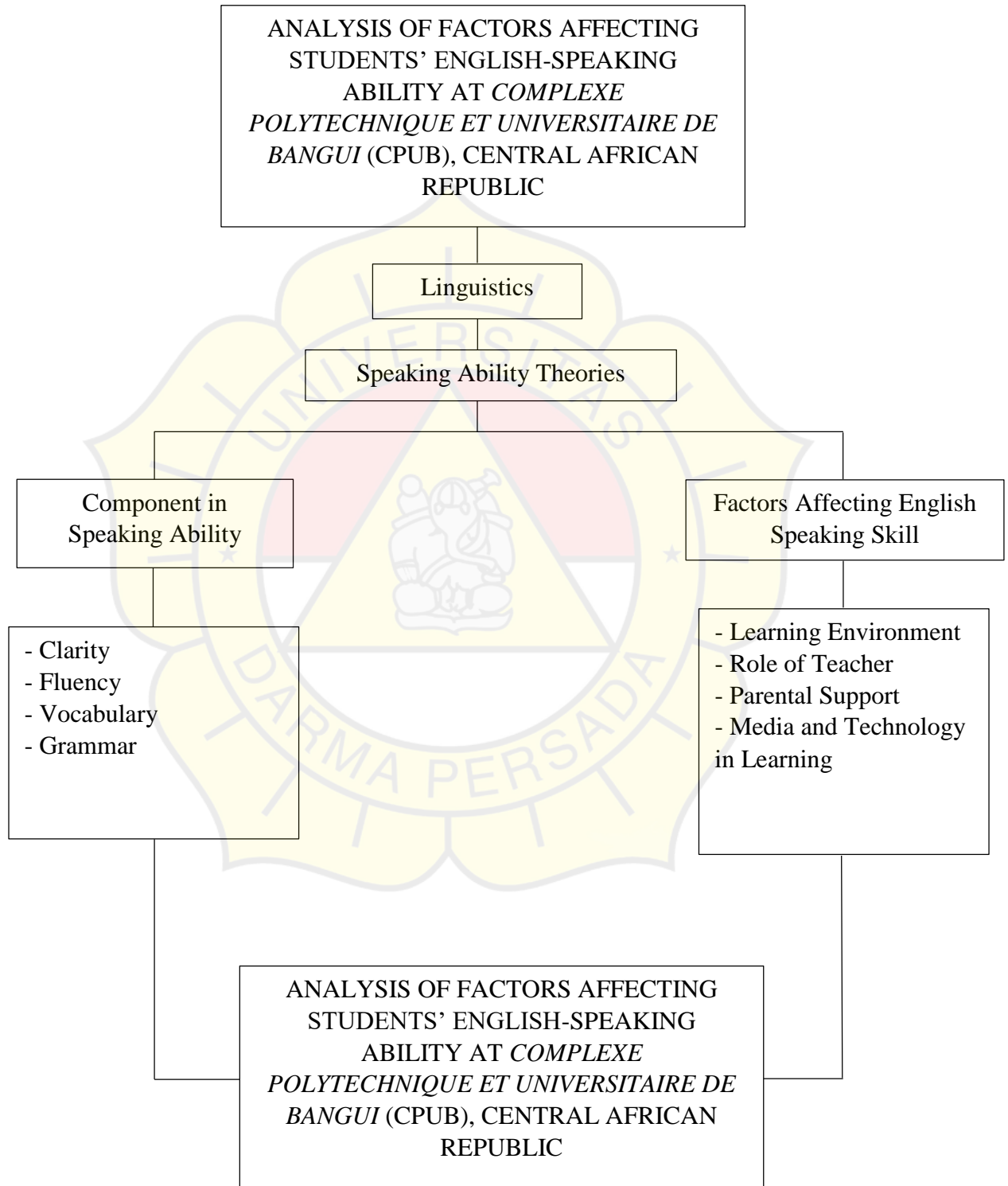


APPENDIX 1
SCHEME OF THE RESEARCH



APPENDIX 2

POSTER OF THE RESEARCH





Analysis of Factors Affecting Students' English-Speaking Ability at *Complexe Polytechnique et Universitaire de Bangui* (CPUB), Central African Republic

Dwi Legi Lestari
2019130110

<p>Background</p> <p>English has become a global language of communication, playing a vital role in education, international relations, and professional advancement. In many non-English-speaking countries, the ability to speak English fluently is increasingly viewed as an essential skill for students. However, despite its growing importance, many learners still face significant challenges in acquiring effective speaking skills.</p>	<p>Formulation</p> <ol style="list-style-type: none">1. What are the factors affecting the English-speaking proficiency of students at CPUB?2. What are the difficulties experienced by students during the English learning process at CPUB?3. How effective are the current teaching methods in improving students' English-speaking skills at CPUB?
<p>Method</p> <p>This study employs a mixed-methods research design to analyze the factors affecting students' speaking ability at CPUB. These methods are descriptive qualitative supported by quantitative data collection. The research aimed to identify both internal and external factors influencing students' oral proficiency in English.</p>	<p>Research Findings</p> <p>This study explored the key factors affecting students' English-speaking ability at CPUB. Findings revealed that limited vocabulary knowledge, lack of exposure to English outside the classroom, inadequate teaching quality, and insufficient resources significantly hinder students' speaking skills.</p>
<p>Conclusion</p> <p>This study identified key challenges hindering English-speaking ability at CPUB, both internal and external factors. To enhance English proficiency, schools should adopt interactive teaching methods, invest in teacher development, and create more opportunities for real-world English practice. By addressing these challenges, students will be better prepared for academic and professional success in a globalized world.</p>	<p>Additional factors such as learning environment, teacher competence, student motivation, and access to technology also play a crucial role. The research found that conventional teaching methods focused on grammar are less effective, while communicative approaches offer more engaging and practical learning experience.</p>

APPENDIX 3
LETTER OF APPROVAL FROM CPUB



Complexe Polytechnique et Universitaire
De Bangui
.....
Coordination
.....
Service scolarité
.....
N°...../CPUB/COOR/CS/SA-25

République Centrafricaine
Unité-Dignité-Travail
.....

UNIVERSITAS


Subject : Internship Acceptance Letter

Dear : Miss DWI LEGI Lestari

I am pleased to inform you that we have reviewed your application and are delighted to offer you an internship position at CPUB (Complexe Polytechnique et universitaire de Bangui). We were impressed by your qualifications, motivation, and enthusiasm, and we believe you will be a valuable addition to our team.

Your internship is scheduled to begin on 05 December 2024 and will run until 05th February 2025. During this period, you will be working under the supervision of the Principal. Your responsibilities will include teaching,, following some academic activities and monitoring classes. We are confident that this experience will be both enriching and above all help you with raw information for your long dissertation.

Please confirm your acceptance of this offer by Response before 30th October 2024, and do not hesitate to contact us if you have any questions or require further information. We look forward to welcoming you to our team and working together on exciting projects.



The coordinator

APPENDIX 4

CERTIFICATE OF RESEARCH FROM CPUB

**COMPLEXE POLYTECHNIQUE ET UNIVERSITAIRE DE BANGUI**
CPUB

ATTESTATION DE FIN DE STAGE

Je soussigné **WEINTA Massama**, Coordonnateur du Complexe Polytechnique et Universitaire de Bangui CPUB (Ex-CPI), atteste par la présente que Mlle DWI LEGI Lestari, Née le 04 Septembre 1997 à Jakarta, a effectivement passé son stage d'observation dans notre institution en qualité d'enseignante d'Anglais du Fondamental 1et 2. Période du stage : 05 Décembre 2024 au 05 Février 2025.

En foi de quoi, ce certificat lui est délivré pour servir et valoir ce que de droit.

Fait à Bangui, le 25 Mars 2025


WEINTA Massama

BP : 702 Bangui-RCA ; Quartier Lakouanga ; Tél : +236 72-65-08-60 / 72-05-38-38 ; Courriel : info@cpub.rca.com www.cpub-rca.com

APPENDIX 5

PRESENTATION SLIDES

Analysis of Factors Affecting Students' English Speaking Ability at Complex Polytechnique et Universitaire de Bangui (CPUB), Central African Republic

Dwi Legi Lestari
2019130110

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM
DARMA PERSADA UNIVERSITY
JAKARTA 2025

GRATITUDE TO:

Advisor
Dr. Yoga PRATAMA, M. Pd.

Examiner
Jufarjati, M. Pd.

Head of Board Examiner
Dr. Fridolisi, S. S., M. Hum.

Bachelor Term paper Defense

Table of Contents

- Background of Problem
- Review of Previous Study
- Identification of the Problem
- Method of The Research
- Formulation of Problem
- Research Findings & Analysis
- Framework of the theories
- Conclusion

Background of Problem

English-Speaking Ability

Problem in Speaking

Second Language Acquisition

Factors Affecting Students' English Speaking Ability at Complex Polytechnique et Universitaire de Bangui (CPUB), Central African Republic

IDENTIFICATION OF THE PROBLEM

01 The factors affecting students' English-speaking ability at Complex Polytechnique et Universitaire de Bangui (CPUB).

02 The difficulties faced by the students in learning English at Complex Polytechnique et Universitaire de Bangui (CPUB).

03 The implementation of learning methods at Complex Polytechnique et Universitaire de Bangui (CPUB).

FORMULATION OF THE PROBLEM

- ★ FORMULATION OF THE PROBLEM 1
What impact do various factors have on the English-speaking proficiency of students at Complex Polytechnique et Universitaire de Bangui (CPUB)?
- ★ FORMULATION OF THE PROBLEM 2
What are the difficulties experienced by students during the English learning process at Complex Polytechnique et Universitaire de Bangui (CPUB)?
- ★ FORMULATION OF THE PROBLEM 3
How effective are current teaching methods in improving students' English-speaking skills at Complex Polytechnique et Universitaire de Bangui (CPUB)?

FRAMEWORK OF THE THEORIES

01 Speaking Ability (Brown, 2007)

02 Problem in Speaking (Lestari, 2019)

03 Second Language Acquisition (Krashen, 1982)

REVIEW OF PREVIOUS STUDY

01 Guntari and Nisaman (2020)

02 Adnan and Berliana (2022)

METHOD OF THE RESEARCH

Mixed-Methods

This study employs a mixed-methods research design to analyze the factors affecting students' speaking ability at CPUH located in the Central African Republic (CAR). Cozmin (2006) stated that a mixed-methods approach is particularly advantageous for EFL research, combining quantitative data collection and analysis with qualitative insights, providing a more comprehensive understanding of the various factors influencing speaking proficiency.

