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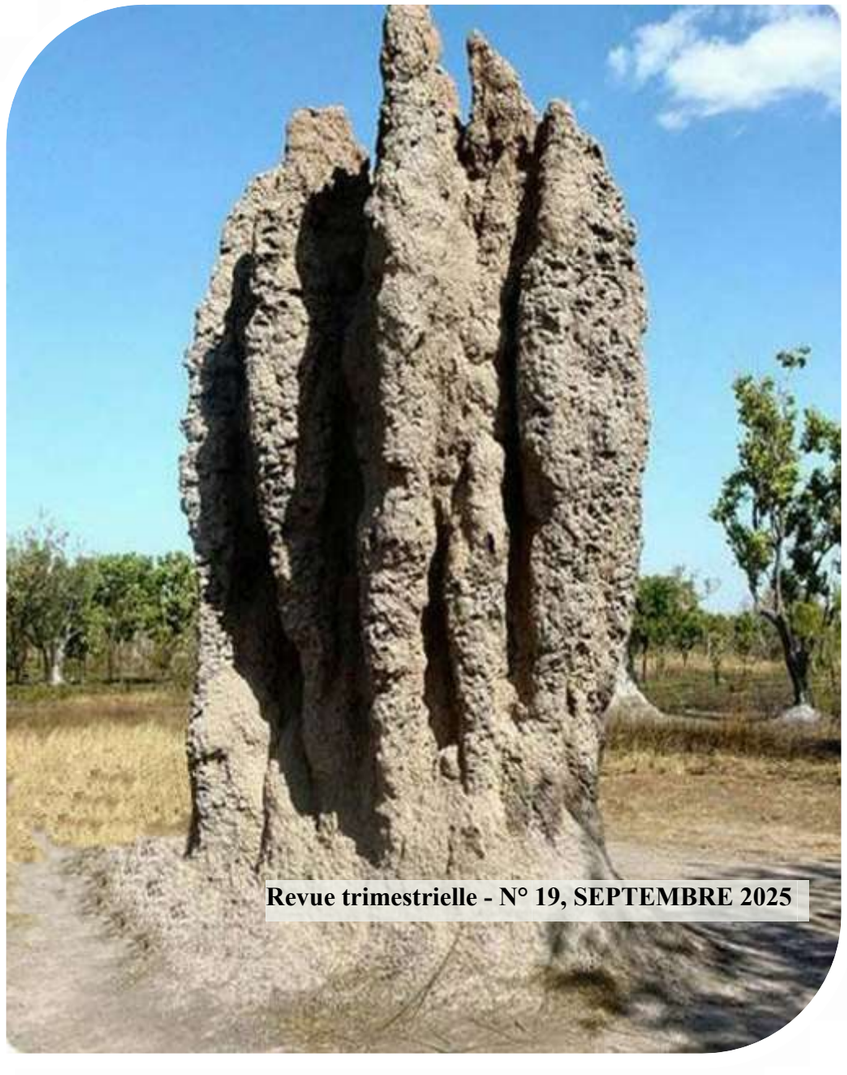

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"Dama Ninao" est une revue scientifique interdisciplinaire qui accepte et publie tous les articles relevant des Lettres, Arts et Sciences Humaines. A cet effet, elle s'intéresse aux études et théories littéraires, linguistiques, sociologiques, philosophiques, anthropologiques et historico-géographiques. La Revue "Dama Ninao", entendu "L'Entente" en langue kabyè du Nord Togo, est créée dans l'intention de matérialiser la mondialisation ou la globalisation qui s'opère avec l'esprit d'équipe et d'échanges et la désuétude du monde autarcique. Le monde scientifique universitaire ne peut échapper à cet esprit d'équipe qui fonde un creuset où « le fer aiguise le fer », les échanges se croisent, puis s'entremêlent pour aboutir à une reconstruction des connaissances scientifiques individuelles dans la collectivité.

La Revue Dama Ninao nous renvoie à la Civilisation de l'Universel du poète sénégalais Léopold Sédar Senghor, qui prône la porosité des âmes avec l'acceptation de l'autre, de ce qu'il dispose d'utile pour mon avancement : sa civilisation, sa culture, sa langue … Elle se fonde notamment sur la philosophie de Paul Ricœur qui préconise la perception de Soi-même comme un autre. Considérer soi-même comme un autre aux yeux de l'autre, nous amènerait à faire taire nos distensions et ressentiments afin de redimensionner notre espace, reconstruire notre histoire et notre société.

