Communicative Vocabulary Classroom Using Visual Aids: Case Study Of Kampuse, Ikala And Ihumule High Schools (South Kivu Province/ DRC)

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ABSTRACT: This article is a deep study about the use of visual aids in Communicative English Language Teaching at 'KAMPUSE' and 'IKALA' and 'IHUMULE'high schoolsand suggests some remedial proposals. These schools are located in the Eastern part of the Democratic Republic of Congo. To achieve our objectives of bringing this work to fruition I applied the recommended procedures of research. Thus, I applied library research which helped me review the literatures of other researchers and be aware of what has been done by my elders as well as by scientific authorities. I also used the internet browsing which helped me get some authentic data. The field work helped me be aware of what is going on at the three above msentioned schools concerning the use of visual aids during the teaching of vocabulary lessons: the attitudes of pupils and teachers during English classes. This approach revealed to me that the teachers are not qualified in the teaching of the English language, and pupils are just like mere observers within the English classes. Teachers do not care about pupils' mastery or not. Thus, I have suggested some useful types of visual aids and the methodology related to the use of the latter. It has also shown some guidelines to follow when these teachers are to teach vocabulary lessons or attempt to design visual aids.

Index terms: Visual, lesson, communicative, schools, vocabulary, research

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0. INTRODUCTION

0.1. Background of the study
The teaching of English Language in a French speaking country like the Democratic Republic of Congo requires much training and sacrifices. First, pupils do not understand English but according to the national instructions, teachers are compelled to teach English in English; bilingual teaching is strongly prohibited. Thus skilled and non-skilled teachers are in trouble when teaching vocabulary, especially, abstract concepts. This situation pushed us to investigate over the matter. After attending different vocabulary lessons in some schools of Walungu, It has been noticed that there are some teachers of English language who do not mind using visual aids and some who try to do it, they do it awkwardly. Among them, some believe that visual aids are of less importance and they find it normal just because they find themselves in the same system. Other teachers on the other hand, believe that a lesson which is taught using visual aids is more effective. So, It has noticed that English is not correctly taught. Pupils fail to use items studied because the latter are not understood due to the lack visual aids We can believe that at this level, not many works have tackled such a topic of English language teaching in this area of the province and that is why we decide to dive ourselves into hot water.

0.2. Problem statement
Itis sure that teachers teach vocabulary lessons of each text, they even teach enough words but still pupils are unable to make a mere sentence with the words they have studied in the classrooms. This proves, indeed, that they did not understand the items as their teachers think they have taught them. Moreover, even when one tried to talk to them using the same items they have studied, they seemed to be lost in speech in the same way as if it were their first time to hear the items. Thus, there is communication blockage.

0.3. Aim of the study
The aim of this study is to disclose to its readers the effectiveness of visual aids to promote English language in Walungu to an acceptable stage. In this perspective, this study is made for the following aims:

- To promote the use of visual aids for better language learning processes
- To find out the importance of visual aids and its impact on the language mastery,
- To propose the visual aids in the teaching of English language,
- To propose a guideline on how to use visual aids in the teaching of English in Walungu high schools.

0.4. Hypothesis
I am sure that if high school pupils do not reach a good mastery of English language, this is due to the fact that the selection of teachers intended to teach this language is done at random without an effective check of their knowledge of English. That is, there is a lack of qualified teachers of English. Moreover, I can believe that it is possible for these teachers to get into trouble any time when they miss tools to make visual aids. A trained teacher may even draw on the blackboard and make his pupils understand some new words.

0.5. Research methodology
This work is based on documentary method. This method includes the library and internet research, and it was the method which helped me achieve the first part. As for the field work, I attended different lessons of vocabulary, in observing the way teachers were teaching and the mastery of pupils I found enough data which helped me carry on my research. I also submitted a questionnaire to teachers. This questionnaire was also another method to collect more data. The section of methodology is further developed as the second part.