Data Collection Technique

I used test, questionnaires, and interviews to assess the factors affecting students' speaking abilities in CPUH. Collecting both quantitative and qualitative data will enable a comprehensive analysis of the factors influencing speaking proficiency and to reach understanding and provide context to statistical data, as noted by Oppenheim (1995).

Data Analysis Technique

I analyzed the collected data using both quantitative and qualitative methods, ensuring a comprehensive understanding of the factors affecting students' speaking abilities and the effectiveness of the intervention program. The quantitative data derived from the test and questionnaires with a Likert scale, has been analyzed using a scoring rubric by Brown (2009) and SPSS. Initially, descriptive statistics was calculated to summarize participants' responses from the survey (Collaps, 2018).

Data Analysis

1. Factors Affecting the English-Speaking Proficiency

- As shown in the table above, the data indicates that Adeyemi, Robert, Jean Robert, and Il-Marian have achieved above-average scores on their English speaking abilities, suggesting a higher fluency level than their classmates.
- In contrast, the others have scored below average, which implies that they may struggle with fluency in speaking English.
- This disparity in performance highlights the varying levels of proficiency among the learners.

Table 4.1 The Oral Test Score

No.	Participants	Score
1	Ela	20
2	Diris	30
3	Abera	35
4	Ann Kibet	45
5	Adeyemi	50
6	Il-Marian	55
7	Mari	40
8	Condale	30
9	Eid	25
10	Robert	40

Data Analysis

1. Factors Affecting the English-Speaking Proficiency

- The questionnaire found several factors affecting students' English competency such as the self-confidence, the feedback from the teacher, and the environment.
- Self-confidence is found from the 80% of students who are comfortable speaking English in class.
- Students also value that the confidence in classroom, extracurricular, and speaking activities would improve their skills.
- Every student believes that practicing English outside of school improves their speaking skills.
- However, just a few numbers of students frequently participate in classroom speaking assignments, suggesting that little practice could affect their improvement.

Table 4.2: Descriptive of Questionnaire

No.	Statement	SA	A	N	DA	SD
1	I feel confident speaking English in class.	80	15	5	0	0
2	I feel nervous when speaking English in class.	15	10	15	20	40
3	I feel shy when speaking English in class.	10	15	20	25	30
4	I feel confident speaking English in my daily life.	75	20	5	0	0
5	I feel nervous when speaking English in my daily life.	10	15	20	25	30
6	I feel shy when speaking English in my daily life.	15	10	15	20	30
7	I feel confident speaking English in my daily life.	75	20	5	0	0
8	I feel nervous when speaking English in my daily life.	10	15	20	25	30
9	I feel shy when speaking English in my daily life.	15	10	15	20	30
10	I feel confident speaking English in my daily life.	75	20	5	0	0
11	I feel nervous when speaking English in my daily life.	10	15	20	25	30
12	I feel shy when speaking English in my daily life.	15	10	15	20	30
13	I feel confident speaking English in my daily life.	75	20	5	0	0
14	I feel nervous when speaking English in my daily life.	10	15	20	25	30
15	I feel shy when speaking English in my daily life.	15	10	15	20	30

Data Analysis

2. The Difficulties Experienced by the Students

Questionnaire: Why do English speaking students struggle in your school?

Table 4.3: Teaching Method

Method	Students' Response
Grammar	It is a bit difficult because I didn't see the grammar in English.
Listening	No, I don't understand, we need to be a practice. I don't understand the teacher's method for practice.

4. Teacher Factor

- Effective teaching particularly one involving the students that involved found the teaching not effective for observed instances of action in English, which did language learning.
- Some students pointed out that the method wasn't very effective, mentioning that it depended on what progress that resulted choices for the speaking practice.

General: What are the common challenges you English speaking students?

Table 4.4: Factors in English Speaking Learning

Factor	Students' Response
Grammar	It is a bit difficult because I didn't see the grammar in English.
Listening	No, I don't understand, we need to be a practice. I don't understand the teacher's method for practice.

h. Student Factor

- Pronunciation, fluency, and reading process is not an easy task for some students. The pronunciation and fluency problems are the result from the intensity of language study for their level.
- The problem students face in the classroom learning process are often related to their level of motivation and the overall learning environment.

Data Analysis Conclusion

3. The Effectiveness of Different Teaching Methods Used

Participant: Participant's Response

Participant	Participant's Response
Ela	We have a method called CLAD (Contextualized Language Acquisition) in our class. It means that we learn English in context. When I study, I go from the text to the audio and the video. It makes it easy for me to understand the meaning of the words. I also like to use the internet to find a good video or a good audio of the words. I find each word or phrase and use it in the classroom. But I find it hard to use the internet. When I discover the meaning of a word, I use some phrases like in pronunciation. It can be interesting in English or very difficult for some. The problem is pronunciation in some words. There is a lot of words that I can't pronounce. I can't find any pronunciation of the words and I can't find any words in different videos.

1. This study explores the challenges and factors influencing English-speaking ability among students at CPUH in the Central African Republic. Key issues include limited exposure to English, poor resources, and reliance on traditional grammar-focused teaching.
2. Findings emphasize the importance of interactive environments, motivated learners, trained teachers, and technology integration.
3. Communicative methods like CLAD prove more effective than traditional approaches, promoting real-life conversation and engagement. A comprehensive strategy—combining modern methods, teacher training, and practical language use—is essential to improve English fluency and prepare students for global opportunities.


Suggestion

- To enhance English-speaking skills at CPUH, this study recommends practical steps for lecturers, students, and researchers.
- Lecturers should adopt communicative methods like role-plays and discussions, use traditional materials creatively, and seek ongoing professional development.
- Students are encouraged to practice regularly, form study groups, use English in daily interactions, and engage in self-directed learning through accessible media.
- Researchers should explore the effectiveness of specific teaching methods, address psychological and cultural factors, and use mixed-method research to gain deeper insights into student challenges. These combined efforts can significantly improve English fluency in a resource-limited context.

Implication

- This study highlights the urgent need for curriculum reform and strategic planning at CPUH and similar institutions, emphasizing the importance of prioritizing speaking skills even in low-tech environments.
- It calls on policymakers in the Central African Republic to invest in teacher training, language labs, and infrastructure.
- Educators are encouraged to adopt interactive, student-centered methods like group discussions and role-plays to promote real-life language use. Despite limited digital access, traditional self-study techniques remain valuable.
- The findings have broader relevance, offering practical guidance for other French-speaking African nations aiming to improve English proficiency and foster regional development.

APPENDIX 6
TOEIC CERTIFICATE



GOLDEN
ENGLISH

TCC Batavia Tower One, Lt. 6 - Jl. K.H. Mas Mansyur No. Kav. 126, RW.6,
Karet Tengsin, Kec Tanah Abang, Kota Jakarta Pusat, DKI Jakarta 10220
Nomor Pokok Sekolah Nasional (NPSN): K5667734

TOEIC® PREDICTION SCORE

GE.EPT.02C.24478

This is to certify that

Dwi Legi Lestari


has achieved the following scores on the
GOLDEN ENGLISH PROFICIENCY TEST (GE-EPT)
May 5th, 2025

Listening	Reading
495	405


Overall Score **900**

The score above is used as prediction score for the TOEIC®
TOEIC® is registered trademark of Educational Testing Service.
There is no relationship between Golden English and ETS.

Scan Here for Validation



This certificate is valid until
May 5th, 2026



Aldo Rinaldy Yunandar
Managing Director

APPENDIX 7
CERTIFICATES



11092336



BADAN NASIONAL
SERTIFIKASI PROFESI
INDONESIAN PROFESSIONAL
CERTIFICATION AUTHORITY

SERTIFIKAT KOMPETENSI
CERTIFICATE OF COMPETENCE

NO. 84231 0001 0 0035373 2023

Dengan ini menyatakan bahwa,
This is to certify that,

DWI LEGI LESTARI

BRIPDA NRP 97090576

No. Reg. Pol.096 01069 2023

Telah kompeten pada bidang:
Is competent in the area of:

PENDIDIKAN
Education

Dengan Kualifikasi / Kompetensi:
With Qualification / Competency:

Pendidik Polri
Police Trainer

Sertifikat ini berlaku untuk: 3 (tiga) Tahun
This certificate is valid for: 3 (three) Years

Jakarta, 31 Maret 2023

Atas Nama BNSP / on behalf BNSP

KEPALA LEMBAGA SERTIFIKASI PROFESI POLRI

Head of Profession Certification Division of Indonesian National Police



Guntor

Drs. GUNTOR GAFFAR, M.Si.




KOMISARIS BESAR POLISI NRP 66050423






APPENDIX 8
TERM PAPER COUNSELING FORM

Nama Mahasiswa : Dwi Legi Lestari
Dosen Pembimbing : Dr. Yoga Pratama, M. Pd.
Judul Skripsi : ANALYSIS OF FACTORS AFFECTING STUDENTS' ENGLISH-SPEAKING ABILITY AT *COMPLEXE POLYTECHNIQUE ET UNIVERSITAIRE DE BANGUI* (CPUB), CENTRAL AFRICAN REPUBLIC
Mulai Bimbingan : Oktober 2024
Tahun Akademik : 2019

No	Hari & Tanggal	Catatan Pembimbing	Paraf
1	Senin, 7 Oktober 2024	Penggantian judul menjadi "Analysis of Factors Affecting Students' English-Speaking Ability at <i>Complexe Polytechnique et Universitaire de Bangui</i> (CPUB), Central African Republic".	
2	Selasa, 11 Februari 2025	Teknis metode penelitian fokus kepada satu kelas saja sebagai objek penelitian dengan menyebarkan kuesioner dan melakukan wawancara.	
3	Selasa, 18 Februari 2025	Menentukan indikator penilaian wawancara bahasa inggris.	

4	Jumat, 13 Juni 2025	Mengganti kata "will" menjadi dalam bentuk past tense karna penelitian sudah dilakukan.	
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Jakarta, 13 Juni 2025

Menyetujui:

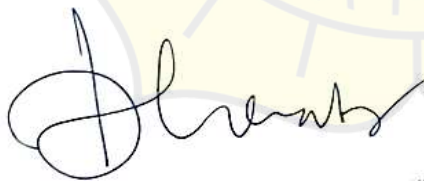
Dosen Pembimbing



Dr. Yoga Pratama, M. Pd.

