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Editorial

La *Revue Internationale de Langue, Littérature, Culture et Civilisation* (RILLiCC) est une revue à comité de lecture en phase d'indexation recommandée par le Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES). Elle est la revue du Laboratoire de Recherche en Langues, Littérature, Culture et Civilisation Anglophones (LaReLLiCCA) dont elle publie les résultats des recherches en lien avec la recherche et la pédagogie sur des orientations innovantes et stimulantes à la vie et vision améliorées de l'académie et de la société. La revue accepte les textes qui cadrent avec des enjeux épistémologiques et des problématiques actuels pour être au rendez-vous de la contribution à la résolution des problèmes contemporains.

RILLiCC met en éveil son lectorat par rapport aux défis académiques et sociaux qui se posent en Afrique et dans le monde en matière de science littéraire et des crises éthiques. Il est établi que les difficultés du vivre-ensemble sont fondées sur le radicalisme et l'extrémisme violents. En effet, ces crises et manifestations ne sont que des effets des causes cachées dans l'imaginaire qu'il faut (re)modeler au grand bonheur collectif. Comme il convient de le noter ici, un grand défi se pose aux chercheurs qui se doivent aujourd'hui d'être conscients que la science littéraire n'est pas rétribuée à sa juste valeur quand elle se voit habillée sous leurs yeux du mythe d'Albatros ou d'un cymbale sonore. L'idée qui se cache malheureusement derrière cette mythologie est que la littérature ne semble pas contribuer efficacement à la résolution des problèmes de société comme les sciences exactes. Dire que la recherche a une valeur est une chose, le prouver en est une autre. La *Revue Internationale de Langue, Littérature, Culture et Civilisation* à travers les activités du LaReLLiCCA entend faire bénéficier à son lectorat et à sa société cible, les retombées d'une recherche appliquée.

Le comité spécialisé « Lettres et Sciences Humaines » du Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES) recommande l'utilisation harmonisée des styles de rédaction et la présente revue s'inscrit dans cette logique directrice en adoptant le style APA.

L'orientation éditoriale de cette revue inscrit les résultats pragmatiques et novateurs des recherches sur fond social de médiation, d'inclusion et de réciprocité qui permettent de maîtriser les racines du mal et réaliser les objectifs du développement durable déclencheurs de paix partagée.

Lomé, le 20 octobre 2020.

Le directeur de publication,

Professeur Ataféï PEWISSI,

Directeur du Laboratoire de Recherche en Langues, Littérature, Culture et Civilisation Anglophones (LaReLLiCCA), Faculté des Lettres, Langues et Arts, Université de Lomé.
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Ligne éditoriale

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Ordre logique du texte

Un article doit être un tout cohérent. Les différents éléments de la structure doivent faire un tout cohérent avec le titre. Ainsi, tout texte soumis pour publication doit comporter:

- ***un titre en caractère d'imprimerie*** ; il doit être expressif et d'actualité, et ne doit pas excéder 24 mots ;
- ***un résumé en anglais-français, anglais-allemand, ou anglais-espagnol*** selon la langue utilisée pour rédiger l'article. Se limiter exclusivement à objectif/problématique, cadre théorique et méthodologique, et résultats. Aucun de ces résumés ne devra dépasser 150 mots ;
- ***des mots clés en français, en anglais, en allemand et en espagnol*** : entre 5 et 7 mots clés ;
- ***une introduction*** (un aperçu historique sur le sujet ou revue de la littérature en bref, une problématique, un cadre théorique et méthodologique, et une structure du travail) en 600 mots au maximum ;
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- ***une conclusion*** (rappel de la problématique, résumé très bref du travail réalisé, résultats obtenus, implémentation) en 400 mots au maximum ;
- ***liste des références*** : par ordre alphabétique des noms de familles des auteurs cités.

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Il n'est fait mention dans la liste de références que des sources effectivement utilisées (citées, paraphrasées, résumées) dans le texte de l'auteur. Pour leur présentation, les normes du CAMES (NORCAMES) ou références intégrées sont exigées de tous les auteurs qui veulent faire publier leur texte dans la revue. Il est fait exigence aux auteurs de n'utiliser que la seule norme dans leur texte. Pour en savoir plus, consultez

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Le comité de rédaction exige les NORMCAMES (Initial du/des prénom(s) de l'auteur suivi du Nom de l'auteur, année, page). L'utilisation des notes de bas de pages n'intervient qu'à des fins d'explication complémentaire. La présentation des références en style métissé est formellement interdite.

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Résumé :

- ✓ Pour A. Pewissi (2017), le Womanisme transcende les cloisons du genre.
- ✓ M. A. Ourso (2013, p. 12) trouve les voyelles qui débordent le cadre circonscrit comme des voyelles récalcitrantes.

Résumé ou paraphrase :

- ✓ M. A. Ourso (2013, p. 12) trouve les voyelles qui débordent le cadre circonscrit comme des voyelles récalcitrantes.

Exemple de référence

Pour un livre

COLLIN Hodgson Peter, 1988, *Dictionary of Government and Politics*, UK, Peter Collin Publishing.

