

# THE TEACHING OF ENGLISH IN THE REPUBLIC OF GUINEA: A CRITICAL EVALUATION OF CHALLENGES AND PERSPECTIVES AT MORIFINDJAN HIGH SCHOOL, KANKAN.

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## Abstract

*In Guinea, especially in Kankan, the predominance of French has occasioned the negligence of TEFL and significant challenges for its implementation. Therefore, this paper investigates those challenges by exploring the experiences of teachers and students of Morifindjan High School. Aiming at highlighting key obstacles and potential solutions to improve English language instruction in the Guinean education system, the study privileges qualitative data collection from classroom observations and interviews with teachers and students. Findings reveal both internal and external factors which affect participants' performances, and negatively impact English language instruction in Guinea. Eventually, the paper recommends ways and means to inform evidence-based policy decisions and pedagogical practices which will contribute not only to TEFL enhancement at Morifindjan High School but also to the socioeconomic development and global integration of Guinea.*

**Keywords:** Guinea; challenges; English language; education system; enhancement;

## Résumé

*En Guinée, particulièrement à Kankan, la prédominance du français a entraîné la négligence du l'enseignement de l'anglais, langue étrangère, et*

des défis significatifs pour sa mise en œuvre. Par conséquent, cet article étudie ces défis en explorant les expériences des enseignants et des élèves du Lycée Morifindjan. Visant à souligner les principaux obstacles et les solutions potentielles pour améliorer l'enseignement de l'anglais dans le système éducatif guinéen, l'étude privilégie la collecte de données qualitatives à partir d'observations en classe et d'entretiens avec des enseignants et des élèves. Les résultats révèlent des facteurs internes et externes qui affectent les performances des participants et qui jouent négativement sur l'enseignement de l'anglais en Guinée. Enfin, l'article recommande des moyens d'informer les décisions politiques concrètes et les pratiques pédagogiques qui contribueront non seulement à l'amélioration de l'enseignement de l'anglais au lycée Morifindjan, mais aussi au développement socio-économique et à l'intégration mondiale de la Guinée.

**Mots clés:** Guinée; défis ; langue anglaise ; système éducatif ; renforcement.

## Introduction

Guinea is a former French colony. As evidenced in all former colonized states, the language of the metropole has automatically been adopted as the official language. Ngugi wa Thiong'o maintained, "The choice of language and the use to which it is put are central to a people's definition of themselves in relation to their natural and social environment, indeed in relation to the entire universe" (1994, p.4). In light of this contention by Ngugi, Guineans' choice to establish the French language as the dominant and basic tool for communication in governance and administration identifies the country to its metropole, and reveals not only the incompleteness of "cultural and linguistic decolonization" (Bettina Migge & Elizabeth Léglise, 2007, p.297) but also the Guinean people's sentiment of unity with the metropole. Hence, this situation has resulted in the systematic downplay of the English language, especially in Guinean secondary schools although the English language has

gained ground globally as a lingua franca (Zuliaty Rohmah, 2005, p.106).

Despite the importance of the English language in global international business, communication, diplomacy, tourism, administration, and science and technology development (Mamadou K. Diallo, 2024, p.4), the upstaging of English teaching in pre-university education has been evidenced as, until 2019, the learners first contact with the language only took place in the 11th grade. Unlike the Guinean context, it is virtually impossible to close one's eyes to the evidence of the valorization of the English language in the other francophone countries.

Following the belief that the English language is great power, Mbaya (2001, p.63) has acknowledged the easy-spread of the English language in the French-Speaking world, and underlined how it has been attracting more people and governments. Jean Paul Kouega, in turn, observes that English language skills are beneficial to French-English bilinguals in the global marketplace (2018, p.1), and sustains that the adherence of most African French-speaking countries to the Commonwealth is one reason for the development of francophone people's interest in the English language. Indeed, the learning of the English language is a *sine qua non* condition for the establishment of these countries' diplomatic influence and their achievement of economic opportunities within the Commonwealth.

