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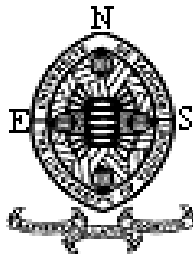
Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE 1

FACULTE DES ARTS, LETTRES  
ET SCIENCES HUMAINES

CENTRE DE RECHERCHE ET  
FORMATION DOCTORALE EN  
ART, LANGUES ET CULTURE

UNITE DE RECHERCHE ET DE  
FORMATION DOCTORALE EN ART,  
LANGUES ET CIVILISATION



REPUBLIC OF CAMEROON

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THE UNIVERSITY OF YAOUNDE 1

FACULTY OF ARTS, LETTERS  
AND SOCIAL SCIENCES

POST GRADUATE SCHOOL FOR  
ARTS, LANGUAGES AND  
CULTURE

DOCTORAL RESEARCH UNIT  
FOR ARTS, LANGUAGES AND  
CIVILISATION

**CHALLENGES IN ENGLISH LANGUAGE LEARNING AND  
TEACHING IN CHAD: A CASE STUDY OF THREE  
SECONDARY SCHOOLS IN NDJAMENA**

Dissertation defended publicly on October 25<sup>th</sup>, 2024 in Partial Fulfilment of the  
Requirements for Master's Degree in English Language Studies

**SPECIALISATION: SOCIOLINGUISTICS**

by

**Appolinaire BAINAMBI SEMDE**  
DIPES1 in Bilingual Studies  
ENS of Yaounde1  
B.A in Bilingual Studies  
The University of Yaounde1



**Jury**

**President:** Jean Paul KOUEGA (PR): University of Yaounde1

**Reporter:** Charles ALOBWEDE ESAMBE (MC): University of Yaounde1

**Member:** Kilian TAMEH (CC): University of Yaounde1

October 2024

DEDICATION

To

My parents, Odile WETTA and Bernard SEMDE

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**LIST OF ABBREVIATIONS**

**SLA:** Second Language Acquisition

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**IV:** Independent Variables

**DV:** Dependent Variables

**TPR:** Total Physical Response

**CBLT:** Competency-Based Language Teaching

**ELT:** English Language Teaching

**CBA:** Competency-Based Approach

**CLA:** Classical Approach



## ABSTRACT

This study investigates the challenges of English language teaching and learning in Chad, with a focus on the impact of lack of detailed treatment of English language learning program on the acquisition of the language in the country and on the methods of teaching English as foreign language employed by teachers. Two hypotheses are tested: (1) Inadequate teaching methods hinder effective English language learning in Ndjamen, Chad and (2) The lack of focus on detailed English language teaching program contributes to challenges in English language teaching and learning in Ndjamen, Chad. A total sample of 110 students and teachers from three secondary schools in Ndjamen, Chad, are surveyed using questionnaire and semi-structured interviews. The data are analyzed using descriptive statistics, correlation analysis, and regression analysis. The research is carried out using Second Language Acquisition and Multiculturalism theoretical frameworks. The results show that 80% of students and teachers surveyed found the classical approach to be a difficulty in teaching and learning foreign languages, while the competency-based approach favors the language acquisition. The results, equally, show that both, the classical approach and the competency-based approach have a statistically significant influence on the challenges of language teaching and learning in Chad. These findings suggest that the methods of teaching English as a foreign language employed by teachers and the lack of detailed treatment of English language teaching program in Chad are significant barriers to the effective teaching and learning of English in the country. The study recommends that teacher training programs be revised to focus on more effective teaching methods, and that more resources be devoted to the development of English language learning materials.

## RÉSUMÉ

Cette étude examine les difficultés de l'enseignement et de l'apprentissage de l'anglais au Tchad, en se concentrant sur l'impact du manque de programmes d'apprentissage de l'anglais détaillés sur l'acquisition de la langue dans le pays et sur les méthodes d'enseignement de l'anglais langue étrangère utilisées par les enseignants. Deux hypothèses ont été testées : (1) Les méthodes d'enseignement inadéquates entravent l'apprentissage efficace de l'anglais à Ndjamena, Tchad, et (2) Le manque de concentration sur un programme d'enseignement de l'anglais détaillé contribue aux défis de l'enseignement et de l'apprentissage de l'anglais à Ndjamena, Tchad. Un échantillon total de 110 élèves et enseignants de trois écoles secondaires à Ndjamena, Tchad, a été interrogé à l'aide de questionnaires et d'entretiens semi-structurés. Les données sont analysées à l'aide de statistiques descriptives, d'analyses de corrélation et d'analyses de régression. La recherche est menée sous les cadres théoriques de l'acquisition de la deuxième langue et du multiculturalisme. Les résultats montrent que 80 % des élèves et des enseignants interrogés trouvent l'approche classique difficile pour l'enseignement et l'apprentissage des langues étrangères, tandis que l'approche par compétences favorise l'acquisition de la langue. Les résultats montrent également que l'approche classique et l'approche par compétences ont une influence statistiquement significative sur les défis de l'enseignement et de l'apprentissage des langues au Tchad. Ces résultats suggèrent que les méthodes d'enseignement de l'anglais langue étrangère utilisées par les enseignants et le manque de programmes d'enseignement de l'anglais détaillés au Tchad constituent des obstacles importants à l'enseignement et à l'apprentissage efficaces de l'anglais dans le pays. L'étude recommande que les programmes de formation des enseignants soient révisés pour se concentrer sur des méthodes d'enseignement plus efficaces et que davantage de ressources soient consacrées au développement de matériels d'apprentissage de l'anglais.

## CHAPTER ONE

### GENERAL INTRODUCTION

The landscape of language education in the Republic of Chad presents a complex web characterized by numerous challenges for English language learning and teaching. The teaching and learning of English as a foreign language (EFL) in the Republic of Chad has received limited attention in terms of comprehensive exploration and detailed treatment. Despite English being taught in both government and private secondary schools across the country, there is a lack of in-depth research addressing the specific challenges and opportunities associated with education in English. The few existing studies have primarily focused on perceptions of English in Chad and learners' motivation towards the language. Over recent years, the study of English within Chad's educational system has gained increasing attention due to its recognized essential role in global communication and socioeconomic development. (Lisa 2018)

The juxtaposition of linguistic diversity and the pedagogical demands of English language instructions in secondary schools in Chad presents a unique set of challenges, revealing multifaceted obstacles that influence language acquisition, teacher training, curriculum development, and attainment of language proficiency. Additionally, language barriers, ranging from local dialectical differences to broader socio-economic disparities, further complicate the English language learning environment.

Our study delves into these challenges through a case study focused on three secondary schools in Ndjamena. It aims at shedding light on the intricate web of obstacles and opportunities inherent in English language education within this context, contributing to the improvement of English language education in Chad by identifying challenges, exploring effective teaching methods, examining government interest, and understanding the importance perceived by Chadian learners. This can inform the development of targeted strategies and interventions to enhance the teaching and learning of English as a foreign language in the country.

The research also seeks to explore the different teaching methods employed by English language teachers in Chad and their potential impact on language learning effectiveness. Additionally, we will investigate the significance Chadian learners of English attribute to the language, in spite of their primary francophone background.

### **1.1. Brief linguistic background of Chad**

Chad is a multilingual country in Central Africa with over 100 languages spoken by its diverse population. The country's official languages are French and Arabic according to the March 31st, 1996 Constitution, (Ndoubangar & Apuge, 2022). French serves as the lingua franca added to the local Arabic language and is widely used in government, education, media, and business sectors. Arabic is predominantly spoken in the northern regions of the country and holds cultural and religious significance (Lisa, 2018). However, it is important to note that the level of proficiency and usage of these languages vary depending on the region, ethnicity, and individual circumstances.

For a successful language teaching and to foster cohesion, the government has created a ministry in charge of bilingualism in the country. Bilingualism becomes a common aspect of life for many Chadians due to the coexistence of French and indigenous languages. Bilingualism plays a significant role in education, intercultural communication, and social integration in Chad.

As stipulated in Chadian Educational Curriculum, the government encourages bilingual education, which aims at promoting the use of both French and Arabic languages in schools. This approach recognizes the importance of preserving local languages while providing access to global languages like English and French. Bilingual education programs strive to maintain cultural diversity while equipping students with the skills needed for academic and professional success.

It is worth mentioning that beside French and Arabic languages, Chadians, particularly those in urban areas or with connections to neighboring countries, also adopt additional languages such as English, Fulfulde, or Hausa for various purposes.

### **1.2. Background to the study**

The English language is spoken worldwide, both in Anglophone and non-Anglophone countries. In the Republic of Chad, English is taught in schools, although its implementation and status vary across different educational institutions. English is taught as a foreign language in public schools, while in some private primary schools such as Jouvence and Forlamy in Ndjamen, it is considered a second language without fully adhering to the norms of a second language. In these very few schools, English is seen as a second language due to subjects being taught in both English and French. Chad, with its more than 100 distinct ethnic groups, has diverse social

structures. French and Arabic are the official languages, as stipulated in the March 31st, 1996 constitution (Ndoubangar & Apuge, 2022).

The introduction of English in Chad can be traced back to Peter Cameron Scott, a pioneer from Scotland who arrived in southern Chad in 1895 with the goal of evangelization. Over the years, more English-speaking individuals settled in Chad, and the language was taught to Christians and community members to facilitate conversions to Christianity. English language instruction in Chad started to gain prominence in the early 2000s, influenced by factors such as increasing globalization, the rise of English as a global language, oil extraction (2003) and the country's participation in regional and international organizations where English is commonly used (Ndoubangar & Apuge, 2022).

While French remains the primary language taught in schools and serves as the medium of instruction, English has been introduced as part of the curriculum in some schools. The teaching of English tends to be more prevalent in urban areas, particularly in private schools and certain specialized institutions such as international schools or language centres. Today, students have the choice to take either English language or Arabic language as a complementary subject in the examination all over the country, which makes English competing with Arabic, an official language in the country.

The status of English in Chad is still relatively limited compared to French, which has a longer history and stronger presence in the country due to colonization. French continues to be the dominant language in government, administration, and formal education, while English is often taught as a foreign language in schools, public and private as well.

It is important to note that the availability and quality of English instruction vary in different regions of Chad. Access to English education and proficiency levels are influenced by factors such as location, socioeconomic status, and resources of the schools.

The Chadian government recognizes the importance of English in the global context and its potential for economic and educational opportunities. This can be justified by the agreement the Chadian government signed in March 2007 with the United States Government for the creation of the American International School of Ndjamen. (ref. Pursuant to Public Law 89—497, approved July 8, 1966(80 Stat. 271; 1 U.S.C. 113)). Since then, efforts have been made to promote English instruction in some schools, but its full integration into the education system is still work in progress. For the promotion of the language, the Chadian government has

implemented the department of English language in some higher education institutes like the University of Doba and the University of Ndjamena. The lack of well-defined pedagogical methodologies, materials, and resource allocation for English language acquisition in Chad's secondary schools engenders disparate educational opportunities.

### **1.3. Research Motivation**

English arrived in Chad since 1895, but its acquisition has a great challenge in the country. Nowadays, the English language is spoken worldwide and in all life's domains. Improving English in a country is important for its development at the international scale. This study is driven by a multifaceted motivation to address the pressing need for improved English language education in Chad. The low level of English proficiency among Chadian students poses a significant barrier to their future opportunities, both within the country and internationally.

First, the study aims to contribute to the improvement of English language teaching practices in Chad by investigating the effectiveness of current teaching methods and identifying potential areas for improvement. It highlights the potential benefits of transitioning towards competency-based approaches.

Furthermore, the study recognizes the lack of a comprehensive English language teaching program as a major contributing factor to the challenges in English language acquisition. This research advocates for policy changes that would lead to the development of a detailed curriculum, ensuring that the content and methodology of English language teaching are more effectively aligned with the needs of Chadian learners.

This research aspires to inform policy decisions, enhance teaching practices, and ultimately contribute to the success of English language learners in Chad.

### **1.4. The research problem**

In the current teaching program in Chad, the government set a general objective for English language. The government expects learners to develop all the four language skills (listening, reading, writing and speaking). The specific objectives in this program depend on each level or class. The misalignment between government learning objectives, the lack of detail treatment, and the requisite pedagogical framework for achieving these objectives raises pertinent questions about governance in language education and the efficacy of policy implementation within the Chadian educational system. In view of the increasingly globalized nature of

education and professional opportunities, the insufficiency of English language pedagogy has profound implications not only for individual learners but also for the potential long-term national and international competitiveness of Chadian students and professionals, because English is today found in every domains of life.

Foregrounding the consequence of the gap between government learning objectives and prescriptive pedagogical frameworks, this research problem aims to inspire much-needed discourse, interventions, and transformative approaches within the landscape of English language education in Chad.

### **1.5. The Research Questions**

In lines with the aim of this study and in order to find out what happens in the English language learning and teaching process focused on Chad, we formulated the following research questions.

1. What specific challenges do Chadian learners encounter in the process of acquiring proficiency in English as a foreign language?
2. What are the common teaching methods currently used for teaching English as a foreign language in Chadian classrooms? Do these methods support or hinder the learning of English as a foreign language?
3. In what ways can the acquisition of English as a foreign language in Chad be improved based on the identified challenges and teaching methods?

As outlined in our objectives, these research questions correspond to each of our research objectives, ensuring a clear linkage between the research questions and the overarching goals of our study.

### **1.6. The Research Hypothesis**

In contrast to the assumption of many people on the English language in Chad, we think that the main challenge in the process of English language learning cannot only stems from it being taught as a foreign language in schools. Noteworthy schools such as Forlamy, Jouvence, and Ecole de Assemblée Chrétienne du Chad teach English as a second language from primary to secondary levels, as opposed to a foreign language. The level of language acquisition differs between those who attended these schools and those who did not. Moreover, schools in urban areas tend to outperform those in remote regions. Hence, we believe that the issue lies in the teaching methodology employed. Some TEFL-trained individuals refuse to teach in remote

areas, and not all teachers undergo standardized training or adapt their teaching methods to suit learners' needs. It is essential to note that teachers often lack appropriate teaching materials, while some having them at their disposal.

Therefore, to guide investigation in the research, we formulate the following general hypothesis:

**a) General hypothesis**

**English language teaching in Ndjamenana, Chad, faces challenges due to inadequate teaching methods and lack of focus on detailed English language learning program.**

This hypothesis is designed to investigate whether the absence of detailed pedagogical focus on English language learning acts as a hindrance to the advancement of English language education in Chad. It aims to explore the impact of educational attention and scrutiny on the learning and teaching of English.

**a) First operational hypothesis**

**Inadequate teaching methods hinder effective English language learning in Ndjamenana, Chad.**

This hypothesis focuses on the impact of teaching methods themselves. It suggests that the methods currently (classical approach and competency-based approach) used are not conducive to successful English language acquisition.

**b) Second operational hypothesis**

**The lack of focus on detailed English language learning contributes to challenges in English language teaching and learning in Ndjamenana, Chad.**

This hypothesis focuses on the curriculum and content of the teaching. It suggests that the curriculum does not adequately address the intricacies and complexities of the English language, leading to difficulties for both teachers and students.

## **1.7. The Research objectives**

The aim of this study is to identify the actual gaps in the process of learning and teaching English as foreign language (EFL) in Chad, focusing on secondary schools, by achieving the following objectives:



- Identifying challenges that learners in secondary schools encounter in the process of learning English as a foreign language.
- Exploring the significance that Chadian learners of English as foreign language attach to the language, aside from those whose intention is to work with the American oil company, Esso.
- Examining the foreign language teaching methods employed in classrooms.
- Providing suitable foreign language teaching methods for the English learning as foreign language in Chad.
- Facilitating further research by suggesting pathways for the acquisition of English as a foreign language in Chad.

These objectives rise from certain difficulties Chadians have faced and are still facing in their process of English language learning and teaching.

### **1.8.Scope of the Study**

This research on challenges in English language learning and teaching in Chad, focusing on three secondary schools in Ndjamen, involves a comprehensive investigation into various factors that impact the process of learning and teaching English in this setting. The scope of the study encompasses the following key areas:

#### **1.8.1. Educational Environment**

Analysis of the current educational environment in Chad, with a specific focus on English language learning in secondary schools in Ndjamen.

Examination of the infrastructure, resources, and support systems available for English language education in the selected schools.

#### **1.8.2. Curriculum and Pedagogy**

Review of the English language curriculum followed in the secondary schools under study, including an assessment of its relevance, comprehensiveness, and alignment with language learning goals.

Exploration of teaching methodologies, approaches, and strategies employed by educators in the classrooms, with a focus on identifying effective and ineffective practices.

### **1.8.3. Teacher Perspectives and Practices**

Investigation of teachers' perspectives, experiences, and challenges related to teaching English as foreign language in the Chadian context.

Examination of teacher professional development initiatives, training opportunities, and support systems aimed at improving English language teaching skills.

### **1.8.4. Learners Engagement and Learning Outcomes**

Evaluation of learners' engagement levels, interest in learning English, and factors influencing their motivation and participation in language learning activities.

Assessment of English language proficiency levels, learning outcomes, and academic performance of learners in the selected secondary schools.

### **1.8.5. Technological Integration**

Examination of the use of technology in English language teaching and learning within the selected schools, including the availability of digital resources, online learning platforms, and technology-enhanced instructional tools.

Analysis of the impact of technology on language acquisition, learner engagement, and teacher professional development in the Chadian educational context.

The exploration of these diverse components within the context of English language learning and teaching in Chad will help us to provide comprehensions, inform policy decisions, and offer actionable recommendations to ameliorate the quality and effectiveness of English language education in secondary schools in Ndjamen.

## **1.9. Significance of the study**

In 2003, the Chadian government requested the American Peace Corps to deploy TEFL volunteers in Chad (Lisa, 2018). Furthermore, on March 5, 2007, an agreement of six articles establishing the American International School of N'Djamena was signed between the governments of the United States of America and the Republic of Chad, entering into force on April 6, 2007. The sporadic establishment of English language learning centres in the country has followed these developments. However, despite governmental efforts to enhance English language proficiency, fluency in English remains a challenge for numerous Chadian learners,

including those who have attended language centres. Our study strives to address these significant gaps to aid the promotion of English in the country.

The global landscape is currently experiencing profound changes across various domains. Several African countries with French influence are distancing themselves from France, while organizations like BRICS (Brazil, Russia, India, China, and South Africa) are gaining prominence and shaping global economic policies. As one of the economically underprivileged countries in Africa and the world, Chad aims to discover new pathways for development and overcome its landlocked status. As noted by Lisa (2018), English, recognized as the language of science, technology, and commerce, presents Chad with an opportunity to redefine its global image. Although French has served as Chad's official language since its independence in 1960, the country has seen limited progress, particularly in economic policies. This has propelled many Chadians to aspire to become proficient in English, seeking further progress and opportunities. Rwanda's shift from French to English as the medium of instruction in 2008 is further emblematic of this changing trend. The English language, for many Chadians, signifies a gateway to economic development.

Dell Hymes (1972) recognizes that knowing what goes on inside the school setting is important to understand what goes outside. And that “*The key to understanding language in context is to start not with language but with context...*”. Our two-year experience as TEFL volunteers in three schools in Ndjamena (Lycée Agora, Lycée Hadjerlamis, and Lycée de l'Union) and as Chadian citizen enabled us to discern the populace's earnest desire to acquire English language skills. However, there is a lack of teaching methodologies that are better suited for foreign language instruction used by language teachers in Chad. Many Chadian students have expressed a strong interest in enhancing their English language proficiency, signaling their fervent enthusiasm for the English language. A similar fervor is depicted in an article titled “Chadian Attitudes toward English” by Gilbert Tagne Safotso & Ndoubangar Tompte (2018).

Therefore, we think that revealing challenges and demonstrating which teaching method-s- can be appropriate in the process of teaching and learning English as foreign language focusing on Chadian context will help both learners, teachers and government to successfully come up with a good curriculum for the purpose. Thus, the importance or significance of these studies.

### **1.10. Data Collection Method**

To ensure the success of this research, we plan to employ multiple data collection techniques. Initially, we will conduct interviews with EFL (English as a Foreign Language) volunteers in Chad and Chadian English language learners in Chad and abroad (Cameroon and Nigeria) and in the country. Additionally, we will administer questionnaires to Chadian learners, especially in Ndjamena and in secondary schools, and adults residing within and outside the country. Lastly, we will supplement our primary data collection methods with secondary data sourcing efforts. For more clarity, we intend to conduct an online interview with Chadian English language learners who left their country and now are in anglophone and/or bilingual countries (Cameroon and Nigeria) for the objectives of acquiring the language and we will equally conduct a face-to-face interview with those who are living and studying in the country. The interview will be focused on the Chadian Government's interest in promoting English language learning in the country, personal importance of learning English as a Chadian, challenges and methods of English language teaching and learning in Chad. An open-ended, and closed-ended questionnaire will be administered to learners in three secondary schools in Ndjamena.