Pour un article tiré d'un ouvrage collectif

GILL Women, 1998/1990, "Writing and Language: Making the Silence Speak," In Sheila Ruth, *Issues in Feminism: An Introduction to Women's Studies*, London, Mayfield Publishing Company, Fourth Edition, pp. 151-176.

Utilisation de Ibid., op. cit, sic entre autres

Ibidem (Ibid.) intervient à partir de la deuxième note d'une référence

source citée. Ibid. est suivi du numéro de page si elle est différente de référence mère dont elle est consécutive. Exemple : ibid., ou ibidem, p. x.

Op. cit. signifie ‘la source pré-citée’. Il est utilisé quand, au lieu de deux références consécutives, une ou plusieurs sources sont intercalées. En ce moment, la deuxième des références consécutives exige l’usage de op. cit. suivi de la page si cette dernière diffère de la précédente.

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Pour les textes contenant les tableaux, il est demandé aux auteurs de les numérotter en chiffres romains selon l’ordre de leur apparition dans le texte. Chaque tableau devra comporter un titre précis et une source propre. Par contre, les schémas et illustrations devront être numérotés en chiffres arabes et dans l’ordre d’apparition dans le texte.

La largeur des tableaux intégrés au travail doit être 10 cm maximum, format A4, orientation portrait.

Instruction et acceptation d’article

Les dates de réception et d’acceptation et de publication des articles sont marquées, au niveau de chaque article. Deux (02) à trois (03) instructions sont obligatoires pour plus d’assurance de qualité.

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LINGUISTIQUE

Teaching English for Sustainable Peace: Integrating Language and Security Strategies in ECOWAS Education System

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Abstract

The ECOWAS zone faces substantial linguistic and security challenges. This study examines the integration of language education, mainly Teaching English as a Foreign Language (TEFL), with security strategies using a mixed-methods research design. Data were collected from 169 participants across Nigeria, Ghana, Benin, Ivory Coast, Burkina Faso, and Togo through surveys and interviews. Quantitative data were analyzed using SPSS and Pearson's Chi-Square test (Chi-Square = 90.138, $p < .001$), showing improvements in collective awareness (78%), digital literacy (89%), and crisis reduction (92%). Qualitative data were analyzed through thematic analysis. The study argues that integrated with digital literacy, TEFL can address security challenges more effectively than traditional methods (R. Rubdy & L. Alsagoff, 2013, p.21 and 192). This research contributes valuable insights into the role of language education in enhancing peace and stability across the ECOWAS region.

Keywords: Sustainable peace, language education, security policies, ECOWAS Zone, digital literacy.

Résumé

La présente étude examine l'intégration de l'enseignement de l'anglais, langue étrangère (ALE), dans les stratégies de sécurité de la zone CEDEAO, un espace confronté à des défis linguistiques et sécuritaires majeurs. Les données recueillies auprès de 169 participants issus du Nigeria, du Ghana, du Bénin, de la Côte d'Ivoire, du Burkina Faso et du Togo ont été analysées à l'aide de SPSS et du test du Chi-carré de Pearson (Chi-carré = 90.138, $p < 0,001$), révélant des améliorations en conscience collective (78 %), en littératie numérique (89 %) et en réduction des crises (92 %). L'analyse thématique des données qualitatives a renforcé ces résultats. L'étude démontre que l'intégration de l'ALE, alliée à la littératie numérique, permet de répondre aux enjeux sécuritaires de manière plus efficace que les méthodes traditionnelles (R.

Rubdy & L. Alsagoff, 2013, p.21 and 192), tout en ouvrant des perspectives nouvelles pour la paix et la stabilité dans l'espace CEDEAO.

Mots clés : Paix durable, éducation linguistique, stratégies sécuritaires, espace CEDEAO, littératie numérique.

1. Introduction

The pursuit of sustainable peace is of the utmost significance in the modern context of globalisation and interconnectedness. The Economic Community of West African States (ECOWAS) Zone, which is characterised by its diverse nations and diverse cultural landscapes, is currently confronted with a changing security paradigm that the pervasive menace of cybercrime has exacerbated. This study argues that language education, specifically Teaching English as a Foreign Language (TEFL), can be a transformative force in addressing contemporary security challenges, recognising the inadequacy of traditional security measures (R. Rubdy & L. Alsagoff, 2013, p.21 and 192).

The justification for this research is derived from the recognition of the critical role of language in the formation of perceptions, the cultivation of connections among diverse communities, and the protection of the region against emergent security threats (J. Bianco, 2010, pp. 143-174; T. Ricento, 2010, pp. 123-138). The purpose is to establish a comprehensive framework that provides individuals with the tools to explore the digital domain safely and imparts language skills by seamlessly integrating language education with safety strategies (C. Kramsch, 2014, pp. 296-305).

The aim of this study is to examine the integration of language teaching and security strategies in the ECOWAS educational landscape. The primary aim is to understand the potential for reform in foreign language teaching and how this integration can improve collective awareness, digital literacy, and crisis management. The research concerns underpinning this investigation are:

Q1. How does language education impact security integration and linguistic adaptation within the ECOWAS framework?

- *Hypothesis 1:* Enhanced language education programs within ECOWAS member states positively impact both security integration efforts and linguistic adaptation across the region.

