

PEDAGOGIC FACTORS HAMPERING THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE IN TIKEM SUB-DIVISION (SOUTH-WEST OF CHAD)

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Abstract

Several decades after the introduction of English in Chadian educational system, a large number of learners have not still been able to develop proficiency in it. It has been hypothesized that this situation could be imputable to a certain number of pedagogic factors. In a bid to look into some of the real pedagogic factors which impede the learning of English in Chad, a study involving 100 students of "Terminale", and 03 English language trained teachers (Considered to be the pedagogic inspectors) was carried out in East Mayo-Kebbi Region, precisely at "Tikem Secondary School". The students selected on the basis of simple random and purposive sampling techniques were submitted to a certain number of questionnaires, whereas the three trained teachers were interviewed. The theories of foreign language learning, such as, Behaviourism, Interactionism and Innatism, were used for the analysis of data. It was found out that learning is affected by the inadequate use of language skills and teaching methods, the lack of teachers, poor time allocation, the absence of learning materials and inappropriate classroom practices. Some recommendations were made to pedagogic inspectors, syllabi designers, teachers, and parents followed by the suggestions for further studies.

Key words: *Pedagogic factors- Hampering- Learning- English- Foreign language.*

Les facteurs pédagogiques entravant l'apprentissage de l'anglais comme langue étrangère dans la sous-préfecture de Tikem (Sud-Ouest du Tchad)

Résumé

D'innombrables décennies après l'introduction de la langue anglaise dans le système éducatif tchadien, une bonne frange d'apprenants éprouve toujours des lacunes à maîtriser celle-ci. Une hypothèse a été émise selon laquelle, cette situation pourrait être imputable à un certain nombre de facteurs sur le plan pédagogique. Dans l'optique de déceler les vrais facteurs qui minent l'apprentissage de la langue anglaise au Tchad, une étude impliquant 100 élèves de la terminale et 03 professeurs formés d'Anglais (considérés comme des inspecteurs pédagogiques en la matière) a été menée dans la région du Mayo-Kebbi Est, notamment au lycée de Tikem. Sélectionnés à l'aide des techniques d'échantillonnage aléatoires simples, ces élèves ont été soumis à un certain nombre de questionnaire, en revanche, les enseignants ont été interviewés. Des théories de l'apprentissage des langues étrangères, notamment le Behaviourisme,

L'Interactionnisme et le cognitivisme ont été utilisées pour l'analyse des données. L'utilisation inadéquate de différentes compétences linguistiques et des méthodes d'enseignement, la faible exposition à la langue, le faible temps imparti pour son apprentissage, la pénurie des matériels d'apprentissage et les pratiques anti-pédagogiques de classe ont été identifiées comme difficultés liées à l'apprentissage. Quelques recommandations ont été faites à l'endroit des inspecteurs pédagogiques, des concepteurs des programmes, des enseignants, des parents, sans perdre de vue, les élèves eux-mêmes, suivies d'un certain nombre de suggestions pour d'autres éventuelles études.

Mots clés: *Facteurs pédagogiques, Entravant, Apprentissage, Anglais, Langue Etrangère.*

Introduction

According to the National Curricula Center (Centre National de Curricula, CNC), the teaching and learning of English started with the creation of the secondary school of Bongor initially known as "Ecole Primaire Supérieure" (literally, "Superior Primary School"). That secondary school had the same syllabus as that of France, that is, it studied subjects like French, mathematics, physics, biology, chemistry, history, geography, and English language as well. English was taught by the native speakers who had double objectives, that is, in addition to the educational goal, they also preached the words of God. In spite of their few and limited number, they succeeded in involving a large number of Chadians in the process of learning English, (Kem-alngar, 2010).

In addition to these above factors which certainly contributed to the spread of English in Chad, such other aspects as, the creation of the university of Chad in 1971, and later the Higher Teacher's Training College in 1979, the American embassy in Chad, the multiplicity of Humanitarian Organizations in 1990, the exploitation of Doba oil in 2003 and the artists are also the key and fundamental aspects to emphasize within the framework of the development of English in the country.

In spite of this series of aspects which have favoured the spread of English in Chad, this international language is, unfortunately, a prey to a certain number of situations which constitute a brake to its continuous spread. This study, therefore, examines some of these pedagogic factors which cause the poor performance of the language in the country. They are, among others, teachers' number in the fields and their qualification, the availability and suitability of instructional materials, strategies and methods used to teach.