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CHAPTER I. REVIEW OF LITERATURE IN ENGLISH LANGUAGE TEACHING

1.0.   Introduction

Communicative language teaching (CLT) also called the communicative approach to English is an approach to English language teaching that emphasizes interaction as both the means and the ultimate goal of study. It has undergone two main influences that are: Societal influence and the academic influence to reach the stage it has nowadays: (htt://www.google.cd/ communicative language teaching.) This part discusses the communicative vocabulary teaching techniques that are used from its birth. These techniques promote communicative vocabulary teaching.

1.0.1.   Societal Influence

Communicative language teaching rose to prominence in the 1970's and early 1980s as a result of many disparate developments in both Europe and the united states, first, there was an increased demand for language learning, particularly in Europe. The advent of the European common market led to widespread of European migration, and consequently there was a large population of people who needed to learn a foreign language for word or for personnel reasons. At the same time, children were increasingly able to learn foreign language in schools. The 1960sand 1970s as part of a general trend of curriculum-broadening ad modernization, and foreign language study (FLS) ceased to be confined to the elite academics.

1.0.2.   Academic influence

The development of communicative language teaching was also helped by new academic ideas. In Britain, applied linguists began to doubt the efficacy of 6 situational language teaching (SLT), the dominant method in that country at that time. This was partly in response to Chomsky's insights into the nature of language. Chomsky had shown that the structural theories of language prevalent at the could not explain the creativity and variety evident in real communication. In addition, British applied linguists such as Christopher candling and henry widdowson began to see that a focus on structure was also not helping language students.(http://www.google.cd/.communicative language.)

1.1.   What is vocabulary?

According to oxford advanced learner's dictionary (18th edition: p. 1662), vocabulary is all the words that a person knows or uses in a language. Going along with this definition, a person who speaks a language needs to have enough number of words which serve him communicate his thought with his interlocutors. These words do not come at random especially if the speaker of a language is a non-native. He will put emphasis on the language by learning it repeatedly either at home or in classroom. The same time a learner of a language is learning, the communication process is necessary for him to practice the words for a good mastery of the language. If a learner is not initiated early to communicate, his vocabulary will help him for nothing since the language takes its basis in communication. On the same point of view Dell Hymes states that the communication competence is the ability to use the language appropriately in any circumstance. In this idea, Dell means that a speaker of a language needs much knowledge in order to be able to use this language appropriately in any specified situation. The learner should then be able to react to that has been uttered because his knowledge has it already. A teacher for example, who sends his pupil to run and bring five pieces of chalk. The pupil runs, but, as there are only two pieces of chalks, the pupil goes back with them and informs his teacher that there are only two pieces. This example means that the pupil has understood his teacher's words and he is able to react to them as well.

1.2. Communicative vocabulary teaching techniques

This point describes communicative vocabulary teaching by giving some techniques. These techniques are suggested for teachers during teaching and learning process to help participants reach their horizon. Indeed, the techniques are separately developed; they all tend to communication and motivate learners.

a. Visual aids techniques

It is not worth describing this technique before defining what a visual aid is. As for its definition, Oxford advanced learner's dictionary 8th edition:1661, defines the term visual aid as being a picture, video etc. used in teaching to help people learn and understand something. Akuackgbua (2000:85) is of the view that instructional materials are those materials or resources employed by the teacher to make teaching and learning effective and productive. With the use of instructional materials in the teaching of English language, the students are made to perform actively poor usage instructional materials in teaching to a large extent hinders student perform in English.(http://www.facultyfocus.com /articles…..) Both definitions coincide given the fact that all keep the effectiveness in teaching and learning process. The teacher is asked to prepare his lessons and associate his items, sentences with concrete, semi-concrete and abstract materials. Pupils learn through their senses.   Thus, from further ages on, visual aids are designed to help learns understand the language in a short time.

b. Stone Age visual aids

The concept of Stone Age dates back to the period when basic educational visual aids consisted of the use of stone and rock. During this stage, sticks, shells, seeds and cowries were noticeable. The rock surfaces formed the board, sharp edged pebbles, stones and sticks were used as pens to make scratches that left important messages for future generations. Roots, herbs, leaves and fruits produced some indelible liquid used as ink for messages. (http://www.visual aid in teaching.)

c. Paper Age visual aid

This stage started before the first century AD. By this period hand act, wooden block were in Asia as a printing process. The first printed book was produced in 800AD. Furthermore with the development of printing machine by John Guttenberg of Germany in 1445, came a wider horizon in the history of this stage. (http://www.visualaid in teaching.)

