

SCHOOL STANDARDS ACQUISITION BY THE SANGO LANGUAGE: A KEY OF EFFECTIVE LEARNING

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Abstract: Language is the basic part of children's learning. This is founded on linguistic, cognitive performances and body aptitudes. Different patterns were formally expected to influence their process of evolution. Modifications, changes made according to identified rules will be noticed. Thus, a certain number of environmental and personal elements will evolve the individual or collective life.

The present article refers to young children's production of words in Sango language. This is the national and official language of the multilingual Central African Republic. In this country, the Ministry of education, by UNESCO, recommended teaching in Sango earlier in 1995. Today, talking about language acquisition is beyond a simple rediscovery of a topic; it is clearly more than a natural phenomenon by human beings' law of existence. This work intends to analyse how pupils can be evolved in language process acquisition and what is the impact on academic success.

Nowadays in Africa, the national language becomes a challenge in the learning process by a link to school standards. But the process does not really work as expected. Then discussions with teachers, supervisors and agents of the educational policy are achieved to find out an approach to pupils' acquisition dilemma in CAR.

Keywords: teaching-learning situations, educational policy, Sango language, acquisition, Central African Republic

Résumé : La langue est un aspect fondamental de l'apprentissage chez l'enfant. Elle repose sur les performances linguistiques, cognitives et motrices pouvant évoluer au fil des années. Alors la vie individuelle et collective se développe sous l'influence d'éléments environnementaux.

Cet article porte sur la production infantile de mots en Sango. C'est la langue nationale et officielle de la République Centrafricaine. Sous l'égide de l'UNESCO, le ministère de

l'Éducation, dans ce pays multilingue, a recommandé l'enseignement du Sango dès 1995. Alors aujourd'hui, l'analyse de l'acquisition de la langue Sango dépasse la simple redécouverte d'un sujet ; il s'agit clairement de bien plus qu'un phénomène naturel relevant de la loi existentielle. Ce travail vise à analyser comment les élèves peuvent évoluer par rapport à l'acquisition langagière du Sango et quel est son impact sur leur réussite scolaire.

De nos jours, en Afrique, la langue nationale représente un défi dans le processus d'apprentissage, en raison de son lien avec les standards scolaires. Mais les situations d'enseignement ne sont pas toujours favorables aux apprentissages. Des discussions sont ainsi menées avec les enseignants, les superviseurs et les agents de la politique éducative afin de trouver une approche au dilemme d'acquisition langagière des élèves en RCA.

Mots-clés : situations d'enseignement-apprentissage, politique éducative, langue Sango, République Centrafricaine.

INTRODUCTION: Investigations are made to observe and interpret kids' success at school. In their developmental process, it is necessary to point out their needs as well as their aptitudes in facing daily obstacles; it seems indispensable to know something about the hidden mechanism within a child. However, the aim of the research is far from studying entirely all children's acquisitions. This work is an introduction to the analysis of African contemporary education. It represents a first step in a series of studies related to human beings and their life learning.

Most of the time, infants are involved in a so called "*step-by-step*" improvement. The channel used is the social process representing the pattern of growth and change in a society over the years. It is scientifically approved that there are many approaches of evolution among which cooperation, competition and conflict are the main ones (Laxer, 2021). They represent the most common and stable tools of communication within a society; they are also outcomes of interaction.

By cooperation, it stands for two people at least to have a common goal that they work together to accomplish. Competition between two people is also a social evidence to possess a good or a service. And the conflict illustrates a deliberate action in which one attempts to thwart someone else's will (Johnson & Johnson, 1990).

These three aspects can be shown with illustrations through some categories of social involvement. First, education and training allow the child to acquire new abilities: to experience learning so frequently can enrich his knowledge (by apprehension, participation to

a collective work), his thought, emotions, or senses. Finally, motivation is the regulator of his (decreasing/increasing) desire to complete an activity.

By defining the language acquisition as a social process acting on personality, it is a component of social criteria representing the principal method of human communication through words in a structured and conventional way. For a standard definition, language constitutes an expressing function of the mind and communication by an oral (speech and gesture) or a written form (Johnson & Johnson, 1990). Language reflects an obvious indicator and some first data. Psycholinguists emphasize precisely on the study of language through individuals' mind evolution. This is possible because linguistic patterns undergo some changes with all its constituents as and when humans grow up. In this case, three models of language are drawn in relation to the inherent capability of a native speaker to understand and use grammatical sentences. This theory underlines a set of finite or infinite sentences through a language: each child is born with an innate ability to learn and develop any language (Chomsky, 2002).