1. Literature review and theoretical considerations

This part of the work is often regarded as the corn stone on which an investigation lies. It looks into the relevant literatures. It is also a process of identifying a core set of theories which are used in the analysis of data and brings out the specificity of the work. It is necessary to mention that a certain number of Chadian

researchers were preoccupied with the issue of English language learning. The descriptions of their literatures are organized into two sections. The first section starts from 1994 to 2001 and the second section begins from 2002 to 2022.

In the first section, Ngarendo, L. (1994, p.60) is one among the Chadian writers who were preoccupied by the learning and teaching of English as a foreign language. He wrote about the influence of religious factors on the learning of English as a foreign language. His study revealed that in the area of Adre, Arabic is a language considered to be the “Lingua Franca” connecting people from Sudan, Libya and Chad. It is true that English and Arabic are the optional subjects, but for the simple reason that Arabic is viewed by Chadians as a language of Muslims, they are more absorbed in Arabic than in English. Furthermore, Ngarendo found out that Students’ negative attitude towards English language in the area of Adre was not only explained by the religious correlation, but also for the fact that English is regarded by the students as a difficult language because of stress, pronunciation, listening, and speaking skills. English language in this particular case was seen to be totally new and strange because of the cultural backgrounds of the students. That viewpoint was also shared by Djikolmbaye (2001, P.59) who certainly found out that secondary or high schools students in Ndjamenas tend to show negative attitude towards English language learning. This situation is caused, according to Djikolmbaye’s researches, by the teacher’s behavior and attitudes towards learners. It was also shown that a great number of Chadian English language teachers are not still skillful or well-qualified to teach the target language as it should be. Some of them studied at the university where there are neither pedagogy nor didactics. They, of course, have knowledge, but do not know how to transmit it to learners. Others did not even reach university studies. This category of teachers called ‘voluntary teachers’ are certainly a prey to a certain number of obstacles which undoubtedly constitute ‘great barriers’ to their activities.

In the second section, Bany, N. (2005, P.65) focused his study on the teaching English as a subject among many others. By using quantitative and qualitative techniques, the study showed that the teaching of English language is a prey to a number of difficulties which are the problem of large classes, the discipline problem, to mention only a few. Pongsoumouna, A. (2005, P. 70) put stress on teaching English as a foreign language in Chad and the analysis of some of its methods. Ten questions were addressed to teachers. The result showed that the problems teachers encounter within the framework of teaching English are linked to their own backgrounds, their bad working conditions, students’ poor performance and students’ linguistic environment. Allangombaye, M. (2006, P.58) dealt with Chadian English language teachers’ limitations in exercising their function. This study, carried out in Ndjamenas, precisely at Felix Eboue High School, made use of quantitative and qualitative methods, that is, students were submitted to a certain number of questionnaires, while teachers were interviewed.

It was revealed that the factors which limited teachers in their function are among others, the lack of their pedagogic competence, the shortage of didactic materials, to mention only a few. Payoumi, O. (2006, P.71) based his research on teaching grammar communicatively on Chadian schools. Based on observation, the study found out that most of Chadian English language teachers have a large number of difficulties in teaching grammar to their students. They, for instance, teach grammar without practical examples, without allowing students to use rules in sentences, and above all, focus their way of teaching grammar on French system and do not even have the lesson plan of their grammar classes. Pabame, S. (2006, P.63) catered for teaching English language in secondary schools. He addressed 15 questions to teachers and 12 questions to the students of Abena high school in a bid to discover the factors which hinder the teaching of English language. The findings revealed that some students have a negative attitude towards English language teaching, others are interested in English language, just because they think that it will help them get good jobs. Einem.T. (2006, P.60) wrote about the teaching of English through Communicative Approach in Chadian secondary school. It was found out that the teaching of English language in Chad is focused more on grammar and vocabulary. Furthermore, this teaching is teacher-centered. Chadian English language teachers should put stress on Communicative Approach which is likely to help students improve on their performance in the language easily. Badang. O. (2006; P.59) emphasized the Strategies for Teaching English Grammar. He found out that English language teachers should make use of repletion, substitution, double substitution, multiple substitutions, transformation drill, replacement, expansion, tense change, and integration strategies in a bid to make their students understand their grammar lessons better. Joel, H. (2022, P.57) catered for the lesson planning in teaching English as a foreign language. The study showed that:

- In terms of planning the lesson, teachers should take into account the objectives and linguistic factors. This lesson plan plays a very important role in that it:
- Is essential to teaching;
- Helps the teachers in their presentation of materials and their progression through it;
- Helps teachers to keep record of their lessons;
- Helps to design tests and exams.