### **1.11. Framework**

In this research, we will utilize framework according to two theories: Second Language Acquisition (SLA) theory focusing on the work of Stephen Krashen (1982) and theory of multiculturalism as propounded by Georges Crowder (2013) in his book titled "*Theories of Multiculturalism: An introduction*", with completion from multilingualism studies which will help us to have a sociolinguistic view and understanding of the current study.

The aim of using these theories can be justified by the fact that SLA, mostly, deals with how individuals acquire language, whereas Multiculturalism seeks to foster social cohesion. Chad is a bilingual country and promoting an additional language warrant tolerance towards the target language principles, since from sociolinguistic perspective, language is rooted in culture. Thus, the importance of Multiculturalism in this study.

Language acquisition theory refers to the study of how individuals acquire and learn languages, particularly during early childhood. (Krashen, 1982). Second language acquisition theory has been used in the mid-20<sup>th</sup> century when change occurred in linguistic research. In the 1950s and 1960s, a revolution known as "cognitive revolution" happened. The revolution made a consideration change in the study of language. Researchers started delving into mental

processes including learning and using language, setting the stage for a new field, psycholinguistics, and the study of second language acquisition. Stephen Krashen, set many principles that influenced understanding on language learning. Among those principles we have the Input Hypothesis, the Affective Filter Hypothesis, the Natural Order Hypothesis, the Monitor Model, which for him, are the major steps or bases of SLA. We will go deeper into detail in the following pages. Nonetheless, it is important to note that those principles from the foundation of Krashen's comprehensive theory of SLA shaped approaches to language teaching, curriculum development and educational policies. (Krashen, 1982) several others scholars enriched the field of SLA with their works, such as Noam Chomsky and Larsen Freeman(2001) in her article titled "*The Emergence of Complexity, Fluency, and Accuracy in the Oral and Written Production of Five Chinese Learners of English*" published in Journal of language learning and technology.

Multiculturalism, however, was influenced by the work of Georges Crowder, an emeritus Professor from Britain, author of the work of British political philosopher Isaiah Berlin and on the concept of value pluralism and its political implication. In an article titled "*Foreign official languages and cultural alienation in Cameroon: socio-economic and political perspectives.*" Published in 2007, Mforteh, professor and current head of the department of English in the university of Yaoundé 1, equally used this framework to investigate on the attitudes of the potential beneficiaries of mother tongue education and the socioeconomic and political effects of the failure to use mother tongues. In that paper, he intended to reassess the impact of the foreign official languages in the sociocultural alienation of Cameroonians via the educational systems, to elicit from a cross section of Cameroonians the possible benefits of progressively including the home languages as media of instruction as enunciated by Tadadjeu, summarized in Sadembouo(2013), and lastly, to find out if the presence of the foreign official languages has affected the economic and sociopolitical development of Cameroonians.

Multiculturalism describes how people experience, interpret, and interact across cultural differences. It proposes a developmental continuum, along which people can progress towards a deeper understanding and appreciation of cultural diversity and greater social adaptability when encountering cross-cultural disparities. It rose (after the World War II) as a social and political phenomenon influenced by sociopolitical, historical and demographical changes.

According to Bennett (1986):

*as one's perceptual organization of cultural difference becomes more complex, one's experience of culture becomes more sophisticated, and the potential for exercising*

*competence in intercultural relations increases... Predictions about the effectiveness of intercultural communication can be tailored to facilitate development along the continuum.*

Multiculturalism framework, also known as a multicultural perspective or approach, is an important concept in the fields of sociology, anthropology, and cultural studies. It is a framework that recognizes and appreciates the diversity of cultures, ethnicities, languages, and traditions within a society. The core idea behind multiculturalism is to promote equal respect, recognition, and coexistence among different cultural groups.

Overall, the multiculturalism framework aims to create inclusive and harmonious societies where diverse cultures can coexist, and individuals can prosper without sacrificing their cultural heritage.

## CHAPTER TWO

### THEORETICAL FRAMEWORK AND LITERATURE REVIEW

#### INTRODUCTION

This chapter provides a foundational framework for understanding the research, organized into three distinct sections:

Theoretical Foundations which explores key theories that have shaped research in Second Language Acquisition and Multiculturalism. These theories provide the lens through which we analyze the challenges of English language learning and teaching in Chad.

Conceptual View of Language Policy and Planning, in the other hand, delves into concepts of language policy and planning, specifically examining the role of sociolinguistic context in language promotion. This understanding will inform our recommendations for improving English language education in Chad.

Literature Review focuses on existing literature concerning language teaching and learning methods within the context of foreign and second language acquisition in Chad. We will particularly explore materials written by Chadians about English language in the country. This review helps identify gaps in existing knowledge and inform our understanding of what needs to be done to promote English language proficiency in Chad

#### **2.1.. Theoretical framework**

The theoretical framework serves as the bedrock of the study. It provides a conceptual and methodological basis for our research, outlining key concepts, theories, and established principles that guide our research process and the interpretation of our findings.

##### **2.1.1. Second Language Acquisition theories**

Language acquisition theory refers to the study of how individuals acquire and learn languages, particularly during early childhood. (Krashen, 1982). Second language acquisition theory has been used in the mid-20<sup>th</sup> century when change occurred in linguistic research. In the 1950s and 1960s, a revolution known as “cognitive revolution” happened. The revolution made a consideration change in the study of language. Researchers started delving into mental processes including learning and using language, setting the stage for a new field, psycholinguistics, and the study of second language acquisition.

Major figures and landmarks of SLA include: Noam Chomsky (1950s-1960s) worked in generative grammar and universal grammar. Those groundbreaking works impacted significantly the study of language acquisition. It equally provided a way for comprehension of individual internalization of linguistic structure. In 1970s, Krashen's work on SLA, also, gained prominence. To shape the field of SLA, Krashen uses hypothesis such as Input Hypothesis, Affective Filter Hypothesis, and natural Order Hypothesis.

The context of uses of SLA was academic and research oriented with the aim of understanding the fundamental processes of second language learning. The users of SLA were researchers and educators in the fields of linguistics, psychology and education. Since educators began to integrate research findings into language teaching methodologies and curriculum, SLA gained a practical momentum application in education. Therefore, language teaching and learning process moved from traditional grammar focused methods to communicative language teaching approach. In all this, SLA has shaped modern language education and pedagogy. Today, SLA evolves and expand its field incorporating insights from cognitive science, sociolinguistic and technology. It tends to address the issues of multilingualism and the impact of technology on language learning.(these information were retrieved from our courses in linguistic in ENS of Yaounde1in 2019 and from internet following this link: <https://www.cambridge.org> )

The theory seeks to understand the underlying mechanisms, processes, and principles involved in the development of language skills. Second language acquisition theory can be viewed as a part of theoretical linguistics. This means that it can be studied and developed without regard to practical application. Language acquisition is a little bit comparable to the way children use in acquiring first and second language. (Krashen, 1982)

Language acquisition, for online literary terms dictionary, Universal Dictionary, Dic Box

*“language acquisition is the process by which humans acquire the capacity to perceive and comprehend language (in other words, gain ability to be aware of language and to understand it), as well as to produce and use words and sentences to communicate. Language acquisition involves structures, rules, and representation.”*

This field of language got many controversial discussion and experiment. Krashen (1982) opines that *“As is the case with any scientific theory, it consists of a set of hypotheses, or generalizations, that are consistent with experimental data.”* (Krashen 1982; Meyer 2009), states that:



*Linguists differ ideologically not only with the general public but among themselves too. As a result, linguists have developed a variety of different theories about language, each having a different emphasis.*

One important theory in the field of second language acquisition is the Behaviorist Theory, which suggests that language acquisition is primarily a result of reinforcement and conditioning. According to this theory, children learn language by imitating and being rewarded for correct language use. However, this theory cannot explain the creativity and complexity observed in language production, leading to the emergence of other theories.

Another influential theory is the nativist theory, which states that humans are born with an innate ability to acquire language. Proposed by Noam Chomsky, this theory argues for the existence of a language acquisition device (LAD) in the brain, which enables children to acquire language rapidly and effortlessly. The nativist theory emphasizes the role of universal grammar and unique human cognitive abilities in language development (Chomsky,1975).

Additionally, the inter-actionist perspective emphasizes the interplay between environmental factors and innate language capabilities. It suggests that language acquisition occurs through a combination of genetic predisposition and exposure to linguistic input from the surrounding environment. This theory emphasizes the importance of social interaction, contextual cues, and the role of caregivers in language development.

Other theories, such as the cognitive and social-cultural theories, also contribute to our understanding of language acquisition. The cognitive theory focuses on the role of cognitive processes, such as memory, attention, and problem-solving, in language learning. The social-cultural theory emphasizes the importance of cultural and social interactions in language acquisition, highlighting how language is shaped by social context and cultural norms.

According to Chomsky (1975), human beings are born with a language acquisition device involving a mental grammar which can be triggered in multiple language environments, allowing us to learn and use the languages we are exposed to. This language faculty allows humans to discover and develop an intuitive knowledge of the rules leading to the ability to produce an unlimited number of correct utterances, including those that are novel and unfamiliar.

He also identifies between linguistic competence (knowledge of the language that allows us to produce new utterances) and linguistic performance (actual use of language in communicative situations)

Borrowing from Chomsky's approach, Krashen (1982) proposed the Monitor Model, a "collection of five hypotheses which constitute major claims and assumptions about how the L2 code is acquired" (Saville-Troike, 2012, p. 47).

In Krashen (1982) the five hypotheses include:

- **The acquisition/ learning hypothesis:** Acquiring a language is different from learning a language. Acquisition is natural language development that occurs outside the classroom through meaningful interactions with native speakers of the language. Meanwhile, learning refers to conscious and formal study of language in classrooms.
- **The Monitor Hypothesis:** learning the language leads to the development of a monitor that helps the student to monitor his own output. In other terms, the monitor allows the learner to correct himself or herself in the course of using language. Three conditions are necessary for the student to monitor his own language: sufficient time, focus on grammatical form, and explicit knowledge of the rules.
- **The Natural Order Hypothesis:** Learners acquire the rules of a language in a predictable sequence. In other words, certain grammatical features or morphemes tend to be acquired early whereas others tend to be acquired late.
- **The Input Hypothesis:** For learners to acquire the target language, input must be comprehensible by the learner and it should contain language features a little beyond the learner's current level of competence. In other words, learning and/or acquisition is effective when the learner is able to process linguistic data addressed to him successfully into intake.
- **The Affective Filter Hypothesis:** a low-anxiety learning environment with considerable learner self-esteem, motivation and self-confidence are unconditional variables for effective L2 acquisition.

As to sustain the language acquisition theory, Cummins developed the linguistic developmental interdependence hypothesis to explain how bilinguals and multilinguals use and acquire additional languages. This hypothesis suggests that a learner's L2 competence is dependent to some extent on his/her L1 development. Therefore, the more developed the L1, the easier it is to acquire additional languages. Meanwhile, when the L1 is underdeveloped, it becomes difficult for the L2 learner to achieve both conversational fluency and academic competence in the two languages.

Vygotsky (1934,1978) developed the socio-cultural theory in which he views language learning as a social process that occurs through collaboration and mediation between a novice (learner) and an expert (teacher or advanced learner). This means that interaction facilitates learning. Vygotsky is perhaps most famous for his discussion about the Zone of Proximal Development (ZPD) wherein children learn more when there are adults or experts (including teachers) around who provide them with the assistance they need until they become able to perform, on their own, the language tasks which they cannot do today.

It is important to note that language acquisition theory is a complex and evolving field of study, and researchers continue to explore and refine our understanding of how humans acquire language and within the realm of language education, there are other frameworks such as sociocultural theory, critical pedagogy, or intercultural communicative competence that also have relevance and can complement the multiculturalism framework.

### **2.1.2. Multiculturalism**

Multiculturalism describes how people experience, interpret, and interact across cultural differences. It proposes a developmental continuum, along which people can progress towards a deeper understanding and appreciation of cultural diversity and greater social adaptability when encountering cross-cultural disparities. For Bouobda (2013) multiculturalism can foster greater cultural interaction, interchange and harmony both in schools and beyond.

Multiculturalism does not have a single founder, as it has evolved through contributions from multiple thinkers and scholars across various disciplines and periods. Nonetheless, George Crowder in his book titled "*Theory of Multiculturalism: an introduction*" published in 2013, delves into the various interpretations, critiques, and applications of multiculturalism, offering an informative introduction to the theoretical underpinning of this complex and evolving concept. Multiculturalism can be highly relevant and suitable for research on the teaching and learning of English as a foreign language (EFL) in many contexts such as:

- **Cultural Diversity:** In an EFL classroom, students often come from diverse cultural backgrounds. Embracing a multiculturalism framework allows educators to appreciate and value the unique cultural perspectives, experiences, and linguistic backgrounds of their students. This approach recognizes that language learning is not just about linguistic competence, but also about cross-cultural understanding and communication.

- **Equality and Social Justice:** Multiculturalism emphasizes the promotion of equal rights and social justice. In an EFL classroom, this means providing equitable opportunities for all students, regardless of their cultural backgrounds, to learn and succeed in English language acquisition. It also means addressing potential bias or discrimination in language instruction and promoting a fair and inclusive learning environment.
- **Inter cultural Dialogue :** Multiculturalism encourages inter cultural dialogue and interaction. In an EFL context, this involves creating opportunities for students to engage in meaningful cross-cultural exchanges, share their cultural perspectives, and develop intercultural competence. It recognizes that language learning is not a one-way assimilation process but rather an opportunity for students to gain apprehension into different cultures and foster mutual understanding.
- **Cultural Rights and Expression:** The multiculturalism framework supports the recognition and expression of students' cultural identity and encourages the integration of their cultural perspectives and experiences into the language learning process. It acknowledges that students' unique cultural backgrounds can enrich the classroom environment, promote a sense of belonging, and boost their motivation and engagement in learning English.

The adoption of multiculturalism framework in this research on the teaching and learning of English as a foreign language, can be justified by the desire to explore cultural diversity influences language learning outcomes, the impact of culturally sensitive teaching approaches, strategies for fostering inclusive classrooms, and the role of intercultural communication in language acquisition.

#### **2.1.2.1. language concepts**

Language concept refers to any idea or principle related to language, linguistics, or the use of language. It can cover a large field of language offering, each, a unique perception and perspective. Among this wide language field, some concepts will be discussed as follow.

##### **2.1.2.1.1. language policy and planning**

Marram (2014) in his dissertation for PhD, brought out a language planning definition according to Haugen (1966), who defines it as the “*Normative wok of language academies and committees or what is also known as language cultivation and all proposals for language standardisation.*” Based on this definition we can infer that language planning is all about

standardisation and officialization of language. For Marram (2014), language planning can be divided into two main categories, corpus planning and status planning. Payne (2007) goes farther to define foreign language planning as *“The formal or informal policy, planning, organisation, and facilitation of foreign language learning to influence the acquisition, learning or use of one or more foreign language within a community.”*

Language policy and planning have significant implications and can impact various aspects of society, including education, culture, identity, and communication. Language policy and planning form an integral part of understanding sociolinguistics within specific context, reflecting the complexities and dynamics of language as it intersects with broader social, cultural, and political dimension. For a better understanding, let’s take each of them solely.

#### **2.1.2.1.2. Language policy**

A language policy refers to the status of languages whereby, language varieties are allocated to different societal domains such governmental bodies and institutions, education and media. The language policy is always set by the government or government related bodies. Those languages that are officially selected for various societal functions automatically are said to have a higher status. A language essentially has three policies, the official status used by government administration, the educational policy which has to do with the language of education, and general policy which has to do with media business and communication. Marram (2014)

According to Ricento (2006): *“Language policy is a set of regulatory mechanisms, invocations, and practices that are used to structure, regulate, and constrain the decision-making processes that result in (or fail to result in) the allocation of symbolic and material resources to the language practices of individuals or groups”*

For Sapolsky (2004), *“Language policy is the area of public policy in which languages are influenced by the management and control of their development and function”*.

In addition to these above definitions, Baldauf, R. B., & Kaplan, R. B. (2007) state that *“Language policy is the complete set of strategies which a nation undertakes to manage a situation where people in the same political boundary occupy a diversity of language repertoires”*

Language policy is a continuous and incremental process of negotiation around diverse language ideological tensions in play in a particular social context. (Hornberger, 2006). It is any plan for the regularization and standardization of linguistic behavior. (Johnson, 2013)

Each of these definitions provides a distinct perspective on the concept of language policy, reflecting the complexities and nuances involved in managing language diversity, allocation of resources, and regulation of language practices within sociopolitical contexts.

#### **2.1.2.1.2.1. Selecting the norm**

For a norm to be selected, a language has to be selected as the basis for the norm. Historically most of the pidgins came with the Europeans language. These European-based pidgins need a lot of effort to be standardized. This is because these languages need to gain acceptance. The problem now is which of the pigeons can be considered the standard. On the one hand it needs to have a certain distance from the competing standard enough to be seen as a different language rather than merely inferior version of the existing standard Kloss (1967). On the other hand, it needs to be representative of as many of the speakers in the community as possible. These may cause controversies if there are different regional varieties. In a situation where we have lectal continuum they may also give rise the question of which lect to be selected. But then if linguists can come to a compromise, a norm can be selected.

#### **2.1.2.1.2.2. Codifying the norm**

Once a language variety has been selected as the norm, it needs to be codified in order to become standardized. Codification means extracting and formulating the rules for pronunciation grammar and lexicon. Another very important element is graphization. This is the selection of a script and orthographic convention and it is seen as the essential first step of codification. Therefore, codification cuts across phonology, lexicology, morphology and spelling conventions. As such, an etymological orthography is a historically conservative solution where earlier spellings are retained despite changes in pronunciation. This is to say that language keep an etymological orthography so as to revisit if the words go obsolete. The spelling convention can be phonetically or etymologically represented. Either ways, it can lead to very long linguistic controversies since later linguists may become critical of the norm(s).

#### **2.1.2.1.3. Language Planning**

Language planning has to do with the conscious effort to influence or change the language used in a given community. It is an attempt to change the behavior of speakers, either individually

or collectively. Kaplan, R. B., & Baldauf, R. B. (2003) state that “*Language planning refers to deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes*” (Kaplan & Baldauf, 2003).

Fishman, J. A. (1991) defines Language planning as the theory, practice, and art of enabling a language to be effectively used for communication by its speakers. Language planning includes all of the conscious efforts that may be taken to influence the behavior of speakers and listeners regarding their choices among language varieties.

Language planning concerns itself with influencing societal processes in ways that contribute to language vitality, and with enabling language users to function in language that is appropriate for their needs. (Baldauf & Kaplan, 2007).

These definitions offer diverse perspectives on language planning, highlighting the intentional efforts to shape language behavior, usage, and structure within sociocultural contexts. Each definition underscores the importance of language planning as a dynamic and multifaceted process aimed at optimizing language use, communication, and language vitality within communities and societies.

Kloss (1969) sets out two types of language planning. The first is status planning which essentially refers to determining which language should be used in which societal domain and corpus planning which essentially involves language cultivation and the implementation of language policies. These two do complement each other. This is because, language planning involves language policies while corpus planning has to do with the implementation of these policies. In order for the corpus to be fully implemented, there must exist a supporting policy. So, for the corpus to come into play, they must be, the setting up of a linguistic norm in which materials will be produced. This will help such a variety of the language to be recognized as viable for official use, such as in schools. There should be a supporting policy. Therefore, linguists are the ones to make provisions for that language planning comprises: So, for the corpus to come into play, they must be the setting up of a linguistic norm in which materials will be produced. This will help such a variety of the language to be recognized as viable for official use, such as in schools. There should be a certain body of material in that language or that language variety.

### 2.1.3. Socio-linguistic context

As defined by William Labov (1966) in his book titled “The Social Stratification of English in New York City”, “*Sociolinguistics is the study of the relationship between language and society, including variations in language across social groups, the effects of social factors on language use, and the ways in which language reflects and embodies social structure.*”

Sociolinguistics context, thus, refers to the broader social and cultural environment in which language is used and interpreted. It embodies the intricate interplay between language and society, exploring how linguistic practices, structures, and attitudes are shaped, maintained, and transformed within different social settings and cultural contexts. Labov’s seminal work has significantly shaped the field of sociolinguistics and continues to be a foundational reference for scholars and researchers studying language within its social context. His research highlighted the intricate relationship between language and society, emphasizing that language is not uniform across different social groups.