Finally, learning process of language refers to a series of rules guiding a society, a family or a personal life. The upbringing is primarily discussed in connection with the familyhood. Apart from that, different kinds of children's social behaviours can be observed step by step. It enables some analyses in details by studying a series of environments with changeable patterns

Personality in fact is an indicator of social movement and gathers many elements among which language acquisition can be described. Infants are considered here as evolving elements within a population. Education and language sciences therefore refer to the study of human beings in their inter-relationships with tools of communication.

1. An effective educational policy?

Beyond these considerations, education sciences can help in understanding human social functions and changes. Productions of words in Sango, like in any other language, show one system of communication used by a country or community. It is a way of expressing ideas or feelings. Learning a language, therefore, means to adopt/use a system of conventional spoken, manual (signed), or written symbols used by human beings. They are members of a social group and participants in their culture by using it to express themselves.

Nowadays in Central African Republic, the Sango language is still absent in the majority of schools. The educational policy also supported by the World Bank defined the process of

improving fundamental learning in primary school. The two first years should be the initial step of this process. Yet many obstacles to this initiative appeared progressively. Moreover, a plurality of educative actions was not effective for a real situation of teaching-learning. Then how children can be evolved in language process acquisition by the school?

2. A view on psycholinguistics and social theories

It is supposed that the Sango language is first effectively learned in family environment. This learning process with the Sango will continue at school. So, the objective method of experimentation was required to observe the child in different areas for interpreting learning acquisition. The population sample was the children integrating 10 schools, mainly those from the 6-12 age bracket whose count system is already known. Apart this population, discussions with teachers, supervisors and agents of the educational policy are achieved.

The different approaches used here are social-building (Piaget, 1998) and interactionist (Vigotsky, 1985).

The origin of the Sango language dates back to the pre-Europeans' period of 1890s. Alongside, the Ubangui River, this medium of communication comes from Mobaye and the Yakoma regions. Derived from the Ngbandi dialect, it was brought to Bossangoa by the protestant Missionaries and to Mbaiki by the Catholics. Promoted in 1996 as the national language, this tool of expression gained importance all over the country. Used as the first language by an increasing number of people, the Sango language appears in many domains; especially in the Roman Catholic and protestant literature, on radio programs (70 %), and in the legislature. It is also used in individuals' situation of communication, when people are neither from the same kind of family, nor belong to the same ethnic group.

The main structures of the Sango language concern phonology and morphology. On one hand, as far as Sango is concerned, this study of phonemes gathers both oral and nasal vowels; like (i) in Gbia – King; (u) in ndumbu – naked, etc... This verbal means of communication is a tone language with intonation and stress. However, most of the words in Sango in relation to the latter concepts, depend on their position in sentences and meanings. Examples: lo ngba (gue) – he (she) stays (here) or lo yeke ngba - he (she) is a slave. Then the phonetic pattern in Sango is composed of two syllables: vowels + consonant vowel (l.v).

Examples: vcv: vuko – black color.

On the other hand, like many other languages, Sango borrows words from some dialects or other languages: kokora – arrow (Banda Ippy), aou – uncle (ngbaya), and from foreign languages, masini – machine (French); buku- book from English (Thornell, 1997). Beyond

that, the Sango language has clause structures like affixes: (mbi ye) nda- I agree – supplies; gango – (coming) arrival, articles: mbeni zo – someone (indefinite); lango – sleeping; zoni – une personne (definite).

Quantifiers like molengue kwe – all children and demonstrative (lo/so – this one) are presented with time adverbs such as biri – yesterday, la so – today. There are also body expressions (yeke – to be) activities (fâ- to cut) that have the most frequent mark with the copula « yeke ». Once in imperative sentences, the verb comes before the object; for the other types, there is no change.

Examples: ga na ni -bring it!

- affirmative sentence: lo tè mapa ni – he/she ate the bread.
- negative sentence: mbi ngà pepe – I didn't come.

