse (1980 :516). It is also a remedial to give to someone who doesn't know to read or not able to read and to understand. We can also agree that, a part from oral media, the written form remains the most used medium among people separated by some distances.

Keywords: Communicative approach, teaching, language, remedy, reading, comprehension.

Résumé: Au cours de notre enquête, de février à mars 2022, nous avons constaté de nombreuses difficultés et lacunes dans les leçons de lecture compréhensive, principalement chez les élèves de classes à effectifs importants. Ces difficultés ont apparemment affecté à la fois les performances des élèves et le comportement de l'enseignant.

Il est donc nécessaire d'explorer les moyens d'aider les apprenants à acquérir des larges compétences linguistiques grâce à cette matière. Leur formation à la lecture compréhensive est devenue impérative et a été enseignée dans le cadre de l'évaluation de la lecture en 5ème et 6ème secondaire.

Lire, c'est interpréter ou comprendre ce qu'une autre personne a écrit afin de transmettre un message, comme l'affirment Hornly et Ruse (1980 : 516). C'est également un moyen de soutien pour une personne qui ne sait pas lire ou qui est incapable de lire et de comprendre. Nous pouvons également convenir qu'outre l'oral, l'écrit reste le moyen le plus utilisé entre des personnes éloignées.

Mots clés : Approche communicative, enseignement, langue, remède, lecture, compréhension.

1. Introduction

1.1. Objective of the work

This study aims at showing how learners of 5th and 6th forms are facing the difficulties to read in their class, and it is also attempting to give a remedy to this problem as we realize that most of secondary school as it is the case of Lisala and Kanda schools do not usually teach reading comprehension and even English properly.

1.2. Working method

In this work, some methods have been selected in regard with the issues which was to be developed. As the topic was based on reading comprehension and some remedy, it was better to resort to methods such as communicative and remedial approaches.

A word was to be said on the remedy that can be given to resolve this problem.

2. Techniques & approach on reading

According to Robert and Collins dictionary, communication is to get in contact with someone. Merriam Webster dictionary defines communication as a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior. It is thus the act of using words, sounds, signs or behavior to express your ideas, thoughts, feelings, etc....to someone else. Communication can be used when there is negotiation between speaker and listener.

Oxford student's dictionary of current English defined a communication as a translation of the idea in the information source.

In fact, communication can be understood as a way that someone can translate the message. It is also a way that we can explain our ideas each other. Huw P. Williams in the book of English language teaching volume XXXIV number 3 April 1950 assert that many materials and activities have been evolved recently which exemplify a communication approach to language teaching.

Very often the learners are asked to form groups or pairs in order to communicate. The teacher's job then becomes that of a consultant, adviser or manager. In brief the teacher here is a helper or a referee.

In this, the teacher should be ready to do perhaps most importantly, to respond to request. If the atmosphere of the class is right, the learner will always be implicate in the communication approach in teaching reading comprehension.

To communicate means to get a message across it's a two ways process which involves much more than the simple fact of speaking. That is to complies that there's someone else listening to the message, responding to it, giving feedback. There must be an interaction between the speaker and the listener and vice versa; Finocchiaroc (1974:5) says that there is communication only when there are observable incidents on the receiver. If the receiver does not react, there's no communication. It may mean that the message is not understood or listening; Communicative is said to be perfect when all the signals by sender are understood by the receiver.

According to Brunfit and Johnson (1979:117), for a speech to be understood as communication, the language should be selected for appropriate situation. Thus, learners have to be trained to select an appropriate language for every situation.

2.1. Communicative approach/Communicative language teaching (CLT)

Communicative approach aims at promoting the learner's competence by means of controlled performance. Essentially, the communicative approach allows teacher to compose sentences to be use in different situations; to describe, to record to ask questions, to classify, to make requests, to give orders and so on.

In the case of reading comprehension this approach can not only help pupils to read only the text and to understand, but also mostly the acquisitions and expressions and how to answers to some questions, how to read correctly the new sentences and to prove their best understanding of each that it can have before them. Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Language learners in environments utilizing CLT techniques learn and practice the target language through interaction with one another and the instructor, study of "authentic texts" (those written in the target language for purposes other than language learning),

and use of the language in class combined with use of the language outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar in order to promote language skills in all types of situations.

This method also claims to encourage learners to incorporate their personal experiences into their language learning environment and focus on the learning experience in addition to the learning of the target language. According to CLT, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority.

Communicative Language Teaching (CLT) also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach English but rather works on developing sound oral/verbal skills prior to reading and writing.