#### 2.1.3.1. Components of Sociolinguistics Context

**Social Factors:** Sociolinguistics context takes into account social factors such as age, gender, social class, ethnicity, and social networks, recognizing how these variables influence language variation, usage, and attitudes. For example, the way people speak often reflects their social identity and group affiliations, contributing to the diverse linguistic landscape within a society.

**Cultural Dynamics:** The cultural context in sociolinguistics encompasses the beliefs, traditions, and norms within a given community, shedding light on how language is embedded within cultural practices, rituals, and expressions. Cultural context greatly affects language use, with speech patterns, idiomatic expressions, and communicative styles reflecting the rich tapestry of cultural influences. (Labov, 1966)

**Power and Prestige:** Sociolinguistics context delves into the dynamics of power, authority, and social hierarchies that influence language use. It examines how language can be a marker of social status or power, impacting language choices and the ways in which individuals are perceived within their social milieu based on their linguistic repertoire. (Labov, 1966)

**Language Policies and Planning:** The sociolinguistic context involves an examination of language policies, planning, and the use of multiple languages within a society. This includes assessing the impact of language policies on language maintenance, revitalization, standardization, and language shift within communities.



**Multilingualism:** Sociolinguistics context addresses the complex realities of multilingualism, considering the coexistence of multiple languages within a society. It explores how language contact, bilingualism, and code-switching contribute to the sociolinguistic fabric, fostering a nuanced understanding of language dynamics in diverse settings. (Labov, 1966)

Most part of this section is taken from courses, Introduction to Sociolinguistic, lectured by Doctor Tameh and Professor Alobwede, lecturers in the university of yaounde1.

### **2.1.3.2. Applications of Sociolinguistics Context**

Understanding sociolinguistics context is crucial for various real-world applications, from education and policy-making to communication strategies and cultural preservation. It is integral in:

- Developing inclusive and effective language education programs that account for diverse linguistic backgrounds and sociocultural influences.
- Creating language policies that respect and maintain linguistic diversity within a society.
- Formulating communication strategies that are sensitive to social and cultural nuances in diverse communities.
- Preserving and revitalizing endangered languages within a society by considering sociolinguistic dynamics and community needs.

Overall, sociolinguistics context offers a comprehensive lens through which one can examine the intricate relationship between language and society, embracing the rich complexities of linguistic diversity, cultural practices, and social dynamics.

## **2.2. Literature Review**

Teaching of any language requires the teacher to understand the needs of the language learner, to know the available resources, and the linguistic context of the country where the language is being taught. Teachers must consider important questions: Who are they teaching? For what purpose are they learning the language? Where do these learners reside? It is important to recognize that learners and teachers are not simply passive participants. The teaching context plays a significant role. For Norman F, (2010) there are many factors that come into play when talking of language teaching and learning. Those factors influence both, learning and teaching

of the language. This review of literature will enable us to explore on English language education in Chad. In this review, our attention will be focused on four (4) key points such as:

- **English Language Education in Chad:** Provide an overview of the current state of English language education in the country. Consider discussing policies, curriculum, resources, and teacher qualifications related to English language teaching in Chad.
- **Perceptions and Motivation:** Examine existing research on how English is perceived and the motivation of Chadian learners towards the language. Highlight studies that investigate the attitudes and motivations of Chadian students in learning English.
- **Teaching and Learning Approaches:** Explore studies on various methods, strategies and/or approaches used in teaching English as a foreign language (TEFL). Focus on relevant research that examines the effectiveness of different pedagogical approaches, such as communicative language teaching, task-based learning, or content-based instruction.
- **Challenges and Difficulties:** Examine literature on the challenges and difficulties faced by Chadian learners, specifically those who have undergone English language training in linguistic centers. Look for research that investigates the possible factors contributing to these difficulties, such as instructional methods, exposure to English outside the classroom, or lack of opportunities for practice.

### **2.2.1. Current state of English Education in Chad**

Chad is a colony of France. Like most of countries that have gone through colonization, Chadian education system is patterned on that of France. Two official languages (French and Arabic languages) are being used in education in the country as stated by the Educative Orientation Law (**Loi 06-016-2006-03-13 PR**) of the country in the first section, article 5, which make it a bilingual country. In that Educative Orientation Law, the English language is considered as a foreign language that can be used in secondary schools as a teaching unit, but not as a language of instruction.

Safotso and Ndoubangar (2018) state that English is compulsory from *Sixième* to *Terminale* for three to four hours a week. Most of Chadian students thus start the learning of English at the secondary school level.

At university level, only the universities of N'Djamena and Doba have full departments of English. In order to boost governmental effort on the teaching of English, Chadian government allowed creation of numerous linguistic centres among which we have American Happiness

Centre, Eureka English Centre, Chad English Show and some few schools where English is taught in its due forms include Forlamy, Jouvence, Toumai. Chadians who run through linguistic centres for acquiring the language mostly have specific objectives. Some intend to get a good job in the future, while other for the American or native English speakers' lifestyle. For Lisa (2008), those objectives justify their motivation for the language and attitude toward the language. However, those who have financial instabilities are mostly orientated toward public schools' sectors, which make things more difficult. If training is sometimes appropriate in private schools or private linguistic centres it is challenging in public schools. Safotso & Ndoubangar (2018) state that "The quality of the existing teaching staff is poor, and this is due, in part, to the lack of trained teachers. Unqualified community teachers (*maîtres communautaires*) and part-time staff, *enseignants vacataires*, (=a part time teacher in French context.) make up 70% of the total workforce. At secondary school level, the situation is even worse. This situation makes English language learning a very challenging topic in the country.

For Safotso & Ndoubangar (2018) "*The overall educational level remains low throughout the country. Wars and many other problems have hindered the development of Chadian education since independence. Financing has been very limited. Reduced facilities and personnel have made it difficult for the educational system to provide adequate instruction.*"

As stated by Larsen, F & Marti, A. (2011), language teaching is more complex than producing a car; it should not be underestimated. He further suggests that the use of technology in language teaching will lead to predictable learning outcomes. To be effective, teachers must be aware of their tasks and the evolving world around them. Larsen emphasizes that teaching is a complex and diverse profession, highlighting the importance of understanding how language teachers learn to teach. He states:

*"L2 teacher learning... is socially negotiated and contingent on knowledge of self, subject matter, curricula, and setting... L2 teachers are users and creators of legitimate forms of knowledge who make decisions about how best to teach their L2 students within complex socially, culturally, and historically situated contexts"*  
(Larsen, 2011, pp.10).

While this statement mostly pertains to teachers of second languages (L2), it is equally applicable to both second language teachers and foreign language teachers. The key idea is to understand the genuine needs essential for successful teaching and learning of a foreign language.

In the Republic of Chad, the English language is sometimes taught by teachers without formal training in teaching foreign languages. This hinders the effective transmission of knowledge. Teachers must not only possess theoretical knowledge but also practical skills. They need to learn how to teach before they can effectively help others communicate in a foreign language. Currently, Chadian teachers of English as a foreign language tend to enter the field not out of a passion for teaching language, but rather to earn a living (Lisa, 2008). Consequently, some teachers do not fully understand the role and responsibilities of teaching a foreign language. Teaching a foreign language entails imparting not just new language skills but also a new way of life and culture (Marianne, 1989).

### **2.2.2. Perception and Motivation of Chadians Learners toward English**

According to Merriam Webster, an online dictionary, perception is a physical sensation interpreted in the light of experience or awareness of the elements of environment through physical. Based on this definition, a perception of language is the way one sees or perceives a language. It can be positive or negative.

In the Republic of Chad, the English language is perceived in different ways and according to different people from different regions or background. In remote area, it is perceived as a language of prestige, whereas, in Ndjamena, the capital, the English language is perceived as a language that can offer opportunities or jobs (Lisa, 2008). People consider the language as a language for development referring to it as a tool for other domains of development. Some other people consider English as a language in development, highlighting the immediate impact of the language upon the local community. In this case, the local impact is seen in the form of personal gain for better jobs with organizations owned by speakers of English or for cultural reasons. (Lisa, 2008). This perception today is increasingly getting more ground.

Safotso and Ndoubangar (2018) equally state that people who went through linguistic centres to learn English have, as primary objectives, to get a job in American institutions in the country. Many of them want to be trained in specific domain of life. This is exactly what Lisa, (2008) found in her studies when she went to a cultural centre, Centre Culturelle AL Mouna for her inquiries. Language learners require things that are far advanced for their assigned level, and that are rarely met by their teachers. They want to learn rapidly the language for their business. Those who think English as a language for/of development support their argument by referring to expatriates who earn very well their lives in Ndjamena while teaching the language in some schools and working in other field like private instructor. (Lisa,2008). According to the same

author, administrators of those linguistics seem to neglect their learners' progression in their process of learning.

Besides, people who can, a little bit, express themselves in English see themselves as being developed. People who mostly have this feeling are categorized among those who learn English because of its prestigious status.

While focusing mostly on how English is perceived, why it is learnt and showing how poor linguistic centres are, those studies failed to address the real matter which must be more on how the language is taught and how it is learnt, which strategies are being used. Knowing teaching strategies help teachers to adapt their teaching at the level of their learners and foster learning. In their paper none of languages teaching methods has been suggested.

One limitation of this existing literature on the English language in Chad is lack of intention on learning strategies and investigation on how education in language is structured in the national education curriculum. Sure, there are numerous documents on languages learning and teaching strategies, but each of them is suitable for specific situation and following the status of the language in the country. Focusing only on attitude and motivation is not enough to promote the language. A learner can be motivated, but the lack of a suitable learning strategy can kill the motivation in her or him. Larsen (2011) states that an appropriate teaching or learning strategy is a mean of motivation in itself. We know that Chad is a francophone country, but today in this country many of Chadians find English as a root to development. (Lisa, 2008). This position is thus an opportunity to delve with them in a good learning strategy. Propose to teachers which strategy is more suitable and why it is appropriate will help to find out what really matters in this process of learning. We think that to find a good strategy suitable for English language learning in Chad, we must find out what is the real problem as we have stated in this research problem section.

Our experiences as an English foreign language teacher volunteer during two years in Ndjamena showed us that it is mostly traditional teaching methods that are used. Most of the teachers use indirect method and very few use communicative approach. What is intriguing in this is whether they understand how those methods work. Neglecting to address the intricacies of English language instruction in line with stated government objectives leads to potential implications, including diminished cognitive development, limited intercultural competence, and a reduced international competitive advantage for learners aspiring to engage with the globalized world.

During a meeting organized by “highly” experienced inspectors under the charge of the ministry of secondary education in February 2022 in Ndjamena (in 7<sup>em</sup> arrondissement) I was intrigued to hear an inspector telling us to “use any methods you find suitable in your teaching”. To my question if there exist an approach recommended by the government for English language teaching in the country, he responded “we are not yet arrived at that level to recommend any approach”. Since that day I understood that the issue of English language teaching is not really addressed. From our understanding, one can go further in doing or learning something if only we know how to do or learn it appropriately, which is our mission in these studies. As stated by Marianne (1980) et al. we all have much to learn from one another in our role as teachers. We, therefore, think that the tendency of overlooking the pedagogical intricacies and materials necessary for effective English language learning in Chad's secondary schools serves to underscore the pressing need for a more nuanced exploration of this crucial area.

Following the layout of our mission in this research, let us go through different language teaching methods that have been used and are still being in use nowadays. This deep overview will help us suggesting adjusted language teaching method for foreign use in the context of Chad.

### **2.3. Language teaching methods**

Language teaching methods are various approaches and strategies used to facilitate the effective learning and acquisition of a new language. These methods are employed by language teachers to help students develop their language skills, such as speaking, listening, reading and writing. Teaching methods encompasses the diverse strategies and approaches that educators use to facilitate learning and convey information to students.

An English language teacher (whether teaches foreign language or second language) must know that there are approaches, techniques, methods, or principles for language teaching which have been created and used for centuries and for different purposes.

Teachers must be able to make choices that are informed, not conditioned. They are able to resist, or at least argue against the imposition of a particular methods by authorities. (Larsen,2011). Teaching methods, teaching techniques and principles have been defined by different authors. For Larsen (2011), a method is a coherent set of principles linked to certain techniques and procedures. It is an example of more general approach to language teaching.

Method is “*an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach*”.

For Marianne et al., (1980):

*“an approach to language teaching is something that reflects a certain model or research paradigm—a theory, if you like. This term is the broadest of the three. A method, on the other hand, is a set of procedures, i.e., a system that spells out rather precisely how to teach a second or foreign language. It is more specific than an approach but less specific than a technique. Methods are typically compatible with one (or sometimes two) approaches. A technique is a classroom device or activity and thus represents the narrowest of the three concepts. Some techniques are widely used and found in many methods (e.g., dictation, imitation, and repetition); however, some techniques are specific to or characteristic of a given method (e.g., using Cuisenaire rods = the Silent Way [Gattegno 1976]).”*

According to Anthony (1963), an approach is “*a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning*”. An approach is axiomatic; it describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith, something which one believes but cannot necessarily prove. Meanwhile, a Method is “*an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach*”. While an approach is axiomatic, a method is procedural. An approach can consist of several methods. After all, approach covers all. It is therefore a set of principle or philosophy that governs instructional practices. It guides educators in their missions.

The choice of a particular method is generally influenced by several factors including learner’s age, their cultural background, their previous experience with English (Francophones vs Anglophones), the goal of a course (particular skills, content to be taught and the order in which the content will be presented), hour load, etc. For example, the Eclectic Approach can be implemented through several methods including Grammar Translation Method, the Direct Method, Total Physical Response, Cooperative learning, CALL, learner-centred method, audio-lingual method, etc.

These methods, also known as instructional methods, play a fundamental role in shaping the learning experience and fostering a conducive environment for acquiring knowledge, skills, and conceptual understanding. Below are the most used language teaching methods.

In this section, apart from information taken from different authors, some information, mostly methodological features of each method demonstrated here, are taken from our courses in the Higher Teacher Training College of Yaoundé I (ENS) of 2017-2020.

#### a) **Grammar-Translation method**

It is a method used in the teaching of classical languages, Latin and Greek. Grammar-Translation dominated European and foreign language teaching from 1840s to the 1940s and in modified form it continues to be widely used in some parts of the world today (Richards and Rodgers, 2000). This method was based on the approach used to teach classical languages, such as Latin, Greek. It was teacher-centred and the main objective was to learn grammar rules and lists of vocabulary. Larsen (2011). There was a focus on reading and writing skills since the communicative aspect was not considered important. Practices included the translation of texts, grammar instruction, and rote learning of vocabulary. There was no emphasis on speaking and listening comprehension.

Grammar translation is not, therefore, a new method. For Larsen (2011), this method was used for the purpose of helping students to read and appreciate foreign language literature. The intention was that through the study of the grammar of the target language learners would become more familiar with the grammar of their language and which will probably help them to speak and write their native language appropriately.

In teaching, the Grammar-Translation Method is used as follows. The teacher presents a text which contains questions of comprehension at the end and asks learners to read the text aloud. After reading, the teacher asks learners to read questions that follow, give the translation in their language, then answer to the question in target language. In his book, Larsen (2011) has taken an example of a Spanish classroom where English is learned as foreign language. The text used is titled *Boys Ambitions* in which all these procedures, above, are demonstrated. After answering all questions, the teacher makes some deduction for the lesson.

Following the structure given to us during our training in higher teachers training college of Yaoundé I, methodological features of Grammar-Translation Method can be presented as follows:

#### **Methodological features**

Content: Linguistic notions: Rules and exceptions; Morphology of words; Syntax: Parts of the sentence; Simple and complex sentences



Objectives: The study of literary works is the ultimate goal; The reaching of conversation is postponed and underestimated

Materials: The grammar book; The dictionary

Procedures: Explanations in the mother tongue by the teacher, who has a central role; Practice exercises to apply the notions in a deductive way; Memorization of long vocabulary lists; Reading comprehension and vocabulary exercises of a text; Translation of literary texts; Compositions

Assessment: Exams to evaluate the capacity to understand written texts and to translate sentences

### **b) Direct Method**

Direct Methods have been applied by language teachers for many years. This is because the goal of instruction became learning how to communicate. The Direct Method was a reaction to the shortcomings of Grammar-Translation which considered oral communication as not important.

François Gouin, a Frenchman, began to publish in 1880 concerning his work with the Direct Method (Marianne et al., 1980). It was based on an instruction exclusively in the target language. Vocabulary was taught through demonstration. Oral skills were organized around questions-answers between the teacher and the students. In opposition to the Grammar Translation Method, grammar was taught inductively, and speech and listening comprehension were taught. The Direct Method does not allow translation, apart from the use of the target language. This is its basic rule and from where its name is derived. (Larsen, 2011). However, these days such absolute proscriptions to avoid use of the students' common language have come under attack. For instance, Cook (2010) suggests that such a proscription is isolationist and undermines the possibility for teachers and students to establish a relationship between languages. Further, he notes, it also violates the pedagogical principle of moving from the known (here the common language of the learners or L1) to the unknown (the language they are learning). By the 1920s, the use of this method declined. Larsen (2011) observed the use of Direct Method in class where Italian is the language of instruction. The lesson was entitled "Looking at a Map".

The Direct Method methodological feature can be presented as below.

### **Methodological features**

Content: Spoken everyday language. Only the target language is used.

Objectives: Capacity to ask questions and to answer; Listening and speaking communicative skills – Questions and answers are the main vehicle for developing oral language skills.

Materials: Posters, real objects, realia and texts

Procedures: Direct techniques with no use of L1: immersion; Questions and answers; Small groups and native speakers; Inductive techniques so that learners discover rules; Correction is not neglected.

### **c) The Audio-lingual Method**

The origin of this method was due to the increased attention given to foreign language teaching in the United States at the end of the 1950s. This method took some principles from the Direct Method but added some features from American linguists. The Audio-lingual Method lasted from late 1950s to the 1960s. In this method, the language was divided in the four skills used when learning a language, in the following order: listening, speaking, reading and finally writing. Audiolingual lessons were based on dialogues and drills. Dialogues were used for repetition and memorization. Correction of errors in pronunciation, stress, rhythm and intonation was emphasized. The audio-lingual method emphasises vocabulary acquisition through exposure to its use in situations, it drills students in the use of grammatical sentence patterns. Also, unlike the Direct Method, it has a strong theoretical base in linguistics and psychology. (Larsen, 2011)

### **Methodological features**

Content: Grammar structures

Objectives: In terms of separate skills: listening, speaking, reading and writing; Priority of oral skills – a language is speech, not writing

Materials: Language laboratory; Recordings

Procedures: Direct techniques: without reference to the mother tongue; Mimicry and memorization; Structural pattern drills; repetition; Artificial dialogues to introduce the structures – a language is a set of habits.

Assessment: Skill objective tests; Multiple choice and cloze tests

#### **d) The Structural Approach**

In the words of Luisa (2016): “The structural approach is based on the belief that in the learning of a foreign language, mastery of structures is more important than the acquisition of vocabulary.” This approach employs techniques of the direct method but the use of translation is not completely discarded. In this approach, the learner masters sentence patterns. It is based on the assumptions that language can best be learnt through a scientific selection and grading of the structures or patterns of sentences and vocabulary.

Objectives: To lay the foundation of English by establishing drill and repetition of 275 structures of the English language; to enable the learners master over an essential vocabulary of 3000 words. To correlate the teaching of grammar and composition with reading; to teach the four fundamental skills (LSRW) in that particular order.

Principles of structural approach F.G. French has stated three principles of structural approach: Importance of child activity rather than the activity of the teacher; importance of speech for firmly fixing words; importance of the formation of the language habit to arrange words in a suitable English sentence- patterns in order to replace the sentence pattern of the child's mother tongue.

#### **e) Total Physical Response (TPR)**

Total Physical Response became popular in the 1970s. The underlying concept is that language must be rooted in the physical world to have concrete meaning. Developed by Dr James Asher, TPR is based on the following assumptions:

- The development of listening and Comprehension should come before production, particularly at the beginning levels of second language instruction
- Input consists of verbal commands to which the students respond physically. Games such as Simon says and Red-Light Green Light are examples of TPR to oral instruction
- Learning is inductive rather than deductive.
- Activities should involve commands, then interaction dialogues, and afterwards dramatization and role-plays. All must include physical action.

TPR is of most use for beginner learners who are still absorbing the language input and building vocabulary.

TPR can be used to teach and practice many things.

- Vocabulary connected with actions (smile, chop, headache, wriggle)
- Tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast)
- Classroom language (Open your books)
- Imperatives/Instructions (Stand up, close your eyes)
- Storytelling

It can be adapted for all kinds of teaching situations; you just need to use your imagination!

