



Teaching Methods and Learners' Attitude towards the English Language: The Case of EFL Teachers and Students of Government Bilingual Technical High School Mewoulou

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Abstract:

This paper investigates the teaching and learning of English by Francophone students of Government Bilingual Technical High school Mewoulou, Yaounde with the aim at examining the teaching methods use by EFL teachers and at the same time, analysing learners' attitudes towards the learning of English as a foreign language. This research paper used the mixed method of research design which included, questionnaire, interviews and observation as instruments of data collection. While using the behaviourist and Krashen's monitor theories, and through mainly, a qualitative analytical approach, the data were investigated and the resultant findings were found. It was revealed that some of the students' poor output in English language is because of low intrinsic and extrinsic motivation, which stemmed from negative attitudes, and little to do with the teaching methods. Again, most of the teachers agreed that they used the Grammar Translation method to teach, while two out of the four teachers, held that they used both the Direct and the Communicative Language Teaching methods. As concerns students' motivation and attitude toward the language, it was observed that, fifty percent of the students showed a considerable positive attitude towards the language and this resulted in their high performance in it. It was also revealed that fifty percent did not like the language, thus had a negative attitude towards it. It was thus recommended that teachers should bear in mind that there exist no single and appropriate method of teaching English to Francophone Cameroonians. Therefore, the method should be determined by the condition that the teachers and students find themselves in. So, Teachers can alternate between the Communicative Language Teaching and the Grammar Translation Methods based on what lesson and topic they are treating.

Keywords: English language, Teaching methods, Learners' attitudes, motivation.

Review Article

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INTRODUCTION

Researched information on linguistic situation of Cameroon shows that the country has a complex linguistic history due to the existence of many indigenous languages. Consequently, the country has been referred to by many observers, as Africa in miniature partly because of its linguistic situation and partly because of other factors. Unlike most other disciplines, English language is an indispensable tool to human existence. One can do without other disciplines, but cannot do without language be it English, French, Spanish or German. Language is the medium of communication and in as much as we

communicate; we must do so through language. This tells us that, all living things do communicate whether verbally or non-verbally. Tubbs and Moss (1991, P: 06) defines communication as "the sharing of experience and to some extent all living organisms can be said to share experience" People demand to have more than one language in this our modern era because language as a tool of communication plays an important role in daily activities. Communication in foreign language is a bridge to get information, knowledge, and culture of a people. Teachers who teach English Language in Francophone Technical schools have realized that the English ability of a majority of students is

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very low. Given that these students are the workforce of hands-on activities in the future. There is need therefore to communicate in the language which is very important. Therefore, consideration should be placed on how to increase the interest and ability in the students to learn the English Language.

Though most of the students do not have interest in learning the language, the teachers believe that sorting the textbooks to their hands-on activities will arouse their interest in the language and will make the teaching and learning process easier for both teachers and students. As teachers, in order to improve students' English language abilities, priority should be to arouse students' English learning motivation. An English course book is very important to both the teachers and the learners considering that, it is a foreign language. The course book provides information and serves as a resource to the teachers who in turn are able to better teach the students. Keeping in mind that, these students are more into hands-on activities, textbooks, alone are not enough to teach the students. Therefore, the teachers are expected to come along with items, tools or materials that will enable the students know exactly what they are talking about. By so doing, the students will know the appellations of the various items or tools not only in French but also in English, thereby enabling them to be able to communicate in both languages. Looking at the overall format of English as a foreign language (EFL) course book (1995) phrases it in the following words:

EFL textbooks are organized based on historical principles that provide support for the method. This method implies the use of techniques and instructional methods designed to facilitate language learning. The methods provide the learners and teachers with materials and techniques that will secure a successful learning outcome. Within the context of foreign language education, an instructional method typically provides a textbook, a teacher's manual, student's book and sometimes a workbook.

