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Monolingual Pedagogy in a Multilingual Context: Challenges and Paradigm Shifts in English Language Teaching

Cinamula Kashuli Joachim

Institut Supérieur Pédagogique de Bukavu (ISP/Bukavu), The Democratic Republic of Congo
jcinakask@gmail.com

Mukuna Tshimpela Robert

Université de Lubumbashi (UNILU), The Democratic Republic of Congo
rmukuna@gmail.com

Tembue Zembele Matthieu

Institut Supérieur Pédagogique de Bukavu(ISP/Bukavu), The Democratic Republic of Congo
tembue2000@gmail.com

Bapolisi Bahuga Paulin

Institut Supérieur Pédagogique de Bukavu(ISP/Bukavu), The Democratic Republic of Congo
paulibapo@gmail.com

Buzigire Mufanzara Bertin

Institut Supérieur Pédagogique de Bukavu(ISP/Bukavu), The Democratic Republic of Congo
bertin.buzigire@gmail.com

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Abstract: This paper explores 1) the challenges that emerge when using monolingual pedagogy in multilingual contexts in the teaching of English as a foreign language ; and 2) discusses the problems faced by the learners in understanding syntactic contents of language and suggests remedial teaching measures. This survey study involved second year students of English at ISP BUKAVU and employed questionnaires to collect the data. The finding shown in the reality is that participants answered in French instead of using the English language, resulting the fact that they happen to grasp the message but it is hard for them to convey it in the target language. In this condition, translanguaging is a new approach that was be used to enhance the mastery of syntactic rules. Monolingual pedagogy works in some contexts but in a multilingual context as experienced by the second year students of English at ISP BUKAVU, translanguaging marks its valuable and still can assist the learners to improve their knowledge of English if teachers of English subsequently and reasonable use it. This findings advocates for a paradigm shift towards translanguaging to enhance learning outcomes in multilingual classrooms as proved throughout the data used in the present paper. The analysis of meaning in words, phrases, and sentences is suggested for further research.

Keywords: EFL learners; language learning; multilingualism; translanguaging ; teaching measures

INTRODUCTION

Teaching, learning, and evaluation constitute integral components of an ongoing process within a meticulously structured context of knowledge acquisition. Teaching is predominantly perceived as a reflection of a teacher's conceptualization. The construct of teaching is fundamentally centred on an individual's comprehension of how learners assimilate information, the types of instructional strategies that are optimally conducive to profound and substantial learning, and the specific measures that ought to be implemented to augment such instructional approaches.

Language instruction can be characterized as the "activities aimed at facilitating language acquisition." Given that language instruction significantly influences language acquisition, any theoretical framework pertaining to language instruction invariably encompasses notions of language acquisition (Stern, 1983). This endeavour is aimed at fostering a milieu that is favorable to language acquisition through the application of suitable pedagogical methodologies. Instruction is contingent upon the diverse pedagogical strategies employed. Through these strategies, it becomes feasible for educators and learners to evaluate the effectiveness and outcomes of instructional and learning endeavours.

Generally, language teaching includes teaching the structure and nature of the language concerned (i.e., grammar teaching) and also developing proficiency in the four basic skills of the language. Since it is a vast area, the present study tried only to tackle issues related to the teaching of Syntax to EFL learners to address some of the problems they face while learning English. For this purpose, the second year students at ISP BUKAVU, prospective teachers of English who use English as a foreign language in the DRC need to be taught through other approaches rather than monolingual pedagogy. Translanguaging can bring a positive solution to this challenge.

Learning, in a broad sense, is conceptualized as the acquisition of knowledge and competencies through various means such as experiential engagement, extensive literature review, practical application, or structured educational instruction, with the objective of effecting behavioural modification in any domain of academic pursuit. As noted by Stern (1983), the notion of learning has been significantly shaped by psychological inquiries into the learning process. The psychological understanding of learning transcends mere knowledge acquisition; it encompasses the processes of learning to learn and the development of critical thinking skills, as well as the alteration of attitudes, the establishment of interests, social values, or societal roles, and even transformations in personality traits.

