

The English Language Taught in Chadian Institutions of Science and Technology

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Abstract

The present study investigates the teaching of the English language in some Chadian educational institutions of science and technology, with the aim of bringing out the specificities in the teaching and learning processes in the concerned institutions. The study is thus informed by Morley's (2000) perspective on Halliday's (1985) Systemic Functional Linguistics, and makes use of a quali-quantitative method. Informants randomly sampled from a population constituted of teachers, students and government officials were subjected to questionnaires as main research tool. The findings reveal that common teaching and learning practices in the institutions under inquiry rather fall under general English instead of ESP. Thus, need is to revisit syllabuses and teaching methods so as to meet the communicative needs of the learners.

Keywords: ESP, Science and Technology, English Language Teaching and Learning, Resources.

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INTRODUCTION

English, as the global lingua franca, plays a significant role in the field of science and technology. In Chad, an officially French/Arabic-speaking country in central Africa, English is taught in various institutions to equip students with the necessary skills and knowledge to cope with internal English in various domains of life. The English language is particularly crucial in the scientific and technological fields due to the vast amount of research, knowledge, and information that is produced and shared internationally in this language.

In Chad, the acquisition of English as a foreign language has become increasingly important in recent years. With globalization and the need for effective communication in an interconnected world, the English language has become a valuable skill for Chadian students and professionals alike. However, a key question arises when considering English language instruction in Chadian educational institutions of science and technology: should English for Specific Purposes (ESP) or General English be prioritized? The paper thus analyses its data based on the formal and functional aspects of language, taking into account their different strata, and while making use of the different theories of the ESP approach. However, since this research is specifically investigating English language teaching and learning in institutions of science and technology, a

question needs to be answered first: Are ESP and EST (English for Science and Technology) synonymous? The following paragraphs should throw some light on this issue.

1. English for Science and Technology

A good deal of scientific research has dealt with ESP since its genesis in the 1960s. Since then, an array of scholars have provided definitions to the notion of ESP and tried to elaborate it as a teaching-learning approach for English Language Teaching (ELT) as a second or foreign language. Scholars explain that at the beginning of the emergence of ESP approach, the focus was more on the "what" of the language to be taught rather than on the "how" of teaching it. They view that ESP is an ELT approach that aims to meet the immediate and the long term needs and expectations of a particular group of learners through basing all the teaching-learning activities on effective needs analysis. Thus, all its teaching-learning activities are based on specific requirements of a special category of learners. The theorists argue, in addition, that ESP is a research-based and materials-driven teaching-learning approach. Moreover, the approach makes use of the underlying methodology and the contents of the disciplines it serves, and that it is centred on language, taking into account aspects such as discourse, register, genre, as well as the context to which the content of ESP served relates. Furthermore, they show the characteristic traits of ESP

(Barber 1962; Herbert 1965; Ewer and Latore 1969; Coulthard 1977; Broughton 1978; Widdowson 1979; Swales 1981b; Bhatia 1985, 1993; Hutchinson and Waters, 1987; Dudley-Evans, 1998; Strivens, 1988; Maria Del Pillar 2000; Richards and Rodgers 2001; Remache 2001; Tomlinson, 2003).

More recently, other scholars propose more traits that characterise the language of science and technology, such as clarity, precision, accuracy, objectivity, impartiality, the considerable use of pictures (drawings, graphs, charts, tables, etc.), the use of suffixes, the excessive use of words and expressions of Latin and/or Greek origins, and so on (Day and Skaduski, 2011; Liao 2012; Augustina, 2014). Ultimately, it appears significant to note Clapham's (1996:3) view that so much ESP research has focused on EST to the point that it is easy to think of ESP and EST as synonymous. This view corroborates the Chadian case study – ESP and EST seem to be synonymous. Before proceeding with this paper, it is thought necessary to give a brief geographical and linguistic background of Chad.

2. Brief Geographical and Linguistic background of Chad

Chad, which is the fifth largest African country in terms of land size, situates in sub-Saharan Africa. It is bordered to the north by Libya, to the east by Sudan, to the south by the Central African Republic and part of Cameroon, to the west by a small part of Nigeria and mostly by Niger. Chad is 1,284,000 km², with a population of 17,963,000 (2022 estimate from Britannica Encyclopedia). Most of its northern part lies in the Sahara Desert.

