

**TEACHING ENGLISH DIRECT SPEECH BASED ON DECLARATIVE SENTENCES IN
SECONDARY SCHOOLS**

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Abstract

This research work provides the secondary teachers and learners with the didactic strategies that could help to implement the English direct speech items based on declarative sentences or statements in classes. As a matter of fact, to collect relevant data, three methods have been used, namely observation, questionnaire and the learners' writing production. Therefore, it has been noticed that the teachers lack didactic or teaching strategies because they have not been equipped with the teaching procedures that could help them face these items in classes during the initial training period at ENS. Next, the failure to organize workshops by inspectors on the issue may hinder opportunities for teachers to enhance their skills on the English direct speech items and the learners are incapable of implementing the selected grammar item through the different writing activities in classes. Thus, this research work proposes some ways to teach, learn and test the direct speech items through the explanatory method couple with the 3Ps revisited teaching method in a given teaching card.

Keywords: *declarative sentence, direct speech, reporting verb, teaching.*

Résumé

Ce travail de recherche fournit aux enseignants et aux apprenants du secondaire des stratégies didactiques susceptibles de les aider à mettre en œuvre les éléments du discours direct en anglais basés sur ces phrases déclaratives. En fait, la collecte des données pertinentes s'est faite sur trois méthodes, à savoir l'observation, le questionnaire et la production écrite des apprenants. Par conséquent, il a été remarqué que les enseignants manquent des stratégies d'enseignement parce qu'ils n'ont pas été équipés des techniques d'enseignement à l'ENS. Ensuite, l'absence d'organisation d'ateliers par les inspecteurs sur la question peut empêcher les enseignants d'améliorer leurs compétences sur les items du discours direct en anglais par conséquent, les apprenants sont incapables de mettre en pratique l'élément grammatical sélectionné par le biais des différentes activités en classe. Ainsi, ce travail de recherche propose la manière d'enseigner, d'apprendre et d'évaluer les éléments du discours direct à travers la méthode explicative couplée à la méthode d'enseignement des 3Ps revisitée dans une fiche pédagogique.

Mots clés : *phrase déclarative, discours direct, verbe de reportage, enseignement.*

Introduction

This research work aims at providing the secondary school teachers and learners with the didactic strategies that could contribute to the teaching, learning and assessing of the English direct speech based on

declarative sentences. In fact, teaching refers to the teacher's ability to transmit theoretical and practical knowledge, learning deals with the learners' attitude to grasp the taught item; whereas assessing is the checking stage that shows if the taught and learnt item is understood accordingly. That is the reason why, in the INRAP syllabus of English the direct speech is announced in G.O.4. (Using different types of speech), S.O.4 .4 (Using different types of speech), G.O.2. (Expressing oneself orally) and S.O.2.5 (Using different types of speech). Therefore, the speaker or writer, the punctuation elements, the reporting verb, and the original exact words are the speech components that could enable both teachers and learners implement the selected grammar notion through accurate and appropriate sentences orally or by writing.

Actually, this research work is focused on the didactics of languages or the applied linguistics likely to transpose the English linguistic notions of direct speech into teaching, learning and testing items. In fact, didactics deals with the systematic study and theoretical understanding of how the teaching process of a given item occurs in a given class. That is, the different methods, strategies or techniques that could facilitate that process in order to develop the learners' abilities to face the teaching items in classes. This work focuses on how a declarative sentence can be directly reported, and it serves as the pathway that could help the secondary school learners be capable of providing the different forms and senses of direct declarative sentences from a mere statement. Otherwise, the selected topic would enable learners of different classes to master the direct speech structures, the required reporting verbs that should be used in connection to the original exact words.

Thus, this article is divided into different sections which are related to the previous works on English grammar items, the data collection analysis, and the practical suggestions based on the teaching, learning and testing of declarative sentences in English direct speech.

I. Previous works on English speech items

This section consists of reviewing some previous works dealing with the teaching of English speech items. As a matter of fact, the following authors: Rosmiaty et al. (2019), Parmar (2014) and Dalimunte et al. (2019) are selected in order to enlighten the audience about the different linguistic issues of this grammar notion.