Language learning pertains to the systematic process through which individuals acquire a language, which may encompass either their native language or a foreign language, defined as any language other than their maternal tongue. It may be 'acquisition' i.e., language learnt in an uncontrolled natural process or 'learning' i.e., a structured one that takes place in a systematic manner with the help of a teacher. Learning the second language is defined as acquiring the ability to use that structure within a general vocabulary under essentially the conditions of normal communication among native speakers at conversational speed (Lado, 1964). Second language learning implies a formal learning situation with feedback, error correction, rule learning and an artificial linguistic environment that introduces an aspect of the grammar at a time.

Meanwhile, Syntax as a branch of linguistics, is the study about the structure of sentences (arrangement of language elements in a meaningful pattern). At this juncture, it is of paramount importance to make clear distinction between grammar and syntax. It is only a part of it dealing with the different parts of a sentence and inter and intra relationship among them. Therefore, syntax is the scientific study of how sentences are formed in a given language. It is concerned with sentence formation and word order including the phrases and clauses. A sentence is considered as an arrangement of language elements to form a relatively large

structure and which gives complete meaning. All these aspects make the subject of learning for second year students of English at ISP BUKAVU using English as a language of study.

The present paper discusses the limitations of using monolingual Pedagogy in multilingual contexts. It suggests a new approach, translanguaging, for teaching English as a foreign language. The study analyzes responses from second-year students in the Department of English at ISP BUKAVU to understand their mastery of English Syntactic rules. Mainly, the present study explores 1) the challenges that emerge when using monolingual pedagogy in multilingual contexts in the teaching of english as a foreign language ; and 2) discusses the problems faced by the learners in understanding syntactic contents of language and suggests remedial teaching measures.

METHODS

To conduct the survey study, second year students were used as participants and methods and techniques to collect and analyze data were implemented in a rigorous manner and the scientific value of the present paper may depend on this aspect. The present study deals with information collected from second year students of English at ISP BUKAVU. It tries to show some realities on how the monolingual pedagogy used to teach English to EFL learners should be reviewed and a remedial paradigm has to be suggested. The different students in the promotion used different mother tongues. The promotion is a multilingual class leaving also in a multilingual country. Leaners cannot be taken away from their mother tongues to learn English. The English language is taught beside the languages previously acquired by the learners. In addition, many problems arose in the teaching of English syntax in this class since the learners tended to learn English without getting recourse to their mother tongues.

Table 1. Classification of informants in terms of their mother tongues

Variables	Mashi	Swahili	Kibembe	Kinyarwanda	Kihavu	Kinande	Kilega	Kinyindu	Kifuliru	French	Total
Feminine	7	8			2		1				18
Masculine	10	3	1	1	3	1	2	1	1	1	24
Number of speakers	17	11	1	1	5	1	3	1	1	1	42

Table 1 clearly shows the mother tongues used by second year students of English at ISP BUKAVU in 2024 -2025. Moreover, among all these mother tongues, French and Swahili are the only languages that can be assumed to be spoken by most students. The teaching of English Syntax should involve the use of one of these two languages so as to help second year students improve their capacities in English syntax. French being the official language of the DRC, can be used to teach English syntax to second year student of the English department. The reason is that these students started learning in French from kindergarten schools up to university levels in a context where English is only a language for instruction (a school subject). The investigation proves that the need of translanguaging in the teaching of English syntax to second year students is very important.

The present study was conducted using a questionnaire which was submitted to the participants who provided answers that served as corpus in the study. Answers were treated anonymously respecting ethical considerations. In addition, all the participants enrolled in the second year were considered without discrimination of languages or gender. To make the

corpus of the study, skimming and scanning techniques were used to carry out the task. In **skimming and scanning techniques**, as many syntax-related documents were read in a limited amount of time, they were skimmed so as to see if they were of any help to my research. Skimming was done through books, courses, seminars, articles, web sites in order to be aware of the existing literature on sentence constituents and syntax teaching and learning. By checking the headings of books on syntax teaching and learning, some pages that contained useful pieces of information related to this study selected. In addition, contrarily to the skimming technique, the scanning technique that helped me discover special written information in sources that contain valid materials for this study.