This approach recommends the teacher to make pupils in center of all communicative activities. The teacher should organize the reading passage by planning good comprehension questions which will read every day into this interaction in order to express their ideas freely in classroom. To give their own point of view about the problems dealt with in the text. To make this communication. The teacher will ask the pupils interesting in questions that require them to express their opinions according to their attitude and experiences. According to Aber Cromble (1956:48), reading and writing are closely related, however reading was often taught a long time.

In general, when learning a foreign language, it is necessary for the learners to have someone to guide him in the process of acquiring other people's customs for communicating and then learners must know what the reading comprehension is.

3. Reading comprehension

There are many definitions of reading comprehension as there are language teachers.

According to Merriam Webster dictionary, Reading is defined as the act of reading something and comprehension means the ability to understand completely and be familiar with a situation, facts, etc.

Simply put, reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. At the same time, it is the most difficult and most important of the three. There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension.

Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing.

In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied than vocabulary knowledge.

Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension.

3.1. The Importance of Reading Comprehension

Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written in Egyptian hieroglyphics with no understanding of their meaning. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose.

Reading comprehension is important because without it reading doesn't provide the reader with any information. Beyond this, reading comprehension is essential to life. Much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase contracts), and directions on packaging and transportation documents (bus and train schedules, maps, travel directions).

Reading comprehension is a critical component of functional literacy. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually. (www.k12reader.com/what-is-reading-comprehension)

Reading comprehension is not reading aloud. It is a silent activity which has do above all which meaning understanding, in other words, reading is comprehension of written language. (Fries, 1963)

In addition, we believe with smith (1971:220) that reading may depend on a great deal on what the reader brings to the task of reading, that is, his/ her knowledge of the world, of the content being read, of the context involved, of semantics, syntax, morphology etc...

Jennings, (1982 :11) adds that it is the art of transmitting the ideas, facts and feelings from the mind and soul of an author to the mind and feelings from the mind soul of a reader, with accuracy and understand the meaning of written or printed matters.

From the above definitions reading it can be considered as a skill which allows people to interpret and grasp. It consists in interpreting symbolic, graphic and written materials and getting meaning out them.

4. Teaching reading comprehension and remedy

Reading Comprehension has been a more or a less neglected skill in teaching since a long time.

In fact, Reading is a psycho- sensory activity that aims to give meaning to graphic signs collected by vision and that involves both perceptual and cognitive treatments.

The effectiveness of reading depends on two ways of processing information, which coexist and complement each other: identification of written signs or words and access to the sound of these elements. If one of the two mechanisms is deficient, a reading disorder will ensue: "Some patients with a brain injury called deep dyslexia or phonological dyslexia have their way of converting letters into sounds severely deteriorated and are no longer able to pronounce the rare words, the neologisms and the invented words. Other patients with surface dyslexia must utter the words to understand them. Other disorders are possible: alexia, hyperlexia, impaired understanding, etc.

Reading comprehension is most commonly defined as the ability to understand the main points of what has been read. There is not a magic formula to teaching reading comprehension, as there are many ways, but it involves training the thought process of the mind and teaching specific strategies to use while reading. And this is what we tried to advice English teachers of our targeted secondary schools.

Henceforth, this lesson will focus on how to improve reading comprehension before, during, and after reading takes place. Reading is a subject that learners either really love or really hate, so let's try connecting reading comprehension skills to a metaphor that most students can relate to, a trip to the movie theater. Let us think of Reading as our 'featured presentation'.

This process of creating their own preview should involve seeking out several main features of a text.

For example :

- Preview and predict what the title is about ;
- Look at major headings in a text or story ;
- Identify anything with bold print (usually vocabulary);
- Predict the main purpose of the text or story;

The objectives of reading comprehension are numerous, and some of them are : - to correct mistakes in speech with these pupils; - be satisfied that they are expressing themselves somehow and at the most simply repeat the pupils words correctly; - It also for probably be in the form of meaningful learner by reader and fitted tourist-book style stereotyped phrases and sentences; - It motivates learners themselves to learn.

Other objectives are: to be able to explore the important part of the text, to take graphs, to make assumptions, to logically organize the elements to be identified. To memorize information, to neutralize others.

Several types of reading may occur in a language classroom. One way in which these may be categorized, as suggested by Brown (1989) can be outlined as follows: oral reading, silent reading, intensive and extensive reading. The first distinction that can be made is whether the reading is oral or silent.

A) Oral Reading

Reading literature out loud provides opportunities for students to analyze the text, to grow and to develop as a performer, to communicate a message to an audience and to perform an artistic creation. The oral reading competition should be an extension of the classroom literary and language arts activities in poetry, short stories and children's fiction.

