

Some Difficulties in Teaching - Learning to Read and Write in Kiswahili using the ACCELERE! Approach in Lubumbashi in the Democratic Republic of Congo

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Abstract: *The teaching of reading - writing in the first two grades of primary school in the Democratic Republic of Congo is supposed to be done in the local language. In schools in the city of Lubumbashi, this is done in Kiswahili. Since the advent of the ACCELERE! approach, teachers have benefited from training for its use in order to improve the performance of learners in the two essential instruments (reading and writing) both in school and social life. Remarkable innovations have been introduced by this approach in the process - teaching - learning of reading - writing certainly, at the same time its implementation presents the difficulties that teachers and learners face. This study highlights the difficulties encountered by teachers and students in public primary schools in the sub - division of EPST - Lubumbashi II in using the ACCELERE!*

Keywords: Teaching - Learning - reading - writing - local language - Kiswahili - ACCELERE!

1. Introduction

The place of choice occupied by the teaching of national languages in our country requires deep reflection. Especially in the effective implementation of approaches to teaching and learning these "local" languages.

The ACCELERE! approach was used to promote the acquisition of writing and writing in the local language. In our environment, the city of Lubumbashi, it is Kiswahili.

In this article, we want to address some teaching and learning difficulties faced by the actors at school since the implementation of this approach in the schools of the sub - division of the EPST Lubumbashi 2.

The introduction of national languages in education, in the DRC, existed before and after the independence of this country. Indeed, already in 1925, when promulgating the Teaching Program, the Franck Commission had selected four "languages of expansion", namely: Ciluba, Kikongo, Lingala and Kiswahili (Makomo Makita, 2013, p52).

This idea was even reinforced by the various reforms known in this country until that of 1948. However, the Ordinance n° 174 of October 17, 1962 will abolish teaching in and in national languages. We had to wait for the 1968 reform to recognise, once again, that the vehicular language of education should be the one best known to the child and the teacher.

In 1974, at the end of the National Congress of Linguists held in Lubumbashi, a new plea to reintroduce the use of national languages at school was heard. The recommendation was respectively observed in the Framework Law of 1986 in its article 120, in the Constitutions of the Republic of 2003, 2006 and 2011.

Article 38 of the Education Framework Law of 2014 stipulates, among other things, that national education uses, in primary education, national and local languages as teaching tools.

By subscribing, on the one hand, to the objectives of education for all (Dakar Framework for Action) and to those of the millennium for development on the other, the DRC has agreed to respect one of the principles which indicates that member countries should "dedicate themselves to improving all aspects of the quality of education for the sake of excellence, so as to achieve recognized and measurable learning outcomes for all, particularly in about reading, writing. (National Program for Primary Education, 2011, p11).

In order to achieve this objective, the DRC, through the National Ministry of Primary, Secondary and Vocational Education, has not only reviewed the national language curriculum in primary school, but also produced, through of its partners, works. It has also provided training for teachers, heads of establishments and inspectors in the use of the teaching approach to reading and writing called ACCELERE!

This approach, which aims to improve learning to read and write in national languages, specifically in Kiswahili for the city of Lubumbashi, has been applied in public schools in the Lubumbashi II urban education subdivision for a few years.

Based on the theories of Grunderbeck (1994), Mousty (1995), Villepontoux (1997), Valdois (2004) without forgetting Ecalle and Magnan (2010) believe that difficulties in the teaching - learning process cause errors and these when not diagnosed or corrected in time, lead to learning

disabilities. These disorders then disrupt the normal acquisition of skills such as reading and writing.

We want through this article to know what some teaching - learning difficulties have been observed since the implementation of the Accelere approach! in the Lubumbashi II sub - division.

2. Methods and Techniques

Data production was done using the survey method. This was supported by participant observation, semi - structured interview, focus group and documentary analysis. With regard to the analysis and processing of data, we used content analysis.