According to Hamer, (2007), "the most important aspects of textbook use are for teachers to try to engage students with the context they are going to be dealing with". Again, Yulianti (2007, cited in Anu Ndem, (2008) says that "a textbook is an instructional material which consists of content and material of the subject that is well organized in

written form and has a great contribution to the teaching and learning process". In talking about what a textbook should be made upon, Yi, (1999) opines that "when one looks at textbooks, one expects to find units, lengths of units, presentations, practice, objectives of the unit and skills". Looking at the above points of views of these researchers as per the textbook, we realize that it is paramount to use it to teach. Teaching will be much more interesting and facilitating if in these textbooks we have materials and the subject matter revolving around the hands-on activities which the students are learning. Consequently, there will equally be an increase in their vocabulary.

To Francophone technical students, the learning of English as a foreign language (EFL) is quite difficult. It is as a result of basic language skills found in grammar and vocabulary that these problems arise. What guides the teaching of any Language is on the basic language skills which are; listening, speaking, reading and writing. These skills are related to each other by two parameters: The mode of communication; oral and written and the direction of communication, receiving or producing the message. We can represent the relationship among the four as such, presented by Greg Thomson (1993) in his text titled, language learning in the real world.

Let us consider Gardner and Lambert (1972) who observe that, learners with strong ethnocentric or authoritarian attitudes or those who have learned prejudiced towards foreign nationals are not likely to approach the language learning process with an integrative mindset. With this in mind and despite the fact that teaching has moved from the teacher to learner, Students still face a serious proficiency level in EFL. To explore the success or failure in EFL context, the word 'motivation' is bound to surface and conveniently use by trainees and trainers. The absence of motivation in language learning will mean that learners even with high learners' skills will not meet up. This to say that, no matter how qualified and disciplined a teacher is, he alone cannot make these students proficient in English, the greatest job lies on the students who must be either intrinsically or extrinsically motivated. Ze Amvela writes "No matter how qualified and well-intentioned, the teacher alone cannot make them bilingual and the greatest part of the job has to be done by themselves". Thus, motivation is needed

to have a good proficiency in English as Ur posits that motivation makes teaching and learning easier and more enjoyable as well as more productive and thus, motivation is strongly linked to achievement in language learning. English which is the world's language is given appropriate attention despite the privileges that comes with learning the English.

Cameroon is a bilingual country with two official languages English and French. Wherein, French is the majority official language as the French population is estimated at 80%. It is said to be a bilingual country yet most of her citizens do not express themselves satisfactorily in both languages and walls seems to exist between the knowledge they get in classroom and the implementation of the knowledge in the real-world society for which that knowledge is destined (Nkwetisama, 2012). English is fast gaining grounds in French Cameroon in spite of its minority status. This is because it is now the dominant world language and so freely online resources that many free online resources that support the teaching of English as a second language (ESL), English as a foreign language (EFL) and English for specific purposes (ESP) are available say Takam and Mbouya, (2018). These official languages are used alongside 260 local languages (Simo Bobda, 2006) and these languages in Cameroon play almost no role in public life. It is the reason why Ojongnkpot, (2015) refers to them as 'Private Realm' languages. This has made the linguistic situation in Cameroon as complex as stated in Njika, (2013), and in Mbangwana, (2010). In deciding the linguistic fate of Cameroon in the July 1961 Foumban Constitutional Conference, French and English were presented as the two official languages of the country by law makers. They were given equal status as reiterated in the 1972 constitution. In its law n° 96-06 of January 1996 to amend the constitution, the first part of the constitution states:

The official languages of the republic of Cameroon shall be English and French; both languages having the same status. The state shall guarantee the promotion of bilingualism throughout the country. It shall endeavor the protection and promotion of national unity.

In order to enhance bilingualism, these two languages are taught in all schools across the

national territory. Linguists have further divided language learning into second and foreign language learning (SLL and FLL) respectively. Every language one is exposed to or acquires from birth is considered their first language. Most Cameroonians have their mother tongues as their first language (L1). A second language (L2) is an officially recognized language learned mostly in formal situations or institutions and serves as a means of wider communication and instruction within a community. A foreign language (FL) therefore becomes an additional language learned for specific purposes. In Cameroon, ministries in charge of education have implemented the teaching of English at all levels from the basic, secondary education and higher institution of learning.