Under normal circumstances, it is incumbent upon the Guinean education system to ensure the valorization of the English language through the definition of policies which reinforce the effective teaching of the language at all levels of education. Notable efforts have been made with regard to the provision of teachers and students respectively with access to learner-centered pedagogical innovations and literacy courses. The main problem with the Guinean education system is not the valorization of the English language since notable changes and remarkable feats have been observed with regard to the

enactment of policies since 1984 which have concluded in the reintroduction of English courses both in the junior and senior high schools. Moreover, in 2023, important reforms have been carried out as to the emphasis on an integrated approach which could foster communicative competence in students, as well as the adoption of a national curriculum orientation which included teachers' professionalization (UNESCO, 2023).

The real problem with the teaching of the English language in the Republic of Guinea remains to bridge the gap between theory and practice in such a way that the English profile of high school graduates maps the true intent of Guinean education policy makers. The compliance of the Guinean educational policy with the requirements of teaching English as a lingua franca necessitates addressing so many practical field challenges which could hamper the development of students' English language skills. The observation, therefore, of both the linguistic performance of Morifindjan High School students reveals that, in Guinea, the dreams of education stakeholders strongly contrast with the realities observed in the teaching field. Thus, despite the growing importance of English as a global language, the teaching of English in Guinean high schools faces numerous challenges, including limited resources, inadequate teacher training, and cultural and linguistic barriers. These realities of the Guinean English teaching field yield so much questioning, especially as to the efficacy of TEFL<sup>1</sup> and the expectations of education stakeholders which is to equip Guinean junior and high school students with the tools necessary to take up the challenges of globalization. In other words, it is worth asking what actions should be implemented on the teaching in such a way that the Guinean education stakeholders could fully realize their ambitious dreams to train bilingual professionals and business-minded people who can break linguistic barriers and

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<sup>1</sup> TEFL: Term used for Teaching English as a Foreign Language

access international realms. Such a brain-teasing question is the leitmotiv for the current study which hypothesizes that without an inventory of the weaknesses of the teaching of English in Guinean junior and senior high schools which could help unfold the crucial challenges effective TEFL in Guinea, it is virtually impossible to adequately address the English language teaching needs in order to map out an internationally competitive profile for Guinean English learners.

The current study aims, thence, at uncovering the real challenges of TEFL in the Republic of Guinea in order to enable education stakeholders to devise strategies that can effectively help to bridge the gap between theory and practice. In order to achieve the goal assigned to the study, it is of extreme importance to question (1) the nature of the difficulties which the professionals of the English language often come across in their daily task; (2) the nature of the difficulties which the learners of the English language face; and eventually (3) the validity of the English language teaching curriculum in Guinea exemplified in *MOBEL*<sup>2</sup>.

This research work is carried out by means of a qualitative study. It, therefore, uses a descriptive approach to examine the difficulties of teaching English as a foreign language in Morifindjan High School in the city of Kankan, and seeks, through inductive reasoning, to indicate how findings from this specific high school may relate to the general situation in the immediate region of Kankan and in the broader Guinean context.

The interest in carrying out this study stems not only from the appreciation of English as an international language but also from the propensity, today, of English bilingualism to offer job opportunities. Displaying a good command of the English

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<sup>2</sup> *MOBEL* (My Own Book for English Language): Document par excellence for English language teaching in the Republic of Guinea, elaborated by the INRAP English Section and the Peace Corps (1998 and 2000). INRAP is the National Institute for Research and Pedagogical Actions.

language has become necessary for increased career opportunities since national and international NGOs<sup>3</sup> require English proficiency among other criteria from job applicants.

The second interest in undertaking this study evolves from the assumption that it is virtually impossible for Guinean future high school graduates to effectively meet linguistic expectations in the context of EFL<sup>4</sup> learning if their secondary school education has failed to inculcate them with basic linguistic skills.

Focusing on how the English language could be effectively taught to yield convincing results as regards junior and senior high school students' achievement of high fluency and proficiency level, this study seeks to discuss not only the characteristics of a good TEFL teacher but also the validity of MOBEL which is the reference teacher's book in Guinea. The need, in this paper, to discuss the distinguishing features of effective TEFL implementation springs from the fact that the English teacher's quality is *sine qua non* to the boosting of English learners' fluency and proficiency.