La Revue Dama Ninao s'est inspirée de la nature. Des insectes en miniature nous produisent de bels chefs-d'œuvre architecturaux, conjuguent leur génie créateur et leur force dans la patience et dans la tolérance. Ils créent des œuvres monumentales qui dépassent l'entendement humain, les termitières. A cet effet, la nature semble nous parler, nous guider, nous instruire dans le silence. Seules ces créations nous interpellent sans autant faire de nous des disciples. Comme la termitière qui, pour la plupart du temps, est une composante de maillons surgissant de la même matière, la Revue Dama Ninao se veut une termitière scientifique dont les enseignants-chercheurs en sont les maillons.

Au confluent de diverses sciences, la Revue Dama Ninao se propose de promouvoir la recherche scientifique et universitaire en impulsant le dialogue interdisciplinaire, le dialogue entre divers champs disciplinaires et divers contributeurs du monde universitaire.

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La taille des articles

Volume : 10 à 15 pages ; interligne 1.5, police 12 pour le corps du texte et les courtes citations ; police 11 pour les longues citations, Times New Roman, les références des citations doivent être incorporées dans le texte. Exemple : Guy Rocher (1968, p. 29), pas de référence en foot-notes à l'exception de quelques commentaires.

Ordre logique du texte

- Un **TITRE** en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;

- **Nom et prénom(s)** du contributeur ou des contributeurs, **nom de l'institution** d'appartenance, **adresse mail**

- Un **Résumé (Abstract)** de 8 lignes en français et anglais, en interligne simple, suivi de 6 **Mots clés** (**Key words**)

- Une **Introduction** : elle doit avoir une problématique, une méthode et une structure.

- Un **Développement** : les articulations du développement du texte doivent-être titrées comme suit :

1-Pour le **Titre** de la première section

1-1-Pour le **Titre** de la première sous-section

1-2- Pour le **Titre** de la deuxième sous-section

2- Pour le **Titre** de la deuxième section

2-1-Pour le **Titre** de la première sous-section

2-2- Pour le **Titre** de la deuxième sous-section

3- Pour le **Titre** de la troisième section (si l'auteur de l'article le souhaite)

-Une **Conclusion :** elle doit être courte, précise et concise en mettant en relief l'authenticité des résultats de la recherche.

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La revue Dama Ninao, de par son nom qui signifie « entente », a pour objectifs :

- de matérialiser le monde universitaire qui est un creuset où « le fer aiguise le fer », les échanges se croisent, puis s'entremêlent pour aboutir à une reconstruction des connaissances scientifiques individuelles dans la collectivité ;
- de promouvoir la recherche scientifique et universitaire en impulsant le dialogue interdisciplinaire, le dialogue entre divers champs disciplinaires et divers contributeurs du monde universitaire.

La revue Dama Ninao a une portée scientifique et sociale. A cet effet, elle publie tous les articles relevant des Lettres, Arts et Sciences Humaines et s'intéresse aux études et théories littéraires, linguistiques, sociologiques, philosophiques, anthropologiques et historico-géographiques sur appel à contribution thématique (colloque) ou varia. Elle est un espace de rencontre, de construction et de reconstruction des réseaux relationnels et scientifiques.

Professeur Koutchoukalo TCHASSIM

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Revue Dama Ninao

THE TEACHING OF LEXICAL ITEMS TO EFL LEARNERS: A CASE OF FORM I STUDENTS IN LYCÉE PASCAL YOADOUMNADJI OF DOBA AND LYCÉE BERNARD DIKWA GARANDI OF DOBA 1

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Abstract: This study investigates the teaching of lexical items to Form I students of Lycée Pascal Yoadoumnadji of Doba and Lycée Bernard Dikwa Garandi of Doba 1 in Chad. The population of this work is made up of 355 participants. Data were collected through questionnaire and observations. The results of this investigation revealed that teachers did not apply all the stages recommended in the teaching of vocabulary. Additionally, instead of using context clues like real objects, they listed words and made use of French to introduce items planned for teaching. The researchers also noticed that teachers have pronunciation problem. As solution, the training of English language teachers in the field of vocabulary teaching is recommended.
Keywords: vocabulary, vocabulary teaching, learners, strategies, lexical items.

Résumé: Elle mène une enquête sur l'enseignement des lexèmes aux élèves de la 6ème du Lycée Pascal Yoadoumnadji de Doba and et du Lycée Bernard Dikwa Garandi de Doba 1 au Tchad. La population de ce travail est constituée de 355 participants. Les données étaient collectées à travers le questionnaire et les observations. Les résultats de cette étude ont montré que les enseignants n'appliquent pas entièrement les étapes recommandées pour l'enseignement du vocabulaire. En outre, au lieu d'utiliser les contextes indiqués comme les objets réels, ils ont fait la liste des mots et ont utilisé le français pour introduire les mots prévus pour enseigner. Les chercheurs ont constaté que les enseignants ont un problème de prononciation. En guise de solution, la formation des enseignants dans le domaine de l'enseignement du vocabulaire est recommandée.

Mots-clés: vocabulaire, enseignement du vocabulaire, apprenants, stratégies, lexèmes.