Our population was made up of all school heads, teachers, first and second year students from all 51 public schools, not to mention the inspectors of the EPSP Lubumbashi II Sub - division who use the ACCELERE! approach. in learning to read and write since the 2015 - 2016 school year.

The data on which our analyzes are based were collected during investigations carried out in public primary schools in the Lubumbashi II sub - division, in the city of Lubumbashi, Haut - Katanga Province, in the Democratic Republic of Congo. The work was developed over a period of three school years from 2019 to 2021;

3. Study population and sample

Our population is made up of 51 school principals, 287 teachers, 7, 245 students and 7 inspectors, all from primary schools in the EPSP Lubumbashi II subdivision. They are of opposite sexes of different ages, educational levels and residential neighborhoods. We have integrated these characteristics, which are not involved in the collation of the data, to specify our population.

By focusing on the difficulties of the teaching - learning process, one of the activities of our research consisted in attending lessons and observing the activities of teachers and learners in the classes distributed in the 32 schools of the sub - division of the EPST. Lubumbashi 2 of the four networks or management regimes

Among them, 8 belong to the network of non - conventioned schools, 14 to the network of Catholic conventional schools, 9 to the network of Protestant conventional schools and 1 to the network of conventional Salvationist schools.

As for the teachers, there are 184, including 97 in the first year and 87 in the second year of primary school, using the ACCELERE! approach since the 2015 - 2016 school year. Among them there are 52 from the network of non - conventioned schools, 27 in the first and 25 in the second year.87 teach in schools belonging to the network of Catholic approved schools, including 45 in the first year and 42 in the second year.39 teach in the schools of the network of Protestant approved schools, including 22 in the first and 17 in the second year. Finally, 6 teachers, 3 of whom are in first and 3 in second, teach in a school that belongs to the network of subsidized Salvationist schools.

The 920 students, including 485 in first year and 435 in second year, who participated in our study were chosen at random and distributed as follows: 260 are from non - conventioned schools, 435 from the network of Catholic schools, 195 from Protestant schools and 30 from the Salvationist approved school. A clarification deserves to be made here, in each class we took 5 students among those who were interested in the activities we were carrying out and willing to cooperate in the study.

4. Study results

4.1 Results relating to the availability of teaching and learning tools required by the ACCELERE approach! in public schools in the Sub - division of Lubumbashi II

We are interested here to know if the tools required in learning to read and write have been made available in schools, classes and to learners. This is justified by the fact that for a good implementation and good conduct of reading and writing lessons in the ACCELERE approach! you must have these tools.

We analyze whether these tools were available during all three years in sufficient or insufficient quantity to promote good performance of learners and thus facilitate the work of teachers.

This part sets out to present in turn:

- The availability of teaching tools, namely teachers' guides and texts;
- The availability of posters for classes;
- The availability of learning tools among learners, namely booklets and home exercise books

4.1.1 Findings regarding the availability of teacher guides and texts

Table II: Availability of teachers' guides and texts in schools during the three years of our study

Guide and Texts every 3 years				Guide only the 3 years				Guide only the 2 years				Guide and Texts every 2 years				Guide 3 years and texts 2 years				Guide 2 years and texts 1 year				Total schools	% Total
Sufficient	%	insufficient	%	Sufficient	%	insufficient	%	Sufficient	%	insufficient	%	Sufficient	%	insufficient	%	Sufficient	%	insufficient	%	Sufficient	%	insufficient	%		
7	21.9	3	9.38	8	25	1	3.13	3	9.4	0	0	2	6.3	0	0	0	0	2	6.25	0	0	6	18.75	32	100
31.25				28.125				9.375				6.25				6.25				18.75					100

Source: Elaborated by ourselves from the previous table

- **Sufficient** means that teacher guides and texts are available in these schools in numbers as required by the approach.
- **Insufficient** means that teachers' guides and texts are not available in these schools in the number required by the approach.