This review shows that much attention has been paid to the teaching and learning of English throughout the expanding circle described by Kachrou (1985). However, no research has been carried out to determine the pedagogic factors which hamper the teaching and learning of English as a foreign language in the different parts of Chad, given that Chad is a very big country with 1,284,000 km², and has more than 120 national languages, according to SIL (Summer Institute of Linguistics, 2015.) Because of this huge territory with a very great

number of languages, it can be easily deduced that each part might have its own linguistic realities. Hence, the present study investigates some of the pedagogic factors which impede the teaching and learning of English as a foreign language at Tikem Sub-division in the South-West of Chad.

As far as the theories which could be used to analyse some of the pedagogic factors, are concerned, it seems to be key to list some of them, such as, Behaviorism, Interactionism, and Innatism. As known from every one, Behaviourism is a theory which posits that learning a foreign language is a matter of imitation, practice, reinforcement, and habit formation. As a matter of fact, for such behaviorists as, Skinner (1996), Thorndike, Pavlov, I., Watson, J, B (1920)., all learning, whether verbal or non-verbal, takes place through the same underlying processes. Learners receive linguistic input from speakers in their environment and they form "associations" between words and objects or events. These associations become stronger as experiences are repeated. Learners receive encouragement for their correct imitation, and corrective feedback on their errors. This statement leads us to think about Tikem EFL learners. As is explained above, for any EFL learners to better learn a foreign language, they should be, intensively exposed to input. However, the main question which needs to be asked is whether these South-West Chadian EFL learners are really exposed to English language input in their environment, in other terms, whether their environment really favours them within the framework of learning English which is commonly known as the "passport of life". Such a pertinent question really motivates to carry out this study in a bid to determine some of the pedagogic factors that act as hindrances.

Lado (1960) insists on the fact that learners should receive encouragement for their correct imitations, and corrective feedback on their errors. Because language development is viewed as the formation of habits, it is assumed that a person learning a foreign language starts off with the habits formed in the first language, and these habits interfere with the new ones needed for the foreign language. Taking heed of what Lado (1960) explained, double questions need to be asked about the case of Tikem EFL learners. If the habits developed in the previous languages often interfere with the new ones needed for the foreign language, it has been observed that Tikem EFL learners often start learning English after the acquisition of many previous languages, such as, their different mothers and official languages like, French and Arabic. It is certainly within this framework that this study intends to determine whether learners can confirm such difficulties encountered in the process of learning English as a foreign language in their country. The second aspect of question which needs to be raised about Lado's statement, according to which, learners should receive encouragement or reinforcement for their correct imitations. Such practice, according to him, is an opportunity for learners to overcome the ancient habits developed in L1 acquisition. We, therefore, ask ourselves whether all Chadian EFL teachers were

really pedagogically trained in order to understand such a pure pedagogic statement. A study will determine these South-West Chadian EFL teachers' backgrounds.

Robert (2002) mentioned that Behaviourism was often linked to the Contrastive Analysis Hypothesis (C.A.H) which was developed by Structural linguists in Europe and North America. The Contrastive Analysis Hypothesis predicts that where there are similarities between the first language and the target language, the learner will acquire the target language structures with ease; where there are differences, the learners will have difficulty. The Present study intends to determine whether, there are similarities between students' previous languages, such as, the mother tongues and the official language French that they had acquired before and the foreign language which is English; which is likely to facilitate their learning, or on the contrary whether these languages suffer from the differences which exist between them; which makes it difficult for them to learn.