The same document states that the population of Chad is composed of a myriad of different ethnic groups with different languages and religions, and that variety underscores the significance of the region as a crossroad of linguistic, social and cultural interchange. The same source indicates that there are more than 100 different languages and dialects spoken by different people throughout the country. These languages are divided into 12 groupings: the Sara-Bongo-Baguirmi group, the Mundang-Tuburi-Mbum languages, the Chado-Hamitic group, the Kanembu-Zaghawa languages, the Maba group, Tama languages, Daju, some languages of the Central African groups, Mimi, and Fur. Moreover, according to the same reference, Arabic is spoken in various forms almost all over the country, and it is one of the two official languages in Chad, alongside French.

Chad was formerly a French colony, but gained independence in 1960. That is how French became one of its official languages. However, in recent years, there has been a growing recognition of the importance of English as a global language and the need for Chadians to be proficient in it. This has led to the introduction and

expansion of English language teaching in Chadian institutions.

In Chadian schools, English is used as a foreign language, with French being the primary language of instruction. English is commonly taught from primary school to secondary school, with varying levels of proficiency depending on the school and resources available. In recent years, there has been a push to improve the quality of English language teaching in schools through the training of teachers and the development of curriculum materials.

According to Anderson (2008, cit. by Sofotso, 2018), English has been present in Chad for more than eight decades. It was first introduced by the Roman Catholic and Protestant missionaries, and later by the Peace Corps volunteers and the US military. However, English language had been treated with indifference and short-sightedness by both public educational authorities, and the Chadian community.

However, in recent times, and as the country is relatively more stable since the advent of the late President Idriss Deby Itno of Chad, more and more international organisations, multinational companies especially those working in the domain of oil, as well as foreign embassies began to come (and are still coming) to the country. Most of these institutions, which work with either multilingual or English-speaking staffs, have been recruiting local employees and they prefer those who have a good command of the English language. This is one of the factors that has made Chadians, and particularly students, more aware of the importance of English. Companies like American Exxon Mobile, Chevron, Malaysian PETRONAS, and Chinese CNPC have been a great motivation to young Chadians (Safotso 2018). After having introduced the article, we believe it is important to review some literature which is related to this article. It is dealt with in next section.

3. REVIEW OF RELATED LITERATURE

Based on the objectives and the main issues of the paper, we reviewed some related from different parts from the world, notably, from some Asian countries such as China, Taiwan, Indonesia, Saudi Arabia; from European countries like Spain, Poland and Germany; from Brazil in South America; as well as from African countries, namely, from Cameroon, Nigeria, Senegal and ultimately from Chad, the context of the current study. Those ESP experiences that we consulted dealt with different aspects of ESP teaching-learning approaches such as how to establish an ESP project and how produce the desired materials. Some studies analysed and evaluated ESP/EST approach at different language levels indicating its properties and its evolution in different areas of the world. Other scholars provided valuable arguments about learners' needs analysis which they considered the key defining feature of ESP as based on

whose information learning and target needs are determined, taught and learned in order to achieve the desired objectives (Chambers, 1980; Yalden, 1987; Nunan, 1988; Dharmapira, 1988; Hutchinson and Waters, 1989, 1993, 2010; Liao, 2012; Xiuha and Li, 2015; Sabbah, 2018; Anigbogu, 2019).

In addition to that, the research that we examined provided valuable insights into the design of ESP programmes and the establishment of ESP projects detailing the “what” and the “how” of realising that. Several researchers that displayed the fact that, there is growing awareness in some countries like Chad and Ethiopia that, English is needed for taking more effective part in global economy and international mobility and development thus allowing more employability and wider chances for accessing information and communication.

The research explained the learners and the teachers’ role in ESP teaching/learning strategies as well as that of materials that should be relevant to the learners’ communicative needs showing that, ESP is a learner-centred and materials-driven teaching-learning approach and that, the teacher’s role consists in monitoring and guidance, however, he needs to be eclectic and creative as well as up to date so that he could be able to meet the multiple learners’ needs. The research analysed these materials and evaluated them. It portrayed the central role of textbooks and the digital resources that are considered more attractive, allows more autonomy in learning practice and give room for multidimensional and multisensory language learning (Celani *et al.*, 1988; Hutchinson and Torres, 1994; Mayo de Pillar, 1998; Tomlinson, 2001; Celani, 2005; Ramos, 2008; Wisniewska, 2013; Javid, 2015; Faye, I and Guye, M., 2022).