Mengetahui:

Pembimbing Akademik



Rheinatus A. Baresaby, S. E., M. Hum.

Ketua Program Studi

S-1 Bahasa dan Kebudayaan Inggris



Dr. Yoga Pratama, M. Pd.

APPENDIX 9

TURNITIN



**UNIVERSITAS DARMA PERSADA
UPT PERPUSTAKAAN**

Gedung Rektorat Lantai 3,
Jl. Taman Malaka Selatan, Pondok Kelapa – Jakarta Timur 13450

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HASIL PENGECEKAN TURNITIN**

UPT Perpustakaan Universitas Darma Persada menerangkan telah selesai melakukan pemeriksaan duplikasi/*similarity* menggunakan perangkat lunak Turnitin terhadap hasil karya sebagai berikut:

Judul : ANALYSIS OF FACTORS AFFECTING STUDENTS' ENGLISH-SPEAKING ABILITY AT COMPLEXE POLYTECHNIQUE ET UNIVERSITAIRE DE BANGUI (CPUB), CENTRAL AFRICAN REPUBLIC

Penulis : DWI LEGI LESTARI

NIM : 2019130110

Tgl pemeriksaan : 7 Juli 2025

Dengan hasil Tingkat Kesamaan (*similarity index*) 6%

Demikian Surat Keterangan kami buat, untuk dipergunakan sebagaimana mestinya.

Jakarta, 7 Juli 2025

Ka.UPT Perpustakaan Unsada

Yus Rusmiyati, SS., MM

Batas maksimal similarity 30% untuk Fakultas Sastra dan Ekonomi

Batas maksimal similarity 25% untuk Fakultas Teknik, Kelautan dan Pasca Sarjana

2019130110_DWI LEGI LESTARI

ORIGINALITY REPORT

6% SIMILARITY INDEX	5% INTERNET SOURCES	2% PUBLICATIONS	% STUDENT PAPERS
-------------------------------	-------------------------------	---------------------------	----------------------------

PRIMARY SOURCES

1	123dok.com Internet Source	1%
2	clok.uclan.ac.uk Internet Source	1%
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7	Alan V. Brown, Cori Crane, Beatrice C. Dupuy, Estela Ene. "The Routledge Handbook of Language Program Development and Administration", Routledge, 2025 Publication	<1%
8	www.thedemocratnewsmagazine.com.ng Internet Source	<1%
9	Zhen Li. "Diversity and Inclusiveness in Chinese as a Second Language Education", Routledge, 2025	<1%

APPENDIX 10
CURRICULUM VITAE

<h1>DWI LEGI LESTARI</h1>	
<p>CONTACT</p> <ul style="list-style-type: none"> ☎ +62 812-8460-3944 ✉ dlestari.fr@gmail.com 📍 Jakarta, Indonesia 	<p>PROFILE SUMMARY</p> <p>Motivated and detail-oriented professional with a background in international relations, development and education, offering strong skills in cross-cultural communication and classroom management. Experienced in serving for UN Peacekeeping Operations with diverse teams. Fluent in English and French.</p>
<p>EDUCATION</p> <p>2019 -2025</p> <p>DARMA PERSADA UNIVERSITY</p> <ul style="list-style-type: none"> • Bachelor of Linguistic • GPA: 3.71 / 4.00 	<p>PROFESSIONAL EXPERIENCES</p> <p>UN Peacekeeping Operation in MINUSCA</p> <p><u>Database Officer in Development Pillar</u> 2024 - PRESENT</p> <ul style="list-style-type: none"> • Collaborate and work with the National Police of Central African Republic to monitor the personnel, infrastructure and equipment. • Conduct evaluation visits and quality assurance visits to the local police units and services. • Manage and develop the C-SMART database, collect, process, and update the data in C-SMART database. <p>Indonesian National Police</p> <p><u>Training Officer in International Relations Division</u> 2022 - 2024</p> <ul style="list-style-type: none"> • Served as the peacekeeping trainer for Indonesian Contingent, preparing personnel for deployment in UN missions. • Conducted training for the trainers (TOT). • Assisted in the creation of lesson plans, training methods and materials. • Carried out teaching process, evaluation and assessment. <p>UN Peacekeeping Operation in MINUSCA</p> <p><u>Liaison Officer for Indonesian Contingent</u> 2021 - 2022</p> <ul style="list-style-type: none"> • Responsible for coordination, communication and established constructive working relationships with other sections. • Maintained communications, avoided misunderstandings and ensured that requests and inquiries are followed up. • Collaborated with other components to carry out humanitarian activities for local population. <p>Indonesian National Police</p> <p><u>Administration Officer in Jakarta Regional Police</u> 2018 - 2021</p> <ul style="list-style-type: none"> • Provided administrative procedures for personnel and produce periodic reports. • Managed human resources, planned budget requirements for activities, salary distribution, facilitated activities aimed at improving the quality of human resources.
<p>SKILLS</p> <ul style="list-style-type: none"> • Communication • Team work and Collaboration • Technological Awareness • Administration • Translation and Interpretation • International Relations and Development 	
<p>LANGUAGES</p> <ul style="list-style-type: none"> • Indonesian • English • French 	
<p>CERTIFICATIONS</p> <p>2025</p> <ul style="list-style-type: none"> • TOEIC Certificate / Score: 900 <p>2023</p> <ul style="list-style-type: none"> • Police Trainer BNSP Certification by LSP Polri • Public Speaking Certification by Aktualisasi Consulting <p>2021</p> <ul style="list-style-type: none"> • DELF A2 Certificate (French) / Score: 84 <p>2018</p> <ul style="list-style-type: none"> • Scuba Diving Open-Water License by PADI 	

ATTACHMENT 1

ORAL TEST STUDENT 1 TRANSCRIPT

THE RESULT DATA

a.	Age / Sex	17 / Female
b.	Native Language	Sango and French
c.	Learning Environments	School

Question	Answer	Remarks
What is your name?	My name is Ela.	
How old are you?	- I... oneteen seven. - Seventeen.	I asked her 'seventeen'?
Where do you live?	I live in PK- <i>onze</i> .	Answered ' <i>onze</i> ' in french. It should be 'eleven'.
Tell me about yourself. What is your favourite colour?	- White.	Not understand 'favourite colour'. The teacher asked in french ' <i>couleur préféré</i> ' then she understood.
What is your favourite food?	- Sick. Poulet. - Chicken.	Not understand 'food'. The teacher corrected 'chicken'.
What is your hobby?	Tennis.	The teacher gave hints "watching TV, playing football."
What do you do outside school hours / after school?	-	Not understand the question. / Not be able to respond. Answered in french.
Tell me about your family. Do you have brothers or sisters? How many?	Seven brothers. No sister.	
How about your parents, they work as?	My father is a magistrate. My mother is a <i>comptable</i> .	Answered in french <i>comptable</i> is accountant.

Tell me about school. What is your favourite subject in school? Why?	- French. - I don't know.	Not understand 'subject'. The teacher gave hints like "French, English, mathematics". Not be able to answer 'why' in English.
What do you think about English?	It's good. It's easy.	The teacher gave hints like "it's not difficult, it's good."
Are you confident in speaking English?	Small, small.	
What motivates you to study?	-	Not understand the question. / Not be able to respond.
What is your strength?	-	Not understand the question. / Not be able to respond.
What is your weakness?	-	Not understand the question. / Not be able to respond.
What do you want to be in the future?	- In the future... - Lawyer.	The teacher gave hints like "lawyer, economist, magistrate."
Do you want to go to university?	Yes.	
What will you study in university?	- Rwanda. - English.	Not understand the question. The teacher explained in french then she said she wanted to learn English first.

SCORING		TOTAL SCORE
Fluency	1	30
Structure	1	
Pronunciation	2	
Vocab	1	
Grammar	1	
Comprehension	1	

**1 = Bad; 2 = Good; 3 = Very Good; 4 = Excellent*

ORAL TEST STUDENT 2 TRANSCRIPT

THE RESULT DATA

a.	Age / Sex	19 / Female
b.	Native Language	Sango and French
c.	Learning Environments	School

Question	Answer	Remarks
What is your name?	My name is Divine.	
How old are you?	<i>J'ai dix-neuf</i> (nineteen).	Not understand the question in English. Answered in french.
Where do you live?	I live in Petevo.	
Tell me about yourself. What is your favourite colour?	Orange.	
What is your favourite food?	<i>La viande, poulet.</i> (beef, chicken)	Not understand the question in English. Answered in french.
What is your hobby?	Football.	
What do you do outside school hours / after school?	-	Not understand the question. / Not be able to respond.
Tell me about your family. Do you have brothers or sisters? How many?	<i>Quatre frères et trois sœurs.</i> (four brothers and three sisters.)	Not understand the question in English. Answered in french.
How about your parents, they work as?	-	Not understand the question. / Not be able to respond.
Tell me about school. What is your favourite subject in school? Why?	<i>Histoire, géographiques, français, anglais.</i> (history, geography, french, english).	Not understand the question in English. Answered in french.

What do you think about English?	<i>Je peux dire c'est un peu facile.</i> (I can say it's a little easy).	Not understand the question in English. Answered in french.
Are you confident in speaking English?	-	Not understand the question. / Not be able to respond.
What motivates you to study?	-	Not understand the question. / Not be able to respond.
What is your strength?	-	Not understand the question. / Not be able to respond.
What is your weakness?	-	Not understand the question. / Not be able to respond.
What do you want to be in the future?	I want to be <i>douane</i> (custom officer).	
Do you want to go to university?	Yes.	
What will you study in university?	-	Not understand the question. / Not be able to respond.

SCORING		TOTAL SCORE
Fluency	1	30
Structure	1	
Pronunciation	1	
Vocab	1	
Grammar	1	
Comprehension	2	

*1 = Bad; 2 = Good; 3 = Very Good; 4 = Excellent

ORAL TEST STUDENT 3 TRANSCRIPT

THE RESULT DATA

a.	Age / Sex	19 / Male
b.	Native Language	Sango and French
c.	Learning Environments	School

Question	Answer	Remarks
What is your name?	Talingano	
How old are you?	I'm nineteen.	
Where do you live?	I live Bimbo.	
Tell me about yourself. What is your favourite colour?	My favourite colour is black.	
What is your favourite food?	Le rice.	Not understand 'food'. I asked in french ' <i>nourriture</i> ' then he understood. He answered mixed in french and English.
What is your hobby?	Playing football.	
What do you do outside school hours / after school?	After school I learn and play.	
Tell me about your family. Do you have brothers or sisters? How many?	I have two brothers and one sister.	
How about your parents, they work as?	- My father is an entrepreneur. - My mother not work.	
Tell me about school. What is your favourite subject in school? Why?	My favourite subject is French. Because it's good.	Not understand 'subject'. The teacher gave hints like "French, English, geography, mathematics".