Rosmiaty et al. (2019) work on the students' aptitude when using English direct and indirect speech in oral and written sentences. In fact, they emphasize on the transfer from direct to indirect speech or reported speech during the English learning process. Thus, the authors (1991:73) illustrate:

Reported speech will make a conversation more interactive. Students can give information that they have to other one by orienting to the information, not to the exact sentence either as statements, questions, or commands. It is different process of happiness when students want to report someone statements, questions or commands from direct into indirect speech, the students have to make certain grammatical changes in order to speak properly in English.

The analysis of the above quotation unveils the significance use of direct and indirect speech as the facilitator issues of oral and written communication during the English learning process. In fact, the authors want to demonstrate that, in classes, learners are requested to convey messages coming from one person to another. Therefore, these messages should take into account the form and the content of English statements, questions or commands accordingly.

Working on English statements, the writers refer to the positive and negative forms of a given sentence structure. The example (1) illustrates:

- a- I am very good at English. (John)
- b- The lesson was not well taught. (Sita)

The example (1) mentions that the statements could be positive as in (1a) and negative as in (1b). In fact, the authors underline that these statements could be put into direct and indirect speech according to certain norms that should be respected such as: *the reporting verb and the punctuation items* as in the following example (2).

- a- John said, "I am very good at English." → John said that he was very good at English.
- b- Sita said, "the lesson was not well taught." → Sita said that the lesson was not well taught.

The example (2) reveals that English statements may convey or express information which are focused on positive and negative declarations of fact, opinion or belief. In fact, the verbs (say, think, believe...) could help to put declarative sentences into direct speech and to transfer them from direct into indirect speech.

Talking about questions, the authors refer to messages uttered through question forms where the content is needed to be reported using interrogative verbs as in the example (4) below.

- a- Oko asked, "Do you work here?" → Oko asked whether I worked there.

- b- Ben asked, “Where were you born?” → Ben asked where I had been born.
 c- He asked, “Could you tell me what they are doing?” → He asked if I could tell him what they were doing.

The analysis of the example (4) shows that, in general, questions are reported using the interrogative verb (ask), whereas the insertion of a conjunction is needed when transferring from direct into indirect speech with “whether” as in (4a), “where” as in (4b), and “if” as in (4c). Concerning the study of English commands, imperative sentences are constructed to express orders. As a result, the example (5) illustrates.

- a- The teacher ordered, “Go out.” → The teacher ordered to go out.
 b- The teacher ordered, “Don’t make noise.” → The teacher ordered not to make noise.

The example (5) mentions that English commands are sentences which convey the message of order. Therefore, while reporting these ideas or thoughts, “to order” serves to transform them either in direct or in indirect speech. In fact, Rosmiaty et al. (2019: 73) enlighten: “*In English, when a speaker would like to report what he/she has listened from someone’s words either as statement, question or command form, the speaker should make some transformation such as tenses, pronoun and adverb of time in order to make conversation acceptable and meaningful*”. It appears that, in addition to the sentence forms or meanings, teachers of English should include tenses, pronouns and adverbs of time in order to help learners report statements, questions, commands and others accordingly in direct and indirect speech.

Dealing with tense transformation from direct into indirect speech, the change implies to make the nuance between the time when the message was spoken and transmitted as in the following table (1)

Table n°1: Tense change from direct to indirect speech.

Direct speech	Indirect speech
Present simple	Past simple
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous
May	Might
Can	Could
Shall	Should
Will	Would
Past perfect	No change
Past perfect continuous	No change
Ought to	No change

The about table (1) reveals that while dealing with the reported speech, the simple present, present continuous, present perfect and present perfect continuous sentences are transformed from *Direct* into *Indirect speech* in the simple past, past continuous, past perfect and past perfect continuous. In addition, sentences made of the present form with defective verbs (may, can, shall, will) in *Direct speech* are written in *Indirect speech* with their past form (might, could, should, would).

However, English sentences written with the past perfect, the past perfect continuous and ought to, are static from *Direct* to *Indirect speech*. Elsewhere, English pronouns could undergo changes in reported speech to reflect the new perspective or the person reporting is no longer talking about himself or herself. The following table (2) illustrates.

Table n°2: Change of pronouns from direct to indirect speech.