The second theory which suits the present work is Interactionism. Influenced by psychological learning theories, such interactionist theorists as, Long, (1983), Pica, T. (1994) among others have argued that much foreign language acquisition takes place in conversational interaction. For Long, M. (1983) views are based on his observation of interactions between learners and native speakers. He agrees with Krashen that comprehensible input is necessary for language acquisition. However, he is more concerned with the question of how input is made comprehensible. For him, a learner, who gets in touch with a native speaker, has a double advantage:

- An opportunity to interact with him, in a way which leads him to adapt what he is saying until the learner shows signs of understanding;
- The modified interaction. A native speaker consistently modifies his/her speech in sustained conversation with a non-native speaker. This modified interaction does not only involve linguistic simplification, but also, includes elaboration, slower speech rate, gesture, or the provision of additional contextual cues. Some examples of these conversational modifications are:
 - Comprehension checks-efforts by the native speaker to ensure that the learner has understood. (For example: the train leaves at 7: 20. Do you understand?)
 - Clarification requests-efforts by the learner to get the native speaker to clarify something which has not been understood. (For example: " could you repeat please?") These requests from the learner lead to further modifications by the native speaker.
 - Self-repetition or paraphrase: The native speaker repeats his/her sentence either partially or in its entirety. (For example," He got lost on his way home from market. He was walking home from market. He got lost.")

Long (1983) infers that modified interaction must be necessary for language acquisition. This relationship has been summarized as follows:

- Interactional modification makes input comprehensible;
- Comprehensible input promotes acquisition. Therefore,
- Interactional modification promotes acquisition. This idea is also shared by Vygotsky's Socio-Cultural Theory (1978), according to which, this input modification provides learners with the linguistic raw materials which they will process internally and externally. The present work intends to determine whether Tikem EFL learners stand this opportunity to interact with the native speakers, or with at least, other speakers from Anglophone countries.

The last theory which can be discussed within the framework of the study is Innatism. It refers to Chomsky's Universal Grammar (1959) and Krashen's Monitor Hypothesis, but the present work focuses on the latter, since it suits the context. An Innatist Theory of Second or Foreign Language Acquisition which has had a very great intelligence on foreign language teaching practice is the one proposed by Krashen, S. (1982). Five 'hypotheses' constitute what Krashen originally called the "Monitor Model". He claims that research findings from a number of different domains are consistent with these hypotheses:

- The Acquisition-Learning Hypothesis;
- The Monitor Hypothesis;
- The Natural Order Hypothesis;
- The Input Hypothesis;
- The Affective Filter Hypothesis.

Talking about Acquisition-Learning Hypothesis, Krashen (1982) made difference between to acquire a language and to learn a language. In his view, one acquires a foreign language, when one is exposed to its samples which one understands. This happens in much the same way that children pick up their first language, with no conscious attention to language form. One learns a language via a conscious process of study and attention to form and rule learning. For Krashen, acquisition is by far the more important process. He asserts that only acquired language is readily available for natural and fluent communication. Further, he asserts that learning cannot turn into acquisition. He cites as evidence for this, that many speakers are quite fluent without ever having learnt rules, while other speakers may "know" rules, but fail to apply them when they are focusing their attention on they want to say more than on how they are saying it. The present work intends to know whether South-West Chadian EFL learners are really exposed to English language in a bid to acquire it which is unforgettable rather than to learn it which is forgettable as Krashen explained it.

Concerning the Monitor Hypothesis, Krashen argued that the acquired system acts to initiate the speaker's utterances, and is responsible for fluency and intuitive

judgments about correctness. The learned system, on the other hand, acts only an editor or 'monitor', making minor changes and polishing what the acquired system has produced. Moreover, Krashen has specified that the learners use the monitor only when they are focused more than on being "correct" than on what they have to say; when they have sufficient time to search the memory for the relevant rules and when they actually know these rules. Thus, writing may be more conducive than speaking to monitor use, because it usually allows more time for attention to form. He maintains that since knowing the rules only helps the students supplement what has been acquired, the focus of language teaching should be on creating conditions for "acquisition" rather than "learning".

Observation that, like first language learners, a foreign language seems to acquire the features of the target language in predictable sequences. Contrary to intuition, the rules which are easiest to state (and thus to "learn") are necessary the first to be acquired. For example, the rule for adding an -S to third person singular verbs in the present tense is easy to state, but even some advanced foreign language speakers fail to apply it in rapid conversation. Further, Krashen observes that the natural order is independent of the order in which rules have learnt in language classes. Most of Krashen's original evidence for this hypothesis came from the "morpheme studies", in which learners' speech was examined for the accuracy of certain grammatical morphemes.

