

THE ATTITUDES AND MOTIVATION OF SCIENTIFIC LOWER AND UPPER SIXTH'S PUPILS OF AHMED MANGUE HIGH SCHOOL OF SARH II TOWARDS ENGLISH LEARNING

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Abstract

The current investigation studied the attitudes and motivation of the pupils of High School Ahmed Mangué of Sarh II, academic year 2025-2026. It sought the types of motivation that characterized the pupils of the institution mentioned above. Data were collected from 180 pupils of Scientific Lower and Upper Sixth of High School Ahmed Mangué of Sarh II. The instrument used to collect data was a questionnaire. The results revealed that participants (83.34%) have positive attitudes towards English classes and they were instrumentally motivated in English learning. 100% of participants justified their interest in English by the envy to correctly communicate with native speakers of English. However, those pupils experienced difficulties that hindered their motivation. To increase the motivation of those learners, participants' parents should support their progenies sending them to English language centers in order to reinforce what they have learned in school. In addition, English teachers are advised to privilege discussion and pair work in classrooms.

Keywords: *motivation, attitudes, pupils, English classes, Scientific Lower and Upper Sixth.*

Les attitudes et la motivation des élèves de première et de terminale scientifiques de Lycée Ahmed Mangué de Sarh vers l'apprentissage de l'anglais

Résumé

Cette enquête a étudié les attitudes et la motivation des élèves du Lycée Ahmed Mangué de Sarh II, de l'année académique 2025-2026. Elle a cherché les types de motivation qui ont caractérisé les étudiants de l'institution mentionnée ci-haut. Les données sont collectées auprès de 180 élèves de première et terminale scientifique du Lycée Ahmed Mangué de Sarh II. L'instrument utilisé pour collecter les données était un questionnaire. Les résultats ont révélé que les participants (83,34%) montrent des attitudes positives envers les cours d'anglais et ils sont instrumentalement motivés par l'apprentissage de l'anglais. 100% des participants ont justifié leur intérêt à l'anglais par leur envie de communiquer correctement avec les locuteurs natifs de l'anglais. Cependant, ces élèves ont éprouvé des difficultés qui ont entravé leur motivation. Pour accroître la motivation de ces apprenants, les parents des apprenants devraient soutenir leurs progénitures en les envoyant dans les centres de langue anglaise pour renforcer ce qu'ils ont appris à l'école. En outre, il est conseillé aux enseignants de privilégier les travaux en pair et en groupe dans les classes.

Mots-clés: *motivation, attitudes, élèves, cours d'anglais, Première et Terminale scientifiques.*

Introduction

Out of all the languages in the present world, English merits to be viewed as a world language. It is the world's most widely spoken language. English is incontestably regarded as the common means of communication between the different people forming the world. V. C. Paul (2007, p. 1) states that "One person out of every four on earth can be reached through English." English should be the most useful 'library language' in higher education and our most significant window on the world (Q. Randolph, 1962, p.8). Defending the wide spreading of the English language, Q. Randolph (1962, p.8) cited in V. C. Paul (2007, p. 1) affirms that:

there are now something like 250 million people for whom English is the mother tongue or 'first language'. If we add to this, the number

of people who have a working knowledge of English as a second or foreign language (many Indians, Africans, Frenchmen, Russians, and soon), we raise the total to about 350 million.”

Most of the countries cannot give up the use of English for more than one reason. English education helped them get their ideas on freedom and self-government and enabled them to fight for the independence of their countries.

A very significant reason to view English as a world language is that the world's knowledge is enshrined in English and that language is used in international conferences and in the forums of the United Nations Organisation (V. C. Paul, 2007). It is being learnt and used all over the world not out of any imposition but through the realization that it has certain inherent advantages. Nowadays, the compulsions of learning are no longer merely political but scientific and technological. Put in another way, English is no longer the language of Great Britain; it is the language demanded by the world for greater understanding. Q. Randolph (1962, p. 5) said “it is the most international of languages.”

The status of English promotes people's wishes and needs for learning that language. It gives people many opportunities to become more competent in the field of work. In the same vein, it is largely recognized that being competent in English opens doors to access a number of opportunities in different areas such as cultural exchange, knowledge, business, and education (Burgos & Molina, 2020).