- It is a lot of fun; students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood.
  - It is very memorable. It really helps students to remember phrases or words.
  - It is good for kinesthetic learners who need to be active in the class.
- It can be used in large or small classes. It doesn't really matter how many students you have as long as you are prepared to take the lead, the students will follow.
- It doesn't require a lot of preparation or materials. As long as you are clear what you want to practice (a rehearsal beforehand can help), it won't take a lot of time to get ready.
  - a) It is very effective with teenagers and young learners.

#### **f) Current approaches in ELT: Communicative Language Teaching**

Communicative Language Teaching is a natural follow-on from the reaction during the 70s against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically. Marianne et al., (1980, p13) the objective of that teaching was “To develop students’ ability to understand and to express themselves in a foreign language; to foster students’ positive attitude towards communicating in a foreign language, and to heighten their interest in language and culture, thus deepening international understanding”

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics.

Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies.

In essence, it considers *using* the language to be just as important as actually *learning* the language.

The Communicative Language Teaching method has various characteristics that distinguish it from previous methods:

- Understanding occurs through active student **interaction** in the foreign language
- Teaching occurs by using authentic English texts
- Students not only learn the second language but they also learn strategies for understanding
- Importance is given to learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons
- Using the new language in unrehearsed contexts creates learning opportunities outside the classroom

With CLT, language teaching is adapted to several changes in educational theory and practice including learner autonomy, a focus on meaning, the social nature of learning, curricular integration, learner differences, types of thinking skills, multiple forms of assessment and the role of teachers as facilitators. The methods that are widely used with the Communicative approach include process-based CLT approaches (Content-Based Instruction and Task-Based Instruction) and product-based CLT approaches (Text-Based Instruction and Competency-Based Instruction).

Process-based CLT approaches focus on processes that are believed to facilitate the acquisition of communicative competence.

Krashen (1987, 65) defines CBI as “the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught.”

Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the

completion of a central task and the language studied is determined by what happens as the students complete the task.

Meanwhile, Product-based CLT approaches focus more on the outcomes or products of learning as the starting point in course design than on classroom processes.

Text-based instruction, also known as a *genre-based approach*, sees communicative competence as involving the mastery of different types of texts.

#### **g) Competency-based language teaching (CBLT)**

CBLT is an application of the principles of Competency-based Education (CBE) to language teaching. CBE is “a performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society” (National Centre for Family Literacy and Centre for Applied Linguistics. (2008).). In other words, CBE attempts to align educational goals with both specific and measurable knowledge, and a set of skills that learners must have at the end of their training.

CBLT “seeks to teach students the basic skills they need in order to prepare them for situations they commonly encounter in everyday life” (Richards 2006: 41).

The focus moves from what students know about language to what they can do with it. CBLT aims to equip learners with the competencies necessary to get the jobs available in their countries or communities. Competency, according to Wong (2008: 182), refers to a “combination of social, cognitive and communicative skills”. In the domain of language teaching, competency refers to “the demonstrated ability, including knowledge, skills, or attitudes, to perform a role-relevant task” (Schaffer & Van Duzer 1984: 37). For Griffith & Lim (2014: 2), a competency as “the final task specified at the end of a learning module”. Imagine you are teaching conversational English to Form 4 students and today’s focus is on this competency: Using tag questions to elicit agreement from your interlocutor. Here are the skills that your students need in order to complete this task.

- The ability to identify verbs in sentences
- The ability to identify verb tenses
- The ability to use pronouns effectively
- The ability to use contracted forms

- The ability to turn verbs into negative
- The ability to use auxiliary verbs effectively
- The ability to use the appropriate intonation in a communicative act

From the above, the competency of using tag questions to elicit agreement in a conversation requires mastery of seven different skills. Then, cognizant of learners' needs and proficiency levels, the teacher can select and teach only the skills that students still have difficulty to master before giving them a final assessment that measures their mastery of that competency.

Auerbach (1986) identifies eight important elements that should feature in the implementation of CBLT. These include: a focus on successful functioning in society, a focus on life skills, Task- or performance-oriented instruction, Modularized instruction, outcomes have to be made explicit and agreed upon by both learner and teacher, continuous and ongoing assessment, demonstrated mastery of performance objectives, individualized, student-centered instruction.

- **The CBLT classroom**

The ideal CBLT classroom has specific characteristic features in terms of classroom size and culture, and teachers and learners' roles. This section discusses those features.

The ideal CBLT classroom has about ten to fifteen students. CBLT is a student-centred approach in the sense that students are no longer passive consumers of knowledge, but instead become active participants in the learning process. In this paradigm, students, under the guidance of teachers, become sources of knowledge. They can choose the specific skills or competencies they need to acquire. In so doing, they develop a critical appraisal of the materials and activities they have to work with. This huge responsibility provides a solid training towards becoming autonomous and lifelong learners. Nkwetisama (2012) adds that in a CBLT classroom, the learner portrays certain cognitive strategies including noticing or observing a situation, then asking pertinent questions, emitting hypotheses and testing them, solving problems and restructuring the old knowledge.

In the meantime, the teacher's role in the classroom changes from that of provider of information to that of guide or facilitator. In the CBLT classroom, teachers are not limited to the course book; they are free to design and provide authentic materials (texts that expose students to real language use in particular contexts), activities and formative assessments to learners in the course of teaching a module.

Construction of knowledge is not done by the teacher alone; knowledge is co-constructed by both the teacher and learners.

CBLT demands that teachers plan instruction and assessment carefully. the teacher must complete as far as planning is concerned:

- Identify competencies to teach. These are contained in the syllabus.
- Break down each competency into its constituent skills. Here, the teacher can decide to teach only the skills that are relevant to their learners.
- Design authentic activities that provide opportunities for learners to use language in real-life situations.
- Design assessment rubrics that pinpoint students' strengths and weaknesses, and set clear performance criteria. The teacher should help learners understand these criteria at the start of her lesson.
- Assess students and provide personalized feedback.

In CBLT, teachers have more autonomy and flexibility as they can decide which materials to use, which activities to bring in the classroom and which topics they want to cover. They are also free to design materials that better suit the context and help learners to acquire the competencies they need to become productive members of the society.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1.Synoptic view**

In the domain of scholarly pursuit and academic writing, methodology plays an essential role. It represents the systematic and theoretical analysis of the methods and approaches used to investigate and comprehend a specific domain of inquiry. According to Kothari (2004), research methodology is demonstrated as a systematic approach to addressing problems, essentially serving as a science for studying how research is carried out. This encompasses the procedural nuances researchers adhere to while engaging in the endeavors of describing, explaining, and predicting phenomena within their field of study.

Kothari's work provides an insightful understanding of research methodology, offering valuable perception into the systematic nature of research and the underlying principles that guide the research process.

**Table 1:** synoptic view of the studies

| <b>Theme: Challenges in English language learning and teaching in Chad: a case study of three secondary schools in Ndjamen</b> |  |   |   |
|--|--|---|---|
| <b>Research problem</b>  | Identify and understand the specific difficulties, obstacles, or issues that students and teachers face in learning and teaching English in Chad.        |   |   |
| <b>Main hypothesis</b>   | English language teaching in Ndjamen, Chad, faces challenges due to inadequate teaching methods and lack of focus on detailed English language learning. |   |   |
| <b>Main Research question</b>  | Do specific teaching methods hinder English language learning?   |   |   |
| <b>Research Variables</b>  | <b>Independent variable</b>  | <b>indicators</b>                                   | <b>Indices</b>  |
|  | Foreign Language Teaching Methods  | -Classical approach;<br>-Competency-based approach; | -oriented toward the results;<br>-strategical planning;<br>- assessment of objectives;<br>-feedback construction.<br>-based on competences;<br>-interdisciplinary;<br>-active learning and experiential;<br>-independence of learner. |
|  | <b>Dependent variable</b>  | <b>indicators</b>                                   | <b>Indices</b>  |
|  | Challenges in language teaching and learning   | -teaching materials<br>-educational resources       | -textbooks;<br>-Worksheets;<br>-audio-visual materials;<br>-interactive software;<br>-platforms.<br>-Educational websites;<br>-Educational libraries;<br>-educational apps;<br>- educational games;<br>-reference material.           |

**Table 2:** coherence

|                                       |   |
|---------------------------------------|---|
| <b>General objective</b>              | Identify and understand the specific difficulties, obstacles, or issues that students and teachers face in learning and teaching English in Chad.   |
| <b>Research objectives</b>            | <ol style="list-style-type: none"> <li>1. Identifying challenges that learners in secondary schools face in the process of learning English as a foreign language.</li> <li>2. Exploring the significance that Chadian learners of English as a foreign language attach to the language, aside from those whose intention is to work with the American oil company, Esso.</li> <li>3. Examining the foreign language teaching methods employed in classrooms.</li> <li>4. Providing suitable foreign language teaching methods for the English learning as a foreign language in Chad.</li> <li>5. Facilitating further research by suggesting pathways for the acquisition of English as a foreign language in Chad.</li> </ol>    |
| <b>Research question</b>              | <ol style="list-style-type: none"> <li>1. What specific challenges do Chadian learners encounter in the process of acquiring proficiency in English as a foreign language?</li> <li>2. Beyond career prospects with companies like Esso, what intrinsic value do Chadian learners associate with mastering English as a foreign language?</li> <li>3. What are the common teaching methods currently used for teaching English as a foreign language in Chadian classrooms? Do these methods support or hinder the learning of English as a foreign language?</li> <li>4. In what ways can the acquisition of English as a foreign language in Chad be enhanced based on the identified challenges and teaching methods?</li> </ol> |
| <b>Main concepts for the research</b> | <p>Identifying challenges;</p> <p>Analysing teaching methods;</p> <p>Impact on learning outcomes;</p> <p>Recommendations for improvement.</p>   |
| <b>Theoretical framework</b>          | Second language acquisition theory and multiculturalism   |
| <b>Target population</b>              | Teachers and learners of three secondary schools, Complexe Scolaire Agora, Complexe Scolaire Hadjerlamis, and Complexe Scolaire Africa Avenir   |
| <b>Data collection Instruments</b>    | Interview, questionnaire and focus group  |
| <b>Data analysis techniques</b>       | <p>Thematic analysis ;</p> <p>Statistical analysis</p>  |

### 3.2. Research Design

A research design is a plan for conducting a research study. According to Creswell (2009), research design outlines the methods and procedures that is used to collect and analyze data in order address the research question or hypothesis. It serves as guide for the entire research process, ensuring that the study is conducted in a systematic and rigorous manner.

The current study employs a comprehensive mixed-methods approach, to address the multifaceted aspects of English language learning and teaching in the specific context of Chad. This approach integrates both quantitative and qualitative data collection methods, with the intention of unraveling the intricate web of challenges encountered by learners, the cultural and educational significance of the English language, and the methodologies employed in the teaching and learning processes.

For Creswell (2009), a mixed method research is “*an approach to inquiry that combines or associates both qualitative and quantitative forms. [...] Thus, it is more than simply collecting and analyzing both kinds of data.*”

Some of the data will be collected via digital means (emails, text, online chats). These digital means are used for reasons:

- to ensure flexibility in data collection in order to fully explore the phenomenon.
- digital data collection enables us to tackle time and distance barriers.

Online data collection will facilitate theoretical sampling for this study. According to Scott (2011)

*A first objective for interviewing online is to minimize the actual and perceived risk to the participants. It is important to create the conditions under which the participants feel technically and emotionally comfortable, and able to share his or her experiences online. (Scott, 2011, p.89)*

The justification of this choice come from the fact that quantitative data collection helps us gather statistical information on factors such as student performance in English, teachers qualification, availability of resources, whereas qualitative data on the other side, such as interviews and focus group discussion, provides deeper comprehension into specific challenges faced by students and teachers. Qualitative research aims at discovering the underlying motives and desires, using in depth interviews for the purpose. Employing different tools to collect qualitative data provides a wide range of information to answer the research questions, as well as ensuring validity of the study. (Khalifa, 2001)

In the same lines, Vasudevan (2011) encourages qualitative researchers to accept and embrace the unknown as it helps reveal meaning and understand the phenomenon. He argues that

researchers (as well as educators) should avoid narrowing their ways of pursuing knowledge, as it can impact on how they engage with intellectual inquiry and educational practices. For this reason, we think qualitative method allow participants to freely express their thoughts.

### **3.3. Research setting**

Data for this research are collected from three different public and private secondary schools in Ndjamenana.

#### **3.3.1. Complex Scolaire Agora**

Complex Scolaire Agora is a private school created by catholic priests in 2018. the school has been authorized to function in 2019 under no06/PR/MEN-PC/SEENPC/DIEP/2019. Agora is situated in the southern side of the capital, Ndjamenana. That school aims at promoting suitable education which correspond to the actual needs. Being informed of its successful and practical teaching, the school was submerged by students. So, the school was divided into two compartments. The first compartment comprises five English language teachers and five others in the second compartment. Each of those compartments has complete cycle, (first cycle includes 6<sup>eme</sup>, 5<sup>eme</sup>, and 4<sup>eme</sup>, whereas the second cycle comprises 3<sup>eme</sup>, 2<sup>nd</sup>, 1<sup>ere</sup> and Terminal). The first compartment is mostly attended by Christians, whereas the second compartment is more frequented by Muslims.

#### **3.3.2. Complex Scolaire Hadjerlamis**

Complex Scolaire Agora is a private school founded by DJIDDA MAHAMAT TIDJANI in 2011. The school is authorized to function in 2013 under No083/PR/PM/MEFPS/SG/DGEF/016/DESG/2013. It is situated in the northern of Ndjamenana. Due to its geographical position, the school is more attended by Muslims than Christians. The school has start from primary to secondary cycle with six English language teachers, one principal, one supervisor who fulfill administrative services.

#### **3.3.3. Complex Scolaire Africa Avenir**

Created in 2020, Africa Avenir situated in the southern in Ndjamenana. Africa Avenir is created by political leaders. It aims at promoting suitable education for both female and male Chadians allowing them to access the global development. Like Hadjerlamis complex school, Africa Avenir equally comprises primary and secondary sections. In secondary section five teachers assure the English language teaching.

### **3.4. Population of the study**

In research, the term "population" refers to the entire group of individuals, objects, or events that the researcher is interested in studying or generalizing about. The population represents the

target group from which the research data will be collected and analyzed to draw conclusions or make inferences. The population defines the boundaries of the study and determines the group to which the research findings will apply. (Dillman, et al, 2014)

For the same source cited above, the selected population must include all elements that possess the characteristics of interest to the researcher. The sample should be representative of the population to ensure generalizability of the results.

Population for this study are selected from three secondary schools, (complex Scolaire Agora, complex Scolaire Hadjerlamis, and complex Scolaire Africa Avenir), all in Ndjamenana, the capital of the Chad.

Participant to this study are exclusively those who have learnt English or are still learning English and only from Chad. Everyone who does not respond to these criteria or does not belong to this group is automatically excluded for this study.

### **3.5.Method of data collection**

Structured questionnaires will serve as the primary vehicle for eliciting quantitative data. These carefully crafted instruments will be deployed to gain insightful perspectives on the challenges confronted during the process of learning and teaching English as a foreign language in Chad. Additionally, they will endeavor to measure the perceived significance of the English language among the learners. Beyond quantitative data, qualitative insights will be pursued through focused group discussions. Focused group discussions will include Chadian English language learners in the country and abroad and will be, only, led online because of time constraints and financial matters.

### **3.6.Description of the semi-structured interview**

For the collection of qualitative data, we used a semi-structured interview. The semi-structured interview is designed to gather informations from Chadian English language teachers regarding their experiences, challenges, perceptions, and recommendations related to teaching and learning English as foreign language in the secondary school context. The questionnaire consists of five sections, each focusing on a specific aspect of English language teaching and learning in Chad.

### Section 1: Challenges in Teaching English in Chad

This section explores the challenges that teachers face when teaching English as a foreign language in their schools. Teachers are asked to identify the most challenging aspects of their work and to explain how these challenges impact their teaching experience and motivation.

### Section 2: Foreign Language Teaching Methods

This section investigates the teaching methods that teachers use in the classroom and the perceptions of their effectiveness. Teachers are asked about their preferred teaching methods, the use of technology in their classroom, and any specific teaching techniques that they believe would improve their teaching experience.

### Section 3: Recommended Teaching Methods

This section asks teachers to recommend teaching methods that they believe would be most suitable for teaching English as foreign language in Chadian secondary schools. Teachers are also asked to explain how these recommended teaching methods could address the existing challenges in English language teaching.

### Section 4: Future Research and Pathways for English Acquisition

This section explores teachers' perspectives on areas of English language learning and teaching that require further research in Chad. Teachers are also asked to suggest ways to improve the process of acquiring English as foreign language in Chadian secondary schools.

### Section 5: Additional Comments

This section provides teachers with the opportunity to share any additional comments or suggestions they have regarding the process of learning and teaching English as foreign language in Chadian secondary schools.

This semi-structured interview is designed to gather rich and in-depth data from Chadian English language teachers. The questions are open-ended and allow teachers to provide detailed responses. The questionnaire will be administered by trained researchers who will conduct individual interviews with teachers in a private setting. The data collected from this questionnaire will be used to inform the development of more effective English language teaching methods and materials for use in Chadian secondary schools.

### **3.7. Description of Questionnaire**

The research, equally, utilizes a structured questionnaire (written in English and in French) designed to elicit quantitative data pertaining to the challenges encountered by learners and the perceptions of teachers regarding English language teaching in Chad. The questionnaire consists of sections addressing the following key areas:

- Demographic Information: Gathering details about the participants' educational background, linguistic proficiency, and teaching experience.
- Challenges Faced in Learning English: Inquiry into specific difficulties and barriers faced by learners in the process of acquiring English as a foreign language in Chad.
- Perceived Significance of English: Assessing the perceived importance and value attached to the English language by Chadian learners.
- Evaluation of Teaching Methods: Seeking insights from educators regarding the effectiveness of different teaching approaches and methods employed in the classroom.

Open-ended Questions: Allowing participants to provide additional commentary and insights regarding their experiences with English language learning and teaching.

### **3.8. Sample Selection**

The study envisioned the participation of a diverse cohort of participants deeply embedded in the landscape of English language education within Chad. This inclusive approach encompasses learners, educators, and pedagogical inspectors from the government in Ndjamen. We intend to collect data only in Ndjamen because it is the capital of the country and because of time constraints, we cannot expand this research to the different towns yet. Ndjamen, as capital of the country, is very rich in information on the foreign language, specifically English.

To ensure a holistic representation across varied educational strata and geographical settings, a stratified sampling technique is proposed. This approach is intended to furnish an inclusive and representative cohort, spanning across different educational tiers.

The aim of this research project is to explore and find out challenges Chadian English language learners and teachers, in general, and secondary students, in particular, face in the process of English language learning. Employing different data collection methods helps in capturing a wide range of information. Here, we used personal and group interviews, focus groups, observations, online chat (via messenger, emails, and WhatsApp) and document analysis to ensure flexibility when collecting data. Due to the complexity of foreign language learning, we chose a quantitative and qualitative approach. During data collection, we asked close-ended and



open-ended questions about foreign language education and English as foreign language in Chad.

### **3.8.1. Sample Study**

The participants in this study were selected using convenience sampling. In total, the sample for this study consisted of 110 (N=110) teachers and students from three secondary schools in the city of Ndjamena, but only 80 answers were given back and 8 teachers were available for interview. For the quantitative sample N=80.

## **3.9.Method of Data Analysis**

### **3.9.1. Quantitative data**

Quantitative data obtained from the questionnaires were subjected to statistical analysis, including descriptive statistics and inferential statistics.

In this part of the study, we present the statistical tools used to test the study hypotheses.

The data processing tools used allowed us to perform descriptive and inferential analyses. However, before processing the data, CSPro version 7.0 software was chosen to enter the data collected in the field. CSPro (Census and Survey Processing System) is a data entry software for censuses and surveys. It offers a data entry interface called an entry mask. The development of this platform first requires specifying, in a data dictionary, the characteristics (name, label, type, length, occurrences, modalities, etc.) of the study variables. This software was chosen for its ease of use and its graphics. Once the data was entered, it was exported to Excel to be better grouped.

The data entered in this way was analyzed using SPSS version 26 software.

#### **❖ Statistical approach**

In this study, two types of analysis were used: descriptive analysis and inferential analysis.

### **3.9.2. Descriptive analysis**

These first analyses allow us to describe the results obtained for each of the study variables. To this end, the study presents the descriptive results relating to the different data from the interviews. The analysis focuses on the presentation of tables, a measure of central tendency (the mean), and two measures of dispersion (the variance and the standard deviation).