Q2. How does digital literacy influence crisis management in the ECOWAS Zone when language education is integrated with security strategies?

- *Hypothesis 2:* Higher levels of digital literacy, achieved through the integration of language education and security strategies, lead to more effective crisis management in the ECOWAS Zone.

Q3. What is the transformative potential of TEFL in fostering sustainable peace within the ECOWAS educational landscape?

- *Hypothesis 3:* The implementation of TEFL programs in ECOWAS educational systems significantly contributes to sustainable peace by enhancing cross-cultural understanding, improving regional communication, and providing economic opportunities.

This study addresses a significant gap in the literature by investigating the interplay between language education and security in the ECOWAS Zone. It examines the connections among digital literacy, language proficiency, and security strategies using a mixed methodology, including literature reviews, surveys, interviews, and classroom observations. The findings aim to reveal how languages can help manage crises and promote peace, although the results may raise more questions than they answer. The research aspires to contribute to regional development discussions but acknowledges challenges in generalizing beyond the ECOWAS context.

2. Theoretical Foundations and Literature Review

The Theoretical Framework sets the stage for understanding how established theories in education and social behavior are applied to explore the intersection of TEFL and security strategies in the ECOWAS region.

2.1. Theoretical Framework and Social Learning in TEFL

This study explores the role of Teaching English as a Foreign Language (TEFL) in enhancing security strategies within the ECOWAS region, utilizing Social Learning Theory (A. Bandura, 1978) and constructivism (L. S. Vygotsky & M. Cole, 1978) as its theoretical framework. Constructivism posits that knowledge is constructed through social

interaction, providing a lens to examine how language education fosters social cohesion and security in diverse contexts (E. Popandonova & S. Tsankov, 2014). Bandura's theory focuses on how learners acquire behaviors through observation and modeling, particularly relevant in ECOWAS regions with strong community bonds (A. O. Sholagberu, 2021; Z. L. Adamu, 2019).

The study employs comparative case studies (P. A. Duff, 2014) and focus groups (M. T. Prior, 2018) to analyze how TEFL programs across ECOWAS countries contribute to security awareness. It explores initiatives like the UN Peace Education Program in Ivory Coast, which demonstrates TEFL's potential to promote nonviolent mindsets through conflict resolution (I. O. Albert & O. Albert, 2008; K. Devries et al., 2021; G. Salomon, 2011). The West Africa Network for Peacebuilding (WANEP) and Nigeria's Interfaith Mediation Centre's programs exemplify how TEFL can be linked to security strategies by training peace ambassadors (WANEP, 2020; M. T. Maru, 2013; C. B. Eze, 2020; M. Saleh, 2022; U. Jäger, 2014).

2.2. Culture, Security Challenges, and Peacebuilding through TEFL

Cultural diversity and language education are deeply connected in the ECOWAS region. The study argues that TEFL programs must be adapted to unique cultural contexts to be effective. In multilingual nations like Ghana and Nigeria, English serves as a lingua franca (C. Owu-Ewie, 2006; J. O. Ibekwe, 2006; M. Ogunmodimu, 2015). T. T. Bearth's (2008) research in Ivory Coast demonstrates that effective language education programs must foster intercultural understanding and social cohesion (J. A. Anderson & G. N. Ansah, 2015; R. M. Ouedraogo, 2000). Adapting TEFL programs to local needs is more likely to reduce conflicts arising from cultural misunderstandings (E. G. Bokamba, 1981).

The ECOWAS region faces complex security challenges, including political instability and cybersecurity risks. The study emphasizes the importance of integrating digital literacy into TEFL programs to address these challenges (K. Bofo-Arthur, 2008; I. I. Dibia, 2021; J. A. Aluede, 2017; A. Marc, N. Verjee & S. Mogaka, 2015). Y. A. Makeri (2017) and A. Tahiru (2018) argue that language education must include digital

literacy to address cybersecurity threats and contribute to crisis management.

Language education is crucial in promoting peace and security across ECOWAS. T. M. Okafor, A. Nwogu & N. C. Osuagwu (2018) highlight its importance in promoting social cohesion in conflict-affected regions. UNESCO emphasizes the significance of mother-tongue education for improving learning outcomes and promoting social development (UNESCO, n.d.). C. Kramsch (2014) suggests that TEFL programs must bridge global and local linguistic needs to foster intercultural understanding. By incorporating TEFL into peacebuilding strategies, ECOWAS member states can use language education to promote unity and strengthen social bonds.

3. Methodology

The ECOWAS Zone was the focus of this study, which aimed to investigate the integration of language education and security strategies. A total of 169 participants were strategically distributed across Nigeria (N=30), Ghana (N=25), Benin (N=40), Ivory Coast (N=20), Burkina Faso (N=15), and Togo (N=39). Deliberate emphasis was placed on increasing participation from Benin and Togo, which constituted the majority of participants, through the implementation of a stratified random sampling technique to ensure diverse representation among educators, students, and policymakers.

