

# Students' Perspectives on the Implementation of English Language in High Schools in Cameroon: Receptions, Challenges and Prospects

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## ABSTRACT

This article explores the introduction of the English language in high schools in Cameroon, focusing on the reception, challenges and prospects, with focus on students currently studying the subject in the high school. It examines the importance of English in a country operating official exoglossic bilingualism like Cameroon and the need for students to acquire proficiency in the language. The data is collected using a questionnaire and the sample comprise six hundred and eighty-one (681) upper sixth students from sixteen (16) schools drawn from the ten (10) regions in Cameroon. This research endeavour employs Krashen's theory of Second Language Acquisition and Watson's Behaviourism as frameworks of analysis. The study highlights the attitudes of students towards the subject and identifies the difficulties faced during the learning process. It also discusses the pedagogical implications of this introduction and provides recommendations for improvement.

**Keywords:** *English Language; High School; Reception; Challenges; Prospects*

## INTRODUCTION

The English language plays a crucial role in global communication and is widely recognized as a means for social, economic, and educational advancement. Nowadays, the English language is the most used language in technology, science, entertainment, advertisement and tourism (Graddol 2006), just to mention a few. According to Crystal (2003), this is so because English is currently being used by hundreds of millions (up to about a billion) of non-native speakers (NNSs) who wish to take part in international affairs, not counting the over 400 million native speakers (NSs). In Cameroon, English is one of the official languages alongside French, and its importance in the country cannot be overstated. Consequently, there have been conscious efforts over the years to improve on the English Language Teaching (ELT) industry in the country. One of these efforts is the introduction of English Language in high schools, as an essential step towards equipping students with the necessary linguistic and communicative skills needed in today's globalised world. However, the successful implementation of this subject relies heavily on the attitudes and perceptions of students. While there has been significant research on English language teaching in Cameroon, a notable gap exists in understanding the specific context of high schools. This gap prompted the present study, which aims to explore the reception, challenges, and prospects of teaching and learning English in high schools in Cameroon. Hence, this study seeks to shed light on the reception, challenges and prospects of ELT in high schools in Anglophone subsystem of education.

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## PEDAGOGIC CONTEXT OF ENGLISH LANGUAGE IN HIGH SCHOOL

English language teaching in Cameroon has come a long way. Given that English is one of the official languages, equal in status with French (cf. Section 1(3) of the constitution), its acquisition through formal education is highly encouraged, especially when we consider the need for mutual intelligibility among speakers of the language, irrespective of the country of origin. In this light, both the Francophone and Anglophone subsystems of education have English as a subject, being taught in the former as a foreign language and a second language in the latter. While the French subsystem of education has English Language as a subject in the first and second cycles, prior to 2015, the Anglophone sub-system, on its part, only had it up to the first cycle. Thus, after secondary school, students only had the chance to take English as a subject in the university. Even in the university, English was studied by only the few who specialised in it. This suggests that a vast majority of Cameroonians did not study English formally again, when they left Secondary School. As a result, this has far reaching effects on the quality of the English spoken in Cameroon, coupled with the constant decline in the results for English Language at the GCE Ordinary Level examination (see, for instance, Ndongmanji 2005 and Fontem 2012). In a bid to bridge the learning gap in the subject, the English Language Paper was introduced at the General Certificate of Education Advanced Level as from 2016. With the question of whether to teach English in the high school or not put to rest, the major debate lies on quality of the teaching, its reception by the students who are the target of all pedagogic efforts and the difficulties faced. Providing answers to these worries with empirical data can go a long way to improve on the learning of English in the high school in order to make sure that the objectives for its implementation are met.

Teaching in general is a vocation, and English Language teaching in particular is painstaking and demanding; consequently, it needs to be handled meticulously. English Language in Cameroon has been taught through a number of approaches, including the traditional Skill-Based Approach (SBA), the Communicative Approach (CA), the Child-Centred Approach (CCA) and the Competence-Based Approach through Real Life Situations (CBA-RLS). Whatever the approach that is used, skills such as Listening, Speaking, Reading and Writing and essential knowledge such as Grammar and Vocabulary are essential in the mastery and use of the language. English language teaching in Anglophone High School may continue to be a nightmare, if students are not made to understand that the subject goes beyond just having additional subjects for the GCE into a basic skill, probably compared to one's ability to drive or to use a personal computer (Ngwa 2022: 19). It is therefore incumbent on teachers to raise students' awareness on the global importance of English as a communication tool, emphasising the benefits that come with being proficient in the language. This is because, from observation, students have often developed a lukewarm attitude towards the subject on the basis that they will not/do not offer it at the Advanced Level. This, in a way, explains why some students resist the teaching of English at the lower levels and still refuse to accept it at the high school level in some schools. Most students remain ignorant of the fact that the language is not only a medium of instruction in our schools, but also a window to the world. Therefore, the teachers at this level have as duty to educate the children on the importance of what they teach, not only as a subject for examination purposes, but also for reasons of carrying out their daily interactional activities.

