

CHAPTER V

CONCLUSION

5.1 Conclusion

This study has thoroughly investigated the factors affecting English-speaking ability among students at *Complexe Polytechnique et Universitaire de Bangui* (CPUB) in the Central African Republic. The findings from the first research question reveal several challenges, including significant vocabulary differences between French and English, limited exposure to English outside the classroom, poor teaching quality and resources, and students' overall difficulty in developing their speaking skills. These obstacles make it harder for students to become fluent and confident in speaking English. The research pointed up numerous important elements affecting CPUB students' English-speaking abilities, such as the learning environment, teacher competence, and access to technology. These results highlight the need to build an interactive and engaging English-speaking environment, improve teacher training, and use technology to support classroom education.

In the second research question, the study found that traditional teaching methods—typically focused on grammar and vocabulary—are less effective at improving speaking skills. On the other hand, communicative language approaches like CLAD appear to offer more engaging and effective learning experiences. All of these modern methods are vital for enhancing speaking competence as these contemporary approaches expose students to different accents and cultures, offer quick feedback, and promote real-life conversation.

Ultimately, improving English-speaking skills among students in French-speaking countries like the Central African Republic requires a comprehensive approach. Schools need to prioritize interactive teaching methods, invest in teacher development, and offer more opportunities for students to practice English in real-life situations. By tackling these challenges, schools can better prepare

students to handle the needs of a globalised society and improve their academic and career opportunities.

5.2 Suggestion

By the explanation above, a number of practical recommendations are made to help CPUB students become more fluent in English.

1. For Lecturer

The way that students speak English is greatly influenced by their lecturers. Lecturers should use communicative teaching strategies that prioritize in-person interaction in order to enhance student outcomes. They can use activities like role-plays, debates, storytelling, and group discussions to create a dynamic classroom environment instead of mainly depending on grammar drills and rote memorization. These techniques not only increase student involvement but also give them real-world opportunities to practice speaking English.

Since access to multimedia tools like videos, podcasts, or online platforms is limited, lecturers can compensate by incorporating more traditional resources such as printed dialogues, real-life conversation scripts, and teacher-led demonstrations. Encouraging students to practice English through pair and small group work can also increase speaking time and peer learning within the constraints of available resources.

Lecturers should provide regular and constructive feedback, helping students identify their strengths and areas needing improvement. They can also promote self-assessment and peer feedback after speaking activities to foster students' awareness and motivation for progress.

Additionally, lecturers are encouraged to pursue ongoing professional development through workshops, peer collaboration, and reading relevant teaching materials to enhance both their instructional skills and language proficiency. Even without advanced technology, continual learning will enable lecturers to adopt creative, effective teaching approaches suited to the school's context.

2. For Student

In order to improve their English-speaking abilities, students must actively participate. In both formal classroom settings and informal settings, regular practice is essential. Since access to technology is limited at the school, students are encouraged to maximize face-to-face opportunities to use English. This can include joining English-speaking groups, conversing with classmates, and consuming English-language media.

Students should develop self-directed learning habits by using online resources or language-learning applications for daily practice, keeping vocabulary notebooks, and setting personal goals. Students should also engage in reading English books, newspapers, or magazines available in the school library or community to build vocabulary and exposure to the language. Listening to English-language radio programs or songs can serve as an accessible way to improve listening skills without relying on internet-based resources.

Students can improve their capacity to communicate ideas in English more successfully by forming study pairs or small groups where they take turns practicing speaking and giving feedback. Peer learning creates a supportive environment and helps build confidence in using English to communicate ideas effectively.

3. For Researcher

In order to better understand the problems and potential solutions associated with English-speaking proficiency, researchers play a crucial role. By investigating the efficacy of particular communicative strategies, like task-based learning or project-based learning, in enhancing speaking abilities, future research could be built on this study to determine which approaches best support students' speaking development under these conditions.

In addition, researchers should also think about looking at psychological issues like language anxiety, motivation and confidence, gender-based disparities in speaking performance, and contextual factors like students' cultural attitudes toward English. Investigating cultural attitudes towards English learning and how these

influence student engagement and willingness to speak is also important, as these contextual elements play a significant role in shaping language proficiency.

Given the limited access to digital tools, researchers are encouraged to use mixed-method approaches that combine traditional data collection methods such as surveys, in-depth interviews, and direct classroom observations to obtain richer and more detailed data. Teachers would gain a better understanding of the particular obstacles that students encounter with the aid of these insights.

5.3 Implication

The findings of this study have important implications for a number of everyone involved. The results show that strategic planning and curriculum reform are urgently needed at CPUB and other educational institutions. Curriculum that prioritizes speaking ability has the potential to significantly improve students' academic performance and language skills, even in settings with limited technological access. The systemic issues with English language instruction must be acknowledged by Central African Republic education authorities and policymakers. Reforming policies should guarantee funding for teacher training initiatives, digital infrastructure, and language labs.

The study emphasizes the significance of reevaluating instructional strategies and giving communicative competence top priority for educators and language learners. In contexts where digital tools and online platforms are scarce or unavailable, classrooms can still become vibrant and student-centered by adopting interactive, learner-focused strategies. These include group discussions, role-plays, and peer-to-peer practice sessions that foster active use of English in real-life situations. While the use of online tools is limited in this context, students can benefit from traditional self-study techniques, including the use of vocabulary notebooks and printed language exercises.

Lastly, even though this study focuses on CPUB, its conclusions are applicable worldwide. Adopting comparable technique could help other French-

speaking African nations dealing with comparable educational circumstances, promoting regional improvements in the teaching of English. By adapting these recommendations to their specific contexts, educational institutions in the region can drive meaningful improvements in English language proficiency, contributing to regional development and increased global communication opportunities.