## Methodology

This study employs qualitative techniques by means of which it seeks to describe the challenges of teaching the English language in Morifindjan High School. The choice of this research design is motivated by Kathy Charmaz's constructivist grounded call for the need to understand the subjective experiences of participants without whom meaning construction is impossible (2006). Hence, the methodological approach adopted, in the framework of this study, champions understanding participants' lived experiences is of utmost importance.

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<sup>3</sup> NGOs: Non-Governmental Organizations

<sup>4</sup> EFL : Term used for English as a Foreign Language

The purpose for initiating such a methodological approach is to ensure a comprehensive exploration not only of the teaching and learning practices in the latter school but also of the experiences and attitudes of teachers and learners. In addition, it seeks to capture detailed contextual data about the complexities not only of teachers' and students' experiences but also of education stakeholders' behaviour that can enable valuable insights into the effectiveness of the teaching and learning of the English language. Moreover, the capturing of such qualitative data will enable the understanding of the difficulties of implementing the English language programs in Guinea in general, and in Morifindjan High School in particular.

**Data Collection and Analysis.** The study uses data collection methods such as classroom observations and interviews. The targeted population included both classroom teachers and students from Morifindjan High school. Consequently, two different observation grids are designed respectively for the classroom teacher and for groups of five (05) students per classrooms. The classroom observations serve the purpose of gathering firsthand data through the observation of teaching and learning practices, interactions in various classrooms. These observations also aim at observing students' engagement, identifying classroom challenges such as classroom management issues, resource limitations and language barriers.

Aside from the classroom observations, the interviews, which are both structured and semi-structured, are administered respectively to the classroom teachers and the representative students from each classroom. The importance of these interviews is revealed as they help capture motivations and emotions that may not be apparent through observation alone. They focus on the description of Morifindjan High School teachers' and learners' personal experiences, beliefs, and attitudes toward the learning and the teaching of the English language. Such interviews validate questionnaire data

and provide deeper insights into the difficulties which evolve from the implementation of the English language programs both at the level of the teachers and students of Morifindjan.

In the qualitative analysis, interview data are subjected to thematic analysis in order to identify pivotal themes and patterns regarding perceptions of teaching/learning programs, implementation challenges, and improvement suggestions. Through coding techniques, interview responses are categorized into significant themes related to teaching and learning practices. The topics discussed during the interviews revolve around identified themes which have been categorized into two factors, namely internal and external ones. The internal factors include excessive teacher workload, students' exposure to late EFL learning, and the lack of qualified and adequate training for EFL teachers. The external ones include the lack of opportunities to communicate in English as well as the geographical and socio-linguistic Position of Kankan. These themes and categories are used for the coding of the information from the interviews and the classroom observations. Both, observation grids and structured interviews with students are specifically designed to match these codes.

The study uses a SWOT analysis to identify areas for TEFL improvement, leverage strengths and opportunities, and provide actionable recommendations for improving English language teaching at Morifindjan High school. Based on a systems thinking and a constructivist paradigms, it emphasizes the interconnectedness of the internal and external factors that impact TEFL implementation in Guinea. Moreover, it does not overlook social and cultural factors, and argues that these factors combine to shape the strengths, weaknesses, opportunities and threats for the teaching of English in Guinea. Ultimately, integrating these findings through triangulation and assessing convergence across data sources ensured a holistic

understanding of teaching and learning practices, bolstering the validity of the study's conclusions.

## Results and Discussion

The results of this study are divided into broad themes that are classified into two categories (internal and external factors) in accordance with the research questions and objectives.

**Internal Factors.** The internal factors identified include an excessive teacher workload, students' late exposure to EFL learning, and the lack of qualified or adequate training TEFL.

*An Excessive Teacher Workload.* For the enhancement of teaching, education policy-makers have to design strategies which can minimize intense classroom pressure that lead to teacher or student burnout. Such factors, which seriously affect the effectiveness of both teachers' and students' performance, include the exacerbation of teacher workload. According to Magtalas & Eduvala (2016), for teaching to achieve high-quality outcomes, it is incumbent upon the teacher to manage skillfully and resiliently some wide range of responsibilities. Such responsibilities include lesson planning, grading, administrative duties, and student assessment. For Magtalas & Eduvala, there is possibility for the duties and responsibilities assigned to the teacher to become excessive, and this situation can seriously downplay the teaching/learning session. As they reverberate,