Introduction

Nowadays, English has become a global language and its teaching has significantly become a universal necessity. Enesto Macaro et al. (2018) reported that English, as medium of instruction (EMI), has become a growing global phenomenon, particularly in higher education. More and more higher education institutions offer undergraduate and postgraduate programs by means of English (Clive W. Earls, 2016). In the 'expanding circle' (Kachru Braj Bihari, 1985), i.e., in countries whereby people use English as a foreign language (EFL), English is also taught in secondary, tertiary and primary schools. The expanding circle of English community may include for instance countries like China, Gabon, Democratic Republic of Congo, Finland, and Chad (Ndikoua Ngaidandi, 2021).

In the environment where English is used as a foreign language, the teaching of the language is not an easy task. This goes in the line of Keow Ngang Tang (2020, p. 98) who observes that "Teaching of English as a foreign language is always a challenging task. When it comes to the places where English serves a very limited purpose, it becomes more crucial and painstaking to teach and learn." Language that is used as a means of communication has a series of constituents. These include sounds, lexemes or words, phrases, and sentences, which in turn, are bound to grammar in order to yield successful communication. So it should be noted that in language learning, none of these properties is to be ignored. Among these language properties, "vocabulary acquisition is central to language acquisition, whether the language is first, second, or foreign" (Jeanette S. Decarrico, 2001, p. 285). If learners lack vocabulary knowledge, they soon discover that their ability to comprehend or express themselves clearly is limited (Jeanette S. Decarrico, 2001 and Paul Nation, 2001).

Vocabulary learning plays an important role in mastering a language. A learner with insufficient vocabulary size will not perform well in every aspect of language itself. Alpino Susanto (2017) found that many college students still encounter difficulties in reading their English textbooks. The main reason for those

college students who cannot read comprehensively is their limited vocabulary size. So, in order to facilitate the learning process for learners, a deep understanding of vocabulary teaching is rudimentary.

Endah Fauziningrum et al. (2023) observe that teaching vocabulary at junior high school is not an easy task as students of junior high schools are teenagers. So, it is crucial to teach English vocabulary with adequate techniques. They identify a number of strategies in teaching vocabulary. These strategies include: (i) Lesson strategy, which consists in finding the problematic word in the textbook, (ii) Picture or object strategy, meaning the teacher could draw a picture of a wheelchair on the board and use a picture, (iii) Mime or gesture strategy, (iv). Different Context Strategy, (v) Explaining the meaning of word strategy, (vi) Dictionaries Strategy, (vii) Summary Strategy, and (8) Game Strategy. Endah Fauziningrum et al. (2023) hold that translation, explanation, enumeration, realia, content, and presentation strategies can also be used in teaching vocabulary

In Chad, English is used as a foreign language. It is taught from secondary school to higher education. It has been observed that students find difficulties to understand reading texts because they do not have enough vocabulary, which prevents them from reading and understanding texts (MARCELLA Hu Hsueh-Chao and PAUL Nation, 2000). In Chad, this phenomenon is observed with secondary school learners of EFL even with those learning English in higher education institutions of the same country. This paper aims at examining the teaching of vocabulary in Chadian context and particularly in Form I of Lycée Pascal Yoadoumnadji of Doba and Lycée Bernard Dikwa Garandi of Doba 1. Specifically, this study intends:

- to examine the types of vocabulary taught in Form I of Lycée Pascal Yoadoumnadji of Doba and Lycée Bernard Dikwa Garandi of Doba 1,
- to investigate how lexical items are taught in Form I of Lycée Pascal Yoadoumnadji of Doba and Lycée Bernard Dikwa Garandi of Doba 1, and

- to explore the difficulties faced by teachers and learners in teaching and learning lexical items in Form I of those institutions.

1. Literature review

Dorothy Jean Henry (2011, p.7) defines vocabulary as "all the words used or understood by a person". The same scholar identifies four types of context clues, namely: synonyms, antonyms, general context, and examples. For him, using context clues is a wise teaching and learning strategy. The term context used here, means "language environment" or "surroundings". Thus, a context clue refers to the information that surrounds a new word, and is used to understand its meaning. It is against this background that one could agree with Jeremy Harmer (1993, p.159) that "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." Furthermore, the significance of teaching and learning in context is highlighted by Jeremy Harmer, (1993: 85) in these terms, "Memory works in such a way that one remembers better things in the context in which they have learnt it. So, if one was taught vocabulary by memorizing list of words out of context, they will remember words alone, or associated with the others in the list, but will have blanks when they need it in real life." According to Michael Owusu Tabiri (2016: 593) "It is didactically useless to teach learners vocabulary without relating the new words or expressions to a meaningful linguistic context''. In the same vein, Abdul Kareem Igbaria (2003: 108) recommends that "If we are really to teach students what words mean and how they are used, we need to show them being used together in context." It is never professional to teach and learn vocabulary out of context. A word without a context is 'a pretext'. So, it is a must for teachers of language to explain words and sentences in context.

