

The use of Languages in DRC: Family, Educational and Cultural Implications

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Abstract:- This study has been conducted with the aim of knowing whether the motivation of secondary school students in the Democratic Republic of Congo in learning the English language, and establishing the relationship linking language to family, education, and culture.

It has been found firstly that secondary school students are highly motivated in learning English, and that cultural-linguistic motivation is predominant over the others, viz. the holistic and the cognitive-linguistic motivation, although it is difficult to tell one from another; secondly that most of families practice multilingualism, and that most of the parents do encourage their children in learning English despite the ignorance by some of them of the possible effects on their children; thirdly that the teaching of English in the Democratic Republic of Congo follows pedagogical norms as stated in the national syllabus, and that the majority of students are satisfied with the language learning situation, wishing that some of the teachers have to reconsider their teaching methodology in order to meet the needs of the learners, and that way reach the language learning objectives; and finally that despite the practice of multilingualism in the Democratic Republic of Congo, people do keep their cultural identity, and that the influence of English on the learners is mostly linguistic but not cultural.

Keywords:- Languages, DRC, Use Of Languages, Family Implications, Educational Implications, Cultural Implications.

I. INTRODUCTION

The Democratic Republic of the Congo can be linguistically considered as a mosaic of languages. There are more than 200 languages spoken, and studies undertaken by researchers place the number of languages between 200 and 250. Ethnologue (2012) lists 215 living languages. The official language, inherited from the colonial period, is French. Four indigenous languages have the status of national languages: Kikongo, Lingala, Kiswahili, and Ciluba. English, learned as a foreign language, has no special status or use over any other foreign language. Nevertheless, it is now the language on the rise in DRC (Buhendwa 2020).

Malekani (2009) presents the sociolinguistic situation of the DRC in the form of a pyramid which goes from 200 – 250 vernacular languages at the bottom to 4 national languages at the second stage, 1 official language at the third, and 1 compulsory foreign language at the top.

When the country was a Belgian colony, it had already instituted teaching and use of the four national languages in primary schools, making it one of the few African nations to have had literacy in local languages during the European colonial period (Ethnologue 2012). This has continued after the country got its independence from Belgium up to now in spite of the numerous reforms the educational system underwent.

Some noticeable foreign languages used in the DRC are Portuguese due to the neighboring with Angola in the south west, and Sango which is the national language of the Central African Republic and used to allow communication with people in the north western part of the DRC. Among the slangs spoken in DRC, Indubil has been noted since around the sixties and continues to evolve nowadays (Mutambwa 2010).

French is used as both a subject and a medium of instruction from elementary school up to university; and English has become a 'compulsory language' across the curriculum from secondary to post-secondary education in the DRC (Malekani 2009).

It is obvious now that English is rising at high speed, and due to its compulsoriness, it will be outweighing French very soon on many aspects, but its status is not clearly defined. Let's take the medium level in the educational system which is the secondary school. English appears in the curriculum only as a subject, and students are exposed to it for four years, i.e. from the third up to the sixth grade; whereas French is at the same time used as both a subject and medium of instruction, and students are exposed to it during the whole six grades.

According to the national syllabus of the English course (p. 6), learning English is of increasing importance for secondary school students in the Democratic Republic of Congo in a time where the country is in having more and more contact with English speaking countries, especially those from Africa, enabling people to go beyond the linguistic barriers that limit communication between countries using different languages.

The teaching of English aims first at making students capable of understanding, speaking, reading, and writing correctly this language; and then at making them sensitive to the culture and civilization of English speaking countries. The purpose of the teaching of English is then practical and cultural, i.e. intrinsic and integrative.

English appears at the top of the Congolese sociolinguistic pyramid because of its being viewed as a language of 'liberation', a language of 'development', a language of 'mobility', a language of 'opening to the world' and 'universalism' (Buhendwa 2010).

English may be seen as a language imposed to students during the schooling period due to the fact that they haven't freely chosen to learn it, but they have found it in the curriculum; and they are more likely not to be very motivated in learning it. That's the concern dealt with in the present study, which aims at finding out what are the predominant motivations of secondary school students in learning English, and at establishing the relationship between languages and family life, education and culture.

A. Research Questions

➤ *The Research Questions Raised in this Study are the Following:*

- What are the secondary school students' attitudes and motivation in learning English in the Democratic Republic of the Congo? And what is (are) the predominant one(s), if any?
- In what ways language interfere with family? Do parents encourage their children to learn English, and are they aware of the eventual consequences?
- In what ways language has to do with education? Is the English course syllabus designed referring to the students' motivations, in other words, does the teaching of English in the Democratic Republic of the Congo encourage an intrinsic orientation or does it make use of controlling contingencies? And does the teaching environment allow students to experience an integrative feeling in school?
- What effects does the multilingual situation of the DRC have on cultural identity in general, and how is English language influencing culture in particular?

B. Hypotheses

➤ *The Following Hypotheses will be Considered in the Study:*

- Secondary school students in the Democratic Republic of the Congo are not really motivated in learning English due to the fact that they haven't made a free choice; and even if some of them are motivated, there's no predominant motivation over the other(s).
- Parents do not encourage their children enough in learning English, and even those who do it are not aware of the consequences.
- The English course syllabus doesn't take into account the students' motivation in learning English, and the teaching environment doesn't allow students to experience enough of integrative feeling in school.
- The multilingual situation of the DRC does not make people lose their cultural identity, and English is not influencing culture either.

C. The Results

Data were collected on a sample of 51 cases among currently enrolled secondary school students in Kinshasa (DRC), especially those in the sixth grade and were analyzed using descriptive statistics of percentages and bar charts. The minimum, maximum, mode median and the histogram were used for the variable of age. Sample distribution data on school, type of school, school location, sex, age, and field of study will be presented first. Then data results on the interest variables will be given. They will be divided in four groups in relation to the raised questions and the hypotheses stated above, namely motivation, language and family, language and education, and language and culture.

II. SAMPLE IDENTIFICATION DATA

A. Distribution by School

Considering their different schools, 17.65 % of the respondents are from Institut Moteyi, 17.65% from College Saint Esprit, 19.61% from Complexe Scolaire Diabena, 7.84% from Complexe scolaire Mokengeli, 5.88% from Institut Bumba, 17.65% from Institut Carmen Salles, 11.76% from Institut Mbotama, and 1.96% from Institut Reverend Bangi.

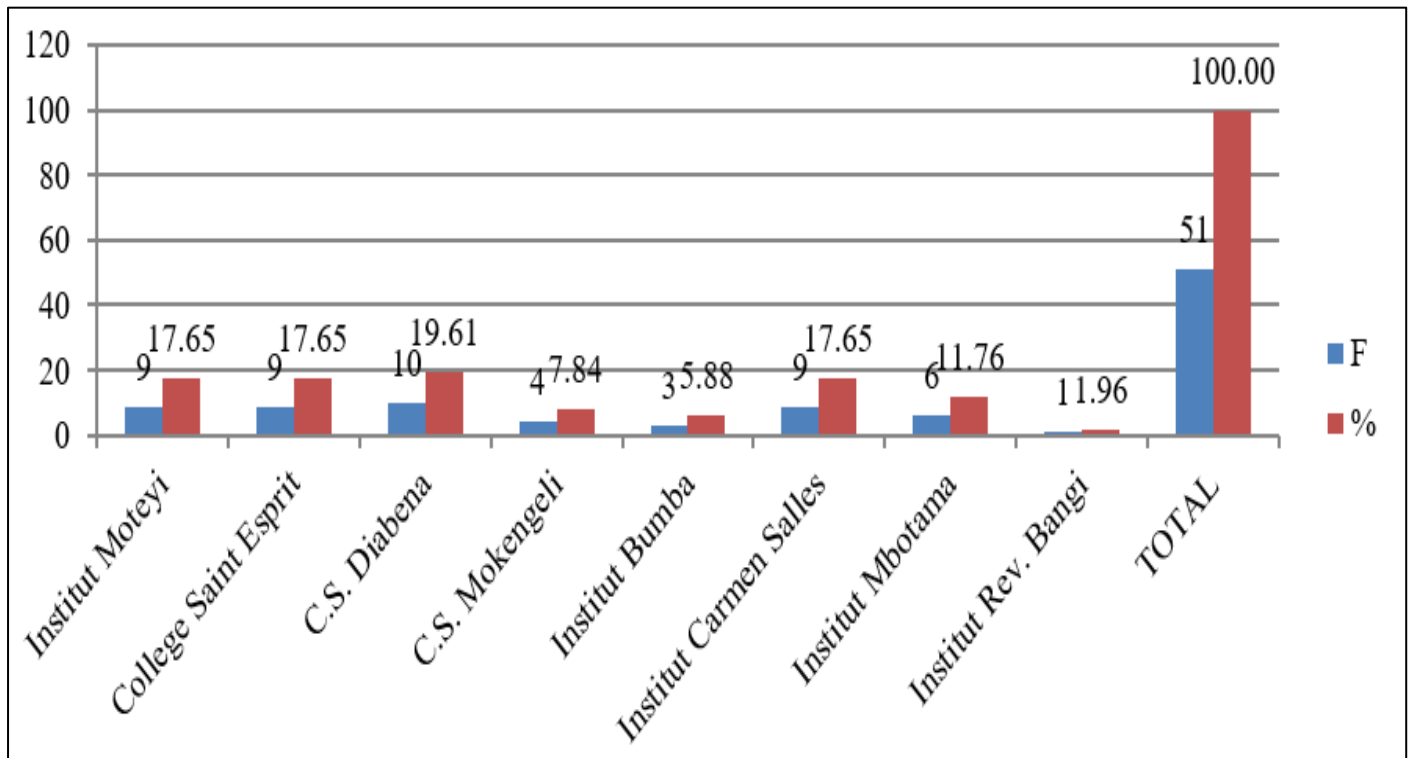


Fig 1: Distribution by School

B. Distribution by type of school

According to the different types of schools or school management, 23.53% of the respondents are from public

schools, 31.37% are from private schools, 35.29% from catholic schools, and 9.80% from protestant schools.

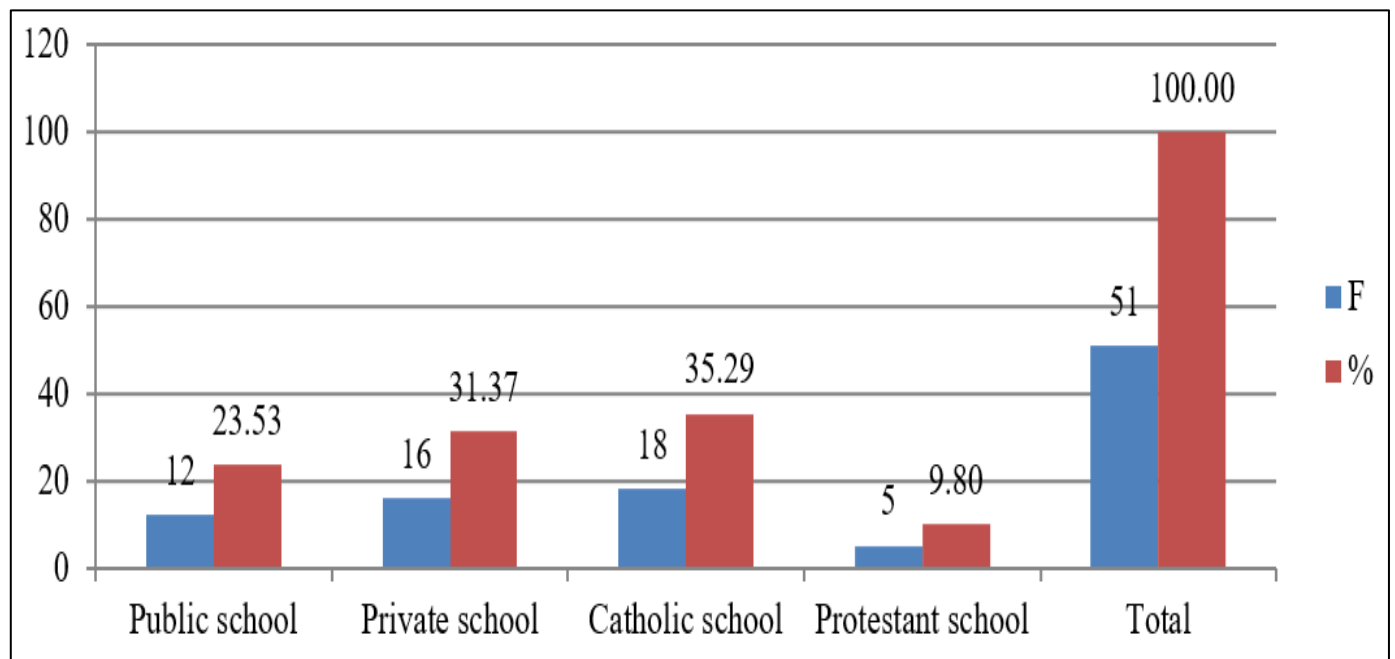


Fig 2: Distribution by Type of School

C. Distribution by Location

The majority of the respondents (70.59%) are located in Lemba, whereas 29.41% are from Kisenso. It is worth to be

noted that location here is mostly concerned by place where the schools are located rather than where respondents are actually living.

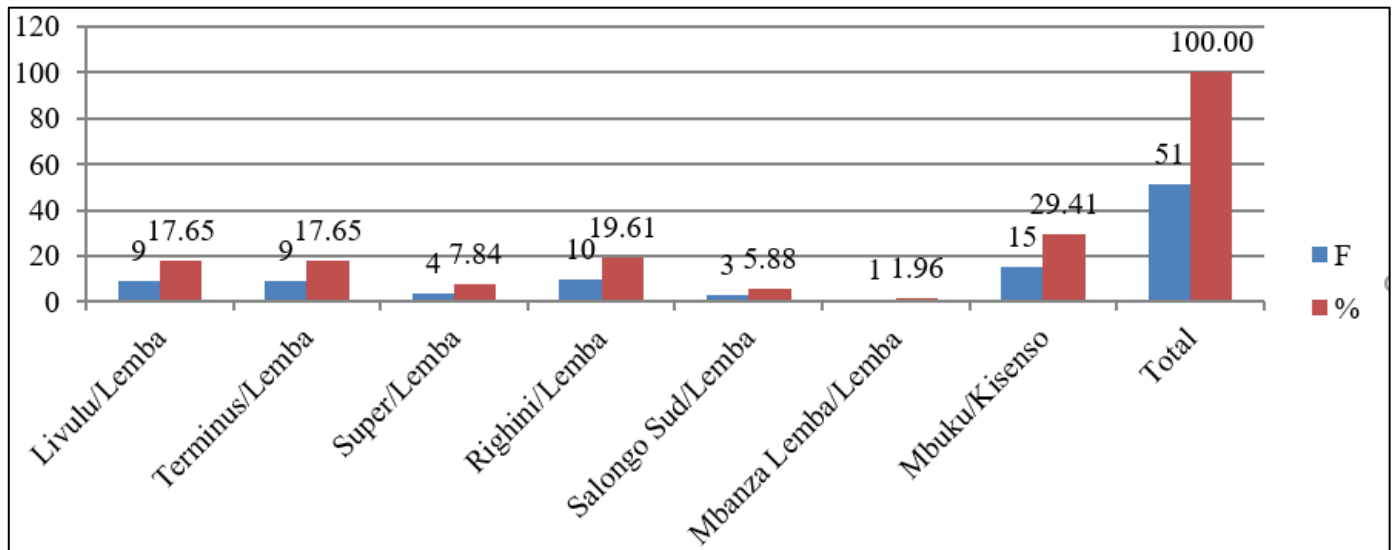


Fig 3: Distribution by School Location

D. Distribution by Gender

39.22% of the respondents are males and 52.94% are females, 7.84% avoided to indicate their sex. It is to be noted

that the sampling didn't emphasize the gender. Ten students per school were needed to respond to the questionnaire whatever their sex.

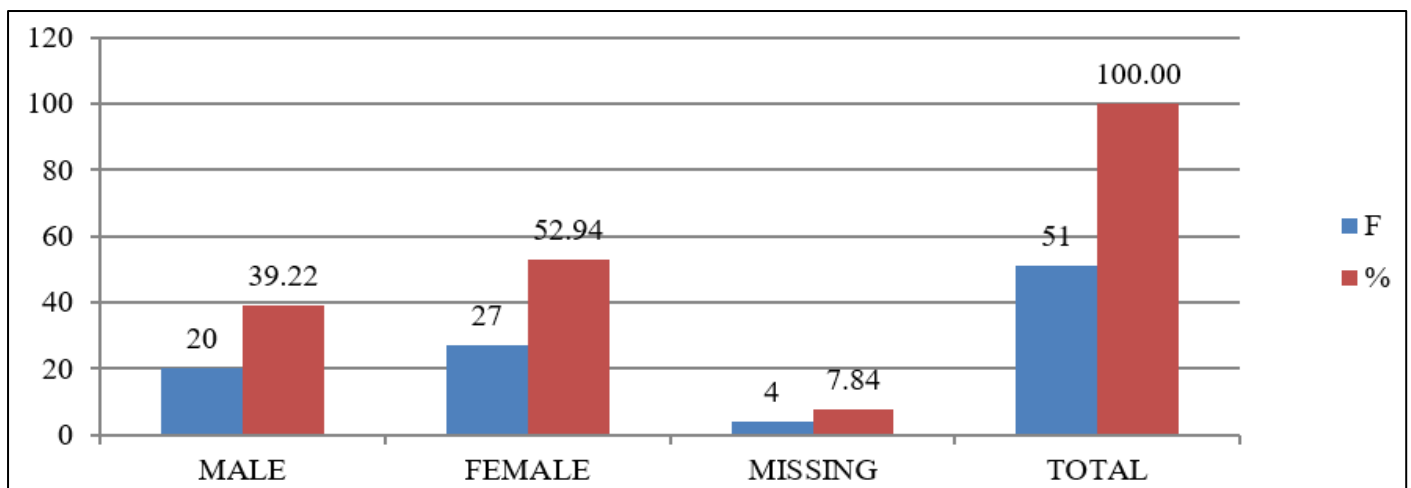


Fig 4: Distribution by Gender

E. Distribution by Age

The summary statistics for age is displayed as in the table below.

Table 1: Age Statistics 1

Statistics		
AGE		
N	Valid	46
	Missing	5
Mean		18,59
Mode		19
Std. Deviation		1,066
Minimum		17
Maximum		22

As for their respective ages, 13.7% of the respondents are 17 years old, 29.4% are 18, 31.4% are 19, 13.7% are 20,

and 2.0% are 22. 9.8% didn't tell their age. The other elements can be found displayed on the table below.

Table 2: Age Statistics 2.

AGE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	7	13,7	15,2	15,2
	18	15	29,4	32,6	47,8
	19	16	31,4	34,8	82,6
	20	7	13,7	15,2	97,8
	22	1	2,0	2,2	100,0
	Total	46	90,2	100,0	
Missing	System	5	9,8		
Total		51	100,0		

And the age histogram is displayed as follows:

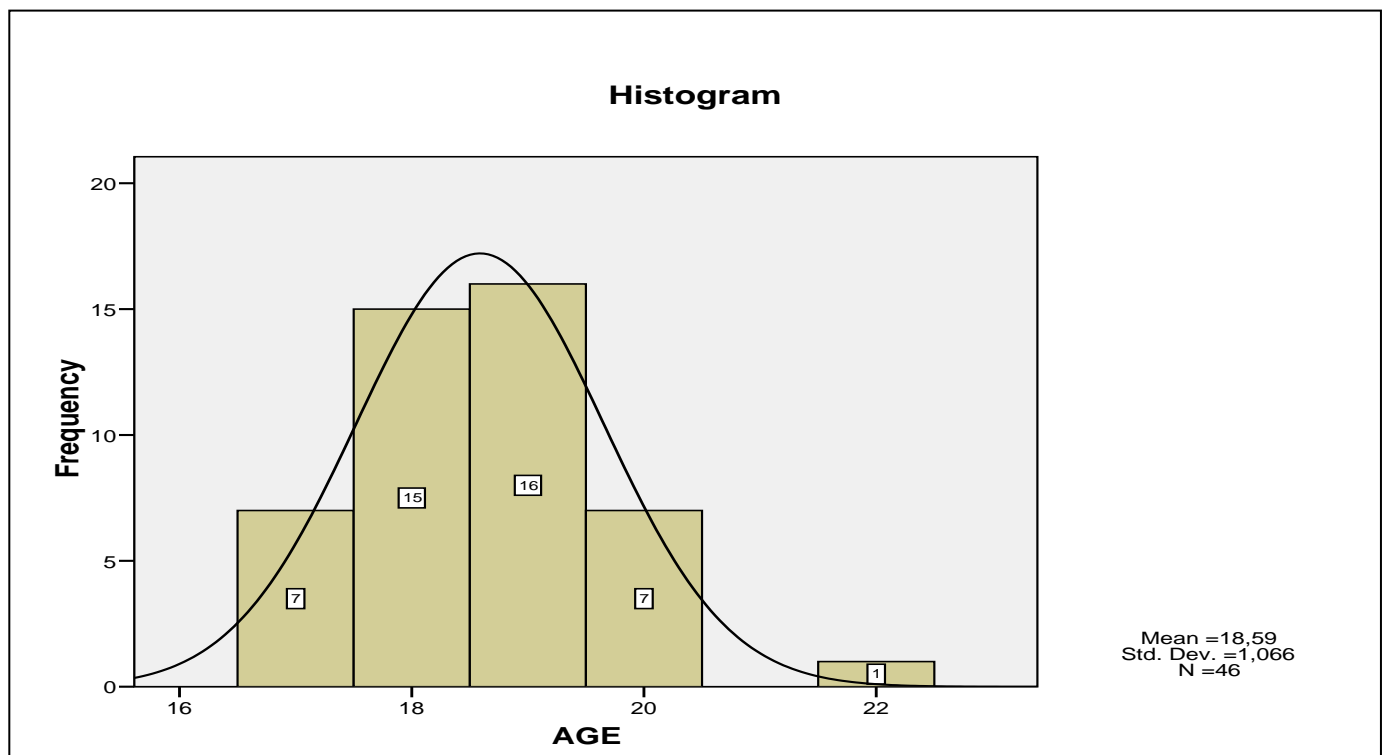


Fig 5: Age Histogram

The age histogram shows that apart from one case at the extreme on the right hand, all the cases are close to the mean.