### 3.9.3. Inferential analysis

Inferential analysis was used to test the hypotheses of the study. The choice of statistical processing tools used was dictated by the nature of the data collected and the hypotheses of the study. To identify the difficulties related to learning English among secondary and university students and teachers in Ndjamena, we used regression analyses following the least squares method. This technique allows us to specify the contribution of the different dimensions of the difficulties related to English teaching methods to the challenges of teaching and learning.

### 3.9.4. Qualitative data

Qualitative data from semi structured interviews and focus groups undergoes thematic analysis to identify recurring patterns, themes, and unique perspectives. Thematic analysis refers to “*a methodological research of units of meaning through statements made by the narrators concerning themes*” (Poirier, Clappier-Valladon & Raybaut, 1996, p.2015. cited by Mbatbaina, (2021). Translated into English by the actual researcher). This thematic analysis allows for qualitative analysis of data through the “*selection and rational organization of categories that condense the essential contents of a given text*” (ibid).

In qualitative research, it is not about representativeness or generalization but rather the uniqueness and richness of non-numeric data that are of interest. This concern aligns with the premise of qualitative analysis that “*the essence of the meaning of the studied phenomenon resides in the nature, the specificity of the contents of the material studied rather than solely in quantitative distribution*” (L'Écuyer, 1990, p.31). As noted by Gighlione and Blanchet (1991, p.57), “*the discourse produced by a research interview is a complex set of statements.*” It can lend itself to various types of analysis.

we have chosen to proceed with qualitative analysis, specifically content analysis for interview data and the application of Krashen's second language acquisition theory for coherence in our research.

#### 3.9.4.1. Content Analysis

According to Guist-Desprairies and Levy (2003), “*content analysis involves reading the corpus fragment by fragment to define the contents and code them according to predefined categories or established during reading. They describe it as an analysis that focuses on “the content units of meanings assumed to be conveyed by a container (language), thus traversing or ignoring its material reality*” (p.290). The operation involves selecting, condensing, categorizing, grouping,

and organizing information. It is therefore a systematic ordering of the manifest content of discourse that we have implemented.

To conduct this, we referred to the principle of thematic analysis as defined by Poirier et al. (1996), who use it in the context of life story content analysis, even though our interview mode does not strictly fall under life stories. Thus, the analysis principles used in this framework appear relevant to our research. Through these principles, a series of operations is carried out aimed at “the interpretation of an abundant, multifaceted, and abundant corpus of information” (Poirier et al. p.150) with the intention of addressing its complexity and richness. To clarify this crucial notion of interpretation, one can refer to Robert and Bouillaguet (1997), who, in their work on content analysis, define it as “the action of inferring, of performing a logical operation by which one draws from one or more propositions (in this case, the data established at the end of the application of analysis grids) one or more consequences that necessarily result from it” (p. 35). The authors add that it involves justifying the validity of what is advanced about the object studied by presenting the reasons for the evidence. This is what we endeavored to do, specifically relying on thematic analysis.

### **3.10. Document Analysis**

In addition, a meticulous analysis of pertinent educational policies, curriculum documents, a prior research studies are conducted. This review aims to contextualize the existing framework for foreign language education within Chad, offering a lens through which potential areas of improvement and development may be identified.

### **3.11. Interviews and Focus Groups**

To capture nuanced and in-depth perspectives, semi-structured interviews and focus group discussions were convened with a select subset of participants. Through these qualitative modalities, a profound exploration of their experiences, perceptions, and insights are transpired, adding rich layers of understanding to the multifaceted aspects of language pedagogy and acquisition. Data from these discussions were recorded in French. They were translated in to English before analysis.

### **3.12. Ethical Considerations**

Ethical principles are strictly adhered to throughout the research process. Informed consent is obtained from all participants, and measures are taken to ensure confidentiality and anonymity.

Moreover, the research is conducted in a culturally sensitive manner, respecting the norms and values of the Chadian educational context.

For any qualitative research project, there are some essential elements for ethical consideration regarding both the participants and the researcher (Mauthner et al., 2002). First, participants should have full knowledge of the aims of the study, the reasons behind conducting the study and the meaning of participating in it. Second, participants should be conscious and able to express their thoughts and feelings freely. Third, participants should have the right to be anonymous when taking part in the research project, either while collecting data or presenting any report. Fourth, participants should provide permission or agreement to participate in any research project. Fifth, participants should be allowed to end their participation in the study without providing any reasons. The researcher, on the other hand, should possess sufficient training to conduct the research project. Sixth, the researcher should be aware of perceived power relationships in balance between him/herself and participants, and inform participants of any dangers and receive their consent. Finally, the researcher should take the morality of human conduct into consideration. (Mauthner et al., 2002)

In employing a mixed-methods approach and engaging with diverse stakeholders, this study aims to offer a comprehensive understanding of the challenges and opportunities in learning and teaching English as a foreign language in Chad. The methodology outlined ensures a balanced exploration of quantitative and qualitative data, enabling the study to address the multifaceted research questions and objectives effectively.

This methodological approach is designed to yield insights that can inform policy recommendations and contribute to the enhancement of English language education in Chad, aligning with the aim of the study.

By following a structured and systematic methodology, the study aims to bridge the gap in previous research efforts and provide valuable insights into the methods and pathways for the acquisition of English as a foreign language in the Chadian context.

After this chapter on the presentation of the methodological procedures that served as the basis for this study, the next chapter presents the results obtained in the field.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1. DATA ANALYSIS

The current study employs a comprehensive mixed-methods approach, to address the multifaceted aspects of English language learning and teaching in the specific context of Chad. This approach integrates both quantitative and qualitative data collection methods, with the intention of unraveling the intricate web of challenges encountered by learners, the cultural and educational significance of the English language, and the methodologies employed in the teaching and learning processes.

For Creswell (2009), a mixed method research is *“an approach to inquiry that combines or associates both qualitative and quantitative forms. [...] Thus, it is more than simply collecting and analyzing both kinds of data.”* Data analysis will strictly follow this layout.

##### 4.1.1. Qualitative data presentation and analysis

In qualitative research, it is not about representativeness or generalization but rather the uniqueness and richness of non-numeric data that are of interest. This concern aligns with the premise of qualitative analysis that *“The essence of the meaning of the studied phenomenon resides in the nature, the specificity of the contents of the material studied rather than solely in quantitative distribution”* (L'Écuyer, 1990, p.31). As noted by Gighlione and Blanchet (1991, p.57), *“The discourse produced by a research interview is a complex set of statements.”* It can lend itself to various types of analysis. we have chosen to proceed with qualitative analysis, specifically content analysis for interview data and the application of Krashen's second language acquisition theory for coherence in our research.

As stated above we used different techniques for collecting data, a written list of questions that are answered by a number of people, questionnaire, interview and focus group discussion.

##### 4.1.1.1. Thematic analysis of interview with Chadian English language learners

In this interview, different opinions were emitted on each topic raised. Those emitted point of views are treated and summarized below. For a good understanding, we have replicated each idea raised by anyone. They almost said the same things regarding English in the country. For them, the government interest to English, for example, stem from several reasons such as global

communication, economic opportunities, educational advancement. This is just an example. To understand it better, let us go through the interview and analyze it.

#### 4.1.1.1.1. Why the Chadian government is interested in promoting English Language Learning in the Country?

**Table 3:** government's reason for the promotion of the language

| Category                  | Frequency | Reference | Observation   |
|---------------------------|-----------|-----------|---|
| Themes pre-identified     |           |           |   |
| 1.Global communication    | 5         |           | Those who emitted this idea defended it differently, but with the same focus.             |
| 2.Economic opportunities  | 8         |           | This point is equally shared by many teachers.  |
| 3.Educational advancement | 7         |           |   |
| 4.Cultural exchange       | 3         |           | This the most shared idea among students who intend to go further in the English studies. |

According to the interviewees, the Chadian government's interest in promoting English language learning can be attributed to several reasons, which, they think are rooted in the main points as showed in the above table and detailed in the following lines.

#### 4.1.1.1.2. Economic Opportunities

Participants believed that the Chadian government is interested in promoting English language learning because it can open up economic opportunities for Chadians. They pointed out that English is the language of business and international trade, and that knowing English can give Chadians a competitive advantage in the job market.

For those who are in Nigeria, English proficiency can open up opportunities for Chadians in sectors like tourism, international trade, and multinational corporations where English is the predominant language. This can lead to economic development and increased job prospects. They think to bring back the creativeness idea behind English to Chad. One of them, thinks that knowing English for him is like creating a gainful activity.

Dominique, a Chadian English learner living in Nigeria says *“English is widely spoken and used in various contexts around the world, so it is crucial for me to be proficient in it to effectively communicate with my future partners in business. Speaking English for me is a great opportunity. It is like a key for multiple doors.”* This idea of seeing English as economic opportunities is equally defended by those who went through linguistic centres to learn English as stated in Safotso, G. T. & Ndoubangar, T. (2018). They have taken Nigeria as a perfect example of exchanges that can bring changes to the country. *“I have come to Nigeria to fulfill my desire of becoming an entrepreneur. Because Nigeria is rooted in English and I want do an international bossiness. Therefore, this country is, for me, a perfect example.”* (ibid). It is therefore obvious that Chadian English language learners sees English as a profitable language, a language that will open them up to the world. According to the interviewees, it is based on this idea, the Chadian government wants to promote the language in the country.

#### **4.1.1.1.3. Global Communication**

The participants also recognized that English is a global language of communication. They said that English is used in diplomacy, academia, and technology, and that promoting English proficiency can help Chad to engage with the international community.

Some of those interviewees Chadian English language learners at the university of yaounde1, recognized that English is widely known as a global language of communication in various fields such as business, technology, diplomacy, and academia. Therefore, by promoting English proficiency, Chad can enhance its ability to engage with the international community and participate in global activities. It is on this streamlines Gedeon, a Chadian English language learner at the University of Yaoundé 1 states

*Today, in almost every country in the world there is always almost American embassy, including my country, Chad. I think the attachment of the country to English may be on that reason. Chadian government may think to increase its*

*chance in diplomacy with countries where English is the most used language, since English is a language of power as we see in this world.*

So, it must be from that perspective the government seeks to promote English in the country. For another interviewee in the same University, Ahmet, English is only being thought in the university of Doba and the university of Ndjamena, which for him, do not favor the promotion of the language. He states that: “*Chadian government decision to have implemented English only in the southern universities, for me, is not fear because those who have done and those who are still doing their studies in northern universities of the country will not have the opportunity to ameliorate their English, which is not good for me.*” This idea can be as an interpellation to the government to review the implementation of the English in the country.

#### **4.1.1.1.4. Educational Advancement**

Finally, some of the participants mentioned that the Chadian government is interested in promoting English language learning because it can help to improve educational opportunities for Chadians. According to them, English is the language of instruction in many universities around the world, and knowing English can give Chadians access to a wider range of educational resources. For Benjamine, one of students we have taught, studying English in Ndjamena:

*English is a key for accessing higher education opportunities. I applied for a scholarship to study abroad, and English is an asset for the program. And I think the government interest to English cannot stem far from this view. The government intends to develop the whole country, so if Chadians learn from other and synthesis what they have learnt, then the development will follow. This could not exclude the English language. I think that by promoting the English language in the country, the government intends to keep the Chadians citizens aware of those opportunities.*

This statement is shared by Lisa (2018) when she says that “*English is a language for educational development*”. By promoting English learning, the government can provide its citizens with greater educational prospects.



#### 4.1.1.1.5. Cultural Exchange

For Benjamine, an interviewee cited above, English is the language of international business and commerce. Proficiency in English opens doors to international education opportunities, allowing students to learn from diverse perspectives and culture. This is justified in lines where she states

*I want to specialize in the domain of marketing. In Africa, most of anglophone countries are more rooted in that domain than francophone countries and those anglophone countries are more economically advanced than francophone countries too. For me, if government seeks to promote English in the country it must be based on that reason. If I can talk on myself, I would say, the English language, as I stated earlier, will help me in interacting with more developed powerful countries like America, Dubai, China and so on. From those exchanges I will learn about their culture and how they have progressed to reach their actual level of development.*

Learning English can facilitate cultural exchange and understanding between Chad and English-speaking countries, fostering mutual respect and cooperation on a global scale. In the same lines, David Cristal (2003) in “*English as a global language*”, explores how language serves as a powerful tool for cultural exchange, facilitating communication and understanding between speakers from diverse backgrounds. He emphasizes the role of English in connecting people across borders enabling the exchange of ideas, values and cultural practices. Through the spread of English, individuals gain access to different cultures, traditions, and perspectives enriching their understanding of the world and fostering global harmony.

To sum up this point, the findings of this study suggest that the Chadian government is interested in promoting English language learning for a variety of reasons. These reasons include economic opportunities, global communication, and educational advancement.

#### 4.1.1.2. Personal Importance of Learning English as a Chadian

**Table 4:** personal importance of English for learners

| Themes preidentified      | Frequency | Observation  |
|---------------------------|-----------|--|
| 1. Enhanced Communication | 8         | This idea is emitted by those who do not have strong motivation for the language. Most of them do not appreciate foreign language at all.      |
| 2. Access to Information  | 7         |  |
| 3. Career Opportunities   | 8         | It is worth to mention that those who take English as a career opportunity have a strong motivation to their career in international business. |
| 4. Cultural Enrichment    | 5         |  |

For those Chadian English language learners, learning English can offer to them a range of personal benefits. For Dominique as well as for Benjamine, both interviewees cited above, English proficiency enables better communication with a broader global audience, expanding social and professional networks. Benjamine insisted on the fact that her reason to learn English stems from the interest hidden behind the language. For her *“learning English is not only about gaining access to opportunities, broadening horizons, and fostering global understanding and cooperation. It is an investment in personal growth, professional success [...] that can open doors to a world of possibilities.”* As Chadian, Benjamine intends to delve into the world of opportunities in learning English language.

In contrast to Benjamine’s opinion two other interviewees, Ahmat and Baizina emitted their opinion on information that English would enable them to get access. According to them *“the English language is a language of business, and equally a language of good politics.”* Baizina, states that *“I want to be a governor in my region so that I can take good decisions for my parents*

*and brothers*”. Based on these statements, it is worth to note that the importance of the English language is differently seen according to each learner. Each of them has a specific reason that he or she intends to fulfill with the help of the language.

#### **4.1.1.2.1. English as a mean of Access to Information**

Proficiency in English provides access to a vast amount of information, resources, and opportunities available in English, boosting personal growth and awareness. Grasham, a fervent Christian who intends to become a pastor in the near future holds that *“we know that today English is everywhere in the world. Following the perspective of my believe, almost all of the best pastors in the world preach in English. So, the fluency in English will allow me to follow their examples and may be to become better than they are.”* In the same perspective, Abou Billah, a pedagogic inspector in Ndjamenana during a conversation in a pedagogic meeting in 2021 states that

*you know, my children, the language you are speaking with (referring to English language) is a language and a key at the same time. Due to the power of its native speakers the language is today a language of business, a language of technologies, a perfect language that can help you to get access to a thousand of information hidden for those who cannot express themselves in it.*

This statement justifies how useful Chadians found English and their attitude toward the language. To pin down the statement of the inspector, one can take the example of graduates Chadian who, despite the degree they already hold, seek to learn English in order *“to complete their formation”* as says Grasham, an interviewee cited above. It is, therefore, obvious that Chadians understand perfectly the role of English in the global communication, specifically in getting access to information.

#### **4.1.1.2.2. English as Career Opportunities**

English proficiency can enhance career prospects, leading to employment opportunities in international organizations, tourism, and various industries that require English skills. For Chadian it is the basic idea behind their willingness to learn English. This idea is very obvious and shown in Lisa (2018) where she demonstrated that many Chadians went through linguistic centres to learn English in order to work with the local American oil company, Esso. For interviewees like Djekerman and Gedeon, both students at the University of younde1 it is career opportunities they see in knowing English language which pushes them to learn the language.

Djekerman says “*if it was not because of opportunities behind that language I would never cross the border to come here with my wife and my two children.*”

Without any comment, it is clear that Chadians who undertake the risk to cross the border have a strong motivation to learn the language whether external or internal which is here the case of the interviewee, Djekerman. Therefore, we can deduce that learning a foreign language like English promotes cognitive development, problem-solving skills, and cross-cultural competence, empowering individuals to navigate the complexities of an increasingly interconnected world.

#### **4.1.1.2.3. Cultural Enrichment**

From the previous points, we can understand that English serves as a bridge for cultural exchange, allowing individual to engage with different cultures, literature, and media from around the world. Learning English allows for the exploration of diverse cultures, literature, and perspectives, enriching personal experiences and broadening horizons. This last point is almost shared with all people cited in the different points discussed in the length of this study. We can take Benjamine’ s statement in the above points, when she says “[...] *From those exchanges I will learn about their culture and how they have progressed to reach their actual level of development.*” From this statement it is clear that Benjamine through her decision to learn the language equally intends to discover English native speakers’ culture.

### 4.1.1.3.Challenges and Methods of English Language Teaching and Learning in Chad

**Table 5:** Challenges

| <b>Themes pre-identified</b>  | <b>Frequency</b> | <b>Observation</b>  |
|---|------------------|---|
| 1.Limited resources and infrastructure for English language education.      | 7                |   |
| 2.Insufficient qualified English language teachers.                         | 5                | This point is equally shared by national pedagogic inspectors that I have met during my teaching experience in the capital, Ndjamena. |
| 3.Socio-economic disparities impacting access to quality English education. | 5                |   |
| 4.Lack of English language immersion opportunities.                         | 6                |   |

From this interview we can notably identify difficulties risen by interviewees. Among those difficulties, the most recurrent and vivid are highlighted down the lines.

- Limited resources and infrastructure for English language education.
- Insufficient qualified English language teachers.
- Socio-economic disparities impacting access to quality English education.
- - Lack of English language immersion opportunities.

#### **4.1.1.3.1. Limited resources and infrastructure for English language education**

According to interviewees, challenges Chadians learners face in the process of acquiring the English language stem from different obstacles. Limited resources and infrastructure for English language education is one of the most recognized obstacles.

Infrastructure plays a crucial role in facilitating the acquisition of a language by providing resources, support, and opportunities for learners to engage with the language in various contexts. It is worth to note that resources and infrastructure in language learning includes Educational Institutions, Language Learning Materials, Language Laboratories, Multimedia Technology, Cultural Centers and Language Exchanges, Language Immersion Programs.

##### **4.1.1.3.1.1.Educational Institutions**

Schools, language institutes, and universities provide structured language learning programs, courses, and curricula designed to teach grammar, vocabulary, and communication skills. These institutions offer classrooms, language labs, libraries, and multimedia resources to support language learning.

##### **4.1.1.3.1.2.Language Learning Materials**

Infrastructure includes textbooks, workbooks, audiovisual materials, and online resources specially designed for language learners. These materials help learners practice reading, writing, listening, and speaking in the target language, reinforcing their understanding and proficiency.

##### **4.1.1.3.1.3.Language Laboratories**

Language labs equipped with audio recording, playback equipment, and interactive software enable learners to practice pronunciation, listening comprehension, and speaking skills in a controlled environment. These labs offer opportunities for guided practice and feedback from instructors.

##### **4.1.1.3.1.4.Multimedia Technology**

Infrastructure such as computers, tablets, smartphones, and internet access allow learners to access online language learning platforms, interactive tutorials, language apps, and digital resources. Multimedia technology provides flexibility for self-paced learning and access to authentic language materials.

#### **4.1.1.3.1.5.Cultural Centers and Language Exchanges**

Cultural centers, language clubs, and language exchange programs provide opportunities for language learners to immerse themselves in the target language and culture. These venues offer conversation practice, cultural events, and social activities where learners can interact with native speakers and fellow language enthusiasts.

#### **4.1.1.3.1.6.Language Immersion Programs**

Infrastructure supports language immersion programs that offer immersive learning experiences in an environment where the target language is spoken daily. Language immersion schools, study abroad programs, and language camps provide intensive language practice and cultural immersion opportunities.

#### **4.1.1.3.1.7.Community Resources**

Infrastructure includes community resources such as libraries, community centers, and cultural organizations that offer language classes, conversation groups, and cultural events for language learners of all ages. These resources support lifelong learning and community engagement in language acquisition.

According to interviewees, those resources and infrastructures in the country do not exist or are very few all over in the country. Ahmet thinks “*Chadian government decision to have implemented English only in the southern universities, for me is not fear because those who do and did their studies in northern universities of the country will not have the opportunity to ameliorate their English, which is not good for me.*” This comes to confirm the rareness of language resources and infrastructures in the country.