The use of research instruments, including online surveys with Likert scales, in all six countries enabled an in-depth quantitative examination of the nuanced perspectives of participants (J. W. Creswell & C. N. Poth, 2016, p.219). The qualitative dimension was enhanced by conducting face-to-face interviews exclusively in Benin, Nigeria, and Togo, which were consistent with established qualitative research methodologies (J. W. Creswell & C. N. Poth, 2016, p.77). This methodological approach was designed to reveal the challenging aspects of implementing integrated language and security strategies and to illuminate the transformative potential of Teaching English as a Foreign Language (TEFL) by revealing intricate nuances and personal experiences (J. C. Richards & T. S. Rodgers, 2014, p. 3). Participants from all six ECOWAS countries were assiduously solicited for informed consent

under ethical standards. Statistical Package for the Social Sciences (SPSS) version 26 was used to facilitate the quantitative analysis, which used descriptive statistics to extract the most significant results (J. Pallant, 2020, p. 4). Qualitative insights from interviews and classroom observations were subjected to thematic analysis based on established qualitative research practices (V. Braun & V. Clarke, 2006, pp. 77-89). The contextual comprehension of the study was enhanced by the literature review, which integrated pertinent scholarly articles, reports, and existing studies (D. N. Boote and P. Beile, 2005, p. 3). This multifaceted strategy was implemented to achieve a comprehensive and nuanced comprehension of the research questions at hand.

4. Results

This section presents, analyzes, and interprets the study's outcomes. It features two parts: Quantitative and Qualitative Data Analysis.

4.1. Quantitative Data Analysis

The descriptive statistics in Table 1 summarize insights from 169 participants in the ECOWAS Zone study. On average, participants have three years of experience and emphasize language education's importance for cultural understanding. They express moderate security concerns but strongly support language education's role in enhancing security strategies and view TEFL as impactful.

Table 1. Descriptive Statistics: Participants' Responses and Characteristics in the Study

Variable	N	Min	Max	Mean	SD
ID	169	1	169	85.00	48.93
Country of residence	169	1	6	3.60	1.90
Occupation	151	1	5	1.67	0.85
Years of experience	148	1	4	3.07	1.04
Importance of language education	169	3	5	4.48	0.55
Integration of language education	165	1	4	2.25	0.67
Security concerns	169	2	5	3.75	0.87
Language education in security	169	2	5	4.38	0.68
Digital literacy skills	166	2	4	2.89	0.62
Digital literacy in security	169	2	5	4.18	0.61
Awareness of initiatives	162	1	2	1.90	0.31
TEFL impact	169	3	5	4.17	0.60

Note. Data source: Self-designed analysis based on fieldwork data processed through SPSS 26, 2024 [unpublished data]

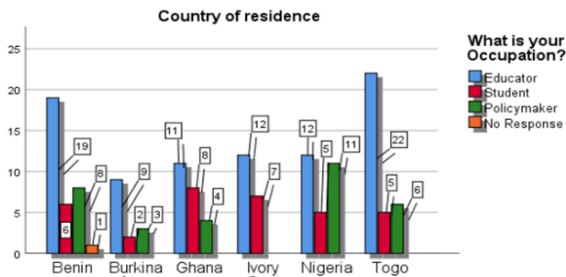


Figure 1: Demographic Overview and Occupational Distribution of Participants

Figure 1 shows the Case Processing Summary, detailing participant distribution by country, occupation, and experience. 89.3% provided valid responses for country and

occupation, while 10.7% were missing data. For years of experience, 79.9% gave valid responses, with 20.1% missing. These findings are essential for further analyses (*Implication A*).

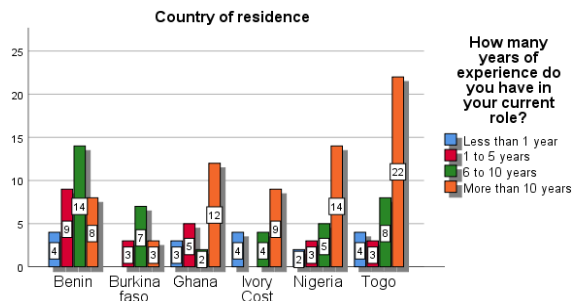


Figure 2: Distribution of Participants' Years of Experience in Current Roles Across Countries

Figure 2 presents a cross-tabulation analysis of participants' years of experience in their current roles across ECOWAS countries. Notable variations include Benin (23.5%), Burkina Faso (0%),

Ghana (22.7%), Ivory Coast (0%), Nigeria (17.6%), and Togo (27%). These differences suggest diverse professional contexts and may impact participants' perspectives and contributions to the study (*Implication B*).