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d. Machine Age visual aids

This period is viewed as the one for development in science and technology. This period can be called ''communication period'' because of the development in Information generated retriever and transition that transmitted at lightning speed; this marks the period of the introduction of satellites and computer into education system, radio, television and optic communication system became important in the classroom as a medium of instruction.(http://www.visualaid in teaching.)

Partial conclusion

This part has dealt with the first point which shows the social context in which the communicative learning of language has developed.In addition, the academic impulse was also important to the stage today. This part defines vocabulary and the teaching of vocabulary as for its communicative aspect. Two main communicative vocabulary teaching techniques are largely treated and they show successfulness in language learning along their evolution.

CHAPTER II.CRITICAL LOOK AT THE TEACHING OF VOCABULARY LESSONS AT THE TARGET SCHOOLS

2.0.   Introduction

The preceding part has dealt with the review of literature on CLT, study the field work, analyze the data collected in the field work and suggest visual aids in English language teaching. The present part discusses the teaching of vocabulary lessons at Kampuse, Ikala and at Ihumule. This part gives details on how teachers in these schools teach vocabulary lessons, how many words they teach so that pupils can comprehend the lesson. This part tries to contrast the teachers 'English language teaching and the CLT's principles.

2.1. A Critical took on attended lessons and pedagogical implication

- At KampuseSecondary School

The first lesson I attended was vocabulary; but the title of the text related was not mentioned anywhere. I asked the teacher what was the title of the text and he told me that the text was entitled (the leopard). Meanwhile, the teacher was teaching therefore, the teacher taught only two items as shown above. I was not able to understand pupils, noise at the very beginning of the lesson, finally I noticed that pupils were not used to the words they were taught and in addition, they lacked interest in the lesson. The teacher was speaking but the lesson looked boring to pupils. These words were not very complicated in the way that they would require enough time. Visual aids were not shown to pupils to make them identify which words they were studying; according to the teacher, he does not find visual aids to bring into the classrooms. In this perspective, I was lost on how the objective of the lesson would be evaluated. According to our national curriculum, English language lessons are made to make learners understand, speak, read and write. These objectives can be reached if only the teacher is aware and enthusiastic to where he brings his learners. I continued until I attended another lesson in the fourth form. Although the teacher improved the number of

items and reached seven words instead of two words, the lesson was still lacking effectiveness. I tried to ask for the preparation card but it was not availed. The teacher held his book and was still finding new words to teach, a way to show that the lesson was not prepared at home. The words taught missed demonstration strategies and drawings on the blackboard reason why this lesson took much time. I noticed that some teacher consider visual aids as being only touchable objects where as oxford advanced leaner's Dictionary 8th edition and professor EDWARD CHADD define clearly the word "visual aid" as things, objects, drawings, gestures, mines etc. which can facilitate the teacher to make a good understanding of a new item to his audience. A stage, the teacher should choose any of these techniques provided that his pupils get the result of his teaching.

- At Ikala Secondary School

I went to Ikala and worked in the third form wherein the teacher taught ten items but his words lacked effectiveness. His pupils were unable to understand and that pushed them to quarrel with him when they asked questions which were embarrassing for him. Pupils showed interest I the lesson although visual aids were not available. The teacher was not with his preparation card, and for this reason, the same time he was teaching he looked for new works to teach in this texts book, sometimes, he would ask his pupils to read the text and give difficult words because his pupils had the text earlier before he taught vocabulary. It happened that pupils gave words but he would refuse then or even ask the same pupil to give the meaning himself. If the pupil ignored the meaning, the teacher would try to explain in his way but was not aware of the pupil's understanding of the meaning until another new item was introduced. The teacher indeed, was with the routine that he always taught without visual aids and, according to him, some pupils understand the lesson despite the strategies he used. As far as the observation and experience were concerned, at the end of the lesson, I tried to put some questions to pupils; only two pupils answered correctly. The experience showed me that pupils did not understand the words. How can the teacher know that he reached his objective at the end of the lesson? I think that the teacher's self evaluation would not be a real one with this manner of doing. The teacher could not state that his objective was or was not reached at the end of the lesson because he could be likely to say what is contrary to what h did. I am sure that if the teacher were trained to teach vocabulary lessons with the appropriate techniques, his pupils would be active in the classroom and moreover to communicate in English. The preparation of lessons at home is necessary for the teacher to identify which word is important in communication pupils can have. When the teacher is teaching and still asking pupils to give new words from the text, sometimes he can be misted and runs the risk to teach what is less important. I noticed that in some schools, teachers are selected and oriented at random. Some teachers state that they are not placed to teach English but as there is no other teacher; they agree to teach it. It is sure that the result of this teaching cannot be satisfying. Hereby some headmaster do not visit their classroom during English language they receives no answer as well as they wanted the teacher to answer the