		In answering 'why', I gave him hints like "it's easy? It's good? It's fun?"
What do you think about English?	- English is not difficult. - It's easy. - It's good.	The teacher gave hints like "it's not difficult, it's good."
Are you confident in speaking English?	Not really.	Not understand my pronunciation. I asked him in french.
What motivates you to study?	-	Not understand the question. / Not able to respond.
What is your strength?	-	Not understand the question. / Not able to respond.
What is your weakness?	-	Not understand the question. / Not able to respond.
What do you want to be in the future?	- The future... - I want diplomat.	
Do you want to go to university?	Yes.	
What will you study in university?	- I don't know. - Diplomat.	Not understand the question. I gave him hints like "economy, law, diplomat."

SCORING		TOTAL SCORE
Fluency	1	35
Structure	2	
Pronunciation	2	
Vocab	1	
Grammar	2	
Comprehension	1	

**1 = Bad; 2 = Good; 3 = Very Good; 4 = Excellent*

ORAL TEST STUDENT 4 TRANSCRIPT

THE RESULT DATA

a.	Age / Sex	18 / Male
b.	Native Language	Sango and French
c.	Learning Environments	Home & School

Question	Answer	Remarks
What is your name?	My name is Jean Robert.	
How old are you?	I am eighteen.	
Where do you live?	I live in PK-0.	
Tell me about yourself. What is your favourite colour?	I like black and white.	
What is your favourite food?	I like chicken, meat, and vegetables.	
What is your hobby?	My hobby is playing football and listening to music.	
What do you do outside school hours / after school?	I play football with my friends, and I also join the English Club.	
Tell me about your family. Do you have brothers or sisters? How many?	I have one brother and one sister.	
How about your parents, they work as?	My father works in ministry and my mother not work.	
Tell me about school. What is your favourite subject in school? Why?	I like biology, mathematics and English.	

What do you think about English?	I like it because it's easy and I like to speak English. It's important for the future.	
Are you confident in speaking English?	Yes.	
What motivates you to study?	I want to go to America.	
What is your strength?	My pronunciation in English.	
What is your weakness?	The conjugation.	
What do you want to be in the future?	Maybe doctor or lawyer.	
Do you want to go to university?	Yes, in America.	
What will you study in university?	Biology or law.	

SCORING		TOTAL SCORE
Fluency	3	85
Structure	3	
Pronunciation	3	
Vocab	4	
Grammar	3	
Comprehension	4	

**1 = Bad; 2 = Good; 3 = Very Good; 4 = Excellent*

ORAL TEST STUDENT 5 TRANSCRIPT

THE RESULT DATA

a.	Age / Sex	18 / Male
b.	Native Language	Sango and French
c.	Learning Environments	Home & School

Question	Answer	Remarks
What is your name?	Adeyemi Jeremy. My first name is Jeremy.	
How old are you?	I'm eighteen.	
Where do you live?	I live in Bangui.	
Tell me about yourself. What is your favourite colour?	My favourite colour is black and white and yellow.	
What is your favourite food?	My favourite food is cassava.	
What is your hobby?	My hobby is I listen to radio, watch TV, but most of the time I love working about mathematics, physics, and biologics.	
What do you do outside school hours / after school?	After school I continue to learn my lessons. Every Saturday and Sunday in the afternoon I play basketball because I like it so much.	
Tell me about your family. Do you have brothers or sisters? How many?	I get two brothers and three sisters.	
How about your parents, they work as?	- My father works for UN. - My mother doesn't work.	
What is your favourite subject in school? Why?	Biology and physics. Because I like it. That's my life.	

What do you think about English?	You know, English for me, I can say, is my biggest dream because I don't speak English fluently before, but I take my courage to practice every day because I know that English language can give me some opportunities in my study.	
Are you confident in speaking English?	For now, no. But I do my best every day to listen, watch TV, and do some exercises to improve my English.	
What motivates you to study?	My country is my motivation. I would like to impact my generation.	
What is your strength?	-	Not be able to respond.
What is your weakness?	-	Not be able to respond.
What do you want to be in the future?	Doctor.	
Do you want to go to university?	Yes, like everybody. In United States or French, or England.	
What will you study?	Biology.	

SCORING		TOTAL SCORE
Fluency	4	90
Structure	3	
Pronunciation	4	
Vocab	4	
Grammar	3	
Comprehension	3	

**1 = Bad; 2 = Good; 3 = Very Good; 4 = Excellent*

ORAL TEST STUDENT 6 TRANSCRIPT

THE RESULT DATA

a.	Age / Sex	19 / Male
b.	Native Language	Sango and French
c.	Learning Environments	Home & School

Question	Answer	Remarks
What is your name?	Ji-Marrian	
How old are you?	I'm nineteen.	
Where do you live?	I live in Benz-V.	
Tell me about yourself. What is your favourite colour?	My favourite colour is blue.	
What is your favourite food?	I like cakes because it's sweet.	
What is your hobby?	My hobby is reading books about fiction or watching like, I can say, mangas or animes.	
What do you do outside school hours / after school?	After school I learn and play.	
Tell me about your family. Do you have brothers or sisters? How many?	I've got ten brothers and two sisters.	
How about your parents, they work as?	- My father is a doctor. He works for WHO (World Health Organization) in Bangui. - My mother is an economist.	
Tell me about school. What is your favourite subject in school?	My favourite subject is physics and science because I think it's easy.	
What do you think about English?	I like English also but the reason why I started learning English because I think that	

	English can help you to get some connections in the world. You can find people who can speak in English and when you both speak in English you can change or create something.	
Are you confident in speaking English?	Now I don't know. To make a conversation, yes I can make a conversation.	
What motivates you to study?	-	Not be able to respond.
What is your strength?	I have a capacity to speak well. Like a public speaking. I have many friends and I like playing basketball.	
What is your weakness?	I speak too much. At school I'm weak at mathematics. I'm also shy.	
What do you want to be in the future?	I want to be a financial trader.	
Do you want to go to university?	Yes. I want to go to USA. It's my dream.	
What will you study in university?	I want to study finance and political science.	

SCORING		TOTAL SCORE
Fluency	3	85
Structure	3	
Pronunciation	4	
Vocab	3	
Grammar	3	
Comprehension	4	

**1 = Bad; 2 = Good; 3 = Very Good; 4 = Excellent*

ORAL TEST STUDENT 7 TRANSCRIPT

THE RESULT DATA

a.	Age / Sex	18 / Female
b.	Native Language	Sango and French
c.	Learning Environments	Home & School

Question	Answer	Remarks
What is your name?	My name is Minsi.	
How old are you?	Eighteen.	
Where do you live?	I live in Sica.	
Tell me about yourself. What is your favourite colour?	Black.	
What is your favourite food?	Rice.	
What is your hobby?	Watching TV.	
What do you do outside school hours / after school?	-	Not understand the question. / Not be able to respond.
Tell me about your family. Do you have brothers or sisters? How many?	I have one brother.	
How about your parents, they work as?	My father is diplomat. My mother is in Congo.	
Tell me about school. What is your favourite subject in school? Why?	Mathematics, philosophy.	Not understand the question in English. The teacher gave examples in french.
What do you think about English?	The pronunciation is difficult.	The teacher gave hints like "it's not difficult, it's good."

Are you confident in speaking English?	No.	
What motivates you to study?	-	Not understand the question. / Not be able to respond.
What is your strength?	-	Not understand the question. / Not able to respond.
What is your weakness?	-	Not understand the question. / Not able to respond.
What do you want to be in the future?	I want to be diplomat.	
Do you want to go to university?	Yes.	
What will you study in university?	Diplomat.	Not understand the question. I gave him hints like “economy, law, diplomat.”

SCORING		TOTAL SCORE
Fluency	2	40
Structure	2	
Pronunciation	2	
Vocab	1	
Grammar	1	
Comprehension	2	

**1 = Bad; 2 = Good; 3 = Very Good; 4 = Excellent*

ORAL TEST STUDENT 8 TRANSCRIPT

THE RESULT DATA

a.	Age / Sex	16 / Female
b.	Native Language	Sango and French
c.	Learning Environments	School

Question	Answer	Remarks
What is your name?	My name is Candide.	
How old are you?	<i>Seize ans</i> (sixteen).	Not understand the question in English. Answered in french.
Where do you live?	I live in Lakouanga.	
Tell me about yourself. What is your favourite colour?	Pink.	
What is your favourite food?	-	Not understand the question. / Not be able to respond.
What is your hobby?	-	Not understand the question. / Not be able to respond.
What do you do outside school hours / after school?	-	Not understand the question. / Not be able to respond.
Tell me about your family. Do you have brothers or sisters? How many?	One sister.	
How about your parents, they work as?	My father works in CNSS.	
Tell me about school. What is your favourite subject in school? Why?	Philosophy.	Not understand the question in English. The teacher gave examples in french.

What do you think about English?	English is difficult for me. Because of the pronunciation.	
Are you confident in speaking English?	No.	
What motivates you to study?	-	Not understand the question. / Not be able to respond.
What is your strength?	-	Not understand the question. / Not be able to respond.
What is your weakness?	-	Not understand the question. / Not be able to respond.
What do you want to be in the future?	Magistrate.	
Do you want to go to university?	- Yes. - Here in Bangui.	
What will you study in university?	I want to study law.	Not understand the question in English. The teacher gave examples in french.

SCORING		TOTAL SCORE
Fluency	1	30
Structure	1	
Pronunciation	1	
Vocab	1	
Grammar	1	
Comprehension	2	

**1 = Bad; 2 = Good; 3 = Very Good; 4 = Excellent*

ORAL TEST STUDENT 9 TRANSCRIPT

THE RESULT DATA

a.	Age/Sex	19/Male
b.	Native Language	Sango and French
c.	Learning Environments	Home & School

Question	Answer	Remarks
What is your name?	My name is Eliel.	
How old are you?	Nineteen.	
Where do you live?	I live in Combatant Quarter.	
Tell me about yourself. What is your favourite colour?	Black.	
What is your favourite food?	My favorite food is fish.	
What is your hobby?	My hobby is football.	
What do you do outside school hours / after school?	-	Not understand the question. / Not be able to respond.
Tell me about your family. Do you have brothers or sisters? How many?	Four sisters. No brother.	
How about your parents, they work as?	My father works Magistrate.	
Tell me about school. What is your favourite subject in school? Why?	French and English.	
What do you think about English?	The pronunciation is difficult.	