It is within the context of looking for the best ways through which English in high schools can best serve the purpose for its implementation that this research endeavour is conceived. This is particularly because the expected outcomes for students who study English language in the High school show that the subject is a necessary step for every learner, if they must boast of communicative competence in the language before leaving school. Thus, given that mastery of the language is of prime importance to its users, studies like the current one are necessary for continuous evaluation and making of proposals to ensure a balance between the objectives of implementation and actual classroom practice.

## REVIEW OF LITERATURE

English language teaching in Cameroon has been a topic of interest for researchers in recent years. The introduction of English in these schools has raised questions about the reception, challenges, and prospects of this subject. This section provides a review of relevant literature that examines the various aspects of English language teaching in high schools in Cameroon. A number of studies have focused on the importance of English as a global language and its spread across the world (Crystal, 2003; Graddol, 2006). These studies highlight the significance of English in technology, science, entertainment, and other domains. It is clear that English is widely used and has become a universal language.

In the last thirty years, some researchers have observed that there is a decline in both the performance of students in English language at the GCE O/L examinations, and the standards of English in Cameroon (Tasah, 2002; Fontem and Oyetade, 2005; Ndongmanji 2005; Fontem 2012). Ndongmanji (ibid) puts forward that the standard of English in Cameroon has declined to a “lamentable state”, considering the performance of students in the GCE Ordinary Level examination. While scholars attribute this poor performance and declining standards to learners’ lack of motivation (Fonka2014), the interference of Cameroon Pidgin English and French cannot be left out (Chiatoh2014). At times, it can be as a result of pedagogic and socio-psychological influences like insufficient learning resources, negative influence from learning environment, overpopulated language classrooms, learners’ attitudes towards the language, and derisory teacher training (Fontem and Oyetade 2005). These studies underscore the need for an amelioration of English language in Cameroon, but failed to mention that English language as a subject in the high school will go a long way to curb the declining standard of the language in the country. Mbouh (2018), FuhSuh (2018) and Ade (2019) have equally carried out studies on the English language of secondary schools, and whatever lapses that were observed and recorded, they failed to mention that mention the implementation of English language in high schools, given that the subject was fully operational at the time of their study. However, it is worth pointing out that Belibi (2013) and Nde-Zama (2014) discuss the reasons for the introduction of English in high schools, emphasizing its benefits and challenges. They argue that English language teaching in high schools in Cameroon can enhance students’ vocabulary and understanding of other subjects, as well as prepare them for future opportunities.

Furthermore, studies have examined the attitudes and motivations of both teachers and students towards the introduction of English in high schools. These studies reveal that while some students appreciate the importance of English, others view it as an easy subject or do not see its relevance beyond the examination. The challenges faced in the teaching and learning of English in high schools in Cameroon have also been explored. Ade (2019) and FuhSuh (2018) highlight the difficulties encountered by both teachers and students. These challenges include limited resources, inadequate teacher training, and the presence of multiple languages in the classroom. Strategies to address these challenges, such as improved professional development for teachers and the use of technology, have been proposed by scholars like Mbouh (2018) and Askeland (2013). In terms of prospects, there is the need for continuous improvement in the English language curriculum in high schools. Researchers like Dagasso (2018) and Rasch (2016) advocate for a learner-centred approach and the integration of authentic materials and real-life situations. They argue that these strategies can enhance students’ language skills and prepare them for future communication needs. The contribution of this study to existing knowledge is that it addresses an issue that did not attract a lot research attention before now- English language in high schools in Cameroon. It equally examines the attitudes of students, their challenges and prospects for the subject.