3. The Sango language acquisition in reality

3.1. Cognitive and physical patterns in presence

This research allowed first of all to analyse individual capacities to acquire the Sango language. On one hand, it was important to focus on the child's scheme of mental development to analyse his intelligence and social improvement: It was possible from kids' age bracket one to seven years old. From fifteen months to two years, the child presents an autonomous walking with the pronunciation of image-words. These telegraphic phrases are the first step in fixing syntax through the development of language. At that stage, there are no verbs and, articles are rare. Examples: mama mapa – mum bread or mama ngü – mum water. Between three and four years old, the infant's parts of body are used in expression. At that level, expressive gestures are added to the spoken language, in order to assert himself by starting to build his personality. Verbal expressions progressively appear by acquiring the structure of this sentence. Thanks to listening and observation in the family environment, gestures are linked to speeches (Moreau & Richelle, in Mardaga, 1981). The Sango language as mainly the means of communication in family environment, enables the child to lead his maturity. From the age of six, his mind is getting more and more developed. With his questions and explanations, his personality starts to follow important steps. His brain, that is the source of speech improves in sentence constructions. Example: mama mbi ye ngü – mum I want some water. All these modifications in the child's mind, can appear in the early months (3-9 months) or late when he is about 2 or 3 years old.

Moreover, the building of children’s personality goes through the need to adopt himself to his physical and human environment. He acquires behaviour patterns by co-ordinating his gestures and organising his thought. Piaget refers to these steps as a principal of assimilation or accommodation. It is evident that the child is born with capacities of comprehension and speech; but an environment is required to activate this disposition.

Gradually, the kid learns how to arrange words, to separate shapes from colours and to evaluate spaces by establishing a relation between many objects. Examples: bread with milk, plates with food... Henceforth, he uses verbal expressions to fix his personality, his needs and desires. Example: mbi, mbi ye so, mbi ye so kwè – me, I want this and that one too.

Moreover, the co-ordination of organs (eyes, hand, mouth...) improves the child’s expression in his mental and social-affection. Through the Sango language, each organ will be adapted to the acquired behaviours: to great someone, he will use the right hand or just shake his hand to say goodbye.

Analysing the language in mental development refers to the relations between human beings by their behaviour and sentences. So, it falls to psychologists and psychoanalysts to interpret it. As a matter of fact, any meaning is language: a system of vocal signals, gestures and images that linguists re-organise in a clear way.

As a medium of communication, the concept of language is related to speech, words and language itself: the speech is the individual’s activity in interaction. The words represent the objective reality we can consider and deduce from the child. So, children about six years old can not only produce words, but are also able to know their meanings. His personality represents the support of understanding these developing changes; this is explained by the board below (Piaget, 1998).

SCHEME OF THE CHILD’S DEVELOPMENT FROM 3 TO 6 YEARS AGE BRACKET

	From 3-4 Years old	From 4-5 Years old	Before 6 years
Perception and <u>motricity</u>	<ul style="list-style-type: none"> - stands on his feet ; - walks swinging his arms - his neck is supple 	<ul style="list-style-type: none"> - jumps and runs - throws a ball - <u>supple writes</u> - <u>infantile disease</u> 	<ul style="list-style-type: none"> - supple body - brain improvement - responsive train system improvement - hand skills
Intelligence	<ul style="list-style-type: none"> - uses language and expressive gestures - gestures and drawing 	<ul style="list-style-type: none"> - uses speech and drawings - he is inquisitive and <u>observes</u> - <u>handles things</u> 	<ul style="list-style-type: none"> - asks many prestations - invents in order to explain
<u>Affectivity and Personality</u>	<ul style="list-style-type: none"> - the realisation of his existence - the desire to please - the need of love and affection 	<ul style="list-style-type: none"> - joy, secret sorrows, jealousy, secret fearness - becomes a girl or a boy 	<ul style="list-style-type: none"> - differs from other people - is sensitive to others' <u>happiness</u> - <u>sometimes impulsive</u>, - <u>sometimes submissive</u>
Social relations	<ul style="list-style-type: none"> - adopts to the familiar groups - likes his tendances 	<ul style="list-style-type: none"> - can organise games - volunteer for friends but <u>plays alone</u> 	<ul style="list-style-type: none"> - individualizes himself, - is attracted by his <u>environment</u> - <u>chooses his models</u>

When it conveys that language relies on practice, it also implies a system of real psychological mechanism. This shows that the Sango vocal means gather the object of communication, practice and comprehension. This social medium will require two or more individuals who know the Sango language for interaction.