Are you confident in speaking English?	I don't speak English.	
What motivates you to study?	-	Not understand the question. / Not be able to respond.
What is your strength?	-	Not understand the question. / Not be able to respond.
What is your weakness?	-	Not understand the question. / Not be able to respond.
What do you want to be in the future?	I want to become the politician.	
Do you want to go to university?	- Yes, in university in French.	
What will you study in university?	Political science.	

SCORING		TOTAL SCORE
Fluency	1	35
Structure	1	
Pronunciation	2	
Vocab	1	
Grammar	1	
Comprehension	2	

**1 = Bad; 2 = Good; 3 = Very Good; 4 = Excellent*

ORAL TEST STUDENT 10 TRANSCRIPT

THE RESULT DATA

a.	Age/Sex	18/Male
b.	Native Language	Sango and French
c.	Learning Environments	Home & School

Question	Answer	Remarks
What is your name?	Kobero Dylan.	
How old are you?	Eighteen.	
Where do you live?	I live in PK-0.	
Tell me about yourself. What is your favourite colour?	My favorite color is black.	
What is your favourite food?	My favorite food is chicken, rice, beef.	
What is your hobby?	I love playing football and reading books.	
What do you do outside school hours / after school?	I go home, then I pray with my family. I am Muslim. I continue with study. On the weekend I play football with my friends.	
Tell me about your family. Do you have brothers or sisters? How many?	I have two brothers. I don't have sister.	
How about your parents, they work as?	My father is a diplomat. My mother is a housewife.	
Tell me about school. What is your favourite subject in school? Why?	My favorite subject is English, history, french, sport.	

What do you think about English?	I think English is a universal language. It's very important to learn so you will have many connections from around the world. I am grateful to be able to learn English in school.	
Are you confident in speaking English?	Yes.	
What motivates you to study?	My family and I also want to be a better person in future.	
What is your strength?	I am good in English and sport.	
What is your weakness?	I am not good in mathematics.	
What do you want to be in the future?	I want to be diplomat.	
Do you want to go to university?	Yes. I want to study maybe in America. Because it's a good country to learn English.	
What will you study in university?	I will study English and Diplomat.	

SCORING		TOTAL SCORE
Fluency	4	90
Structure	3	
Pronunciation	4	
Vocab	3	
Grammar	3	
Comprehension	4	

**1 = Bad; 2 = Good; 3 = Very Good; 4 = Excellent*

ATTACHMENT 2

INTERVIEW & LIKERT SCALE QUESTIONNAIRE STUDENT 1

RESULT OF THE INTERVIEW

Source : Ela
Day/Date : 20 January 2025
Remarks : This student did the interview in french.

No	Question	Source's Answer
1.	What do you find most challenging about speaking English?	The pronunciation.
2.	How often do you participate in speaking activities (discussions, presentations) in class?	Quite often I participated in a discussion in class.
3.	Do you feel that speaking English in class helps you improve your skills? Why or why not?	Yes because we can practice, and the teacher will give us feedback.
4.	Do you feel comfortable speaking English in front of your classmates? Please explain.	Not really. I feel shy and afraid of making mistakes.
5.	How do you feel about your pronunciation in English?	Very bad.
6.	Are the English teaching methods effective for you?	Not really.
7.	What are the factors affecting your English learning process?	The environment and the teaching method in class.
8.	What are the difficulties you face when speaking English?	The pronunciation.

9.	What strategies do you use to improve your speaking skills outside of the classroom?	I like to practice my English in English club.
10.	What kind of feedback do you find most helpful for improving your speaking ability?	When the teacher gives feedback about my pronunciation and gives many examples to speak.
11.	Do you participate in any extracurricular activities that help improve your speaking skills?	Yes, I participate in English Club that allow me to improve my speaking.
12.	How do you feel about speaking English in real-life situations (e.g., while traveling, meeting people)?	I don't know yet because I've never done that, but I think it will give us confidence.
13.	What do you think would help you improve your speaking skills in English?	More practice in speaking English.

RESULT OF THE LIKERT SCALE QUESTIONNAIRE

No.	Question	Answer
1.	I feel confident speaking English in front of my classmates.	4
2.	I believe that speaking activities in class help improve my speaking skills	5
3.	I participate in speaking activities (e.g., presentations, discussions) at least once a week.	3
4.	I feel that my English-speaking skills have improved since joining this school.	4
5.	I often get feedback from my teacher regarding my speaking performance.	5
6.	I believe that I can improve my speaking skills by practicing English outside of school.	4
7.	I think my pronunciation is a challenge in speaking English.	3
8.	I think that feedback from my classmates helps improve my speaking skills.	3
9.	I feel that speaking English in real-life situations would be useful for improving my speaking skills.	5
10.	I often feel nervous or anxious when asked to speak English in front of the class.	4
11.	I believe that participating in extracurricular activities helps improve my speaking skills.	5
12.	I would like to practice speaking English more often in class.	5

***(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree**

INTERVIEW & LIKERT SCALE QUESTIONNAIRE STUDENT 2

RESULT OF THE INTERVIEW

Source : Divine
Day/Date : 20 January 2025
Remarks : This student did the interview in french.

No.	Question	Source's Answer
1.	What do you find most challenging about speaking English?	Words pronunciation.
2.	How often do you participate in speaking activities (e.g., discussions, presentations) in class?	I participated in discussions.
3.	Do you feel that speaking English in class helps you improve your skills? Why or why not?	Speaking English in class can never help me improve my skills because my problem in English is pronunciation. If i were in an English club, listening to audios could help me improve my skills.
4.	Do you feel comfortable speaking English in front of your classmates? Please explain.	No because when I mispronounce the words, they laugh at me.
5.	How do you feel about your pronunciation in English?	It's not good.
6.	Are the English teaching methods effective for you?	No.
7.	What are the factors affecting your English learning process?	The environment and my surroundings.

8.	What are the difficulties you face when speaking English?	-
9.	What strategies do you use to improve your speaking skills outside of the classroom?	-
10.	What kind of feedback do you find most helpful for improving your speaking ability?	-
11.	Do you participate in any extracurricular activities (e.g., language clubs, speech competitions) that help improve your speaking skills?	-
12.	How do you feel about speaking English in real-life situations (e.g., while traveling, meeting people)?	-
13.	What do you think would help you improve your speaking skills in English?	-

RESULT OF THE LIKERT SCALE QUESTIONNAIRE

No.	Question	Answer
1.	I feel confident speaking English in front of my classmates.	1
2.	I believe that speaking activities in class help improve my speaking skills	4
3.	I participate in speaking activities (e.g., presentations, discussions) at least once a week.	4
4.	I feel that my English-speaking skills have improved since joining this school.	2
5.	I often get feedback from my teacher regarding my speaking performance.	3
6.	I believe that I can improve my speaking skills by practicing English outside of school.	4
7.	I think my pronunciation is a challenge in speaking English.	4
8.	I think that feedback from my classmates helps improve my speaking skills.	3
9.	I feel that speaking English in real-life situations would be useful for improving my speaking skills.	4
10.	I often feel nervous or anxious when asked to speak English in front of the class.	2
11.	I believe that participating in extracurricular activities helps improve my speaking skills.	4
12.	I would like to practice speaking English more often in class.	4

***(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree**

INTERVIEW & LIKERT SCALE QUESTIONNAIRE STUDENT 3

RESULT OF THE INTERVIEW

Source : Alberto TALINGANO
Day/Date : 20 January 2025
Remarks : This student did the interview in french.

No.	Question	Source's Answer
1.	What do you find most challenging about speaking English?	The pronunciation.
2.	How often do you participate in speaking activities (e.g., discussions, presentations) in class?	Not often.
3.	Do you feel that speaking English in class helps you improve your skills? Why or why not?	Yes, because it helps me acquire new knowledges.
4.	Do you feel comfortable speaking English in front of your classmates? Please explain.	Yes, because we're used to it and we know each other.
5.	How do you feel about your pronunciation in English?	A little bit uncomfortable.
6.	Are the English teaching methods effective for you?	Yes, the methods are effective for me.
7.	What are the factors affecting your English learning process?	The communication.
8.	What are the difficulties you face when speaking English?	I'm bad when it comes to pronounce the words.

9.	What strategies do you use to improve your speaking skills outside of the classroom?	I downloaded an application what allow me to improve my level.
10.	What kind of feedback do you find most helpful for improving your speaking ability?	The discussion between two people speaking in English.
11.	Do you participate in any extracurricular activities (e.g., language clubs, speech competitions) that help improve your speaking skills?	No.
12.	How do you feel about speaking English in real-life situations (e.g., while traveling, meeting people)?	It's a good thing that makes me easier to understand.
13.	What do you think would help you improve your speaking skills in English?	The dictionary and English Club.

RESULT OF THE LIKERT SCALE QUESTIONNAIRE

No.	Question	Answer
1.	I feel confident speaking English in front of my classmates.	4
2.	I believe that speaking activities in class help improve my speaking skills	4
3.	I participate in speaking activities (e.g., presentations, discussions) at least once a week.	4
4.	I feel that my English-speaking skills have improved since joining this school.	4
5.	I often get feedback from my teacher regarding my speaking performance.	3
6.	I believe that I can improve my speaking skills by practicing English outside of school.	4
7.	I think my pronunciation is a challenge in speaking English.	4
8.	I think that feedback from my classmates helps improve my speaking skills.	4
9.	I feel that speaking English in real-life situations would be useful for improving my speaking skills.	4
10.	I often feel nervous or anxious when asked to speak English in front of the class.	2
11.	I believe that participating in extracurricular activities helps improve my speaking skills.	3
12.	I would like to practice speaking English more often in class.	4

***(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree**

INTERVIEW & LIKERT SCALE QUESTIONNAIRE STUDENT 4

RESULT OF THE INTERVIEW

Source : Jean-Robert MENDA
Day/Date : 20 January 2025
Remarks : This student did the interview in English.