F. Distribution by Field of Study

Taken into account their fields of study, 13.73% of the respondents are in literary section, 19.61% study biology-chemistry, 27.45% do pedagogy, 25.49% study commercial and administrative techniques, and 7.84% do electricity. 5.88% didn't indicate the field of study they are following.

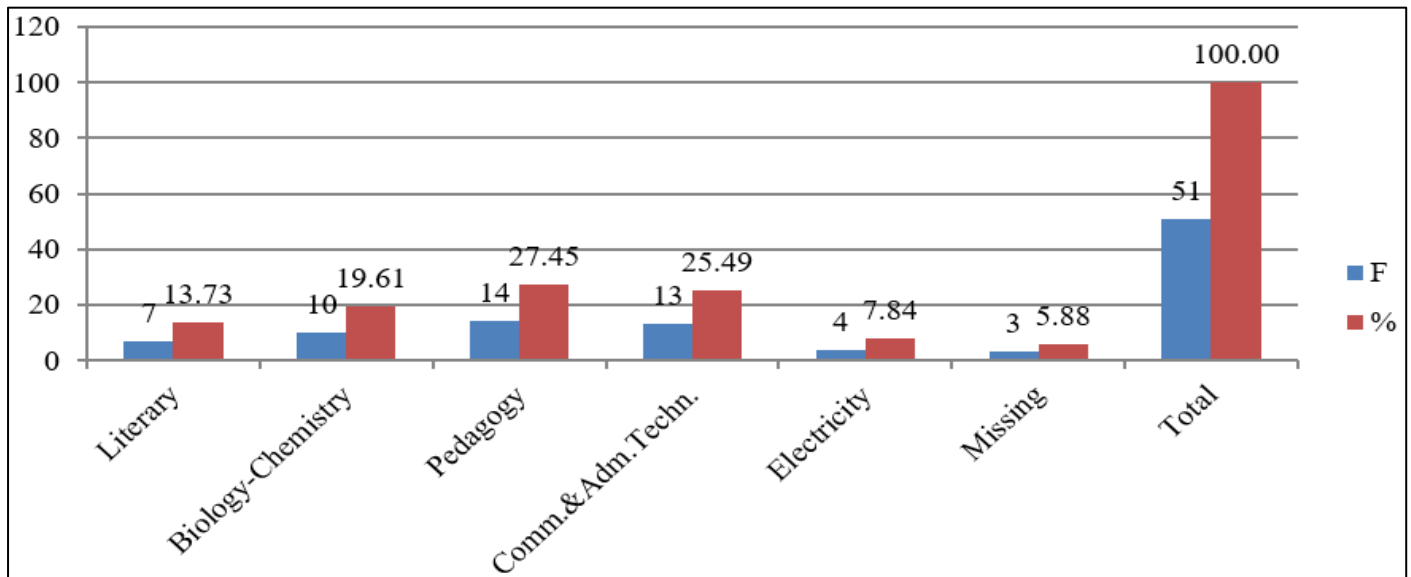


Fig 6: Distribution by Field of Study

III. INTEREST VARIABLES DATA

These data on interest variables will be divided in four parts in relation to the raised questions and the relative hypotheses stated above.

A. Motivation

➤ Attitudes Toward the English Course

As they were asked to know whether they like the English course, all the respondents answered positively as it is shown on the following graph.

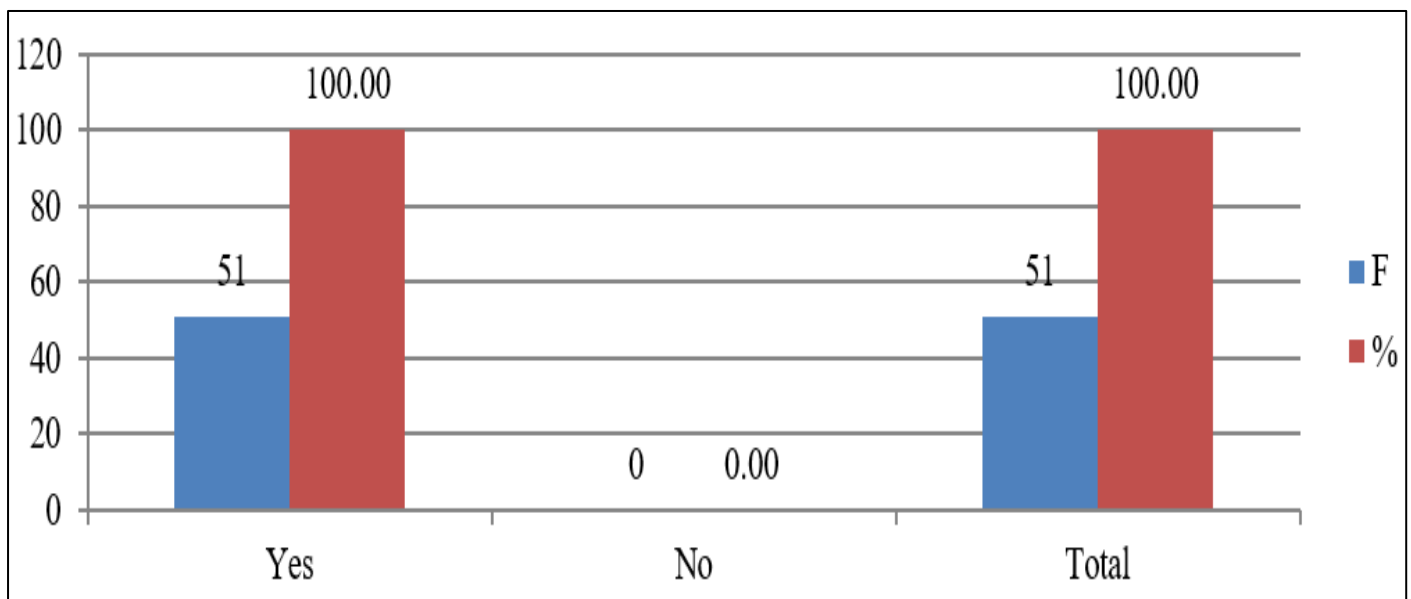


Fig 7: Attitude toward the English Course

➤ Reasons for learning English

Asked to give the reasons why they are learning English, the majority of the respondents (62.75%) made statements showing that they have cultural-linguistic drives, 15.69% have a combination of holistic and cultural-linguistic drives, 9.80% have cognitive-linguistic drives, 3.92% show holistic

drives. 1.96% of people show a combination of holistic and cognitive-linguistic motivation, 1.96% have a combination of cultural-linguistic motivation, and 1.96% a combination of holistic, cultural-linguistic and cognitive-linguistic motivation. The motivation of 1.96% of the respondents is missing.

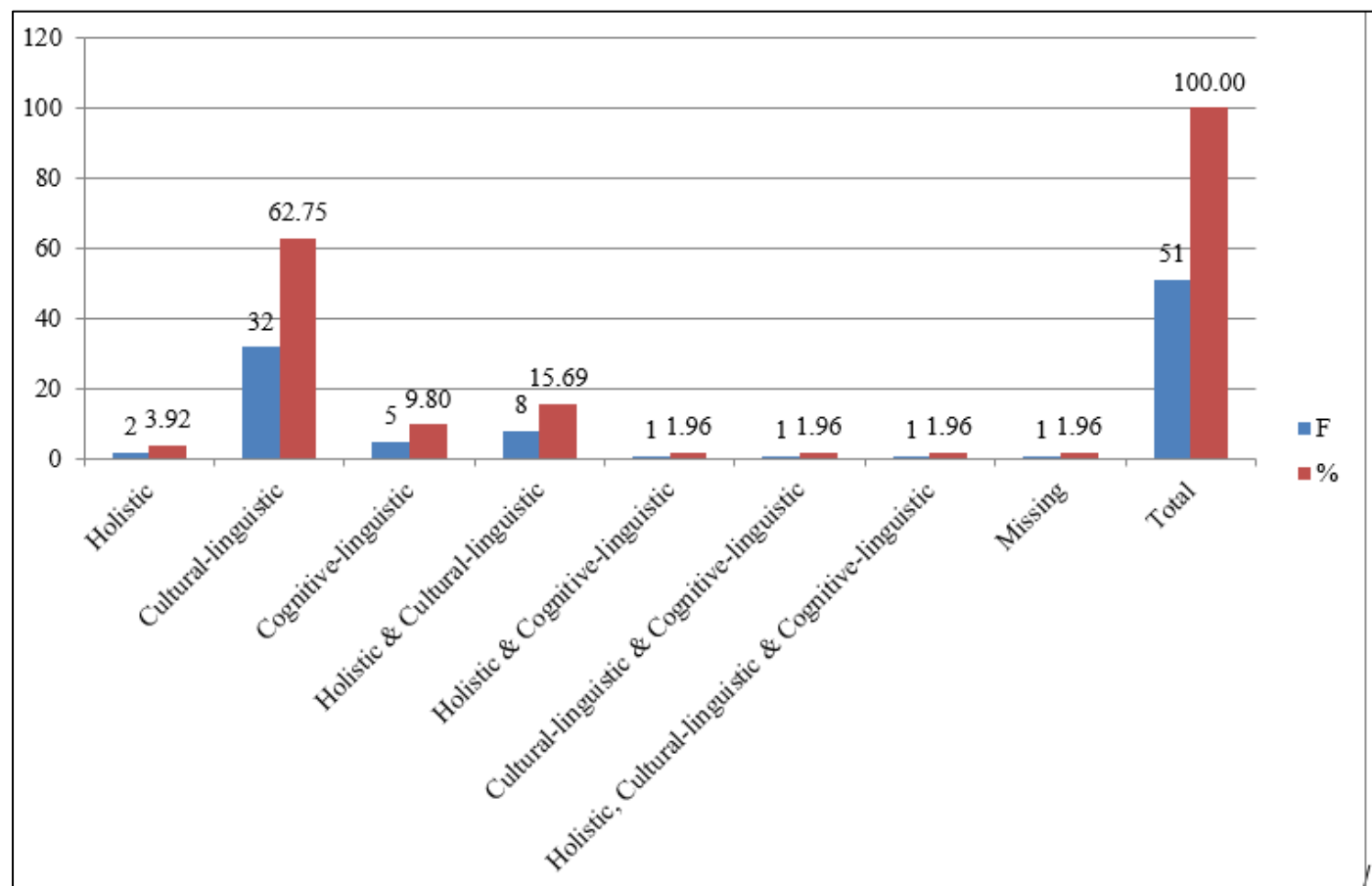


Fig 8: Different Levels of Motivation in Learning English 1

➤ *What Knowledge of English will be Helpful for*

Giving different statements about what knowledge of English will be helpful for, the majority of the respondents (86.27%) show that they are cultural-linguistically driven,

1.96% has cognitive-linguistic drives, and 1.96% has a combination of holistic and cultural-linguistic drives. 9.80% of people didn't react to the question.

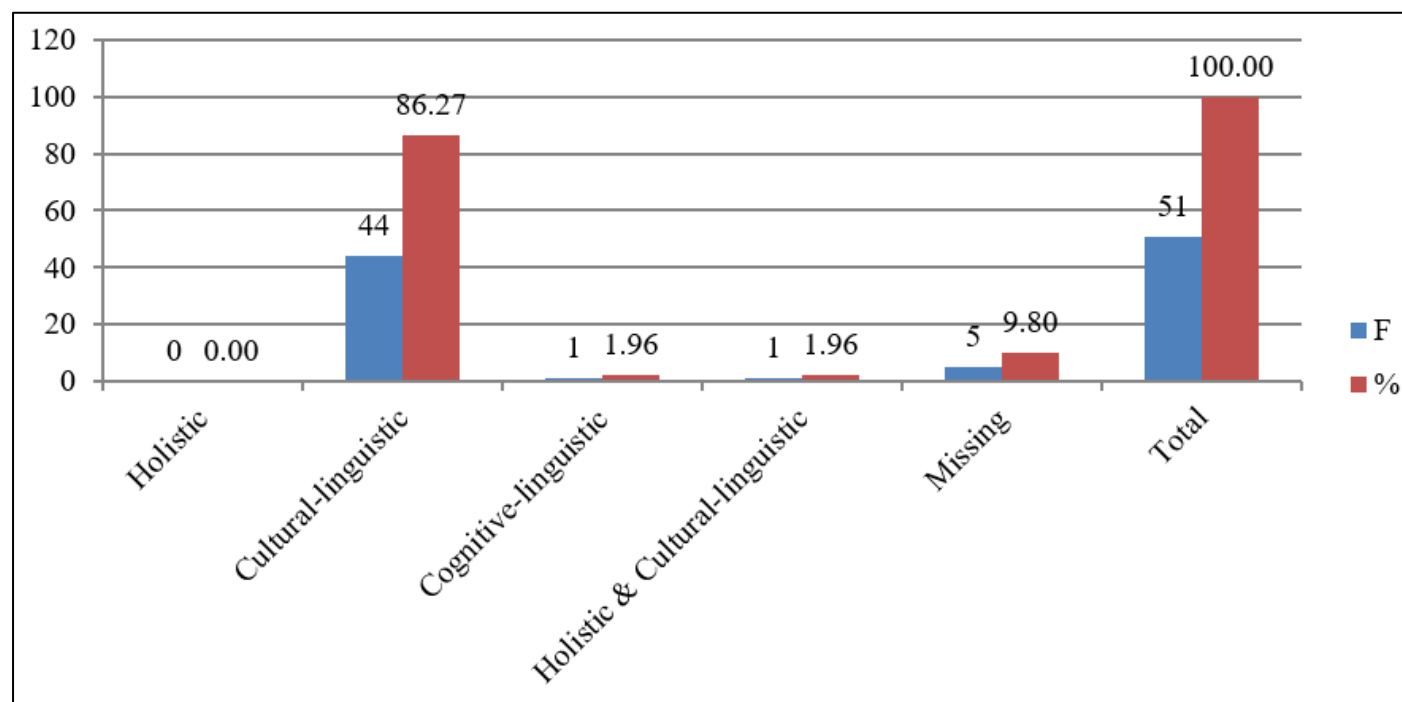


Fig 9: Different Levels of motivation in learning English 2

➤ *What make aware that Knowledge of English will be Helpful*

Giving evidences showing that knowledge of English will be helpful in their life, the majority of the respondents (41.18%) can be said to have intrinsic-instrumental motivation, 21.57% have intrinsic-integrative motivation, 13.73% have a combination of intrinsic-integrative and

intrinsic-instrumental motivation, 3.92% have extrinsic-integrative motivation, 3.92% have extrinsic-self confidential motivation, 1.96% has a combination of intrinsic-integrative and extrinsic-integrative, and 1.96% has a combination of *intrinsic-self confidential* and intrinsic-integrative motivation. Nobody shows evidence of extrinsic-instrumental motivation, and 11.76% didn't react.

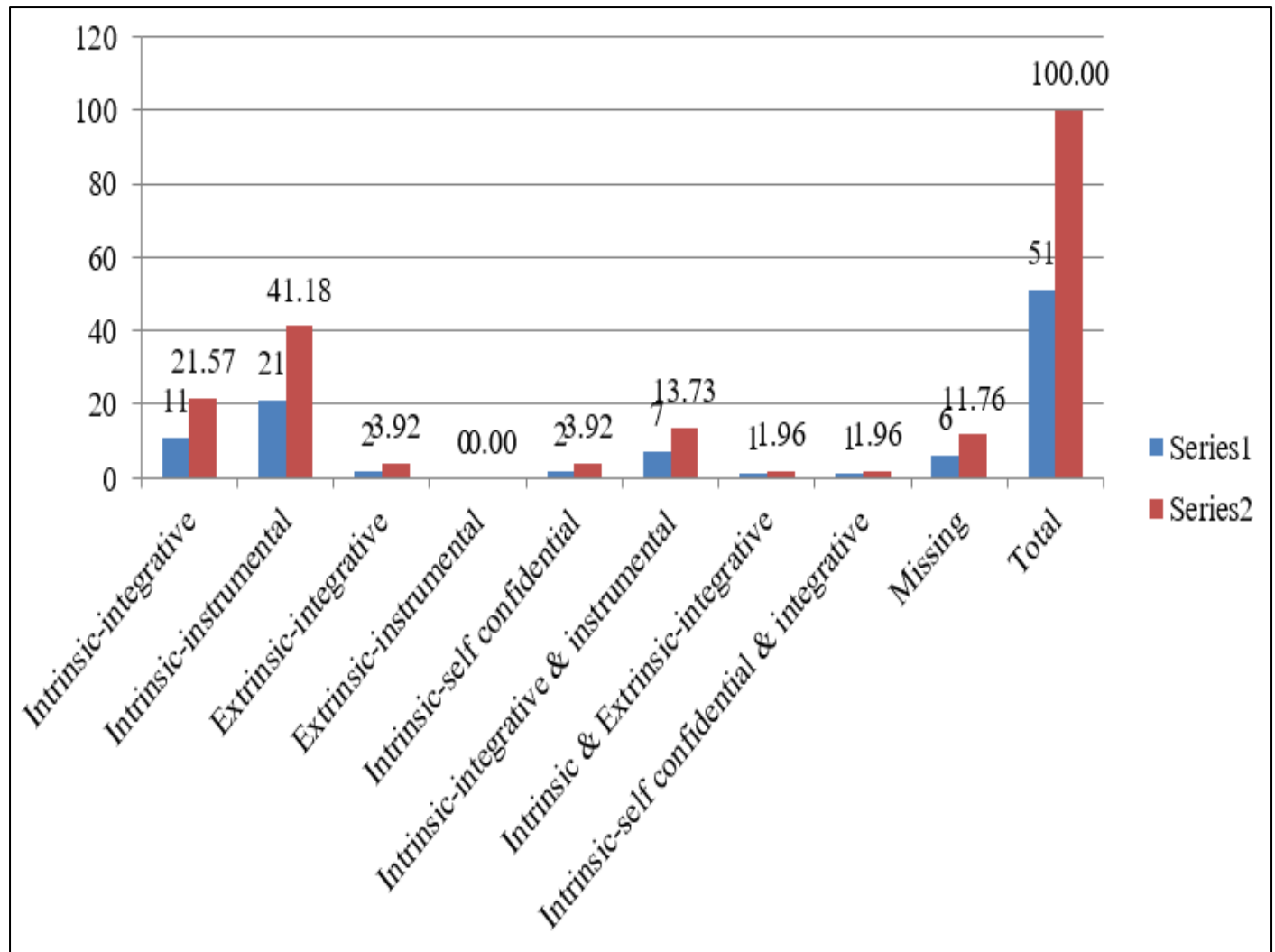


Fig. 10: Different Types of Motivation

The results on motivation show that secondary school students in the Democratic Republic of the Congo are highly motivated in learning English. They also show that the cultural-linguistic motivation is dominant among the different levels of motivation, and that the intrinsic-instrumental motivation is dominant among the different types of motivation.

B. Language and Family

➤ *Languages used in Family to Communicate with Parents, Brothers and/or Sisters*

The majority of people (50.98%) use French and one or two of the national languages to communicate in family, followed by 23.53% who use only French. 7.84% use French, one or two of the national and one or two of the vernacular languages; 5.88% use English, French and one or two of the national languages; 3.92% use one or two of the national languages; 1.96% use English and French; 1.96% use English, French and one or two of the vernacular languages; and 1.96% use English, French, one or two of the national and one or two of the vernacular languages. 1.96% of people didn't answer the question.