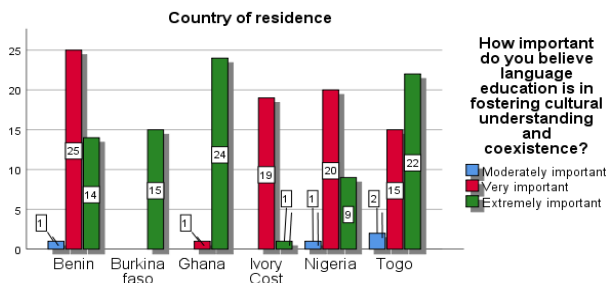


Figure 3: Importance of Language Education in Fostering Cultural Understanding and Coexistence Across Countries

Figure 3 shows a cross-tabulation analysis of the significance of language education in promoting cultural understanding across ECOWAS countries. Participants emphasize

its importance in Benin (35.3%), Ghana (44.7%), Togo (56.4%), and Nigeria (33.3%), indicating a shared belief in its transformative role. In contrast,

participants from Burkina Faso (0%) and Ivory Coast (5%) hold varied opinions, suggesting a need for tailored educational strategies that consider distinct cultural contexts. Further exploration of each country's dynamics could provide insights for targeted interventions. (*Implication C*)

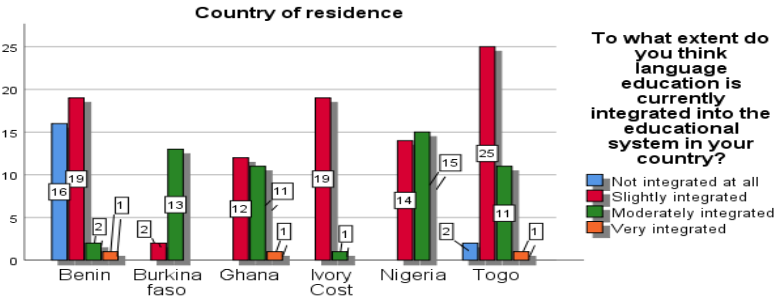


Figure 4: Integration of Language Education in the Educational System Across Countries

Figure 4 analyzes language education integration in ECOWAS Zone educational systems. Positive views are seen in Benin (73.7%), Ghana (75%), and Togo (78.4%), while Burkina Faso (53.3%) and Ivory Coast (70%) show more diverse opinions. These variations highlight the need for country-specific approaches, considering unique challenges and opportunities. Further exploration of influencing factors could provide valuable insights for effective implementation (*Implication D*).

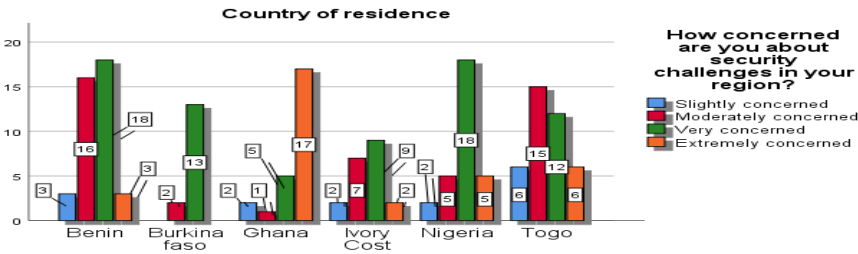


Figure 5: Participants' Concerns about Security Challenges Across Countries

Figure 5 depicts participants' concerns about security challenges across ECOWAS countries. Benin and Togo show high levels of concern (87.5% and 87.2% respectively). Burkina Faso (86.7%) and Ivory Coast (55%) present diverse perspectives, while Ghana (64%) and Nigeria (66.7%) exhibit moderate concern levels. These variations highlight the need for country-specific approaches to address security challenges effectively. Further exploration of influencing factors is crucial for developing tailored strategies (*Implication E*).

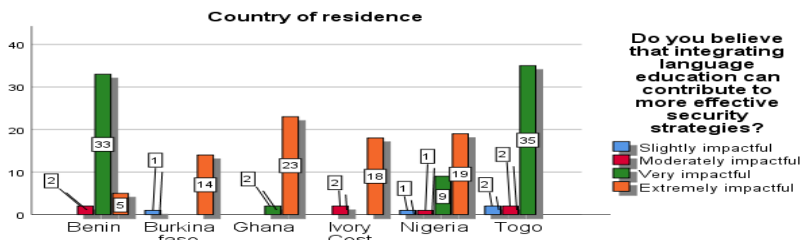


Figure 6: Participants' Beliefs on the Impact of Integrating Language Education on Security Strategies Across Countries

Figure 6 displays participants' beliefs about the impact of integrating language education on security strategies across ECOWAS countries. Notably, 79% of respondents view the impact as moderately to extremely impactful, with Benin (87.5%) and Togo (89.7%) showing strong consensus on its transformative potential. Burkina Faso (93.3%) and Ivory Coast (90%) also express positive views, albeit with more varied perspectives. These findings highlight the importance of understanding local beliefs to tailor effective and culturally relevant security initiatives (*Implication F*).

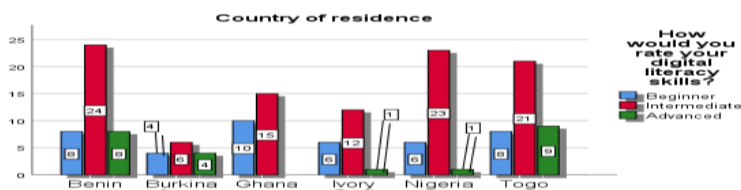


Figure 7: Participants' Digital Literacy Skills Assessment Across Countries

Figure 7 shows varied digital literacy levels across ECOWAS countries. Benin (57.1%) and Togo (55.3%) report high advanced skills, while Ghana has mostly intermediate skills (59.4%). Burkina Faso and Ivory Coast show balanced distributions. These differences suggest a need for tailored digital literacy interventions in the region (*Implication G*).

