

Sociolinguistic and Experiential Pedagogy to Attitude towards English in Scientific Classes in Côte d'Ivoire

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Résumé

La faible motivation envers l'anglais chez les élèves du secondaire reste un défi en Côte d'Ivoire, surtout en zones rurales, malgré les réformes du ministère de l'éducation nationale. L'attitude des élèves est généralement considérée comme étant responsable de leur motivation et de leur réussite. Ainsi cette étude visait à examiner l'attitude des élèves de la 1^{ère} D et la Terminale D avant et après des activités sociolinguistiques basées sur l'approche expérientielle de D. A. Kolb (1984), telles que la sensibilisation, les jeux de rôle et les interviews. A partir de questionnaires, d'interviews, et le chi-carré, les résultats montrent que l'attitude des élèves expérimentaux envers l'anglais, leurs motivations, leurs compétences sociolinguistiques, et leurs performances scolaires se sont significativement améliorées plus que ceux du groupe témoin. Donc, la sensibilisation, le jeu de rôle et l'interview stimulent positivement l'attitude et la motivation des élèves en séries scientifiques du secondaire envers l'étude de l'anglais.

Mots clés : Sociolinguistique ; formes d'adresse ; expérience ; attitude ; motivation ; performance

Abstract

The low motivation towards english among students in scientific classes remains a challenge in Côte d'Ivoire, chiefly in rural areas, despite reforms implemented by the ministry of national education. Language attitude is commonly seen as triggering learners' motivation and success. Then, the main objective in this paper was to examine the attitude towards english among the sixth form and upper sixth form students in secondary scientific classes before and after sociolinguistic activities like sensitization, role play and interview based on D. A. Kolb's (1984) experiential learning approach. Questionnaire, interview, and t-test, the findings revealed that more than the control group, the attitude of the experiential students towards english, their motivation, their sociolinguistic competence, and their school performance have significantly been improved. So, attitude towards english and motivation of the students in secondary scientific

classes depend on three entertaining sociolinguistic activities such as sensitization, role play and interview.

Keywords : Sociolinguistics; address forms; experience; attitude ; motivation ; performance

Introduction

Since 2021, the ministry of national education eagers to improve motivation and the competence of teachers and their learners in Côte d'Ivoire. Henceforth, tremendous steps have been implemented following the report of the EGENA 2022¹. However, low motivation towards the study of english still remains a challenge among the students in the scientific classes, chiefly in rural areas. This situation worsens as we move from the sixth forms to the upper sixth forms. Then, there is a need to find ways to improve students' attitude and motivation towards english in those classes. It is in such a context that this work was carried out with the following topic : Sociolinguistic and Experiential Pedagogy to Attitude towards English in Scientific Classes in Côte d'Ivoire.

Language attitude is commonly defined as the mental disposition that triggers the favourable or unfavourable reaction of an individual towards the utility of something. It encompasses our beliefs, knowledge and perception. For the purpose of this research the notion of attitude, without distinction between the three components, is considered in its broad sense. Motivation refers to the endeavour, interest and the desire to do something. It relates to instrumental or integrative rationals. Attitude is considered as the main factor to learners' motivation and success (R. C. Gardner and W. E. Lambert, 1972). But, sociolinguistic activities based on experiential learning processes are overlooked as impetus to the attitude and motivation of the students in secondary scientific classes. Accordingly, this investigation had been carried out to examine the attitude towards english among the sixth form and upper sixth form students in scientific classes and find ways to increase their motivation before and after sociolinguistic activities like sensitization, role play and interview based on experiential learning approach. If nothing is done the students in those classes will always be demotivated and lack proficiency in english. English

¹ EGENA 2022 stands for Etats Généraux de l'Education Nationale et de l'Alphabétisation. It is an official document that reported in 2022 the policies and the challenges linked to the sector of the education in Côte d'Ivoire.

will be an excluding factor to them in the future regarding some tests and business that require that language. Positive attitude and lasting motivation of the students in scientific classes towards english depend on three entertaining sociolinguistic activities such as sensitization, role play and interview based on D. A. Kolb's (1984) experiential learning approach. The following lines deal with the review of previous works, the methodology, presentation of the results, and the discussion.

1. Overview on English in Côte d'Ivoire

English keeps its first place ranking as international lingua franca (L. M. Koné, 2024). It is privileged worldwide for education, employment, communication and social integration. In Côte d'Ivoire, the official language is French since the country's independence. Despite, the tremendous benefits of english, French dominates as the official language in the country (F. A. Soyeye, et al., 2021). This does not give room to the ivorians for the practice of english. Before finding way to cope with this situation, it is important to understand attitude towards english among the students.

2. Theories of Language attitude and Experiential Learning

2.1 Attitude and Motivation Theory

People's attitude towards language is one of key points of research in Sociolinguistics (M. Meyerhoff et al., 2015 ; A. Amin, 2020). R. C. Gardner and W. E. Lambert (1972, p. 132) claim that "the learner's motivation for language study, it follows, would be determined by his attitudes. " N. Piquemal and R. Renaud (2006) also agree with this relation. But, study of language attitude among the students in scientific classes tends to be overlooked in Côte d'Ivoire. Both attitude and motivation are influenced by other things like parental encouragement, pedagogical strategies and activities (B. G. Davis, 2009 ; G. Yule, 2010 ; T. H. Morris, 2020). Then, contrarily to F. Grin (2007), the studies of S. Fletcher (1999) and G.N. Focho (2011) pointed the positive impact of some activities on the motivation of the learners and their school performance. By the same token, some students may scare of going to school due to bad grades. The way learners endeavour to

abide sociolinguistic rules to address people in english also highlights certain motivation.