There is good evidence that in order to build fluency, learners need to engage in reading large amounts of meaningful text (Anderson et al., 1988; Taylor et al., 1990). Many young children enjoy reading aloud and can practice with a partner or in small groups to achieve greater fluency (Anderson et al., 1985).

As children begin reading longer stories, it may be too time-consuming for them to read whole selections orally. With older students a primary function of oral reading should be to defend positions that they take in discussions about the selections they have read; they read aloud to prove points. Learners at all grade levels can be encouraged to read aloud sections from books they are reading independently. As they read to peers, groups of classmates, or the whole class, they advertise the book and encourage others to read it (Allington, 1984; Anderson et al., 1985).

Oral reading also serves as a very valuable source of assessment information for teachers and for students themselves. As they read aloud, students become aware of any word identification problems and look for ways to correct them. By listening to a student's oral reading, a teacher can gain valuable insights into the student's word identification strategies and the degree of that student's fluency.

B) Silent Reading

The ability to sit and silently read a text is a skill that all students will need as they move through secondary education and into college. Similar to learning an active reading strategy, students must have multiple opportunities each day to practice reading silently. And like all explicit instruction, we must make it clear to our students why this skill is important to them.

C) Intensive and Extensive Reading Together

It is common for both approaches to reading to be used in the same class. For example, where extensive reading is encouraged, the teacher may have all the students read the same text so they can discuss the topic together or learn a specific skill such as writing an outline. In a class where intensive reading is mostly used, students may be asked to read texts of their own choosing to report

back on, in either an oral or written format. In both approaches, it is not the nature of the skills that are of most interest but rather, the results.

Within the category of silent reading, one encounters intensive and extensive reading. Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an end in itself. Extensive reading on the other hand, involves reading of large quantities of material, directly and fluently. It is treated as a means to an end. It may include reading simply for pleasure or reading technical, scientific or professional material. This latter type of text, more academic, may involve two specific types of reading, scanning for key details or skimming for the essential meaning. A relatively quick and efficient read, either on its own or after scanning or skimming, will give a global or general meaning.

D) Intensive reading

Brown (1989) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy. Long and Richards (1987) say it is a "detailed in-class" analysis, led by the teacher, of vocabulary and grammar points, in a short passage."

Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

Its Characteristics are:

- usually classroom based
- reader is intensely involved in looking inside the text
- students focus on linguistic or semantic details of a reading
- students focus on surface structure details such as grammar and discourse markers
- students identify key vocabulary
- students may draw pictures to aid them (such as in problem solving)
- texts are read carefully and thoroughly, again and again
- aim is to build more language knowledge rather than simply practice the skill of reading
- seen more commonly than extensive reading in classrooms

Skills developed:

- rapid reading practice
- interpreting text by using:

-word
-text

attack
attack

skills
skills

-non-text information

Activities:

Intensive reading exercises may include:

- looking at main ideas versus details
- understanding what is implied versus stated
- making inferences
- looking at the order of information and how it effects the message
- identifying words that connect one idea to another
- identifying words that indicate change from one section to another.

Munby (1979) suggests four categories of questions that may be used in intensive reading. These include:

1. Plain Sense - to understand the factual, exact surface meanings in the text
2. Implications - to make inferences and become sensitive to emotional tone and figurative language
3. Relationships of thought - between sentences or paragraphs
4. Projective - requiring the integration of information from the text to one's own background information

Note that questions may fall into more than one category.

Assessment:

Assessment of intensive reading will take the form of reading tests and quizzes.

The most common systems of questioning are multiple-choice and free-response.

Mackay (1968), in his book *Reading in a Second Language*, reminds teachers that the most important objective in the reading class should NOT be the testing of the student to see if they have understood. Teachers should, instead, be spending most of the time training the student to understand what they read. Normally we use intensive reading in some and certain moment,

- when the objective of reading is to achieve full understanding of: - Logical argument; - rhetorical pattern of text; - emotional, symbolic or social attitudes and purposes of the author; - linguistic means to an end
- for study of content material that are difficult

Role of the teacher

- The teacher chooses suitable text.
- The teacher chooses tasks and activities to develop skills.
- The teacher gives direction before, during and after reading.
- The teacher prepares students to work on their own. Often the most difficult part is for the teacher to "get out of the way"
- The teacher encourages students through prompts, without giving answers.