The following techniques helped in analyzing the collected data **close perusal technique**. Close perusal implies a careful and thorough reading of written sources. Looking into this perspective, the different questionnaires that were answered by the informants so as to get out the various misuses of syntactic forms, were securitized to find issues that needed to be addressed in the corrective measures. **Paraphrase technique** was also used at which some official syntax-related instructions in different words were highlighted; and it shows how they negatively influence the learning of English by second year students. Particularly, this techniques used paraphrases in the section concerned by the interpretation of the results.

Known as “documentary approach”, the library approach is based on written materials. This approach helped in drawing information for the present paper through the reading of online, soft and printed books and articles. Courses and other texts related to syntax, grammar teaching and learning were also used. This approach helped me know what was already done concerning the teaching and learning of syntax especially for advanced learners. As part of the library approach, the Internet contributed to update information about materials related to this study. This approach mainly was helpful during the review of literature on syntax.

Regarding the data analysis method, the present study used Systemic Functional Grammar. Halliday (1975, 84) asserts that “The clause is the major grammatical unit used by speakers to ask, make statements and issue directives. The point of arrival is the text. And when we say text it means spoken or written. Michael Halliday continues saying that language always takes place in context. The context itself is of two kinds: the context of culture and the context of situation: e.g. “Where is my dog? For English people and other Europeans, they will see the dog as a pet, animal for protection, but African people will consider it as a tool for hunting and vice –versa’. In different analyses of the sentence, these elements are of paramount importance while dealing with phrases.

Data Presentation and Analysis

The informant answered most of the question asked in English correctly using French. **CT** was used for correct answers provided by informants born in town and **IT** for incorrect answers given by urban informants (Figure 1). These evidences on the copy presented above show that the student understood the questions but was unable to express the answers in English. In addition, French was learned in primary and secondary schools and may be even in family environment and this enabled the informant to acquire basic knowledge. Being in the English department where monolingual pedagogy is applied, thus such student faces many problems during written evaluations. If the students answers in French as is the case on this questionnaire, the grade that will be given to the students by monolingual pedagogy fellows teacher will be very low and may be failure. For a bilingual teacher, the student who provided such answers in French fully grasped the message and language to convey messages. Many students of such backgrounds become demotivated to study English syntax as they fear to fail in written assessment. To rescue such brilliant and brave student who may make very good translators, interpreters in the future, translanguaging can still palliate. For sure, the informant missed to

write the message in English but did not fail to grasp the conveyed message, that is why monolingual pedagogy principals should be revisited.