For the language immersion, Merrill (1995) emphasizes the importance of immersive language learning experiences. She suggests that language immersion programs provide learners with rich opportunities for meaningful interaction and language use in authentic contexts. Through immersion, learners are immersed in the target language environment, which accelerates their language acquisition process by promoting active engagement and communication skills development.

Overall, infrastructure plays a vital role in creating conducive environments for language acquisition by providing access to educational resources, technology, cultural experiences, and social interactions that enhance learners' language skills and cultural competence.

#### **4.1.1.3.2. Insufficient qualified English language teachers**

While rereading through the interview we have conducted, we noted a recurrent idea on insufficiency or under qualification of some English language teachers. However, the impact of insufficient qualified language teachers on the language learning process can be significant and multifaceted. We can summarize among several potential consequences, such as:

##### **4.1.1.3.2.1. Lower Quality Instruction**

Insufficiently qualified language teachers may lack the necessary training, expertise, and proficiency in the target language to effectively teach language skills such as grammar, vocabulary, pronunciation, and communication. As a result, instruction may be less engaging, less effective, and less tailored to the needs of diverse learners.

##### **4.1.1.3.2.2. Limited Language Exposure**

Qualified language teachers often provide authentic language input, exposure to cultural contexts, and opportunities for meaningful interaction in the target language. When teachers are not adequately qualified, learners may receive limited exposure to authentic language use, hindering their language acquisition and proficiency development.

##### **4.1.1.3.3. Lack of Pedagogical Skills**

Qualified language teachers possess pedagogical knowledge and instructional strategies to engage learners and provide effective feedback. Insufficiently qualified teachers may struggle to effectively manage classrooms, differentiate instruction, and address the diverse needs of learners, leading to less effective learning outcomes.

##### **4.1.1.3.4. Negative Student Motivation**

Inadequate teaching quality and lack of teacher expertise can impact student motivation and engagement in the language learning process. Students may become disinterested, frustrated, or discouraged if they perceive that their language teacher is not capable of effectively supporting their learning needs, leading to decreased motivation and participation.

##### **4.1.1.3.5. Inaccurate Language Models**

Language learners rely on their teachers as language models for accurate pronunciation, grammar usage, and language norms. When teachers are not proficient or knowledgeable in the



target language, learners may be exposed to inaccuracies or errors, potentially reinforcing incorrect language patterns and hindering language development.

#### **4.1.1.3.5.1.Reduced Confidence and Self-Efficacy**

Language learning requires practice, feedback, and opportunities for language use in authentic contexts. When learners lack access to qualified language teachers who can provide meaningful feedback and support, they may experience reduced confidence in their language abilities and lower self-efficacy, which can negatively impact their willingness to communicate and engage in language learning activities.

Overall, the impact of insufficient qualified language teachers on the language learning process can impede learners' progress, hinder their language development, and diminish their overall learning experience. It underscores the importance of investing in teacher training, professional development, and recruitment efforts to ensure that language educators are well-equipped to support effective language learning outcomes. Baizina, a student I met in lower sixth (1re, in French system) recognized that his motivation has considerably diminish when he passed form five (2nd, French system):

*I was really motivated to learn English language until I met a teacher who discouraged and demotivated me when I reached premiere. It was very difficult for me to understand his lessons and I used do not attend his class because of this demotivation. [...] surely, I was the only student who was demotivated. I had some five classmates with whom I use to share and to spend time together. All of us were demotivated and lose completely the interest of learning English at that time.*

#### **4.1.1.3.5.2.Lack of English language immersion opportunities**

A language immersion program is an educational approach where students are immersed in a target language environment, with the goal of fostering proficiency and fluency in that language. Genesee Fred, a professor of psychology at McGill (2007) University in his book titled “*Educating English language learners: A synthesis of research evidence.*” brings a lot of clarification on language immersion program. He demonstrates that in a language immersion program, instruction is conducted primarily or exclusively in the target language, and students are encouraged to use the language for communication, instruction, and interaction in various contexts.

These programs can take place in various settings, including schools, summer camps, study abroad programs, and community language centers. They are available for learners of all ages and proficiency levels, from young children to adults, and may focus on different languages depending on the program's objectives and target audience.

Language immersion programs typically aim to provide learners with authentic language experiences, exposure to cultural contexts, and opportunities for meaningful interaction in the target language. By immersing students in the language environment, these programs seek to accelerate language acquisition, develop communicative skills, and promote cross-cultural understanding. For the language immersion, Merrill (1995) emphasizes the importance of immersive language learning experiences. She suggests that language immersion programs provide learners with rich opportunities for meaningful interaction and language use in authentic contexts. Through immersion, learners are immersed in the target language environment, which accelerates their language acquisition process by promoting active engagement and communication skills development.

Overall, infrastructure plays a vital role in creating conducive environments for language acquisition by providing access to educational resources, technology, cultural experiences, and social interactions that enhance learners' language skills and cultural competence.

During our interview, some interviewees were worrying about possibility of practicing the language they have, so far, acquired. To understand it, let us look into Ahmat's statement.

*“At the beginning the English language seemed very easy to me until I realized that the lack of practice has diminished that inner motivation. So, today, I decided to be registered in a linguistic center, so that I could practice the language with English language learners and language teachers too.”*

#### **4.1.1.4. Thematic analysis of interview of Chadian English language teachers**

As previously stated, this study investigates the experiences of English language learners and teachers in Chad. The purpose of the study is to identify the challenges that learners and teachers face, to explore language teaching methods used by language teachers and to develop recommendations for improving English language teaching in Chad.

We invited ten teachers, but one of them was absent. So, data were collected through interviews with 09 English language teachers in Ndjamen. The interviews were conducted in English and

French and lasted approximately 30 minutes each. The recordings were transcribed and analyzed using a thematic approach.

The following themes emerged from the data:

- Lack of teaching materials or teaching aids
- Lack of access to English language learning materials
- Lack of a well-defined language policy
- Non-revision of the English language teaching program in the country

The findings of this study have implications for English language teaching and learning in Chad. The findings suggest that there is a need for more qualified English language teachers, more access to English language learning and teaching materials, and request for a rigorous language policy.

#### **4.1.1.4.1. Lack of teaching materials or teaching aids**

Teaching materials consist of resources used by instructors to facilitate student learning, such as textbooks, worksheets, videos, audio recordings, software, and games. These materials aid in concept introduction, reinforcement, practice, creativity stimulation, and assessment. UNESCO (<https://unesdoc.unesco.org> )

During interviews, Chadian English language teachers expressed concern over the severe shortage of teaching materials, which significantly hinders the learning process. They emphasize the importance of adequate resources for effective instruction. The absence of these materials, not only slows down learning, but equally undermines the motivation of both students and teachers.

Ngareou, a retired Chadian English language teacher, acknowledges that “*The challenges I faced were primarily due to the poor performance of my students in oral expression, a result of insufficient practice.*” Another teacher notes that “*The lack of didactic materials in Chad is a significant challenge. Teachers are expected to take students to specific locations for lessons, but this is not feasible in Chad.*”

Today, numerous teaching and learning materials are available for language practice. Considering that Chad is a francophone country, these resources would be more than valuable. However, the government has neglected its responsibility in providing them. Ngareou laments, “*The English language teaching process is so neglected that there are no adapted books or*

*syllabuses, and teachers graduating from universities and institutes receive inadequate training due to corruption in training sites.”*

We firmly believe that successful language instruction requires consistent monitoring and support. The teachers interviewed unanimously request governmental intervention in this regard.

#### **4.1.1.4.2. Lack of a well-defined language policy**

Language policy, as defined by Spolsky (2004), refers to “the area of public policy in which languages are influenced by the management and control of their development and function.”

As discussed in Chapter Two of this study, language policy determines the status of languages and allocates language varieties to specific societal domains, such as government, education, and media. The government or related bodies typically establish language policy. Those languages that are officially selected for various societal functions automatically are said to have a higher status. A language essentially has three policies, the official status used by government administration, the educational policy which has to do with the language of education, and general policy which has to do with media business and communication.

According to Ricento (2006): “Language policy is a set of regulatory mechanisms, invocations, and practices that are used to structure, regulate, and constrain the decision-making processes that result in (or fail to result in) the allocation of symbolic and material resources to the language practices of individuals or groups”

Sure, the English language is not an official language in Chad, but it is used and taught in the country. For a better understanding, let us recall that, according to Lisa(2018) the government requested in 2003, the Corps peace to send volunteers to teach English in Chad and Chadian government has signed in March 2007 and agreement for the establishment of the American International School of Ndjamena with the United States Government (ref. Pursuant to Public Law 89—497, approved July 8, 1966(80 Stat. 271; 1 U.S.C. 113)). Based on those two events we can understand that the Chadian Government has seen how useful the language is. So, the government must set a policy that will boost the learning process of the language in the country.

One of the interviewed teachers recommended that:

*For this process to be improved in Chadian secondary schools, I think it is urgent to examine*

- *Curriculum Enhancement: Review and update the English language curriculum to align with international standards and cater to the needs of Chadian students.*
- *Resource Provision: Ensure adequate availability of English language learning resources, including textbooks, audiovisual materials, and digital learning platforms.*
- *Teacher Support: Provide continuous professional development opportunities for English language teachers to enhance their pedagogical skills and content knowledge.*
- *Student Engagement: Foster a supportive learning environment by promoting interactive activities, language clubs, and extracurricular events related to English language learning.*
- *Community Involvement: Engage parents, community leaders, and local organizations in supporting English language education initiatives and raising awareness of its importance.*

From this lack of well-defined language rise the question of language teaching methods used. During our interview, we come to recognize that Chadian English language teachers use different teaching methods. Some use grammar-translation methods, direct method, while some others utilize communicative approach and interactive method. On the 10 teachers interviewed, 3 stated that they use direct method, 3 others use communicative approach and 1 utilizes eclectic method. The absence of coherence between these teaching methods is part of challenges, because students have to adapt themselves consistently to the different teaching methods of each teacher any time, they pass one level to another.

#### **4.1.1.4.3. Review of teaching program**

A teaching program is a structured educational program designed to train individuals to become effective teachers. These programs typically include coursework in educational theory, teaching methods, classroom management, and subject-specific content knowledge. It can vary in length and format, from short-term certificate programs to multi-year degree programs. The goal of a teaching program is to prepare individuals to work as professional educators in schools, colleges, or other educational settings. (Lahoucine,2022)

In Chad, language teaching is neglected and forgotten, especially English language. Ngareou recognizes that *“The learning teaching process in English is neglected to the extent that there are no adapted books no adapted syllabus and teacher graduated from Universities and other professional institutes have got poor training due to corruption in the training sites.”* This negligence reinforces challenges Chadian English language learners face as francophones.

Language teachers made some suggestions, according to them, will help the government to reorient the teaching program. These suggestions include language teaching methods such as communicative approach, grammar translation method, direct method, and interactive method.

#### **4.1.2. Quantitative data presentation and analysis**

The objective of this chapter is to present the results of the analysis of data collected from a sample of students and teachers in three schools in Ndjamen.

In this study, two types of analysis were implemented: descriptive analysis and inferential analysis. The first part of this chapter is devoted to descriptive analysis.

##### **4.1.2.1.Descriptive Analysis**

In this study, descriptive analyses were performed on the dimensions of the study variables.

##### **4.1.2.2.Descriptive Analysis of the Dimensions of Foreign Language Teaching Methods**

In this study, foreign language teaching methods are the independent variable. They were operationalized into two dimensions: the classical approach and the competency-based approach.

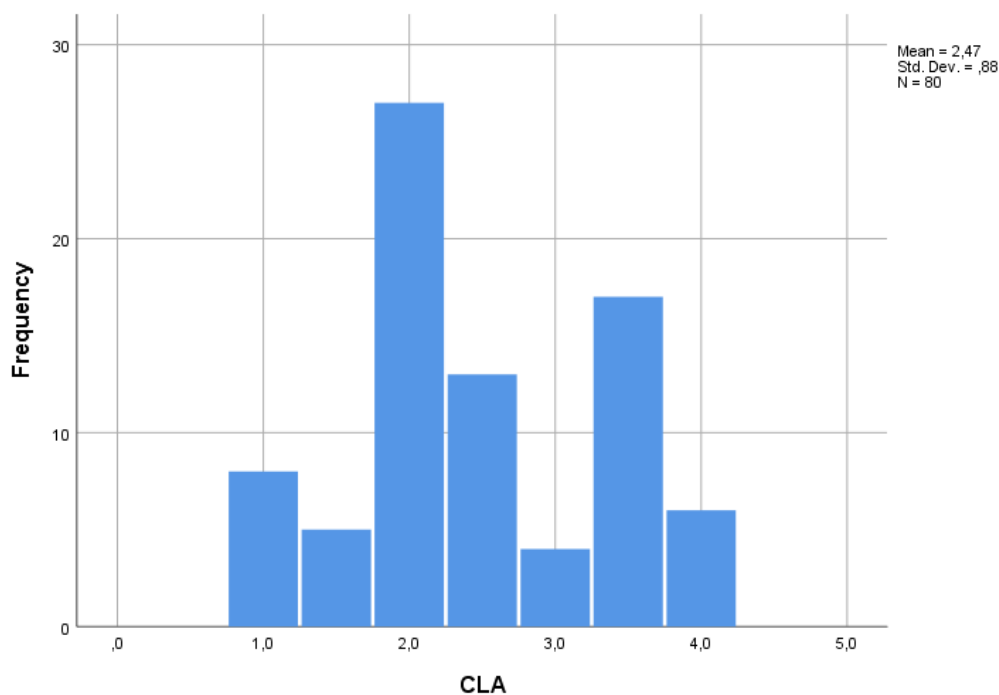
#### 4.1.2.3.Descriptive Analysis of the Classical Approach

**Table 6:** Descriptive statistics of the classical approach dimension

|                           | N  | Minimum | Maximum | Mean         | Standard deviation |
|---------------------------|----|---------|---------|--------------|--------------------|
| <b>Classical approach</b> | 80 | 1.00    | 4.00    | <b>2.469</b> | <b>.8800</b>       |

The table above shows that the mean score for the classical approach of the 80 students and teachers surveyed is 2.46. This score corresponds to the theoretical mean of a four-point scale. This means that the majority of students and teachers surveyed consider, for example, that the classical method is a hinderance in teaching and learning of foreign languages. The dispersion of the scores around this mean seems significant given the value of the standard deviation (SD = 0.88). Nevertheless, there is a significant difference between the minimum score (Min = 1.000) and the maximum score (Max = 4.000) recorded on this scale.

The graph of the normal distribution below shows that the scores obtained in the evaluation of the classical approach are concentrated in the center of the graph.



**Figure 1: Distribution of scores on the classical approach**

This graph shows the distribution of scores obtained by the 80 students and teachers surveyed on the classical approach. The scores are normally distributed, with a mean of 2.46 and a standard deviation of .8800. This indicates that the majority of students and teachers surveyed consider that the classical method constitutes a difficulty in teaching and learning of English language.

#### 4.1.2.4.Descriptive Analysis of the Competency-Based Approach

**Table 7:** Descriptive statistics of the competency-based approach

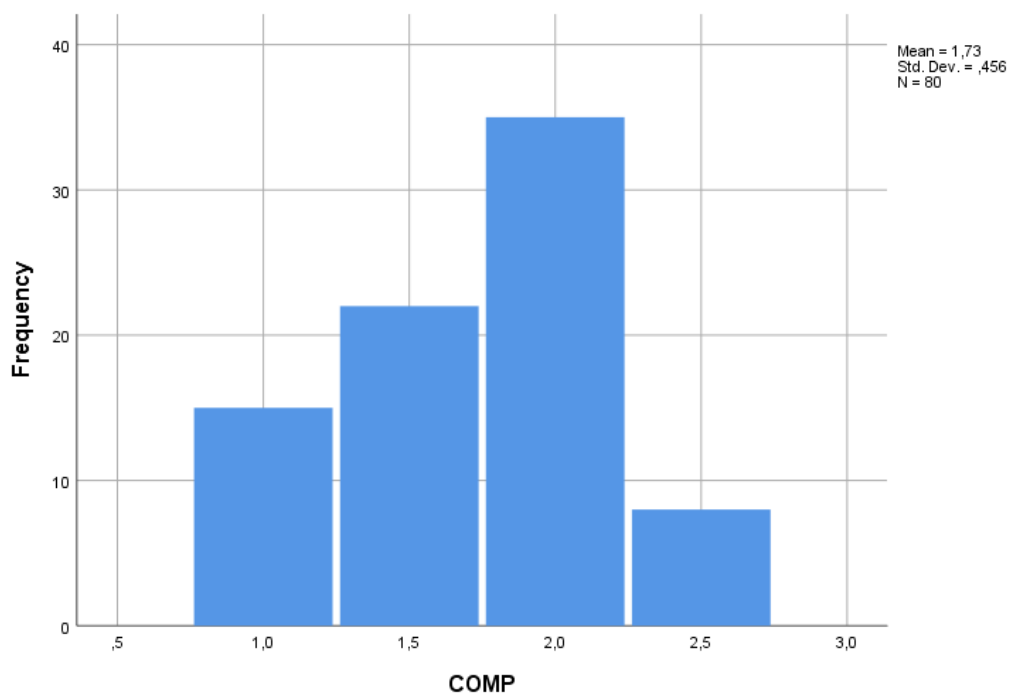
|                                  | N  | Minimum | Maximum | Mean        | Standard deviation |
|----------------------------------|----|---------|---------|-------------|--------------------|
| <b>Competency-based approach</b> | 80 | 1.00    | 2.5     | <b>1.72</b> | <b>.4563</b>       |

The table above shows that the mean score for the competency-based approach by the 80 students and teachers is 1.72. This score is below the theoretical mean of a four-point scale. This means that the majority of teachers and students surveyed consider that the foreign language learning method focused on the competency-based approach does not constitute a difficulty in teaching and learning of English language. The dispersion of the scores around this



mean is significant given the value of the standard deviation ( $SD = .4563$ ). Nevertheless, there is a significant difference between the minimum score ( $Min = 1.000$ ) and the maximum score ( $Max = 2.5$ ) recorded on this scale.

The following graph of the normal distribution shows that the scores obtained in the evaluation of the competency-based approach are concentrated slightly to the right of the graph.



**Figure 2: Distribution of scores on the competency-based approach**

This graph shows the distribution of scores obtained by the 80 students and teachers surveyed on the competency-based approach. The scores are normally distributed, with a mean of 1.72 and a standard deviation of .4563. This indicates that the majority of students and teachers surveyed consider that the foreign language learning method focused on the competency-based approach does not constitute a difficulty in teaching and learning of English language.

#### **4.1.2.5.Descriptive Analysis of the Challenges of Language Teaching and Learning**

In this study, the challenges of language teaching and learning are the dependent variable.

**Table 8:** Descriptive statistics of the challenges of language teaching and learning

|   | N  | Minimum | Maximum | Mean         | Standard<br>Deviations |
|---|----|---------|---------|--------------|------------------------|
| <b>Challenges of English<br/>language learning<br/>and teaching</b> | 80 | 1.4     | 4.8     | <b>3.210</b> | <b>.7840</b>           |

The table below shows that the mean score for the challenges of language teaching and learning reported by the 80 students and teachers surveyed is 3.210. This score is above the theoretical mean of a four-point scale. This means that the majority of students and teachers consider that language learning is a challenge within the educational community. The dispersion of the scores around this mean is significant given the value of the standard deviation ( $SD = .7840$ ). Nevertheless, there is a significant difference between the minimum score ( $Min = 1.4$ ) and the maximum score ( $Max = 4.8$ ) recorded on this scale.

#### **4.1.3. Correlational analysis**

The table below shows that the mean score for the challenges of language teaching and learning reported by the 80 students and teachers surveyed is 3.210. This score is above the theoretical mean of a four-point scale. This means that the majority of students and teachers consider, for example, that English language learning is challenging within the educational community. The dispersion of the scores around this mean is significant given the value of the standard deviation ( $SD = .7840$ ). Nevertheless, there is a significant difference between the minimum score ( $Min = 1.4$ ) and the maximum score ( $Max = 4.8$ ) recorded on this scale.