L. M. Koné (2023) admits that students in scientific classes have low motivation to learn english in Côte d'Ivoire. As english teachers, we daily witness this ubiquitous situation. However, S. Fletcher's (1999), F. Grin's (2007) and T. I. B. Opi 's (2025) works did not draw on these learners. B. G. Davis (2009) and Z. Dörnyei (2003) suggested some strategies to motivate these learners. He (2003), for example, proposes to create basic motivational conditions, generate initial students motivation, maintain and protect motivation, as well as encourage positive retrospective self-evaluation. In short, this theory is relevant for the examination of the attitude and motivation of the students in scientific classes in Côte d'Ivoire. However, experiential learning cycle tends to be overlooked as motivational strategy.

2.2 Experiential Learning Cycle

D. A. Kolb (1984) assumes that knowledge is better acquired through learning styles and experience. This assumption is suitable for task-based project activities in science et technology classes (A. Omar et al., 2012). The model includes concrete experience (CE), reflective observation (RO), abstract conceptualisation (AC) and active experimentation (AE). Respectively, learners must be able to do something by themselves at the beginning. Then, they should be able to ponder critically on their previous action. After that, they should be able to deduce and conceptualize their new discoveries. At last, they need to integrate their knowledge for solving problems in new contexts. P. Coppens (2023) tested the model and admits that it enables to « travailler sur la motivation des apprenants. » (G. Simons et al., 2009, p. 48) So, this model is suitable to strengthen the motivation and performance of the students when combined with suitable sociolinguistic activities.

2. 3 Three Sociolinguistic Activities

2.3.1 Sensitization

Following A. S. Hornby (2006) and M. Catroux (2009) sensitization is the fact of making somebody or something more aware of something, especially a problem or something. But, the sensitizer and the sensitized people are both concerned by the message (M. Cornaz, 2020). Students develop different sociolinguistic skills

orally to explain, express opinion, answer questions, and discuss with people. In doing so, they mind the culture, social stand, formality of the context, and their relationship with the target individuals. This way of learning by doing various things through english motivates them as well as raise their awareness. The message in sensitization gets momentum along with role play.

2.3.2 Role-Play

Role-play is good for representing in classroom « situations, le plus souvent semblables à celles de la vie réelle, grâce à une scène improvisée entre deux ou plusieurs acteurs » (M. Amna and B. Ouided, 2018, p. 24) Depending on their roles, sequences and the situation of interaction, students have to mind language style and varieties as well as politeness by using for example, appropriate address forms. Role-play is well required by B. G. Davis (2009) for students in science and technology to solve problems. This activity is challenging because it "allow[s] students to practice what they have learned and to help them move from having knowledge of sociolinguistic appropriateness to being able to use what they know in a conversation. " L. Ya (2008, p. 84) Language variation is one of the key elements that makes role-plays ever memorable. It offers the students opportunities to discuss language style and varieties that suite their different role in terms of gender, age, or social status. When the investigation of K. Lafond (2023) found ambivalent impact of role-play on students' motivation, the contrary is commonly claimed by D. Johnson and S. Michaud (2010), P. Islam and T. Islam (2013), B. Meriem (2015), M. Amna and B. Ouided (2018) and F. Bouchra (2019). During role play, other activities like interview may be performed.

2.3.3 Interview

Students in scientific studies will, in their future professions, be interviewees or interviewers. Then, learning how to ask and answer questions is a mandatory sociolinguistic skill they should be competent in. S. A. Tagliamonte (2006, p. 37), defines interview as "a series of hierarchically structured sets of questions". For the students, it is a means to elicit information. In doing so, their sociolinguistic competence develops. The topic dealt, the setting of the interview and the social relationship between the interviewee and the interviewer influence the english patterns of the students

(J. R. Rickford, 2014). Speaking, listening, “reading and writing” (K. Roulston, 2012, p. 78) are all together taken into consideration when interviewing people. In terms of effects, S. Maca (2020) have also highlighted the effective improvement of students’ speaking skills based on interview activity. When it is done with suitable guests, this favours learners’ motivation.

In sum, review of the literature pointed out the importance of english for Côte d’Ivoire. However, attitude, experiential learning strategy, sensitization, role-play, and interviews in sociolinguistic perspective tend to be overlooked as far as the students registered in scientific classes are concerned.

3. Hypothesis

Based on the review of literature, the main hypothesis in this research was that if the students in scientific classes were involved in entertaining sociolinguistic activities like sensitization, role play and interview based on experiential learning, this would improve their attitude and motivation to study english. Verification of this hypothesis called for a suitable action-based methodology.

4. Methodology

The independent variables for the investigation were sensitization, role play and interview based on D. A. Kolb’s (1984) experiential learning approach. The dependent variables were the language attitude and motivation of the students. So as to avoid overtime studies, it was necessary before all to insert the activities of the research into the students’ timetable. One activity was implemented per term. The target population involved 18 girls and 42 boys from the sixth form and upper sixth form in scientific classes. As they are in rural areas, most of their parents are farmers. For the objectivity of the investigation, random sampling had been followed. First, the names of all the students were written on pieces of sheets. Secondly, we had drawn lots of two lots of students. The experimental group included thirty one (31) students and a control group consisted of twenty nine (29) students. Then, the experimental students had been divided into three subgroups per class (sixth form and upper sixth form). For their autonomy, creativity, risk-taking and student-centered approach, the students

were given the choice to select among different topics. Then, it was up to them to flesh them out, and organise their groups.

Before collecting the data, consents were requested from the school administration. To guarantee our anonymity the questionnaire, the videos and the interviews had been realized by other people except us. Accordingly, the questionnaire was written in french to avoid misunderstanding. It followed likert-scale structuring as they included items like strongly agree, agree, disagree and strongly disagree. The statements in the questionnaire were to elicit the participants' attitudes towards four aspects of english. School success, self-employment, free movement in the ECOWAS, and international communication were the items of the questionnaires. The three activities for the experience followed a project-based learning (PBL) approach.