According to Saniago Dakhi & Tira Nur Fitria (2019), vocabulary teaching material, which is traditionally restricted to printed teaching sources, like books, magazines, newspapers, articles, etc., is in a broader sense, any sort of tools that are used to accomplish teaching objectives. The selection of vocabulary teaching material has to be prepared by the English language teacher. Once it is met, the teaching and

learning activities will be attractive and make the planned learning objectives achievable.

2. Theoretical approach

The theoretical approach adopted here is structuralism used by Roger Gower (2005). Roger Gower (2005:8) identifies three main stages in teaching vocabulary, namely presenting, practicing, and revising.

- **Presenting**

The first stage is self-explanatory; it consists in introducing new lexical items to learners. As suggested by Roger Gower (2005: 9), at the very least learners need to learn both the meaning and the form of a new word. Therefore, as he claimed, it is worth pointing out that both these aspects of a word should be presented in "close conjunction in order to ensure a tight meaning and form fit".

Michael Reed (2010) states that techniques in presenting word meaning include translation, real object or phenomena, meaning definition, presentation through context, and learners' active involvement. Thus, items to be taught should be presented through an efficient technique in order to maximize the understanding of a lesson.

- **Practicing**

Roger Gower (2005:10) states that the students often need a little time for the new lexical items (or new words for short) to "sink in". He pointed out that learners may recognize a new item but often take time putting it into active use. In this case, the use of planned activities for recycling and reactivating the new vocabulary is of necessity. This kind of practice, as viewed by Scott Thornbury (2009: 20), echoes the well-known belief that "practice makes perfect". In addition, Roger Gower (2005) insisted on the action of moving words from short-term memory into permanent memory. He showed that new knowledge, i.e. new words, need to be integrated into existing knowledge, which means learner's existing network of word associations, or what is called 'the mental lexicon'. This clearly means that in order to ensure the

long-term retention and recall, words or lexical items need to be put to work, or into practice as it is often understood in many other contexts. Roger Gower (ibid) suggested that vocabulary needs to be placed in "working memory" and subjected to different operations.

Aylin Tozcu & Jim Coady (2004) propose that after presenting the vocabulary, the teacher must provide a short time for practicing. The teacher can use songs and games when teaching vocabulary and employ semantic field and semantic mapping strategies. He uses the key word method to reinforce important concepts and provide sufficient practice. Regular review of important concepts and vocabulary is done in class.

- **Consolidating and Revising**

Roger Gower (2005:22) explains that in accordance with presenting and putting words into practice, checking students' comprehension and revising those words represent a final important stage in teaching vocabulary. This stage sounds familiar and looks like practicing; however, as its name suggests, in Consolidating and Revising, students are advised to complete high-level tasks precisely production tasks.

3. Method

This section deals with setting of the study, the population, the instruments and the procedure of data collection.

3.1 Setting

The investigation concerning the teaching of lexical items took place at the Lycée Pascal Yoadoumnadji of Doba and Lycée Bernard Dikwa Garandi of Doba 1, which are the most populated secondary schools in Doba. Doba is the Headquarters of Logone Oriental Province, which is located between Logone Occidental and Mandoul.

3.2 Population

The population of this research is made up of EFL learners of Lycée Pascal Yoadoumnadji of Doba, those of Lycée Bernard Dikwa Garandi of Doba 1, and precisely those of Form I and EFL teachers of the academic year 2024-2025.

Learners from Form I of Lycée Pascal Yoadoumnadji of Doba are 122 in number, and those of Lycée Bernard Dikwa Garandi of Doba 1 are 229, which makes a total of 351 learners regardless of their sex. According to the data collected from the administrations of both institutions, the age of the learners ranges from 11 to 17 years. In terms of linguistic background, all learners have French as their official language in addition to native languages which include Mongo, Gor, Guley, Ngambay, and Murum.

The teaching (teacher) population of Form I counts four (4) teachers whose age ranges from 30 to 35 years. All of them are francophone. In terms of qualifications, three teachers hold a BA in English Language and the other one has just reached Level Three in the University, i.e. none of them has a pedagogical certificate, even though they often attend pedagogical workshops. Indeed, 75% of teachers affirmed that sometimes they take part in pedagogical workshops in order to improve their teaching abilities while one teacher (25%) acknowledged that he has attended teaching workshops twice. In other respects**,** one of the teachers is a permanent employee, i.e. a state worker, the three others work as part- time teachers. In terms of teaching experience, 25% of teachers have been teaching from 1 to 5 years. In the same way, 25% of them have teaching experiences that run from 11 to 15 years while 50% of them have been teaching for 15 years or so. In short, teachers have 6 year- teaching experience in average, which might have positive effect on the teaching and learning of English.