## METHODOLOGY

The research design of the study is quantitative, but with qualitative aspects. The study is conducted in the all 10 regions of Cameroon, specifically in selected high schools. The population of the study consists of students who are involved in the English language teaching and learning process in high schools in Cameroon. The stratified random sampling technique was used to select informants for the study, and the sample size included 681 students. The data for the study were collected using a questionnaire with questions meant to elicit students’ perception of the subject, challenges faced as well as the prospects, according to the students’ point of view. Worth pointing out is the fact that the questionnaire contained both open-ended and close-ended questions. The data collected were presented on tables before being analysed. The analysis focuses on the reception of the subject by students, the challenges faced, and the prospects of the subject in high schools in Cameroon.

## INFORMANTS’ PERSPECTIVE ON ENGLISH LANGUAGE IN HIGH SCHOOLS IN CAMEROON

The perspectives of the informants were elicited on a series of issues linked to the introduction of English Language in High Schools, including reception, challenges and prospects. Their various findings got are presented and discussed subsequently.

### Students’ Reception of English in High School

In a bid to ascertain students who offer English language in the high school accept it and what their attitudes towards the introduction of the subject are, we started off by eliciting the reason for which they chose to study English at that

level, given that it is not a compulsory subject. To further understand the relevance and observed usefulness of the subject to them, we equally elicited the manner in which the various skills have contributed to the achievement of their overall learning goals. This obviously will enable us to have a first-hand view of the manner in which students in the high school have received the subject

### *Students' Reasons for Offering the Subject*

In our study we sought to know why the informants chose to study the language in the high schools. This is especially because the subject is not compulsory and students who opt for it must have a strong motivational push. Understanding the reasons for the choice of the subject is directly proportionate to understanding the reasons for the reception of the subject. Some of the reasons pointed to the position of the language in the world today, educational as well as personal reasons. The statistics obtained are presented on the table below.

**Table 1: Students' Reasons for offering the subject**

| Motifs  | Frequency  | Percentage |
|---|------------|------------|
| The importance/position of English in the world | 146        | 24.08      |
| Improvement of language power                   | 123        | 18.06      |
| Career opportunities                            | 120        | 17.04      |
| Gain admission into Universities                | 116        | 17.03      |
| Educational motif in the high school            | 93         | 13.63      |
| Educational motif in the future                 | 83         | 12.16      |
| <b>Total</b>                                    | <b>681</b> | <b>100</b> |

From the table above, the responses obtained from the students as to why they offered English language in the high school were classified into six subheadings. Out of the 681 informants, 13.63%, affirmed doing the subject because of the educational aid the subject will give then in other subjects in the high school, 18.06% of the students do it because they wanted to improve their language power, 24.08 % of them offered it because of the position of English in the world, 17.03% of students offer the subject because they wanted to gain admission into universities and other higher institutions of learning, 17.04% do the subject because of the career opportunities which they deemed necessary to achieve in the future and 12.16% because their education in the future.

### *Reception of the Various Language Skills*

Given that any lesson taught/studied in Language can be placed under a skill, we sought to know how studying English in high school has enabled them to build their skills. The informants were expected to strongly agree, agree, strongly disagree or simply disagree that studying English has had an effect on their each of the language skills. They were also expected to give justifications for their responses. The data obtained are presented on the table below, followed by analysis.

**Table 2: Attitudes towards the Various Language Skills**

| Skills    | Response       | Frequency  | Percentage |
|-----------|----------------|------------|------------|
| Listening | Strongly agree | 448        | 65.78      |
|           | Agree          | 233        | 34.22      |
|           | Total          | 681        | 100        |
| Speaking  | Strongly agree | 537        | 78.85      |
|           | Agree          | 144        | 21.15      |
|           | Total          | 681        | 100        |
| Reading   | Strongly agree | 537        | 78.85      |
|           | Agree          | 144        | 21.15      |
|           | Total          | 681        | 100        |
| Writing   | Strongly agree | 164        | 24.08      |
|           | Agree          | 517        | 75.92      |
|           | <b>Total</b>   | <b>681</b> | <b>100</b> |

With regard to listening, as pointed out by Yeniet *al.* (2021), it is the first skill that students have to master before learning a foreign language. The table above shows that 65.78% of the students strongly agreed and 34.22% agree that studying English Language in the high school has greatly improved their listening skill. Further probing into the reasons for such positive responses reveal the following reasons:

**Table 3: Justification of the Improvement in Students' Listening Skill**

| Justifications                                | Frequency  | Percentage |
|---|------------|------------|
| I am more attentive in class                  | 218        | 32.01      |
| I understand most of the lectures now         | 178        | 26.13      |
| I watch movies and listen to music            | 149        | 21.89      |
| It has improved my level of critical thinking | 136        | 19.97      |
| <b>Total</b>                                  | <b>681</b> | <b>100</b> |

From the above table, two hundred and eighteen (218) students were of the opinion that they were more attentive to other lectures in class thanks to English language at that level, giving us 32.01%. 26.13% was obtained from one hundred and seventy-eight (178) students, who opined that most of their lectures are made easy because of the English language that they do at this level. One hundred and forty-nine (149) students with 21.89%, stated that English language in the high school has given them the understanding and confidence to watch movies and listen to music freely, while one hundred and thirty-six (136), with 19.97% of them accepted that the subject has improved their level of critical thinking, and they can freely listen to discussions, debates, music and news and watch movies respectively in English.

With regard to the speaking skill, the table above reveals that 30.69% attested that their listening skill has been significantly enhanced, while 69.31% simply agreed that their listening skill has been greatly upgraded thanks to the English language that they were doing in the high school. In the light of the above, Christine and Burns (2012) opine that the importance of speaking the in the language classroom is not just as a communication skill, but also as a means of facilitating the acquisition of the target language and the learning of academic content. The justifications of the enhancement in the ability to listen in students at this level were classified under various straplines as seen below:

**Table 4: Justifications for speaking skill**

| Responses  | Frequency  | Percentage |
|--|------------|------------|
| I can speak confidently and better now                       | 483        | 70.92      |
| Because I learn more when I speak during group presentations | 198        | 29.08      |
| <b>Total</b>   | <b>681</b> | <b>100</b> |

The table above shows that the informants were of the opinion that they could speak freely and better than before (70.92%) and that, because of the subject, they learn more when they speak during group presentations (29.08%). This corroborates Harian's (2011) findings in line with Malaysian schools that speaking with friends and classmates was vital for students because, through the conversations, the students build their confidence in speaking using words and expressions, learning more from those who have a better mastery of the language.

As concerns reading, the table indicates that, of all the informants, 78.85% and 21.15% of the informants strongly agree and agree respectively that their reading skill has greatly improved. Reading, as pointed out by Karunaratne (2014) can significantly improve their knowledge on human values. This is probably because the reading list of English at the Advanced Level is broader, comprising a list of prescribed texts across the genres of Literature, compared to Ordinary Level English. In terms of the reasons advanced for this positive view of reading in the high school, the following data were collected.

**Table 5: Justification of Students' Reading Skill**

| Responses  | Frequency  | Percentage |
|--|------------|------------|
| I have proper understanding/ interpretation of lessons/questions | 249        | 36.56      |
| It improved my reading capacity                                  | 214        | 31.42      |
| I read for a longer period now                                   | 154        | 22.61      |
| I read extensively   | 64         | 9.39       |
| <b>Total</b>   | <b>681</b> | <b>100</b> |

It can be seen from the table above that 36.56% were of the opinion that English language at this level has enabled them to be able to understand better and give a proper interpretation to what they read, 31.42% of the informants were of the view that that the subject has increased their reading capacity, 22.61% said that the subject has enabled them to be able to read for longer periods than before, and 9.39% stated that they are able to read extensively thanks to the subject.

As far as writing is concerned, the informants strongly agreed (24.08%) and agreed (75.92%) that by offering English language in the high school, they have been able to improve on their listening skill. Further elicitation led to the following reasons for this overwhelming positive view of writing in the high school.

**Table 6: Justification of Students' Writing Skill**

| Responses                                       | Frequency  | Percentage |
|---|------------|------------|
| Reduction of spelling errors                    | 281        | 41.26      |
| Good sentence construction                      | 167        | 24.5       |
| Increases my language power                     | 129        | 18.94      |
| Good format and organization of ideas and texts | 104        | 15.28      |
| <b>Total</b>                                    | <b>681</b> | <b>100</b> |

The above shows that the informants are of the view that studying English in the high school has been highly beneficial to them. This seen as 41.26% affirm that it has helped them greatly in reducing spelling errors, enabled 24.52% to construct meaningful sentences likened to what they used to scribble in the first cycle and 18.94% and 15.28% to increase their language power and organize ideas and texts in an acceptable manner respectively.