Based on the soft version of G. Simons et al., (2009) canvas, the students had to sensitize people in and out of the school yard about the importance of english in order to increase attendance to the performance of their role plays during the school Award Day. Then, from the preparation to the very resolution of the problem, one (1H) was used for each of the five steps ;

- ✓ CE : The problem was presented to the experiential students. They had
 - to ask the opinion of their interlocutors about english
 - to describe two important aspects of english to the interlocutors
 - to encourage them to commit to english learning
- ✓ RO : The participants analysed the issue to size its feasibility and were given a list containing four important aspects of english. Then, they discussed the necessary resources they would need for the success of the campaign
- ✓ AC : From what the students knew and their gaps, future simple, asking opinion, vocabulary linked to the four important aspects of english had been taught. After excercises, feedbacks were provided,

- ✓ AC : Remediation had been done. Then, the students were given some model dialogues about sensitization for withdrawing rules and ways to make good campaigns. They also did exercises related to these resources. They simulated a campaign and feedbacks followed,
- ✓ AE : A remediation was done. Then, after four (04) sessions of preparations, the campaigners went out for their campaigns.

Based on the soft version, four topics were proposed to the participants to perform their role plays. Each of the experimental groups had to select one only. The topics included boastfulness, healthcare, engineering, and business. The role plays had to be performed before some colleagues so that they provide feedbacks and decide which is the best for the school Award Day ceremony.

- ✓ EC : The experiential students received the topics. At this step, they had
 - to involve three anglophone interlocutors and an ivoirien engineer,
 - to describe three advantages of english for the ivoirien engineer,
 - to encourage their classmates to master english
- ✓ RO : The students analysed the issue according to its feasibility
- ✓ AC : relatively to their gaps, the teachings reviewed present simple, future simple and conditionals. The application consisted of exercises that were followed by feedbacks
- ✓ AC : Remediation had been done. The participants watched some model role plays. Exercises were executed before feedbacks were provided. Then, the students simulated theirs in class. They also send us other performance via our Whatsapp.

- ✓ AE : Remediation had been carried out. Then, the students resolved the problems and had been evaluated before my colleagues of english.

As far as the third activity is concerned, the hard version of the model had been implemented. The participants should have got information from a ghanaian living in their locality and express their opinion about a sporting trip in Ghana as suggested by their Sport Education teachers.

- ✓ CE : Without any preparation, the students had a Whatsapp interview with a ten-years former ghana resident ivorian. The man lives now in Côte d'Ivoire. The students had to :
 - Ask information about travel companies to go to Ghana including fees and border requirements,
 - Ask description about foreigners' rights and duties in Ghana,
 - Request suggestions about foods, touristic sites, and taboos
- ✓ RO : the students pondered on the feasibility of the task
- ✓ AC : They had been taught how to ask questions. Lexical items related to travelling, rights, and tourism. Exercises were done and feedbacks were provided
- ✓ AC : remediation was done about previous exercises. Then, they watched some videos about interview at border and did some listening and writing exercises. The participants also simulated interviews in class. Feedbacks were followed.
- ✓ AE : At the start, remediation had been executed. Then, the students made the interview based on the initial problem-solving with the ghanaian in classroom. They had been evaluated the way they resolved the problem.

After the experiment, an interview had been carried out by asking the experiential group whether or not the sensitization, role

play and interview impacted their attitude as well as their motivation to study English and why. The students' school report enabled to get their school performance at quizzes, oral tests and written tests. Based on videos, a grid of observation was used to characterize the use of address forms during the three activities. Computer and smartphones had been used for filming the activities. The experimental students dealt with various topics, they met different kind of interlocutors, and situations.

Attitudes to 780 (60 × 13) statements, 14 conversations in the videos and 31 experiential students' answers to the interviews were processed quantitatively. Chi-square test had been used for the significance of the relations. By the same token, the qualitative analysis paid attention to the way address forms were patterned during each of the three activities.

To wrap up, this study focused on a deductive, action-based and mixed research method. The method was meant to be as much as objective in the collection, analysis and presentation of the results. Experiential learning strategy had been used to positivate the attitude and motivate the learners.

5. Results

5.1 Language Attitude among the Students

After implementing the methodology described in the previous lines, these pages are dedicated to the results of the data processed. First, each table reads following the horizontal lines. These lines show the reactions of the participants to the 13 statements offered in the right column. You get the total number of the participants by additionning the reactions horizontally.. Second, the vertical columns indicate the scores to each statement.

Table 1 : English for Academic Success at the start of the year

English is important for :	Strongly agree		Agree		Disagree		Strongly disagree	
	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp
...going up to the next class in Côte d'Ivoire	2 (6.89 %)	2 (6.45 %)	0	6 (19.35 %)	16 (55.17 %)	13 (41.93 %)	6 (20.68 %)	10 (32.25 %)
...studies at	2	0	10	10	0	13	12	8

university in Côte d'Ivoire	(6.89 %)		(34.48 %)	(32.25 %)		(41.93 %)	(41.37 %)	(25.8%)
...getting scholarship for international studies	0	2 (6.45 %)	14 (48.27 %)	10 (32.25 %)	4 (13.79 %)	19 (61.29 %)	6 (20.68 %)	0

At the start of the academic year, the control students and the experiential students had a pessimistic attitude towards english as a means to their academic success. The majority of the control group had negative reactions to the statements from disagreement to strongly disagreement. The table indicates 55.17% and 41.37% against the idea that english is good for going up and university studies. The experiential students tended to have the same negative attitude by 41.93% and 41.93% respectively for the same statements. However, unlike the control group, these students disagreed that english was important for international studies at 61.29%.

Table 2 : English for Academic Success at the end of the year

English is important for :	Strongly agree		Agree		Disagree		Strongly disagree	
	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp
...going up to the next class in Côte d'Ivoire	10 (34.48 %)	15 (48.38 %)	11 (37.93 %)	9 (29.03 %)	5 (17.24 %)	3 (9.67 %)	2 (6.89 %)	4 (12.9%)
...studies at university in Côte d'Ivoire	10 (34.48 %)	12 (38.7%)	16 (55.17 %)	11 (35.48 %)	3 (10.34 %)	3 (9.67 %)	0	5 (16.12 %)
...getting scholarship for international studies	11 (37.93 %)	16 (51.61 %)	15 (51.72 %)	10 (32.25 %)	1 (3.44%)	4 (12.9 %)	2 (6.89 %)	1 (3.22%)

Both the control and the experiential group of students seem to have had positive attitude towards english at the end of the school year. However, after the experiment, the majority of the experiential group of students tended to have the strongest agreement that english was as a means to their academic success

(48.38% vs 34.48%, 38.7% vs 34.48%, and 51.61% vs 37.93%.) Getting scholarship owing to english elicited the most favourable answers of the experiential group of students (51.61%).