3.3 The instruments and the procedure of data collection

A mixed-method design was used, i.e. a quantitative-qualitative method, which includes the use of questionnaire and observations (see the questionnaire and observation checklist in the appendix).

Before reaching the respondents, we went and met the Principal of Lycée Pascal Yoadoumnadji of Doba and the one of Lycée Bernard Dikwa Garandi of Doba 1 in order to get their authorization. After the researchers' meeting with the Principals of the institutions mentioned above, they got an opportunity to meet the English teachers of Form I who presented to them their timetables, allowing them to collect data through questionnaire and observations of vocabulary teaching. The questionnaire was administered to teachers teaching English in Form I of the institutions mentioned above. Four copies of the questionnaire were administered and all the four were returned.

The observations were based on the teaching of eight (8) lessons of vocabulary: 'My family', 'Fruits and vegetables', 'The names of animals and things', 'Cooking utensils', 'The names of things', 'Names of animals, things and insects', 'Colours', and 'The parts of a human body'. The observations in Form I A of Lycée Pascal Yoadoumnadji of Doba were done on October 22, 2024, November 9, 2024, November 21, and December 16, 2024. In Form I B of the same institution, the researchers observed the teaching of vocabulary on October 29, November 16, November 28 and December 19 of the same year. In other respects, in Form I A of Lycée Bernard Dikwa Garandi 1 of Doba, the observations were done on February 27, 2025, March 3, 2025 March 6 2025, and March 17 of the same year. In Form I B of Lycée Bernard Dikwa Garandi of Doba 1, the observations were done on February 28, March 3, March 10 and March 14, 2025. The target of the observations was the identification of types of vocabulary taught, the way in which the items were taught and the challenges faced by teachers and learners in the process of teaching and learning lexical items. The observations were done by the researchers themselves, who attended all the classes from the beginning to the end. They were focused on the

checklist designed by the researchers and the checklist essentially includes types of vocabulary, the strategies used by teachers and the challenges faced by teachers and learners. The researchers took notes of all what happened during classes. The observations were done from the beginning to the end of the class. The classrooms that underwent the observations were Form I A of Lycée Pascal Yoadoumnadji of Doba and Form I B of Lycée Bernard Dikwa Garandi of Doba1.

4. Findings

This part of the work is devoted to the presentation and analysis of data collected via questionnaire and observations. Data collected from EFL teachers through questionnaire are statistically presented.

4.1 Data obtained through questionnaire

Data presented below are collected by means of questionnaire.

4.1.1 Training of teachers in the teaching of vocabulary

This section displays information about the training of teachers in terms of the teaching of vocabulary.

The data obtained from the questionnaire indicates that 50% of the teachers (2 out of 4) have been trained in terms of the teaching of vocabulary while also 50% of them gave a negative response. A successful teaching of vocabulary obeys a well-defined procedure, which includes presenting, practicing, consolidating and revising (Roger Gower, 2005). On the contrary, a lack of application of that procedure entails a poor success in the teaching of vocabulary.

4.1.2 Availability of books about vocabulary teaching

This section gives an insight on the ownership of books about vocabulary teaching by teachers.

In terms of the ownership of books by teachers, it was observed that 50% of teachers have books on vocabulary teaching while 50% of them do not possess books regarding the teaching of vocabulary. The availability or possession of books on the

teaching of vocabulary by teachers contributes to a success in the teaching of that aspect of language, as those books are supposed to include techniques of teaching vocabulary, which is regarded as a 'vehicle of message'. But this advantage of books was not observed in the teaching of vocabulary by EFL teachers of Lycée Pascal Yoadoumnadji of Doba and Lycée Bernard Dikwa Garandi of Doba 1.

4.1.3 Types of vocabulary taught

This section presents information about the type of vocabulary instructed. In fact, the information gathered from the participants clearly shows that all teachers teach words any time they want to teach vocabulary. This means that none of them have taught phrases. Tis can be explained by the fact that in Form I, learners do not have enough English language background to learn phrases that are difficult to bear in mind.

4.1.4 Frequency of the teaching of vocabulary

This is an area of data regarding the frequency of the teaching of vocabulary. The investigation indicates that the majority of teachers (75%) teach vocabulary any time they have class. This means they teach this aspect of English language more than any other aspect of the language. This preference might be explained by the fact that vocabulary is crucial in language. This opinion echoes Alpino Susanto (2017: 189) who states that ''lexical knowledge is central to communicative competence and to the acquisition of second/foreign language and a lack of vocabulary knowledge is an obstacle to learning.''