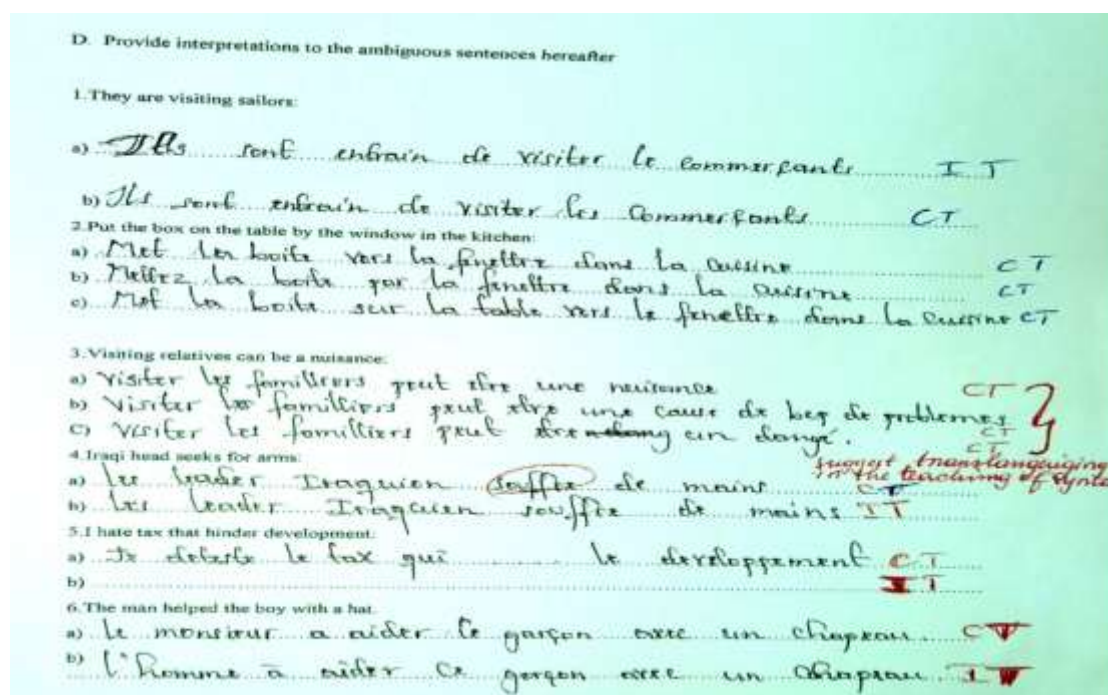


Figure 1 Sample of a Student's copy

Moreover, language is learned for communicative purposes, if the learner fails on one aspect of the language, it should not be generalized that the learner does not master the language. Language skills are acquired progressively. If a learner can understand the conveyed message, there is no reason to classify him or her among people who are unable to use the target language if it is a foreign language. The teachers have to look deeply into the matter and think about what can be done to help such learners improve their writing skills, vocabulary and syntactic knowledge.

In addition, the influence of the French language is even reflected while defining some notions. Let's consider the case of a subject and a predicate in a sentence. The informants were asked to identify subjects and predicates but the results show that the influence of prior languages that they learned before the English language was still of great importance. For example in the French language, a sentence can have three main parts at least. Namely the subject, the verb (base) and the complement. While in the English language, two main parts are recognized and all the other subparts spring from the two. The Figure 1 illustrates the different scores the informants reached in identifying the subject and predicate in English sentences.

As it was noticed for the other terms (Figure 2), constituents, phrase and predicate, the subject (real subject) which one of the main immediate constituents was not used by second year students. The highest scores of failure were reached at this level when second year students were asked to underline the real subject in sentences. 18 males and 9 females failed to provide correct answers. Nevertheless, 4 males and 8 females succeed to underline correct answers.

Table 2 Frequencies of answers per questions

Highlight/Underline the real subject in every sentence here below:											
	Females					Males					Total
	Answers validity				Total	Answers validity				Total	
	Correct answers	Incorrect Answers	Percentage Correct answers	Percentage Incorrect answers		Correct answers	Incorrect Answers	Percentage Correct answers	Percentage Incorrect Answers		
There are many students in our class	8	9	47,06%	52,94%	17	4	18	18,18%	81,82%	22	39
It is easy for me to do it	8	9	47,06%	52,94%	17	4	18	18,18%	81,82%	22	39
There are more girls than boys in our school	8	9	47,06%	52,94%	17	4	18	18,18%	81,82%	22	39
It is him who has millions of fans in the DRC.	8	9	47,06%	52,94%	17	4	18	18,18%	81,82%	22	39

As stated in Table 1, informants were asked to find, underline the real subject indifferent sentences, 47,06% of the female informants succeeded to underline the real subjects and 52, 94% of them failed the exercise. Moreover, taking into account the total number of male informants, 18.18 % succeed and 81.82 % failed to underline the real subjects in different sentences. The issue is surprising but real in what concerns second year students at ISP BUKAVU. The different results are proofs that displaying the permanent influence of the French language when learning the English language sentence constituents in particular, it may not be the case when they use Bantu languages for example.