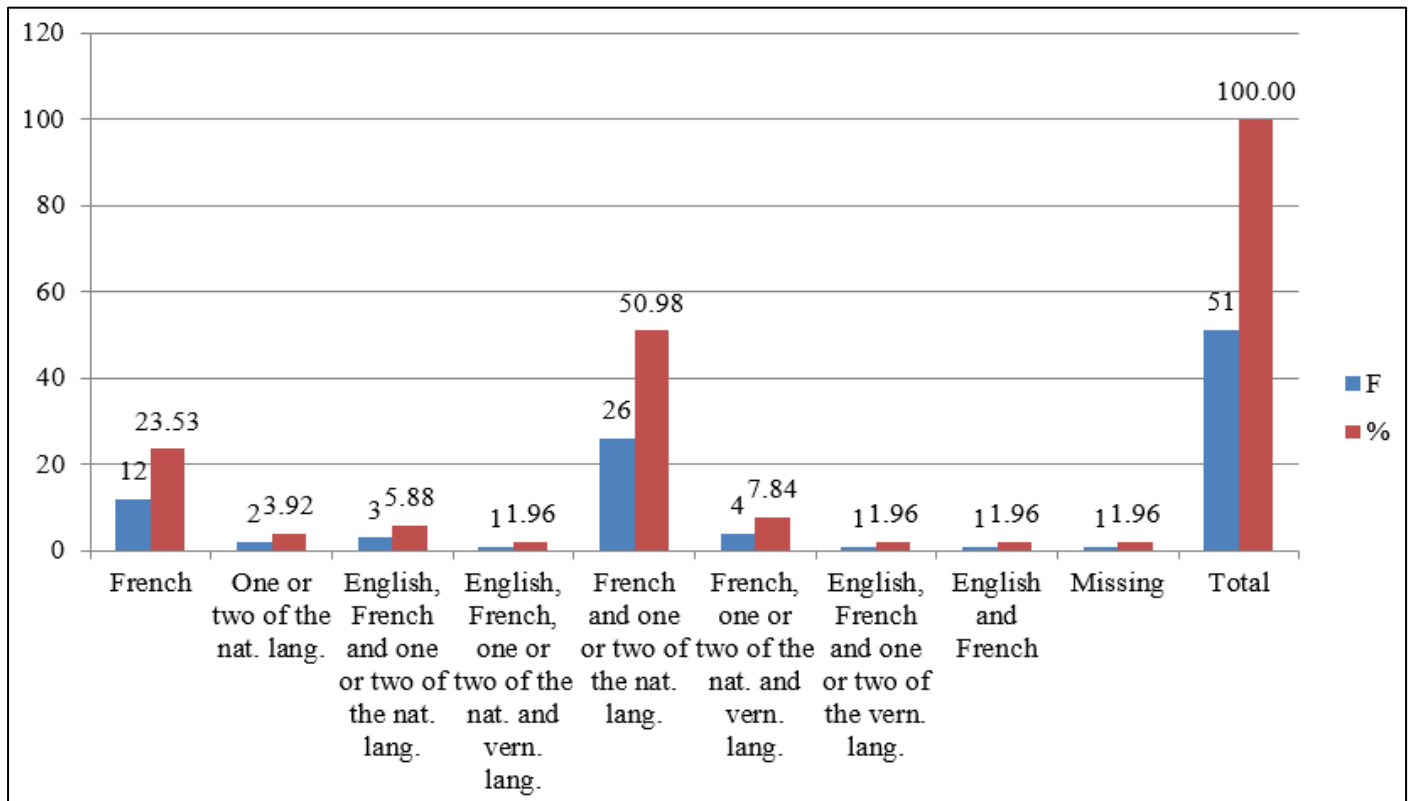


Fig 11: Use of Languages to Communicate in Family
Nat. lang.: National Languages; Vern. Lang.: Vernacular Languages

➤ *Languages used to Communicate with other Members of the Family*

The majority of people (45.10%) use French and one or two of the national languages to communicate with other members of the family, followed by 21.57% who use only French. 13.73% use one or two of the national languages; 5.88% use French, one or two of the national and one or two

of the vernacular languages; 3.92% use one or two of the vernacular languages; 1.96% use English, French and one or two of the national languages; 1.96% use English, French, one or two of the national and one or two of the vernacular languages. The reaction of 3.92% of people is missing.

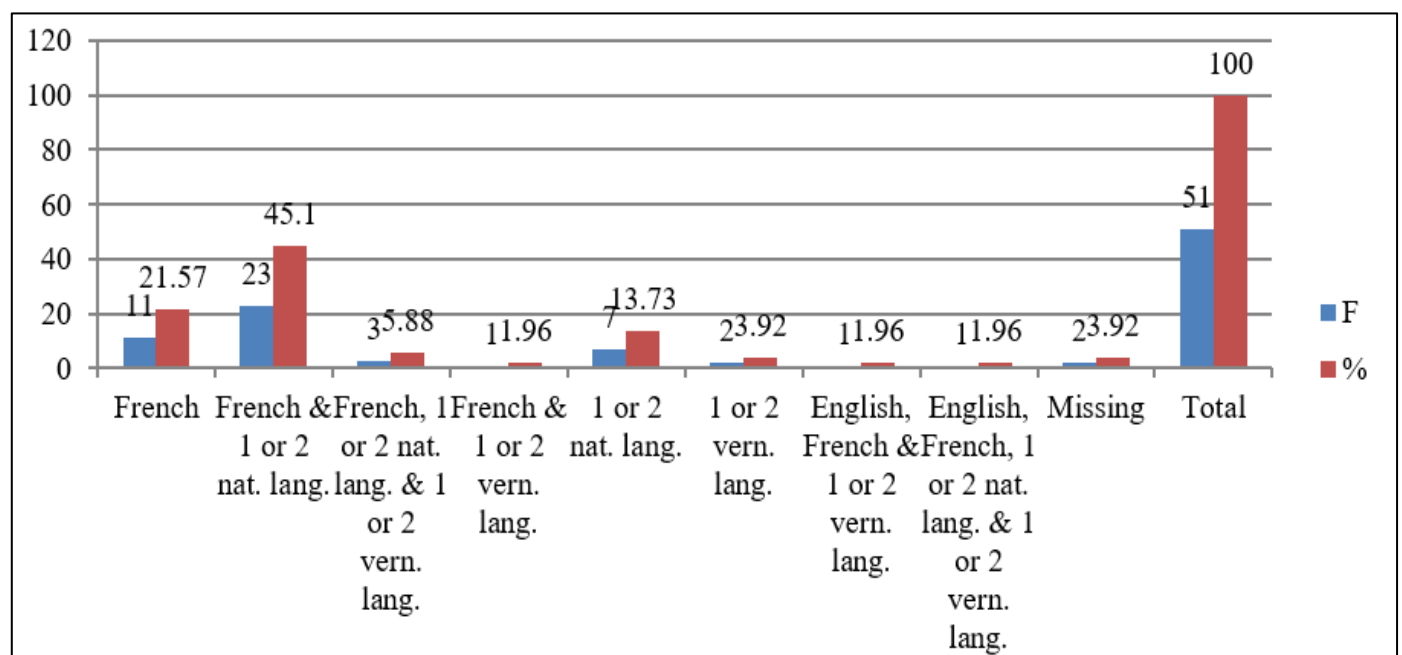


Fig 12: Use of Languages with other Members of the Family
Nat. lang.: National languages; Vern. Lang.: Vernacular Languages

➤ *Use of English to Communicate in Family*

Here the results show that 49.02% of respondents use English to communicate in family, whereas 50.98% do not.

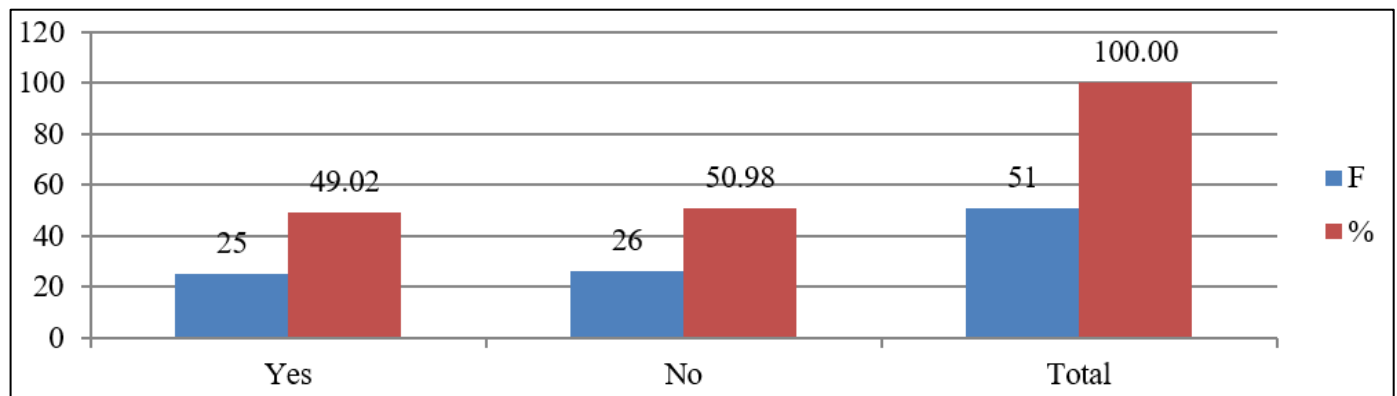


Fig 13: Use of English in Family

• *Partners with whom English is Spoken in Family*

Those of the respondents who use English in family have the following people as partners: 40.00% (the majority) use English with their brothers and/or sisters, followed by 12.00% who use it with parents and brothers/sisters. 8.00% use English with uncles and/or aunts, 8.00% with cousins,

8.00% with brothers/sisters and cousins, 4.00% with fathers/mothers, 4.00% with nephews/nieces, 4.00% with brothers/sisters and friends, 4.00% with parents and uncles/aunts, and 4.00% with parents, brothers/sisters and friends. The response from 4.00% of the respondents is missing.

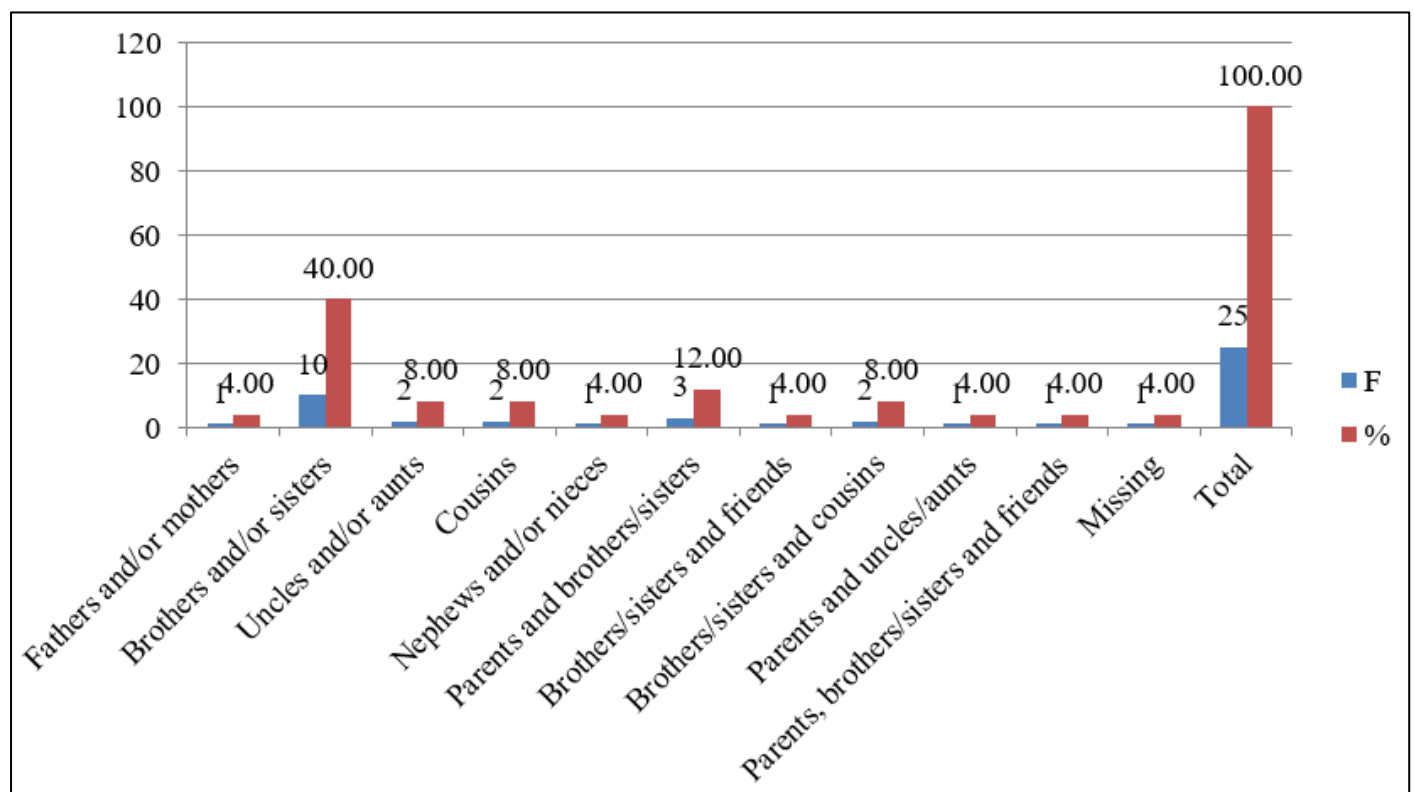


Fig 14: Partners with Whom English is Spoken in Family

• *Reasons for not using English in Family*

Giving reasons making them not use English in family, the majority (76.92%) of those who don't use it say that nobody in their family knows English. 7.69% are the learner

who don't master the language. Another 7.69% say that people who know English in their family do not practice it at home. And 3.85% find that English is difficult to speak. 3.85% didn't react.

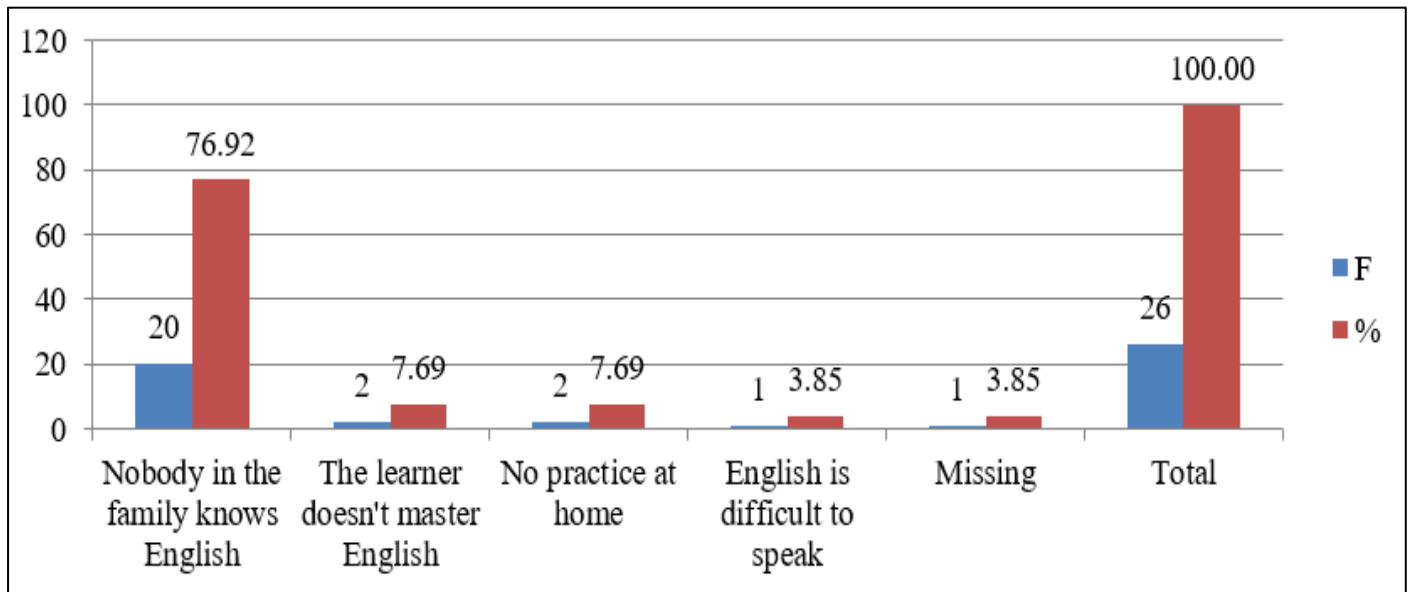


Fig. 15: Reasons why English is not Used in Family

➤ *Parents Encouragement to their Children in Learning English*

A large majority (90.20%) of respondents recognize that their parents do encourage them in learning English, whereas only 7.84% do not. The response from 1.96% is missing.

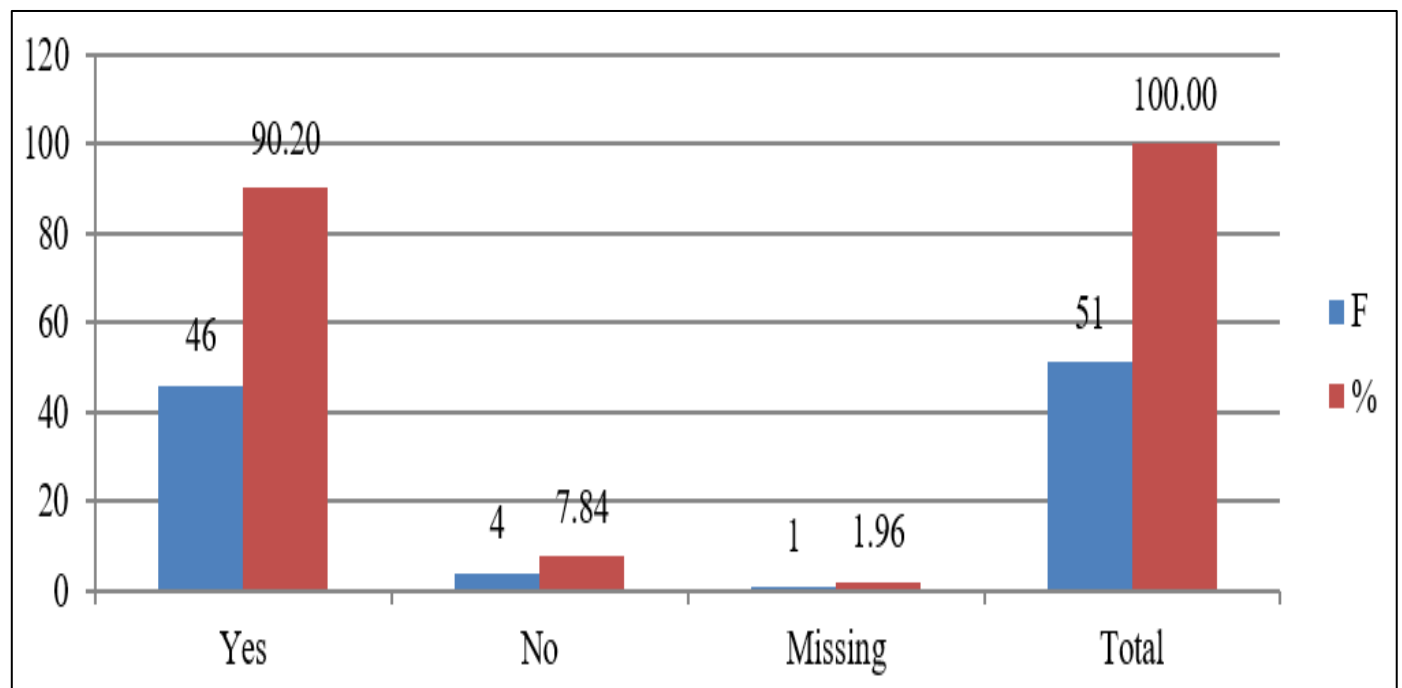


Fig. 16: Parents' Encouragement to their Children in Learning English

• *What Parents say to their Children or do in Order to Motivate them in Learning English*

The majority of the respondents (50.00%) draw *extrinsic-cultural-linguistic* motivation from their parents; followed by 17.39% who draw *extrinsic-integrative* motivation. 8.70% have a combination of *extrinsic-*

integrative and *extrinsic- cultural-linguistic* motivation. 4.35% draw *extrinsic-self confidential* motivation, and 2.17% have a combination of *extrinsic-self confidential* and *extrinsic-cultural-linguistic* motivation. Once again there is no *extrinsic-instrumental* motivation. 17.39% didn't respond to the question.