Direct Speech	Indirect speech		
	<i>Masculine</i>	<i>Feminine</i>	<i>Plural</i>
Personal pronouns			

I	He	She	They
You	He	She	They
We			They
Possessive adjectives			
Your	His	Her	Their
My	His	Her	Their
Our			Their
Object pronouns			
Me	Him	Her	Them
Us			Them

The above table (2) unveils that the above English pronouns are concerned with personal, reflexive and adjective pronouns that should be implemented from direct to indirect speech accordingly. Dealing with adverbs of time, transformation is important since it shows distance in time from *Direct* to *Indirect speech*. Thus, the example (3) evidences.

Table n°3: Change of nearness words from direct to indirect speech.

Direct speech	Indirect speech
This	That
These	Those
Now	Then
Ago	Before
Last night	The previous night
Next day	The following day
Today	That day
Tomorrow	The next/ following day
Tonight	That night
Here	There
Thus	So
Hence	Thence
Yesterday	The previous day/ the day before
Hither	Thither
The day before yesterday	Two days before

The table (3) unveils no change of adverbs in *Direct speech*, whereas in *Indirect speech* the change of this grammatical category is attested.

In a word, Rosmiaty et al. have developed the linguistic research work focusing on the syntax and semantics of English direct and indirect speech and, the grammatical transfer from the first to the second using reporting verbs, tenses, adverbs, conjunctions and pronouns. Unfortunately, this work has not suggested a didactic process that could enable the grammatical transfer from the English purposes of sentences to the teaching of English direct speech in different pedagogical classes.

Parmar (2014) aims at facilitating the teaching learning of English direct and indirect speech in oral and writing dialogues, when he (2014: 44) mentions:

Teaching direct and indirect speech is best done by reading and writing dialogue. By first reading dialogue and working through examples, teachers can illustrate the difference between direct and indirect speech. Direct speech occurs when the person speaking is quoted. Indirect speech occurs when another person paraphrases what the speaker said. By speaking and writing dialogue themselves, students reinforce the principles of direct and indirect speech through practical application.

This quotation unveils the different techniques by Parmar that could facilitate the implementation of direct and indirect speech during the English teaching-learning process. In fact, the first deals with the Reading dialogues, whereas the second is concerned with the Writing dialogues. As a matter of fact, the author means that dialogues are composed of different types of sentences that might help learners transform different structures or ideas into direct and indirect speech orally or by writing.

Furthermore, the author is interested in the different structures of English speech items. Thus, the direct speech structures are related to (1) *person + reporting verb + statement*, (2) *statement + person + reporting verb*, (3) *statement + reporting verb + person*, whereas the only structure of indirect speech refers to (4) *person + reporting verb + conjunction + statement*. The example (6) illustrates.

- a- Shreeya said, "I read Othello yesterday."
- b- "I read Othello yesterday." Said Shreeya
- c- "I read Othello yesterday." Shreeya said
- d- Shreeya said that she had read Othello the previous day.

Obviously, the example (6) evidences the three structures of the English direct speech as in (6a), (6b), and (6c) while, (6d) demonstrates the only one (01) structure of the English indirect speech. Otherwise, it appears that the different structures of direct speech are made up of (1) thoughts, (2) speakers or writers, (3) reporting verbs (different positions) and (4) punctuation items (comma, colon, full stop, and the quotation mark). However, the only one structure of indirect speech is composed of one structure, which requests the sequence of tenses, the use of a conjunction and the punctuation item (full stop).

Apart from that, Parmar (2014: 47) mentions that *"change in kinds of sentences is must while direct speech is turned into indirect speech."* As a result, the author's words are concerned with the grammatical transfer from direct to indirect speech where different structures of direct speech are completed by some grammatical elements in indirect speech. The following example (7) enlightens.

- a- John said, "I am very tall." → John said that he was very tall. (Statement)
- b- John said, "Am I very tall?" → John asked whether I was tall. (Question)
- c- John said to them, "Bring back their bags." → John ordered them to bring back their bags. (Order)

The example (7) reveals the lack of change at the level of the reporting verb in direct speech. Whereas, in indirect speech, the reporting verb compulsorily undergoes changes based on the kinds of sentences used.

Parmar's work was interested in linguistic research in order to provide some strategies that can facilitate the teaching of direct and indirect speech through statements, questions, commands and exclamatory sentences. Unfortunately, this work has not proposed any didactic process that could make the teaching of English speech items possible during the English learning process in secondary schools.