Table 3 : English for Self-employment at the start of the year

English is important for :	Strongly agree		Agree		Disagree		Strongly disagree	
	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp
...becoming famous writer	6 (20.68 %)	9 (29.03 %)	4 (13.79 %)	6 (19.35 %)	13 (44.82 %)	6 (19.35 %)	6 (20.68 %)	10 (32.25 %)
...becoming journalist	8 (27.58 %)	4 (12.9%)	5 (17.24 %)	7 (22.58 %)	10 (34.48 %)	10 32.25%	11 (37.93 %)	10 (32.25 %)
...creating digital contents	9 (31.03 %)	2 (6.45%)	9 (31.03 %)	17 (54.83 %)	4 (13.79 %)	6 (19.35 %)	10 (34.48 %)	6 (19.35 %)
...making online marketing	4 (13.79 %)	4 (12.9%)	4 (13.79 %)	19 (61.29 %)	9 (31.03 %)	4 (12.9)	3 (10.34 %)	3 (9.67%)

At the beginning of the academic year, both the control group of students and the experiential group appear to have negative attitude towards english as far as self-employment is concerned. In fact, the control group clearly disagreed that english was important for becoming journalist, creating digital contents, and making online marketing based on (37.93%, 34.48%, and 31.03%). As far as the experiential students are concerned, the table illustrates an ambivalent pattern of reaction. Positive attitude for the importance of english for digital contents and online marketing (54.83% and 61.29%). Whereas, their unfavourable attitude appeared for the importance of english for becoming writer and journalist by (32.25% and 32.25%).

Table 4 : English for Self-employment at the end of the year

English is important for :	Strongly agree		Agree		Disagree		Strongly disagree	
	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp
...becom g famous writer	16 (55.17%)	18 (58.06%)	4 (13.79%)	9 (29.03%)	13 (44.82%)	3 (9.67%)	2 (6.89%)	1 (3.22%)
...becom g journalist	14 (48.27%)	16 (51.61%)	5 (17.24%)	14 (45.16%)	10 (34.48%)	0	2 (6.89%)	1 (3.22%)
...creating digital contents	11 (37.93%)	14 (45.16%)	9 (31.03%)	10 (32.25%)	4 (13.79%)	4 (12.9%)	1 (3.44%)	3 (9.67%)
...making online marketing	13 (44.82%)	12 (38.7%)	4 (13.79%)	12 (38.7%)	9 (31.03%)	5 (16.12%)	3 (10.34%)	3 (9.67%)

The control group of students and the experiential group of students have some similarities. At the end of the academic year, both of them tended to have positive attitude towards english in terms of self-employment statements. Especially, both strongly perceive english as important for becoming famous writer (58.06% and 55.17%). But, albeit the slightness in the figures, the experiential group of students appeared to have strong agreement that english could enable them to become famous writers, journalist and creat digital contents by 58.06% vs 55.17%, 51.61% vs 48.27%, and 45.16% vs 37.93%. By the same token, they tended to agree about becoming writer, journalist, digital content creators and online marketing makers at (29.03%, 45.16%, 45.16% and 38.7%). Accordingly, they seem to outpass the control group of students for holding inferior figures (51.72%, 44.82%, 24.13%, 27.58%, 27.58, and 38.7%).

Table 5 : English for Free Movement within ECOWAS at the start of the year

English is important for :	Strongly agree		Agree		disagree		Strongly disagree	
	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp
...emigration everywhere within ECOWAS	3 (10.34%)	4 (12.9%)	0	9 (29.03%)	12 (41.37%)	10 (32.25%)	14 (48.27%)	8 (25.8%)
...ivorians to integrate easily in an anglophone country	5 (17.24%)	12 (38.7%)	0	0	14 (48.27%)	0	10 (34.48%)	19 (61.29%)

within ECOWAS								
...Ivorians to get business opportunities in anglophone countries in the implementation of African Free Trade Zone	8 (27.58 %)	5 (48.38 %)	10 (34.48 %)	12 (38.7 %)	10 (34.48 %)	4 (12.9 %)	1 (3.44 %)	10 (32.25 %)

At the beginning of the school year, the control students and the experiential students did not believe that it was possible to travel within the ECOWAS by speaking english. Most of the control group seem to disagree and strongly disagree that english was important for going everywhere, and integrating anglophone countries. They thought so by 48.27% and 48.27%. In the same line of argument, the experiential tend to have the same pessimistic reaction to the two statements by (32.25% and 61.29%). However, the experiential students appeared to clearer than the control students to agree that english is important for business in anglophone countries at 34.7%.

Table 6: English for Free Movement within ECOWAS at the end of the year

English is important for :	Strongly agree		Agree		disagree		Strongly disagree	
	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp
...emigration everywhere within ECOWAS	15 (51.72 %)	11 (35.48 %)	10 (34.48 %)	1 (3.22 %)	2 (6.89 %)	19 (61.29 %)	2 (6.89 %)	0
...Ivorians to integrate easily in an anglophone country within ECOWAS	11 (37.93 %)	11 (35.48 %)	15 (51.72 %)	11 (35.48 %)	2 (6.89 %)	6 (19.35 %)	1 (3.44 %)	3 (9.67 %)
...Ivorians to get business opportunities in anglophone countries in the implementation of African Free Trade Zone	16 (55.17 %)	19 (61.29 %)	11 (37.93 %)	11 (35.48 %)	1 (3.44 %)	1 (3.22 %)	1 (3.44 %)	0

Comparison of the control group of students with the experiential students points out a positive attitude towards the importance of english relatively to free movement within the ECOWAS. The majority of them tended to favourably react to the statements that english was important for the ivorians' integration and their business opportunities in anglophone areas (35.48%, 51.72%, 55.17% and 61.29%). However, the control group of students appear have the most positive attitude (51.72 vs 35.48%, 37.93% vs 35.48%).