The above results, which relate to the availability of guides and texts that teachers must have for the proper conduct of lessons, show that only the teachers of the 10 schools, i. e.31.25%, had to teach reading and writing while having teachers' guides and texts during the three school years. There are those of 7 schools representing 21.9% who had these tools in sufficient number and those of 3 schools or 9.38% did not have a sufficient number.9 schools, which represents 28.125%, had to teach with guides without texts during the three years. Among them, the teachers of 8 schools or 25% had sufficient guides and 1 school or 3.13 had an insufficient number. Another category is that of school teachers who have taught with the guides only for

two school years. These are the teachers of 3 schools representing 9.4% and all have had a sufficient number.

2 schools or 6.3% received the guides for 3 years and the texts for two years, which represents 6.25%. Finally, there are 6 schools, i. e.18.75%, which received the guides for 2 years and the texts for one year.

It is necessary in the light of these results to say that most schools of the sub - division of the EPSP Lubumbashi 2 did not have the required tools on the side of the teacher in sufficient number and this from the beginning. . This would explain the fact that the teachers encountered difficulties in doing their tasks well because having received the tools not at the right time, there were not enough of them. This situation is found in all the networks to which these schools belong.

4.1.2 Results relating to the availability of posters for classes

Table III: Availability of posters in primary school classes in the Lubumbashi II sub - division according to their number

Every 3 years				For 2 years				A year				Total	% Total
Sufficient	%	Insufficient	%	Sufficient	%	Insufficient	%	Sufficient	%	Insufficient	%		
6	18.8	1	3.13	4	12.5	0	0	20	62.5	1	3.13	32	100
S/Total 7 schools or 21.875%				S/Total 4 schools or 12.5%				S/Total 21 schools or 65.625%				32	100

Source: Elaborated from the results of the previous table

- **Sufficient** means that posters are available in schools in numbers as required by the approach.
- **Insufficient** means that posters are not available in these schools in the number required by the approach.

The results of this table indicate that 7 schools, i. e.21.875%, had posters corresponding to the number of classes and therefore teachers, during the 3 years of the use of the approach in the schools of the Lubumbashi 2 sub - division.4 of them, 12.5% had posters at least during the two years and 21, or 61.625%, had only one school year since using the ACCELERE approach! in these schools.

It should also be noted at this level that posters are among the requirements of a reading - writing lesson. Its lack does

not favor in particular the activities of expression of the learners and causes a loss of time so that each learner manages to see and thus express himself well on what must be taught.

The observation of these results leads us to say that several schools in the sub - division of EPSP Lubumbashi II did not have enough posters for teachers to use in their classes during reading lessons. - writing by the ACCELERE! approach this situation can be seen in all the networks or management regimes of the schools in our sample.

4.1.3 Results relating to the availability of booklets and workbooks among learners

Table IV: Availability of learning tools in our research schools

Booklets and notebooks every three years				Booklets and notebooks every two years				3 - year booklets and one - year notebooks				3 - year booklets and 2 - year notebooks				One - year booklets and notebooks				2 - year booklets and one - year notebooks				Only once the booklets without notebooks				Total	% Total
Sufficient	%	Insufficient	%	Sufficient	%	Insufficient	%	Sufficient	%	Insufficient	%	Sufficient	%	Insufficient	%	Sufficient	%	Insufficient	%	Sufficient	%	Insufficient	%	Sufficient	%	Insufficient	%		
3	9.4	6	19	3	9.4	2	6.3	0	0	3	9.4	0	0	2	6.3	3	9.4	4	13	0	0	5	15.6	0	0	1	3.1	32	100
9 schools or 28.125%				5 schools or 15.625%				3 schools or 9.375%				2 schools or 6.25%				7 schools or 21.875%				5 schools or 15.625%				1 school or 3.125%					100

Source: Elaborated on the basis of the results of the previous table

- **Sufficient** means that student booklets and workbooks are available in these schools in numbers as required by the approach for each learner.
- **Insufficient** means that learner booklets and workbooks are not available in these schools in numbers as required by the approach.