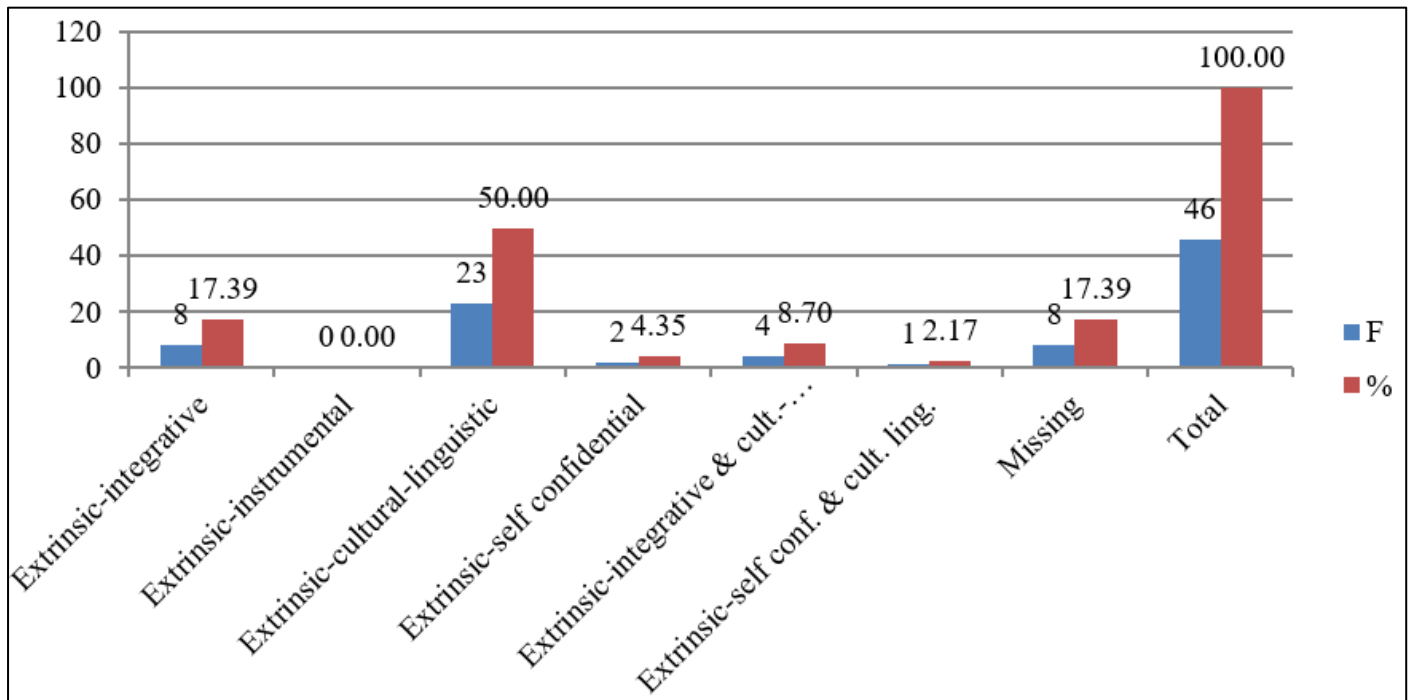


Fig 17: Types of Motivation Drawn from Parents

- Actions Taken in Addition to School**

Out of the respondents who are accompanied by their parents in their learning of English, 8.70% are sent to

language learning centers in addition to what is learned at school, and 4.35% recognize that their parents do not hesitate to pay fees in order to make them improve their knowledge of English.

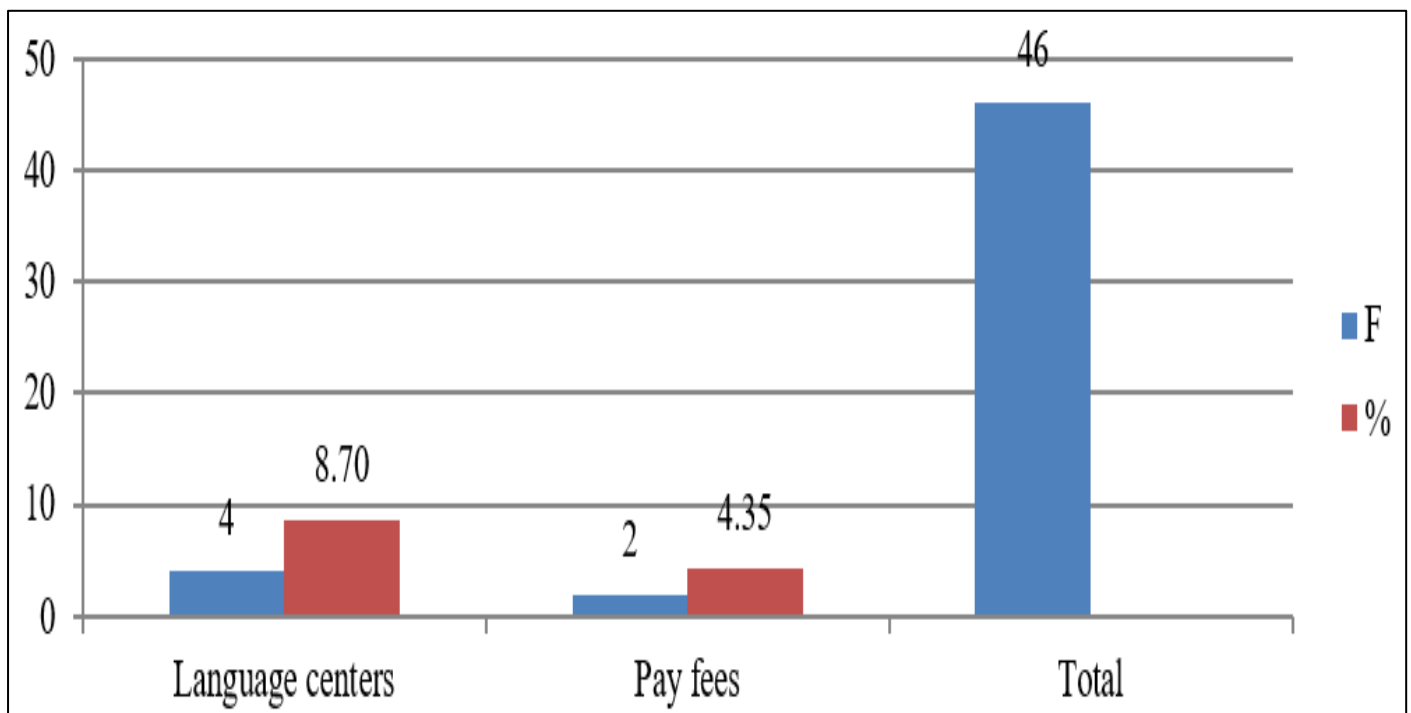


Fig 18: Actions Taken in Addition to What is Done at School

- Reasons Making Parents not Motivate their Children in Learning English**

Out of those whose parents do not encourage in learning English, 60.00% say that it is due to ignorance and 20.00% say it to be caused by lack of interest. 20.00% didn't react.

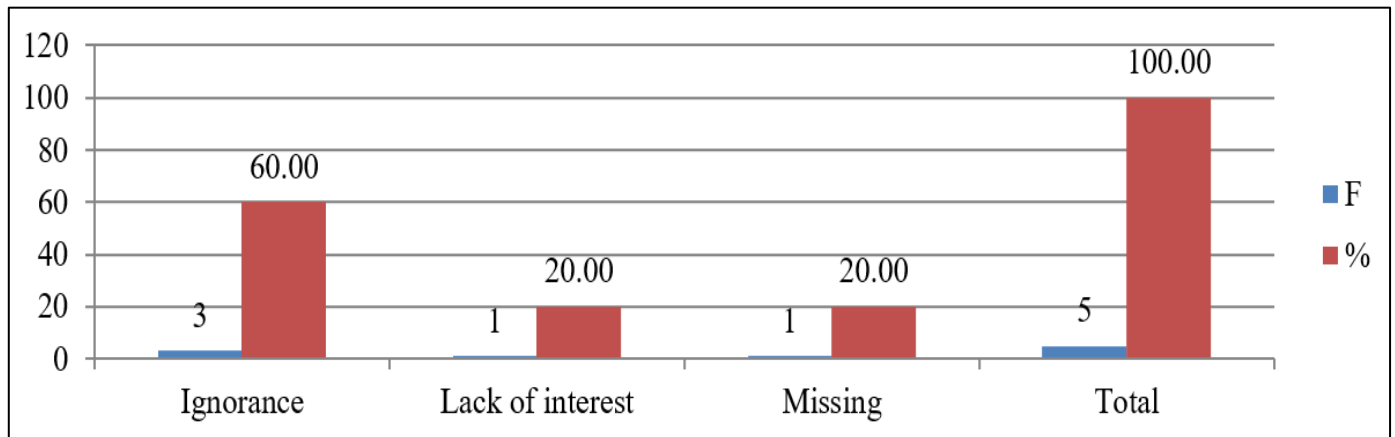


Fig 19: Reasons why Parents do not Motivate their Children in Learning English

➤ *Parents' Awareness of the Possible Effects of using a Foreign Language on Their Children's Previous Languages and Cultural Identity*

About the possible effects of foreign languages on their previous languages which can affect their cultural identity,

35.29% of the respondents recognize that their parents are aware of the situation, but 58.82% say the opposite. Reaction from 5.88% is missing.

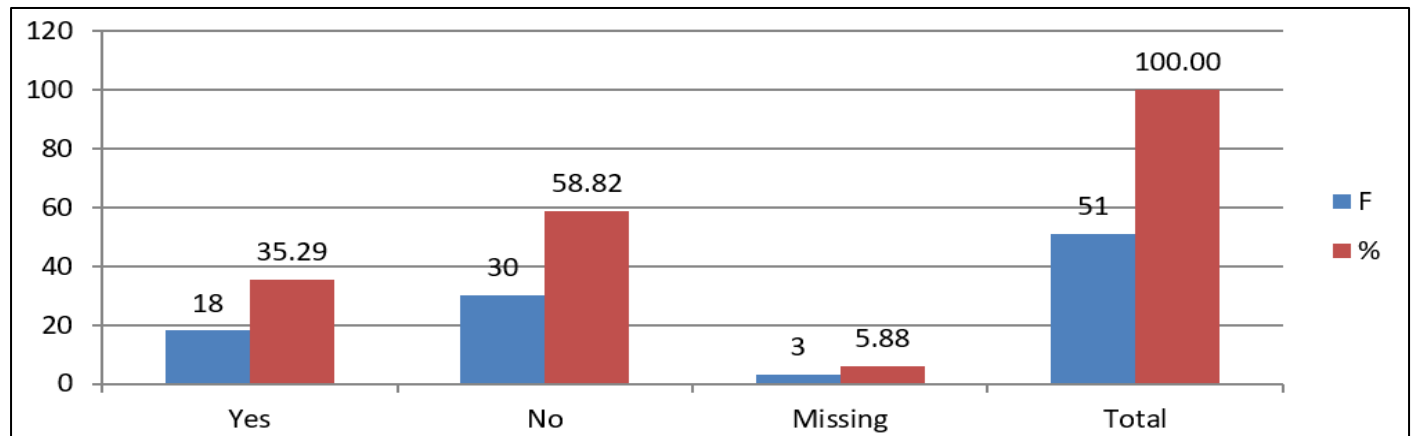


Fig 20: Parents' Awareness of the Effects of Foreign Languages

Results from data on language and family show that parents do encourage their children in learning English, but that most of them are not aware of the possible consequences on their children.

C. *Language and Education*

➤ *Languages Learned at School*

The large majority of the respondents (92.16%) learn French and English at school, whereas 7.84% learn French, English and Latin.

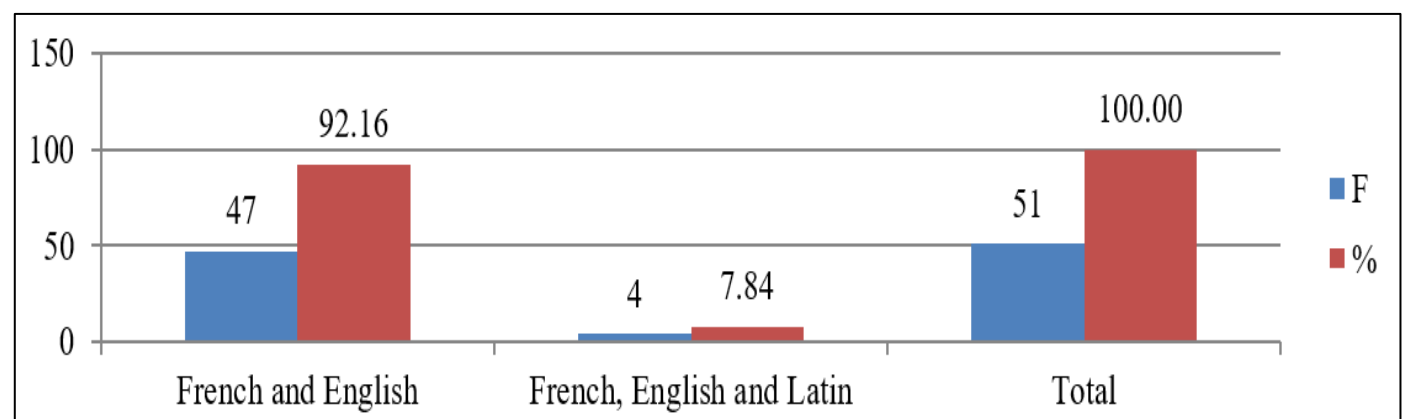


Fig 21: Languages Learned at School

➤ *Languages used for teaching English*

The majority of the respondents (78.43%) say that their teachers use English and French during their lessons, 17.65% say that they are taught only in English, and 1.96% say that only French is used. Response from 1.96% is missing.

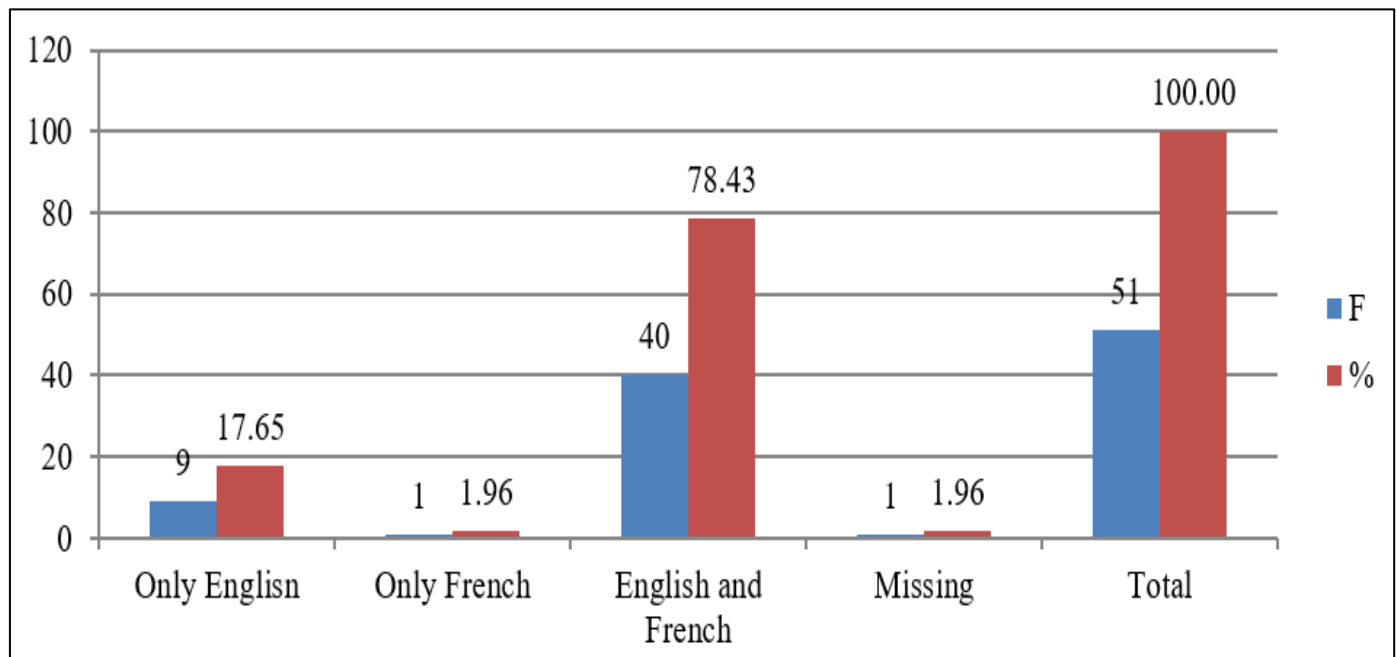


Fig 22: Languages used During English Lessons

➤ *Perception of the way English is Taught*

The majority of the respondents (82.35%) are satisfied with the way English is taught; 7.84% are not, and 1.96% are not at all satisfied. 7.84% did not answer the question.

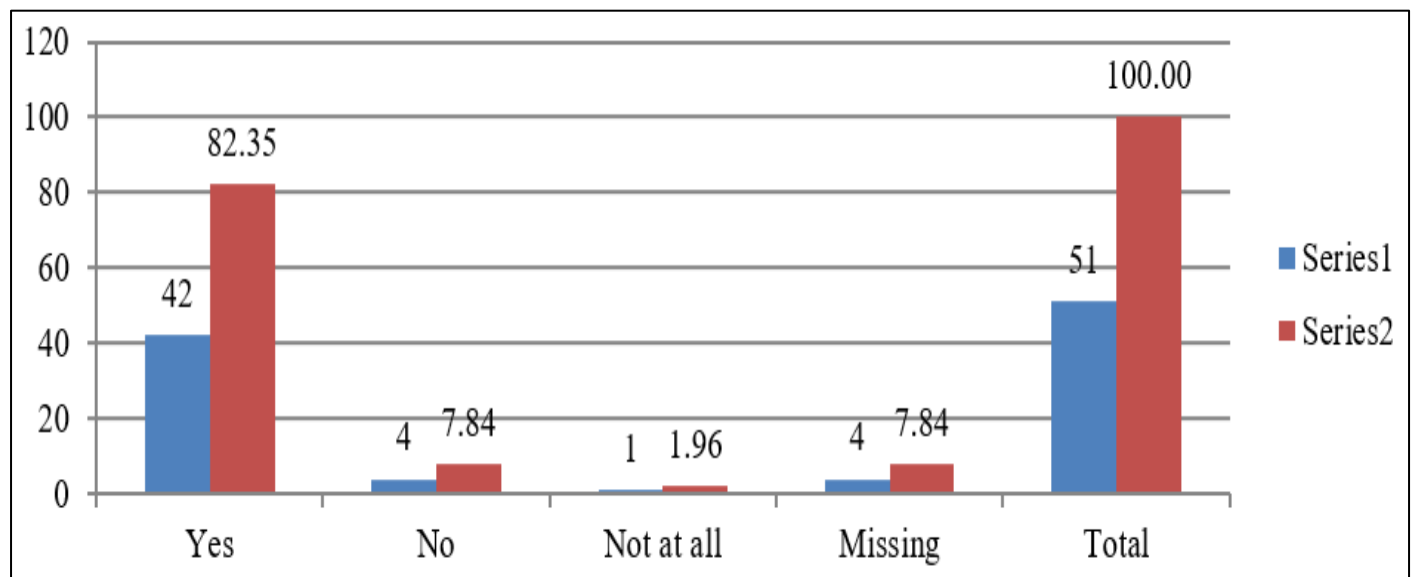


Fig 23: Satisfaction with the Way English is Taught

• *Reasons of Satisfaction*

As for the reasons causing them to be satisfied, 54.76% mention the teaching methodology, 26.19% tell about the feeling of self-confidence, 11.90% speak of the teacher's personality, and 2.38% mention social factors. 4.76% didn't respond to the question.

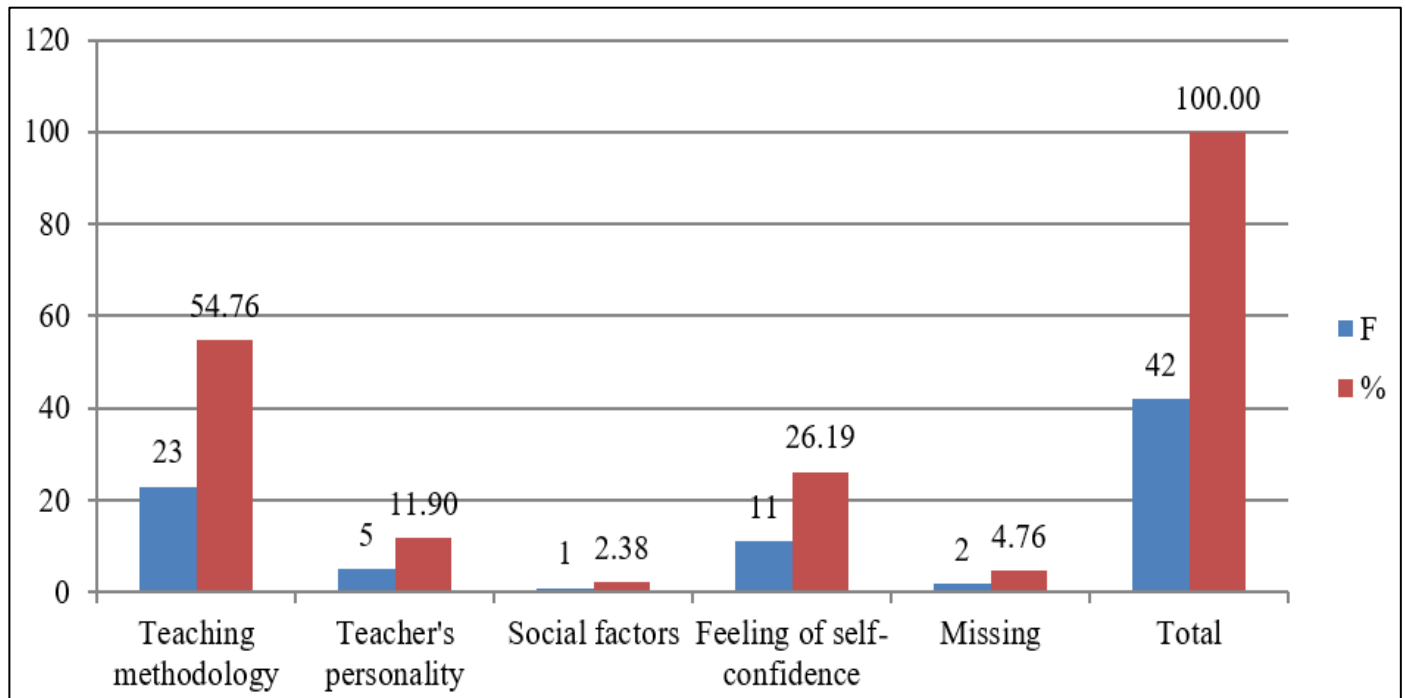


Fig 24: Reasons Causing People to be Satisfied with the Way English is Taught

• *Reasons of Non-Satisfaction*

Those of the respondents who are not satisfied with the way English is taught mention first the teaching methodology (40.00%), the course schedule (20.00%), the teacher's personality (20.00%), and the feeling of anxiety (20.00%) to be the cause of this situation.