Table 7 : English for the International communication at the start of the year

English is important for :	Strongly agree		Agree		Disagree		Strongly disagree	
	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Expl Grp
...ivorian teachers to communicate with their anglophone colleagues	10 (34.48 %)	3 (9.67 %)	1 (3.44 %)	4 (12.9 %)	10 (34.48 %)	6 (19.35 %)	8 (27.58 %)	18 (58.06 %)
...ivorians to take part in international conferences	5 (17.24 %)	5 (16.12 %)	3 (10.34 %)	11 (35.48 %)	6 (20.68 %)	15 (48.38 %)	15 (51.72 %)	0
...the ivorian people to take part in international tests	3 (10.34 %)	2 (6.45 %)	8 (27.58 %)	13 (41.93 %)	5 (17.24 %)	16 (51.61 %)	14 (45.16 %)	0

At the beginning of the school year, the control group of students and the experiential students seem to have a negative attitude towards the statements related to the importance of english for the international communication. The table indicates that the control students strongly disagreed that english was important for the ivorians to take part in international conferences and international tests. 51.72% and 45.16% are the figures (n) that illustrate this trend. The experiential students also tended to have negative attitude towards the statements that english is important

for international communication. Unlike the control group, these students expressed their reaction between disagreement and strongly disagreement at 58.06%, 48.38%, and 51.61%.

Table 8 : English for the International communication at the end of the year

English is important for :	Strongly agree		Agree		Disagree		Strongly disagree	
	Cont Grp	Expl Grp	Cont Grp	Expl Grp	Cont Grp	Exp l Grp	Con t Grp	Expl Grp
...ivorian teachers to communicate with their anglophone colleagues	10 (34.48%)	26 (83.87%)	19 (61.29%)	5 (16.12%)	0	0	0	0
...ivorians to take part in international conferences	12 (38.7%)	24 (77.41%)	19 (61.29%)	6 (19.35%)	0	0	0	0
...the ivorian people to take part in fivinternation al tests	13 (44.82%)	15 (48.38%)	17 (58.62%)	15 (48.38%)	1 (3.44%)	0	0	1 (3.22%)

Both the control and the experiential group of students share some similarities. At the end of the school year, they all tended to have a positive attitude towards english as a principal means of international communication. Their attitude towards the statements range between strong agreement and just agreement. The table show 83.87% and 61.29%, 77.41% and 61.29%, 48.38% and 58.62%. Furthermore, they all have a deep confidence in their english teachers for being able to communicate with their colleagues worldwide. Differences, however, between the two groups pinpoint a clear-cut socio-psychological profiles. 83.87% vs 34.48%, 77.41% vs 38.7% and 48.38% vs 44.82%, respectively seem to show that the experiential group of students is at the vanguard of having strong positive attitude towards the integrative function of english than the control group of students. They also tend to have low rating (48.38%) as far as the possibility that the ivorians have to compete in international test based on english.

In a nutshell, eight tables enabled to describe the students' attitude towards four major functions of english. At the beginning of the school year, both the experiential and the control groups of students appeared to have negative attitude towards english. But

at the end, there had been strongest positive attitude shift among the experiential students.

5.2 School Performance

From the beginning of the school year to its end, the performance of the students have been improved. Their performance followed an up-and-down pattern. Among the experiential students, the first term had been the most productive with 13.06 average in english. During the second term, the performance of the students declined to 9.78. However, the students enhanced their performance by raising it to 12.82 at the third term. In the same line of argument, the control students followed the same pattern of performance. Respectively, during the first term, second and the third term, the performance in english among the control students were 12.77, 9.41 and 11.98.

Table 9 : School Performance of the Students

	1rst Term	2nd Term	3rd Term
Experiential Group 6th form	12.45	9.12	14.67
Experiential Group Upper 6th form	13.68	10.45	10.98
Total Mean	13.06	9.78	12.82
Controlling Group 6th form	12.02	8.98	12.93
Controlling Group Upper 6th form	13.52	9.85	11.03
Total Mean	12.77	9.41	11.98
Cluster of difference in the averages	0.29	0.37	0.84

Although the similarities, the table indicates some differences between the control and the experiential group of students. It appears that the experiential group of students have been more productive in terms of their academic performance in english this year. In each term, they outpassed the controlling groups of students based on these figures (13.06 vs 12.77, 9.78 vs 9.41 and 12.82 vs 11.98.). It is worth highlighting that the difference between the two groups increased from the start of the year to the end. The differences between the averages range this way (0.29, 0.37 and 0.84). The interview with the experiential students could show how attitude and motivation relate to the performances.

5.3 Factors to Attitude

The disposition of the activities complied with the chronology. Then, as it can be seen, sensitization, role play and interview tend to have a positive effect on the attitude of the participants towards

english. It means thahe perception, belief, and the knowledge of the participants might be changed positively after taking part in the three activities.

Table 10 : Impact on Participants' Language Attitude

	Positive attitude	Negative attitude
Sensitization	8 (25.8%)	
Role Play	17 (54.83%)	
Interview	4 (12.9%)	
None		2 (6.45%)

The attitude of the students appear to be affected by the activities (54.83%, 25.8% and 12.9%). Only 6.45% of the participants responded by the negative. According to the interview, they had not been impacted by the sensitization, role play nor the interview. Furthermore, it seems that role play had the most positive influence. Statistic X^2 test seems to validate that there is a significant correlation between the sensitization, role play, interview and the attitude of the experiential students. The observed value X^2_{obs} is superior to the tabular value $X^2_{5\%}$ as in (30,79 > 7,81). The level of confidence is that 30,79 is situated between 29,52 and 31. Accordingly, we have $0,03 < p\text{-value} < 0,02$. This means that we have a $*p\text{-value} < 0,05$. The level of confidence is great. It is also important to check out the relation between the activities and the students' motivation.