These results show that the pupils of 9 schools or 28.125% had booklets and workbooks for home application during the three school years. There are those of 3 schools or 9.4% who have had them in sufficient number and 6 those of 6 in insufficient number. We also find the pupils of 5 schools which represents 15.625% had booklets and notebooks during the two years. Among which those of 3 schools or 9.4% in sufficient number and those of two schools or 6.3 in insufficient number. There are schools that have had booklets for all three years and exercise books for only one of the three years that cover our research period. These are the pupils of 3 schools representing 9.4%, all of whom are insufficient in number. For those who received the 3 - year booklets and the 2 - year notebooks, these are the pupils of 2 schools, ie 6.25% and an insufficient number moreover.

Some others had the booklets and notebooks for only one year, they are in 7 schools or 21.875% of which those of 3 or 9.4% in sufficient number and those of 4 schools which

represent 13% in insufficient number. There are also the pupils of the schools which have had booklets for 2 years and exercise books for one year, they are from 5 schools all in insufficient number and represents 15.6%. Finally, there are students who only had the booklets for a single year who are in 1 school and represent 3.12.

This situation leads us to say that some students in the sub - division of EPSP Lubumbashi 2 had difficulties in learning to read and write using the ACCELERE! approach because they do not have all the learning tools required by the latter. We say this because this approach requires that when the lessons are given that the learner not only follows directly in his textbook but also has the time to do the same exercises at home to fix these lessons well, thus developing and promoting the strategies of self - learning.