LITERATURE REVIEW

For the past decades, there have been numerous changes in the school curricula. The teaching methods and teaching materials though have remained like what Kang (1999) calls a linear or systematic method, because it does not allow much individualism in the learning process, but it has also changed gradually from the traditional approaches to modern methods of teaching like the Competence Based Approach that is been use across the country today. As Nkwentisama (2010, P:46) puts it, "awareness of individual differences in learning requires teachers and syllabus designers to be more sensitive to their roles in EFL development by matching teaching and learning styles" learning styles according Reid 1995 as cited in Nkwetisama *ibid*, are internally based characteristics of individuals for the intake or understanding of new information. As far as EFL is concerned, there exist numerous works have been done in this domain. In fact, there is a rich repertoire of existing literature as far as EFL teaching and learning is concerned. In Cameroon, those we learn and speak English as foreign languages are Francophones, because they do so for specific reasons and they must have acquired the L1 which is the mother Tongue and L2 which is their second language. Ekembe (2013:57) holds that the teaching of English as a foreign language is essential because it enables the students to communicate with a certain degree of fluency. He further claims that leaners usually have visible reasons for learning a language like English, and are most likely to be sensitive towards the strategies that are used by the teacher in the

classroom in order to allow them attain their objectives.

Tonzock (2006) did a study and investigated the classroom methods and how this has a consequent on the understanding of language by learners. Her case was secondary schools in Yaoundé. She actually uncovered that most teachers are virtually aware of the existence of so many teaching methods but at the same time, they don't make use of them. Again, Nkwetisama (2010) investigated learner, environmental and pedagogic factors that do affect the learning process of aspects in English by Francophone Cameroonians. He found out that Francophone learners of English had positive attitudes towards English language. His work is different from ours in that, while he focuses on the learners' environment and their attitude towards English, we are concerned with the methods and learners' attitude. Tonzock (2006) carried out an investigation into the classroom ways and effects on the participation and comprehension of English as foreign language learners in secondary schools in Yaoundé, Cameroon. With the aid of questionnaire, classroom observation and interviews as tools for her research, she realised that most EFL teachers were aware of the existence of many teaching methods and styles but they did not make good use of them. Accordingly, her findings reveal that teachers largely knew the methods to be used but failed to do so either willingly or unwillingly. She noted that techniques like role-play, group or peer work and games were unfortunately not used despite the positive output such techniques were to yield.

Ekwoje 2005 examines the attitudes and reactions of teacher and learners towards errors. Her findings reveal that a good number of teachers see learners' errors as a negative aspect of language learning. Consequently, this is demonstrated in the fact that about 70 percent of the teachers attributed learners' errors to stubbornness, carelessness and negligence. He therefore holds that teachers think of errors as part of the learning program for they believe that there is no human effort without mistakes or errors. In her recommendations, she suggested that students' errors can be corrected especially if the teacher and the students are fond of each other and there is that teacher to student love. In fact, her suggestion seems to hold that teachers should know that there are some errors that can be avoided especially if

the teacher performs his or her duties well. That is, teachers should avoid ridiculing the learners when they go wrong, but rather encourage team work and use nicer words to encourage the learners to work harder. Sharing this view, Nkwetisama (2010:126) holds that "this supportive attitude will save the learners from suffering the ridicule from the teacher and from their peers".