There is a distinction between ‘English as a Foreign Language’ and ‘English as a Second Language’. According to V. C. Paul (1962, p. 6), when English “is taught as a school subject or on an adult level solely for the purpose of giving the student a foreign-language competence which he may use in one of several ways, then it is taught as a foreign language. But English becomes a second language when it is a language of instruction in schools and colleges and is used as a lingua franca between speakers of widely diverse languages, as in India.” This distinction is also made by D. A. Wilkins (1974) cited in Q. Randolph (1962, p. 6) who says that “it is common to use the former (foreign language) to refer to the status of a language which is not used for any normal day-to-day social interaction in the country where it is learnt, and, contrast, to use the latter (second language) where, without being the native language of any social group in the country, it nonetheless used for such purposes as the conduct of commerce, industry, law, administration, politics and education.” There are two main kinds of motivation to English learning: instrumental and integrative (Quirk, 1962). Broughton and his colleagues (1978) also quoted by Q. Randolph (1962, p. 6) say: “when anyone learns a second language instrumentally, he needs it for operational purposes - to be able to read books in the new language, to be able to communicate with other speakers of that language. The tourist, the sales-man, the science student are clearly motivated to learn English instrumentally. When anyone learns a foreign language for integrative purposes... he wants to feel at home in it.” In the light of this clear distinction between a foreign language and a second language, in Chad, just like in other Francophone countries where English is used as a foreign language, that language is used instrumentally.

This research is motivated by the assumptions that high school learners of scientific branch of knowledge in Chad are not interested in the learning of English as a Foreign Language (EFL).

Today, English is incontestably regarded as a world medium of communication that is used in all domains of human life, especially in education where it is viewed as a bridge enabling researchers and students to get access to knowledge. That is the reason why English is taught in all the countries of the world, including those that were not colonized by Great Britain like Chad, Central African Republic, Gabon, Niger, Burkina-Faso, etc. Unfortunately, in Chad where English is used as a foreign language, it is observed that this language is neglected by pupils of scientific Lower and Upper Sixth of High School Ahmed Mangué of Sarh II. *The Longman Dictionary of Applied Linguistics and Language Teaching* (2002, p. 297) defines language attitudes in these words “the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative

feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning". The current paper sheds light on the behaviour of pupils of scientific Lower and Upper Sixth pupils of High School Ahmed Mangué of Sarh II have towards the learning of English.

A theoretical approach on the model of which the data of this research are presented has been adopted and previous works that have connection with the current work have also been revised. Gardner's and Lambert's (1972) integrative and instrumental motivation model has been adopted as a theoretical framework in this paper. G. Robert C. (1985, p. 10) defines L2 motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this study." This definition includes three parts, namely, (i) effort consumed to achieve the goal, (ii) a desire to learn the language, (iii) satisfaction with the task of learning the language. Gardner (ibid) drew a difference between instrumental and integrative motivation. Motivation is said to be integrative when the learners have a wish to be a part of the culture of the language they are learning and when they identify themselves with the people of that language, whereas it is instrumental when it has external factors such as passing an exam, getting a good job or a better salary. In addition, he observes that integratively oriented L2 learners have stronger and long term motivations while instrumentally motivated ones have less desire to learn the second language once the incentive is removed or they attain their objective. Many research works have been written on the role of attitudes and motivation in second language learning. The results of those publications reveal that positive attitudes and motivation are linked to success in second language learning (Gardner, 1985). But nothing clearly shows whether it is the motivation that causes success in learning or successful learning that enhances motivation or whether both are results of other factors. Skehan (1989) wondered whether learners are more highly motivated because they are successful, or they are successful because they are highly motivated.

Burgos & Molina (2020) in their investigation show that attitudes have a very precise influence on learners' behavior, which replicates Burgos and Pérez (2015). A positive attitude towards a foreign language is fundamental to learning it (Fakeye, 2010; Hashwani, 2008; Lai & Aksornjarung, 2018; Zainol, Pour-Mohammadi, & Alzwari, 2012). It enables learners to have a favorable predisposition towards the learning of that language (Karahan, 2007).