4.2 Results for errors found in the teacher's guide

Table V: Errors identified in the guide used by teachers

No.	Pages	What is written	What must be in classical Kiswahili
	3	Contents: - Week 2: darasani - Week 3: darasa	According to the order one should start from the outside before going inside. <i>Darasathen Darasani</i>
	3	Week 4: <i>jamaayangu</i>	<i>Jamaalangu</i>
	3	Week 5: <i>jamaadogo</i>	<i>Jamaadogo</i>
	23	<i>Tamko</i> (ra - fi - ki)	<i>Matamko</i> (ra - fi - ki)
	23	<i>Manenohezi</i>	<i>Manenohaya</i>
	25	<i>Kujuwa</i>	<i>Kujua</i>
	27	Darasanimumafanyanini ?	Darasanimnafanya neither nor
	27	<i>Kufatulasanamu</i>	
	28	<i>Kipepeo: kidudu inayomabawayamarangimizingimi</i>	<i>Inayomabawayarowinyinginyingi</i>
	29	<i>Manenoganimapamumejifunza</i>	<i>Manenoganimpya</i>
	33	<i>Uisemekishamiyenaujisaidienakibwetakyaheruf</i>	<i>Uyasemekishamimimaujisaidienakibwetachaherufi</i>
	33	<i>Elezaginsiulimufasiria kaka ao dada yako</i>	<i>Elezaginsiulimufasiriakaka ao dada yako</i>
	34	<i>kwakuandikaherufi "c" natia, nazunguusha</i>	<i>Natia, nazungusha</i>
	34	<i>Someniherufiyenyenaandikakuubao</i>	<i>Someniherufiyenyenaandikaubaoni</i>
	36	<i>Kishanawaombawatumiyevibwetayamatamkonawalete wingi wow tamko</i>	<i>Kishanawaombawatumievibwetavyamatamko n / A walete mingi wamatamko</i>
	37	<i>Manenombili hey ina jumped moja</i>	<i>Manenombilihayana jumped moja</i>
	36	<i>hajuwi</i>	<i>Hajui</i>
	37	<i>KishagusenivibwetavyaherufikatakabukuyenukWaKilaherufi</i>	<i>KishagusenivibwetavyaherufikatakamabukulenukWaKilaherufi</i>
	41	<i>Mustari</i>	<i>Mstari</i>
	41	<i>Darasalakolikonamilangongapi</i>	<i>Darasalakolikonamilangomingapi</i>
	41	<i>tajamajinatatuzawatoto wow darasa</i>	<i>tajamajinatatuyawatoto</i>
	42	<i>Fasiriya</i>	<i>Fasiria</i>
	42	<i>Manenomapyatulojifunzakatakahadisi " darasa language " ? fasiriamaneno hiyo</i>	<i>Maneno grandma tuliyojifunzakatakahadisi ' darasa language " ? fasiriamaneno hayo / hayo</i>
	42	<i>kwakujibukumaulizoyahadisi</i>	<i>kwakujibukWamaulizoyahadisi</i>
	43	<i>Tito anatafutatena</i>	<i>Tito anatafutatena</i>
	43	<i>Napigamustari</i>	<i>Napigamustari</i>
	43	<i>Manenoikongapikatakamsemwa ' kalamuyatito " ?</i>	<i>Manenoyakomangapikatakamsemwa</i>
	45	<i>Mugongo</i>	<i>Mgongo</i>
	45	<i>Nazunguusha, mustari</i>	<i>Nazungusha, mstari</i>
	46	<i>UfasiriyeRafikiwakohali la darasa</i>	<i>UfasiriaRafikiwakohaliyadarasalako</i>
	47	<i>Lipapa</i>	
	47	<i>Erufi</i>	<i>Herufi</i>
	47	<i>chapavibwetatatuyamatamkonagawanyakatakamko</i>	<i>chapakatakavibwetavitality vyamatamkonagawanyakatakamamko</i>
	53	<i>Lipasa</i>	<i>Pasha</i>
	54	<i>kunawatotongapikatakajamaayako ?</i>	<i>kunawatotowangapikatakajamaalako</i>
	54	<i>Sababuganiimbwazetuhazionekaninyeupemaramingi ? Sababuanachezakatakamatope</i>	<i>Sababuganimbwazetuhazionekaninyeupemaraminyi ? sababuanachezakatakamatope</i>
	54	<i>semamaanayahazimaneno</i>	<i>semamaanayamanenohaya</i>
	55	<i>Napendaginsiunachapawhata wow jamaayako.</i>	<i>Napendaginsiunachapawhata wow jamaalako.</i>

	<i>Katikajamaayako Kuna watotowanaumengapi ? wanamukengapi ?</i>	<i>Katikajamaalako Kuna kuwawatotowanaumewangapi ? nawanawakewangapi ?</i>
56	<i>Hiyinijamaayangu</i>	<i>Hiliniijamaa language</i>
Same	<i>Jamaandogo</i>	<i>Jamaadogo</i>
59	<i>Najuwa</i>	<i>Najua</i>
Same	<i>Miaka</i>	<i>Myaka</i>
Same	<i>Adjabu</i>	<i>Ajabu</i>
Same	<i>Andikakukibaoheruifi</i>	<i>Andikajuuyakibaoheruifi</i>
60	<i>kunawatotongapikatakajamaayako ?</i>	<i>kunawatotowangapikatakajamaalako ?</i>
61	<i>“ ki ” ndiotamkoya kwanza ninayosikiakataka neon “ kidogo ”</i>	<i>“ ki ” ndilotamko la kwanza ninalosikia ...</i>
Same	<i>Imbwa, mbiyo</i>	<i>Mbwa, mbio</i>
63	<i>Munayo</i>	<i>Mnayo</i>
Same	<i>Soma kwaupesisheruifi hey</i>	<i>Soma kwawepesisheruifihezi</i>
Same	<i>Kishanaombawanafunziwatumiye</i>	<i>wanafunziwatumie</i>
Same	<i>WasemaKilatamkoya kwanza nay a mwisho</i>	<i>WasemeKilatamko la kwanza na la mwisho</i>
66	<i>Shambayamboga wow Maua</i>	<i>Shamba the mbogaa Maua</i>
Same	<i>Mtotowamjombaaowashangazi</i>	<i>Mtoto wow mjombaaow Shanghai</i>
67	<i>Neno “ gani ” yauliza mutual</i>	<i>Neon “gani ” linaulizamtu</i>
Same	<i>wapwa</i>	<i>Wepwa</i>
68	<i>Nina baba moja</i>	<i>baba mmoja</i>
Same	<i>bustaniyamjomba average ina Maua nyeupe</i>	<i>Bustani the mjomba average lina Maua group</i>
69	<i>Nazunguusha</i>	<i>Nazungusha</i>
Same	<i>Andika he wa neither heruifi “o”</i>	<i>Andikahewaniheruifi “o”</i>
Same	<i>Kibwetayamaneno</i>	<i>Kibweta cha maneno</i>