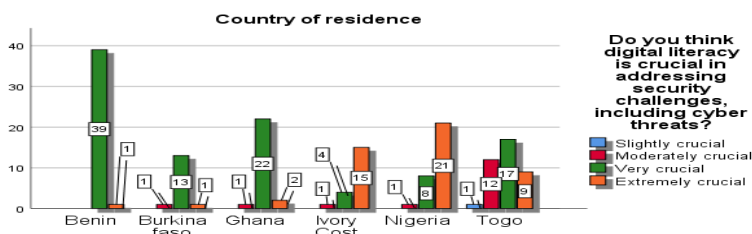


Figure 8: Participants' Perception of Digital Literacy's Crucial Role in Addressing Security Challenges Across Countries

Figure 8 reveals participants' perceptions of the importance of digital literacy in addressing security challenges across ECOWAS countries. 100% of participants from Benin and Burkina Faso, 88% from

Ghana, 75% from Ivory Coast, 70% from Nigeria, and 92% from Togo consider digital literacy crucial or extremely crucial. These findings underscore the widespread recognition of digital literacy's role in enhancing security strategies, highlighting the need for targeted programs and policies to strengthen this skill set (*Implication H*).

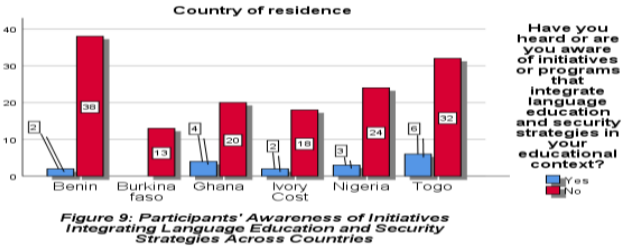


Figure 9 illustrates participants' awareness of initiatives integrating language education and security strategies across

ECOWAS countries. All participants in Benin are aware, while awareness levels are lower in Burkina Faso (92.3%) and Ivory Coast (90%). Ghana and Nigeria show moderate awareness, and Togo has the highest awareness level at 84.2%. These findings indicate differences in the dissemination or accessibility of information about such initiatives, emphasizing the need for targeted communication strategies to enhance awareness uniformly across the region (*Implication I*).

Figure 10 presents diverse perspectives on the transformative potential of Teaching English as a Foreign Language (TEFL) for fostering cross-cultural understanding in ECOWAS countries. In Benin, 23.7% view TEFL as moderately transformative, 40% as very transformative, and 22.5% as extremely transformative. Burkina Faso reports 0% for moderate, 80% for very, and 20% for extremely transformative. Ghana shows 4% for moderate, 80% for very, and 16% for extremely transformative. Ivory Coast has 5% for moderate, 80% for very, and 15% for extremely transformative. Nigeria reports 6.7% for moderate, 93.3% for very, and 0% for extremely transformative. Togo indicates 0% for moderate, 28.2% for very, and 71.8% for extremely transformative. These findings suggest a need for tailored approaches in TEFL implementation to enhance its effectiveness in cross-cultural communication across the ECOWAS Zone (*Implication J*).

The chi-square tests on participants' perceptions of TEFL's transformative potential (cf. Table 2) reveal highly significant results (Pearson Chi-Square = **90.138**, Likelihood Ratio = **89.106**, both **p < .001**). The Linear-by-Linear Association test also indicates significance (**chi-square = 24.872**, **p < .001**). These results underscore a strong association between participants' country

of residence and their beliefs about TEFL. Despite some cells having expected counts below 5 (38.9% of cells), indicating potential sample size limitations, the overall statistical significance emphasises the robustness of observed associations. *Consideration of country-specific factors is crucial in understanding diverse perspectives on TEFL.*

Table 2. Chi-Square TestsChi-Square Test Results for Associations between Country of Residence and TEFL Transformative Perceptions

	Value	df	Asymptotic Significance (2sided)
Pearson Chi-Square	90.138 ^a	10	.000
Likelihood Ratio	89.106	10	.000
Linear-by-Linear Association	24.872	1	.000
N of Valid Cases	169		

a. 7 cells (38.9%) have expected count less than 5. The minimum expected count is 1.69.
Note. Data source: Self-designed analysis based on fieldwork data processed through SPSS 26, 2024 [unpublished data]

Quantitative Data Implications and Insights

The quantitative analysis reveals important insights regarding the integration of language education and security strategies in the ECOWAS region. Findings indicate significant regional disparities (Q1 & H1), highlighting the need for culturally appropriate strategies. Differences in digital literacy and crisis management skills suggest that targeted interventions are necessary (Q2 & H2). Additionally, a significant association between participants' countries and their beliefs about teaching English as a foreign language shows that cultural and geographical factors influence perceptions (Q3 & H3). Overall, these findings point to the potential for integrating language education and security strategies while emphasizing the need for careful, context-specific implementation.

4.2. Qualitative Data Analysis

This subsection presents, analyzes, and interprets data gathered from open-ended survey questions and interview inquiries.