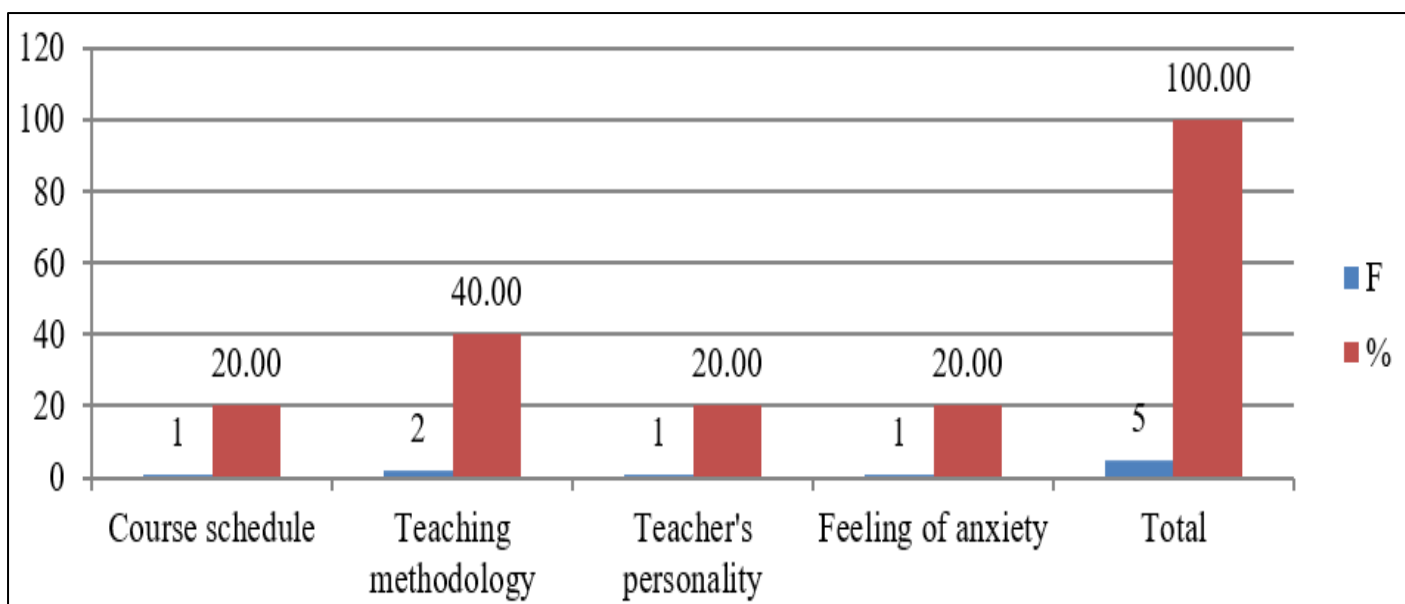


Fig 24: Causes of Dissatisfaction with the Way English is Taught

➤ *Perception of the Teacher of English*

Asked if they were pleased with their teacher of English, the crushing majority of the respondents (92.16%) answered positively, 1.96% answered negatively, and 3.92% said they were not at all. Response from 1.96% of the respondents is missing.

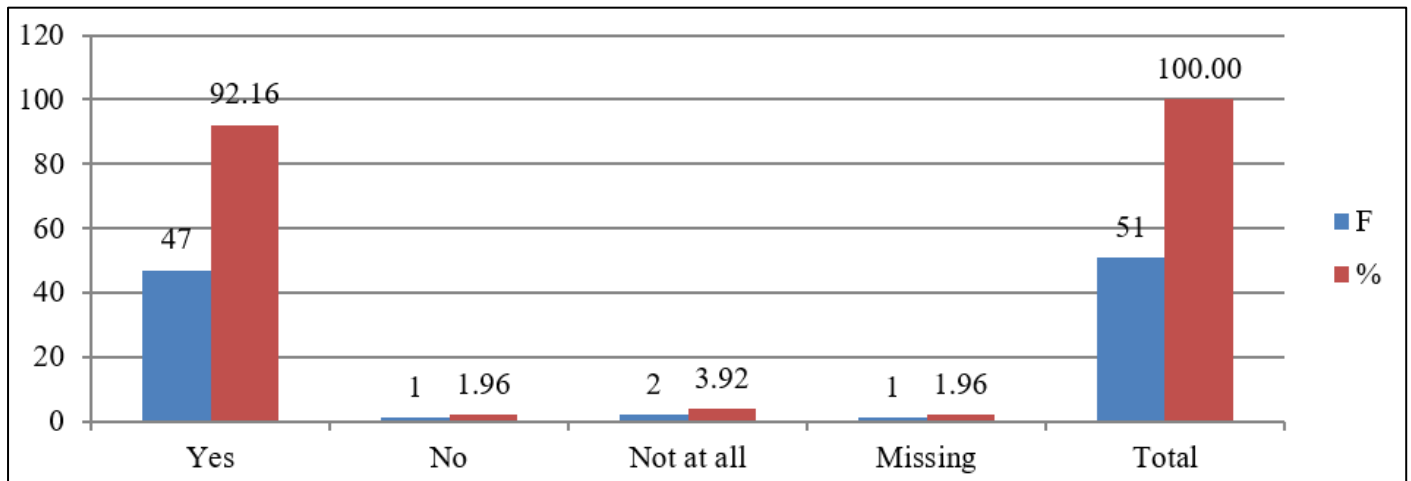


Fig 25: Perception of the Teacher of English

• *Reasons for having Good Perception*

Asked to give the reasons causing them to have a good perception of their teacher of English, the majority of the

respondents (70.21%) mentioned the teaching methodology, 25.53% pointed the teacher's personality, 2.13% talked about their holistic drive, and 2.13% mentioned both the teaching methodology and teacher's personality.

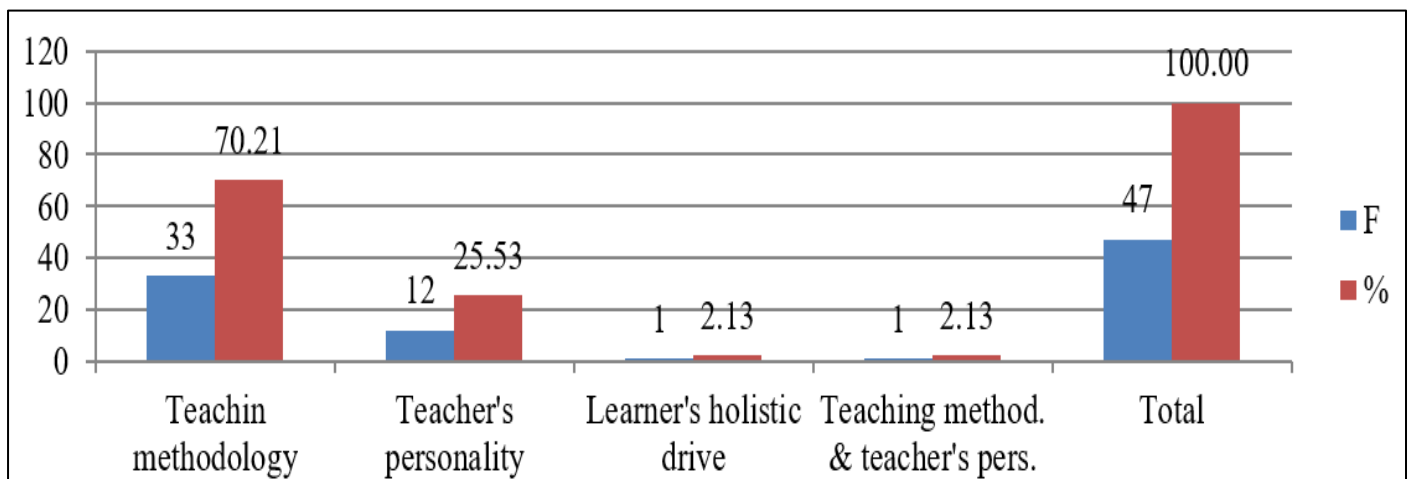


Fig 26: Factors Making People to Have Good Perception of their Teacher of English

• *Reasons for having a Bad Perception*

All those of the respondents who perceive badly their teacher of English mention the teaching methodology as cause of the situation.

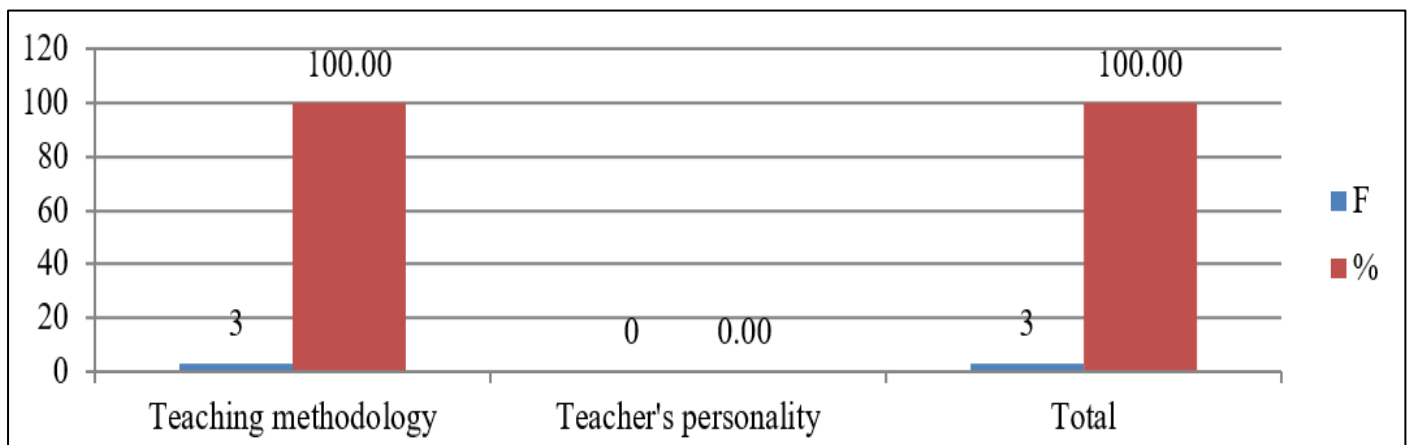


Fig 27: Factors at the Basis of Bad Perception of the Teacher of English

➤ *Ability to Communicate in English Outside the Classroom*

The majority among the respondents (78.43%) say that they are able to communicate in English outside the

classroom, whereas 19.61 give negative answer. There's no reaction from 1.96% of them.

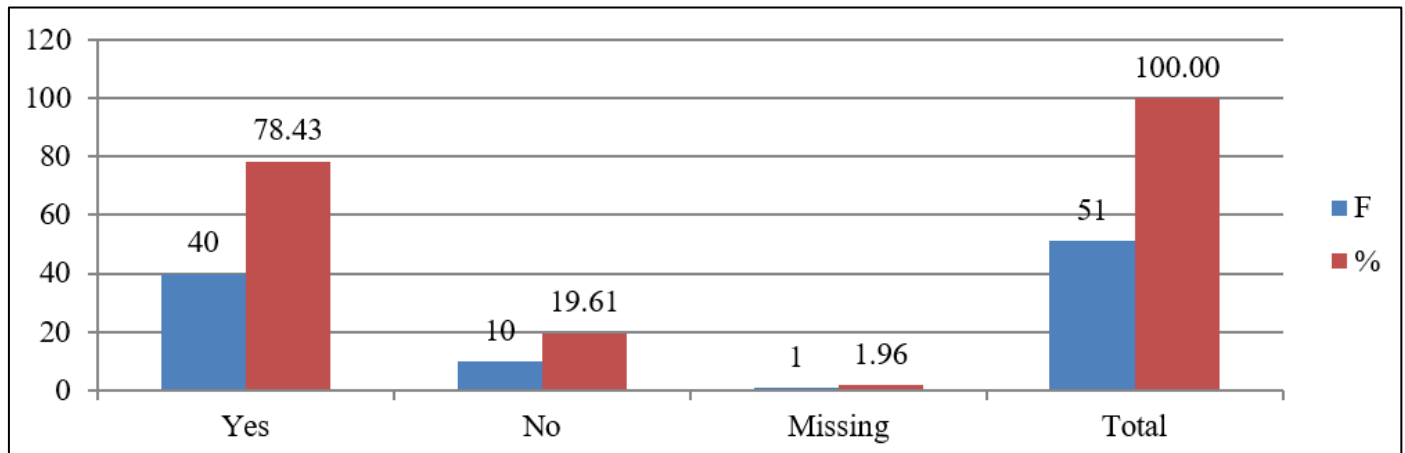


Fig 28: Feeling of Self-Confidence

• *Different Places where English is Used*

About various places where English is used, 12.50% of people say that they use it at school, 10.00% in the street, another 10.00% at home, 2.50% use English everywhere, 2.50% during parties, 2.50% in their quarter, 2.50% at school and on their way home from school, 2.50% in the street and at church, 2.50% in the street and at school, 2.50% in the

street and at home, 2.50% in the street and in their quarter, 2.50% at school and at church, 2.50% at home or at church and during telephone talk. 2.50% mention street, home and church; 2.50% at home, at school and in their quarter; and a last 2.50% mention home, school, church and language learning center. 35.00% of the respondents avoided telling where they use English.

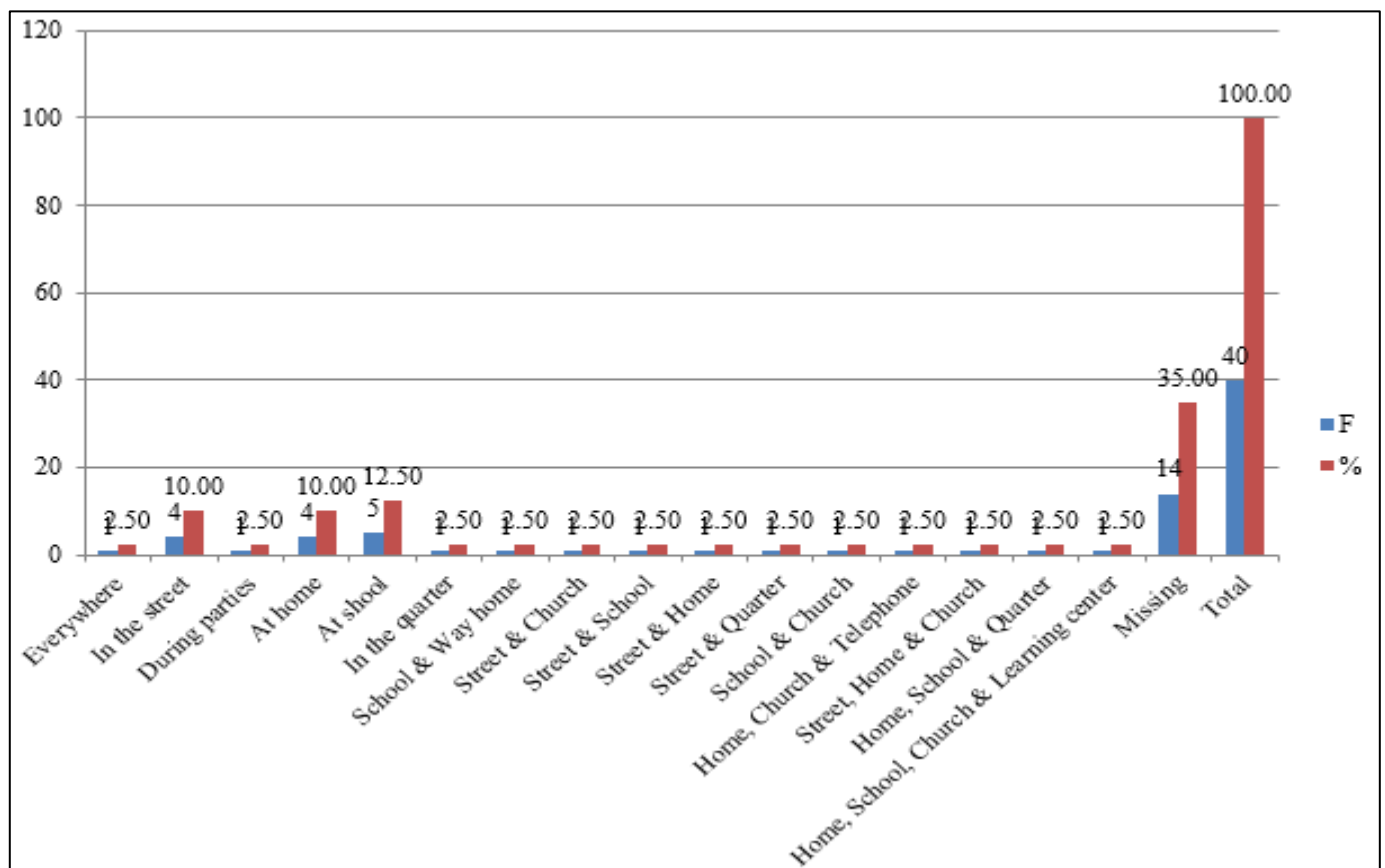


Fig 29: Different Places where English is Used

• *Different Partners with whom English is Spoken*

As partners with whom English is spoken, 27.50% of the respondents have friends, 17.50% have classmates, 7.50 have brothers and/or sisters, another 7.50% have friends and brothers or sisters, 5.00% have teachers, another 5.00% have friends and church members, 2.50% have classmates and

teachers, 2.50% have classmates and brothers or sisters, 2.50% have parents and brothers or sisters, 2.50% have classmates and friends. 2.50% speak English with classmates, friends and church members; 2.50% with friends, nephews or nieces and church members; and 2.50% with classmates, brothers or sisters, cousins and church members. Response from 10.00% of the respondents is missing.

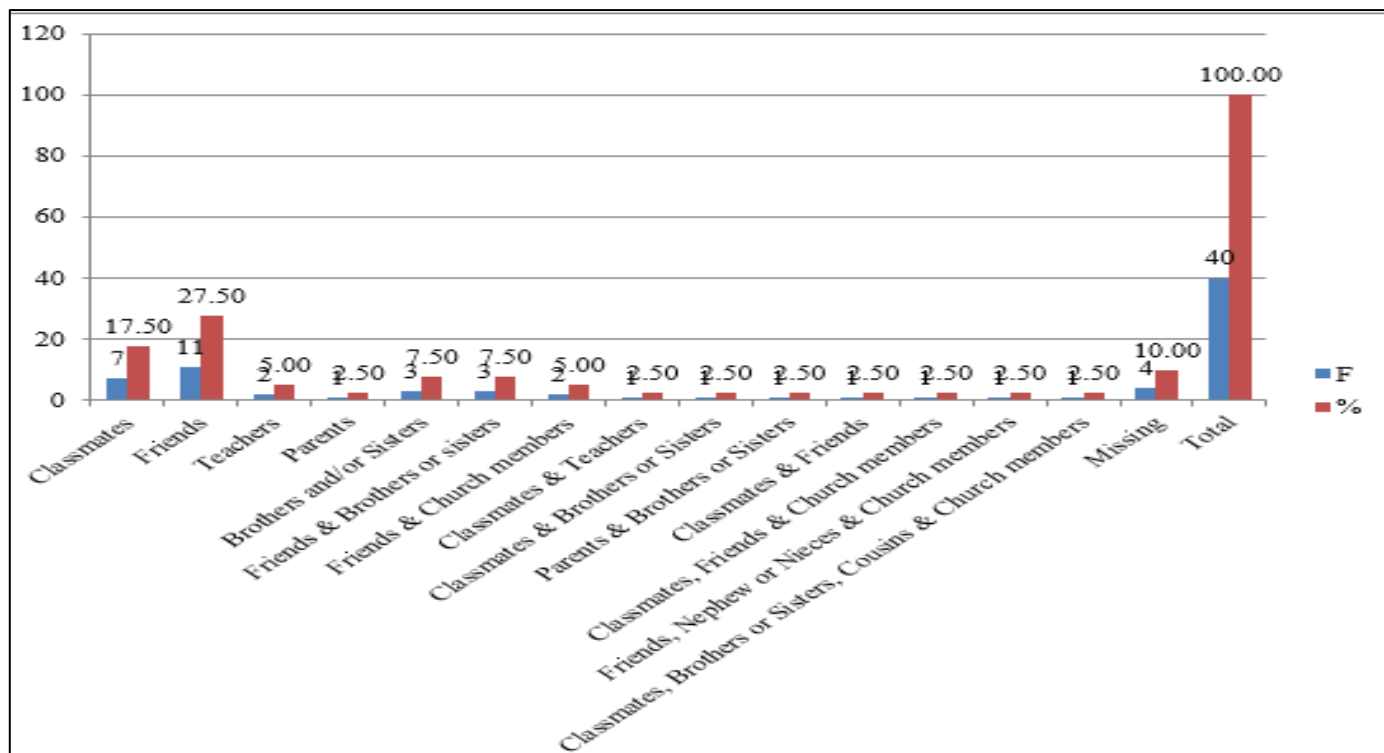


Fig 30: Partners with Whom English is Spoken

• *Reasons for not using English Outside the Classroom*

All the respondents who are unable to use English outside the classroom mention intrinsic reasons at the basis of this situation.