When a teacher is assigned too many duties and responsibilities, it becomes difficult to fulfill them all, often leading to reduced time for teaching students. Consequently, an increase in a teacher's workload compromises the overall teaching-learning process by diverting their focus from instructional tasks. (p. 4111)

Conceptual clarification is very important at this level as it will contribute to a clear understanding of teacher workload before applying it to the Guinean context. So many definitions of the concept workload are therefore provided in the field of education. If, for Easthope, the concept refers to "working long hours, teaching more students, and having increased professional, pastoral and administrative duties" (2000, p.43), for Creagh et al., it is quantified in terms of number of hours worked each week, and refers to "the amount of work done over a given period" (2025, 663). Following these definitions, poignant remarks have been made with regard to the increase, in recent decades, in heaviness and intensity of teacher workload (OECD, 2021, as quoted in Creagh et al., p.662). This remark falls in line with the contention, "excessive teacher workload has increased over time" (Department of Education, 2022, p.6).

In the framework of this research work, teacher workload should be understood in terms of Beck's "heavy hours" which generate a feeling of being pulled in multiple pressure (Creagh, Ibid. p.664). Over heavy hours observed in TEFL in Guinea, teachers are confronted with the issue of work intensification elaborated in Apple (2004). The work intensification faced by Guinean EFL teachers, therefore, include "the complexity and demands associated with a particular task or set of tasks considered a core part of a job" (p.25).

According to participants, five (5) from the teachers, and seven (7) from students, in Morifindjan High School, teachers and students of the English language have to comply with the requirements of the national English teaching curriculum developed in MOBEL. Such a curriculum presents one hundred (100) units which should be taught normally in nine months with two (2) hours per week. The Guinean teacher's excessive workload mirrors Boersma's idea of "content overload" which "refers to the excessive amount of content to

be taught and learned in relation to the time available for instruction" ( 2001, p.23). Far from indicating an excessive teacher workload which is due to an exacerbation of teachers' responsibility in students' behavior management, data management, students' work feedback and marking on a weekly, monthly or yearly basis only, this paper also pinpoints the amount of work done by the teacher over a single teaching session. Such work intensification in TEFL often occurs with greater time pressure as the teacher is called to address so many challenges without being provided appropriate means to carry his mission through. The intensification of the Guinean EFL teacher's work over a single teaching session relates more to classroom management as the teacher has to deal with classroom dynamics such as behavioral issues and cultural differences. The necessity for the EFL teacher to address the negative impacts of classroom dynamics stems from the fact that they prevent both the teacher and his students to enjoy an effective learning time. As echoes Mercy Ngugi, they occasion "limited learner-teacher contact" (2017, p.377).

Other in-class challenges for the Guinean EFL teacher include adapting the MIPA strategy in order to establish creativity and flexibility, and using MOBEL to meet real-world classroom requirements. Besides, the Guinean EFL teacher's task is intensified by the pressure regarding students' high performance and the use of Artificial Intelligence to quickly generate activities.

Following the observation of this brainteasing issue of excessive teacher, scholars such as Christogonus-Anyanwu & Imiruaye have addressed the necessity of managing teacher excessive workload by suggesting teacher workload reduction through strategies that can either alleviate teachers' responsibility or enable them to face the issue in a more rational way and secure their professional well-being (2024, p. 200).

*Students' Late Exposure to EFL Learning.* Although some scholars have approved late language learning by advocating that it presents enormous cognitive benefits which can boost speedy learning, others have shown how more challenging it is. Bedore sustains this view by stating, "In contrast to studies that show decreased scores for later age of first exposure to the L2, others have shown that children who start to learn later catch up sooner" (2016, p.690). In this logic, the Guinean educational system holds it that English should be taught from junior to senior High school; but, unfortunately, it is not the case in all the schools. Although there are some schools where both junior and senior levels benefit from English teaching, in the majority, only high schools are prioritized.