No.	Question	Source's Answer
1.	What do you find most challenging about speaking English?	The comprehension.
2.	How often do you participate in speaking activities (e.g., discussions, presentations) in class?	I often participate during discussions.
3.	Do you feel that speaking English in class helps you improve your skills? Why or why not?	Yes, why not? To speak English in class it helps me to improve my skill.
4.	Do you feel comfortable speaking English in front of your classmates? Please explain.	Yes, because all expressions that I go to use are the same as theirs and it's clean.
5.	How do you feel about your pronunciation in English?	I feel good about my pronunciation in English.
6.	Are the English teaching methods effective for you?	No, it's not effective for me.
7.	What are the factors affecting your English learning process?	The pronunciation.
8.	What are the difficulties you face when speaking English?	The conjugation.

9.	What strategies do you use to improve your speaking skills outside of the classroom?	To call someone to discuss with this one on the subject proposed by me.
10.	What kind of feedback do you find most helpful for improving your speaking ability?	Just to listen to a song in English.
11.	Do you participate in any extracurricular activities (e.g., language clubs, speech competitions) that help improve your speaking skills?	Yes, I participate in English clubs.
12.	How do you feel about speaking English in real-life situations (e.g., while traveling, meeting people)?	I feel good when speaking during meeting people.
13.	What do you think would help you improve your speaking skills in English?	Just practice it every day.

RESULT OF THE LIKERT SCALE QUESTIONNAIRE

No.	Question	Answer
1.	I feel confident speaking English in front of my classmates.	4
2.	I believe that speaking activities in class help improve my speaking skills	4
3.	I participate in speaking activities (e.g., presentations, discussions) at least once a week.	4
4.	I feel that my English-speaking skills have improved since joining this school.	1
5.	I often get feedback from my teacher regarding my speaking performance.	2
6.	I believe that I can improve my speaking skills by practicing English outside of school.	5
7.	I think my pronunciation is a challenge in speaking English.	1
8.	I think that feedback from my classmates helps improve my speaking skills.	4
9.	I feel that speaking English in real-life situations would be useful for improving my speaking skills.	4
10.	I often feel nervous or anxious when asked to speak English in front of the class.	1
11.	I believe that participating in extracurricular activities helps improve my speaking skills.	4
12.	I would like to practice speaking English more often in class.	5

***(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree**

INTERVIEW & LIKERT SCALE QUESTIONNAIRE STUDENT 5

RESULT OF THE INTERVIEW

Source : Jeremy ADEYEMI
Day/Date : 23 January 2025
Remarks : This student did the interview in English.

No.	Question	Source's Answer
1.	What do you find most challenging about speaking English?	When to conjugate any verbs.
2.	How often do you participate in speaking activities (e.g., discussions, presentations) in class?	Sometimes.
3.	Do you feel that speaking English in class helps you improve your skills? Why or why not?	Yes, because I want to be a good speaker to the English language.
4.	Do you feel comfortable speaking English in front of your classmates? Please explain.	Yes, it's a dream time for me.
5.	How do you feel about your pronunciation in English?	According to me, my pronunciation is good but I want to improve again.
6.	Are the English teaching methods effective for you?	Just a little effective.
7.	What are the factors affecting your English learning process?	Just a default of support.
8.	What are the difficulties you face when speaking English?	-

9.	What strategies do you use to improve your speaking skills outside of the classroom?	To read some books in English and to translate.
10.	What kind of feedback do you find most helpful for improving your speaking ability?	The English Club and to be a speaker.
11.	Do you participate in any extracurricular activities (e.g., language clubs, speech competitions) that help improve your speaking skills?	Yes, sometimes.
12.	How do you feel about speaking English in real-life situations (e.g., while traveling, meeting people)?	It's very good and it's my biggest dream.
13.	What do you think would help you improve your speaking skills in English?	It's to be in a country where every body speak English or in an English Club.

RESULT OF THE LIKERT SCALE QUESTIONNAIRE

No.	Question	Answer
1.	I feel confident speaking English in front of my classmates.	4
2.	I believe that speaking activities in class help improve my speaking skills	4
3.	I participate in speaking activities (e.g., presentations, discussions) at least once a week.	4
4.	I feel that my English-speaking skills have improved since joining this school.	3
5.	I often get feedback from my teacher regarding my speaking performance.	5
6.	I believe that I can improve my speaking skills by practicing English outside of school.	5
7.	I think my pronunciation is a challenge in speaking English.	1
8.	I think that feedback from my classmates helps improve my speaking skills.	5
9.	I feel that speaking English in real-life situations would be useful for improving my speaking skills.	5
10.	I often feel nervous or anxious when asked to speak English in front of the class.	3
11.	I believe that participating in extracurricular activities helps improve my speaking skills.	5
12.	I would like to practice speaking English more often in class.	3

***(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree**

INTERVIEW & LIKERT SCALE QUESTIONNAIRE STUDENT 6

RESULT OF THE INTERVIEW

Source : Dackpa JI-MARRIAN
Day/Date : 23 January 2025
Remarks : This student did the interview in English.

No.	Question	Source's Answer
1.	What do you find most challenging about speaking English?	The pronunciation.
2.	How often do you participate in speaking activities (e.g., discussions, presentations) in class?	Generally, I participate in speaking activities by discussing about topics.
3.	Do you feel that speaking English in class helps you improve your skills? Why or why not?	Yes, I do. The reason why I agree is because we've got a very good teacher who explaining us English slowly and easily.
4.	Do you feel comfortable speaking English in front of your classmates? Please explain.	Yes and no. Yes because the class is the environment that I know and I'm afraid to talk in front of my classmates.
5.	How do you feel about your pronunciation in English?	Personally when started learning English I promised to myself to do my best to pronounce correctly and speak like native.
6.	Are the English teaching methods effective for you?	No, these methods are based on a program which don't give opportunity to student to practice.
7.	What are the factors affecting your English learning process?	The big factors affecting my English learning process are pronunciation and secondly is the guest of shame with foreigner.

8.	What are the difficulties you face when speaking English?	There is just one difficulty which is the lack of vocabulary.
9.	What strategies do you use to improve your speaking skills outside of the classroom?	Outside of the classroom I often go to the Bangui American Center (BAC) to take part to English Clubs or English reading club.
10.	What kind of feedback do you find most helpful for improving your speaking ability?	The kind of feedback I find most helpful is discussing with people.
11.	Do you participate in any extracurricular activities (e.g., language clubs, speech competitions) that help improve your speaking skills?	Yes, I do. It is English Club.
12.	How do you feel about speaking English in real-life situations (e.g., while traveling, meeting people)?	In real life situation, I feel shy when I'm meeting people.
13.	What do you think would help you improve your speaking skills in English?	According to me, to improve my English speaking I have to be with people who practice and love English.

RESULT OF THE LIKERT SCALE QUESTIONNAIRE

No.	Question	Answer
1.	I feel confident speaking English in front of my classmates.	4
2.	I believe that speaking activities in class help improve my speaking skills	3
3.	I participate in speaking activities (e.g., presentations, discussions) at least once a week.	5
4.	I feel that my English-speaking skills have improved since joining this school.	1
5.	I often get feedback from my teacher regarding my speaking performance.	5
6.	I believe that I can improve my speaking skills by practicing English outside of school.	5
7.	I think my pronunciation is a challenge in speaking English.	5
8.	I think that feedback from my classmates helps improve my speaking skills.	2
9.	I feel that speaking English in real-life situations would be useful for improving my speaking skills.	5
10.	I often feel nervous or anxious when asked to speak English in front of the class.	2
11.	I believe that participating in extracurricular activities helps improve my speaking skills.	5
12.	I would like to practice speaking English more often in class.	5

***(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree**

INTERVIEW & LIKERT SCALE QUESTIONNAIRE STUDENT 7

RESULT OF THE INTERVIEW

Source : Minsi Isabelle
Day/Date : 23 January 2025
Remarks : This student did the interview in french.

No.	Question	Source's Answer
1.	What do you find most challenging about speaking English?	I would say that American accents are different to British accents.
2.	How often do you participate in speaking activities (e.g., discussions, presentations) in class?	Quite often I participated in discussion in class.
3.	Do you feel that speaking English in class helps you improve your skills? Why or why not?	No, I couldn't improve my skill because my teacher must follow all students so he can not take care of my mistake.
4.	Do you feel comfortable speaking English in front of your classmates? Please explain.	Yes, I feel so comfortable because it's better to have this experience among my classmates and if there's someone stronger than me, he could help me.
5.	How do you feel about your pronunciation in English?	I don't think it's so bad, I just need more learning and practice.
6.	Are the English teaching methods effective for you?	Not effective.
7.	What are the factors affecting your English learning process?	The person that I speak with, the way that they correct me, and some English programs that I follow.

8.	What are the difficulties you face when speaking English?	I am stressed because I am afraid to say something which is not correct and I feel that I am about forgetting all things.
9.	What strategies do you use to improve your speaking skills outside of the classroom?	I only listen to programs in English, especially on the musical side.
10.	What kind of feedback do you find most helpful for improving your speaking ability?	-
11.	Do you participate in any extracurricular activities (e.g., language clubs, speech competitions) that help improve your speaking skills?	Yes.
12.	How do you feel about speaking English in real-life situations (e.g., while traveling, meeting people)?	I think English is a language that everyone has to speak or understand because the majority of the country speak English and it's the language best adopted for this kind of occasion.
13.	What do you think would help you improve your speaking skills in English?	Some particular courses.

RESULT OF THE LIKERT SCALE QUESTIONNAIRE

No.	Question	Answer
1.	I feel confident speaking English in front of my classmates.	4
2.	I believe that speaking activities in class help improve my speaking skills	3
3.	I participate in speaking activities (e.g., presentations, discussions) at least once a week.	2
4.	I feel that my English-speaking skills have improved since joining this school.	3
5.	I often get feedback from my teacher regarding my speaking performance.	4
6.	I believe that I can improve my speaking skills by practicing English outside of school.	4
7.	I think my pronunciation is a challenge in speaking English.	3
8.	I think that feedback from my classmates helps improve my speaking skills.	4
9.	I feel that speaking English in real-life situations would be useful for improving my speaking skills.	4
10.	I often feel nervous or anxious when asked to speak English in front of the class.	4
11.	I believe that participating in extracurricular activities helps improve my speaking skills.	4
12.	I would like to practice speaking English more often in class.	3

***(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree**

INTERVIEW & LIKERT SCALE QUESTIONNAIRE STUDENT 8

RESULT OF THE INTERVIEW

Source : Bossongo-Youness
Day/Date : 23 January 2025
Remarks : This student did the interview in french.