According to A. Shameem (2015, p. 8), in second language learning, motivation is a complicated thing that can be defined in "terms of two factors: learners' communicative needs and their attitudes towards the second language community". If learners need to speak the second language in many social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in that language. In the same way, if learners have positive attitudes towards the speakers of the language, then, they show the need to have more contact with them. Gardner and Lambert (1972) invented the phrases 'integrative motivation' to represent language learning for personal growth and cultural enrichment, and 'instrumental motivation' to refer to language learning for more immediate or practical goals. Many other scholars have also shown that these types of motivation are bound to success in second language learning.

Gardner and Lambert (1972) observe that learners who feel most warmly about a language and who desire to integrate into the culture of the speakers of that language are more highly motivated (and learnt more successfully) than those who are only learning language as a means to an end (e.g. getting a better job). Taking this in another way, Integrative motivation is more powerful than Instrumental motivation. Above everything, whatever type of motivation students have, it goes without saying that highly motivated students do better than those without any motivation at all.

Yang (2012) conducted a study with 20 University Malaya Master students in view to measuring their attitudes and motivation in L2. He essentially wanted to uncover what makes it that some people acquire and learn English better than others. Yang (2012) arrived at the conclusion that learners who were highly and positively involved in their English proficiency had positive attitudes and highly motivated towards learning English.

Attitude has been widely viewed as a fundamental factor in the process of learning a foreign language. Zainol, Pour-Mohammadi, and Alzwari (2012), regard it as one of the main affective issues for success in learning a foreign language. For these scholars, attitude performs a significant function in the learning process because it represents a predisposition towards an object which can be either positive or negative. According to K. Firdevs (2007, p. 84) “positive language attitudes let learner have positive orientation towards learning English.” This means that in the domain of teaching-learning like learning a language, learners having good mood more suitable than those who have an unfavorable mood. Positive feelings towards a given language have an influence on the learning process of that language.

Wenden (1991) suggested a definition of attitudes that takes into account three areas, i.e., cognitive, affective, and behavioral. The cognitive area deals with the individual's beliefs or opinions about the object; second, the affective dimension is about the individual's feeling and emotions towards the object; and finally, the behavioral part takes us to the individual's behavior or actions towards the object. In the domain of foreign language learning, these three components of attitude suggest “linguistic behaviour in particular” (A. Abdullah, M. Rahman, A. R. Rahman, & A. A. Hossain (2012, p. 200). This is due to the fact that they have an obvious effect on human behavior resulting from the social activities done by using the target language (Burgos & Pérez, 2015).

In a study, Safotso & Tompté (2018) investigated the attitudes and motivation of Chadian Learners of English through secondary/high students of Lycée Bernard Dikwa Garandi of Doba, Lycée Pascal Yodimnadjji of Doba, Lycée Franco-Arabe of Abeché, Lycée Littéraire of Walia (formerly Lycée de Walia 2), Lycée du Sacré-cœur of N'Djamena, and Complexe Scolaire Ibnou Cina of N'Djamena on the one hand, and the students of the University of Doba and the University of Ndjamena on the other hand. These scholars observed that the target population, at both secondary and tertiary levels has a positive attitude towards English language. Female students at the university level have a positive attitude to English that reaches 100 %. S. Gilbert Tagne & T. Ndoubangar (2018, p.178) finally found that learners at all levels have a strong instrumental motivation in learning English.

Gardner & Lambert (1959) argue that motivation is very important for L2 learning and that having positive attitudes towards the L2 and its speakers and culture is an advantage for the acquisition of second language. The significance of motivation and attitudes in language learning is given by many scholars. For instance, L. Nigel (1973, p.1) recognized that attitude “is one of the most ubiquitous of the all terms used in social science” even though some researchers disagree with him. There is for example, Lett (1977) who views attitude as some aspects of an individual's response to an object or class of objects. As regards motivation, it is regarded by Brown (198:112) as to be “the most often used catch- all term for explaining the success or failure of virtually any task.” Many research work show that motivation underlies much human behaviour (Weiner 1985) and that “motivation is one of the most important components of learning” S. Robert E. (1994, p. 347). G. Robert C. (1985, p. 10) holds that “motivation is the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language.” Finally, cited by E. Karin Pethman (2017, p. 6), Pintrich & Schunk (2002, p. 2) state that “motivation is the process whereby goal-directed activity is instigated and sustained”