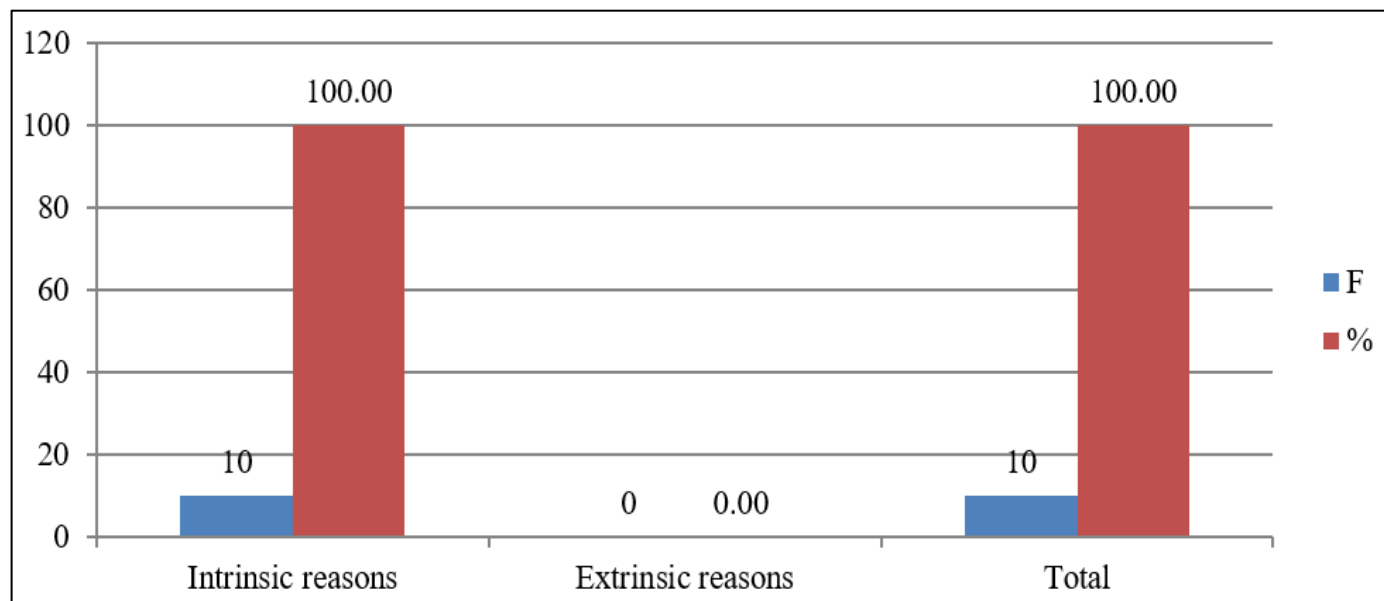


Fig 31: Factors at the Basis of Inability to use English Outside the Classroom

➤ *Feelings the English Teaching Environment Makes to the Learners*

During English lessons, 56.86% of the respondents feel as if they were in an Anglophone environment, whereas

39.22% do not have this feeling. There's a lack of response from 3.92% of the people questioned.

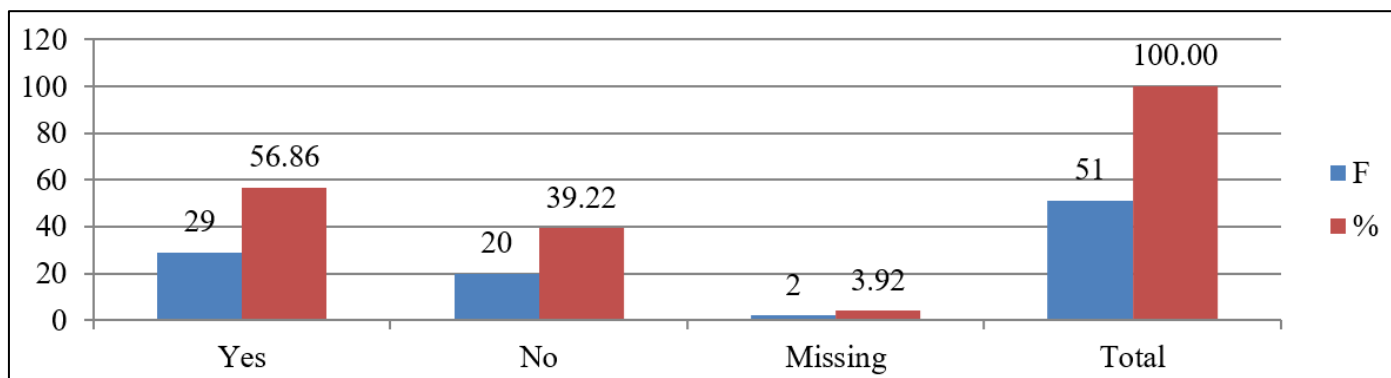


Fig 32: Feeling of Anglophone Environment in the Classroom

• *What make the Learners Feel as if they were in an Anglophone Environment*

Slightly more than a half (51.72%) of the respondents who feel during English lessons as if they were in an

Anglophone environment mention extrinsic factors to be at the basis of the situation, whereas 31.03% of them mention intrinsic factors. 17.24% didn't tell what make them have this feeling.

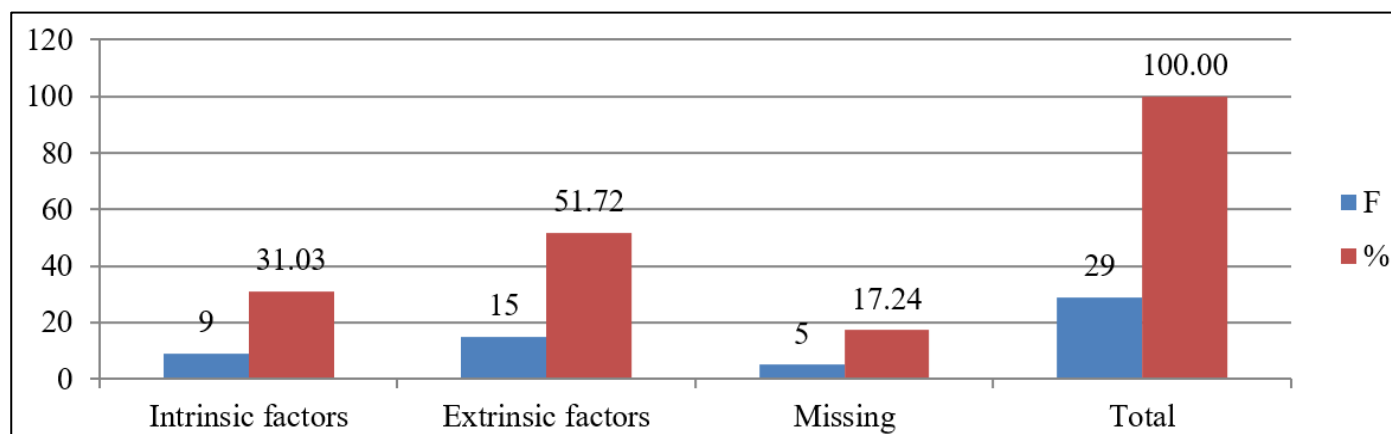


Fig 33: Origin of Factors Causing People to Feel as in an Anglophone Environment

• *Reasons for not Feeling as in an Anglophone Environment*

Half (50.00%) of the respondents who do not feel during English lessons as in an Anglophone environment consider

the situation to be caused by factors inherent to themselves, 20.00% mention the teaching methodology, and another 20.00% mention both the causes. A last 10.00% mention the Francophone environment.

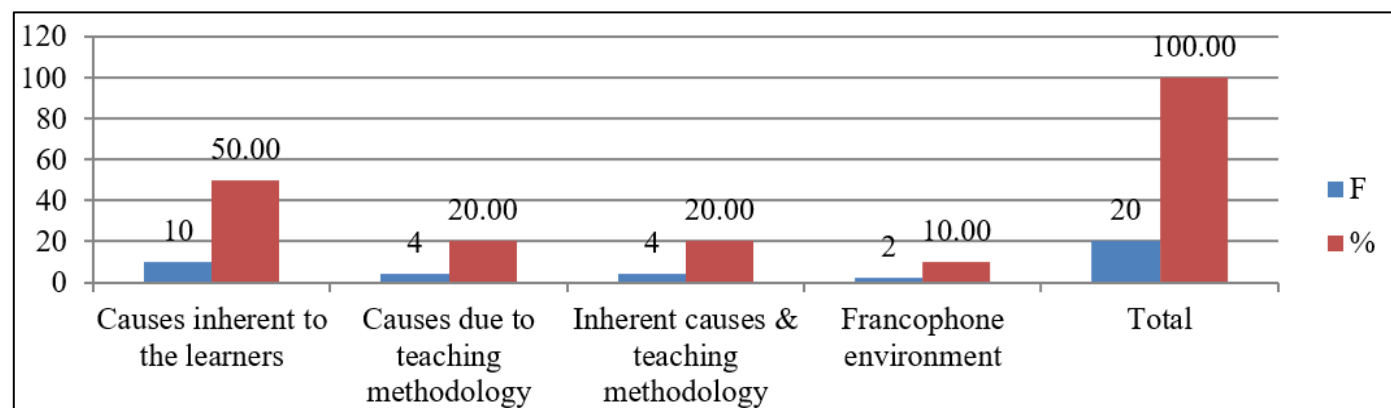


Fig 34: Factors at the Basis of not Feeling Anglophone Environment

➤ *Materials used to Teach the English Course*

A crushing majority of the respondents (92.16) mention texts as the only materials used for teaching English, whereas

only 3.92% mention texts and magazines. Response from 3.92% of the respondents is missing.



Fig 35: Materials used for Teaching English

➤ *Ability to Live Now in an Anglophone Country and Communicate with its Inhabitants*

A large number of the respondents (86.27) agree that they are able to live now in an Anglophone country and

communicate with the inhabitants, whereas 7.84% feel unable to do it. 5.88% of people didn't answer the question.

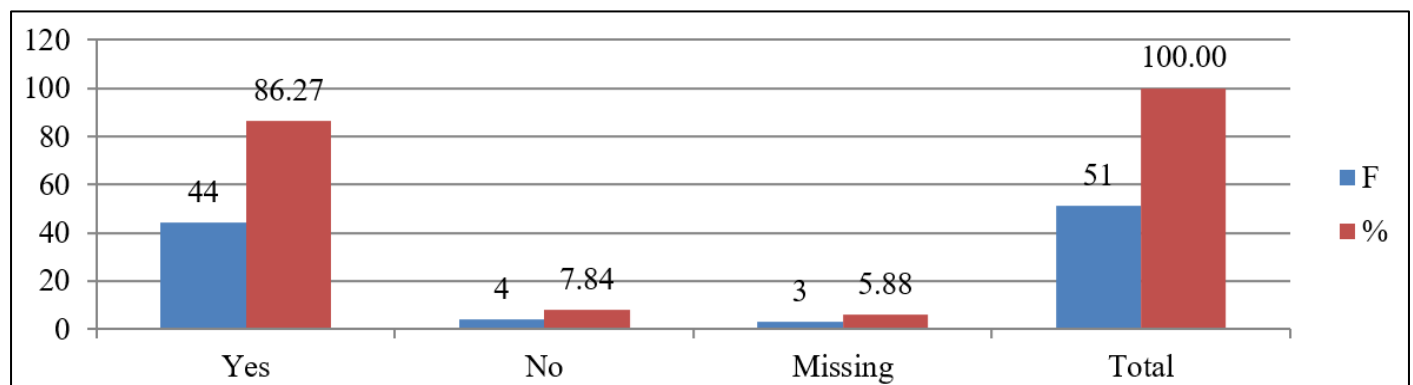


Fig 36: Ability to Live Now in an Anglophone Country

➤ *Judgment of the English Course*

The majority (66.67%) of the respondents find English to be interesting, 21.57% find it easy, when 9.80% say that

English is difficult. Reaction from 1.96% of people is missing.

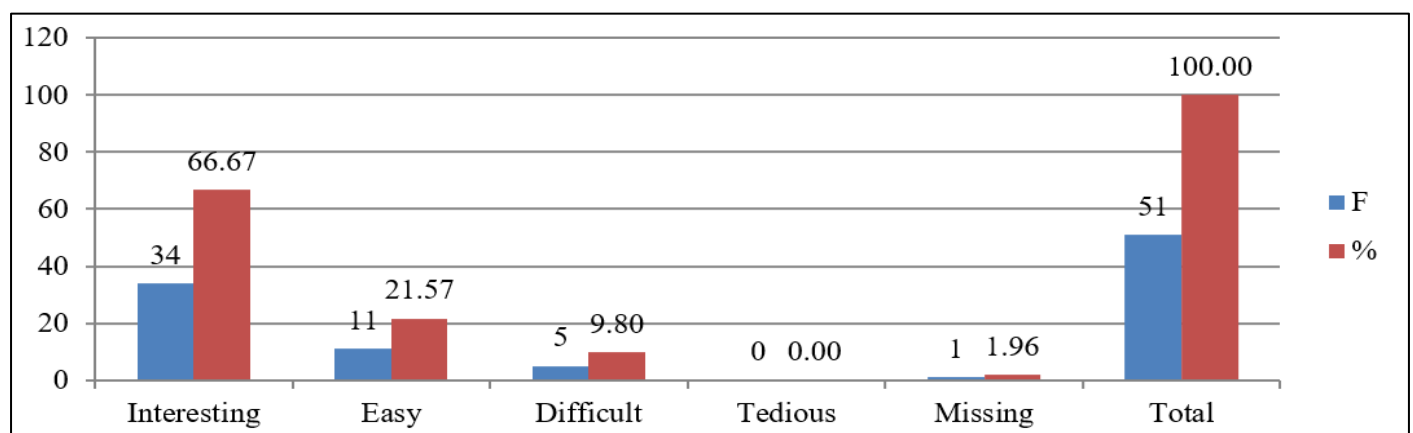


Fig 37: Judgment of the English Course

➤ *Attitudes Toward the Idea of Introducing English as a Teaching Language in DRC*

About the idea of introducing English as a teaching language in DRC, 23.53% of the respondents are very

favorable, 47.06% are favorable, 7.84% are less favorable, 3.92% are skeptical, and 5.88% are against. 11.76% didn't give their position.

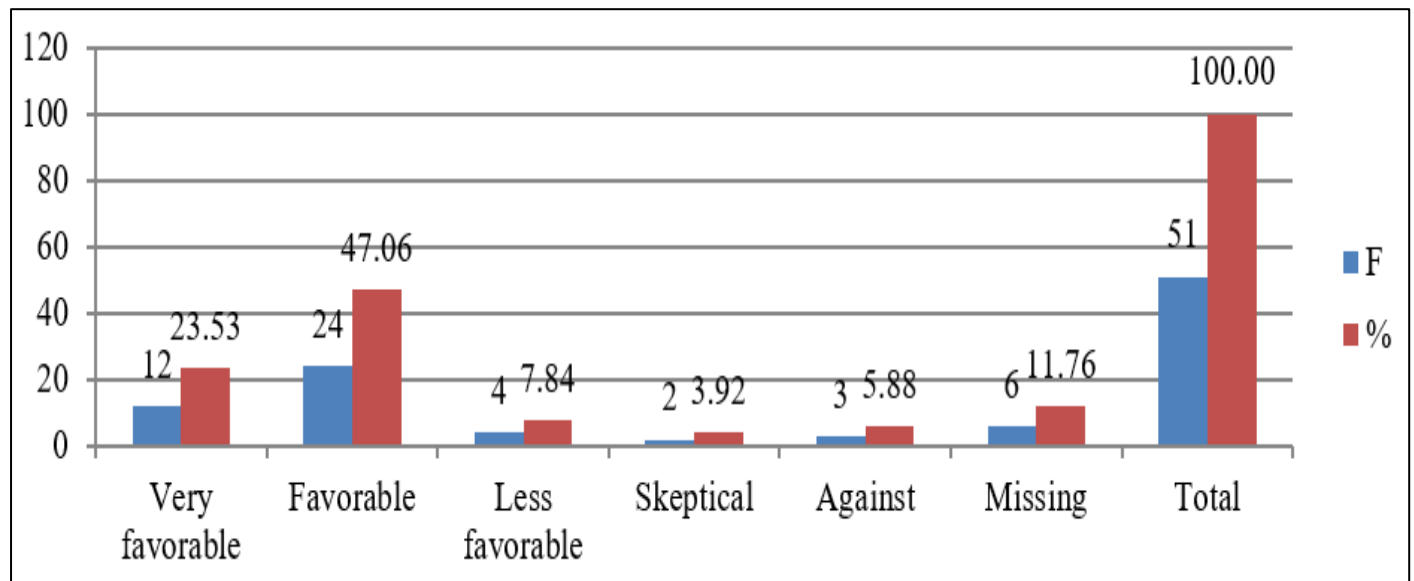


Fig 38: Reactions to the Idea of Introducing English as a Teaching Language in DRC

• *Reasons For*

The different drives hidden behind the positive reactions to this idea are displayed as follows: 13.89% agree because

of their holistic motivation, 19.44% have cultural-linguistic motivation, and 16.67% have cognitive-linguistic motivation. 50.00% of the respondents avoided making comments.

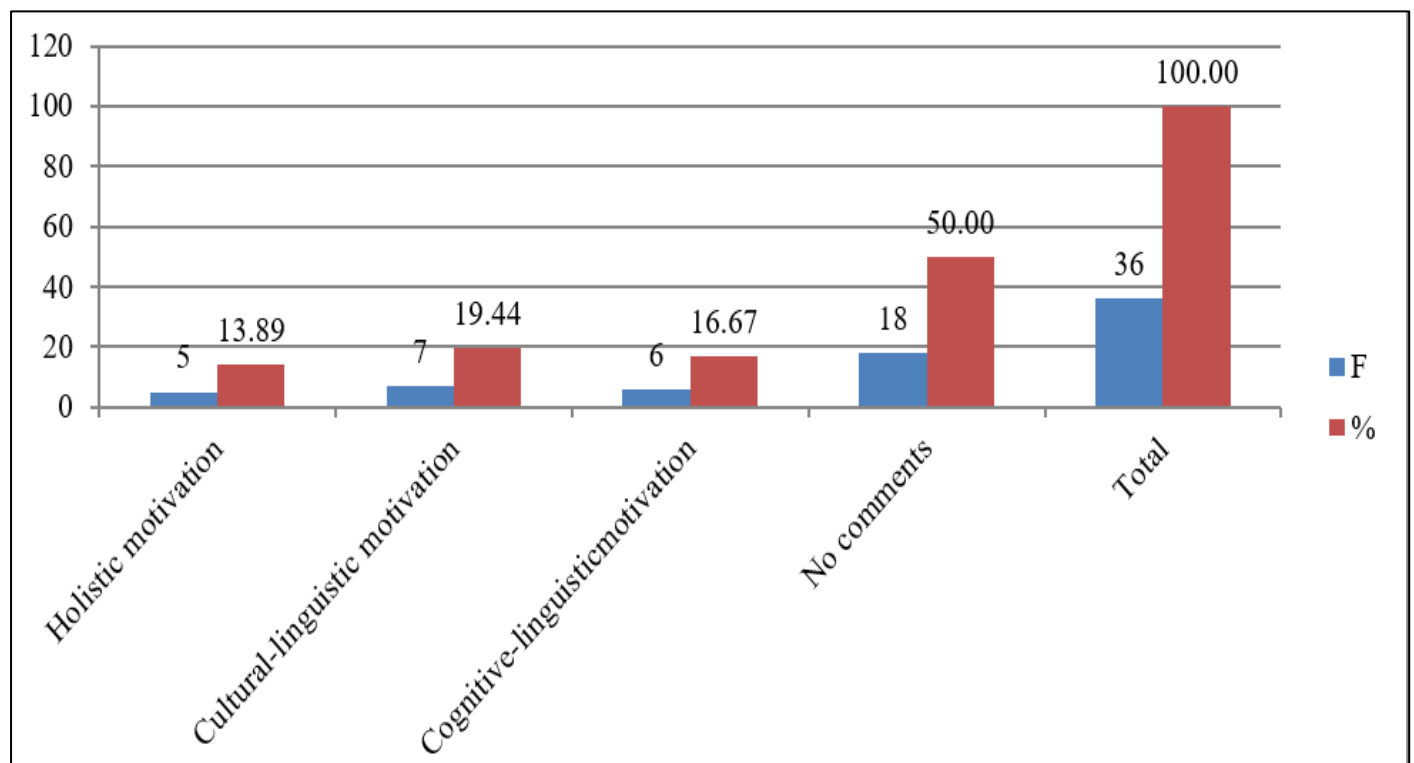


Fig 39: Drives Behind the Reactions to the Idea of Introducing English as a Teaching Language in DRC

- *Reasons Against*

Among those who are against the idea, 22.22% give cognitive reasons, 44.44% give environmental related

reasons, 11.11% give reasons related to the educational system, and 11.11% advance reasons related to culture. 11.11% of did not make comments.