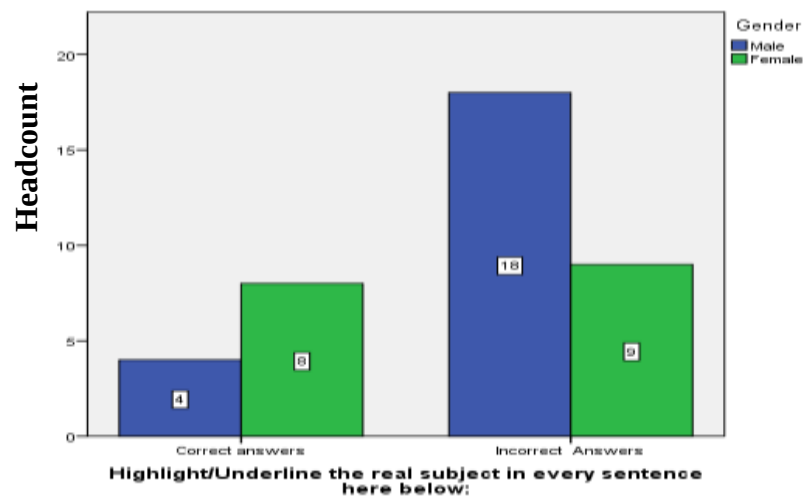


Figure 2 Informants' scores 1

On the Figure 3, answers of informants to identify predicates in sentences are represented. The predicate being an immediate constituent of a sentence, must be known by second students. Surprisingly, the high majority of them failed to do so. As it can be noticed, 18 males and 12 females failed to underline predicates in sentences. However, 4 males and 5 females happened to underline the predicates correctly. Comparing 9 correct answers to 30 wrong answers helps to infer that second year students do not use sentence immediate constituents correctly.

The Table 3 illustrates to which degree the informants identified predicates in the different sentences that were availed in the questionnaires. The total females identified predicates correctly at 29.41 % and 70.59% failed to identify them. In addition, 18.18% of male informants correctly found predicates in the sentences and 81.82% of them failed to do so. The failure to identify predicates in the sentences may be due to the French language background of the students and the reduction of the English language influence in the DRC in general and Bukavu town in particular.

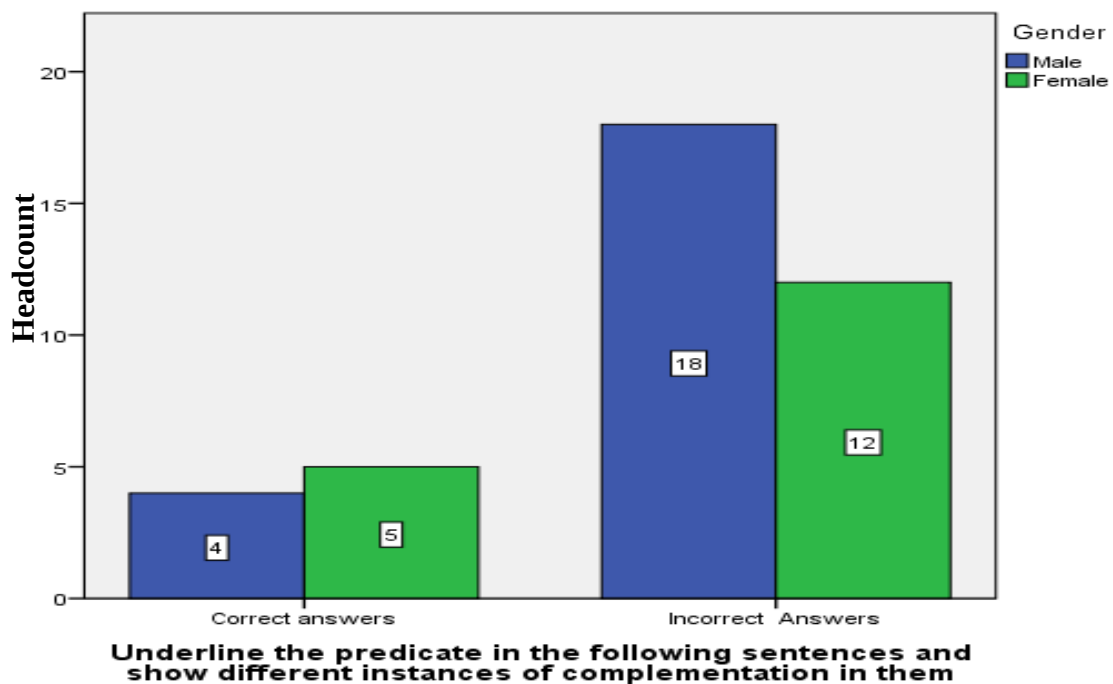


Figure 3. Informants' scores 2

FINDINGS & DISCUSSION

The present study depicts the 1) the challenges that emerge when using monolingual pedagogy in multilingual contexts in the teaching of English as a foreign language ; and 2) discusses the problems faced by the learners in understanding syntactic contents of language and suggests remedial teaching measures. The data were obtained through questionnaires resulting in several findings and discussions that will be elaborated in the following parts :