All these opinions show how important are attitude and motivation in language learning. This investigation aims at checking the attitudes and motivation of learners of Lower and Upper Sixth of High School Ahmed Mangué of Sarh II. The objectives sought in this research consist in

determining the types of attitudes and motivation that the pupils of scientific Lower and Upper Sixth of High School Ahmed Mangué of Sarh II have towards the learning of English. This investigation aims also at pointing out the factors that explain the attitudes and motivation of those pupils towards the learning of English. It equally seeks point out the factors hindering English learning and finally it plans alternatives in case of negative attitudes and motivation.

The current paper was guided by the following questions: What are the attitudes and motivation of pupils of scientific Lower and Upper Sixth pupils of High School Ahmed Mangué of Sarh II towards English learning? What are the factors that can be held as responsible for the attitudes and motivation of pupils of scientific Lower and Upper Sixth of High School Ahmed Mangué of Sarh II towards English learning? What solutions can be suggested in view to motivating the pupils towards the learning of the English language?

The work includes an introduction carrying the context of this research, the statement of the problem, the objectives and the research questions of this paper. It also includes methodology, which presents the fieldwork, the population from whom the data were collected and also the tool and the procedures employed in the collection of data. The second section of this paper is results, presenting and analyzing the findings of this investigation. After the section devoted to results, discussion appears, and the work ends with a conclusion.

1. Methodology

The on-going section deals with the site of the study, the population from whom the data were collected and the material and the procedures used to elicit data for the completion of this paper.

1.1 The site of the study

This research took place in High School Ahmed Mangué of Sarh II, one the main public high schools of Sarh city. Sarh is the headquarters of the Moyen Chari Province, and it is located 109 km from Koumra, the Headquarters of the Mandoul Province, i.e. in the south of the Republic of Chad.

1.2 Population

The population from whom the data for the achievement of this investigation was the pupils of High School Ahmed Mangué of Sarh II. Indeed, the respondents of the current research are made up of scientific Lower Sixth and Upper Sixth of the institution mentioned above and they are 220 in number, i.e. 100 in Lower Sixth and 120 in Upper Sixth, regardless of gender. The age range of the population goes from 17 to 23 year-old. The majority of the respondents are indigenous using local languages such Sarah Madjingay, Mbay, Day, Ngam, Ngambay, etc.

1.3 Instruments and procedures used for data collection

To collect data for the completion of the on-going study, the researcher used a questionnaire providing information that can be grouped into three categories. First, the questionnaire addresses personal information about the participants. Second, it seeks data related to the attitudes of the learners towards English and the reasons that justify their interest in English and the last part of the questionnaire is about the difficulties pupils face when learning English.

Before administering the questionnaire to pupils, the researcher met the Principal of High School Ahmed Mangué of Sarh II and explained him the objective of the investigation and this aimed at obtaining his authorization for the research. The researcher was introduced to pupils in classrooms by one of the Principal's assistants for the distribution of the questionnaire. The questionnaire was distributed and explained to pupils who returned it the following to the Principal via the heads of class concerned.

2. Results

This section deals with the presentation and analysis of the data collected from the fieldwork, i.e., High School Ahmed Mangué of Sarh II and they are presented in tables and percentage for easier understanding of the work. Out of 220 copies of questionnaire given to scientific Lower and

Upper Sixth pupils of High School Ahmed Mangué of Sarh II, 180 were returned and judged valid.

2.1 Attitudes of students towards English learning

Table 1 provides information on attitudes of scientific Lower and Upper Sixth pupils of High School Ahmed Mangué of Sarh II towards English.