In addition, better ESP teaching-learning outcomes could be achieved through carefully identifying the specific linguistic and professional purposes of ESP learners in different academic and professional settings. That could be better addressed through collaboration with all the concerned parties in learners’ immediate and target needs and aspirations. The research indicates as well, the close interrelatedness between science, technology and English language and it advocates that, the learners’ individual and

sociocultural backgrounds should be taken into account (Coleman, 2010; Hutchinson and Waters, 2010).

Having shown some experiences provided by the literature related to the main issues of the current paper that we reviewed, the research proper can now be described. We start with the research methodology.

4. RESEARCH METHODOLOGY

Based on the objectives of our study and the assumptions as well as the enlightenment of the research works and the theories that we have consulted, we opt for a mixed method of both qualitative and quantitative research design so that the strengths of both methods would help in producing good research findings which would help bring possible solutions to our research problem. Data are therefore analyzed quantitatively and qualitatively, since one method might not be enough to address the complexity of the issues of the study.

It is worthy to note that, we opt for survey design using questionnaires and interviews as means of data collection. Obtaining information through surveying is more relevant to the nature of our study. It is more practical, more economical and generalisable. We have conducted the survey through random sampling, using cross-sectional survey method. That is to say, data were collected from a limited sampled population at a particular time. Later, the results reached to from the data could be generalised to the broad target population.

Our target research population consists in all the scientific and technical educational institutions in Chad. Our sampled population is represented in three of the mentioned institutions, two of which are tertiary institutions and the third one is semi-tertiary. All the three institutions are in Ndjamen, the political capital of Chad. The two tertiary institutions are the Higher Teachers’ Training College of N’djamen (ENS de Ndjamen), and the Higher National School of Technologies of Information and Communication (ENASTIC). The semi tertiary institution is the Technical Industrial Senior Secondary School of Ndjamen (LETIN). The next subsection presents the data obtained from teachers’ questionnaires (See Table 1 below).

5. DATA PRESENTATION

Table 1: Merging of data from teachers’ answers to questionnaires (of the three Institutions)

Q1. What type of English do you teach?

| | Respondents’ Answers | Average % |
|-----------------------------|----------------------|-----------|
| a | General -English | 10,91 % |
| b | Specialized English | 24,55 % |
| c | both | 56,36 |
| NA | | 8,18 |
| Total Number of respondents | | 100% |

Q2. What are the essential needs of reading and writing for your learners?

| | Respondents' Answers | Average % |
|-----------------------------|-----------------------------------|-----------|
| a | Basic grammar | 22,79 % |
| b | Specialized vocabulary in context | 34,86 % |
| c | General English vocabulary | 22,46 % |
| d | Others (Please specify.....) | 7,77 % |
| NA | | 12,11 % |
| Total Number of respondents | | 100% |

Q3. Which of the above-mentioned needs do you teach at present? Tick the one (s) you are dealing with now.

| | Respondents' Answers | Average % |
|-----------------------------|---------------------------------------|-----------|
| a | Basic grammar | 39,78 |
| b | Specialist vocabulary in context | 32,56 |
| c | General vocabulary in different texts | 11,02 |
| d | Others (specify)..... | 0,00 |
| NA | | 12,11 |
| Total Number of respondents | | 100% |

Q4. Do you teach English based on the learners' specific linguistic needs?

| | Respondents' Answers | Average % |
|-----------------------------|-----------------------------|-----------|
| a | Yes, to a negligible extend | 9,16 |
| b | Yes, I do | 54,33 |
| c | No, I don't | 9,27 |
| NA | | 27,24 |
| Total Number of respondents | | 100% |

Q5. Have you done any studies in or received, ESP/EST training?

| | Respondents' Answers | Average % |
|-----------------------------|------------------------------|-----------|
| a | Yes, but quite insignificant | 18,15% |
| b | Yes, I have | 63,57% |
| c | No, I haven't done any | 9,19% |
| NA | | 9,09% |
| Total Number of respondents | | 100% |

Q6. What is your main objective in teaching EST? Tick your main one(s)

| | Respondents' Answers | Average % |
|-----------------------------|---|-----------|
| a | To enable students to communicate in general English | 10,91% |
| b | To enable learners to use the language accurately both generally and in specific registers | 52,73% |
| c | To enable learners just to know the specialized terminology | 10,91 % |
| d | To enable learners to understand specialized texts without necessarily concentrating on grammar | 16,36 % |
| NA | | 0,00 % |
| Total Number of respondents | | 100 % |