Finding 1: Failure to produce sentence constituents

The analysis carried out in this study proved that the informants failed much in producing sentence constituents. These kinds of exercises were tools to help the informants materialize their use of sentence constituents in English and the results were that they did not use them. In addition, the percentages of misused forms presented in Table 2 and Table 3 (81. 82. %) for each regarding the main parts of sentences (subject and predicate) and notions related to production of sentence components are very high and enough to prove that second year students display many problems in this field. The different percentages, frequencies calculated for every question that was submitted to the learners can inspire teachers of Grammar/syntax to reinforce the practice of notions related to the production and use of sentence constituents in such a multilingual context.

Finding 2: Failure to identify sentence constituents in different kinds of sentences

The critical analysis revealed that even the understanding of sentence constituents still causes much problems to second year students of English at ISP BUKAVU. The different frequencies and percentages in Table 2 and Table 3 prove that the lack of such an understanding limits the second year students to produce writings in which sentence constituents are correctly used. Through this analysis I found that even basic notions related to syntax were not used by the second year students and this was questionable.

Finding 3: Failure to conduct frequent written activities facilitating the use of sentence constituents

The present study revealed that most second year students displayed many problems to analyze sentences into their constituents and this was cleared through data related to understanding and identification of sentence constituents. Through this dissertation either being with data related to identification or production of sentence constituents, it was proved that the second year students of English at ISP BUKAVU displayed many problems in analyzing sentences into their constituents and this was due to the reduced number of exercises conducted in writing texts or passages so as to reinforce the ability of the students to use sentence constituents correctly.

To reinforce this idea Chomsky (2002, p. 26) asserts that syntactic transformations are done with constituents as illustrated here below.

‘Customarily, linguistic description on the syntactic level is formulated in terms of constituent analysis. We now ask what form of grammar is presupposed by description of this sort. We find that the new form of grammar is essentially more powerful than the finite state model rejected above, and that the associated concept of "linguistic level" is different in fundamental respects’. In reference to the idea developed by Chomsky, good grammar can be developed by practicing language constituents, constituents should be analyzed as such so as to use and depict the conveyed message. Taking into account this aspect, second year students did not display this competence to analyze sentences into their constituents. Of course some tried but a very big number of them failed to do so.

Table 3. Frequencies of answers per questions

Underline the predicate in the following sentences and show different instances of complementation in them											
	Females					Males					Total
	Answers validity				Total	Answers validity				Total	
	Correct answers	Incorrect Answers	Percentage Correct answers	Percentage Incorrect Answers		Correct answers	Incorrect Answers	Percentage Correct answers	Percentage Incorrect Answers		
John gave Mary a book.	5	12	29,41%	70,59%	17	4	18	18,18%	81,82%	22	39
I saw your picture in a paper here last week	5	12	29,41%	70,59%	17	4	18	18,18%	81,82%	22	39
Nicole appointed him a fellow of the Shakespeare institute last week	5	12	29,41%	70,59%	17	4	18	18,18%	81,82%	22	39
Last evening, students were angry.	5	12	29,41%	70,59%	17	4	18	18,18%	81,82%	22	39
Mrs. Thatcher prides herself on her reputation on the “ Iron Lady”	5	12	29,41%	70,59%	17	4	18	18,18%	81,82%	22	39

The different pieces of information obtained from the teacher revealed that 80% of the second year students at ISP BUKAVU face problems in understanding written materials, texts, passages as they do not use sentence constituents and consequently imply failure in other department course which are taught in English. To understand written materials, the learner must reinforce his knowledge of sentence constituents and how they relate in written source

Finding 4: Need to improve guidelines of the course in Grammar II

The outline (1. Parts of speech, 2. Phrases, 3. Sentences) that was provided by the teacher and appended to this dissertation presents some lacking important notions that can reinforce the use of sentence constituents on the part of the second year students. The notions that are taught are important but not enough to boost the development of the use of sentence constituents in the students. In addition, ample time is given to theories instead of devoting much time to practice so as to be acquainted with the English syntax features and sentence constituents.