The late exposure of Guinean students to English language learning should not be appreciated to the same extent as Bedore's understanding of late L2 learning. In the case of Bedore, the late learners are children over four (4) years of age (Ibid., p.692) who still have the capabilities for easier and quicker language acquisition, and display more maturity in language acquisition than those of four (4). The fact that, in Morifindjan High school and in majority of the Guinean high schools, EFL learning starts not even in junior high but in senior high means that the average age of acquisition in Guinea is eighteen 16. At such an age, it is no more advisable to talk about child early exposure to EFL which is a favorable ground for the development of native-like pronunciation and fluency. The case observed in Guinean high schools rather refers to adult EFL learning which presents so many challenges, especially those regarding pronunciation. At this level, it is crucially important in our analysis to consider the length of exposure or the amount of time an individual has been exposed to EFL to sound like Bedore (p.690). To apply Bedore's notion of length of exposure to the Guinean EFL context, students, whose first contact with the English language occurs in senior high school

with an average age of sixteen (16), need greater length of exposure than children of six (6) years of age because, for bilinguals such as Guinean English learners, "greater length of exposure tend to be associated with greater age" (p.691). But, unfortunately for these learners, the time span allowed to them for EFL acquisition before embracing university studies is relatively short. This shorter length of exposure observed in the Guinean EFL teaching terrain represents a great challenge for the teachers who are always mindful of the students' high fluency and proficiency level.

*Lack of Qualified or Adequate Training for EFL Teachers.* To achieve effectiveness in TEFL, it is ineluctably important to enhance teachers' skills by providing them essential methodologies for TEFL, lesson planning techniques, and for classroom management. Such a condition for TEFL efficacy can only be met if EFL teachers undergo adequate training which can meet their diverse needs.

Unfortunately, as reported by respondent 7 from the teachers of Morifindjan, the TEFL teachers recruited for the Guinean High Schools are not qualified to significantly impact students' learning. This lack in qualified EFL teachers is due to the fact that most English teachers are either strangers from English-speaking countries or nationals with no certified qualification in English. As it has been established by OECD (2019, p.18), how can these unqualified teachers who have not received proper TEFL training get the appropriate knowledge and skills to support students in achieving fluency and proficiency?

The ineffectiveness of TEFL, at this level, should not only be analyzed in terms of lack or inadequacy of training. It should also be evaluated in terms of continuous training.

EFL teachers' continuous training is crucial for effective TEFL. Such an importance is underlined as it enables the teacher to adapt to evolving methodologies, to enhance student

engagement and learning outcomes, and to address different needs of the students. Furthermore, it enhances teaching skills and helps the teacher build professional networks.

Sum total, inculcating the targeted EFL skills to students require teachers' specialized training. An adequate training provides the EFL teacher with specialized training options that can allow him to focus on students' specific areas of interest.

**External Factors.** The external factors include the lack of opportunity to communicate in English and the geographical as well as the sociolinguistic position of Kankan which is determinant in secondary school students' English language acquisition process.

*The Lack of Opportunities to Communicate in English.* Offering English learners opportunities for practical oral communication is crucial for the development of their language skills. Such an idea has been supported by Parupalli Srinivas Rao (2019) who has insisted on the necessity to motivate and encourage learners to perform collaborative tasks that will enhance their communicative skills (p.62). These activities, for him, serve as forerunners to students' language proficiency and fluency because they are likely to turn every classroom situation into real world situations where the English learners are actively engaged in communication. Acknowledging the importance for schools to create opportunities for English learners to practice oral communication, Guccione (2011), acknowledged that "the most effective means for English learners to construct knowledge is through dialogue (p.568). However, communicating in English is a serious problem for students in Kankan. The town does not offer English learners favorable conditions to enhance communication skills. The English language is only spoken by a minority including some foreigners, few workers from NGOs and International Organizations, and some Peace Corps Volunteers. Apart from particular occasions, students practice English only

in classrooms while learning it. For most students, the practice of the English language is limited to the classroom. Therefore, all the participants attested to the fact that the lack of opportunities to use the English language as a tool for communication seems to be a barrier to its spread.

Dixon & Wu (2014) defended the idea that children's literacy development is mostly successful within the family circle. This position justifies their call for "parents' engagement in home language and literacy practices with their children" (p. 415). Unfortunately, this theory seems difficult to be applied to a Guinean educational context wherein most parents in most public schools lack the necessary background in English to either assist their children in home English learning activities or to indulge in practical communication situations with their children in English. At this level, the English teacher remains the only resort for most of the secondary school English learners. But it is important to allow for the time of exposure to English learning which is relatively below the standards established in Menken (2010). According to such standards, it requires a period of five years for English language learners to become fluent in the English language (p.21). Nonetheless, the time of students' exposure to the English language learning in Guinean secondary schools is relatively short, and accounts for the low English proficiency and fluency standards of these students.