Sources: Ourselves based on the teacher 's guide

Several errors are noted in the teacher's guide in use in the schools of the Lubumbashi II sub - division, here it is only a sample of the errors that account this tool which is being used for the education and training of future executives of this country.

4.3 Results relating to the difficulties identified

We present here the results of the observation, interviews and focus groups. They concern the following categories: inspectors, school principals, teachers, ourselves and the learners themselves.

4.3.1 Difficulties identified by school principals

Table VI: Difficulties noted by school principals

Categories concerned	Difficulties identified	Response found on 32 directors
Teachers	• Very long and tiring walk	30/32
	• Abundant matter	29/32
	• Lack of fluency in Kiswahili	32/32
	• Insufficient tools required by the approach	28/32
Learners	• Insufficient tools required by the approach	32/32
	• Writing script causes them problems in writing	29/32
	• Decoding is sometimes difficult for them	27/32
	• Some themes used in the manual did not fit	32/32

Source: Results of interviews with school principals

Results analysis

These results show us that school principals have noticed that teachers have enormous difficulties with regard to the language used for learning to read and write, which is Kiswahili. Other difficulties relate to the material which is considered abundant as well as the inadequacy of teaching tools.

On the learners' side, they experience difficulties with the tools required, which are sometimes not sufficient in number for each learner to have them and adapt better to the lessons. There is also the language that is used which poses a problem, not to mention scripting and decoding.

4.3.2 Difficulties identified by teachers

Table VII: Difficulties noted by teachers

Category concerned	Difficulties identified	Response found on 184 teachers
For themselves	• Walk too long	184/184
	• Abundant matter	156/184
	• Difficult and complicated words to explain in the textbook	150/184
	• Stay glued to the manual to follow the march	184/184
	• Kiswahili used in the textbook is difficult and different from that spoken in the city	184/184
	• Overcrowded classes while the approach is better suited for less populated classes	154/184

Among learners	<ul style="list-style-type: none"> • Insufficient tools required by the approach • Absences and irregularities that do not promote good follow - up • Abundant proposed material not conducive to good control • Matter tires students (3, 4 or even 5 letters per week) • Kiswahili is difficult for them because it is different from the one spoken at home 	184/184 184/184 184/184 184/184 184/184
On the side of the parents of students	<ul style="list-style-type: none"> • No support for their children to practice reading and writing at home (for those who have exercise books) • Late registration of their children 	167/184 145/184

Source: Results of interviews with teachers

Results analysis

The teachers of the sub - division of the EPSP Lubumbashi II using the ACCELERE approach! have difficulties with the Kiswahili language. They also experience difficulties concerning the proposed material which is considered too abundant, therefore they are obliged to remain glued to the books.

With regard to the learners, the teachers believe that they also experience difficulties with the language used, the

material offered to them is abundant, which in turn tires them out, in addition to the inadequacy of the learning tools.

Parents do not cooperate with the school by not accompanying their children in the pursuit of reading and writing activities at home and some send their children late from where they find it difficult to adapt better.