questions. It occurred that pupils made noise owing to this attitude from the teacher.

- At Ihumule Secondary School
Our arrival at Ihumule high school was reinforcement for my research and it served me contrast the data collected at Kampuse and Ikala . As shown earlier in the second part, I attended two lessons, one in the third form and another in the fourth. The teacher was ready with his preparation card and it was well done according to the model of a preparation as shown in National curriculum. The preparation card was limited to only six words for each lesson and this was well done because pupils had rote to play in communication. The teacher thought the some words as what was on the preparation card. He used some techniques such as the visual aid, demonstration, contexts which were appropriate to the words. At each stage, pupils were able to ask questions and to answer as the teacher would ask them. Some pupils who were absent minded were awoken by questions and at least they tried to be careful to what the teacher was dealing with. For the words or contexts that pupils hesitated to understand quickly, the teacher would draw on the blackboard and told one pupil to say what is it; and after other pupil will reproduce the same as his school mate has stated. In so doing, I noticed that the teacher was trained to teach English language. He was able to try many techniques. I was convinced with communication in the fourth form, pupils were able to understand and even to speak English although some words were misspelled. At this level, pupils are not much trained in the accuracy of the stress. Hereby, the teacher would correct words which were mispronounced and make the pupil pronounce the words correctly after his correction. In the fourth form, I noticed that the word Scotland was not easy for the teacher to explain and make pupils understand it. However, he was able to draw on the blackboard, but it seemed that the teacher had not much buck ground on the word "Scotland" as being a part of Great Britain. The lessons at Ihumule involved effectiveness, communication, interest and at least pupils. Were motivated by the teacher'sattitude. In addition to his attitude, the visual aids he used were also a way to make his lesson real. Fonochiarro and Bonomo (1973:163) stated that students understand rand retain the meaning of words better when they have been shown or have touched some objects associated with the words. For this reason, all schools should have collections, of objects such as. Charts, newspapers, tickets, menus, flags, buttes, kitchen utensils, class objects etc. to be used by teachers of languages and make sure that the teachers use them correctly. It sound rather unbelievable for a school to miss these objects and pretend to promote the teaching of English language. For some teachers, their headmasters do not care about the effectiveness in English language teaching and as matter of fact, the former do it as they feel. As for the teacher of English at Ihumule, when he is preparing a lesson, according to him, he tries to challenge until he finds an object for each word which would not be easy to explain on the blackboard. The teacher by himself cannot equip the school with the objects which are useful in the teaching of English language. The headmaster, as the top-manager of the school, has the responsibility to identify the kind of books the school needs to use in every field, the necessary

visual aids and so forth. In some schools, teachers use books that they find from the own mean. The books that a teacher buys from his own money is his own and can bring it wherever he decides to go. The school can suffer much if such teachers leave with their books. As a matter, no book will be left is the school with this situation.

Partial summary
This part has dealt with the teaching of English language in the target schools and it has put a critical look on the pedagogical implication. In its first step, it has shown the list of words taught in each class and each school. For this step, the content shown for each school reflected the same content as the teachers taught them. This part tried to analyze the way pupil's comprehended words and what contributed t the success or the failure.