Dalimunte et al. (2019) work on the students' competence in changing direct into indirect speech and indirect into direct speech. The first transformation is illustrated in the following quotation when the authors (2019: 178) mention:

Reported Speech is a structure used to report what somebody said. It implies, in most of cases, changing the verb tense of the original sentence and sometimes the place and time stated. If we report what another person has said, we usually don't use the speaker's exact words (direct speech), but reported (indirect speech). Therefore, we need to learn how to transform direct speech into reported speech. The structure is a little different depending on whether you want to transform a statement, question or request.

It appears that the transformation from direct into indirect speech and from indirect into direct speech depends on the category of English sentence structures or contents as in statements, questions, or requests. In fact, the first transformation (from direct into indirect speech) concerns English statements where direct declarations (opinions, facts and beliefs) are uttered or written in indirect speech as in the example (8) below.

- a- Marvenelle said, "The earth turns around the sun." → Marvenelle said that the earth turns around the sun. (Facts)
- b- Jeandri said, "School is the only way of success." → Jeandri thinks that school is the only way of success. (Opinion)
- c- Max said, "This country can develop one day." → Max believes that that country can develop one day. (Beliefs)

The example (8) evidences that “say” is not the only reporting verb that is needed in reported speech. In (8a), “says” expresses a fact, in (18b) “think” conveys the message of opinion and, in (18c) “believe” deals with mental acceptance, faith or trust in English sentence construction. Otherwise, when dealing with English statements, facts, opinions or beliefs should be reported differently focusing on the specific reporting verbs.

The second transformation concerns English questions which are either direct or indirect as in the example (9).

- a- Rodrine asked, “Where do you live?” → Rodrine asked where I lived. (Direct wh- question)
- b- Tati asked them, “are you good at English?” → Tati asked them whether they were good at English. (Direct yes/no question)
- c- Oko asked, “Could you tell me where the bank is?” → Oko asked if I could tell him where the bank was. (Indirect question)

The above illustrations show that the reporting verb “ask” is used in all direct and indirect questions in direct speech. In (9a) and (9b) the reporting verb “ask” is coupled with “*if or whether*” placed before the direct questions in indirect speech, whereas in (9c), this reporting verb is associated with the *wh- pronouns* (when, where, who, what...) in indirect or reported speech.

The last transformation deals with English requests that are either simple or polite. The following example (10) enlightens:

- a- Ben requested me, “Could you please help me with this when you have free time?” → Ben requested me to help him with that when I had free time. (Polite request)
- b- Manou requested, “Please close the door.” → Manou requested to close the door. (Simple request)
- c- Lili requested, “Can you come in?” → Lili requested me to come in. (simple request)

The example (10) unveils that the reporting verb “request” is used in all direct or indirect questions and imperative sentence associated with “please” in direct speech. Therefore, in (10a) the polite request is expressed by the use of the indirect question. Whereas, in (10b) the simple request is expressed by the use of the imperative sentence coupled with “please”, and then in (10c) the simple request is expressed by the use of a direct question without “please”.

Dalimunte et al. have developed the linguistic research work focused on the students’ competence in changing direct into indirect speech and reverse. Unfortunately, this work has not selected one issue and suggested a didactic process that could enable the English teaching-learning process in different pedagogical classes in secondary schools.

II. Data collection analysis

This section aims at analysing and interpreting the data collected from the classroom observation, the teachers’ questionnaire and the learners’ writing activities on the teaching-learning of English speech items at lycée Savorgnan de Brazza “B”.

The classroom observation intended to see whether the direct speech items are taught, learnt and tested in classes the senior secondary school. Eventually, this observation starts from December to May 2024. The following table (4) evidences the collected results which are expressed through the terms “yes”, “no”, “taught”, learnt and tested”.