4.3.3 Difficulties noted by the inspectors

Table VIII: Difficulties noted by the inspectors

Categories concerned	Difficulties identified	Answer found on 7 inspectors
Among the teachers	<ul style="list-style-type: none"> • Lack of mastery of Kiswahili required by the approach (classic Kiswahili) • Lack of appropriate media (texts, posters, etc.) • Monotony of lessons in first and second year primary • Material too abundant per day and per week • Stick to the books • Very long walk and requires a lot of time • Methodology not very well mastered 	7/7 7/7 7/7 7/7 7/7 5/7 7/7
Among learners	<ul style="list-style-type: none"> • Your singing in the reading • Incorrect decoding (associating the sound with the letter) • Wrong pointing while reading • Difficulties adapting to the 3rd year class, especially in writing (from script to cursive) • Kiswahili is a problem for them 	6/7 5/7 5/7 7/7 7/7

Source: Results of interviews with inspectors of the primary pool of sub - division l'shi2

Results analysis

These results show that the inspectors have identified difficulties relating to the language, to the subject (content) as well as the lack of supports required for the implementation of the lessons of reading writing by the ACCELERE approach! both for teachers and learners.

4.3.4 Difficulties identified by learners

Table IX: Difficulties noted by learners

Difficulties identified
<ul style="list-style-type: none"> • Kiswahili is difficult and different from the one we speak at home • Some words are not in the Kiswahili used at school • Learn a lot of letters every week

Source: Results of focus groups with students

These results show that learners experience difficulties related to the Kiswahili language and the content of the subject which they consider too abundant.

4.3.5 Difficulties identified by us

Table X: Difficulties noted by ourselves

Categories concerned	Difficulties identified
On the side of the teachers	<ul style="list-style-type: none"> • Lack of fluency in the Kiswahili used in the guide • Planned lessons not completed due to lack of time • Teachers glued to the book to follow the march • Use of French words in Kiswahili lessons
On the side of the learners	<ul style="list-style-type: none"> • Insufficient learning tools required (some have others lack) • Wrong pointing while reading • Script writing is a problem

Source: Results of observations of reading - writing lessons.

We have come to see difficulties affecting the language used, namely Kiswahili, which poses enormous problems for teachers and learners alike. Also teachers are forced to stay glued to the books to teach.

Learners specifically encounter difficulties related to the lack of learning tools, the singing tone as well as script writing, not to mention incorrect pointing.

Teaching and learning tools are necessary for a good acquisition of the desired knowledge

5. Discussion of Results

We have just realized that the ACCELERE! undoubtedly brought innovations in the learning of reading and writing in our country in general, and in the city of Lubumbashi in particular; but it also presents difficulties. These difficulties are of several kinds.

There are those related to the availability of teaching and learning tools, those related to the language used in this learning and those related to the organization of the class as required by the approach!

The teaching and learning tools that are supposed to facilitate good teaching are not available. This aspect of things does not favor better results expected from the teacher. As such, by referring to the EGRA studies conducted in Mali in 2010, by granting a good organization of learning tools among teachers, tools that take into account the realities of the environment, the performance of learners in reading and writing have been seen significantly improved.

With regard to the non - mastery of the language by the teachers, Makomo Makita (2013) admits that the ever - increasing insufficiency of linguistic and language training for these contributes to the decline in the level of reading and writing. The results of our study showed that the teachers who are called upon to give lessons in Kiswahili do not master it sufficiently. There are grounds for expressing reservations about the improvement of read - write yields by the ACCELERE approach!

By referring to the didactic characteristics of learning in schools today as defended by Yves Reuters, Cora Cohen - Azria, Bertrand Dauneay and Isabelle (2010, p18) who say that learning must be organized in a didactic system that imposes other constraints of place (that is to say the class), time and essential tools both on the side of the learners and that of the teachers.