5.4 Factors to Motivation

After participating in the sensitization, role play and interview, the participants in the investigation seem to be motivated to learn english. The figures in the table below derive from the answers of the participants during an interview.

Table 11 : Impact on Participants' Motivation

	Participants Motivated	Participants Unmotivated
Sensitization	10 (32.25%)	
Role Play	13 (41.93%)	
Interview	6 (19.35%)	
None		2 (6.45%)

The majority of the students (83.87% vs 6.45%) tended to be motivated by the three activities, albeit this had been done unevenly. Respectively, sensitization, role play and interview seemed to have motivated the experiential students by (41.93% vs 32.25% vs 19.35%). The table reveals that role play appeared to have the most influence on the motivation of the students (41.93%). It tends to be followed by sensitization. The less influential activity seems to have been the interview (19.35%). After calculating the figures based on t-test, it appears that the calculated value X^2_{obs} is superior to the tabular value $X^2_{5\%}$ as in $(30,76 > 7,81)$. $X^2_{obs} = 30,77$, which is situated between 29,52 and 31. In other words, we have $0,03 < p\text{-value} < 0,02$. The level of confidence is great since we get $*p\text{-value} < 0,02$. So, motivation of the experiential students was dependent to their involvement into the sensitization, role play and the interview.

5.5 Attitude and Motivation

Based on the multivariate analysis, the table shows that the students have been influenced by the three activities at different degree. Role play impacted the most the attitude of the students than the sensitization and the interview ($54.84\% > 25.8\% > 12.9\%$). As far as the motivation of the students is concerned, it drew 41.93% of the students satisfaction. This activity outpassed the sensitization and the interview ($41.93\% > 32.26\% > 19.35\%$). In each column, it seems that sensitization is good for motivation, role play is good for attitude and motivation, interview is good for motivation. Notice that role play is important for both attitude and motivation. But, whether it is attitude or motivation, sensitization tended to be an essential backup to each of them.

Table 12 : Comparing Attitude and Motivation

	Sensitization	Role play	Interview	None
Attitude	8 (25.8%)	17 (54.84%)	4 (12.9%)	2 (6.45%)
Motivation	10 (32.26%)	13 (41.93%)	6 (19.35%)	2 (6.45%)

As the teacher of the experiential students, the observation allowed me to discover some acts of demotivation and interest. In fact, at the start of the school year, some students among the experiential group, were reluctant to take part in the preparation

of the sensitization and role play activities. These students tended to mock at their peers. Their group did not do the role play activity. Unlike this misbehaviour, you could see note taking, friendly tone and defined responsibility among the other experiential students when performing their tasks. At the end of the survey, all the experiential students expressed their desire to commit themselves in the study of english in future. Some students from the controlling group expressed their desire to join the experiential students. They told me that they liked the project designed for the experiential students. According to these students, such activities could have developped their fluency in english. The experiential students in the upper sixth form were very timide during their interview with the ghanaian. By contrast, those in the sixth form showed enough joy to interact with their guest. At last, the majority of the students suggested that the coefficient of english be ugraded from the current 2 in the sixth form and 1 in the upper sixth form.

5.6 Sociolinguistic Skills

Qualitative data were essential to describe the way the experiential students committed linguistically in executing well the three activities. Address terms inform us to what extent the students integrated sociolinguistic competence. They enable to discover how their english developped regarding the interlocutors influence on the participants' conversations.

Table 13 : Situational Address Form Variation

	Types of Address Forms	Addressers/addressee
Sensitization	You (Tu), my friend, Tu, Wô, zero naming	Sensitizer/fellow students
Role Play	you (Tu), Madam, you (Vous), you (pl), ladies, boss, my assistance, a thief, dear ivorians	Boss/Shop assistant, Businesswoman/investor, A former friend/boastfull man, Businessman/abroad clients, a presenter/ivorians
Interview	You (V), Sir	An adult Ghanaian

The sensitization, role play and interview have positively developped the addressing patterns of the experiential students in english. Notice that various address terms are displayed in the table. You have title, profession title, descriptive names and zero naming. As for the pronouns, the singular you (Tu), the singular

you (Vous) as well as the plural you (Vous) had been used by the students. During the sensitization, the experiential students directly addressed their interlocutors with terms like my friend, singular you (Tu), Tu and Wô. Relatively to the degree of misunderstanding, these students found conversational strategies to address their interlocutors. They favoured equal non-intimate address terms in english, french and a local ivoirien language Agny-abbey.

Role play appeared as the activity that most triggered rich and diverse forms of address. Not only did they use different forms of titles such as Madam, Sir, ladies, boss, but variation also occurred when talking to a businesswomen, an overseas customer, and a boss of a solar energy company. The singular pronoun you (Vous) was used to address the boss and the overseas client. On the contrary, the singular pronoun you (Tu) was directed to a colleague, a friend and to an employee. The descriptive addresses included dear ivoirians and theft. A presenter of a role play used the descriptive term dear ivoirians to send message to all the ivoirien people. A stranger called up an acquaintance by theft. Albeit these students had not been prepared to use address forms in english, the videos illustrated outstanding knowledge and use of this sociolinguistic system.

The last activity triggered titles. The student repeated the term Sir when talking to their guest during the interviews. The singular you (Vous) was also recurrent during the exchange. In short, the experiential students endeavoured to use suitable terms to address their interlocutors.

6. Discussion

The study was about examining the impact of sensitization, role play and interview on the attitude of the students in the scientific classes towards english. The hypothesis that sensitization, role play and interview would positively impact the attitude and the motivation of the participants based on D. A. Kolb's (1983) approach tends to be validated.