**Table 9:** Correlation matrix

|  |                     | CLA    | CBA    | DE   |
|--|---------------------|--------|--------|------|
| CLA  | Pearson Correlation | 1      | ,483** | ,090 |
|  | Sig. (2-tailed)     |        | ,000   | ,425 |
|  | N                   | 80     | 80     | 80   |
| CB<br>A  | Pearson Correlation | ,483** | 1      | ,015 |
|  | Sig. (2-tailed)     | ,000   |        | ,896 |
|  | N                   | 80     | 80     | 80   |
| DE   | Pearson Correlation | ,090   | ,015   | 1    |
|  | Sig. (2-tailed)     | ,425   | ,896   |      |
|  | N                   | 80     | 80     | 80   |
| **. Correlation is significant at the 0.01 level (2-tailed). |                     |        |        |      |

The results of the correlation analysis show that the challenges of language teaching and learning have a significant and positive relationship with each of the dimensions of the language teaching methods assessed: the classical approach ( $r = - 0.4$ ;  $p < .01$ ); the competency-based approach ( $r = - 0.8$ ;  $p < .01$ ).

The simple linear regression analysis gives better indications on the links between these variables.

#### 4.2. Hypothesis Testing

It should be recalled that the general hypothesis of this study was formulated as follows: “English language teaching in Ndjamen, Chad, faces challenges due to inadequate teaching methods and lack of focus on detailed English language learning.”

In accordance with our research plan and the operationalization of the independent variable (teaching methods) into two dimensions: the classical approach and the competency-based approach, we have formulated two operational hypotheses.

#### 4.2.1. Verification of the First Hypothesis

The first operational hypothesis of this study was formulated as follows: teaching methods focused on the classical approach hinder the progress of English language learning in the country.

**Table 10:** Regression of the classical approach on the challenges of language teaching and learning.

|                    | Adjusted R <sup>2</sup> | Beta        | T            | P           |
|--------------------|-------------------------|-------------|--------------|-------------|
| Classical Approach | .090                    |             | <b>11.44</b> | <b>.000</b> |
|                    |                         | <b>0.90</b> |              |             |

The objective of this analysis is to verify the idea that teaching methods focused on the classical approach hinder the progress of English language learning in the country. We have logically chosen to use the statistical technique of regression according to the least squares method to carry out this test.

The results reveal that teaching methods focused on the classical approach have a statistically significant influence on the challenges of teaching ( $\beta = 0.90$ ;  $p = .000$ ). As expected, the classical approach, given the value of the regression coefficient, hinders the learning of English in the country. The contribution of this method to the explanation of English teaching and learning is close to 9% (Adjusted R<sup>2</sup>). This observation is in line with what was predicted by our hypothesis. HO1 is therefore logically confirmed.

#### 4.2.2. Verification of the Second Hypothesis

The second operational hypothesis of this study was formulated as follows: English language teaching in Ndjamena, Chad, faces challenges due to inadequate teaching methods and lack of focus on detailed English language learning program.

This hypothesis is designed to investigate whether the absence of detailed pedagogical focus on English language learning acts as a hindrance to the advancement of English language

education in Chad. It aims to explore the impact of educational attention and scrutiny on the learning and teaching of English.

**Table 1:** Regression of the competency-based approach on English language learning achievement in Chad.

|                           | Adjusted R <sup>2</sup> | Beta        | T           | P           |
|---------------------------|-------------------------|-------------|-------------|-------------|
| Competency-based approach | .015                    |             | <b>1.31</b> | <b>.000</b> |
|                           |                         | <b>0.15</b> |             |             |

The objective of this analysis is to verify the idea that teaching methods focused on the competency-based approach hinder English language learning in the country. We have logically chosen to use the statistical technique of regression according to the least squares method to carry out this test.

The results reveal that the competency-based approach has a statistically significant influence on English language learning achievement ( $\beta = 0.15$ ;  $p = .000$ ). The competency-based approach, given the value of the regression coefficient, does not really hinder English language learning in Chad. The contribution of the method based on the competency-based approach in explaining English language learning achievement is close to 15% (Adjusted R<sup>2</sup>). This observation is in line with what was predicted by our hypothesis. HO2 is therefore logically discarded.

The results obtained in the different hypothesis tests HO1 and HO2 allow us to validate our general hypothesis.

#### **4.2.3. Validation of hypotheses based on qualitative data**

These studies focus on general hypothesis “English language teaching in Ndjamen, Chad, faces challenges due to inadequate teaching methods and lack of focus on detailed English language learning program.” This general hypothesis is fragmented into two operational hypotheses “Inadequate teaching methods hinder effective English language learning in Ndjamen, Chad.” And “The lack of focus on detailed English language learning contributes to challenges in English language teaching and learning in Ndjamen, Chad.”

The first hypothesis is designed to investigate whether the absence of detailed pedagogical focus on English language learning acts as a hindrance to the advancement of English language education in Chad. It aims at exploring the impact of educational attention and scrutiny on the learning and teaching of English.

While the rationale for the second hypothesis focuses on the curriculum and content of the teaching. It suggests that the curriculum does not adequately address the intricacies and complexities of the English language, leading to difficulties for both teachers and students.

In the long of our interviews with English language learners and English language teachers one by one, we come across reason to validate our first hypothesis.

So, based on what both groups, learners and teachers, said we deduce that the lack of detail treatment of the language hinders both learning and teaching processes. This can be clearly seen through the statement of a highly experienced and retired teacher of English in the secondary schools in Chad, Mr Ngareou when he said : *“The learning and teaching process in English (in Chad) is neglected to the extent that there are no adapted books, no adapted syllabus and teacher graduated from Universities and other professional institutes have got poor training due to corruption in the training sites.”* Besides, four other teachers who requested for anonymity suggested

Teacher1:

*In addition to the challenges and recommendations addressed in the questionnaire, it is important to emphasize the importance of providing adequate audio materials in Chadian secondary schools to improve the listening comprehension of English. The lack of audio materials, such as audio recordings, videos, and speech recognition software, significantly hinders students' ability to develop their listening skills. Activating listening competence is essential for students to understand spoken English and to be able to communicate effectively in the language.*

Teacher2: *“We hope that the government will take this issue into consideration and provide us with the resources mentioned above”.*

Teacher3: *“The English language teaching curriculum is not adapted to the reality on the ground because it needs a simple and appropriate curriculum rather than copy-and-paste. These are the challenges for the authorities in charge of education”.*

Teacher4:

In the context of language teaching and learning, in general, and of English language in particular we would like to suggest the following elements:

- *Integration with Local Context: Consider integrating elements of Chadian culture and local languages into English language instruction to make learning more relevant and meaningful for students.*
- *Investment in Infrastructure: Advocate for investment in educational infrastructure, including classrooms, libraries, and technology facilities, to create conducive learning environments for English language acquisition.*
- *Research Collaboration: Encourage collaboration between local educational institutions, international organizations, and researchers to address specific challenges and opportunities in English language education in Chad.*

These suggestions clearly demonstrate the pressure English language teachers face in the process of teaching in the country because of the lack of detailed treatment of English education. Based on the findings of this study, we conclude that our hypothesis, the lack of detailed treatment of English language learning significantly hinders the progression of the learning and teaching of the language in Chad is supported.

### **4.3. Discussion on the Results**

In this research, we started with interviews in order to identify what hinders the progression of the English in schools in Chad, to investigate factors that contribute to language learning success. This qualitative data opens us up ways to quantitative data, which examined the impact of different teaching methods on language learning. It equally explored the experiences of English language learners in Chad.

The results of the study indicate that the lack of detailed treatment of English language teaching hinders the progression of English in secondary schools in Chad. It equally shows that there is a significant relationship between language teaching methods and the challenges of language teaching and learning in Chad. Specifically, the study found that:

- 4.2. The fact that there is no reliable layout for the English language teaching in Chad presents a serious problem for teachers, as well as for students. The unavailability of teaching resources and language learning aids contributes to those challenges.
- 4.3. The classical approach to language teaching is significantly and positively correlated with the challenges of language teaching and learning. This means that the more that teachers rely on the classical approach, the more likely students are to experience challenges in learning the language.
- 4.4. The competency-based approach to language teaching is significantly and negatively correlated with the challenges of language teaching and learning. This means that the more that teachers rely on the competency-based approach, the less likely students are to experience challenges in learning the language.

These findings suggest that the choice of language teaching method can have a significant impact on the success of language learners. The classical approach, which is based on rote memorization and grammar drills, is not as effective as the competency-based approach, which focuses on developing students' communicative skills.

The study also found that teaching methods focused on the classical approach hinder the progress of English language learning in Chad. This is likely due to the fact that the classical approach is not well-suited to the needs of Chadian learners of English. Chadian learners need a more communicative approach that focuses on developing their speaking and listening skills.

The findings of this study have important implications for language teachers in Chad. Teachers should consider using the competency-based approach to language teaching, as this approach is more likely to lead to success for their students. Teachers should also avoid using the classical approach, as this approach is likely to hinder their students' progress.

The government must set a reliable and clear language teaching program for teachers to follow and make language learning tools available and more appropriate for the actual needs of Chadians.



## CHAPTER FIVE

### RECOMMENDATION AND GENERAL CONCLUSION

#### 5.1. Feedback on the research objectives

The research set out to identify and understand the specific difficulties, obstacles, or issues that students and teachers face in learning and teaching English in Chad focusing on three different secondary schools in Ndjamenana.

Two techniques for data collection have been used, interview with English language teachers in the three secondary schools and a number of questionnaires administered to learners of the same schools. Those collected data allowed us to verify our two variables, foreign language teaching methods and challenges in language teaching and learning and to test our general hypothesis *English language teaching in Ndjamenana, Chad, faces challenges due to inadequate teaching methods and lack of focus on detailed English language learning program* with its operational parts. After these hypotheses being tested with the different variables, we come to conclude that the lack of a clear teaching program, the unavailability of teaching and learning materials with the currently used foreign language teaching methods in the different secondary schools have a negative impact on the effective learning outcomes. Therefore, having these results under our eye we suggest these, below, recommendation in order to help learners and teachers with the help of the government to come out of these challenges.

The recommendations we are going to make follow some of the structures provided by our research frame, SLA theory.

#### 5.2. Recommendation based on identified issues

##### 5.2.1. Motivation

During our data collection process, we come to realize that learners lack motivations. The percentage attests that 60% are being discourage by the teaching methods being used by their teachers and 40% by the lack of practice of the language.

However, it is worth to note that motivation plays a crucial role in language learning, and it is important for teachers and governments to consider ways to enhance and sustain learners' motivation. Here are a few suggestions to boost learner's motivation.

- **Varied and Engaging Activities:** Teachers can incorporate diverse and stimulating activities that cater to different learning styles, such as interactive group work, multimedia resources, games, and real-life simulations. This keeps learners engaged and motivated to participate actively in the learning process.
- **Meaningful and Relevant Content:** Teachers should connect the language learning content to the learners' lives, interests, and goals. By creating relevance and demonstrating the practical applications of the language, learners are more likely to stay motivated and engaged.
- **Clear Goals and Progress Tracking:** Setting clear and attainable goals helps learners understand what they are working towards. Teachers can break down the learning journey into smaller milestones and regularly communicate and celebrate progress. This provides a sense of achievement and keeps motivation high.
- **Positive Reinforcement and Feedback:** Provide regular encouragement and positive reinforcement to learners, acknowledging their efforts and improvements. Constructive feedback helps learners understand their strengths and areas for improvement, fostering a growth mindset and further motivation.
- **Incorporate Technology:** Utilize technology tools and resources in the classroom to create an interactive and dynamic learning environment. Language learning apps, online platforms, and virtual reality experiences can offer engaging and motivating opportunities for practice and exploration.
- **Promote Autonomy and Choice:** Empower learners to take ownership of their learning process by encouraging reflection, self-evaluation, and goal-setting. Teachers can provide options for individual project work, topic choices, or self-directed learning activities, allowing learners to pursue their interests within the language learning framework.
- **Recognition and Rewards:** Establish systems to recognize and reward learners' achievements, such as certificates, badges, or class-wide acknowledgments. Publicly acknowledging and celebrating learners' progress and efforts can further motivate them to continue learning and reaching their goals.

Beyond the classroom, governmental support and initiatives can provide an extra boost of motivation. This can include:

- **Access to Resources:** Ensure that sufficient resources, including textbooks, learning materials, and technology, are available to enhance the learning experience.
- **Professional Development:** Offer training and support for teachers to stay up-to-date with effective teaching methods and to foster a motivating learning environment.
- **Exchange Programs and Language Immersion:** Encourage and facilitate opportunities for learners to immerse themselves in English-speaking environments or to participate in exchange programs. Interacting with native speakers and experiencing the target language culture firsthand can enhance motivation and language proficiency.

So, the combination of these strategies and by the support of the government, teachers can inspire and maintain high levels of motivation among learners. This, in turn, fosters a more effective and enjoyable English as a Foreign Language learning experience.

### **5.2.2. Uses of technology in language teaching and learning**

During our interview with English language teachers, 90% of them attested that they do not use technologies tools in their teaching for different reasons. For some, it is because of the elevated price for data connection, for others it is because they did not have the chance to attend a training on the use of new technologies in teaching accompanied with the argument of the non-permanency of light. Do not use new technologies in teaching make the teacher a classical teacher who does not respond to current needs.

Technology is the application of scientific knowledge, tools, and techniques to meet human needs, solve problems, and enhance productivity in various domains. It encompasses a broad range of artifacts, systems, methods, and processes designed to create, manipulate, store, communicate, and utilize information, as well as to achieve specific goals and outcomes efficiently and effectively.

At its core, technology involves the use of tools, machines, devices, and systems that leverage scientific principles, engineering practices, and innovation to address practical challenges, improve processes, and shape the way we interact with the world around us. Technology plays a pivotal role in driving progress, fostering development, and transforming how individuals, organizations, and societies operate and evolve in a rapidly changing global landscape.

In Chad, as in many other African countries, technology in teaching, particularly in language teaching is a little limited or just neglected. This may be because its benefits are not yet known. In this section, we demonstrate how useful technology is for a successful language learning and teaching in a country like Chad, where the English language is used as foreign language. Besides, we will show step by step different stages of language teaching in technology following SLA frame.

Following Kern's point of view stated in Larsen (2008) "*Rapid evolution of communication technologies has changed language pedagogy and language use, enabling new forms of discourse, new forms of authorship, and new ways to create and participate in communities.*" Technology is no longer simply contributing machinery or making authentic material or more resources available that teachers can use; it also provides learners with greater access to the target language. As a result, it has the potential to change where and when learning takes place. Furthermore, it can even shape how we view the nature of what it is that we teach.

#### **5.2.2.1. Contributions of technology in language teaching and learning**

Technology has made significant contributions to language teaching and learning, revolutionizing the way we approach language education. Here are some explanations of how technology benefits language learning:

- **Access to Resources:** Technology provides access to a vast array of online resources such as language learning apps, multimedia content, e-books, and interactive exercises, making learning materials more engaging and readily available to learners.
- **Interactive Learning:** Digital tools and platforms offer interactive learning experiences through games, quizzes, videos, and virtual classrooms, allowing students to practice language skills in a fun and engaging way.
- **Personalized Learning:** Technology allows for personalized learning experiences, where learners can progress at their own pace, receive instant feedback, and access tailored content based on their individual needs and abilities.
- **Communication Opportunities:** Online communication tools like video conferencing, instant messaging, and language exchange platforms enable students to interact with

native speakers and other learners worldwide, enhancing cultural understanding and language proficiency.

- **Language Practice:** Language learning apps and software provide opportunities for consistent and targeted language practice, helping students improve their vocabulary, grammar, pronunciation, and listening skills in a self-paced manner.
- **Feedback and Assessment:** Technology facilitates automated feedback on language exercises, quizzes, and assessments, allowing teachers to monitor student progress, identify areas for improvement, and provide targeted support.
- **Authentic Materials:** Digital resources offer access to authentic language materials such as videos, podcasts, articles, and social media content, exposing learners to real-world language use and enhancing cultural awareness.
- **Mobile Learning:** Mobile apps and devices enable anytime, anywhere learning, allowing students to practice language skills on-the-go and integrate learning into their daily routines.

Leveraging technology in language teaching and learning, educators can create dynamic, engaging, and interactive learning environments that cater to diverse learning styles and preferences. Technology enhances access to resources, facilitates communication and collaboration, supports personalized learning, and empowers learners to develop proficiency and fluency in a language in an enjoyable and effective way.

#### **5.2.2.2.Uses of Technology in Teaching Following SLA Frame**

Incorporating technology into language teaching in alignment with Second Language Acquisition (SLA) frameworks can enhance the learning experience and support students' linguistic development. Here are some ways technology can be used to facilitate language learning based on SLA principles:

- **Input Enhancement:** Technology can provide learners with comprehensible input through multimedia resources, interactive activities, and authentic materials like videos, podcasts, and online texts. Tools such as visual aids, subtitles, and annotations can help learners understand and process language input more effectively.

- **Interaction and Communication:** Online platforms, video conferencing tools, and language exchange apps enable learners to engage in meaningful interactions with peers, tutors, and native speakers, promoting communication practice, negotiation of meaning, and opportunities for authentic language use.
- **Output Practice:** Technology offers opportunities for learners to practice producing language through speech recognition tools, pronunciation apps, virtual speaking environments, and writing platforms. These tools provide feedback, corrective input, and practice opportunities for developing speaking and writing skills.
- **Task-Based Learning:** Technology supports task-based language learning by providing digital task activities, project collaboration tools, and simulations that engage learners in meaningful, real-world tasks to promote language acquisition through problem-solving, negotiation, and interaction.
- **Formative Assessment:** Digital tools allow for formative assessment practices such as online quizzes, self-assessment activities, progress tracking tools, and automated feedback systems. These tools can help teachers and learners monitor language learning progress, identify areas for improvement, and adjust instruction accordingly.
- **Individualized Learning:** Adaptive learning platforms, personalized content recommendations, and intelligent tutoring systems can tailor learning experiences to individual learner needs, preferences, and proficiency levels. Technology supports differentiated instruction and learner autonomy within the SLA framework.
- **Cultural Understanding:** Virtual cultural experiences, digital storytelling, multimedia resources, and social media platforms can expose learners to diverse cultural perspectives, practices, and contexts, fostering intercultural competence and enhancing language learning within a sociocultural SLA framework.

So, integrating technology into language teaching following the principles of SLA, educators can create dynamic, interactive, and student-centered learning environments that support language acquisition, meaningful communication, and authentic language use. Technology-enhanced language learning approaches can optimize input processing, promote interaction and engagement, facilitate output practice, provide formative feedback, and personalize learning experiences to align with SLA theories and principles.

### 5.2.2.2.1. Some suggestions to address this shortage

As we just mentioned above, there are English language teachers who are reluctant to the use of technologies in their teaching because of the non-permanency of light. Nevertheless, a teacher is not simply a luxury job seeker. He is and must be a person very able to adapt himself/herself to the uncomfortable situations. In this kind of situations, the use of power supplies, and solar panel is very recommendable for powerless consumers devices. So, to reduce power consumption, we suggest them to:

- Integrate audio-visual resources into lessons, such as video clips, movies, and documentaries.
- Provide students with audio recordings of texts, conversations, and presentations.
- Use speech recognition and pronunciation software to help students improve their pronunciation and comprehension.
- Create a library of audio resources that students can access outside of class.
- Collaborate with international organizations and institutions to obtain additional audio resources.

When audio materials are sufficiently provided, teachers can create an immersive learning environment that fosters students' listening skills development. It will contribute to improving their overall comprehension of English and enable them to communicate more effectively in the language.

- The government should allocate a specific budget for the procurement of audio materials for English language teaching in secondary schools.
- The government should partner with international organizations and institutions to obtain additional audio resources and support.
- The government should provide training to English language teachers on how to effectively use audio materials in their teaching.
- The government should develop a national policy on the use of audio materials in English language teaching.
- The findings of this study have implications for English language teaching in Chad. The findings suggest that there is a need for more English language teachers in Chad, and that more emphasis should be placed on teaching English in schools.

By taking these additional steps, the Chadian government can demonstrate its commitment to improving the quality of English language education in the country.

### 5.2.3. Suggestion of foreign language teaching methods

In the descriptive statistic of the classical approach dimension (table6), the table showed that the mean score for the classical approach of the 80 students and teachers surveyed is 2.46. This score corresponds to the theoretical mean of a four-point scale. It means that the majority of students and teachers surveyed found the classical method cumbersome in teaching and learning of the English in Chadian context. However, the mean score for the competency-based approach by the same participants is 1.72. This score is below the theoretical mean of a four-point scale. So, the majority of teachers and students surveyed consider that the foreign language learning method focused on the competency-based approach does not constitute a difficulty in teaching and learning of foreign languages.

Therefore, for teaching English as foreign language in Chadian secondary schools and in accordance with the current need of learners, the following methods may be most suitable.