### *Informants' Emotional Reactions to English*

In a bid to ascertain the reception of high school English Language by the informants, we investigated the various feelings that arise in the informants whenever they study the language. Their feelings ranged from rejection (bored), normal (tolerant), surprised (amazed) to happy (pleased). The emotional responses of the informants are presented on the table below.

**Table 7: Informants' Emotional Response towards High School English**

| Response | Total | Percentage % |
|----------|-------|--------------|
| Pleased  | 549   | 80.62        |
| Amazed   | 132   | 19.38        |
| Bored    | 0     | 0            |
| Tolerant | 0     | 0            |
| Total    | 681   | 100          |

The table above reveals that the informants react differently to English. The various responses of the informants revealed that a majority of the informants, that is 80.62% of them were pleased to study English in the high school

and 19.38% of them were amazed about the subject. These findings, in a way, explain the reason for which most of the none of the informants disagreed or strongly disagreed that high school English Language has had an impact on their language skills. The implication of such findings is that all of the informants are very positive and enthusiastic about studying English Language in the high school. It is worth pointing out that such reactions towards the language may shape their general attitudes towards the language and may equally proffer them the motivational push to attain a high academic achievement, given that English, as a language, is also a medium of instruction (MOI) so those who have a mastery of the language are very likely to do well in the other subjects.

### Students' challenges

We equally sought to find out the difficulties faced by the students as far as the subject at this level is concerned. First, elicited the difficulties they face and the strategies put in place to overcome these difficulties. The table below shows the statistics obtained from the students with respect to the challenges they faced in the areas of grammar, vocabulary, reading and writing. The responses gotten from the students were presented as follows:

**Table 8: Students' challenges in the syllabus**

| <b>Responses</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------|------------------|-------------------|
| Grammar          | 231              | 33.92             |
| Vocabulary       | 199              | 29.22             |
| Reading          | 109              | 16.00             |
| Writing          | 142              | 20.86             |
| <b>Total</b>     | <b>681</b>       | <b>100</b>        |

From the above table, one can observe that 33.92% of the informants found grammar to be a major challenge, 29.22% admitted that vocabulary needed a special attention with, 16.00% affirmed that reading required more efforts and time, while 20.86% noted that writing demanded additional energy to study.

Regarding writing challenges, Nadeem and Nazir (2016) conducted a research on the problems faced by second language learners in writing and posit that writing is more difficult than speaking. Regarding vocabulary difficulties, Thornbury (2004:27) puts forward that pronunciation, spelling, length and complexity, grammar and meaning pose so many challenges to student during the study of vocabulary. With regard to grammar problems, given that a good mastery of grammar will enhance the various language skills, lack of the grammar mastery will impede the learning of a language through the language skills. According to the findings of Akbari (2016), on the problems faced by EFL students in Iran in learning English grammar, students do not know how to learn English, they do not use English in their daily lives, the lack the motivation of teachers during the learning process, facilities for learning English in the rural areas are limited, and so many drawback in reorganizing the grammar function of different parts of a sentence. As concerns reading problems, English language learners face a great deal of problems during the learning process. These challenges can be as a result of a density of unfamiliar vocabulary, abundance of idioms and figurative language in the English texts, grammar rules, word, sentence structure and syntax. According to Al-Jarrah and Ismail (2018), when the students' knowledge of vocabulary is limited, it is an indication that the student is likely to face reading problems as the number of words a student masters determines the student's ability of understanding including reading.

### Prospects for English Language in the High School

The students were also invited to give their various opinions about the workload of the subject. They were to propose what according to them can be added to the syllabus and what they think was irrelevant in the program. This elicitation falls in line with Bresler's (1998) suggestion that educational programs for all students should be developed such that it enhances self-esteem, assure equal opportunities for career development, and offer exploratory experiences in a variety of careers.

***Students Views on Aspects to be Added to the Program***

The table below shows that some students proposed what in their opinions should be included in the program. The statistics which will be presented will not take into consideration the total number of informants, but the total number of responses obtained from the students to that effect.

**Table 9: students' view of what can be added to the syllabus**

| Responses               | Frequency | Percentage |
|-------------------------|-----------|------------|
| Poems                   | 208       | 25.24      |
| Oral communication      | 298       | 36.69      |
| Listening comprehension | 123       | 15.14      |
| Nothing                 | 195       | 22.93      |
| Total                   | 824       | 100        |

The table above gives a vivid picture of what was obtained from the students. 25.24% of the responses were of the view that poems and poetry appreciation should make up part of the paper, 36.69% yearned for the addition of oral communication, not through group works or presentations. This, they said, will enable them to improve on their individual speaking skill, 15.14% were for the fact that listening comprehension should be added to the paper and 30.66% stated that the syllabus was good and needed no addition.