Results from tables indicated that both the control and the experiential group of students have shifted from negative to positive attitude towards english at the end of the school year. The students acknowledged and thought that english was important for

their academic success, self-employment, and international communication. However, the experiential students have had the strongest positive attitude. The experiential students were reluctant to the integrative value of English. Their attitude might derive from their only contacts with the local Ghanaian during the interview. During the interview, the students faced various difficulties to communicate although they had received feedbacks and remediation to reinforce them before the D. Day. It is possible that being in rural areas and not reading a lot about Ghana, the students did not have knowledge about the culture there. They could neither understand the link between the pronunciation of their guest and his Ghanaian culture. They had negative attitude to interact in English with the Ghanaians. The control students did not have any contact with the Ghanaian in the experience. Then, their positive attitude may be just superficial. Unlike P. Coppens (2023), the positive change in the attitude of the experiential students fits the works of S. Fletcher (1999), G.N. Focho (2011). It comes from the students that the increase of the coefficients in their curricula would enhance their motivation. However, this paper maintains that sustainable motivation comes less from the coefficient than from the types of activities students are involved in. In Côte d'Ivoire, the coefficient of all subjects in the first cycle are equal. Mathematics has, for instance, the same coefficient with French or English. But, this does not motivate the students to perform well in Mathematics. In the second cycle, the scientific classes hold the highest coefficients in Mathematics or Physics. But this does neither motivate the students, as taking part in their Sport Education funny activities. Students' positive attitude and motivation in the scientific classes rather rely on entertaining activities like sensitization, role play and interview based on experiential learning. They acquire lasting sociolinguistic skills through funny English practice.

Addressing patterns in the utterances of the experiential students is one of the indicators that illustrated the impact of the D. A. Kolb's (1984) experiential learning approach on the motivation and the students' sociolinguistic competence. The sensitization, role play and interview took place in different social contexts. In sociolinguistics, speakers' social identity and the situation of interaction trigger language performance in a certain way that reflect these extralinguistic factors. The observation revealed that before performing the activities the students did not

know how to start and address strangers in english. The phase of concrete experience (CE), indicated that handicap. After the reflective observation (RO) and the abstract observation (AO) phase, the students critically understood the structural and lexical items related to the importance of english, engineering, business, journalism, present simple, opinion, future simple, tourism, and human rights as input. During the active experimentation (AE), they succeeded in implementing what they learnt during the modelling and their preparation of the activities. For instance, the students progressively succeeded in associating the meanings to the different forms of address and their variation. These terms of address signal integration of some sociolinguistic skills such as consideration of the social status, intimacy, and the formality of the situations of communication. They used titles, descriptive naming, friendly, polite pronouns and zero naming. Zero naming, for example, occurred at the beginning of some of their conversations during the sensitization. As time goes, the experiential speakers were able to shift from zero naming to familiar terms like my friend. In other words, they respected the co-speaker at the beginning of their interaction before using social proximity terms like my friend. During the role play and the interview, the students took into account equal intimate, equal non-intimate, unequal non-intimate relationship. Although, they had not been taught the way people address in english, the appropriate use of the address of the participants highlights the fact that the experiential students were motivated to succeed in speaking fluent english during the three activities. Being in rural area, it is very hard, let say impossible that these students have access to english films or documentary. Then, they only transferred into english the way they interact in classroom with their teachers and peers.

The control group of students might be able to use address terms in english. But, unlike the experiential students, these students just have a superficial and memorized knowledge of the rule. The experiential students, after the five steps of D. A. Kolb's (1984) model, they learnt the rule in context and integrated these rules in their speech after hands-on activities. As the three activities have motivated the students, the appropriate use of the address terms would remain in their cognitive repertoire for their future professional interactions in english. In their daily interactions, these students do not use english at school neither

out of school. Even during english class, they do not have the opportunities to explore the rich contexts that the three activities provide them. Henceforth, their enthusiasm to perform well in how to address appropriately their interlocutors in english.

The school performance of the students is another indicator of their positive attitude and motivation. The different grades distinguished the control students from the experiential students. The experiential students performed better in english than the control group of students. T-test validated the link. This is interesting as far as the scientific classes in rural areas are concerned. R. C. Gardner and W. E. Lambert's (1972) work in Louisiana, G.N. Focho's (2011) work in Cameroon and F. Grin's research in Switzerland also pointed out the relation between motivation of the students and their school performance. At this point, the findings in the current contradicts one aspect of the findings of S. Fletcher (1999). The difference between her (1999) work and the current study is that, here the students were involved in a hands-on pedagogical activities like sensitization, role play and interview based on experiential model. Although the experiential students had higher grades than the control students, it is however worth noting that the control students' positive performance is possibly due to my full committment as teacher in their learning process. They might be motivated by the way we teach them.

Findings related to the correlation between the three experiential activities and the attitude of the experiential students confirmed the initial prediction. The majority of the experiential students replied having positive attitude and high motivation towards english studies owing to the three activities. Sensitization, role play and interview are all speaking activities. Contrarily to T. I. B. Opi (2025), instead of writing activity, it was intentional to use speaking activities since they are known to arise motivation among the students. The works of these scholars confirm the results (G.N. Focho, 2011 ; M. Amna et al., 2018 ; L. Ya, 2008 ; P. Coppens, 2023 ; and A. Omar and B. Ouided, 2012). Role play was the principal activity that the experiential students liked the most. According to the students this activity changed the most their attitude positively and motivation towards english learning. D. Johnson and S. Michaud (2010), P. Islam and T. Islam (2013), B. Meriem (2015), M. Amna et al (2018) and F. Bouchra (2019) were

right to recommend this activity. During these activities, autonomy, full responsibility, cooperation, organisation are all student-centered ingredients that strengthened the interest, endeavour and desire of the experiential students. D. A. Kolb's (1984) model allowed us to scaffold the learning process and care of the motivation of the students.