Discussion

This section critically analyzed the nature, frequency of well –used and misused sentence constituents by second year students of English at ISP BUKAVU. It grouped different pieces of information collected from the informants into data related to identification of sentence constituents but also into data related to the understanding and production of sentences using constituents by second year students. It also analyzed the English teaching-related instructions in some official documents that regulate the teaching of English in higher education in the DRC and teachers outlines in the courses of Grammar. (1) the Congolese national program of English in the second year of English contain limitations that does not facilitate the use of English sentence constituent by second year students, (2) the outline of Grammar in the second year in 2022 does not foresee enough notions and exercises that can boost the use of sentence constituents on the part of the learners. The present subsection discusses the results of this study, confirms or rejects the hypotheses, suggests some remedial measures to the problems pointed out through the results and checks whether the objective of the study fulfilled was reached.

According to the research conducted by Shohibussirri (2014) regarding the concept of focus in the Indonesian language, it has been demonstrated that focus transcends the mere categorization of topics, as the topic is relatively associated with the subject. Conversely, focus serves to underscore the salient elements within a sentence. The subject functions not only as a mechanism for sentence emphasis but also allows for the utilization of various other parts of speech to convey emphasis within the sentence. Referring to this idea, it was found that second year students were having problems to produce sentences expressing emphasis, especially cleft sentences and in this context any constituent marking emphasis was not even used.

Moreover, the investigation undertaken by Wilbur (2012), substantiates the assertion that focus constitutes a multifaceted interaction among sequences of words alongside focus/emphasis markers. The specific part of speech that receives emphasis is determined by its role within the sentence, which may include Noun Phrase (NP), Verb Phrase (VP), Adjective Phrase (AP), Numeral Phrase (NumP), and Preposition Phrase (PP). Through the analysis of the data produced by the second year students, it was realized that different English sentences were not familiar to the informants while there is a chapter on sentences as indicated in the grammar teacher's outline that has been considered, consequently they were not focused but also phrases (constituents) were misused in different sentence while different sentence constituents are phrases. This finding contradicts the idea developed by Wilbur (2012) in terms of constituents that express emphasis, focus in sentences.

Moreover, according to Burton (2009, p.4), some sentences, words can be lopped off and shorter sentences resulting from the lopping off remain meaningful. Resorting to the result on identification of constituents, it is clearly shown that second year students' failure to identify constituents did not depend on the length of a sentence. Sentences either being long or lopped

still contain constituents that must be identified. Hence, the knowledge of syntax can help the researcher understand how we acquire or learn languages. One can realize that, whenever she/he listens or reads a language, she / he tries to fit the words and phrases he processes into recognizable structures already used or those he will still have to use. Indeed, he relies on his capacity to analyze linguistic structures of sentences (Miller 1973, p. 20). The idea that is developed in this quotation is what matters, it gives a picture of how linguistic structure, constituents should be dealt with in learning. The learners have first to identify the structures, constituents before fitting them in recognizable and structures already known or no. An analysis of the constituents must come after their identification by the learners; an issue that the second year students did not display as far as identifying constituents was concerned.

In addition, to develop a curriculum structure must be methodical so as to take into account the content to be taught, the learners to be instructed, and the teaching approaches to be used. Such an aspect is not cleared enough in the DRC's curriculum, especially the aspect on what must be taught. Second year students were asked to identify the real subject in sentences but the way they underlined them sufficiently prove that there is deficit of use of sentence constituents and immediate constituents should be integrated in the course outline of the students to reinforce their knowledge.