Then, the child's mind allows to reach mental structures (Chomsky, 1970); because what the child says or performs, relates to his thought. Thus, an idea that will be known, must be expressed. The idea one of the group of children for instance advocates, breeds pieces of information on the process below: *i gwé na guala* – we (his mother and he) are going to the market or *mbi mu mapa ti mbi* – let's observe him on his way to take his bread.

Mc Nell (1970) also describes the kid as a little strategist. He constantly tries to find some solutions to his problems of adaptation: the adult's speech. When he listens to a new word, uttered by a member of his family or a friend, he will repeat it, until he finds it easy to pronounce and to keep in mind.

Finally, about six years old, the child will acquire the main structures of the Sango language. Consequently, the Sango system of words has to be considered in relation to communication and interaction through sociological patterns. The analysis of psychology opens the second way to talk about language acquisition by the use of speech organs. Face organs refer to the mouth that is undoubtedly one of the most useful organs in speech. The pronunciation of more syllabic words is done step by step because some words with special sequences still represent an obstacle in the Sango language production. Example:

- Labiovelar (kp), (gb) *poto* instead of *kpoto* – hat, *baba* instead of *gbagba*- compound.
- Implosive ('b) *zèmè* instead of *zèmbè* – knife. All these words are produced with the tongue, palate, teeth, lips...

3.2. School learning

3.2.1. The mother tongue effect

The interactionist view on language acquisition is focused on school environment. The analysis refers to the Sango language as the national tool of communication in Central African Republic. It appears to be most central African children's mother tongue. The first language refers to the one which is used by the child to express himself, through which he feels at ease. Then the mother tongue leads to the idea of mastering a medium of communication, through the production and comprehension of its words. Sango is undoubtedly the tool of expression these young children have as their mother tongue. It is strengthened within their environment

and by personal motivation. Without any effort to read it nor to write it, they use it properly in family circles. Thus, this vehicle will build their personalities (Moreau, 1981).

There is a real impact on childhood in an environment of verbal structures. In their community, especially their family, the adults' speech will allow a good application (Martinet, 1970). They are so motivated to get it, in order to be involved in the family's space. Through their fellowmen's tool of expression, they are so interested to use this system of conventional signals. The child keeps on to acquire this Sango language at school. By a continuous trickle, he now and then gets maturity thanks to this acquisition. This step leads him to use correctly the words he never knew nor mastered. Within the environment and own interest, the (Sango) language potentialities that are inborn, will be completed with this acquired instrument of thought.

Secondly, the relation between school learning and the Sango language is evident. Adopting pupils' mother tongue is the main tool of teaching-learning situations (UNESCO, 2003). Socialisation through the school is made by two figures: On one hand, the educative institution illustrates a function of knowledge transmission. The social heritage concerns human beings' values and ideals. It also includes the pupil's universe through his intellectual and social development. By the way of identification and individualisation, this system of instruction leads him to form and to use words properly. The concept of school implies undoubtedly words use.

On the other hand, it allows to be in contact with others and unknown adults. In this circle, he discovers new areas and new faces. Further, we notice that this new apprehension builds his social identity: by establishing distance between the teacher and his classmates, he knows how to behave with his elders and how to deal with other children. In the meantime, the concept of formal and informal speech appears though he does not yet master all the Sango language structures.

Equally important, this means of contact also invites the learner to develop his physical and intellectual state: he will develop a certain type of behaviour to acquire and to practice his knowledge: he will try hard to be the best pupil through the different school activities.

In this context Durkheim says that training is the process of an essential socialisation to provide cohesion and continuity of the society (Martinet, 1970). That's why the teacher represents the figure to complete what is started by the parents. This support of new ideal organises the social order that must be transmitted in an educational network.

3.2.1. The educative method

Since few years, the educational policy in CAR advocates a program of learning in Sango. It concerns primary school from year one to three. This project is part of the African educative initiative supported by UNESCO. The organization leads the survey about teaching African mother tongues at school by focusing on its real positive impact (UNESCO, 1998).

The objective is to improve the fundamental learning by using pupil's language (mother tongue) as the main tool of teaching added to French language. This subject is already questioned and it appears to contribute to children's access to education by reducing dropout and grade repetition during the first years at school (CONFEMEN, 2007). Then, using modern teaching methods enables each professional to use a variety of didactic tools and relevant teaching materials. For the class levels, using Sango language defines the concept of learning through play. It is based on visual works in class before moving progressively to another step: images > words> reading> fixing learning > moving to a high level of understanding.