4.1.5 Visual aids used in teaching vocabulary

This section provides information about the use of visual aids in the teaching of words representing concrete entities. Data collected through the questionnaire show that the majority of teachers do not make use of visual aids when teaching words representing concrete things. Materials assist English language teachers with a presentation and transmission of knowledge, help leaners master content, and profile various academic abilities and values (Rona Bušljeta, 2013), which is unfortunately

unknown by those teachers. This supposes that those teachers are not skilled in teaching vocabulary even though half of them affirmed they have been trained in the teaching of vocabulary. Only one teacher, i.e. (25%) uses pictures to teach vocabulary.

4.1.6 Data about the spelling of words being taught

Here, the information on the attention of teachers to the spelling of words that they teach, is provided.

All teachers (100%) draw the attention of learners on the spelling of words that they teach. This means that in addition to the meaning of words, teachers tell their learners to keep in mind the spelling of words being taught. Teachers draw their learners' attention on the spelling of words when teaching vocabulary because such a practice helps learners to connect the sounds of words to their written forms, enhancing both reading and writing skills.

4.1.7 Data about pronunciation during the teaching of words

This section displays data about the attitude of teachers towards the pronunciation of words being taught. Just like with spelling, 100% of teachers join the teaching of the meaning of words together with the pronunciation aspect. Teachers draw learners' attention on the pronunciation of words as this would improve the listening and speaking skills of English learners. Pronunciation is an inevitable aspect of language. It supports the development of other language skills as they could not be learned separately (Coral I. Hunt-Gómez, & Macarena Navarro-Pablo, 2020).

4.1.8 Strategies for introducing words to be taught

The current section presents data about the ways teachers use to introduce vocabulary in their class.

Three teachers (75%) out of four introduce words to be taught through listing. In other words, teachers write on the board the list of words they have planned to teach while

the other teacher introduces words he decided to teach through reading texts. Teachers justify the choice of word listing strategy by the fact that this strategy is time-saving. This is not an appropriate way of introducing words to be taught. Instead of that strategy, Michael Reed (2010) suggests that a teacher should use an efficient technique in order to increase the comprehension of a lesson.

4.1.9 Teachers' viewpoint about the use of French

This section gives an idea about the use of French by teachers when teaching vocabulary. Here, also three (75%) teachers out of four sometimes use French when teaching vocabulary while only one teacher (25%) always uses French when teaching vocabulary. Teachers make use of French because learners do not have enough background in English and French simplifies the teaching of vocabulary. Scholars acknowledge that in EFL contexts, students of second language would benefit from translation. That is why Amir R. Asiyaban, & Mohammad S. Bagheri (2012:118) state that ‘‘One should look translation as a technique whose application would be beneficial to both teachers and students in terms of saving time, improving ‘‘uncontrolled active’’ vocabulary, and expanding proficiency’’. But I think that translation is not the best technique because it does not enhance thinking in the target language. The best strategy to teach vocabulary to EFL learners of Form I might be the use of real objects, pictures and gestures.

4.1.10 Teachers' opinion about intra-teaching evaluation

In regard with evaluation of words being taught in the process of teaching vocabulary, data collected by means of the questionnaire show that majority of teachers (75%) always assess the level of acquisition of words during the teaching of those words. 25% of them affirmed that sometimes they check the level of comprehension of words taught before moving to another series of words. In addition, as Roger Gower (2005) holds it, this type of evaluation enables learners to keep in mind and recall words or lexical items that are taught.

4.1.11 Teachers' opinion about lesson-ending evaluation

This section presents data about lesson-ending evaluations. As regards the lesson-ending evaluation, all the teachers (100%) acknowledged that they always give an exercise at the end of any lesson. This evaluation enables teachers to make sure whether or not the lesson is understood (Roger Gower, 2005).

4.2 Data collected through observations

Through observations, data related to the types of vocabulary taught, the teaching method and challenges were got. The findings are presented below.

4.2. 1 Types of vocabulary

Eight lessons were observed, i.e. four from Form I of Lycée Pascal Yoadoumnadji of Doba and four others from Form I of Lycée Bernard Dikwa Garandi of Doba 1. Lexical items, that is to say words, were observed through the following lessons: 'My family', 'Fruits and vegetables', 'The names of animals and things', 'Cooking utensils', 'The names of things', 'Names of animals, things and insects', 'Colours', and 'The parts of the human body'. As it is time-consuming to take into account all the lessons observed, the researchers used two lessons as a sample for the analysis. The second reason for our restriction to only two lessons is the fact that all the lessons observed were taught in the same way. The two lessons of vocabulary selected for the analysis include 'The family' in Form I A of Lycée Pascal Yoadoumnadji of Doba, taught on October 22, 2024 from 12: 30 to 2: 30 pm, and 'Fruits and vegetables' in Form I B of Lycée Bernard Dikwa Garandi of Doba1 on February 27, 2025, from 1:30-3:30. In Form I A of Lycée Pascal Yoadoumnadji of Doba, the teacher taught the names of the basic members of the family, i.e. *father, mother, brother* and *sister* while in Form I B of Lycée Bernard Dikwa Garandi of Doba 1 the names of various fruits and vegetables were taught.