Advantages

- It provides a base to study structure, vocabulary and idioms.
- It provides a base for students to develop a greater control of language
- It provides for a check on the degree of comprehension for individual students

Disadvantages

- There is little actual practice of reading because of the small amount of text.
- In a class with multi-reading abilities, students may not be able to read at their own level because everyone in the class is reading the same material.
- The text may or may not interest the reader because it was chosen by the teacher.
- There is little chance to learn language patterns due to the small amount of text.
- Because exercises and assessment usually follow intensive reading, students may come to associate reading with testing and not pleasure.

E) Extensive reading

According to Brown (1989), extensive reading is carried out "to achieve a general understanding of a text." Long and Richards (1971, p.216) identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words."

Harold Palmer (1917) in Britain and Michael West (1926) in India were the first to pioneer the theory of extensive reading as an approach to foreign language teaching and to reading, in particular. Palmer chose the term "extensive reading" to distinguish it from "intensive reading".

The 1929 Coleman Report on "Modern Foreign Language Study", introducing the Reading Method, recommended the inclusion of extensive reading in its Method (as distinct from inclusive reading).

- Students were to read in the second language without a conscious effort to translate. - Emphasis was placed on developing independent silent reading and increasing reading rate of individual students. - Frequency word counts were developed and used as a basis for graded readers.

Broughton (1978) argued for the important role Extensive Reading could play in second language programs. Nuttall (1982, P. 168) wrote that the idea of Extensive Reading should be "standard practice" in second language learning. She suggested the following "slogan": "The best way to improve your knowledge of a foreign language is to go and live among the speakers. The next best way is to read extensively."

David Eskey (1995) drew the analogy of reading instruction to teaching swimming strokes to people who hated the water. It would be only through their discovery of the rewards of reading by actually doing it, that they would become people that can and do read. Elley (1996), in his report on a study involving 210,000 students and 10,000 teachers in 32 educational systems around the world, concluded that "instructional programs that stress teacher directed drills and skills are less beneficial in raising literacy levels than programs that try to capture students' interest and encourage them to read independently." Dupre's research (1997) in French supported the theory that Extensive Reading is more pleasurable and beneficial for language acquisition than grammar instruction and practice.

Although research strongly suggests that extensive reading can boost second language acquisition, few second language learners engage in voluntary reading at their own initiative, (i.e. Reluctant Readers) and require guidance in the form of Extensive Reading programs. It is very important to understand that Extensive reading may appear as any of the following: - a complement to an intensive reading program - an extra-curricular activity where students read out of class - the main focus of a reading course (termed an Extensive Reading Program) where students work with a class set of books, individual reading of material, of their own choice, with follow-up activities such as reading logs, reading journals, book reports or projects.

Although it is less common for extensive reading to form an entire reading course, there are well-established Extensive Reading Programs operating around the world. They have been carried on in many countries, at varying levels of education from Elementary School to College, and in different languages.

Role of Teacher

The teacher gives recommendations on reading materials, based on student's interests

- The teacher guides students in choosing appropriate levels of material, beginning with easy books.
- The teacher guides students in choosing a variety of materials of their interest. This may especially be necessary for students that choose the same type over and over.
- The teacher guides students in setting specific goals for amounts read; - The teacher provides modeling. If class time is given for reading, the teacher reads at the same time; - The teacher overlooks if students are not aware of the exact meaning of each word;- The teacher should not jump in and explain; - The teacher leads pre-reading activities to build interest in the text, such as in the characters, places, themes, and actions;- The teacher must be careful to provide just enough to stimulate curiosity but not so much that the need to read is removed.

Role of Learner

-The student assumes total responsibility for developing reading ability;- The student reads without the use of a dictionary; -The student usually chooses their own material and moves along at their own pace but must push themselves in order to show greater progress.

5. Plan of reading comprehension

There are some steps of reading comprehension lesson that can be followed:

I. Recall or introduction

The teacher asks the learners to make sentences with some words that constituted the previous vocabulary lesson about revision thus, he taps the old knowledge to the new, which the learners have been constructing.

II. Presentation

The instructor initiates learners to read silently under his supervisor some time later on the board. Here the teacher puts the title of the text on the board; for instance; who can read this title?

When the learner reads the title on the board, immediately the teacher announces the subject of the text by saying; today we are going to deal with reading comprehension on the text « Women Liberation ».

Put that in your school diaries, take now your texts and listen to me; I read the text once or twice for a good understanding after that the teacher asks the learners to read after him in the same time.