About Input Hypothesis, Krashen states that one acquires language in only way, that is, by exposure to comprehensible input. If the input contains forms and structures just beyond the comprehension and acquisition will occur. The last hypothesis is called "Affective Filter Hypothesis." The "Affective Filter" is an imagery barrier which prevents learners from acquiring language from the available input. "Affect" refers to such things as motives, needs, attitudes, and emotional state. A learner who is tense, angry, anxious, or bored may "filter out" input, making it unavailable for acquisition. Thus, depending on the learner's state of mind or disposition, the filter limits what is noticed and what is acquired. The filter will be "up" (blocking input) when the learner is stressed, self-conscious or unmotivated. It will be "down" when the learner is relaxed and motivated. The present study, therefore, intends to determine whether Chadian English language teachers, within the framework of teaching, often make their students relaxed and motivated for a better learning.

2. Methodology

The present study made use of both quantitative and qualitative techniques. The quantitative technique consisted in addressing questionnaires to 100 Terminale students selected randomly from Tikem High School, as for the qualitative technique, it was a matter of interviewing the three English language trained teachers (considered to be the pedagogic inspectors) chosen in the same institution. After being collected, the papers were classified, and then analysed, while knowing that the aim of the study, is to identify some of the pedagogic

factors which hamper the learning of English at Tikem Sub-Division/East Mayo-kebbi/Chad .These pedagogic factors were explained, making use of such suitable theories as Behaviourism, Interactionism, and Innatism.

3. Data presentation and analysis of data

The important issues examined were some of the pedagogic factors, such as, teachers' number in the fields and their qualification, the learning materials, the teaching methods, the time allocated to teach, and the handling of skills by teachers, etc. Data drawn from learners' questionnaires were presented in tables in forms of frequencies and percentages. As for the three English language trained teachers considered to be the pedagogic inspectors in Tikem subdivision, they were interviewed.

Table 1: "Students' sample"

Tikem High-School	Number	Classes	Number of Students Selected	Number of Students who answered the questionnaires
	1	TA1	40	40
	2	TA2	40	40
	3	TD	20	20
Total	3		100	100
Percentage (%)			100	100

Table 1 shows that 100 students selected among Terminale students constituted students' sample of the study. 40 students were selected in TA1, 40 students in TA2, and 20 students selected in TD class.

Table 2: "Trained Teachers' Sample " (representatives of the English language pedagogic inspectors in Tikem subdivision)

High-School	Number of English language trained teachers	Male trained teachers	Female trained teachers
Tikem High-School	03	02	01
Percentage (%)	100	66,66	33,33

In Tikem High School, there are certainly many English language teachers, but the table 2 shows that the study finds necessary to involve only the three English language trained teachers, among whom two male teachers and one female one. These teachers also play the role of English language pedagogic inspectors in the subdivision.

3.1 The presentation of questionnaires with students

3.1.1 Students' opinion about the number of English language teachers in the fields.

Table 3: " Do you sometimes spend a whole academic year without an English language teacher?"

Options	Frequency	Percentage (%)
Agree	60	60
Disagree	30	30
No opinion	10	10

The result from the above table shows that 60% of students are of the opinion that they sometimes spend a whole academic year without an English language teacher; the 30% of them were not in accordance with this point of view, whereas the 10% of students had no opinion about the question. These statistics clearly shed light on the fact that students lack English language teachers. This shortage of teachers is not likely to help students learn the language; on the contrary, it causes the students a very poor performance in it. The spread of English cannot be possible without teachers. It is difficult to imagine that learning can take place in the context of educational setting without teachers. The teacher is the one to play the role of instructor, guider and orientator. Vygotsky (1978), in Interactionism Theory, mentioned that learning takes place between the learner and the interlocutor which could also be a teacher. The EFL learners of Tikem subdivision face great obstacles within the framework of their English language learning; since they lack teachers who are the only persons to provide them with the input in English.

3.1.2 Students' opinion about the learning materials

Table 4: " Do you have the required text books (course books, workbooks) for the study of English language?"