Table 1: Attitudes of students towards English learning

Question	Students' response	Students' number	Percentage
Do you like English?	Yes	150	83.34%
	No	30	16.66%
Total		180	100%
Are you encouraged by your parents to learn English?	Yes	120	66.67%
	No	60	33.33%
Total		180	100%
Do you learn English just because it is in the program?	Yes	20	11.11%
	No	160	88.89%
Total			100%
Do you like again to lean English in the future?	Yes	170	94.45%
	No	10	5.55%
Total		180	100%
Are you always present in English classes?	Yes	170	94.45%
	No	10	5.55%
Total			100%

An overall look at Table 1 clearly tells that Scientific Lower and Upper Sixth pupils of High School Ahmed Mangué of Sarh II are interested in English learning. Indeed, 150 (83.34%) out of 180 pupils stated they like English while 30, i.e. (16.66%) showed negative attitudes in the direction of English, which represents a small proportion. Students are interested in English because they think that nowadays English is viewed as an unavoidable language. That is why S. John Alfredo Cano (2025, p. 1-2) strongly states “Today, mastering this language means accessing new sources of knowledge, engaging with academic literature, taking advantage of technological resources, and expanding professional opportunities in a globalized world”. 120 (66.67%) participants affirmed that they were encouraged by their parents to get interested in English learning while 60 (33.33%) of them declared that they were not encouraged by their parents, meaning that the interest in English is inherent to pupils themselves. The Parents who encouraged their children to learn English might be literate people having knowledge about the importance in the today's world. In addition, they encouraged their children in order to enlarge those children's academic future and to secure international job opportunities and to enhance their broad cognitive development.

Twenty (20) learners, representing 11.11% held it that they attend English classes simply because this subject is part of the curriculum while the great majority of pupils, that is to say 160 (88.89%) of them are negative opinion. This means that those learners are interested in English for valuable reasons, which according to Harmer (2007) cited by M. Carmelina Encarnación (2022 p. 7) “are diverse and influence the needs to a language; namely, for English for Specific Purposes (ESP), English Academic Purposes (EAP), and General English”. Almost all respondents, i.e., 170 of them (94.45%) declared that they have intention to learn English in the future. Those pupils might be aware of the importance of the English language nowadays, especially in the domain of science and technology. Those learners view English as the international scientific language and the world language today, as well as the language of mass media, such as on

computers and televisions (Eskicumali and Turedi 2010; Graddol 2000). Only 10 (5.55%) pupils stated that they do not have the volition to learn again English in the future.

The interest that participants have in English can also be explained by the fascinating attendance of pupils at English classes. In fact, 170 of them (94.45%) recognized that they always attend English classes. The fact that pupils regularly attend English classes might be justified by the opinion that this is fundamental for academic enhancement, career competitiveness and worldwide communication. Regularly attending English classes also contributes to construct basic linguistic skills, guarantees employability in multinational companies. Furthermore, it enables people to get access to many international scientific works and internet content as well. 10 (5.55%) pupils are the opinion that they are not always present at English classes.

2.2 Reasons motivating pupils to learn English

This section supplies information concerning the reasons underlying student motivation for English learning and the information is presented in Table 2 below:

Table 2: Factors underlying student motivation

Question	Students' response	Students' number	Percentage
Do you like English to be able to listen and understand English language every day?	Yes	180	100%
	No	00	00%
Total		180	100%
Do you learn English in order to correctly communicate with native speakers of English?	Yes	180	100%
	No	00	00%
Total		180	100%
Do you learn English to get marks?	Yes	10	5.55%
	No	170	94.45%
Total		180	100%
Are you interested in English because you want to study that language in university?	Yes	08	4.44%
	No	172	95.56%
Total			100%

As it can be observed from Table 2, all respondents (100%) supported their interest in English learning by the envy to be able to listen and understand English language every day. This might be due to the fact that English is the international lingua franca of science, technology and academia.

Similarly, 100% of scientific Lower and Upper Sixth pupils of High School Ahmed Mangué of Sarh II stated their motivation for learning English comes from their dream to correctly communicate with native speakers of English. Ten (10) respondents, i.e. 5.55% declared that their motivation for attending English classes is getting marks for academic success. This group of respondents has instrumental motivation G. Robert C. (1985, p.10). On the other hand, 170 students, representing 94.45% opted for negative response. 8 pupils (4.44%) supported their interest in English by their intention to run English studies in university. In other respects, 172 (95.56%) participants did not justify their motivation for English by their intension to learn that language in higher institution. This important proportion of students is obvious as those students are from scientific area of knowledge, the dream of which is to be specialized in science and technology rather than in language or literature.