No.	Question	Source's Answer
1.	What do you find most challenging about speaking English?	The translation or recognition of certain words that I know in French but not in English. I also have the problem with the construction of a sentence.
2.	How often do you participate in speaking activities (e.g., discussions, presentations) in class?	I participated in some presentations where I answered to some questions. I also joined the debates and discussions.
3.	Do you feel that speaking English in class helps you improve your skills? Why or why not?	Yes, because if I speak and express myself in English in class, my teacher will appreciate me and some of my friends will be impressed. This thing will give me self-confidence and enable me to cultivate myself further.
4.	Do you feel comfortable speaking English in front of your classmates? Please explain.	Yes, I feel comfortable speaking English in front of my classmates. When I speak English in front of my friends, they listen attentively and often appreciate my competence, which gives me self-confidence.

5.	How do you feel about your pronunciation in English?	I feel good about my pronunciation in English even when I'm reading or pronouncing a word I'm seeing for the first time.
6.	Are the English teaching methods effective for you?	Yes, it's effective for me.
7.	What are the factors affecting your English learning process?	The time to concentrate on learning because I don't have much free time.
8.	What are the difficulties you face when speaking English?	The endings of certain words, especially the words I'm encountering for the first time.
9.	What strategies do you use to improve your speaking skills outside of the classroom?	I improve my competency outside class by reading a document in English out loud to check my pronunciation, watching films in English to see the scenes and understand the words, and trying to speak in English at home.
10.	What kind of feedback do you find most helpful for improving your speaking ability?	I think to do a lot of reading to speak better and read out loud to improve myself.
11.	Do you participate in any extracurricular activities (e.g., language clubs, speech competitions) that help improve your speaking skills?	Yes, I participate in English club.
12.	How do you feel about speaking English in real-life situations (e.g., while traveling, meeting people)?	I think English is very important in real-life situations, perhaps in a company where the language of business is English. Those who are competent in English will be better placed and also it helps with travel to English-speaking countries.

13.	What do you think would help you improve your speaking skills in English?	What will help me improve my English competency are to have an English tutor and various English books for research and also participation in English clubs.
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RESULT OF THE LIKERT SCALE QUESTIONNAIRE

No.	Question	Answer
1.	I feel confident speaking English in front of my classmates.	5
2.	I believe that speaking activities in class help improve my speaking skills	5
3.	I participate in speaking activities (e.g., presentations, discussions) at least once a week.	3
4.	I feel that my English-speaking skills have improved since joining this school.	5
5.	I often get feedback from my teacher regarding my speaking performance.	4
6.	I believe that I can improve my speaking skills by practicing English outside of school.	4
7.	I think my pronunciation is a challenge in speaking English.	3
8.	I think that feedback from my classmates helps improve my speaking skills.	4
9.	I feel that speaking English in real-life situations would be useful for improving my speaking skills.	3
10.	I often feel nervous or anxious when asked to speak English in front of the class.	1
11.	I believe that participating in extracurricular activities helps improve my speaking skills.	5
12.	I would like to practice speaking English more often in class.	4

***(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree**

INTERVIEW & LIKERT SCALE QUESTIONNAIRE STUDENT 9

RESULT OF THE INTERVIEW

Source : Eliel
Day/Date : 27 January 2025
Remarks : This student did the interview in french.

No.	Question	Source's Answer
1.	What do you find most challenging about speaking English?	Pronunciation.
2.	How often do you participate in speaking activities (e.g., discussions, presentations) in class?	I sometimes participated in discussions.
3.	Do you feel that speaking English in class helps you improve your skills? Why or why not?	Yes.
4.	Do you feel comfortable speaking English in front of your classmates? Please explain.	No, I am shy and afraid to make mistakes.
5.	How do you feel about your pronunciation in English?	It's not good.
6.	Are the English teaching methods effective for you?	Not effective.
7.	What are the factors affecting your English learning process?	The learning process in school is not very effective because we also need to study other subjects, and I don't speak English at home.

8.	What are the difficulties you face when speaking English?	The pronunciation.
9.	What strategies do you use to improve your speaking skills outside of the classroom?	I try to learn with my friends at school.
10.	What kind of feedback do you find most helpful for improving your speaking ability?	-
11.	Do you participate in any extracurricular activities (e.g., language clubs, speech competitions) that help improve your speaking skills?	No.
12.	How do you feel about speaking English in real-life situations (e.g., while traveling, meeting people)?	I've never done that.
13.	What do you think would help you improve your speaking skills in English?	More practice.

RESULT OF THE LIKERT SCALE QUESTIONNAIRE

No.	Question	Answer
1.	I feel confident speaking English in front of my classmates.	2
2.	I believe that speaking activities in class help improve my speaking skills	4
3.	I participate in speaking activities (e.g., presentations, discussions) at least once a week.	2
4.	I feel that my English-speaking skills have improved since joining this school.	2
5.	I often get feedback from my teacher regarding my speaking performance.	3
6.	I believe that I can improve my speaking skills by practicing English outside of school.	4
7.	I think my pronunciation is a challenge in speaking English.	5
8.	I think that feedback from my classmates helps improve my speaking skills.	4
9.	I feel that speaking English in real-life situations would be useful for improving my speaking skills.	3
10.	I often feel nervous or anxious when asked to speak English in front of the class.	5
11.	I believe that participating in extracurricular activities helps improve my speaking skills.	3
12.	I would like to practice speaking English more often in class.	5

***(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree**

INTERVIEW & LIKERT SCALE QUESTIONNAIRE STUDENT 10

RESULT OF THE INTERVIEW

Source : KOBERO Dylan
Day/Date : 27 January 2025
Remarks : This student did the interview in french.

No.	Question	Source's Answer
1.	What do you find most challenging about speaking English?	The pronunciation.
2.	How often do you participate in speaking activities (e.g., discussions, presentations) in class?	Quite often I participated in a discussion in class.
3.	Do you feel that speaking English in class helps you improve your skills? Why or why not?	Speaking English in class improve my skill because it allows me to discover new words.
4.	Do you feel comfortable speaking English in front of your classmates? Please explain.	Yes, because I motivate them to express and improve their level in English.
5.	How do you feel about your pronunciation in English?	I still learning to improve my pronunciation in English.
6.	Are the English teaching methods effective for you?	Yes, it is effective because it allows me to imitate an act in English.
7.	What are the factors affecting your English learning process?	The communication/pronunciation and phonetic.

8.	What are the difficulties you face when speaking English?	The pronunciation.
9.	What strategies do you use to improve your speaking skills outside of the classroom?	I like to practice my English in English club.
10.	What kind of feedback do you find most helpful for improving your speaking ability?	The positive reaction that I could receive is about my ability in English.
11.	Do you participate in any extracurricular activities (e.g., language clubs, speech competitions) that help improve your speaking skills?	Yes, I participate in English Club that allow me to improve my speaking.
12.	How do you feel about speaking English in real-life situations (e.g., while traveling, meeting people)?	English is a universal language that one must use in any circumstances to be around the world.
13.	What do you think would help you improve your speaking skills in English?	It's to speak more of English and to participate in English club.

RESULT OF THE LIKERT SCALE QUESTIONNAIRE

No.	Question	Answer
1.	I feel confident speaking English in front of my classmates.	4
2.	I believe that speaking activities in class help improve my speaking skills	5
3.	I participate in speaking activities (e.g., presentations, discussions) at least once a week.	3
4.	I feel that my English-speaking skills have improved since joining this school.	4
5.	I often get feedback from my teacher regarding my speaking performance.	5
6.	I believe that I can improve my speaking skills by practicing English outside of school.	4
7.	I think my pronunciation is a challenge in speaking English.	3
8.	I think that feedback from my classmates helps improve my speaking skills.	3
9.	I feel that speaking English in real-life situations would be useful for improving my speaking skills.	5
10.	I often feel nervous or anxious when asked to speak English in front of the class.	4
11.	I believe that participating in extracurricular activities helps improve my speaking skills.	5
12.	I would like to practice speaking English more often in class.	5

***(1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree**

ATTACHMENT 3

INTERVIEW OF TEACHER TRANSCRIPT

RESULT OF THE INTERVIEW

Day/Date : 3 February 2025

Age : 40

No.	Question	Source's Answer
1.	What are the main challenges that students face in speaking English?	<p>The first challenge that we have in this francophone country is the language. The local language here is Sango and the national language is French, so most of the time students speak Sango and French. This thing has negative impact on their English's skill learning improvement and their English-speaking ability.</p> <p>The other challenge is the environment. English is a living language. If you learn, you have to practice it. At school, they learn English only for 3 hours per week. So if they don't take time to practice it, it will be a problem. Another challenge is at home because it's not possible to find someone to speak English with. So when they are meeting up with classmates at school, they can do many efforts to practice it. But if not, they can be limited at school.</p> <p>Some students learn English at English Club. In Bangui, there are many English Clubs in different neighborhoods. For those who have the will to speak English, they take part of this English Club to improve their abilities.</p>

2.	What are the difficulties in teaching English?	The main difficulty is the problem of speaking. Here English is taught as the foreign language. Most of the times, the other teachers teach English as the second language. The students here have problem with French as well. Sometimes they don't speak French fluently. And to have English? Imagine. It is a serious problem. So sometimes when you teach English, you need to come back and reexplain it in French for the best understanding. We are obliged to use both language, English and French. And sometimes we need to come back and reexplain it in the local language, Sango.
3.	What are the factors affecting students in learning English?	They are afraid and they don't see the importance of English. Because on their mind, they think that after study, they don't use English at home, they don't use English at work. That's the reason why they neglect English. Most of them don't travel abroad to discover things.
4.	How do you assess students' speaking ability?	I pay many attention to their speaking ability. I start with those who are shy or afraid to give them the opportunity to speak. Sometimes I asked and pushed them to speak. I gave them the words to use. I asked them questions. When I find that there is a problem in some areas, I take it and try to arrange it to resolve the problem.
5.	What are your teaching methods?	I have different methods. We have a method called CLAD where there is interactions between students and teachers. They prefer this method. When I teach, I give them the time to think and ask questions. If I realize that they don't feel like asking questions, I will push them or I give them questions so that they can speak. I do it