4.2.2 The teaching of lexical items in Form I A of Lycée Pascal Yoadoumnadji of Doba

As mentioned earlier, the lesson selected for analysis is titled 'My family' in Form I A of Lycée Pascal Yoadoumnadji of Doba. The beginning of the lesson was marked by a kind of brainstorming through which the teacher asked the date from the class.

- **Presentation of the lesson**

After having written the title of the lesson (Text: My family), the teacher wrote on the board the objective of that lesson. As a strategy to present the current lesson, he repeatedly asked orally and by writing this question: 'What are the people of your family?' The teacher answered the question himself: 'My family includes my father, my mother, my brother and my sister'. From this answer, he pointed out the main members of the family, i.e. 'father and mother'. Then, he wrote on the board a reading text that the class copied in their notebooks. He read the text three times, emphasizing the names of the family by repeating them. After the translation of the text into French, the teacher asked the class in French:

De quoi parle le texte? (Gloss: What is the text about?).

Est-ce-que tu as une famille? (Do you have a family?).

Qui est le chef de famille? (Who is the head of the family?).

Comment on appelle 'mon père' en anglais? (How do you call 'mon père' in English?).

A student answered: *J'ai une famille* (I have a family);

Le chef de famille, c'est mon père (The head of the family is 'mon père').

'Mon père' en anglais c'est 'my father' ('My father' in English is 'my father').

The teacher used the same procedure to enable learners to discover the names of the other members of the family (mother, brother and sister).

Based on our observations, we can state without any risk of mistake that the teacher used the translation technique to present lexical items planned for teaching. The use of translation goes in accordance with Michael Reed (2010) who recognizes translation as one of techniques used in the teaching of vocabulary. Apart from a notebook in which lessons were contained, and blackboard on which pieces of white chalk were used, no didactic material like books and visual aids were used.

- **Practicing**

Once the presentation of the lesson ended, the teacher initiated a stage of practice which aimed at checking the level of acquisition of the lexical items taught. This was done by means of questions in French. Here are some of these questions:

Est-ce-que vous avez des sœurs à la maison ? (Do you have any sisters at home?).

Comment peut-on les appeler? (How can you call them?).

Y-a-t-il ce mot au tableau ? Soulignez - le. (Is there this word on the board? Underline it).

Qui peut souligner 'my brother'?

These questions were answered by the class with the assistance of the teacher. This stage was followed by another section known as 'Difficult words' whereby the teacher asked the class to pick out difficult words from the text and those words were translated into French by the teacher.

4.2.3 The teaching of lexical items in Form 1 B of Lycée Bernard Dikwa Garandi of Doba 1

The lesson selected for the analysis from Form I B of Lycée Bernard Dikwa Garandi of Doba 1 is entitled 'fruits and vegetables'. It includes two stages, namely presenting and practicing.

4.2.3.1 Presentation of the lesson

In introducing the lesson, the teacher wrote the title of the lesson 'Fruits and vegetables' and asked learners to translate it into French. He asked in French each of the three rows that counts the classroom to give four names of four different fruits in French and their translation in English. The translation was done by the teacher himself since learners were unable to do it. Below is the list of fruits both in French and English:

French		**English**
orange	=	orange
banane	=	banana
papaye	=	pawpaw
ananas	=	pineapple
goyave	=	guava

Practicing

To check the acquisition of the names of fruits by students, the teacher made students do an oral exercise. He gave names of fruits in English and asked students to find their translation in French and questions were formulated in French. This can be illustrated by the examples below:

English	**French**
guava	= goyave
lime fruit	= citron
pawpaw	= papaye
apple	= pomme
orange	= orange.

In addition, the teacher constructed English sentences containing names of fruits and asked students to translate those sentences into French. He did this vice-versa, i.e., the teacher made sentences in French carrying names of fruits and instructed learners to translate those sentences into English. Below are some examples:

English		**French**
Peter has a banana	=	Pierre a une banane.
My mother eats mango	=	Ma mère mange la mangue.
I like pineapple	=	J'aime l'ananas.
We like watermelon	=	Nous aimons la pastèque.
French		**English**
Nous avons une aubergine	=	We have an eggplant.
Ma sœur a une papaye	=	My sister has a pawpaw.
La banane est un fruit	=	Banana is a fruit.
J'ai un avocat	=	I have an avocado.

After the practicing stage, the teacher seemed to do consolidating and revising, asking the class in French to cite five (5) names of fruits in English while the list of the names of fruits were still on the board. This activity does not represent the third stage of vocabulary teaching; it rather falls into the practicing stage.