Options	Frequency	Percentage (%)
I have all	0	0
I have some	13	13
I do not have any	87	87
Total	100	100

We are concerning here with knowing whether students adequately equip themselves in their learning materials of English. The materials we refer to are the required textbooks, such as, course books and work books. The table revealed that no student had all the required textbooks, only 13% of students had some of these textbooks, and the 87% of students had no required learning materials at all. This last percentage leads us to understand that apart from what students learn at school for a little time, they do not stand another opportunity to learn it through their own textbooks. Learning is not only at school. All good students should have their own textbooks enabling them to reinforce what they learn at school. The EFL learners of Tikem Subdivision are, unfortunately confronted with this situation which brakes their progress or development in English language. As Krashen mentioned, input is very important for students to foster their target language. These learning materials could also play the role of written input to the students for the fact that they could reinforce their knowledge of English by reading these textbooks outside the class.

3.1.3. Students' opinion about the time allocated to learn English language lessons.

Table 5: "How many English language learning hours do you have per week?"

Options	Frequency	Percentage (%)
03	51	51
Less than 03	49	49
More than 03	05	05
Total	100	100

As shown in the above table, 51% of students state that they have 03hours of English language learning per week, the 49% affirm that they have less than 03hours per week, whereas the 05% of them, are of the opinion that they have more than 03hours of English language learning per week. Based on these statistics, it can be understood that students do not stand enough time to learn English language. Krashen, S. (1982) argued that the primary factor affecting language acquisition appears to be the input that the learner receives. He took a very strong position on the importance of input, asserting that comprehensible input is all that is necessary for second or foreign language acquisition. Krashen pointed to studies showing that the length of time a person stays to learn the language is closely linked with his level of language acquisition. For the EFL learners of Tikem subdivision who did not stand any opportunity to benefit from the input in their environment, should, at least, be provided with many hours of English language classes in order to foster their performance in the language. The analysis has shown that they are, unfortunately, allocated a little time to learn the

target language. This lack of enough time within the framework of learning the language at school hinders their English language performance.

3.1.4 Students' opinion about their teachers' qualification to teach English language

Table 6: " Do you find your English language teachers really qualified and competent to teach?"

Options	Frequency	Percentage (%)
Agree	30	30
Disagree	60	60
No opinion	10	10
Total	100	100

The table indicates that 60% of students disagree that their teachers are well-qualified to teach English; 30% of students are of the opinion that their English language teachers are competent to teach, whereas the 10% of students have no opinion about the question. Based on the above statistics, it can be deduced that their English language teachers lack qualification and competence to teach. Krashen, S. (1982) mentioned that a trained teacher should know how to teach "I+1" to his/her students. By "I+1", he referred to comprehensible input. To teach this comprehensible lesson, the teacher should have some qualification or pedagogic competence enabling him/her to know which lesson to teach, how to conduct the lesson and how to manage the class. However, the fact that Chadian English language teachers lack this pedagogic competence, cause them not to teach 'I+1' or 'comprehensible lesson' to their students. They often teach in random without knowing in advance whether this lesson can fit students' level and how to conduct this lesson in such a way that students can understand.

4.1 Presentation of the interview with English language trained teachers

The three English language trained teachers of Tikem High School were interviewed in a bid to provide complimentary information about some of the pedagogic factors which impede the learning of English as a foreign language in the subdivision.

Question: Do you think that the pedagogic conditions are favorable for better learning and teaching of English?

Teacher 1: In my opinion, pedagogic conditions are not favorable for better learning and teaching of English language because:

- Most of English language teachers were not pedagogically trained in a Higher Teacher's Training College. Some of them have got just their high school diplomas and are not even able to express themselves in English, whereas others were recruited just because they spent some time in some

English-speaking countries. These teachers teach according to their own manners without following any pedagogic norms;

- There is a lack of required textbooks for better learning and teaching of English;
- Most of classes are not built;
- There are no good libraries;
- Most of classes are overcrowded; which does not allow good learning and teaching of English language.

Teacher 2: I do not think that the pedagogic conditions are favorable for better learning and teaching of English, because there are no required materials for learning and teaching, and most of English language teachers do not know pedagogy. They lack capacity in conducting good lessons in English language. They, therefore, teach what they want without being in conformity with the official recommended syllabus.

Teacher 3: The pedagogic conditions are not at all favorable for the learning and teaching of English in Tikem Sub-division, since:

- There are no enough qualified teachers;
- The time allocated to teach the language is not enough; as a consequence some students spend a whole academic year without an English language teacher;
- There are no learning or teaching materials;
- The subdivision has no English language center where some students can, at least, learn the notion of English.