		<p>to see if the course I teach is good or not, or of they understand it or not.</p> <p>Other method is indirect method. I write some sentences on the blackboard, then I ask them to read the sentences. When I discover the problem, I will resolve it. The main problem here is the pronunciation. To read the sentence in English is very difficult for them. The problem of pronunciation is even worse. Then I have to come back to the phonetic. I teach them how to pronounce the words and how to use these words in different context.</p>
6.	How do you incorporate speaking activities? (e.g. discussions, presentations)	Most of the time I use presentation. Before starting the lesson, I asked the students to introduce themselves, I asked them about the previous lessons to see if they keep it or not. I introduced the topic and asked their point of view of the topic.
7.	How do you provide feedback on speaking skill to the students?	When you teach, you need to notice if the students are able to use the words properly. Then I see the curriculum. Most of the time our curriculum is not adapted to the current needs. So I use my methods to the students. I give them exercises to write, to listen, to speak about the previous lessons.
8.	What factors that will contribute to the students' speaking ability?	We need to manage the curriculum and the programs. To make it adapted to the reality of the students. Most of the time what we use is the grammar and grammar. We don't take into account the problem of speaking. So if we want to push the students to speak this language, to be interested to this language, we have to make a change. We need to use more speaking.
9.	As a teacher, what do you need to improve your	We need books adapted to the reality of the country, audio and visual materials to develop their

	teaching process? (e.g. materials, trainings)	understanding, and laptops. When you teach and you show the students the pictures, they can see and keep it on their mind. But if we only use books of grammar filled with texts, they will forget about it. When you teach, it's better to produce the book by yourself.
10.	How do you deal with shy students?	I will be friendly with them, to make them comfortable speaking and saying something.



ATTACHMENT 4

INTERVIEW OF SCHOOL PRINCIPAL TRANSCRIPT

RESULT OF THE INTERVIEW

Day/Date : 5 February 2025

Age : 40

No.	Question	Source's Answer
1.	How long have you been in the role of school principal?	Especially in Bangui, I've been here for 4 years.
2.	What is the objective of English language curriculum in your school?	The main objective is to motivate students, to let them know, that English is one of the most important languages in the world and motivate them to go for English. Why? Because in this country we have at least 10% foreigners who live in Bangui and work in professional area and most of them are the English speakers. So, it was very important for us to motivate students to learn and speak English.
3.	What measures does your school take to support the development of English in your school?	First, we select good and qualified teachers. We give them training every year. We also trained them before they started teaching. Second, we have an English Club which is a recent project. We provide some activities to the students, apart from grammar and theories, we wanted to make them practice speaking English.

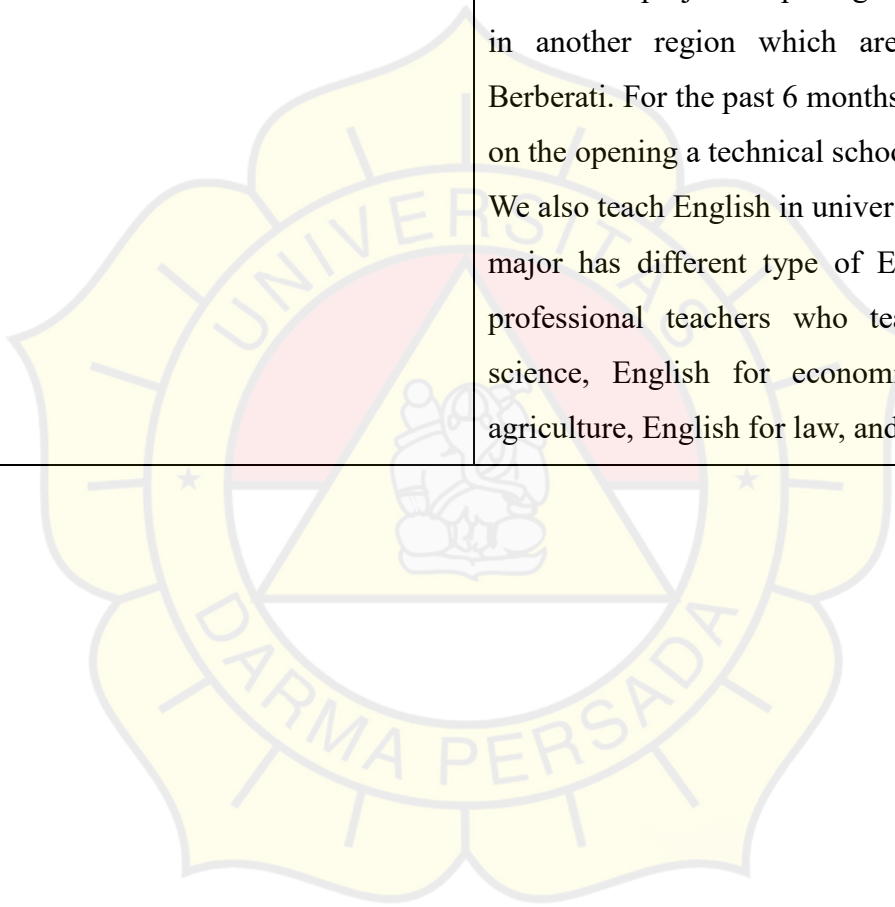
4.	In your opinion, what are the main challenges that students in your school face when it comes to speaking English?	<p>First, we don't have an English-neighbouring-country, like in Benin and Togo where we have Ghana and Algeria as the English-neighbouring-country. Here in this country, people don't speak English, so it's a challenge.</p> <p>Second, we have a challenge in terms of materials. Normally a school has a library where students can go and read books. But in this school, we don't have it. We also don't have materials to display images and videos such as laptops, screen projectors, to make them engage with English.</p>
5.	What are the factors affecting the teachers for teaching English?	<p>The first factor is we were supposed to have permanent teachers here, but because of the problem of cost, we couldn't have permanent personnels. So, we hired the teacher from various schools, and this is something that hampered our activity. Another issue is the teachers in Bangui don't have a routine gathering, workshop, seminars, or trainings where they can meet up, share experiences, and train the other teachers. Teaching is an art and science at the same time. When someone gives you feedback, it's going to help you to improve your own. We think that with the time being, from here we can initiate a gatherings, seminars, or training sessions for all the teachers. We can maybe ask the US Embassy to collaborate with us in organizing seminars or trainings of an effective pedagogic materials and other things.</p>

6.	What are the factors affecting the students for learning English?	<p>Most of the teachers are <i>grammarians</i>, means that they teach grammar very well, but when it comes to speaking English, it is not easy at all. Some of the teachers have some difficulties, given that they didn't have an opportunity in practicing English in university. For this case, we launch the English Club so people can come and practice English such as grammar, theories and speaking. Another issue, apart from school, these students don't have opportunity to speak English. They are ashamed of speaking English because they are afraid of making mistakes. I like to encourage them, saying that English is not like science. In English, you make mistake, and you learn from it. So, our teachers must motivate them that mistakes are part of the job they are doing. One mistake you make today will make the others learn from it so that next time, you won't make the same mistake.</p>
7.	Do you provide any professional development opportunities for teachers to improve their teaching?	<p>We have training sessions for the teachers. We hired professionals from the Ministry every year for one week to train all teacher especially about new method or new tools of pedagogic. We also have some partners including the US Embassy to organize some workshops but very rare. Last year, two of our students went to US for participated in workshop. These activities bring us good feedback. We have a good record that 85% of our students passed the exam. It means that our teachers do the good job. Our teachers also don't have financial issue. We always pay</p>

		them properly, because we believe that financial issues will affect their productivity.
8.	Do you think there are some external factors affecting the students? (e.g. parents, environment, etc).	We have the instability in our country that affects everything. We have a ‘trauma’ because of the conflict that occurred for the last 10 years. This thing affects their parents first and their children. Second, the bad habits from the environment or the neighbourhood can easily affect the students’ performances and productivity because they live in the area. Third, these students like to speak their native language, <i>Sango</i> , and it affects our teaching and learning system because you can’t learn English by speaking French or Sango. English is meant to be taught in English. Explanations are meant to be done in English. Once a while we can collaborate in French to make them understand some concepts. But unfortunately, in some cases, the teachers will be teaching English and referring it to French. It affects the autonomy of the students in learning English.
9.	Do you have any resources (e.g., technology, training, materials) to support speaking activities of your students?	We don’t have the means to support speaking activities because there is no fund for that.
10.	In your experience, how important is English speaking ability for students in french-speaking country (Central African Republic)?	Everyone knows that one of the most powerful languages in the world is English. Like I used to tell my students in our seminars, don’t wait for opportunities to come, but you work for opportunities. The change doesn’t exist when you

		<p>don't work for yourself. You have to train your brain to know how to manage yourself. This country have been trough many things and I think the 'gloomy situation' has passed. Now we are facing the new days. If don't equip our students to be open to the world, they would think that the world is only Bangui and Central African Republic. We are opening them to the world by training them many things apart from science, we teach them English, so that one day if they get an opportunity to work in Switzerland, USA, or Canada, they will be able to go. But if we don't train them in English, they won't be able to get many jobs which requires English. That's why we want them to be well-equipped, to be able to speak English.</p>
11.	<p>What changes or improvements would you like to see in your school in the future?</p>	<p>This school is one of the oldest schools in Bangui. It was built on around 1980s. We have 40 years old experience. We have the beginning, the raising and the falls. This school once went to the highest level and the fell down. And now we are redoing the good things in some ways, we are recycling products to make it shine again. In the end, we want this school to have not only the new infrastructures, but mostly we want students to be in a good condition for learning. We need to equip our school with technology, learning materials, good books and library, also the new partners, not only here in CAR but also partners from abroad who can help us with some fundings, materials, workshops, ideas to open our mind. It is</p>

	<p>important to show our students that they can have relationships with other school from other country. We seek also the opportunity to do internship for our students in university. Our vision to have bigger school, better quality and infrastructure.</p> <p>Our nearest project is opening the school (CPUB) in another region which are in Bouar and Berberati. For the past 6 months, we are working on the opening a technical school in Samba.</p> <p>We also teach English in university because each major has different type of English. We have professional teachers who teach English for science, English for economics, English for agriculture, English for law, and etc.</p>
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ATTACHMENT 5

PICTURES



1.1 Oral tests and interviews with the students.



1.2 Learning and teaching process.



1.2 Interview with school principal.



1.4 Interview with English teacher.



1.5 School building.