Table n°4: Checklist observation

<i>English items</i>	<i>Grammar</i>	<i>Teaching English speech items</i>	<i>Observation</i>
		Punctuation items (comma, quotation mark, question mark, period, exclamation mark...)	Yes
		Reporting verbs (action, stative, transitive, intransitive, linking...)	No

Direct speech items	Tenses (present, past, future...)	Taught, learnt and tested
	Original exact words (declarative sentence or statement, imperative sentence, interrogative sentence and exclamatory sentence)	No
	Distance words (this-that, to quote a few)	Taught, learnt and tested
	English direct speech structures: 1. Person + reporting verb + sentence 2. Sentence + person + reporting verb 3. Sentence + reporting verb + person	Taught, learnt and tested

This table is made up of the different grammatical elements that could justify the teaching of the English direct speech items in the secondary school classes. In fact, this English grammar item covers some issues such as: **the punctuation items** (*comma, quotation mark, question mark, period, exclamation mark...*), **the reporting verbs** (*action, stative, transitive, intransitive, liking...*), **the English tenses** (*Present, Past, Future...*) **the original exact words** (*declarative sentence or statement, imperative sentence, interrogative sentence and exclamatory sentence*), **the distance words** (*this-that, last-previous, tomorrow-the following day ...*) and **the direct speech structures** (*Person + reporting verb + statement, Sentence + person + reporting verb, Sentence + reporting verb + person*).

It appears that these direct speech items are mentioned in the INRAP syllabus, requested to be implemented in classes so as to help the secondary school learners deal with oral or writing activities thanks to the teacher's explanation during the teaching process accordingly.

Obviously, the results derived from the table (4) focuses on the following three features of evaluations or appreciation in the observation column.

"yes" refers to our appreciation about the direct speech items that the selected teachers mentioned during the observation period, but they have not taught them accordingly. It is the case of punctuation items (*comma, quotation mark, question mark, period, exclamation mark...*) which were used in the different direct speech structures.

"No" deals with the direct speech items that the selected teachers have not mentioned during the observation period, and they have not enabled the secondary school learners to implement them during the learning process of English direct speech items.

"Taught, learnt and tested" is related to English direct speech items which have been taught, learnt and tested during the observation period in the selected classes. As a matter of fact, the above table mentions that English tenses, distance words and direct speech structures have been implemented during the observation lesson.

Otherwise, the results of this table unveil that while observing lessons about English speech items in general and direct speech items in particular, it is noticed that "reporting verb", "original exact words" and "English sentence purposes" are not taken into account during the teaching process. Therefore, these learners are unable to face some writing exercises related to exact reporting verbs in direct speech and features of English declarative sentence in original exact words through true or false, multiple choice and blank filling exercises.

In a word, it is important to claim that the direct speech lesson has been taught, learnt and tested in the selected classes of Première at lycée Savorgnan De Brazza. However, it appears that when correcting the different submitted testing activities about the direct speech items, the PD learners encountered a lot of problems to face some tasks related to English reporting verbs and the original exact words or sentence types/purposes in direct speech structures. That is why this work selects the not taught, learnt and assessed items of English direct speech in order to provide the teaching, learning and assessing strategies.

The questionnaire aimed at checking whether the selected teachers of English are familiar with the teaching of English speech items through the following questions are analysed and interpreted separately.

Question 1: Which English speech item do you often teach in classes?

This question aims at identifying the most taught item of English speech in different pedagogical classes at lycée Savorgnan De Brazza. The table (5) evidences.

Table n°5: English speech items in the syllabus

Responses	Respondents	Percentages
Direct speech	00	00
Indirect speech	10	100

Total	10	100
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This table (5) enlightens that (100%) of teachers focus on the teaching of indirect speech. In fact, they mean that direct speech serves as a basic structure that helps to teach indirect speech in classes. Hence, direct speech items are not the focus of these teachers even though these language aspects are mentioned in the INRAP syllabus as in G.O.3 (*Interpreting written messages*) and S.O.3. (*Interpreting messages*) and requested to be taught in order to help learners master the use of reporting verbs and the original exact words by the speaker or the writer in direct speech structures.

Question n°2: Which English direct speech items do you often teach in classes?

This question aims to know if the secondary school teachers are interested in teaching the following English direct speech items in the table (6) below.

Table n°6: English direct speech items

<i>Responses</i>	<i>Respondents</i>	<i>Percentages</i>
Punctuation items	03	30
Reporting verbs	00	00
Tenses	05	50
Original exact words	00	00
Distance words	02	20
Total	10	100

The table above shows that many teachers deal with punctuation items and tenses when preparing learners to face the indirect speech lessons from the different structures of Direct speech. However, a few of the selected teachers are interested in distance words. Elsewhere, it is important to mention that “reporting verbs” and “original exact words” are ignored by the teachers of English at lycée Savorgnan de Brazza “B” while dealing with the transfer from direct to indirect speech in classes.