One factor which exacerbates the issue of students' low proficiency and fluency standards in Guinean secondary schools is that, in these schools, there is more input in the French language, and this situation detracts from the learning of the English language. In fact, because Guinea is a French-speaking country, more emphasis school lay more emphasis on the use of the English language. As a result of this situation, as Dixon (Op. Cit.) would put it, the language of the schooling often comes to dominate the students' repertoire. The same remark is

sufficient enough to clarify the supplantation of the English language in Guinean Students by the French language. Most of the limited English background knowledge, limited reading comprehension capabilities as well as poor English vocabulary observed in Guinean students are simply due to the fact that, in Guinean secondary schools, there is an urge to usher the students toward the development of more French language skills than any other. This urge can be explained by the fact that French is the official language notwithstanding the fact that English is the lingua franca. Although most of these Guinean students can be imbued with huge potentials for English fluency and proficiency, their momentum for the learning and mastery of the English language is undermined just because they have not been put in the right environment for the development of the English language skills. Such realities encountered in the Guinean English learning terrain seriously undermine the efforts of the English teacher who helplessly struggle to achieve students' high performance during examination. Under such conditions, the learning of the English language in Guinean secondary schools no more targets fluency but, rather, is examination-oriented. For this reason, a student may perform really well in English during examination but can still achieve an English proficiency and fluency which is not up to standard.

*The Geographical and Socio-Linguistic Position of Kankan.* The geographical position of the city of Kankan is quite significant in determining the sociolinguistic context in EFL acquisition. The relevance of the sociolinguistic aspect of this study is proven as the sociolinguistic context heavily weighs in the linguistic performance of EFL students. In this logic, Fariba (2023) saw the necessity of highlighting the significance of the sociolinguistic context of language learners and its link to language proficiency and fluency. As he echoes, "Language acquisition extends far beyond grammar and vocabulary; it

delves into the intricacies of sociolinguistic competence, essential for effective communication" (p. 1002). This being said, no language learner can evade the sociolinguistic implications on their linguistic performance. Clearly put, whatever the motivations of an EFL learner to achieve English proficiency and fluency the sociolinguistic environment either serve as springboard or limitation to the full expression of their English learning capabilities. The sociolinguistic factors under consideration in this section of the study include the social context, the people's perceptions of the English language.

The Sociolinguistic dynamics in vogue in Kankan discloses the relationship between the Kankan society and the English language. According all participants, the geographical position of the town prevents students from developing communicative competences. For such participants, Kankan is not close to English speaking areas, which occasionally prevents most of the people from communicating in English. Qijun Li (2024 p. 90) has acknowledged the impact of the geographical context on youth self-efficacy. Self-efficacy. In Li's words, self-efficacy should be understood as "an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments" (p. 91). In the context of TEFL, EFL learners' self-efficacy is crucial in influencing their motivations, efforts, and defines their persistence in face of the English language learning challenges.

In Kankan, the self-efficacy of most students is not oriented towards the mastering of the English language but toward other goals for whom the English language is not the necessary pathfinder. As a result, the motivation for learning the English language leaves to be desired. Such a lack of interest in the speaking of English, and implicitly in the learning of English, is due to the geographical position of the city which yields no real interest for the learning of the Language. The sociolinguistic situation of Kankan vis-à-vis the learning of the

English language does not detract from the observations made by Sumarsono (2013) and Yusri (2016) who respectively believe that "the physical environment of a community can be reflected from language" (p. 61), and that "Geographical factors indirectly influence vocabulary mastery" (p. 212).