From this interview with the three English language trained teachers (representatives of English language pedagogic inspectors), it can be deduced that the learning of English is confronted with a certain number of obstacles. This can be justified by the fact that all these three English language trained teachers affirmed that the pedagogic conditions are not favorable for a better learning and teaching of English in Tikem subdivision. They all deplored the fact that:

- There are no enough qualified teachers;
- The methods used to teach English are poor;
- There is a lack of text-books;
- Most classes are overcrowded, and are not built;
- The time allocated to English language class is not enough;

4. Discussion

This study aimed at investigating into some pedagogic factors which hamper the learning of English as a foreign language in the South-West Chadian High Schools, especially at Tikem High School with a view to identifying the root pedagogic causes of students' unsatisfactory performance.

The first research question examined the number of English language teachers in the fields. A large number of students mentioned that there is a lack of English language teachers, that is why; it sometimes happens that they spend a whole academic year without an English language teacher (60 %). This situation cannot allow students to foster their English language performance easily. For improving on their performance, these students should be exposed enough to input as Krashen's theory (1982) stated. Another aspect of question intended to know whether all students and teachers were equipped with required materials for better learning and teaching of English in Chad. For this, a question was raised to students (table 4) to know their equipment in learning materials. The majority of students stated that they do not stand required textbooks for better learning of English language. This shortage of learning materials makes it a bit difficult for students to better learn the foreign language. Tomlinson (n.d) recognized the importance of materials in terms of learning and teaching a language through his following definition:

Materials are anything which is to facilitate the learning. They can be linguistic, visual, auditory

Or kinesthetic, and can be presented in print, live pertinence or display on cassette, CD-ROM,

DVD or the internet. They can be experiential in that they provide exposure to the language in

Use, they can be elicitive in that they stimulate language use or they can be explorative in that they

Seek discoveries about the language use.

The third research question (table 5) concerns the time allocated to teach English language per week, reason why students were asked to tell the number of hours they had to learn this foreign language a week. The great majority of students affirmed that they had only 03hours of English language to learn per week. This certainly means that students are not exposed enough to input in English language. This shortage of learning time does not help them foster their performance according to Krashen's Theory (1982).

The last preoccupation was to verify whether English language teachers were so qualified and competent to teach the language. A large number of students mentioned that their teachers did not have any qualification to teach it for the fact that most of them were not trained in a Higher Teacher's Training College, some of them were graduates at university where there is no pedagogy, and others learnt just English in English-speaking countries without any appropriate training. When interviewed in order to know their opinions on the pedagogic conditions, all the three English language trained teachers, who are considered to be English language pedagogic inspectors in Tikem subdivision, deplored the fact that they are not at all indispensable for the learning and teaching of this international language for the fact that there is not only a lack of teachers, but other pedagogic conditions are even worse. This situation enables us to understand that these non-

qualified teachers are not able to teach 'I+1', that is, comprehensible lesson to students according to Krashen's theory.

Conclusion

This study was to investigate on some pedagogic factors which hamper the learning of English as a foreign language in the South-West of Chad, especially at Tikem subdivision. Several decades after the introduction of English in Chadian educational system, a great number of learners have not still been able to develop proficiency in it. The researcher hypothesized that this situation could be imputable to some pedagogic factors. The aim of the study was, therefore, to look into TEFL practices in Chad with a view to identifying the root pedagogic causes of students' unsatisfactory performance. Behaviourism, Interactionism and Krashen's Monitor Model were examined as theories followed by a review of works related to the present study.

Furthermore, to attain set objectives, questionnaires were addressed to students, whereas the three trained teachers considered to be the English language pedagogic inspectors in the subdivision were interviewed in order to collect data. The results revealed that the inadequate use of language skills, the traditional teaching method, the lack of qualified teachers, the absence of learning materials and the inappropriate classroom practices were the main problems with which the learning of English is confronted. As a result, these findings led us to the confirmation of the research hypothesis which stated that a certain number of pedagogic factors impede the effective learning of English at Tikem Subdivision. However, a certain number of recommendations were made to pedagogic inspectors, government, parents, teachers, and students in a bid to overcome these obstacles and favour the progress of this international language in Chad. In spite of this series of difficulties encountered within the framework of the study, the researcher rounded off some suggestions for amelioration and further studies. References were pointed out at the end of the work.

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