Question 3: Have you been trained to teach English direct speech items?

The usefulness of this question is to know whether the selected teachers of English have been equipped on didactic strategies that could facilitate the teaching of English direct speech items during the training period. The table (7) enlightens

Table n°7: Teachers training on English direct items

<i>Responses</i>	<i>Respondents</i>	<i>Percentages</i>
Yes	00	00
No	10	100
Total	10	100

The results obtained from the above table shows that none of these teachers has been equipped on the appropriate didactic strategies that could help them implement English direct speech items in the secondary school classes. This means that during the training period, the selected teachers have not gained some didactic strategies that could help to transpose **English purposes of sentences** (statement, exclamatory, imperative and interrogative), **punctuation items** (comma...) and **reporting verbs** into learning items in order to enable the secondary school learners face direct speech in formative and summative evaluations accordingly.

The learners’ writing productions collected data from the different exercises given to learners on the direct speech items at lycée Savorgnan de Brazza “B”. The table (8) below illustrates.

Table n°8: Learners’ writing production

<i>Types of exercises</i>		<i>True or false</i>	<i>Multiple choice</i>	<i>Blank filling</i>
Total of sentences		08	08	08
Total errors		40	50	50
Teaching items	Reporting verbs	25	25	26
	Original exact words	15	25	24

From above the table, it is important to recall that the learners' writing production is a research instruction used to collect the learners' problems through some exercises. In this work, it covers three types of exercises. *True or false* aims to see if learners are able to recognize the right or wrong "reporting verb" and "original exact words" in Direct speech structures. *Multiple choice* serves to check if learners are capable of choosing the suggested "reporting verb" or "original exact words" in Direct speech structures. *Blank filling exercises* works to verify the learners' capacity of filling the blanks of Direct speech structures with "reporting verb" and original exact words" accordingly.

Actually, the three types of exercises are made of eight sentences including reporting verbs and original exact words in Direct speech. Therefore, from sixty (60) learners, forty (40) errors of "True or false" and fifty (50) errors of "Multiple choice" and "Blank filling" activities have been identified during the data collection.

Firstly, the forty (40) errors of "*True or false*" include twenty-five (25) of *reporting verbs* and fifteen (15) of *original exact words*. These errors are due to the learners' incapacity to distinguish the right or the wrong "reporting verb" and the original exact words suggested in the different structures of English direct speech as in ("Every November the first is a day off.", Promised the President.) and ("The sun rises every morning." scientific fact). In fact, "to promise" is a reporting verb used for declarative sentences expressing promises with the following grammatical elements "Will, shall, to promise and if". The correct reporting verb for this sentence is "to declare" as in ("Every November the first is a day off." declared the president). The knowledge of declarative sentence components in general and that of fact in particular should serve to help learners differentiate the social fact from the scientific or natural one. A natural fact is attested when we refer to something that exists or occurs in the natural world, and can be observed, studied, or measured without human intervention as in ("The sun rises every morning.").

Secondly, the fifty (50) errors of "*Multiple choice*" comprise twenty-five (25) of *reporting verb* as in (Sandrine suggested→ "Pasta is the best food.") and twenty-five (25) of *original exact words* as in ("Pupils should read their lessons." → asserted the cook.). These errors are occasioned by the fact that these learners are not capable of linking appropriately the reporting verb to its original exact words in inverted comma or quotation marks written in the different direct speech structures. This sentence ("Pasta is the best food") cannot function with "to suggest" as a reporting verb, since it conveys a global agreement, the answer for this sentence type should be ("Pasta is the best food." asserted the cook). The sentence "Learners should read their lesson" expresses a piece of advice which could be given by a teacher as in ("Pupils should read their lessons." advised the teacher.), this wrong way of linking appropriately reporting verbs or the original exact verbs is due to the fact that learners are not aware of the sentence types functioning.