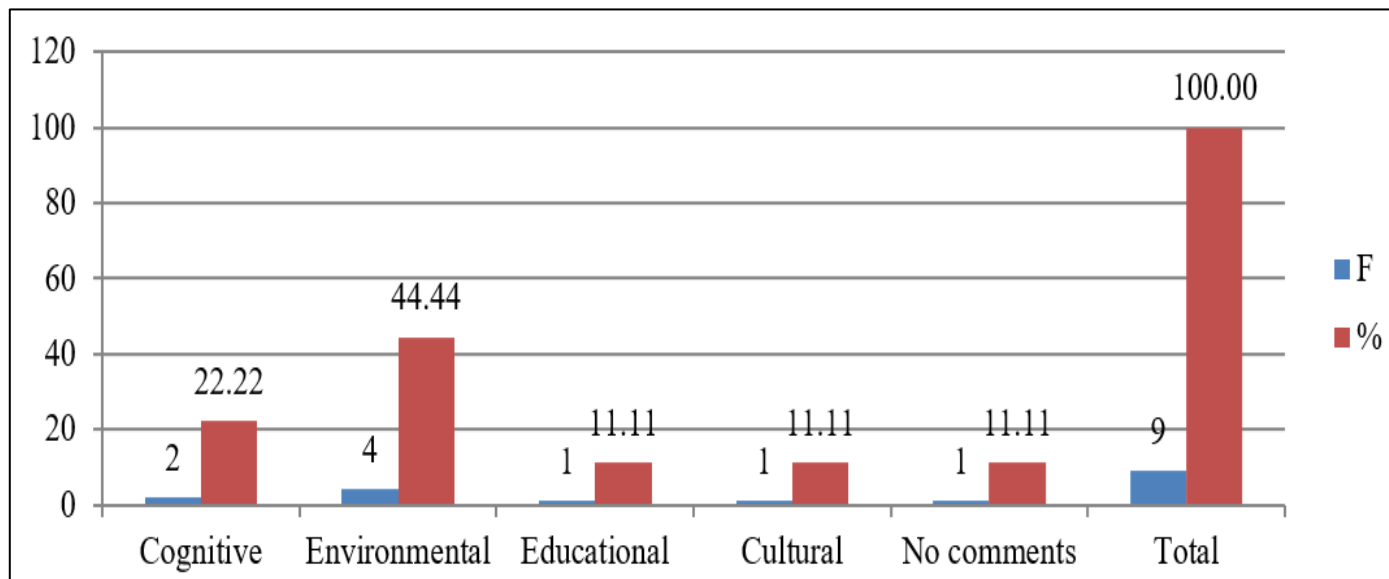


Fig 40: Reasons against the Idea of Introducing English as a Teaching Language in DRC

Results from data on language and education show that the English course syllabus has been designed according to students' motivation, because most of them can use the language in different places to communicate with different people. Moreover, the teaching environment does allow students to experience an integrative feeling at school, that's why most of them are ready to live in an Anglophone environment.

IV. LANGUAGE AND CULTURE

A. Number of Languages Known

Among the respondents, 37.25% know four languages, 35.29% know three languages, 17.65% know five, and 7.84% know two languages. Response from 1.96% is missing.

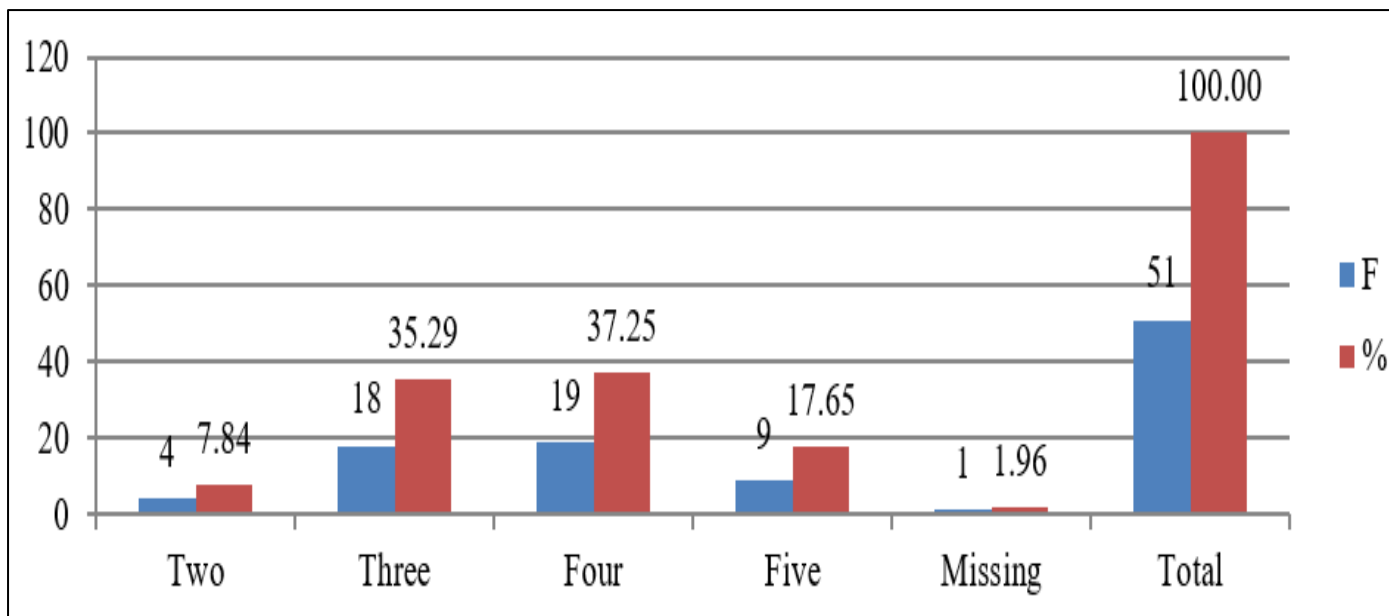


Fig 41: Number of Languages Known

- *Languages Known*

As for the different languages of which they have knowledge, the majority of the respondents (70.00%) know one or two foreign languages and one or two of the national

languages; 28.00% know one or two foreign languages, one or two national languages and one or two vernacular languages; and 2.00% know only one or two foreign languages.

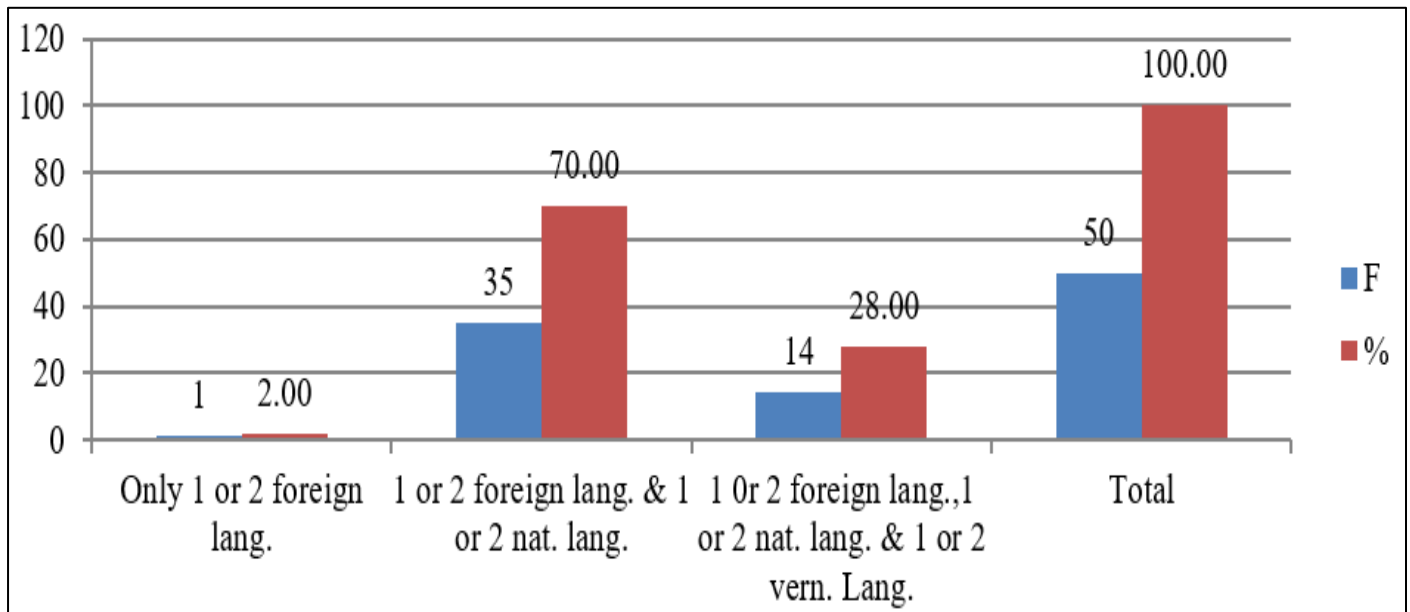


Fig 42: Languages Known
Lang.: Languages; Nat. lang.: National Languages; Vern. Lang.: Vernacular Languages

B. Knowledge of Vernacular Languages

A great number of the respondents (80.39%) know the vernacular languages, i.e. languages spoken in the area their

parents are from; and 17.65% do not. There's no answer from 1.96% out of them.

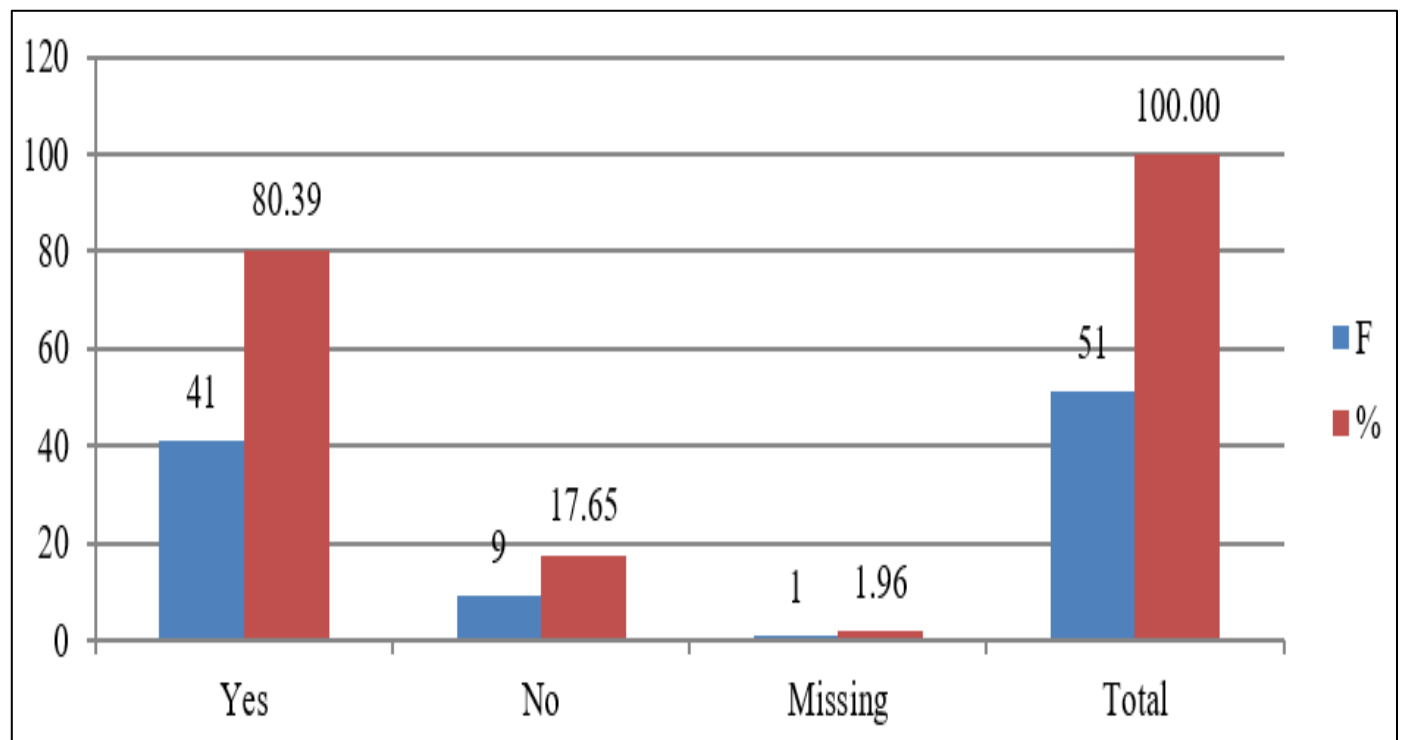


Fig 43: Knowledge of Vernacular Languages

➤ Vernacular Languages Known

Among the respondents who know their vernacular languages, the majority of them (65.85%) mention one or two of the national languages; 21.95% mention one or two of the

national languages and one or two tribal languages; and 9.76% mention one or two tribal languages. Response from 2.44% is missing.

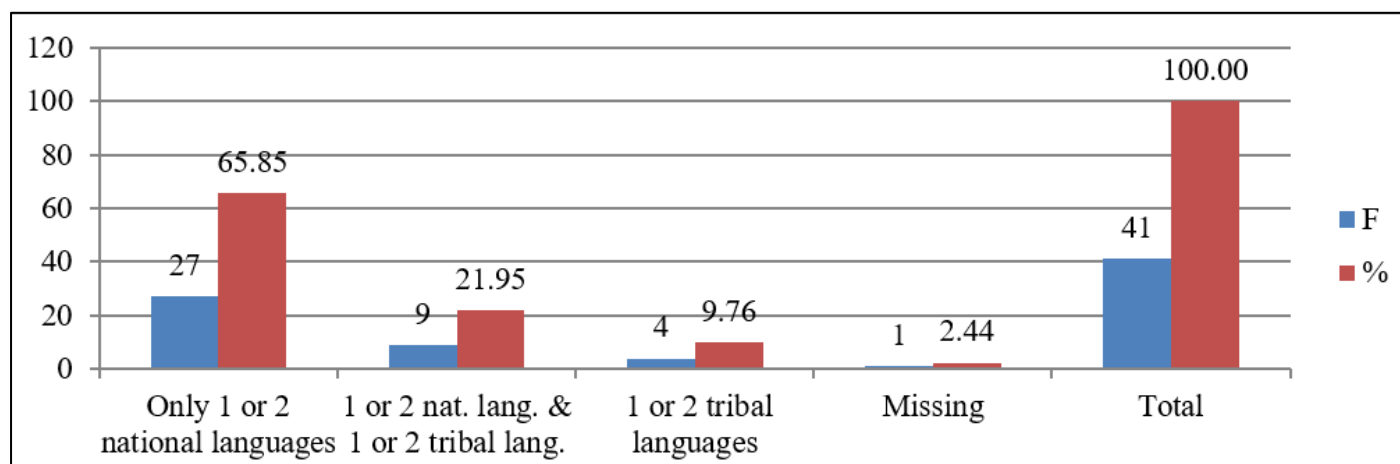


Fig 44: Vernacular Languages Known
Nat. lang.: National Languages; Tribal lang.: Tribal Languages

➤ *Satisfaction with the Level of Knowledge of Vernacular Languages*

Again among people who know their vernacular languages, a great majority of them (82.93%) say to be

satisfied with the level of knowledge or of mastery of those languages, and 14.63% are not satisfied. 2.44% didn't react to the question.

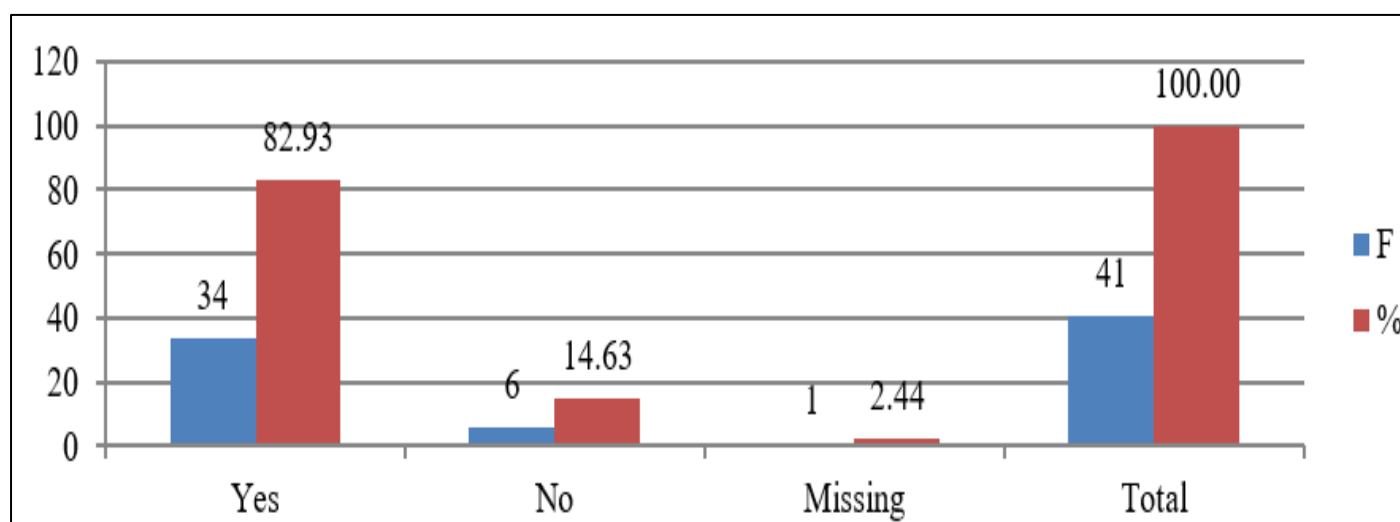


Fig 45: Satisfaction with the Level of Knowledge of Vernacular Languages

➤ *Reasons of Satisfaction*

People who are satisfied with their level of knowledge of vernacular give the following reasons:

It helps me to feel rooted in my origin.
It helps me to communicate, not only with my parents, but also with my grand-parents.
I feel happy when I speak it.
I identify myself with it.
It helped me to reestablish communication with a cousin living abroad.
Etc.

➤ *Reasons of Non-Satisfaction*

Those who are not satisfied give the following reasons:

I am not exposed enough to it.
I have a very low level of knowledge.
I am not able to make a speech in it.

Etc.

➤ *Factors at the Basis of not Knowing Vernacular Languages*

People who do not know their vernacular languages give the following reasons to justify themselves:

My parents never use it at home and I haven't had the opportunity to live with my grand-parents.
My parents haven't taught it to me.
We only use languages learned at school.
Nobody uses it at home.

➤ *Feeling of Sorrow for not Knowing Vernacular Languages*

Among those of the respondents who do not know their vernacular languages, 60.00% feel sorry about it but 40.00% do not.

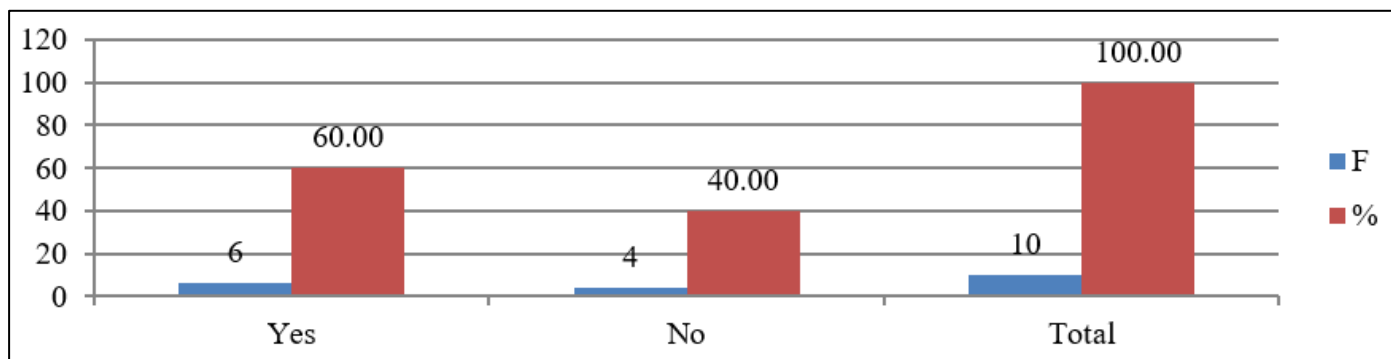


Fig 46: Feeling of Sorrow for Not Knowing Vernacular Languages

➤ *Reasons for Feeling Sorrow*

People who feel sorry for not knowing their vernacular languages say,

- I cannot communicate with people who only use it.*
- It's pitiful – not normal – to ignore one's language.*
- Knowing one's home language is better.*
- It is important to know one's ancestors' languages.*
- I don't have a cultural identity.*
- I am afraid I won't be able to integrate my community of origin.*
- I feel rupture with some members of my family.*

➤ *Reasons for not Feeling Sorrow*

Those who do not feel sorry about it say things such as

- Presently only English and computer science are up-to-date.*
- I am not interested at all.*
- It is not really necessary considering our national languages.*

C. *English Learning Having Effects on Previous Languages Known*

After having been exposed to the English language for a while during their schooldays at secondary school, 50.98% of the respondents recognize that learning English has some effects on the previous languages they knew; 37.25% don't feel any effects at all; and 11.76% did not give response to the question.