2.3 Students' opinion about regular attending at English classes

This section presents the viewpoint of respondents about the connection between regular attendance at English classes and the ability to efficiently speak in English. These data are shown in Table 3 below:

Table 3: Students' opinion about regular attending at English classes

Question	Students' response	Students' number	Percentage
Do you think that attending regularly English classes can improve your ability to efficiently speak in English?	Yes	155	86.12%
	No	25	13.88%
Total		180	100%

Data in Table 3 revealed that 155 learners (86.12%) affirmed regularly attending English classes can improve the ability to efficiently speak English. This is a convincing opinion when English teachers use debate based-activities on topics that have bearing with learners' real life. In fact, the fact of attending classes is crucial for English because consistent participation enables language development, higher grades and confidence as well. Classroom is viewed as an appropriate environment for active speaking, listening, and writing practice a learner on his her own cannot perform. Desita (2017) finds it that debate is a relevant tool for students to practice speaking English in order to develop their speaking skill. On the other hand, 25 of them, representing 13.88% held that the fact of being always in English classes is not sufficient to ensure efficient ability to speak that language.

2. 4 Students' negligence of English classes

Under this heading, the data related to respondents' negligence to English classes are displayed. Table 4 provides clear data in this regard.

Table 4: Respondents' negligence of English classes

Question	Students' response	Students' number	Percentage
Do many of your classmates neglect English classes?	Yes	40	22.22%
	No	140	77.78%
Total		180	100%

Data Table 4 indicate that 40 (22.22%) out of 180 pupils of scientific Lower and Upper Sixth of High School Ahmed Mangué of Sarh II stated that many of their classmates neglect English classes. The reason for this might be the workload from the other subjects taught in French. This echoes Fleming (1995) who realizes that the reasons given for non-attendance at lectures were the pressure of other learning tasks. On the other hand, 140 (77.78%) acknowledged the reverse, i.e. many of their classmates do not neglect English classes.

2.5 Students' viewpoint about their English teachers' pedagogical strategies

This section is devoted to the participants' opinion about the way in which their English teachers teach and the data are shown in Table 5.

Table 5: Students' viewpoint about their English teachers' pedagogical strategies

Question	Students' response	Students' number	Percentage
Are you interested in the way your English teacher teaches you?	Yes	160	88.89%
	No	20	11.11%
Total		180	100%
Does your English teacher encourage you to learn English?	Yes	165	91.67%
	No	15	8.33%
Total		180	100%

As it can be observed from Table 5, 160 (88.89%) respondents declared that they are interested in the way in which their teachers teach them English whereas 20 (11.11%) noticed that many of

their classmates are not comfortable with the pedagogical strategies used by their English teachers.

This table also shows that 165 pupils, representing 91.67% are the opinion that their English teachers encourage them to learn English. This is a good phenomenon because “if the teacher’s attitude causes students to dislike the teacher, they are not motivated to craft skills in English (Z. Dornyei, 2005 cited in M. La & A. Asmita, P. 50). On the other hand, 15 participants, (8.33%) affirmed that they do not benefit from their English teachers concerning encouragement for English learning. Those pupils need as S. John Alfredo Cano (2025, p. 2) suggests “a pedagogical strategy that incorporates socio-emotional tools aimed at reducing anxiety, strengthening self-confidence, and stimulating motivation”.