Q7. What language skills do you think the EST learners need? Tick one or more

| | Respondents' Answers | Average % |
|-----------------------------|----------------------|-----------|
| a | Listening | 18,52 |
| b | Speaking | 27,81 |
| c | Reading | 20,23 |
| d | Understanding | 14,89 |
| e | Writing | 18,52 |
| NA | | 0 |
| Total Number of respondents | | 100% |

Q8. What do you believe your role as an EST teacher should be?

| | Respondents' Answer | Average % |
|-----------------------------|--|-----------|
| a | Just a guide and a facilitator to the student who is at the center of the learning process | 65,73 % |
| b | To be in control of everything in the learning process | 18,36 % |
| c | Others (specify)..... | 6,82 % |
| NA | | |
| Total Number of respondents | | 100% |

Q9. Do you think the allocated time is enough to cover the course of the study as needed and to meet the learners' requirements?

| | Respondents' Answer | Average % |
|-----------------------------|----------------------|-----------|
| a | It is hardly enough | 18,27 % |
| b | Yes, it is enough | 0,00 % |
| c | No, it is not enough | 63,91 % |
| NA | | 17,82 % |
| Total Number of respondents | | 100% |

Q10. Do you follow a precise study program through progressive syllabuses for the different levels?

| | Average % | |
|-----------------------------|-----------|------|
| a | 54,53 % | |
| b | 9,11% | |
| c | 27,27 % | |
| NA | 9,09 % | |
| Total Number of respondents | | 100% |

Q11. What methods and/or approaches do you use in teaching EST classes?

| | Respondents' Answer | Average % |
|-----------------------------|---------------------|-----------|
| a | Detective method | 8,18 % |
| b | Inductive method | 25,45 % |
| b | CLT | 31,09 % |
| c | TPR | 2,73 % |
| d | GTM | 14,91 % |
| e | TBL | 7,64 % |
| f | Eclectic method | 10% |
| NA | | 0,00 % |
| Total Number of respondents | | 100% |

Q12. What other teaching techniques and materials are needed to meet the educational and communicative goals of EST learners? tick the one (s) that you think is/are needed:

| | Respondents' Answer | Average % |
|-----------------------------|---|-----------|
| a | Specialist textbooks | 25,80 € |
| b | Audiovisual aids | 19,75% |
| c | Real objects, drawings, pictures and charts | 19,09 % |
| d | Demonstration through non- verbal language | 0,00 % |
| e | Definitions | 9,55 % |
| f | Group discussions | 18,95 % |
| g | Translation | 6,87 % |
| h | Others (specify).... | 0,00 % |
| NA | | 0,00 % |
| Total Number of respondents | | 100% |

Q13. Which method is more appropriate and why?

| | Respondents' Answer | Average % |
|-----------------------------|-------------------------|-----------|
| NA | | 00% |
| OEAQA | | 100% |
| Total Number of respondents | | 100% |

Q14. What do you do to motivate your students?

| | Respondents' Answer | Average % |
|-----------------------------|---------------------|-----------|
| a | | 00% |
| b | | |
| c | | |
| d | | |
| OEAQA | | 100% |
| Total Number of respondents | | 100% |

Q15. What do you do to evaluate your students?

| | Respondents' Number | Average % |
|-----------------------------|---|-----------|
| a | Through testing their understanding during the classes | 25,71 % |
| b | Through testing the students monthly | 10,66 % |
| c | Through marking the students exercises and homework | 22,13 % |
| d | Through the final examination | 27,24 % |
| e | Through all the course work without a final examination | 7,25 % |
| f | Other (specify) | 7,01 % |
| NA | Through testing their understanding during the classes | 00% |
| Total Number of respondents | | 100% |

It sounds reasonable to present the data obtained from all the sampled learners' answers of the questionnaires. The table below presents the data

obtained from merging the answers of the learners' questionnaires of the three concerned institutions.