#### 5.2.3.1. Communicative Approach

Focusing on real-life communication skills rather than just grammar rules, Communicative Language Teaching is a natural follow-on from the reaction during the 70s against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically. Marianne et al., (1980, p13) the objective of that teaching was “To develop students’ ability to understand and to express themselves in a foreign language; to foster students’ positive attitude towards communicating in a foreign language, and to heighten their interest in language and culture, thus deepening international understanding”

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics.

The Communicative Language Teaching method has various characteristics that distinguish it from previous methods:

- Understanding occurs through active student **interaction** in the foreign language
- Teaching occurs by using authentic English texts
- Students not only learn the second language but they also learn strategies for understanding



- Importance is given to learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons
- Using the new language in unrehearsed contexts creates learning opportunities outside the classroom

With CLT, language teaching is adapted to several changes in educational theory and practice including learner autonomy, a focus on meaning, the social nature of learning, curricular integration, learner differences, types of thinking skills, multiple forms of assessment and the role of teachers as facilitators.

The methods that are widely used with the Communicative approach include process-based CLT approaches (Content-Based Instruction and Task-Based Instruction) and product-based CLT approaches (Text-Based Instruction and Competency-Based Instruction).

Process-based CLT approaches focus on processes that are believed to facilitate the acquisition of communicative competence.

Krashen (1987, 65) defines CBI as “the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught.”

Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete the task.

Meanwhile, Product-based CLT approaches focus more on the outcomes or products of learning as the starting point in course design than on classroom processes.

Text-based instruction, also known as a *genre-based approach*, sees communicative competence as involving the mastery of different types of texts.

### **5.2.3.2. Technology Integration**

Nowadays, if we survey 10 students for example, 8 may probably have access to technological tools. Therefore, it will be helpful for parents and teachers to take that chance for teaching and for learning. Using technology to supplement traditional teaching methods makes learning more interactive. Teaching with technology align perfectly with MENU strategy in teaching. MENU

strategy in teaching is a strategy in which students are given a choice of activities or tasks to complete. It can be used to differentiate instruction and to meet the needs of all learners.

### 5.3. GENERAL CONCLUSION

This study investigated the multifaceted challenges encountered in English language teaching and learning within the context of Chad, specifically focusing on three secondary schools in Ndjamená. The research aimed to elucidate the factors hindering effective English language education in the country, encompassing both learner and teacher perspectives.

The findings revealed a complex interplay of factors contributing to the difficulties faced by learners. These include limited exposure to the English language outside of the classroom, insufficient qualified teachers, inadequate teaching materials, and negative attitudes towards English. Teachers, in turn, reported challenges stemming from a lack of appropriate teaching materials, limited professional development opportunities, low salaries and poor working conditions, inadequate administrative support, and a lack of well-defined language policies.

The study concluded that a combination of ineffective teaching methods, primarily the classical approach, and the absence of comprehensive English language learning programs are significant barriers to successful English language acquisition in Chad. Conversely, the research found that the competency-based approach demonstrated greater effectiveness in facilitating language learning.

This research highlights the critical need for a multidimensional approach to address the challenges identified. This includes:

- Improving teacher training: Programs should prioritize effective teaching methods, focusing on competency-based approaches and incorporating strategies for addressing the specific needs of Chadian learners.
- Developing comprehensive English language learning materials: This includes culturally relevant textbooks, dictionaries, and other resources tailored to the Chadian context.
- Implementing robust language policies: Clear, well-defined policies are essential for fostering the integration of English into the educational system and promoting its value within Chadian society.

The exploration these key issues is crucial for fostering a supportive environment conducive to successful English language teaching and learning, ultimately leading to ameliorated English language proficiency among Chadian students.

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## APPENDIXES

### SEMI STRUCTURED INTERVIEW WITH CHADIAN ENGLISH LANGUAGE TEACHERS

*All answers from different teachers are combined in this semi structured interview under codes (a, b, c... which correspond to different respondents)*

This semi structured interview is designed to gather insights from, only, Chadian English language teachers regarding their experiences, challenges, perceptions, and recommendations related to teaching and learning English as a foreign language in the secondary school context.

We ensure you that none of your answers will be used for any other purpose other than that mentioned which is purely academic. Thank you for your collaboration in providing valuable insights for this academic research!

**Participant Information** (most of participant were not of idea to share their identities. So, we have cancelled this section in our interview)

#### Section 1: Challenges in teaching English

1. What do you find most challenging when teaching English as a foreign language in your school?
  - a) The challenges I have always faced in the teaching process are the poor performance of my pupils in oral expression due to the lack of practice out of the school side. language is learned to be spoken and pupils find it difficult to speak because of their French background.
  - b) In Chad, lack of didactic materials poses a substantial challenge. Additionally, English language teachers are expected to take students to specific locations for lessons, but this does not occur in Chad.
  - c) The challenges of teaching English are really enormous, learners are generally not motivated, pronunciation and comprehension, and there are no documents for students.
  - d) It is very difficult with Chadian students who also have French as their official language. So, there is a lack of motivation and determination to allow them to practice the English language despite the Francophone environment.
  - e) Surely, I like teaching English, but the lack of teaching materials are very challenging. It really matters.



- f) These difficulties are: lack of English documents in schools (teacher's books and student books), low salaries for temporary teachers in high schools and middle schools, etc.
- g) In general, we lack documents. There is not a well-required document for each class.

2. How do these challenges impact your English language teaching experience?

- a) All teachers of English language are aware of the interest pupils take in that language. but the challenges I have always noticed in questions number one have a negative impact on the teaching/learning activities as follow: when dealing with reading activities based on writing and reading skills the pupils are not reluctant, they participate happily (see extra Page)
- b) These challenges delay work and hinder language learning.
- c) The lessons do not progress; we repeat almost the same lesson two or three sessions to make the learners understand.
- d) Most often, Chadian students are much stronger in writing than in speaking. And this can sometimes replace the teaching itself, causing it to regress in oral skills and favoring French to get the message across.
- e) At the beginning, I felt sorry for myself. I thought it was a mistake to have chosen the teaching of English as my career for life. However, time passes I understood that it was my task to get students motivated to learn the language. Today, I can ensure you that sometimes I feel sick when I stay long without meeting with my students. Teaching is a perfect career on this earth.
- f) These challenges have a negative impact on progress, since students have to photocopy texts each time, which can take several days due to lack of electricity.
- g) We have difficulties in preparing our lessons at all levels.

3. Do you feel motivated to teach English? Please explain why or why not.

- a) This is a personal question and it has to be answered according to everyone's feelings. as for me I have had a great motivation in English as a language. that is the reason why I have always worked hard to overcome my teaching difficulties by many creative strategies on it has always worked that way.
- b) We are highly motivated to teach it because it is a language of business that is prevalent worldwide. Furthermore, it is popular among Chadians, especially among the youth.
- c) Yes, because this one is very rich compared to other languages and I feel very good when I teach this language.

- d) First of all, having the opportunity and motivation to study a field like English. This motivation has stayed with me until now. Despite the difficulties, I have been able to motivate myself through different pedagogical methods.
- e) Hum, well! I think if a teacher pretends to not like what he or teaches, then there is serious issues whim that teacher. A part from being a teacher of English, I like teaching like children like their mother's breasts. Someone told me that teaching is a gift, I think therefore that the reason I like teaching may be natural.
- f) I am particularly proud to teach this living language despite all these difficulties because it was my dream to become an English teacher.
- g) I feel very happy in teaching the English language because I chose it by vocation, not by ambition.

## **Section 2: Foreign Language Teaching Methods**

### 4. What teaching methods do you use in the classroom?

- a) Well! teaching methods, teaching strategies have been introduced in our training syllabus ranging from traditional ways to communicative teaching, micro teaching, so and so forth. but once in the class this method seems to be less efficient. sometimes these are not adapted to class context. as a result of this, we have always tried to use a mixture of strategies which are individual efforts to find our way out. so, in conclusions, there is no specific teaching method known as a model. on the contrary if the activities are concerned with speaking and listening skills, difficulties arise on both Learners and teachers' side. how to tackle this problem specially when the Learners are beginners? the solution is to be patient, to reorganize and implement an adapted lessons planning.
- b) We follow an eclectic approach. It is a combination of methods that allows each student in the classroom to find their niche, as it addresses all the different intellectual coefficients.
- c) I use direct methods. Because this method encourages students to be in direct contact with this language. I dictate, I explain, I write on the board as I go along.
- d) My experience in teaching has led me to use several pedagogical methods, ranging from traditional methods (grammar translation method) to communicative or active methods. Other methods are also used.
- e) Eclectic approach.

- f) The method I use most is the active method (teacher-student interaction and student-teacher interaction).
- g) Grammar translation method and direct method because it is adaptable to the level of the students.

5. Which teaching method do you find most effective for teaching English as foreign language in Chadian context? Why?

- a) The communicative activity teaching seems to be the most efficient and more or less adapted way to drive the Learners to an oral performance as we know the objective we expect to reach in speaking. In that activity there is a lot of interactions teacher-pupils, pupil-teacher, oral exchange permitting dialogues, pair work, group work, etc.
- b) Eclectic approach, because it aligns with the context of English language teaching in Chad.
- c) Direct methods, because if you write everything on the board and explain, the students will not follow you.
- d) The active method or communicative approach seems to be the best since the student is at the heart of the learning process, unlike the grammar approach.
- e) I used to use eclectic approach in my class. So, I think it is more suitable in Chadian context.
- f) The active method is the most effective for teaching English in Chad because students learn the language quickly during interaction.
- g) Grammar translation method because it helps students to understand the lessons easily.

6. Do you use technological means in your teaching? If yes, which one do you use and how are they used? If not, why don't you use them?

- a) I don't use technological tools in my teaching as there is no power sources in schools of Chad.
- b) No, we do not use technological tools due to a lack of resources.
- c) No, because the establishment does not have it despite our regular requests.
- d) Technology is not used very much due to material reasons and the importance that technology has in teaching nowadays.
- e) Yes, I do use technological means in my teaching. I find technology to be a valuable tool in enhancing the learning experience for students. Some of the technological tools I use include:

-Online resources: Such as websites, videos, and interactive platforms to supplement classroom teaching.

-Educational apps: To engage students and make learning more interactive.

-Presentation software: Like PowerPoint, Prezi, or Google Slides for delivering content in a visually appealing manner.

-Virtual learning environments: Platforms where students can access resources, submit assignments, and engage in discussions.

These tools are integrated into my teaching to make lessons more engaging, interactive, and accessible.

f) Yes, I often use technological tools such as the computer for audio-visual dialogue, images, and the radio (MP3) for audio dialogue.

g) We use telephones and computers to do research.

7. Are there any specific teaching techniques that you think would improve your English language teaching experience?

a) The implantation of laboratory to improve listening speaking activities through headphones. this can get students accustomed to native speakers' intonation in English.

b) Teacher-student and student-student interactions.

c) Review of lessons or repetition of previous lessons.

d) It is necessary to adapt to the times. There is an urgent need for techniques such as audio rooms, computer rooms, and projectors in order to enhance this language and facilitate listening, writing, and speaking.

e) In improving my English language teaching experience, I believe the following teaching techniques could be beneficial:

○ Task-based learning: Where students work on real-life tasks to develop language skills.

○ Communicative language teaching: Emphasizing communication over rote grammar memorization.

○ Differentiated instruction: Adapting teaching methods to cater to individual student needs.

○ Interactive activities: Including discussions, group work, role plays, and language games to keep students engaged.

- o Feedback-oriented approach: Providing constructive feedback to guide student learning.
- f) For techniques, before the new lesson, I use the prerequisites to make sure the previous lesson has been understood, and during the lesson, I use gestures to illustrate my lesson.
- g) We evaluate students by asking them questions, exercises, and class assignments.

#### **Section 4: Recommended Teaching Methods**

8. In your opinion, what teaching methods would be most suitable for teaching English as a foreign language in Chadian secondary schools?

- a) Communicative teaching should be recommended.
- b) Grammar translation method.
- c) Direct methods and with images.
- d) The active approach is the best for teaching English as a foreign language.
- e) For teaching English as a foreign language in Chadian secondary schools, the following methods may be most suitable:

- Communicative Approach: Focusing on real-life communication skills rather than just grammar rules.

- Task-based Learning: Engaging students in practical language tasks to develop their language proficiency.

f) Only the active method is recommended.

g) Direct method and grammar translation method.

9. How do you think these recommended teaching methods can address the existing challenges in English language teaching?

- a) The development of technology goes parallel to the development of language especially English, so the best way to overcome the English teaching challenges is to train the trainers to get them adapted to new ways of teaching.
- b) It addresses the lack of didactic materials and the time allocated for teaching the English language.
- c) English is not like other subjects. This method could also help children. In view of the images and the explanation, the students will be able to easily understand the lessons.

- d) The majority of English language teachers are novices in information and communication technologies in order to adapt to current challenges.
- e) These teaching methods can address existing challenges in English language teaching in Chadian secondary schools by:
  - Improving Communication Skills. The communicative approach can help students become more fluent and confident in using English.
  - Increasing Engagement. Task-based learning and interactive activities can make lessons more engaging for students.
  - Promoting Cultural Understanding. Integrating Chadian culture into lessons can foster a deeper appreciation for the language.
  - Enhancing Access to Resources. Technology integration can provide students with access to a wide range of educational resources and tools.

These methods, when implemented effectively, can contribute to a more effective and engaging English language teaching experience in Chadian secondary schools.

- f) This method can address the current challenges since the teacher is in direct interaction with the students, and this allows them to learn English quickly.
- g) Compared to the students' level, we are not sure that it can meet the current challenges, but we are connected with other teachers to improve the students' levels.

### **Section 5: Future Research and Pathways for English Acquisition**

10. What areas of English language learning and teaching do you think require further research in Chad?

- a) The teaching/ learning fields that needs to be improved is to conduct research in oral activities better than writing and reading.
- b) For effective English language teaching, it is necessary to conduct further research on teaching through exposure and listening.
- c) We really need materials such as up-to-date books made available to all students, audio-visual courses to support teaching.
- d) The communication aspect should be emphasized in order to speak English fluently and promote exchange with the English-speaking world.
- e) For me, there are so many areas of English language learning and teaching that require further research. The most urgent to be examined are:

- Pedagogical Approaches: Explore effective teaching methodologies tailored to the Chadian context, including communicative language teaching, task-based learning, and technology integration.
  - Teacher Training: Assess the effectiveness of current teacher training programs and identify areas for improvement to enhance English language instruction quality.
  - Language Assessment: Develop culturally appropriate and reliable assessment tools to measure English proficiency among Chadian learners accurately.
  - Language Policy: Examine the implementation of language policies in Chadian secondary schools and their implications for English language teaching and learning.
- f) In my opinion, it is the area of expression that needs research.
- g) Especially translation and phonetics.

11. How can the process of acquiring English as a foreign language be improved in Chadian secondary schools?

- a) See question N\*12
- b) We can improve English language acquisition by emphasizing oral practice.
- c) If the Chadian government takes our suggestions into account, we are hopeful that this challenge can be addressed.
- d) More motivation on the part of teachers will facilitate the communication aspect, which is also the major challenge.
- e) For this process to be improved in Chadian secondary schools, I think it is urgent to examine
  - Curriculum Enhancement: Review and update the English language curriculum to align with international standards and cater to the needs of Chadian students.
  - Resource Provision: Ensure adequate availability of English language learning resources, including textbooks, audiovisual materials, and digital learning platforms.
  - Teacher Support: Provide continuous professional development opportunities for English language teachers to enhance their pedagogical skills and content knowledge.
  - Student Engagement: Foster a supportive learning environment by promoting interactive activities, language clubs, and extracurricular events related to English language learning.

- Community Involvement: Engage parents, community leaders, and local organizations in supporting English language education initiatives and raising awareness of its importance.
- f) I would like to improve the process of acquiring English through the permanent use of audio-visual aids, but there is a lack of electricity.
- g) Perhaps the creation of an English language learning center and having a language laboratory in different regions or cities to improve the acquisition process of this language.

### **Additional Comments**

Please provide any additional comments or suggestions you have regarding the process of learning and teaching English as a foreign language in Chadian secondary schools.

- a. The learning and teaching process in English (in Chad) is neglected to the extent that there are no adapted books no adapted syllabus and teacher graduated from Universities and other professional institutes have got poor training due to corruption in the training sites.
- b. In addition to the challenges and recommendations addressed in the questionnaire, it is important to emphasize the importance of providing adequate audio materials in Chadian secondary schools to improve the listening comprehension of English. The lack of audio materials, such as audio recordings, videos, and speech recognition software, significantly hinders students' ability to develop their listening skills. Activating listening competence is essential for students to understand spoken English and to be able to communicate effectively in the language.
- c. We hope that the government will take this issue into consideration and provide us with the resources mentioned above.
- d. The English language teaching curriculum is not adapted to the reality on the ground because it needs a simple and appropriate curriculum rather than copy-and-paste. These are the challenges for the authorities in charge of education.
- e. In the context of language teaching and learning, in general, and of English language in particular we would like to suggest the following elements:
  - Integration with Local Context: Consider integrating elements of Chadian culture and local languages into English language instruction to make learning more relevant and meaningful for students.



- Investment in Infrastructure: Advocate for investment in educational infrastructure, including classrooms, libraries, and technology facilities, to create conducive learning environments for English language acquisition.
- Research Collaboration: Encourage collaboration between local educational institutions, international organizations, and researchers to address specific challenges and opportunities in English language education in Chad.
- f. For a good English learning and teaching process, it is necessary that both private and public institutions provide teachers with the necessary documents requested. It is also necessary to improve the conditions of temporary workers (graduates without jobs).
- g. If there is anything to add, I will simply emphasize the English language teaching program in Chad, which is a mess.

### **SAMPLE OF QUESTIONNAIRE ADMINISTERED TO LEANERS**

*We have a total of 81 participants who answered to the questionnaire. Too voluminous (312 pages) to be included here. So, we preferred to present just a sample of the questionnaire.*

#### **Questionnaire for learners**

This questionnaire is designed to gather insights into the challenges faced by learners, the perceived significance of English language learning, the effectiveness of teaching methods, and the broader importance of English language acquisition in Chad. It encompasses both close-end and open-end questions to capture diverse responses and insightful perspectives.

We ensure you that none of your answers will be used for any other purpose other than that mentioned which is purely academic. Thank you for your collaboration!

#### **Section 1: Demographic Information** (Please tick the applicable box)

##### **Age:**

- Under 18
- 18-25
- 26-35
- 36-45
- 46 and above

**Gender:**

- Male
- Female

**Educational Level:**

- Secondary School
  - University/Higher Education
  - Other (please specify)
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**Section 2: Challenges in the Learning of English as a Foreign Language**

1. What challenges have you faced in learning English as a foreign language in Chad? (Please tick the relevant box)

- Limited access to learning resources
- Language barriers (pronunciation, grammar, etc.)
- Lack of quality teaching methods
- Limited opportunities for English language practice
- Cultural or social barriers
- Other (Please be specific)

2. How have these challenges affected your learning experience?

- Academic performance
- Motivation and engagement
- Communication barriers
- Self-confidence
- Digital divide

-others

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### Section 3: Significance of English as a Foreign Language

1. Beside professional reasons, what other importance do you attach to the learning of English as a foreign language in Chad?

- Regional integration
- Empowerment of Minority Group
- Capacity building
- Humanitarian aids development
- Cross-border trade
- Career mobility
- Empowerment of youth

-Others (please be specified)

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2. What motivates you to continue learning English as a foreign language? (Please tick the relevant answers)

- Career opportunities
- Exposure to international culture
- Personal enrichment
- Travel and tourism

- Other (Please be specific)

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### Section 4: Importance of English Language in Chad

1. Why do you think the Chadian government is interested in promoting English language learning in the country?

- Economic development
- Cultural exchanges
- Global communication
- Educational opportunities

- Tourism and hospitality industry
- International relations
- Technological advancement
- Promotion of multilingualism

2. As a Chadian what importance do you personally find in learning the English?

- Travel and tourism
- Personal development
- Access to information
- Career advancement
- Educational opportunities
- Global communication

### **Section 5: Teaching Methodologies**

1. How do you find the teaching method used by your English language teachers?

- Very effective
- Effective
- Somewhat effective
- Not effective at all

2. What is the impact of this method on your learning?

- Very positive
- Positive
- Very negative
- Negative
- Acceptable

3. Have you attended any teaching assisted by technology?

Yes

No

4. Could this teaching boost your motivation and understanding of English?

Absolutely

May be

Not at all

### **Section 6: Additional Comments and Suggestions**

1. Is there anything else you would like to share regarding the challenges and methods of English language learning in Chad?

**THANK YOU FOR THE COLLABORATION!!!!**