***Aspects to be Removed from the Program***

In our elicitation of students' prospects for the teaching of English in the high school, we also asked the elements found in the program they thought are redundant and should be taken off. The responses got are presented on the table below.

**Table 10: students' opinions on what should be taken off the program**

| Responses           | Frequency  | Percentage |
|---------------------|------------|------------|
| Text Reconstruction | 217        | 30.82      |
| Nothing             | 273        | 38.77      |
| Prescribed text     | 214        | 30.41      |
| <b>Total</b>        | <b>704</b> | <b>100</b> |

This last table of this section presents the figures collected from the informants regarding their stance with regard to what should be taken off the program. 30.38% of them acknowledged and pointed out that, even though they learned from all the areas of the paper, they will like text reconstruction and prescribed texts to be taken off from the syllabus. 30.41% were for the two areas respectively, while 38.77% were of the opinion that nothing should be removed from the program.

**DISCUSSION OF FINDINGS**

The findings indicate that students generally have positive attitudes towards the introduction of English in high schools in Cameroon. They view it as beneficial and important, especially considering the global status of the language. Students believe that studying English widens their vocabulary scope and enhances their understanding of other subjects. From the results obtained from the students, all our informants deemed it necessary that the introduction of the subject in the high school is vital. They informants gave various reasons for taking up the subject as they agreed that a difference was perceived in the subject at this level. On a general note, 100% from our informants that they loved the idea of the subject being introduced at this level because it will go a long way to help them in life, given its growing importance in the world. It was equally discovered that the students made positive comments about other language learning skills like speaking and listening, which are not tested in the exam at this level, but were greatly enhanced, adding that they could speak confidently and better, and learn more when they speak during group presentations. This goes well with Musyaffa (2021), Gozuyesil (2014), and Rintaningrum (2018) who point out the



multiple benefits of English Language in high schools, as they do not end only in the high school, but go beyond the high school, given that they will need it more in life.

The study equally reveals several challenges faced in the teaching and learning process of English in high schools. These challenges include a lack of resources and materials, insufficient time allocated for English lessons, large class sizes, and limited teacher training in teaching English as a second language. Furthermore, students face difficulties in specific areas such as listening, reading, writing, and speaking. Even though the informants welcomed the introduction of the subject at this level, they, however, encountered challenges in studying it, like any other subject. The areas which posed problems to students are grammar, vocabulary, reading and writing and 33.92%, 29.22%, 16.00%, and 24.86% were obtained respectively from these areas regarding the problems faced by students. Mekhalafi and Nagaratnam (2009:82-83) purports that these grammar problems may arise because some of these rules do not exist in their local languages. Some of these rules do not exist in their languages or are different. As a result, the difference in the rules of languages can cause grammar problems in the language. Al-Mekhlafi (2011) corroborates the above idea when he points out that, for the most part, within the classroom, any mention of grammar causes the student moments of discomfort and sometimes even terror.

Despite the challenges, the informants see prospects for the improvement of English language teaching in high schools. They believe that with appropriate support and resources, the subject can be more effective in developing students' language skills. Suggestions for improvement include the need for more interactive teaching methods, the inclusion of practical activities, and the integration of technology in language learning. Apart from this, the students highly recommended that oral communication, listening comprehension and poetry be added to the syllabus. Oral communication is really a call for concern as it is skill which involves the development of communicative competence. Ana et al (2017) posit that oral communication skills are fundamental to the development of literacy and essential learning. The teaching of oral communication will enable learners/students to develop the skills to interact and behave appropriately while communicating with others and enable learners to communicate clearly using a wide range of vocabulary that is appropriate for the setting and to whom they are speaking. Some of the informants also suggested that prescribed texts and text reconstruction should be removed from the syllabus.

## CONCLUSION

The introduction of English in high schools in Cameroon presents both opportunities and challenges. By addressing these challenges and implementing strategies such as enhancing teacher training, strengthening syllabus design, promoting student engagement, incorporating technology and authentic materials and teaching aids and encouraging total language immersion, the quality of English language teaching and learning in high schools can be improved, leading to better language proficiency and communication skills among students.

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