Table 2: Merging data from learners' answers to the questionnaires

Q1. How long have you been learning English?

| | Respondents' Answers | Average % |
|-----------------------------|--------------------------------------|-----------|
| a | I have never learned English before. | 26,48% |
| b | For one to two years | 35,12% |
| c | For two to five years | 30,90% |
| d | Other/s(specify) | 5,76% |
| NA | | 1,72% |
| Total Number of respondents | | 100% |

Q2. Why do you study EST?

| | Respondents' Answers | Average % |
|-----------------------------|---|-----------|
| a | It helps me to meet my educational and professional needs | 67,67 % |
| b | Because is just one of the subjects of the school program | 23,07 % |
| c | Other/s (specify)... .. | 4,76 % |
| NA | | 4,50 % |
| Total Number of respondents | | 100% |

Q3. What kind of English do you study?

| | Respondents' Answers | Average % |
|-----------------------------|-------------------------------------|-----------|
| a | General English | 46,50 % |
| b | Specialized English | 17,98 % |
| c | Both general and specialist English | 26,04 % |
| d | Other/s(specify) | 6,27 % |
| NA | | 3,21% |
| Total Number of respondents | | 100% |

Q4. How important is the EST program that you are studying at present?

| | Respondents' Answers | Average % |
|-----------------------------|--------------------------------|-----------|
| a | It' s important to some extent | 33,02 % |
| b | It' s very important | 49,71 % |
| c | It isn't important at all | 7,10 % |
| d | I don 't know | 3,00 % |
| NA | | 7,36 % |
| Total Number of respondents | | 100% |

Q5. Do you believe that you obtain what you need from the EST program?

| | Respondents' Answers | Average % |
|-----------------------------|-----------------------------|-----------|
| a | Yes, to a negligible extent | 34,28 % |
| b | Yes, I do | 49,84 % |
| c | I don't | 9,18 % |
| d | Other/s(specify) | 2,49 % |
| NA | | 4,21 % |
| Total Number of respondents | | 100% |

Q6. Are you motivated to study and learn EST?

| | Respondents' Answers | Average % |
|-----------------------------|-------------------------|-----------|
| a | Yes, to extent | 39, 36% |
| b | Yes, I am | 34, 46% |
| c | No, I am not | 17, 08% |
| d | Other/s (specify) | 4, 05% |
| NA | | 5, 05% |
| Total Number of respondents | | 100% |

Q7. What activities do you practice in the class to enhance your learning of EST? Tick the one (s) that you are practicing now:

| | Respondents' Answers | Average % |
|-----------------------------|---|-----------|
| a | Studying new vocabulary items and understanding their meaning | 29,75 % |
| b | studying specialized texts in contexts just from text books and/or from the board | 12,46 % |
| c | Learning specialized texts in context using appropriate materials and aids for better understanding | 18,94 % |
| d | Pair and/or discussion groups | 12,19 % |
| e | Presentations | 15,40 % |
| f | English club for general knowledge | 8,91 % |
| NA | Other/s(specify)..... | 2,36 % |
| Total Number of respondents | | 100% |

Q8. What other learning activities do you practice outside the classroom?

| | Respondents' Answers | Average % |
|-----------------------------|-------------------------|-----------|
| NA | | 48,23 % |
| OEQA | | 51,78 % |
| Total Number of respondents | | 100% |

Having summarized the information provided by the answers of the teachers and the learners to the questionnaires, the next section attempts to discuss the outstanding findings.

6. DISCUSSION OF FINDINGS

This section discusses the findings revealed by the information obtained from the answers of the teachers and the learners to the questionnaires with focus on the most outstanding points related to ELT/ESP teaching-learning practice in some Chadian educational institutions of science and/or technology.

First and foremost, it should be remarked, that the majority of teacher respondents believe that it is crucial to teach both general and specialized English. We believe that, that is exactly what is needed, especially in our Chadian context where there are learners of heterogeneous standards of knowledge, especially of English language. The reality is that the learners in the technical and/or scientific institutions in question are usually weak if not very weak in English language in general to the extent that they are not able to understand the simplest texts. Some of them have never learned English before. These learners, therefore, must be acquainted with the basic knowledge of English grammatical rules that enable them to understand both general and specific English, the matter that requires additional efforts from the teachers for there is a kind of disparity between the learners' level of proficiency and what is needed to be taught and learned. Therefore, as viewed by (Corder, 1981, cited in Ayafor, 2015:9),

... remedial action becomes necessary when we detect a mismatch or disparity between the knowledge, skill or ability of someone and the demands that are made on him by the situation he finds himself in. This general definition is true of all fields of human activity, not just language teaching and learning. It could almost serve as a definition of any learning situation

After acquainting the learners with basic lexicogrammatical rules, teachers of English, need to go beyond the lexical and morphological levels, that is to say, he has to deal with the grammar above the word or the grammar of sentence structure. In other words, the teacher must teach syntax in addition to other linguistic elements we have mentioned above. Moreover, ESP teachers or practitioners should be aware that, they bear extra burden as they need to teach additional linguistic communicative aspects based on the results of the needs analysis that they should conduct at the beginning of each ESP course.