Njenga (2002) does a comparative study of the English language output of students from monolingual and bilingual secondary schools in the town of Yaoundé. His research was geared towards verifying the assumption that learners in bilingual school settings perform better in English than their counterparts in monolingual settings. His findings revealed that the learners from both settings had poor performances and that they committed the same learning errors which were intralingual and interlingual. Within the same confines, Mah (1990) undertook a study on one hundred and fifty-nine and one hundred and ten students respectively in a monolingual and bilingual secondary school in the city of Yaoundé. The findings revealed that bilingual students who attended bilingual schools made fewer errors in English especially at the level of interference and make more errors at the level of intralingual case than their friends of monolingual schools in Cameroon. The results also showed that both learning environments witnessed a large number of intralingual errors than the interlingual ones. Mfomtapmgboui (2007) examines the influence of the environment on the performance of Francophone learners of English. He used strategies such as grammar test, an observation checklist and a questionnaire to demonstrate how valid his claims are. The findings revealed that students from the bilingual secondary schools in Bamenda performed better than their friends in similar institutions in Yaoundé.

THEORETICAL FRAMEWORK

This research paper uses the Behaviourist Theory and Krashen Monitor theory. Behaviourist Theory is a learning and teaching based on the idea that all behaviours are acquired via conditioning. This therefore occurs when interaction takes place especially with the environment. Behaviourists think that our reactions and responses to the environmental reflect do shape our ways of behaving in all settings. To the behaviourists, behaviour and responses towards an environment can be studied in a systematic and observable

manner regardless of internal mental states. Tangang (2015, P:21) adds that “only observable behaviours should be studied, since internal states such as cognitions, emotions, and moods are too subjective”. Citing an online Magazine, About.com, he states that behaviourist theory spells out two main types of conditioning which is the classical conditioning and operant conditioning. behaviourism creates a more favourable intellectual milieu for modern linguistics than did the earlier school of structural psychology. To appreciate the significance of this shift in outlook, one should trace the influence of philosophical empiricism upon the development of experimental psychology, for only by doing so that one can we comprehend why psychology is able to exert a conservative influence upon linguistic studies and why that influence abruptly vanished after the First World War.

The Input Hypothesis which is also referred to as the Monitor Model is a group of five hypotheses of language learning and acquisition propounded by the famous linguist, Stephen Krashen in the 1970s and 1980s. He had originally formulated the hypothesis from one initial starting point but over time, the term came to be called the five hypotheses and it formed a group. These five hypotheses are, the Input Hypothesis, the Acquisition Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the natural order hypothesis, and the Affective Filter Hypothesis. He developed the Input Hypothesis and published around the 1970s. The hypotheses give basic relevance on the understandable input or comprehensible input (CI) that language learners are exposed to understanding spoken and written language input which is seen as the only tool that results in the rise of underlying linguistic competence. Language output is viewed as having any effect on the learners’ capability. Again, Krashen thinks that linguistic competence is only advanced when language is unconsciously acquired, and that consciousness in learning cannot be used as a source of spontaneous language production. Secondly, Krashen believes that learning is largely dependent on the mood and feeling of the learners and learners who show a low motivation spirit towards the learning of a language, or do not simply want to learn the language, will register a poor performance in the said language.

METHODOLOGY

This paper uses both the quantitative and the qualitative research designs complementarily with statistical description. The research is carried out in Government bilingual Technical High school Mewoulou, Yaounde, Cameroon. The sample is made up of 40 students. That is, we had 20 students from Sixième and 20 students from cinquième. With the assistance of the school administrators and teachers, the classes were grouped into two where we had students of Sixième and those of cinquième in different halls. We then focused on the selected grouped classes from which we selected 20 students from each class. We equally had two teachers from each class that made a total of four EFL teachers whom we worked with. Three kinds of instruments were employed to gather information which are; questionnaire, observation and interviews. A quantitative methodological approach was used in the analysis of the data collected for the study. The informants’ responses were quantified and classified, tabulated into unique phases and treated accordingly. The questionnaire and adding to classroom observation and interviews previously described and defined, provided the raw data that is needed for this work. Put differently, questionnaire, observation and interviews provided information about teachers and students’ opinion about the teaching methods and styles use in the school understudy.

FINDINGS AND DISCUSSIONS

This section focuses on the presentation, analysis, and interpretation of data collected.