To move forward, educational advisors work with the different teachers for a comprehensive linguistic project. Among others, some tools are used today in schools such as a spelling book (ABC na yanga ti Sango), a reading book (mbebi ti dicko) by Diki-Kidiri, dictionaries and other educative documents by Georgette Koyt-Deballé¹...

As we know for the majority of cases, the first educative environment (the family) uses Sango, the most spoken language in CAR. This is the fundamental reason to introduce this main tool of communication and the only-one expanded vehicle of social relation at school: teaching mainly on the territory is in French and children have difficulties to master the basic curriculum. So, school standards are weak in relation to other African countries.

3.2.2. Didactics and language acquisition

The program defined in elementary school wants to develop pupils' enjoyment by acquiring knowledge at the same time. It is an effective action according to experts in pedagogy from the ministry of education. It represents the appropriate solution to support central African teachers. At this level of school, children evolve in an interactive process of learning. Therefore, effective actions are achieved in some regions of CAR:

- Didactic murals consist of using drawings for alternative missing textbooks in Bozoum, Bouar, Bossembélé...

¹ They are specialists in linguistics and guide a series of research on the Sango language.



- Living alphabet set and ABC book convey to learn, master and use the Sango language in order to move from the mother tongue to French language. It is a necessity to introduce national language at school for the continuity with French at the next levels of education.



The Ministry of education finally aims to strengthen local capacities by handing this program step by step from simple reading to other disciplines application. In this case, some boards about tenses and adverbs are chosen among others to give an overview about the Sango language structure (Samarin, 2008).

Table 1. The tenses of Sango

Time	Past tenses	Future tenses
Distant	<i>ando</i> 'in the past'	<i>gbanda</i> 'some time'
Near	<i>giriri</i> 'long ago'	<i>ande</i> 'soon', <i>fade</i>
Immediate	<i>fade</i> 'right away'	<i>fafadeso</i> 'right now'

Table 2. The meanings of adverbial 'tense makers' in three dictionaries.

	Bouquiaux 1978	Diki-kidiri 1998	SIL 1990
<i>Ande</i>	plus tard, dans l'avenir	plus tard	plus tard
<i>Ando</i>	récemment, dernièrement, depuis peu	jadis, autre fois	autre fois
<i>Fade</i>	tout de suite, rapidement, immédiatement, sur-le-champ	see the text	tout de suite
<i>fafadeso</i>	tout de suite, rapidement, immédiatement, sur-le-champ	see the text	tout de suite
<i>Giriri</i>	autre fois, jadis, il ya longtemps	autre fois	autre fois
<i>gbanda</i>	plus tard, dorénavant, à l'avenir	plus tard	plus tard

Therefore, the issue about a high standard of pedagogy of the contemporary era is interesting. These are Mark Karan's results about a test on a large number of subjects' competence that can be extended. The data from this test are the basis of the author's statistical studies of the social determinants and predictors of competence in the spreading language. The results indicate the overriding importance of individual motivations for understanding the dynamics of the process of language spread. Based on his findings, Karan presents a framework for discussion, research, and intervention in language spread, along with guidelines for more successful intervention in shift situations (Karan, 2001).

4. The Sango language acquisition in reality

As it is revealed, CAR is progressively evolved after some periods of civil war and poverty. But the tendency of education today is far from to be improved in the next decades; statistics show that the literacy rate of the population over the age of fifteen has long been the lowest in the world since before 2019. Can we say today that this need of acquiring Sango language is really supported by the national educational policy?

First of all, there is the issue of training: since the PAPSE II leading by the World Bank and the World Educative Partnership in 2002, many teachers who are trained for this program cannot achieve it. It seems to be an educative investment that is not yet productive. By this program "*from the slate to the book*" in first year, pupils can be incapable to learn and practice the Sango language really. Moreover, the pedagogic materials are not available. There is a lack of financial supports necessary to lead the program.

Secondly, the standards of fundamental learning are not effective in reading process and mathematics (PASEC, 2006). Added to this, the majority of pupils don't have the expected skills in primary school (PASEC, 2014, 2019). Talking about reading process, there are five competences (National panel for reading, 2000): the alphabet principle relies on the recognition of letters and symbols by distinction or combination of syllables. So, the phonological process about sounds is not used; the non-automatic identification of words influences pupils' fluency. That is why vocabularies are not recognized and the learner does not have the lexical set from his school level. This last point will bring misunderstanding of words, expressions and sentences.