The most crucial geographical aspect that seriously hampers the desire for English proficiency and fluency is the remoteness of Kankan from Sierra Leone and Liberia, two Guinean neighboring English speaking countries, although Jalloh & Skinner (1997) have observed historical trading connections between Kankan with Freetown and Monrovia. The break of the citizens of Kankan with the development of English language skills is mostly pronounced by its connections with Mali and the other French speaking countries of the West African sub-region. Such a connection is mostly privileged because all these aforementioned countries share the same linguistic background with Kankan. It is needless to mention that countries like Côte d'Ivoire and Mali are French speaking countries, and this situation contributes more to the fluidity of cultural and commercial exchanges. OECD (2017) has noted the intensification of cross-border cooperation in West African border areas for many years. Such a cross-border cooperation has been widely elaborated in Amy Niang (2013), and is due to the fact that The Manikakan and Pular languages have succeeded to be self-imposed as *sine qua non* communication tools in market exchange. Likewise, the French language is privileged in the routine administrative tasks and education. As a result, the English language has been downplayed as the linguistic landscape in Kankan is dominated by either the French language or Guinean local languages such as Manikakan and Pular which are the languages *par excellence* of trade. There is, therefore, an observed attraction of Kankan citizens to magnify the speaking of Manikakan and Pular rather than the learning of foreign languages which seem to be reserved for academics. Even in this

case, the French language is praised because of its utility in the socio-cultural, economic and political exchanges with Mali and Côte d'Ivoire.

The importance of the English language is not that felt, and as a consequence, most students lack the opportunity to practice the language outside the classroom. In addition to the mastery of the French language which is compulsory for its status of official language, foreign students in Kankan develop a preference for mastering Manikakan and Pular because these two languages are essential for their sociocultural integration.

Sum total, the disinterest of Kankan citizens in the use and practice of the English language is due to the geographical position of Kankan which engenders so many sociolinguistic factors that affect the desire for English learning in Kankan secondary school students in general, and those of Morifindjan in particular.

## Conclusion

The study on teaching/learning the English language at Morifindjan High School provides critical insights into current practices and opportunities for enhancement within the institution. Employing a qualitative-methods approach of surveys and interviews, the research explored existing national document named *MOBEL*, implementation challenges, and the perceived effectiveness of teaching initiatives. Findings reveal varying awareness levels among Morifindjan high school teachers regarding the techniques provided in *MOBEL*, with identified gaps in proper *MOBEL* implementation. Participants widely suggest training on *MOBEL* and enhancement in pedagogy in order to bolster teaching/learning performance and institutional effectiveness.

The recommendations focus on fully implementing *MOBEL* techniques, enhancing teachers' participation in

pedagogy training in order to upgrade facilities for students. Such recommendations include:

- Lifting language barriers for students through solving limited English proficiency issues and bridging communication gaps by utilizing visual aids and gestures. At this level, it is important to foster a more engaging and interactive learning environment which could make the students feel comfortable and develop autonomy in the expression of their thoughts.
- Increase students' motivation through incorporating interactive and relevant materials that can boost their interest and participation in classroom activities.
- Offering professional support to teachers by choosing reputable organizations that offer mentorship and training to enhance the teaching experience.
- Create networking with other teachers in order to provide valuable support and resources.

When these recommendations are fully implemented, the teacher's workload is alleviated. The implementation of these recommendation is profitable to the TEFL teacher in the delivery of instructions, providing feedback, and addressing students' questions. Overall, it contributes to a more productive classroom atmosphere. Moreover the students' participation is enhanced, classroom management issues are reduced, and the teacher builds confidence progressively.

The current study impacts significantly TEFL practices in Guinea by informing strategies to enhance English language teaching, leading to better student outcomes and increased language proficiency. The development of language proficiency is a pathfinder to better educational and employment opportunities, both on a local and international scale. The outreach of study encompasses teachers' capacity building and the promotion of the English language education in Guinea through offering adequate support to Guinean English teachers

to enhance their English language teaching knowledge and the raise of the Guinean education stakeholders' awareness about the importance of language education and the enormous benefits of improved English language instruction. The impacts and outreach of this study, thus revealed, benefits enormously policymakers by informing their decisions as regards English language education and the training of English teachers. Furthermore, the benefits of the study are boldly revealed as it contributes to the promotion of the teaching of the English language which is a *sine qua non* condition for cultural exchange and understanding, and for economic growth and development in a Guinean context where government policy is oriented towards the achievement of the Simandou 2040 project, a project which envisions the total transformation of Guinea's socio-economic and cultural landscape through the valorization and the exploitation of the country's iron deposit.

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