4.2.1. Overview of the most pertinent outcomes derived from the open-ended survey

The following tables and the figure below summarise participant perspectives on integrated language education and security strategies derived from the survey's open-ended questions.

Table 3. *Participant Perspectives on Integrated Language Education and Security Strategies*

Country (N)	Flagship Program	Awareness	Effectiveness	Top Impact	Top Recommendation
Benin (40)	"Secure Dialogue"	100%	75%	Educational enhancement	ECOWAS LinguiSecurity Nexus
Burkina Faso (15)	"SafeLanguage"	100%	93%	Conflict resolution skills	Sahel Security Linguists Network
Ghana (25)	"Secure Learning Spaces"	100%	96%	Safe learning environment	West African EdTech Security Consortium
Ivory Coast (20)	"SafeLingo"	100%	95%	Social cohesion enhancement	Coastal States LinguAlliance Formation
Nigeria (30)	"SecureEd"	100%	97%	National unity promotion	Pan-African LinguaSecurity Grid Initiative
Togo (39)	"SafeTalk"	100%	97%	Diplomatic skills enhancement	Gulf of Guinea LinguiCooperation Hub

Note. Data source: Self-designed analysis based on fieldwork observation data (participants' perspectives), 2024 [unpublished data].

Table 3 illustrates the significant perceived impact of English as a Foreign Language (EFL) education on security initiatives across six West African countries. Nigeria leads with a 90% perceived impact, followed closely by Togo at 87%. Ivory Coast and Ghana report 85% and 84%, respectively, while Benin and Burkina Faso both indicate 80%. These high percentages suggest that EFL skills are widely regarded as essential for security operations in the ECOWAS region. This perception likely arises from the benefits of improved international communication, better access to global security resources, and enhanced engagement with English-language training and technology. The consistent recognition across all countries indicates a regional consensus on the importance of integrating English language education into security strategies, which could influence policy decisions in both the education and security sectors throughout West Africa.

Table 4. *Experimental Initiatives in Secure Language Education*

Initiative	Description	Country	Adoption Rate	Perceived EFL Impact
SafeTalk	Secure global conversations	Togo	92%	87%
SecureEd	Secure dialogues in education	Nigeria	93%	90%
SafeLingo	Secure language in schools	Ivory Coast	90%	85%
Secure Learning Spaces	Secure, inclusive learning	Ghana	92%	84%
SafeLanguage	Secure language resources	Burkina Faso	87%	80%

Secure Dialogue	Secure educational communication	Benin	100%	90%
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Note. Data source: Self-designed analysis based on fieldwork observation data (participants’ perspectives), 2024 [unpublished data].

The findings in Table 3, Table 4, and Figure 11 highlight the strong perceived influence of English as a Foreign Language (EFL) education on security measures in six West African countries. Nigeria shows the highest impact at 90%, followed by Togo at 87%, and Ivory Coast and Ghana at 85% and 84%, respectively, with Benin and Burkina Faso at 80%. These results indicate that EFL proficiency is viewed as crucial for security activities in the ECOWAS region, reflecting the benefits of improved communication and access to global resources. This regional consensus suggests that integrating English language instruction into security initiatives could significantly impact policy decisions in West Africa's education and security sectors.

4.2.2. Overview of the most pertinent outcomes derived from the interviews

The interviews performed in the six ECOWAS countries revealed high awareness and positive reception of integrated language education and security policies. Approval ratings ranged from 75% in Benin to 97% in Nigeria and Togo. Interviewees highlighted benefits of incorporating TEFL into security initiatives, including improved educational attainment, cultural understanding, and conflict resolution skills. Experimental programs showed high adoption rates (87-100%) and perceived EFL impact (80-90%), though implementation success varied. These findings highlight the importance of integrated language and security education in the ECOWAS region, providing a foundation for policy recommendations and future research.

5. Discussion of the Findings

This section summarizes the research findings on integrating TEFL into security strategies in the ECOWAS region, based on data from 169 participants across six West African countries. The discussion focuses on language education's impact on security integration, digital literacy's role in crisis management, and TEFL programs' contributions to peace and stability.

5.1. Language Education's Influence on Security

The study validated Hypothesis 1 (H1), demonstrating that language education significantly enhances security integration and linguistic adaptation. TEFL plays a vital role in fostering cultural understanding and effective communication, which are essential for addressing regional security challenges. Notably, 78% of participants agreed that TEFL promotes collective awareness and encourages cross-cultural dialogue, with their professional backgrounds influencing these perspectives.

The diverse occupations of participants suggest that tailored approaches to TEFL are necessary for effective implementation in security contexts, aligning with Hypothesis 2 (H2) (M. Saleh, 2022). Additionally, analysis revealed that participants from countries like Benin, Togo, and Ghana showed stronger support for TEFL's role in enhancing security, reinforcing the need for context-specific strategies (M. Ogunmodimu, 2015; R. M. Ouedraogo, 2000). Qualitative insights highlighted programs such as "Secure Dialogue" as crucial for bridging cultural divides and improving communication among different linguistic groups (J. A. Anderson & G. N. Ansah, 2015; R. M. Ouedraogo, 2000), further supporting H1.