Thirdly, there is a plurality of schools, from private to public area. The educative examiners don't visit all of them, what is a problem in evaluating the policy. Most of the time the educative visits are limited to public schools and are not extended to all private institutes. So, the process of evaluative practice is not efficient at all.

At least, teachers, trainers and supervisors agreed that there is a direct relation between the Sango language acquisition and use with academic standards.

5. The Sango language acquisition: A new approach?

5.1. The educational policy

5.1.1. The process

- The Sango language should be defined through didactic tools by simple grammar structures.
- The linguistic competences should be built by influencing communication skills in reading and writing in a plurilingual environment. This educative action should be taken into account through bilingual competences Sango - French (Mohamed Miled, 2005:41).
- Educative supports should be created and developed: Sango books or national ones may take into account central African realities. It is necessary and fundamental to show and studies national stories for helping pupils to improve their capacities in language. It can be a new way of redefining learning-teaching situations. It is also important to use new technologies of communication in order to develop some other tools of exercises. Some local productions of stories are for example achieved by central African researchers².

5.1.2. The professionals

Training should be organized per year to help the teachers find their ways of acting correctly. Examiners should be present in the process of evaluative practice by going in public and

² Georgette Koyd-Deballé (Pr) writes regularly some educative documents that can be used at school.

private schools. The objective of evaluation should be clearly defined and periods of evaluations be indicated. The service, responsible of the evaluation should also be known in order to have a certain clarity.

5.2. The school

5.2.1. Teaching and learning situations

School concerns the institution that transmits knowledge in some precise domains for girls and boys (Declaration on education in 1990 at Jomtien, Thailand). It represents the first environment capable to strengthen children's education, by parental modals. Naturally, parents send their children to school for two main reasons: On the one hand, schooling is a gradual social process that implies the child and arouses his adherence to the series of disciplines. It refers to the formal style of education where notions of life must be really learned. Surely influenced by parents' health care and general attention, school teaches the child "to learn how to be" (Meaudre, 1998). By using consistent manners, the training leads the child to be in accordance with educational implications and school values.

As it permits to develop human faculties such as intelligence (comprehension, argument), memory and the sense of observation, school also guides the children's imagination. I thus agree with Debesse saying that non perfect it may be, from the sight of the adult's, the artist's, or the inventor's creation, infantile creativity is the most natural, necessary and at least productive one (Debesse, 1975).

Through observations, it can be noticed that the child's life is determined around 4-5 years old when he is helped to strengthen the language acquisition. With his home acquisitions, the pupil adds the patterns transmitted by the school environment. It enables his mental mechanism to gradually operate with the teacher's steady and temporal influence: he discovers the pupil's errors and, correct them by guiding him regularly. Hence the teacher's contribution and the child's self-control are a great advantage. It pushes the child's mind to experiment the degree of proficiency that is owned by the body.

By reinforcing pupils' personal aptitudes, the school avoids their resignation or running away. It materialises their determination in the precise activities for a permanent process of evolution. At this level, Barlett declared: "*Teaching is an instinctual art, mindful, craving of realisations, a pausing seamless process*" (Adler, 1983). When the teaching process is well done, it enables the child to improve his level of acquisitions. By means of identification, reading, writing and counting, the school system motivates the child to form and use words as expected. Physical and intellectual dispositions help a lot in practicing the Sango language and use it to succeed. Henceforth, teaching the mother tongue multiplies forces to face and to

solve learning difficulties. School is undoubtedly the permanent space of fixing the Sango language and to adapt it to the curricula for a better improvement. By an institutional overview, the fact of using the Sango language at school as the mother tongue and the national language is a fundamental point in pupils' academic success.

Adler tends to explain that school entry is one of the most severe and earliest tests and a new situation which reveals how the kid is prepared to face non-experimented events; school is a high opportunity to observe the child and discover the feeling degree that drives him.

What the teacher should primarily do, is to lead his pupils' evolution and be able to co-operate with all of them. Making them interested in school subjects relies on the teacher's cleverness. Some programs can be outlined:

- Mathematics is a part of the domain guaranteeing manhood because the mental operation is authorised thanks to numbers of an environmental view.