Finally, the fifty (50) errors of *blank filling* deal with twenty-six (26) of *reporting verbs* as in (Felix exclaimed, "When a person eats, the body recovers its strength.") and twenty-four (24) of *original exact words* as in ("Do you believe that the word of God is not only preached on Sunday?" believed the deacon.). These errors result from the learners' incapacity of filling the blanks of direct speech with the required reporting verbs or original exact words. Having in mind that the purpose of dealing with all these exercise types is that of checking or reinforcing the learners' understanding of the direct speech different structures, namely the reporting verbs or the original exact words, learners were submitted to a blank filling test. The first aspect evaluated the competence of using reporting verbs. In fact, three reporting verbs have been suggested but learners could not choose the right one since they lack lots of information about. The right reporting verb would be "to confirm" as in (Felix confirmed, "When a person eats, the body recovers its strength."). As for as the original exact words usage in the blanks is concerned, learners had nothing to do at this level since none of the suggested sentences expressed a declaration.

In a word, the main results obtained from the classroom observation, the teachers' questionnaire and the learners' writing activities are summarised on the teachers' lack of didactic or teaching strategies, and the learners' incapacity of implementing the selected grammar item through the different writing activities. In fact, the teachers' lack of didactic or teaching strategies is due to the absence of effective methods or approaches to facilitate the learning process. Next, the failure to organize workshops by inspectors on the issue may hinder opportunities for teachers to enhance their skills on the English direct speech items. Consequently, the secondary school learners are incapable of implementing the basic items of direct speech in writing activities accordingly.

III. Practical suggestions

The purpose of this section is to enlighten that the teaching, learning and testing of the English direct speech items (*reporting verbs* and *original exact words*) in connection to English declarative sentences are possible through Explanatory method coupled with the 3Ps revisited method in the different pedagogical classes

at secondary schools. In fact, the selected methods are attested in a lesson plan following these stages: Pre-requisites checking, Presentation, Practice, Production and Testing activities.

Pre-requisites checking deals with the verification of the learners' background focused on the selected topic. As a matter of fact, the teacher asks learners to quote the different structures of direct speech: (*Subject + reporting verb + sentences, Sentence + subject + reporting verb, Sentence + reporting verb + subject*), to give the components of the direct speech mentioned in its different structures: (*Speaker, Reporting verb, Punctuation items, Tenses, Distance words, and Original exact words or Sentence types/purposes*), to cite the English sentence types/purposes: (*Declarative sentence, Imperative sentence, Interrogative sentence and Exclamatory sentence*), to make their own sentences on statements:

1. Water boils at 100 degrees Celsius (Ngapoula),
2. Fast makes Christians strong. (Ondzé),
3. The education does not begin at school. (Ndongo),

and then, to provide the sense of a declarative sentence: (*opinions, beliefs and facts*). Finally, learners are requested to make the difference between opinions, facts and beliefs: (*Opinions are subjective interpretations, Facts are verifiable truths, whereas Beliefs are deeper, often more enduring conviction about something which may or may not be based on evidence*), and to select verbs which are related to opinions: (think, suggest, claim, argue, state, opine), beliefs: (believe, hold, accept, deny), and facts (state, show, reveal, confirm, demonstrate, indicate, declare).

Presentation refers to the teacher's talking time while the selected learners are expected to develop the listening skill focused on **the English direct speech based on declarative sentence or statement**. Dealing with this lesson, this stage covers three steps where the teacher is requested to (1) Learners' declarative sentences by the teacher, (2) The transformation of declarative sentences into direct speech structures (3) provide explanations that could justify the link between "reporting verbs" and "original exact words" a case study of English declarative sentences.

Step one: Learners' declarative sentences by the teacher

1. Water boils at 100 degrees Celsius. (Ngapoula)
2. Fast makes Christians strong. (Ondzé)
3. The education does not begin at school. (Ndongo)

Step two: Learners' declarative sentences into direct speech structures

1. Declarative sentence making- Water boils at 100 degrees Celsius. (Ngapoula)
 - a) Reporting verb writing- Ngapoula **stated**
 - b) Direct speech making- Ngapoula stated, "water boils at 100 degrees Celsius."
 - c) "Water boils at 100 degrees Celsius." stated Ngapoula.
 - d) Fact

Step three: Explanations

Structure: *The direct speech is made of two (2) parts, the declarative sentence (original exact words) and the direct structures (reporting verb). The position of these two parts are not fixed. Each of them can be initial as in (b1) or final as in (c1) position.*

Functional: *The direct speech declarative can express opinions, facts or beliefs (task5)*

Practice aims to improve up the learners' speaking skills on the direct speech items. Thus, the teacher asks learners to repeat the step 2 sentences and practice in pairs.