CHAPTER III.REMEDIAL PROPOSALS

3.0. Introduction
The preceding part has dealt with a critical look at the teaching of vocabulary lessons at Kampuse, Ikala and Ihumule high schools. The present part consists of providing some remedial proposals for the issue arisen from the lack of visual aids in English language teaching. From this viewpoint, this part is regarded as the focus of this study since it proposes and suggests different kinds of visual aids and their usage. Some useful visual aids in English language are discussed in this part; they are related to this area and steps to follow for designing them.

3.1. DESIGNING VISUAL AIDS
There are many different rules for designing visual aids, some of which will apply directly to different kinds of equipment. In general, sticking to the following guidelines will have great importance in designing visual aids:
- Using one main idea for each visual aid;
- The Making text and diagrams clear and readable as they are related to the visual aid;
- Avoiding the cluttering of different objects in the introduction of a single object;
- Keeping the object consistent as a way to avoid confusion among pupils;
- Making sure that the visual aid is high quality (checking for the spell and other errors occurring in the handwriting).

Hereby, we should make sure that the class is able to understand a visual aid in a matter of seconds when designing.

3.2. Suggestions on the use of visual aids
As many kinds of visual aids are provided in the preceding points, it is true to mention that some of them cannot be useable in Walungu high schools as they are too demanding in terms of mean. At present, no school can pretend using visual aids which require some electromagnetic machines or devices such as: a computer, television, generator, video tape etc. in English teaching because these schools are still poor in terms of money. However, being poor, the schools will put in their teaching the visual aids they can easily afford. The kinds of visual aids mentioned in this part do not all put apart our schools in this rural area; some are much expanded in our areas

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and are related to our every-day lessons. As for the case of arte facts, this kind of visual aids is said to be appropriate to our schools in Walungu and teachers of English have to involve themselves in its use. Sometimes, they do not require to be bought in markets because they are everywhere in our environment. Or ever, ever, pupils can engage in making some objects that that they keep in their office and they are used in teaching English language as they are available teachers in turn have to identify the different objects to be used in their teachings. The headmaster is also able to know that his teacher may feel at ease when he is teaching with these objects. I was astonished to see that in some offices there are many arte facts which are not used by teachers. Which headmaster would feel motivated to equip his school with materials which do not contribute to any improvement? these irresponsibility at this side is attributed to both sides all of them need to know what he is required to do for their learners and what are the consequences emerging from the lack of an accurate teaching in English language.

3.3. Suggestions aboutthe kinds of visual aids and Methodology

There are many different types of visual aids. The following will help notice the most commonly used in the teaching of English language.

a. Overhead projector slides (OHP) or transparencies

Overhead projector slides are a piece of equipment that projects an image into a wall or screen so that many people can see it. (Oxford advanced learner's Dictionary 8th edition: 1048). It is a very useful tool found in most lecture and seminar rooms. The OHP projects and enlarges the slides onto a screen or wall without requiring the lights to be dimmed. The teacher can produce his slides in three ways:

- Spontaneously produced slides: these can be written as the teacher illustrates his points or he records comments from the class;
- Pre-prepared slides: These can be words or images either hand written/drown or produced on a computer;
- A mixture of each slide: the teacher tries to add to pre-prep slides when making his presentation to show a certain movement, highlight change or signal detailed interrelation ships. The user will make sure that the text on his slides is large enough to be read from the back of the room. This should also help reduce the amount of information on each slide. The user will avoid giving his audience too much text or even overly complicated diagrams to read as this limits their ability to listen. The user should avoid lists of abstract words as these can be misleading or uninformative.

b. The Blackboard

A blackboard is very useful to help explain the sequence of ideas, particularly in sciences. The teacher uses a blackboard to clarify the title or to record the key points as he introduces the lesson. This will give him a fixed list to help him recap as he goes along the lesson. Rather than expecting the class to follow the teacher's spoken description of an experiment or process, he would better write each stage on the blackboard, terminology or precise references to help his class to take accurate notes. However, once he has   written something on the

blackboard, he would either have to leave it or rub it off because this can be distracting to his class. The teacher will check to make sure that his class has taken down a reference before rubbing it off. There is nothing more frustrating than not being given enough time. The teacher should avoid leaving out of date material from an earlier point of his presentation on the write "live" he will check that his audience can read his handwriting.