Once the section on the names of fruits was ended, the teacher moved to vegetables. In presenting this section, the teacher made the list of vegetable names in French, with each vegetable followed by its translation in English as seen below:

French		**English**
tomate	=	tomato
piment	=	pepper

harricots = beans

oignon = onion

gingimbre = ginger

The presentation of the names of vegetables was followed by an oral practice through which the teacher gave names of vegetables in English and asked learners to give their equivalents in French. These are presented below:

English **French**

carrot = carotte

oignon = onion

pepper = piment

cabbage = chou

The reverse was also done, i.e. names of vegetables were proposed by the teacher in French and students were asked to give their translation in English.

5. Challenges in teaching and learning vocabulary

Based on data collected from the observations and from questionnaire, learners and teachers come across a number of difficulties. First of all, learners do not have enough English vocabulary to understand the subject matters taught which lead teachers to intensively use French. In addition, learners have pronunciation difficulties. Indeed, their pronunciation of English is influenced by French and their L1. As an illustration, here are some examples, orange /oraŋʤ/, pepper /pɛpɛ/, sister/sistɛ/. Teachers did not use real objects, pictures and drawings or 'context clues' representing concrete things. This is due to the difficulty to get those visual aids or to draw them. Teachers did not use appropriate strategies to teach vocabulary, which implies that they are not trained in terms of vocabulary teaching.

Conclusion

The work examined the teaching of lexical items to Form I-Learners of Lycée Pascal Yoadoumnadji of Doba and Lycée Bernard Dikwa Garandi of Doba 1. The data were collected through questionnaire and classroom observations. Teachers did not fully use the steps expected in the teaching of vocabulary: presenting, practicing, and consolidating and revising (Roger Gower, 2005). They used only the first two stages, i.e., presenting and practicing. This restriction is due to no participation of teachers into workshops about the teaching of vocabulary. The second stage, i.e., practicing, was done through asking the class the translation of a word either in French or in English or through asking them to underline from the board a word representing another pronounced by the teacher. 'Consolidation and revising', which are a kind of evaluation leading a teacher to make a final decision, i.e., the lesson should be resumed or not, were not done.

In addition to the teaching of meaning of lexical items, spelling and pronunciation of words were also dealt with. Teachers taught spelling by telling the class to note the constituents of each word taught. As for pronunciation, it was learnt by students through collective and individual repetitions of the words taught.

The teaching of the lexical items was not without difficulties and those difficulties were faced both by teachers and learners. In fact, teachers spent a lot of time and energy, striving to let their lessons be understood by learners. The level of learners' participation in the lessons was very low; this is also due to the fact that the strategies used by teachers were not stimulating. Furthermore, the researchers observed that teachers have pronunciation problems. These problems can be illustrated by the following productions: /pi:ful/ (people), /koʃon/ (question), famılı (family), etc.

Teachers misused time. They spent much time on aspects of the class which are not necessary. This mismanagement of time might be a factor preventing teachers from having time for the final stage of vocabulary teaching, i.e. consolidating and revising.

In the light of the difficulties mentioned above, it is recommended that education officers consider vocabulary teaching for the benefit of English teachers and learners of secondary schools. In addition, teachers of English are advised to improve their knowledge of English, especially in the pronunciation field as they represent a model for learners.

This work would enrich the literature of English language teaching in general and the teaching of vocabulary in particular. In addition, it could contribute to the improvement of English language teaching in Chadian secondary schools if the recommendations formulated above are taken into account.

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Appendix: Check list for observations

1. **Name of School**: Lycée Pascal Yoadoumnadji of Doba and Lycée Bernard Dikwa Garandi of Doba 1
2. **Level/ class**: Form I
3. **Number of students of the schools**: 1400 students (Lycée Pascal Yoadoumnadji of Doba) and1700 students (Lycée Bernard Dikwa Garandi of Doba 1)
4. **Types of lexical items:** words (meaning, spelling and pronunciation) about the names of family members, things (school tools, cooking tools), colours, the parts of the human body, and the names of animals.
5. **Strategies used to teach lexical items/words**:
   - A kind of brainstorming through date asking;
   - Listing of words to be taught;
   - The use of translation (English –French);
   - Reading and repetition of the list of words being taught (by teachers and learners);

- Drawing of learners' attention on the spelling of words being taught;
- Short time – practices or intra-lesson evaluations.

6. **Challenges/ difficulties faced by teachers:**
   - Poor motivation of learners;
   - Poor English background (learners);
   - Pronunciation difficulties (learners and teachers);
   - Difficulties to get real objects and pictures (teachers);
   - Difficulties to draw real objects and pictures (teachers) and
   - Incomplete use of steps required in the teaching of vocabulary (teachers).