- 1- Mboussi makes declarative sentence. Mother cooks rice (Lydie)
- 2- Mfoutou adds a reporting verb. (Mother cooks rice) stated Lydie
- 3- Ondzé make a direct speech sentence. "Mother cooks rice." stated Lydie
- Who can change the order? Lydie stated, "Mother cooks rice."
- 4- Kiba gives the sense of this direct speech sentence. Opinion

Production stands to allow the learners' acting time. Hence, they are permitted to write their own declarative sentences said orally on the board in direct speech and read them intelligently.

L1: This teacher is good at English. (Opinion)

L2: Pupils avouched

L3: Pupils avouched, "This teacher is good at school."

L4: Opinion

Finally, learners are allowed to copy down the summary of the day's lesson.

Evaluation is concerned with different exercises based on the teaching of direct speech including their answers so as to help learners implement the taught notion through applied and follow up activities in different classes and exams. Therefore, the testing activities are made of:

True or false is purposed to check if learners are able to recognize the right or wrong "reporting verb" and "original exact words" in direct speech structures.

Exercise one: Read and say whether these statements are true or false.

- 1- School is not declared Mboussi the only way of success.
- 2- "School is not the only way of success", Mboussi.
- 3- Mboussi declared, "School is not the only way of success."
- 4- School is not the only way of success, declared.

Multiple choice serves to see if learners are capable of choosing the suggested issues of the English declarative sentence in direct speech structures.

Exercise two: Match the word on the left with their corresponding meaning on the right.

- | | |
|---------------------------------------|------------|
| 1- All human beings are mortal. | a) Belief |
| 2- Reading covers lots of virtues | b) Fact |
| 3- Faith makes God alive in churches. | c) Opinion |

Blank filling helps to verify the learners' capacity of filling the blanks of direct speech structures with "reporting verb" and "original exact words" accordingly

Exercise three: Fill these blanks with the missing parts.

Declarative sentence: Sandrine likes dancing. (Mfoutou)

L1 Reporting verb:.....

L2 Direct speech structure 1:.....

L3 Direct speech structure 2:.....

L4 sense of direct speech sentence:.....

Correction

Exercise One: Let's read and say whether these statements are true or false

1- False; 2- False; 3- True; 4- False

Exercise Two: Let's match the word on the left with their corresponding meaning on the right.

1- b: 2- c: 3- a: 4- d

Exercise Three: Let's fill these blanks with the missing parts.

L1: stated, L2: Mfoutou stated, "Sandrine likes dancing.", L3: "Sandrine likes dancing." stated Mfoutou, L4: Opinion

Conclusion

This research work aimed at providing the secondary schools teachers and learners with the didactic strategies that could help to implement the English direct speech based on declarative sentences or statements. The first section has reviewed some previous works dealing with the teaching-learning of English speech items. As a matter of fact, Parmar, Rosmiaty et al. and Dalimunte et al. have developed the linguistic research work focusing on the syntax and semantics of English direct and indirect speech to provide some strategies that can facilitate the teaching of these grammar notions through purposes of sentences to develop the students' competence in changing direct into indirect speech and reverse. Unfortunately, these works have not selected one issue and suggested a didactic process that could enable the English teaching-learning process in different pedagogical classes in secondary schools.

The second section selected the classroom observation to confirm whether the English direct speech is taught, learnt and assessed at secondary school through the check list observation in classes, and the teachers' questionnaire to collect the teachers' different views on the English component that could develop the learners' writing competence, the most taught English speech item, the most taught English direct speech aspect, and the secondary school teachers' training on the teaching of English direct speech in classes. Finally, the learners' writing activities uncovered the learners' different problems through sorts of exercises. Thus, the results from

these research instruments unveil the teachers' lack of didactic strategies and the learners' incapacity to face the selected grammar item through the different writing activities even though the selected item is mentioned in the official syllabus.

The practical suggestions outlined the applicable strategies for the teaching, learning and testing of reporting verbs and original exact words based on declarative sentences in the English direct speech lessons in classes. As a matter of fact, the teaching of English direct speech lessons based on declarative sentences is provided in the teaching lesson plan following the presentation, practice, production and evaluation stages to develop the learners' abilities to face declarative sentences in direct speech orally or by writing accordingly.

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