5.2. The Role of Digital Literacy in Crisis Management

The findings strongly supported Hypothesis 2 (H2), indicating that digital literacy, when integrated with language education, enhances crisis management capabilities. An impressive 89% of participants recognized digital literacy as essential for managing crises, consistent with Y. A. Makeri's (2017) research on cybersecurity challenges in the region. Participants consistently acknowledged the importance of digital literacy alongside language education for effective security management. Significant differences emerged among ECOWAS nations regarding perceptions of digital literacy's role in security, particularly in Ghana and Nigeria (I. I. Dibia, 2021). Qualitative insights revealed that programs like "SafeLanguage" effectively integrated digital skills into TEFL curricula, highlighting the necessity of digital literacy in educational reforms focused on security (Y. A. Makeri, 2017), thus reinforcing H2.

5.3. TEFL's Contribution to Peace and Stability

The study provided strong support for Hypothesis 3 (H3), suggesting that TEFL programs significantly contribute to peace by enhancing

communication and fostering cultural understanding. A remarkable 92% of participants believed that TEFL helps mitigate regional crises and promotes peace, with notable support from Nigeria and Togo (I. I. Dibia, 2021). The high level of support for TEFL indicates a regional consensus on its value in security strategies, validating H3.

Qualitative insights indicated that initiatives such as "Secure Dialogue" were viewed as essential for facilitating constructive discussions among diverse groups (T. M. Okafor et al., 2018). This aligns with R. Amer et al.'s (2013) assertion regarding education's critical role in peacebuilding. Additionally, chi-square tests indicated significant regional differences in perceptions of TEFL programs, particularly in Togo and Nigeria, reinforcing H3 by suggesting that customized programs can effectively address specific regional security issues.

In sum, this study demonstrates that integrating TEFL into security strategies enhances integration efforts, improves crisis management through digital literacy, and fosters peace throughout the ECOWAS region. The findings substantiate all three hypotheses regarding the positive impact of TEFL on regional security by promoting cultural awareness and facilitating communication among diverse communities.

5.4. Suggestions and Recommendations

This study reveals the potential of foreign language education to bolster linguistic skills and security in the ECOWAS region, leading to several strategic recommendations. Key suggestions include infusing EFL curricula with security-focused content, empowering educators as security ambassadors, and utilizing cutting-edge technology to address contemporary security challenges. Additionally, developing culturally relevant materials, revolutionizing assessment methods, and initiating cross-border EFL programs will promote mutual understanding and cooperation among ECOWAS nations.

To further advance these objectives, the establishment of EFL-Security Fusion Centers can facilitate collaborative curriculum development, while integrating digital ethnography into EFL studies can explore the relationship between language acquisition and security behaviors. Implementing adaptive strategies tailored to the needs of security professionals and conducting longitudinal research will help assess the lasting impact of integrated EFL-security education on regional stability.

These recommendations aim to transform EFL education into a powerful tool for enhancing language proficiency and security awareness across the ECOWAS zone.

Conclusion

This study looked at the intersection of language education and security integration in the ECOWAS Zone using a mixed-method approach. It involved 169 participants from six West African countries: Nigeria, Ghana, Benin, Ivory Coast, Burkina Faso, and Togo. Quantitative data was analysed using SPSS 26, while qualitative data was subjected to thematic analysis to gain a comprehensive understanding of the dynamics at play.

Key findings showed improvement in collective awareness (78%), digital literacy (89%) and crisis reduction (92%). Statistical analysis showed a strong correlation (Pearson Chi-Square = 90.138, Likelihood Ratio = 89.106, $p < .001$) between participants' country of residence and their perception of TEFL's transformative capacity. The study also found moderate variations in language education integration across countries and a consensus on its security effectiveness. Participants were aware of initiatives like "Secure Dialogue" and "Secure Learning Spaces" and showed a positive correlation between integrated language education and security. Self-rated intermediate digital literacy skills were reported across the 6 ECOWAS countries.

Beyond these findings, the study highlights the need for a multidisciplinary approach, not a one-size-fits-all model. It advocates for adaptive strategies that respond to the region's diverse professional and sociolinguistic context and suggests a paradigm shift in seeing language as a security asset rather than just a communication tool. The study especially calls for the development of strategies and the implementation of interventions that are unique to certain areas and sensitive to cultural nuances. It points out appropriate regional strategies for language education and security, which require proper cohesion and coherence. At the same time, it underlines the importance of digital literacy in language education programs.

Future research avenues include the interconnection between culture and security, the analysis of digital ethnography in the framework of the

ECOWAS community, and longitudinal and experimental studies of the long-term outcomes and efficacy of novel approaches. However, these results raise some limitations like biases and non-generalizability of the results obtained from this study. The study may not have identified all the nuances of all member states of the ECOWAS.

Thus, this research paves the way for innovative practices of language and security learning in the integration process in the ECOWAS Zone. In light of these diverse and complex aspects of knowledge and adopting an interdisciplinary approach, the next generations of researchers and policymakers could possibly establish new standards in the trend of cooperation and conflict resolution in the region toward lasting peace and regional integration in West Africa.

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