It is at this level that we must place what Ecalle and Magnan (2010) qualify as constraints that come under the socio - educational environment in learning to read and write. Efficient availability of tools such as student booklets, teacher's guide, posters and others not being guaranteed in most cases does not promote the good returns expected by the ACCELERE! approach. Thus we can hope to reach an indicator of the 2016 - 2015 education and training sector strategy (p143) which provided that by 2020 all schools must have reading and writing manuals.

In the same vein, the difficulties identified by school principals, teachers, inspectors, learners as well as ourselves, do not promote the improvement of the quality of learning and would not influence a good expected return of the approach. Moreover, the study by NsambiBolaluete (1973) showed that there is a great danger in learning to read and write when the books used contain difficult words, mistakes, when the pupils do not have a reading book and therefore the required tools. .

In addition For Ecalle and Magnan (2010), learning to read and write has constraints which, if they are not respected, do not promote good performance.

These authors classify among these constraints those which relate to language as an object of knowledge and those which relate to the socio - educational environment. These relate in particular to the class, teaching methods and pedagogical organization.

When we analyze more closely the performance results of the learners of the sub - division of the EPSP Lubumbashi 2, we observe that they present the same types of errors as those by Nsambi (1973); Mousty (1995) and Mazeau and Pouhet (2014) although in their studies were conducted on beginner students learning to read and write in a language other than Kiswahili. Whatever the language of learning, the errors observed can be remedied if diagnostic work is done in time. It is within this framework that the place of the school psychologist is situated. This one with other actors must have a place of choice in order to provide the necessary support in the prevention of learning disabilities in the school environment.

These errors noted among learners of reading and writing in Kiswahili are due to an insufficient mastery of phonological awareness and of the graphophonetic system. The first prepares students to decode the sound components of written language. Students who have acquired phonological awareness are able to identify and combine the different components of language. With regard to the graphophonetic system, its mastery allows students to establish correspondences between graphemes (symbol in writing) and phonemes (sounds in speech) (Dehaene, 2011; Yves Reuters, Cora Cohen - Azria, Bertrand Dauneay and Isabelle, 2010, p19; Ecalle and Magnan, 2010; Guide to effective teaching of reading, 2003). Note that if these errors persist, it will be somewhat doubtful to achieve the quality monitoring indicator of the education and training sector strategy (2016 - 2017, p130) which stipulates that by 2020 the rate of students with reading - writing difficulties will have to go from 10.2% to 9%.

It is then appropriate for the teachers and all the actors in the new approach to multiply many efforts in order to reduce these errors which, when they are not neutralized before, can cause enormous difficulties or even learning disabilities by the sequel (Mousty, 1995).

The studies of our predecessors, like CFP (2010), JAPD (2008), De Lahaye et al (2009), Billard et al (2010), Eurydice (2011), EGRA (2010), Guilmfac (2005), Marie Goy (2013), Unicef (2011) have been epidemiological and diagnostic. They identified and identified the nature and signs of teaching - learning difficulties. These difficulties can be seen in several countries, whatever the teaching methods and languages. With regard to our study, we note like our predecessors, these difficulties of teaching - learning in reading - writing, establish their classification table to finally propose a didactic model with four components including the factors, the decoding, the facilitation and the learner's educational performance. Thus our study is at the same time epidemiological, diagnostic and prognostic.

All in all, the implementation of the ACCELERE approach! in the Democratic Republic of the Congo, which moreover

meets the conditions of an effective reading - writing program, which insists in particular on fluency, comprehension, the concept related to writing, phonological awareness, the graphophonetic system, study of words and vocabulary; essentially aims to contribute to improving the quality of basic learning for Congolese learners in reading and writing. This goal will only be achieved if all the conditions required by the approach are scrupulously respected. It is on this condition that we can hope for good performance in reading and writing among Congolese learners in general and those of Lubumbashi in particular.

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