- Writing permits to put down scriptures and perceived feelings only by the intimate consciousness that provides the child's assurance.

- Drawings fixes forever an optical hanging impression. Also, gymnastics, dancing and songs, express a search of physical security, mainly a mental one due to a sure control of body exercises. That is why Adler expresses that the consideration a pupil gives to his work depends largely on the attraction he has by his teacher's behaviour and program of study. So, one part of this educator's art consists of maintaining the child's attention and leading his interest when concentration is going down.

As the pupil's receptivity depends on his central interest, books having for instance appropriate comments and interpretations, are significant for an original learning: well-commented fairy tales inspire a sense of co-operation and enlarge his imaginative limits. Thus, learning refers to interest by a series of discoveries. Since the child himself cannot rise from the stage of ignorance, the teacher will use his performances as a springboard to get a high knowledge.

So, success will call for another positive production. Once the teacher achieves this, the pupil takes notice of the stake and decides to co-operate. Being a sacred and fascinating work, teaching makes the pupil's mind be evolved. The educational functions lead him towards high and universal aims awaited by the society.

5.2.1. The peer groups

Following the analysable approach of functional characters, an image appears in the child's development process. He is interested by other children with whom he shares equal status and

similar occupations. This refers to the peer group from the same class, level of school standards. These groups at school can be used by the teacher to organize works, practices calling for interaction. This shows an interest of any possible acquisition of mental aptitudes for social evolution.

By different ways to perceive learning, situations can co-operate for the fundamental mechanism of school life. This is explained by these words: "*The child arrives in the world with an organic system that enables him to see these natural and human varieties of living conditions and adjust them. The interactive system follows the developmental process by bringing functions of perception, action, attention and learning*" (Abramovitch, 1979, p.76). Consequently, he will also learn by groups of pupils in activities through verbal queries and individual interaction. This defines some competences in negotiations, exchanges, spontaneous speeches, possible collaborations to help isolated pupils to be active ones finally. Towards children's contribution in the peer group, there are two main points: In one verse, the child uses his sense organs in relation to physical activities. This allows the reception of stimulation with contact of handling objects. The image represents the process of the child's exploration of society. An observation of peer activities breeds the picture of a child's move, touch and manipulation of flash-cards. It concerns one of the exploring tactile environmental models by the eyesight, moving, touch and handling that have certainly the same function: how to know the external world entirely.

Some researchers such as Hutt and Mac Call (1974) studied topics on human collaboration and exploring processes. One argument conveys: "*These functional patterns possess an important value through the examination of its impact on the variable interactive situations*". This exploratory activity covers the receptive manners (orientation, visual fixation) and active ones (touch, manipulation, moving) by eye contacts.

At this level, the teacher must strive to co-ordinate pupils' faculties for their integration; the fact of being at ease with everybody.

In another verse, participation to peer group introduces a variety of behaviours. Through his group, the child is interconnected with others. This image of solidarity in work reveals some social life patterns from which friendship is indicated. His volunteer integration is a result of an individual feeling as a learner.

Beyond these considerations, this peer relation leads to others' imitation. Very closed to his friends, the child will easily be influenced to imitate or copy anyone's interesting activity. But imitation will be positive and *beneficial* for isolated and shy children if they meet active or brilliant/clever/smart ones. These positive talents will push them to change their behaviour.

Then, in a peer group, one can influence another reciprocally, and collaboration will still go ahead. These interconnected differences have a great role in activating personal driving forces. Even those children who are never used to interact with others, will be encouraged through imitation to have a progressing effort in activities. They will endeavour to be like all other children in terms of interactive and linguistic abilities.

The above-mentioned disposition leads to self-expression that conveys an important role in peer group interaction. The pupil's expressive intensity can be referred to a human being's personal feeling, the latter belonging to the same community like others.

Through language acquisition, the pupil starts to utter words, speaks fluently so that his comrades can get his ideas, and when ranked among others, a real interaction is established.

Communicative patterns are therefore enriched by the use of linguistic skills. In their initiative reflection, pupils' acquisition proceeds through an environment where a variety of speeches are presented: discussions, narration, or songs. Then the use and development of language find here an evident assertion for an expressing personality.

At that level, the learner starts interacting with other non-family individuals by the use of the Sango language capacities. The teacher defines and promotes general guidelines for peer works. Then, a real improvement of language capacities can be observed. This is the social and educational teacher's contribution to his learners' success. As Eliot says there is no life that is not in community (Sycks & Miner, 1991).