III. Production

The role of the teacher is to arrange the learners in groups (as required), The groups should be neither too short nor too large, the learners are then led to work on the top down and bottom up questions asked for the purpose of negotiating meanings, He/ She must see to asking relevant questions help to skim (for the main idea of the text) and scan for the details of the text, the learner's meanings must be negotiated in groups and among group members,

IV. Practice

Now, I ask my learners to read one by one in front of the class, and to read again by group that the teacher divided the class. In this time, the teacher should work with what the learners have produced during the reading by correcting the same questions. At this part of the reading comprehension, the learners may work on such activities like;

- Yes/no questions (answered by yes or no)
- True/false questions (answered by true or false)
- Informative questions (describing, explaining, defining ...)

It should be noted that learners must learn to comment the pictures in the textbook as well.

V. Follow up / follow through

Apart from the summary questions meant as paraphrases, the instructor could call to the learner's attention to underline grammatical structures which should become the essential of a lesson or grammatical structures.

6. Data analysis and techniques in teaching reading comprehension

A) The Techniques in Teaching Reading comprehension

Professor Duma KHONDE differentiate some steps that can be used in order to achieve the goals; those steps are well illustrated through this planning sheet:

Timing	Materials	Methods and Procedures
5'	1. Introduction T : Good morning ! P : Good morning ! T : What's the date today ? P : Today is Thursday, September 24 th , 2024. T : Make up a sentence with the word struggle. P : Life is a daily struggle. T : What is the title of our text ? P : It's Women's Liberation ? T : Today, we are going to keep on the same text : women's Liberation but we are going to deal with Reading comprehension.	<p>I greet the pupils and ask them the date then i will send one pupil to write it on the board.</p> <p>I ask a learner to make up a sentence with one of the words we learnt in vocabulary.</p> <p>I announce the lesson and ask the learners to write the title in their school diaries.</p>
10'	2. Presentation T : Take your text and read it silently ; after that you are going to answer to some questions. Q1 :Why did women claim the same right as men ? Q2 : What did women want for their liberation ? Q3 : When did the struggle for equal rights start ?	<p>I ask the learners to read the text silently while i'm writing the questions on the board.</p>
20'	3. Production T : Now you are going to work in group, each group is going to find the answer for its question. Group 1 : Question n°1 Group 2 : Question n°2 Group 3 : Question n°3	<p>I specify the question to each group and the answers should be negotiated to the whole class then written on the board.</p>
10'	4. Practice T : Answer by yes or no to the following questions 1. Today women want more freedom. Yes or no ? 2. Today the barrier between the sexes has been broken. Yes or no ?	<p>Learners are going to keep the same group and answer some questions by yes or no I ask the learners about the main concern of the text.</p>
5'	5. Follow up T : what is the main idea of the text ? P : The text is about the women's liberation.	

The objective here is to allow the learners to be:

- ❖ Aware of what they do understand,
- ❖ Identify what they do not understand.
- ❖ Use appropriate strategies to resolve problems in comprehension

Good readers use the skills of communication

- ❖ To identify where the difficulty is
- ❖ To identify what the difficulty is
- ❖ To restate the difficult sentence or passage in their own words
- ❖ To look back through the text
- ❖ To look forward in the text for information that might help them to resolve the difficulty.

b) Data Analysis

Data analysis is the study of the material or collection; and the discussion in teaching is the debate that helps to have the conclusion.

Data analysis or analysis of data transforming and modeling data have the aim of gathering useful information, suggesting conclusions.

C) Data discussion in Teaching

Discussion in teaching is a variety of forums for open-ended, collaborative exchange of ideas among a teacher and a learner.

To sum up, scholars suggest the following for the teacher to keep on course and make a living reading comprehension lesson:

- ❖ Select a text with a high interest value (it is often much easier and pleasant to read something interesting),
- ❖ Give the learners a purpose (aim of the lesson),
- ❖ Set them with a task that is within their reach (scanning or skimming).

F) Data Collection

Data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest. It is what someone collect in order to analyze it. It helps to answer relevant questions.

7. Conclusion

Reading comprehension is to read for information and meaning. This activity requires very particular attention on the part of the reader to be able to withdraw what the text is trying to communicate. Some reasons accounting for this choice; first of all, we are interested in reading due to the fact that it is one of the four basic skills that foreign language learners must achieve (reading, speaking, writing and learning).

However, it has been noticed that most of secondary school do not usually teach English properly. And very often, when asked to read some comprehension difficulties occur; this is the case of the targeted schools.

Many language teaching specialists who know the great importance of language in human communities, suggest ways of teaching it in order to help those who would like to learn them successfully to convey messages effectively. Obviously, the main concern of this work was teaching reading comprehension lessons in the fifth and sixth form of congolese secondary school.

We hope these suggestions will help teachers of English to improve their performance in teaching reading comprehension. We would also appreciate any remarks which could contribute to improve our shortcomings.

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