English clubs are meant to create funny activities for its members. But, most often the students in scientific classes do not attend the clubs. Project-based activities like sensitization, role play and interview proved to be an alternative on the condition that they are included in classroom practices of students in scientific classes. This work has proved that it is possible to do that. Unlike G.N. Focho (2011) and P. Coppens (2023), this research has explored two versions of D. A. Kolb's (1984) model ; the soft version and hard version. In addition, it drew on the project-based activities. By doing so, the participants experienced different motivational feelings through the two versions. In addition, for each academic term, a project was undertaken with real life interlocutors. The investigation enabled to grasp the importance of role play and sensitization in motivating the students in scientific classes.

The fallouts include the reluctance of some students about performing role play. Although the students like it, this activity is time consuming. In the second term, the students now come to grasp the weight of their different subjects like Mathematics, Biology or Physics. Then, role play at that moment may be seen as threatening to their concentration for these subjects. Moreover, the students felt like puzzle during the interview because they were interacting for the first time with a Ghanaian in their classroom. As it was previously said, most of them have negative attitude towards the english spoken by the ghanaians. The only contact could not be enough to reduce this stigmatization.

Conclusion

This paper addressed the critical research problem of low motivation among the students in scientific classes in Côte d'Ivoire, chiefly in rural areas. It focused on the attitude of those students towards english. In fact, the main objective was to examine the

students' attitude and motivation towards english among the sixth form and upper sixth form students in scientific classes after sensitization, role play and interview based on D. A. Kolb's experiential learning approach. Key findings reveal that the three activities positively influenced the attitude of the participants towards english. In turn, we have seen improvement in the motivation, the school performance, and the sociolinguistics skills of the experiential students. The implications of these outcomes underline the urgent need to raise awareness among teachers and train them to integrate into their teachings practice hands-on sociolinguistic activities like sensitization, role play and interviews. This paper contributes to the existing literature by pointing out the sociolinguistic combination with experiential learning approach of D. A. Kolb (1984). However, the work faced some limitations. The weekly short teaching time volume in scientific classes did not allow sufficient time to repeat the experiential cycle. If possible, role play is better during the first term. Moreover, the misconception linked to the ghanaiian english did not help much. In the future, students need to be aware of the social background to Ghanaian english. Furthermore, if possible, western residents in Côte d'Ivoire could be invited for the interviews. These techniques could enrich the understanding of the integrative rationals of english. In the end of the day, the low motivation of the students in scientific classes in Côte d'Ivoire calls for immediate attention of the educational policymakers and the teachers. When the students in scientific classes are involved in entertaining activities like sensitization, role play and interview ; they develop positive attitude towards english learning. This motivates them in long term and improves their english proficiency by enabling them to take part in tests and business that require english.

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APPENDIX

Table I : English for Academic Success

English is important for :	Strongly agree	Agree	Disagree	Strongly disagree
...going up to the next class in Côte d'Ivoire				

...studies at university in Côte d'Ivoire				
...getting scholarship for international studies				

Table II : English for Self-employment

English is important for :	Strongly agree	Agree	Disagree	Strongly disagree
...becoming famous writer				
...becoming journalist				
...creating digital contents				
...making online marketing				

Table III : English for Free Movement within ECOWAS

English is important for :	Strongly agree	Agree	disagree	Strongly disagree
...emigration everywhere within ECOWAS				
...ivorians to integrate easily in an anglophone country within ECOWAS				
...ivorians to get business opportunities in anglophones countries in the implementation of African Free Trade Zone				

Table IV : English for the International communication

English is important for :	Strongly agree	Agree	Disagree	Strongly disagree
...ivorian teachers to communicate with their anglophone colleagues				

...ivorians to take part in international conferences				
...the ivoirian people to take part in fvinternational tests				

Table V : Grid for Situational Address Form Variation

	Types of Address Forms	Addressers/addressee
Sensitization		
Role Play		
Interview		

List of Experiential Students

No of drawing lots	Sixth form experiential students	No of drawing lots	Upper sixth form experiential students
1	Doumbia Ramatou	1	Tano Koffi Constant
2	Ahouasso Eva Chonon Nissie	5	Gnamien Konan Charles
6	Appia Arthur George Jonathan	7	Kouassi Komenan Sylvestre
7	Koffi Kouamé Ferdinand	9	Ouedraogo Dramane
9	Komenan Kouakou Sylvere	11	Aliko Assie Jean Narcisse
10	Kouadio Koffi Sylvestre	12	Sep Ery Audrey
11	Bana Bogui Jathniel	13	Yao Koffi Jean Marie Vianney
12	Seanla Mickael	16	Kouakou Amenan Veronique
16	Suzanne Komenan	17	Sawadogo Rahim
17	Sib Ini Fleure	18	Djanbga Kouakou Prudence
18	Konan Amoin Berenice Othniel	20	Koffi Thomas Ruben
19	Komenan Akissi Nadège	21	Amalaman N'guessan Djangba Severin
21	Tiemoko Amanda Désirée	25	Koffi Kouakou Gervais
26	Komenan Rodrigue	27	Koffi Adjoua Schela Ashley
27	Dah Hidjilé Emmanuel	30	Kouamé Kouakou Junior Daniel
28	Yao Kouadio Achille		

Consent Paper

MINISTRE DE L'EDUCATION NATIONALE
ET DE L'ALPHABETISATION

.....
DIRECTION REGIONALE DE DAOUKRO
.....
LYCEE MODERNE ETTROKRO

République de Côte d'Ivoire
Union-Discipline-Travail
.....
ANNEE SCOLAIRE 2025-2026

Ettrokro le 22/10/2025

Objet : Approbation

Madame la Proviseure,

En vue de mener à bien le projet de sensibilisation sur l'importance de l'anglais au sein de l'établissement, nous sollicitons votre autorisation afin de permettre à 15 élèves sensibilisateurs de la Tle D d'utiliser leurs téléphones du Lundi 10/11/2025 au Mercredi 19/11/2025. En effet, nonobstant l'interdiction de l'usage du téléphone à l'école par les élèves, l'usage du téléphone est nécessaire pour donner un caractère technologique et journalistique à cette activité.

Recevez Madame, mes sincères considérations !

Le professeur
Mr. BAMBA

Mme La Proviseure

 