Henceforth, all things referred to individuality is itself linked to collectivism. Here is the sense of a social significance. The peer group guided by the teacher points out to strengthen a pupil's development. Where he finds equality in terms of age, opinions and interests, peers also influence his psychosocial life. Educational insights will interfere for a better understanding in interactions where illusions and fantasy disappear.

Children from different backgrounds will use the same conventional language to express that the egocentric view is rejected in order to lead a good integration.

Children who have a communal sense learn at an early age how to use language. This makes the appearance of useful notions in children's activities such as physical, mental and creative aptitudes. Thanks to language, the pupil strengthens his personal independence thanks to a collective work.

5.3. The family

Children have evolved in language practice earlier at one year old as they started recognizing words, songs, melodies... By repeating, they act like learners without being conscious of the

effort (Lewis & Roseblum, 2007, p.36).. Using the Sango language at home is the first step of fixing speeches. Parents represent the key-character in the process of accepting, using and practicing the mother tongue. This is the first step of integrating social central African codes through a strong relation between parents and children.

Of course, parents should take care of their sons and daughters about health, schooling... This statement delivers the same meaning: *“Don’t leave them out of social interests. There is no trust more sacred than the one the world hold with children”* (UNICEF, 2001). By opening a new environment, a convention in any family creates a momentum that helps children to pursue their development process. The achievements of these children’s ideals generate progress in future actions.

Normally, parents are responsible of moral equilibrium because they represent the vehicle of communication and instrument of social development. Images, situations, events... are step by step reported by children who can be corrected or congratulated according to the quality of speech and clarity of the message. In that case, the child’s individualism starts to be defined and evolved. The parents’ control should be a tool of improving children’s capacities before moving to school. They have at their disposal many tools of communication in order to make family relations open to dialogues and spontaneous questions.

If the kid’s feelings, opinions and interests are frequently expressed through his personal activities, drawings exteriorise his thoughts for example. At the age of five, everything can be revealed in flashes, colours and manual productions. A boy can choose houses to represent his own world and, men for interpreting personal affective and cognitive relationships. That’s why interaction between parents and children is fundamental to analyse and to guide these future leaders. Therefore, the respect of family guidelines contributes to support children’s developmental process.

Since dialogues constitute a perpetual adjustment and readjustment of the interlocutors’ points of view, it releases abilities through the use of sense organs. This remark proves that listening to a child is compulsory. As UNICEF (2001) claims in the 10 ways to change the world with children: Listen to children in order to know what affect their way of living, their needs and objectives.

And in order to reinforce his motivation, it is left to his parents to organise themselves as to have a per-time with him. The fact of living and sharing the same language provides the child a spirit of comprehension and confidence.

CONCLUSION: If there was a failure by introducing the Sango language in school in 1976, nowadays the educational policy is on the way of trying a challenging process. In terms of curricula and methods a re-definition of teaching-learning situations can link this mean of communication to school standards evolution. As a medium of social interaction, it firstly influences harmony in different environments, mainly at school. Secondly, it represents the basic element of the pupil's attempts of producing words. Thirdly Sango as the national language and most pupils' mother tongue, constitutes a vehicle of communication and social identity.

However, the perspective of language application is far away to be totally achieved without clear conditions. Financial supports should enable one to define an effective process for the development of didactic and educative materials. School standards are able to evolve due to the opportunity of acquiring language gradually.

In the educational system, the class that is school main centre allowed to observe how the teacher is the real chiel programs. His work is based on human interferences for successful language acquisitions gradually. For the intellectual prestige of human beings, the driving force within the teacher leads to activities in peer groups. It merely represents a sign of good balance because it establishes a harmony between spontaneity and personal effort of intelligence. In the child's life, the activity of the peer group-game has a great reason to be present and used in the child's life: if any work provides a necessity of a precise goal (more or less far away to be completed), the game as such satisfies an immediate psychological need. It strengthens the child's interests by improving his psychic and motor forces to any physical aptitudes. In consequence, organized leisure times are ranked among developmental social elements for the pupils. These infants can act for the future improvement by the group representing a means of balance to face the learning difficulties of obstacles to socialization. By this fact, unconscious learnings can appear by playing with other pupils. Finally, this process leads to self-comprehension and improvement by the elaboration of verbal patterns and lexical units.

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