Teachers, like the other actors in the field of education, need to play, therefore a key role in creating and developing the EST/ESP learners who constitute potential human resources badly needed by the country of Chad and why not for the region and the world as a whole, given we are living in a globalized international community which is instantly connected and communicated thanks to modern technologies of communication and information. This goes steadfastly in line with the educational policies and economical strategies drawn by the government of Chad that looks forward to developing its human resources and its economy in general. The country, therefore, needs scientists and/or technicians with English language communicative competence and well equipped with varied general and specific linguistic devices that help them play their role fully in their potential academic and/or professional life. The general vocabulary, as well,

constitutes a vector that contains the linguistic functional devices that members of certain linguistic community or a certain group of learners need so as to transmit certain messages or to meet certain needs. It seems reasonable to indicate that, a considerable body of research has shown that, learners of ESP have varied needs; linguistic and non-linguistic and/or professional needs. Some of these needs, certainly, necessitate the knowledge of enough or a large vocabulary so that, the speaker or the writer could be able to fulfill them.

However, the research findings suggest that, the EST teachers need to know how to determine first the real learners' needs so that they could work to achieve them. There is a crucial need for training the teachers on how to carry out a serious needs analysis process. They need to be well skilled and well acquainted with the "what", the "how", the "where", the "with whom", and the "why" of conducting a serious and a fruitful needs analysis process. Based on the assumptions and the insights of the scientific knowledge body and of the research, we suggest that, there should be some kind of special training for EST teachers on how to carry out a successful needs analysis as well as some sort of collaboration and/or coordination with the potential employers of EST learners. The educational policy makers could also make use of the expertise of the institutions or other bodies which have a good experience in needs analysis process with the objective of ensuring of effective needs analysis practice for the Chadian potential ESP teachers with the aim of producing competent and well-skilled employees for working in different economic sectors, such as; industries, agricultural and animal production sectors, services, on son.

It is true that there are many teachers, particularly here in Chad, who are not graduates from institutions of education and pedagogy sciences, and quite possibly, they might not have received any kind of teaching training and/or attended any seminars or sessions on pedagogy, on teaching strategies or activities, the matter that represents a serious gap that needs to be filled if we want achieve fruitful outcomes.

We believe, therefore, that even if these teachers have received training for teaching ESP, they are not yet enough competent and skilled to teach English language, especially in these technical and/or scientific educational institutions where according to a significant body of research the teachers who are called by some theorists as practitioners are supposed to be more competent and better skilled than teachers of general English language. (Swales, 1995; Dudley-Evans and St John, 1998; Brown, 1995; Dudley-Evans, 1997; Javid, 2015).

Moreover, the findings reveal that, what is yielded from the main teaching-learning activities such

as reading is poor. The main reasons of the fruitlessness of these activities are among others, the absence of national textbooks based on a national curriculum and more importantly, the lack of a well-sequenced and learners' needs-based syllabus as well as the insufficiency of the allocated time for effective reading activities during the English classes.

That is why we believe that, learners should be assigned to read outside the class, that is to say, learners should carry out extracurricular reading activities. The teachers, on their side, need to think and adopt strategies that make the reading activities more effective through appropriate teaching/learning techniques such as presentations, summaries etc. Furthermore, both teachers and learners could make use of digital resources in reading practice, and here, teachers could play the role of monitors and advisors through facilitating the e-learning to the students. As far as the learners are concerned, we believe that some outstanding facts revealed by the research findings need to be highlighted.

Firstly, the matter of dealing with learners of different levels in the same class, for example, to teach learners who have learnt five years and others who have never learnt English language before, is one of the challenges that teachers of EFL encounter in the Chadian educational institutions in general and in the institutions concerned with our study, in particular. Ayafor (2013:77) proposes the following solution for this problem:

..., for students who have already crossed over from secondary education to higher institutions of learning, a one-year remedial English course is highly recommended at the first year of studies. This course should be tailored to meet the challenges brought out by this research. The remedial English course should not be only for students of English. It should be spread to all departments of the university, and English for Specific Purposes should the approach for students of departments other than English.