c. The paper handouts

A handout is a document that is given to students in class or people attending a lesson, attack etc. rand that contains a summary of the lesson/talk; a set of exercises etc., according to oxford advanced learner's Dictionary 8th edition: 679. Handouts are not commonly used to low-level learners. They are used if the information is too detailed to fit on a slide or it the teacher wants his audience to have a full record of one's findings. They are given at the beginning, middle and end of the presentation according to the meaning the teacher wants to spread to his audience. Sometimes, they may lead to distraction when they are given too early. There is a disadvantage in giving them too late because the class must have taken unnecessary notes. Given out in the middle the audience runs the risk to take more reading than listening. Thus, one powerful way of avoiding these pitfalls are to give they out incomplete at key stages during one's presentation. After   the decisive stage is finished, one should then highlight the missing details aloud, encouraging the audience to fill in the blank spaces.

d. Flip Chart.

A flit chart is a large sheets of paper fixed at the top to a stand so that they can be turned over, used for presenting information at a talk or meeting: oxford advanced leaner's dictionary 8th edition: 571. It is a very useful and flexible way of recoding information during one's presentation. The teacher can even use prepared sheets for key points. He should record information as hi goes along, keeping one main idea to each sheet, he should flip back through the pad to help himself recap the main points. He will use the turning of the page to show progression from point to point. He should make his writing clear and readable and his diagrams as simple as possible.

e. Video (DVD or VHS) also video tape

A video is a type of magnetic tape used for recording moving pictures and sound: Oxford advanced Learners' Dictionary 8th edition: 1657. A video gives a chance to show stimulating visual information. The teacher uses video to bring movement, pictures and sound in his lesson and he should make sure that the clip is directly relevant to the content of the lesson. He should tell his pupils what to put attention on. In this manner of doing, the teacher should avoid showing any more film than he needs it.

f. Artifacts or props

Artifact is an object that is made by a person, especially something of historical or cultural interest: Oxford Advanced Learners' Dictionary: p68. It is useful to use artifacts or props when preparing a lesson. If the teacher brings an artifact with him, it is obvious to be sure that the object will be seen and be prepared to pass it round a small group or move to different areas of a large classroom to help his

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pupils view it in detail. He should remember that this will take time and that when a class is immersed in looking at an object, it will find it hard to the teacher's talk. Thus, when making artifacts, it should be better to prepare large ones so that they should be seen in a short time.

Partial conclusion

This part has dealt with some remedial proposals about the use of visual aids in the communicative approach of the teaching of vocabulary lesson. It has suggested some useful types of visual aids and the methodology related to the use of the latter. Moreover,this part has shown some guidelines to follow when one wants to attempt to design visual aids.

GENERAL CONCLUSION

This article aimed at making a deep study about the use of visual aids in Communicative English Language Teaching in three secondary schools of Walungu namely '**KAMPUSE' and 'IKALA' and 'IHUMULE'** and suggest some remedial proposals. To achieve our objectives of bringing this work to fruition I applied the recommended procedures of research. I applied library research which helped me review the literatures of other researchers and be aware of what has been done by my elders as well as by scientific authorities about Communicative English language Teaching. Furthermore, this approach allowed me make different analyses and criticisms on the teaching of English language using visual aids. The internet browsing helped me get some authentic data. It provided me with useful visual aids and related methodologies in the teaching of the English language teaching. The field work helped me be aware of what is going on at the three above mentioned schools concerning the use of visual aids during the teaching of vocabulary lessons: the attitudes of pupils and teachers during English classes. This approach revealed to me that the teachers are not qualified in the teaching of the English language, and pupils are just like mere observers within the English classes. Teachers do not care about pupils' mastery or not.Thus, my last part has suggested some useful types of visual aids and the methodology related to the use of the latter. It has also shown some guidelines to follow when these teachers are to teach vocabulary lessons or attempt to design visual aids. No one can expect this work to be exhaustive or perfect; thus, we invite other researchers to investigate in this domain to deepen and improve what we have done.

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