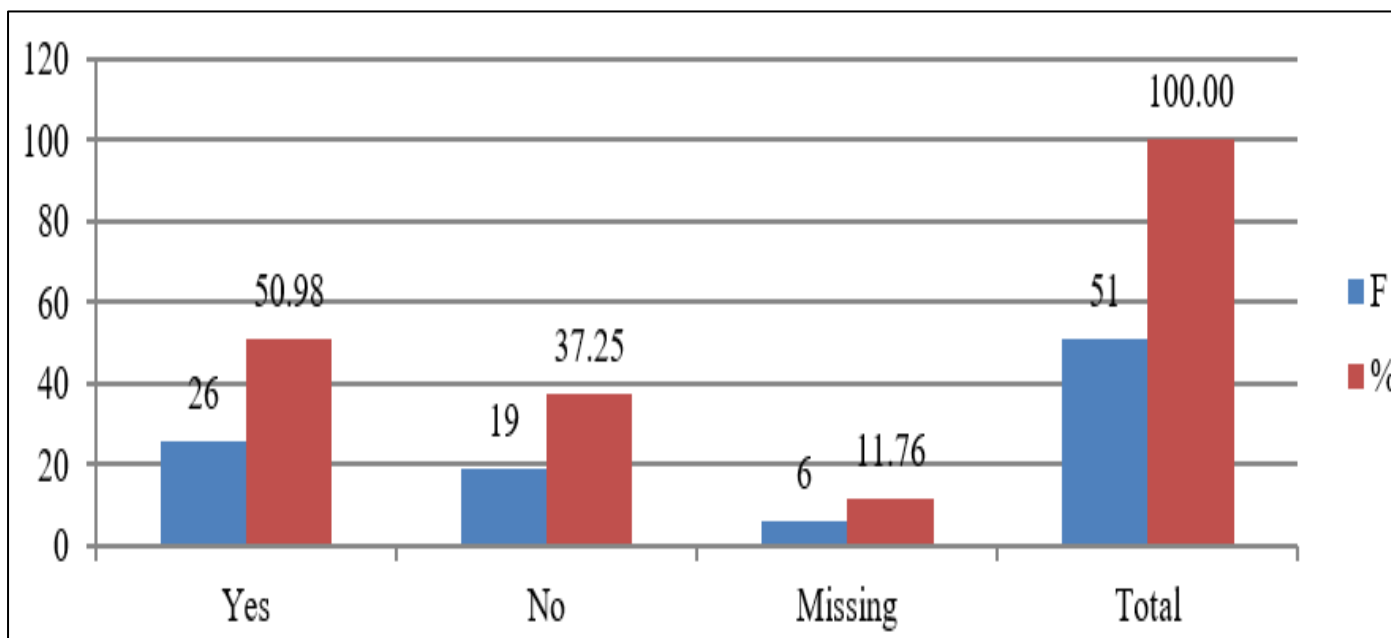


Fig 47: Learning of English Having Effects on Previous Languages

• *Effects of English Learning on Previous Languages*

Among those of the respondents who feel some effects of the English language on the previous ones, 26.92% mention phonological effects, 11.54% talk about

sociolinguistic effects, 7.69% speak of lexical effects, 3.85% point a combination of phonological and cultural effects, 3.85% have a combination of phonological and negative effects, and 15.38% mention negative effects. 30.77% of the respondents did not answer the question.

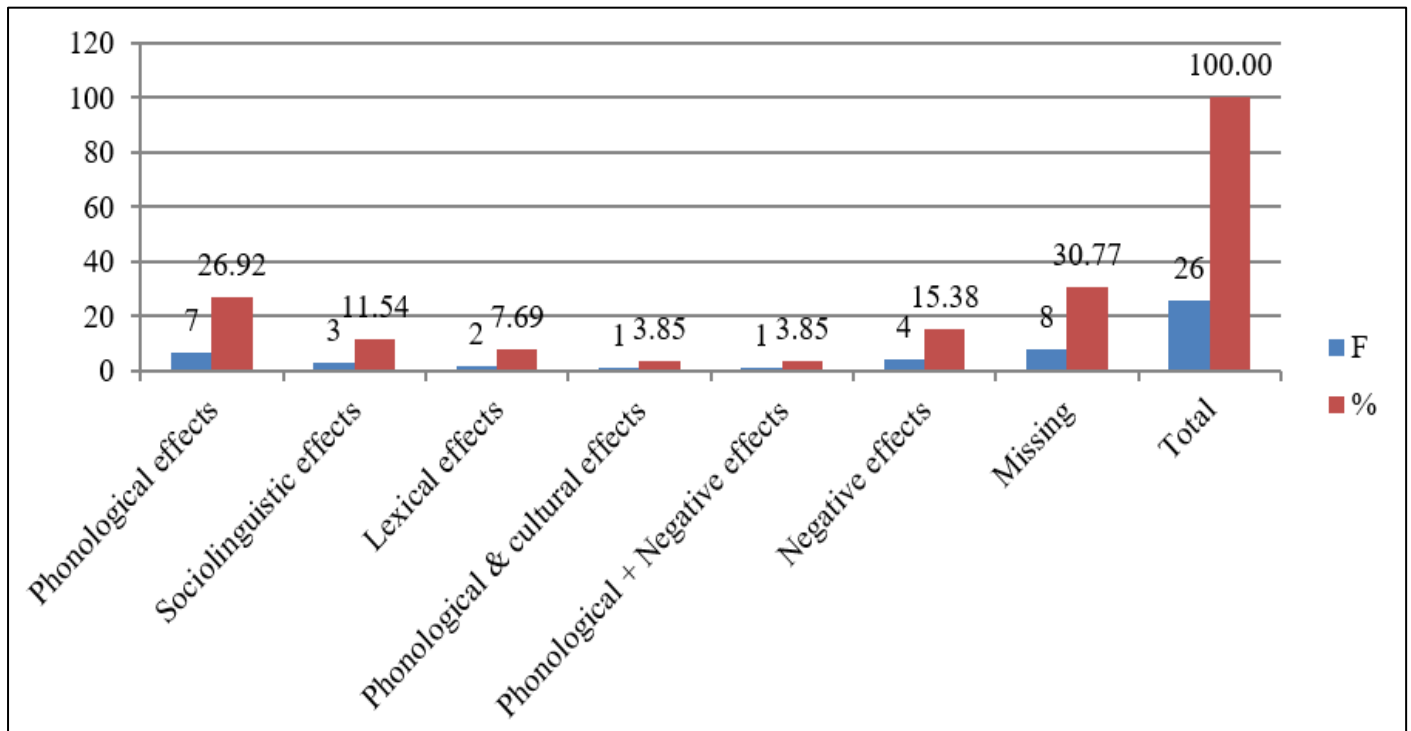


Fig 48: Different Effects of English on Previous Languages

• *Reasons of English Learning not Having Effects on Previous Languages*

Those who don't feel any effects give as reasons their mastery of the previous languages (21.05%), their attitudes face to the English language (21.05%), and their cognitive skills (26.32%).

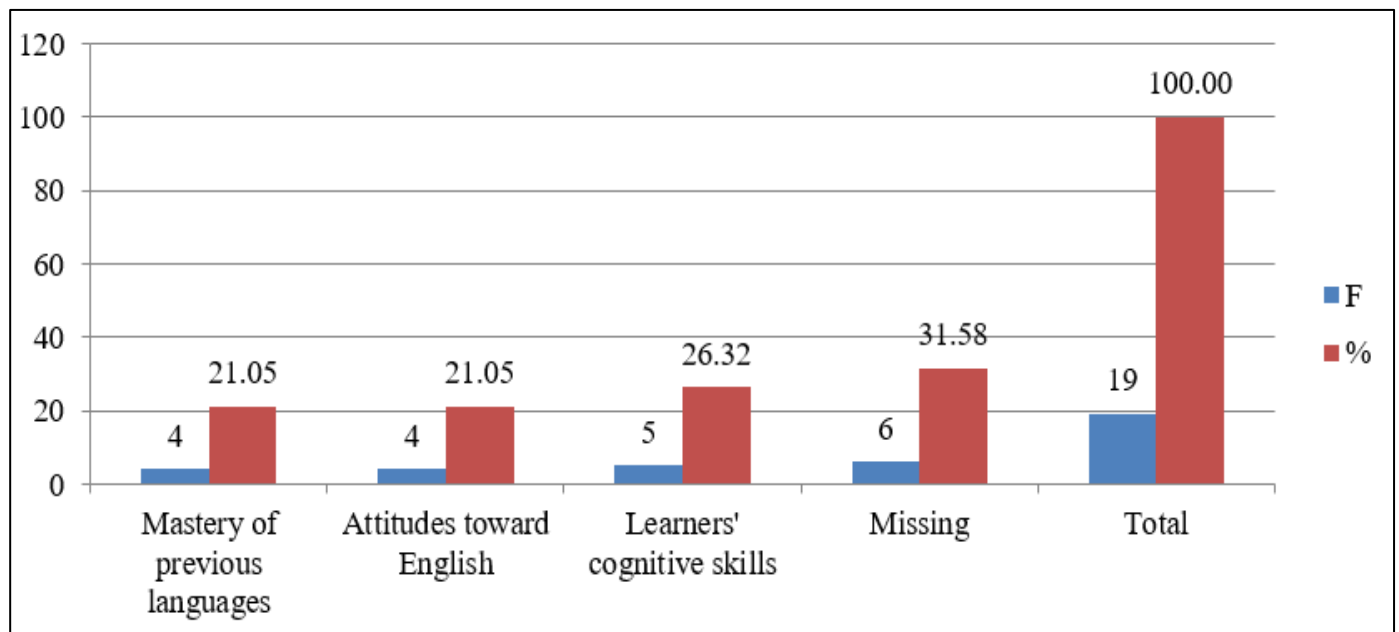


Fig 49: Reasons why English do not have Effects on Previous Languages

Finally results from data on language and culture show that people are really multilingual in the Democratic Republic of the Congo, but they do not lose their cultural identity and learning English is not influencing culture either.

V. INTERPRETATION OF DATA RESULTS

➤ *Motivation*

Almost all the respondents have good attitudes and are highly motivated in learning English.

➤ *Levels of Motivation*

When giving the reasons they have for learning English and telling what knowledge of English will be helpful for, the respondents have shown evidence of the three levels of motivation that Green (1993) distinguishes, viz. holistic, cultural-linguistic, and cognitive-linguistic motivation.

The cultural-linguistic motivation, which includes integrative and instrumental drives, is dominant, followed by the cognitive-linguistic motivation. And the holistic motivation comes at the last position.

However, it is seen that some people have a combination of different levels of motivation. This confirms what Green (1993) says, that “the three levels are in constant parallel interaction”, and what Nakanishi (2002) says about the distinction between different motivation, that “it’s not always easy to tell one from another”.

➤ *Types of Motivation*

Applying Brown (2000)’s presentation of motivational dichotomies to the present situation, it has been found that people show evidence mostly of intrinsic-instrumental motivation, followed by intrinsic-integrative motivation. At the third position comes the combination of both intrinsic-instrumental and intrinsic-integrative motivation, followed by the extrinsic-integrative motivation.

There is no evidence of extrinsic-instrumental motivation, and this can be easily explained by the fact that the respondents’ situation as students doesn’t allow them to be classified in this category since it consists of people who are made to learn an L2 by external power, such as companies sending businessmen to learn English.

Moreover, there were some statements made by the respondents which could not be classified in any of Brown’s categories, confirming Ely (1986)’s argument that “a categorization may or not capture the full spectrum of student motivation”, and that “for a given population of second language students there are reasons for language learning that are unrelated to either of the different motivational orientations.”

In the present situation, another category has been created and named intrinsic-self confidential, because it consists of people who do not consider English as a tool, but who learn it for their own satisfaction. Some of the assertions made by people who are classified in this category are: English is easier to learn; I have a great impulse for the English language; Not knowing English is almost to be illiterate; Knowledge of English offers a certain prestige; etc. All these assertions show people who learn English, not for a specific purpose, but for their feeling of self-confidence.

➤ *Language and Family*

The results from items on language and family have shown that the majority of families in DRC are multilingual in the sense of using more than two languages. A minority of families use only French at home. But even in this situation, it is not a case of monolingualism, because parents who

decide to do so and even their children do use other languages to address people outside the family. The same thing is to be said about languages the respondents use to communicate with other members of the family, such as uncles, aunts, cousins, grand-parents, etc.

The number of learners who use English to communicate in family is inferior to those who do not use it. In family English is more used among brothers and sisters than with parents and other members.

The most emphasized reason preventing learners from using English in family is ignorance, and it can be assumed that students at the beginning of secondary school are not motivated at all for learning English.

A crushing majority of parents do encourage their children in learning English, including those who ignore the language. And what they say in order to motivate their children have been classified using two of the four categories that Brown (2000) distinguishes namely the extrinsic-integrative and the extrinsic-instrumental motivation.

It has been found that a certain number of pieces of advice given by parents to their children cause the latter to have extrinsic-integrative motivation, but nobody mention cases of extrinsic-instrumental motivation for the reason given above. Instead, two other categories have been created, viz. the extrinsic-cultural-linguistic and the extrinsic-self confidential motivation.

Extrinsic-cultural-linguistic motivation is the category consisting of people who are pushed by parents to learn English in order to use it as a tool in their life. Extrinsic-self confidential motivation consists of those who are pushed by parents to learn English for their own feeling of satisfaction, for example parents who feel pride when they hear their children speaking English. Once again Ely (1986)’s argumentation quoted above is confirmed.

It is worth to note that some parents send their children to language learning centers near home in order to make them improve their knowledge of English and do not hesitate to pay different fees required.

Two reasons are given for the case of parents who do not motivate their children in learning English: ignorance and lack of interest.

According to the respondents, most of the parents ignore that learning foreign languages can affect their children’s previous languages and make them lose their cultural identity. Only a few parents are aware of the situation.

➤ *Language and Education*

All the respondents in the present study learn French and English at school. Those studying literature learn Latin in addition to French and English.

For teaching English, the majority of teachers use English and French to explain difficult concepts or expressions, compared to a minority of those who use only English or mostly French. And they are right, for the national syllabus says, "...At the beginning the teacher will teach in English, but he will give explanation in mother tongue or in French in order to clarify some difficult point." This bilingual teaching is appreciated by the majority of the learners. Some of the students say to be satisfied because of their teachers' personality, and their own feeling of self-confidence.

A crushing majority of learners have a good perception of their teacher of English because of the teaching methodology and the teacher's personality. Noels (2001) says that the more the teacher is perceived as being actively involved in students' learning by giving informative praise and encouragement, the more the students feel competent in learning the language. Those who have bad perception all mention the teaching methodology. The situation needs deepening the investigation using qualitative methods.

Most of the respondents feel confident, i.e. they are able to use English outside the classroom in different places and with different partners. It means that the objective assigned by the national syllabus is reached, that of "making students capable of understanding, speaking, reading, and writing". Those who cannot communicate in English mention reasons inherent to the learners themselves, such as weakness, lack of interest, lack of mastery of the language, feeling of anxiety, etc.

A relatively great number of learners say to feel in the classroom during English lessons as if they were in an Anglophone environment due mostly to extrinsic factors such as the teaching methodology, and to intrinsic factors such as love of the English language, the pride felt of speaking English, etc. It meets Cole (2004)'s suggestion that "a student should experience an integrative feeling in school", and that "stepping through the classroom door should be like stepping off an airplane into the target community". This is a bit too demanding, but possible. Students who do not have this feeling mention causes inherent to the learners themselves such as lack of interest, low level of understanding, carelessness, etc.; some of the causes are due to teaching methodology and the Francophone environment.

According to the learners, only texts and some magazines are used as teaching materials, in expense of others such as music, CD's, etc. This is not sufficient enough and opposed to what Cole (2004) says concerning pedagogy, giving as example "a high school Spanish class where the students positively commented that they felt like they were in a foreign country every day for an hour: the walls were covered with posters from Spain, the teacher played Spanish music, there were Spanish magazines and CD's available, and only Spanish was spoken." This is what should be done, following what the national syllabus states, "The use of visual means such as posters, pictures, films, etc. supports favorably the natural acquisition of the language. As to the listening supports such as discs, cassettes, etc. it is no use to emphasize their importance in the acquisition of a correct elocution."

As it is said for the ability to use English outside the classroom, the majority of respondents feel able to live in an Anglophone country and communicate with the inhabitants. The difference is that the number of people saying to be able to live abroad in an Anglophone environment is slightly higher than that of people who say to be able to speak English outside the classroom here in the DRC.

Most of the respondents find English to be either interesting or easy, and only a minority finds it difficult. These different judgments can be explained by what is said in the previous paragraphs of this section.

Different reactions are made to the idea of introducing English as a teaching language in DRC. The majority are either very favorable or favorable. Only a minority of people are less favorable, skeptical or against. Once again what is said in the previous paragraphs of this section can help to explain those different tendencies.

➤ *Language and Culture*

The crushing majority of people are multilingual, i.e. they know either three, four or five languages. Only very few are bilingual and nobody knows less than two languages. Multilingualism is seen through the fact that in general people know one or two foreign languages, one or two of the national languages, and one or two of the numerous vernacular languages.

Most of the respondents have knowledge of their vernacular languages. But when asked to name the vernacular languages they know, a great number mention one or two of the national languages, a few number mention one or two national languages and one or two tribal languages, and a minority of them mention one or two tribal languages. This confusion can be explained by the complexity of the sociolinguistic situation of the DRC.

A large majority of people who know their vernacular languages are satisfied with their level of knowledge of those languages because it helps them to feel rooted in their origins, or it helps them to communicate with parents, grand-parents or other people from their linguistic community, or it helps them to identify themselves, or again they are drawing some profit from it, etc. Those who are not satisfied explain that they are unable of making speech in vernacular languages despite the fact that they can understand people speaking because of lack of mastery due to less exposure to those languages.

Ignorance of vernacular languages finds its explanation in the fact that nobody uses those languages in family, and that some of the respondents haven't had the opportunity to live with their grand-parents. They are mostly from educated parents who choose French as mother tongue for their children and do not allow them to use home languages. Most of the latter are sorry because they find it pitiful to ignore one's home languages, and because they cannot communicate with exclusive native speakers of those languages, thus rupture with some members of their family. The others find it normal because either they are not interested at all because of

the presence of the national languages, or they find that presently only English and computer science make people to be up-to-date. This is really dangerous for the cultural identity of future generation.

Fortunately, learning of English has mostly linguistic effects on the learners –including negative effects – rather than cultural ones. And those who do not feel any effects attribute it to their mastery of previous languages, or to their consideration that knowledge of English is an added value and not a withdrawing one.

VI. CONCLUSION

The present study aimed at knowing if the secondary school students in the Democratic Republic of Congo are motivated in their learning of the English language, and at establishing the relationship linking language to family, education, and culture.

It has been found first that secondary school students are highly motivated in learning English, and that cultural-linguistic motivation is predominant over the others, viz. the holistic and the cognitive-linguistic motivation, although it is difficult to tell one from another. Applying Brown's theory, there has been creation of three other categories, since the motivational dichotomies could not capture the full spectrum of student motivation in the present situation.

On language and family, it has been found that most of families practice multilingualism, and that most of the parents do encourage their children in learning English despite the ignorance by some of them of the possible effects on their children.

Concerning language and education, it has been noticed that the teaching of English in the Democratic Republic of Congo follows pedagogical norms as stated in the national syllabus, and that the majority of students are satisfied with the language learning situation. But some of the teachers have to reconsider their teaching methodology in order to meet the needs of the learners, and that way reach the language learning objectives.

Finally it has been found on language and culture that despite the practice of multilingualism in the Democratic Republic of Congo, people do keep their cultural identity, and that the influence of English on the learners is mostly linguistic but not cultural.

The study does not pretend to make strong sentences about the findings it is delivering, rather it opens path for further investigations that are to be made seriously, given the rising of English in the present Congolese society, so that the teaching of English be improved.

The limitation of the present study resides in the very limited number of samples the survey was conducted with, due to time factor and financial restrictions. Another limitation concerns the setting: the work pretends dealing

with the Democratic Republic of Congo when the investigations have been conducted only in Kinshasa.

➤ *For Further Research, the Study Recommends the Following:*

- Broaden the investigation area on the whole extent of the Democratic Republic of the Congo.
- Conduct a survey on the level of motivation of students in the first year of learning English in secondary school, i.e. the 3rd grade according to the national syllabus.
- Conduct the same investigations with other population such as college or university students or learners from language learning centers.
- Deepen investigations on teaching methodology.

➤ *For Practice of Learning and Teaching, the Study Recommends to the Teachers:*

- To reconsider their teaching methodology.
- To do their best and use other teaching materials in addition to the texts.
- To try and know their students motivation in learning English. This will help them to cope with pedagogical issues, such as the choice of methodology and of teaching materials.

For communication, the study recommends to people in power to have well defined language policy in which the status of English will be clearly defined as is the case for the other languages.

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