2.6 Factors preventing students from getting interested in English

Scientific Lower and Upper Sixth pupils of High School Ahmed Mangué of Sarh II were asked about the factors that prevent them from having interest in English. A number of difficulties have been enumerated. Poor vocabulary was a hindrance for respondents’ interest in English. In other words, limited vocabulary prevents pupils from understanding English lessons, which results in loss of motivation in English classes. Lexicon is viewed as a significant part of getting fluency in any language. H. Md. Jakaria (2023, P. 34) argues that “a lack of vocabulary knowledge causes learners to struggle with language learning. Learners can considerably improve their general English level by developing the capacity to employ vocabulary acquisition tools”. In addition, insufficient vocabulary is responsible for poor understanding, fear or anxiety, and it causes incapacity in learners to use the language with efficacy. Participants stated that English is difficult to learn, which affects their motivation. They also made mention of lack of learning support facilities along with a suitable way to learn that language. A lack of suitable pedagogic strategies viewed as a handicap to the motivation of English learners has also been mentioned by M. La & A. Asmita (2023, p. 49) in these terms: “The method of teaching English to students is also very important because with the right teaching method students will easily understand what is being taught, as well as students must understand learning methods that are suitable for themselves so that they can learn more easily, because students who do not enjoy their learning process will not understand the material given, so many students find it difficult to understand English vocabulary and even they feel that it is not very important to learn English”. Another problem mentioned by respondents is lack of pedagogic materials like books. There is also a lack of support from respondents’ parents preventing them from going to English language centers in view to reinforcing what they have learned in school. The fact that the great number of the other subjects is taught in French negatively affects learners’ motivation in English. The English pronunciation was a handicap for participants’ interest in English. Furthermore, pupils noticed spoken productions’ limitations, which might be due to lack of enough exposure to spoken English. In other words, scientific Lower and Upper Sixth pupils of High School Ahmed Mangué of Sarh II faced difficulties getting permanent contact with the English language. This means permanent contact with the target is facilitator for language learning. It is in this line that B. Jerome Seymour. (1971, p. 20) cited in A. Qutaiba A. (2015, p. 41) stresses “one of the most crucial ways in which a culture provides aid an intellectual growth is through a dialogue between the more experienced and the less experienced.”

3. Discussion

In this research work, we endeavoured the attitudes and motivation of learners of High School Ahmed Mangué of Sarh II, precisely those from scientific Lower and Upper Sixth classes. The data collected showed that those learners had strong interest in English learning. This motivation might be due to the fact that learning English in Chad can open “technological doors, educational doors, and locational doors” A. Lisa (2008, p. 13). The positive attitudes of scientific Lower and Upper Sixth pupils of High School Ahmed Mangué of Sarh II are also acknowledged by the study of G.T. Safotso and N. Tompté (2018), which discovered that 100% of Chadian students of

secondary/high schools and university show positive attitudes towards English learning. Just like in Safotso and Tompté (2018)'s findings, the motivation of the participants of the current study for the English language is instrumental. The motivation of scientific Lower and Upper Sixth pupils of High School Ahmed Mangué of Sarh II towards English may be justified by the international status the English language, which is the language of the language of business, science, and technology worldwide. B. Eric Gómez and M. Soledad Sandoval (2020, p. 44) defend English learners' motivation in these terms:

The status of English promotes people's wishes and needs for learning that language and, at the same time, gives people more opportunities to become more competent in the world of work. Similarly, it is widely recognized that being competent in English opens doors to access a number of opportunities in different areas such as cultural exchange knowledge, business, and education.

In other respects, these results shown above are in conflict with the attitudes of higher education institutions' students towards English, especially those from scientific faculties. As an illustration, students of the scientific faculties of the University of Doba, University of Ndjamena, Higher Teachers' Training College of Ndjamena where the researcher taught English, have negative attitudes towards English classes.

Conclusion

This study examined the attitudes and motivation of scientific pupils of Lower and Upper Sixth of High School Ahmed Mangué of Sarh II. The students concerned by the investigation were highly motivated and had positive attitudes towards English language learning via their attending to English classes. Gardner's and Lambert's (1972) identified two types of motivation, i.e., integrative motivation and instrumental motivation. A. Shameem (2015, p. 7) expressed the idea of these scholars in the following terms: "The desire to learn can come from many causes. Perhaps the students love the subject or are simply interested to see what it is like. On the other hand, they may have a practical reason for their study: learn English so they can watch American TV or work with English people or a proficient with English language can offer them a better chance at the job market". The participants of the present investigation showed instrumental motivation. They need English "for operational purposes" Q. Randolph (1962, p. 6). Participants were interested in English learning as they found it that with English they could correctly communicate with native speakers of English and be able to listen and understand English language every day. However, scientific pupils of Lower and Upper Sixth of High School Ahmed Mangué of Sarh II face challenges that negatively affect their motivation in English. It would be a good idea for pupils' parents to encourage their progenies sending to English language centers. Furthermore, English teachers are advised to expose learners to spoken English giving conversations and group work for classroom presentations. A limitation of this research work is that it used only one tool for data collection. If an additional instrument like observations were used, this study would provide more plausible data. Yet, there is a hope that further studies would make use of observations to confirm or contradict findings presented in this work.

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