We do totally agree with the scholar's (2013) proposal for solving the problem at issue, and that is for the closeness of the Cameroonian and the Chadian contexts as far as this problem of poor standards of English language proficiency is concerned. However, in the Chadian context, the problem is too difficult to solve because there are other factors that exasperate it, such as the matter of the allocated time which is insufficient for realizing the objectives of English courses in the meant institutions as that was displayed by the findings from the teachers, questionnaires. In addition to that, the results yielded from the teachers' questionnaires reveal the problem of the lack of teaching/learning materials and the inexperience of a considerable number of teachers, the matter that aggravates the problem which is already worse.

At the end of the section, the researcher does believe that, the educational authorities and the public decision makers should account for this problem and try to find solutions for the general benefit. Because it is a problem which cannot be solved without the collaboration and cooperation of the different players in the teaching-learning practice, notably, the learners, the teachers, the government educational officials as well as the learners' parents. There is, therefore, a great need to adopt more appropriate educational policy in a way that, English language could be accorded more consideration, more funding and investment for improving general conditions of education sector such as ensuring better training for English language teachers, providing the educational institutions with the adequate teaching/learning resources, and so forth. This will certainly increase the interest of the students in learning English language, enhance the motivation of both teachers and learners, and certainly will ameliorate teaching /learning outcomes which represents the desired goal of all the players in the educational process.

CONCLUSION

Data from teachers and learners' experiences and challenges enable us to say that Chadian institutions of science and technology offer English language courses as part of their curriculum to ensure that students are proficient in both their technical field and in English. Proficiency in English enables Chadian students to access a wealth of scientific and technological resources available in English as well as collaborate with researchers, academics, and professionals from around the world.

English language education in Chadian institutions of science and technology focuses on developing students' reading, writing, listening, and speaking skills. Through a combination of classroom instruction, interactive activities, and practical exercises, students are exposed to scientific and technical terminology in English, enhancing their ability to understand and communicate complex concepts effectively. However, what is being taught and learned in these institutions is poor and yet to achieve the desired goals.

Moreover, the integration of English language instruction in Chadian institutions of science and technology fosters a multilingual and multicultural learning environment, promoting diversity and cross-cultural understanding among students. This exposure to different languages and cultures enhances, to some extent, students' communication skills, critical thinking abilities, and overall academic performance.

The English Language Taught in Chadian Institutions: ESP or General English?

ESP is a specialized form of English language teaching that focuses on teaching English in specific

contexts, such as business, medicine, engineering, or hospitality. The goal of ESP is to develop the language communicative skills needed for success in particular professions or fields of study. On the other hand, General English is a more broad-based approach to language instruction that covers a range of topics and language skills without a specific vocational focus.

In Chad, the decision to prioritize ESP or General English in educational institutions depends on various factors such as the needs of the students, the demands of the job market, and the resources available for language instruction. While ESP offers clear benefits in preparing students for specific career paths and professions, General English provides a foundation of language skills that can be applied in a variety of contexts. But field experience exhibits a profuse use or General English in the teaching and learning processes. Proponents of General English argue that a broad-based language curriculum can provide students with a strong foundation in English language skills that are transferable across various fields and career trajectories. By focusing on developing proficiency in reading, writing, listening, and speaking skills without a specific vocational context, General English can equip students with the communication skills needed to navigate a range of professional settings.

Future Prospects

As Chad continues to engage with the global community, the importance of English language proficiency is likely to increase. Efforts to improve English language teaching in Chadian institutions should focus on addressing the challenges mentioned above, such as teacher training, resource allocation, and curriculum development. Collaboration with international organizations and institutions can also help enhance English language teaching in Chad and provide students with the skills needed to succeed in a globalized world.

In a country where access to quality English language instruction may be limited, striking a balance between ESP and General English may be the most effective approach. By combining elements of both types of instruction, students can develop both specialized language skills for their chosen professions and a solid foundation of general English language proficiency.

Furthermore, integrating real-world examples and practical application of English language skills in the classroom can enhance student engagement and learning outcomes. By incorporating authentic materials related to students' academic interests and future career goals, educators can make English language instruction more relevant and meaningful for Chadian students.

English language teaching in Chadian institutions is evolving as the country recognizes the

importance of English proficiency in a global context. While there are challenges to be overcome, efforts to improve English language teaching can help Chadian students access opportunities for higher education, employment, and engagement with the international community. By investing in English language education, Chad can enhance its competitiveness and participation in the global economy.

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