The Teaching Methods

These are the various approaches, ways and strategies used by a teacher to let the learners acquire or learn a particular language. There are several teaching methods which teachers of EFL use in classrooms but for the purpose of this study, we focus on three methods we found out the teachers actually used. The three methods used by the teachers in these two schools were; the Direct Method, the Grammar Translation Method, and the Communicative Language Teaching Method also refer to as CLT. These methods are analysed below in sequence and how they played a part in the understanding of the English language by the learners.

The Communicative Language Teaching Method is used to help learners communicate effectively and correctly in some real-life situations that they may someday find themselves involved in. It lay importance on aspects such as, giving thanks, requesting, complaining, seeking for help or directives and ordering in restaurants or hotels. The Grammar Translation Method as the name suggests, is the teaching of the English language while at the same time, the teacher translated almost everything to the learners' second language. This method is generally referred to as the Classical or the Traditional Method of Teaching. The Direct Method of Teaching is also referred to as the Natural Method. In the process of use, the Direct Method was based on the targeted language and no effort is made by the teacher to translate or explain anything in another language. The main idea behind the Direct Method is that, oral skills were taught through repetitive drilling. The grammar is taught through an inductive way and the learners needed to attempt and guess the rules via the teacher's presentation orally. Table below shows the number of teachers who used those teaching methods in their teaching.

Teaching methods used

Method	Number	Percentage
Direct method	02	50
Grammar Translation	04	100
Communicative language teaching	02	50

The table below demonstrates the number of teachers who employed the different teaching methods. From this table, we observe that most of the teachers used all the teaching methods indicated in above. They argued that they started teaching in one method, and as time went on, they discovered that the students' performances in English language were low and then, they were forced to swift to another method in order to try and upgrade their performances.

Direct Method of Teaching Analysed

As we observed in the table above, two teachers out of the four use the direct method of teaching. From discussions and interview we carried out; the teachers hold that the direct method though not effective was the best method to them. They argue that with the direct method, the learners were able to grasp the grammar of the English language easily. Their hold the fact that with the limited time give to them, if they were to

teach and translate or use the other methods, they will not meet up with their syllabus. With the direct method, they are able to finish the lesson they planned for the day without stress because the method is all about the teacher's presentation. The other two teachers who did not use the direct method argue that they love an interactive classroom and could not afford to make the class boring by talking alone. Another point they advanced is that, the direct method does not enable the learners to grasp the lesson fast because it is all in the language they are still trying to learn. We therefore sought to know the relationship the direct teaching method and the students' performances. This was collected from students' questionnaire, interviews. Largely, the students did not understand what a direct method is all about, we thereby, took the pains to explain to them what a direct method of teaching is.

The Direct Method and Students' Performances

Students' performance	Number	Percentage
With the direct method, I do understand the lesson well	12	30%
The Direct method is a waste of time because I don't get anything.	20	50%
The Direct method pushes me to learn the language by force.	08	20%

The table above, denotes the students' performances with the direct teaching method. From it, we can observe that 12 out of the 40 students believed that the Direct Method helped them to understand the English language better. To them, the Direct Method during when it was used enabled them to learn the language easily. 20 out of the 40 held that, the Direct Method as a total waste of time because they did not understand the lesson or get anything the teaching was saying since he or she did not translate nor allow them to communicate with them throughout the lesson. They explained that the method did not help them since they could not get anything and subsequently hampered their low performances in the language. Out of the 40 informants, 08 of them thought that the direct method though difficult, pushed them to work harder in the language as they paid particular attention in class in order not to miss anything the teacher said. They also argued that the method pushed them to get English to French dictionaries and also to read books that are in English to work on their performances.