For this reason, assessment is a crucial step in every pedagogical activity. It enables teachers to know to which extent the learners achieve and then foresee future remedial strategies in case they are needed. Furthermore, it serves as a corner stone providing feedback to instructors. Through specific assessments teachers can discover the types of errors made by their learners and try find the origin of the errors and then prevent them. Through assessments teachers happen to discover the severity of the kinds of errors produced by the learners but also the issue serves as a spotlight facilitating instructors to adapt their teaching methodologies. Say assessment is not only used to check the amount of knowledge acquired by the learners but also helps the teachers to evaluate their competence and teaching approaches.

Therefore, testing shows the strength and weaknesses of the learners, the teachers and the methods and materials used during the teaching process. Through different pieces of information on both the teachers and the learners 'tasks, strategies to ameliorate can be foreseen. Based on this, we can have remedial teaching measures / exercises to reinforce the learning process and remove its difficulties.

After identifying the very right learning area where the learner encounters difficulties, it is compulsory for the educator to find that matches with the challenges in relationship with the learning process. For example, should a student display issues focusing on the structure of a particular syntactic element, much emphasis should be put on the learning of the structure in question until the learner masters it. Exercises on structural elements, self-correction tasks, and pattern drills can be used among other methodologies to reinforce the issue. Similarly, sometimes the learners struggle to comprehend meaning, educators should think about other strategies that can facilitate the task by taking into account different phrases, meaning units, constituents, etc. Hence, it is often accepted that practice leads to performance.

The educator, during the instructional process, ought to employ a variety of pedagogical strategies. Additionally, the educator may utilize the language laboratory for the purpose of practice. Several methodologies pertinent to language instruction include: the grammar-translation approach, the direct method, the audio-lingual approach, the eclectic approach, among others, as well as grammatical instruction techniques such as the inductive and deductive methods.

It is up to the teacher to find which method is suitable for the language area, component that he/she is teaching. The use of the lab for language practicing can help the teacher ask the learner to listen and write down different sentences they listen and in turn analyze them into syntactic units. As mention earlier, teachers can even ask learners to write what they read or

listen in their mother tongues or any other languages they learned before. In the DRC for example they can be asked to write in French or Swahili; and this should be different from translation.

Teachers should always think of informal activities that can help learners to practice the languages outside the classroom context as opportunities to use the language in a multilingual context such as the DRC in general and Bukavu in particular. Students should be encouraged to use the language they study in the classroom. Learners can be involved in the reading of newspapers, magazines, friendships with other English speakers abroad, practicing in the language in English clubs, using media and other technologies that can facilitate the learning and use of English sentence constituents. In addition, learners should be given sentences that deals with topics that they like the most, especially youngsters. They prefer sentences related to love matters, football and other domains falling under their interest.

In this modern era, the use of technology plays an important role in teaching. Teaching through multimedia, creating computer based exercises, etc., will be very effective. Using internet, computer, can help learners acquire much information on syntactic notions but also come across different analysis made around the world but also be familiar with terms and words used in the English language. Through this, a learner can enrich their vocabulary and happen to find words to write sentences in English and progressively, they can be able to leave out the French version as the one that the informant produced on the questionnaire presented in the present paper.

CONCLUSION

The present study discusses the limitations of monolingual pedagogy in a multilingual context and how learners of English as a foreign language face problem in the process of learning and in using the target language when the previously learned languages are ignored. The study paper presented language in general, and focused on the syntactic aspect of the English language in particular to develop the main idea considered in it. Second year students of English at ISP BUKAVU in the academic year 2024-2025 constituted the population in this study. The study tried to present some different answers provided by the informants when investigating on their mastery of English syntactic rules. The reality is that some informants answered in French instead of using the English language; this proves enough that they happen to grasp the message but are unable to convey it in the target language. Hence translanguaging is a new approach that can be used to enhance the mastery of syntactic rules. Monolingual pedagogy can work in some contexts but in a multilingual context as the one of second year students of English at ISP BUKAVU, translanguaging marks its importance and still can help the learners to improve their knowledge of English if teachers of English subsequently and reasonable use it. Several measures such as chain assessment, improving in teaching, application of different methods in teaching, motivating the learners, using teaching aids may certainly help in overcoming the problem of learning / using syntactical aspects of that particular language (in our case English). The other aspect of branch linguistics such as semantics which focuses on the analysis of meaning in words, phrases, and sentences is recommended for further research.

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