4.2 Communicative Language Teaching Analysed.

From the table above, it is observed that 2 out of the 4 teachers used the communicative language teaching method. They explained that they used this method because it motivated the learners. To them, students were more motivated when they are involved in the communicative activities because those activities made them to improve on their fluency, pronunciation and consequently a high performance in the language. The teachers also argued that, the communicative method made students to be more confident when they interact with people in social interaction and too, it made the teaching process interactive, lively and innovative. Why arguing why they used this method, the teachers again, claimed that the method took into account, the learners personal experiences. So, the teachers are said to bring in contextual experiences into the lesson based on the socio-political backgrounds of the students and this makes them to be motivated and interested in the learning process. The other two teachers, who did not use the method at all, hold that, the method concentrate basically on fluency and not on accuracy. They think that, the weaker learners who made an effort to learn and it yields not fruits, finally will abandon the process. To match this method with the students' performances, the researcher sought to know whether such a method is appreciated by the students or not. A summary such is presented in the table below.

The Communicative language teaching method and students' performances

Students' performance	Number	Percentage
With the CLT method, I do understand the lesson well	30	75%
The CLT method is a waste of time because I don't get anything.	01	2.5%
The CLT method pushes me to learn the language by force.	09	22.5%

The table above shows the degree of performance on the students while using the communicative language teaching method to teach them. Out of 40 students, 30% largely believed that the method helped them understand the lesson and the language better. They told the researcher that, while the teacher used the method, they had the opportunity to interact in class and out of class because they were made to pronounce, speak and discuss in groups. Out of the total, nine students still held that the communicative language

teaching method pushed them to learn the language by force. This is because, while in class interaction and discussions, the very introverted ones were forced to talk, pronounce a word or at least, interact with their peers. This interaction helped them because it pushed them to study harder in the language in order not to be embarrassed. Another group is that where we had one student who remarked that the method was a waste of time because he did not get anything through this method. While trying to find out he thought the method is a waste of time, we noticed that the student had no reason for saying that. But, from implication, we wanted to believe that he is one of those students who did not like talking in public, that is, the very introverted and reserved type.

4.5 Grammar Translation method Analysed

From the table above, we observe that four out of the four teachers made use of the Grammar Translation Method, giving a total of one hundred percent. They agreed that, the translation method played an important role in the learning of the English language. It helped the learners to have a better understanding of the meaning or certain words as well as complex sentences. They held that the Grammar Translation Method maintained as her reference system in the learning of the language, and enabled students to master the rules of the language faster. Some of the teachers explained to us that, the method is relevant because the focus was on the study and the translation is made to the language that they mastered the most. That is, the learners' second language which in this case is French is the language that the teacher used alongside the English language. Again, with this method, teachers had the feeling that the learners understood the lesson given that most difficult words or sentences were translated in order to facilitate the learning process. With the method, the class just liked the Communicative Language Teaching setting, is interactive, lively and innovative. The students felt involved in the learning process and participated actively since they readily understood the meaning of certain words or sentences. The teachers arguably held that, one cannot teach English language to Francophone students without translating. To match these explanations to the students' performances, we sought to find out if the method had an impact on the students' performance. The

table below is a summation of the method to students' performance.

Showing the direct method and students' performances

Students' performance	Number	Percentage
With the grammar translation method, I do understand the lesson well	32	80%
The grammar translation method is a waste of time because I don't get anything.	00	00%
The grammar translation method pushes me to learn the language by force.	08	20%

When we look at the table above, we notice that 32 (80%) students indicated that the grammar translation method helped them to understand the lesson and the language better. They thought that the method gave them room to participate as well as learn the language well because words and sentences that were difficult to understand in English were readily translated into French. Another reason why the method is effective according to them, is that, it helped in promoting bilingualism among them. Eight of the students argued that the method pushed them to work or learn the language by force. No student thought that the method was a waste of time contrarily to the other two methods above. (Communicative Language Teaching and Direct Methods)

It was observed that, while all the four teachers agreed that they used the Grammar Translation Method, two held that at some point in time, they used communicative language teaching and the Direct Methods in teaching English to francophone students. In a continuation of our series, we noted that, as concerned the first question asked, which is, 'Does the method help you understand the lesson well, we noticed that twelve students agreed that the Direct Method helped them to that regard, 30 (75%) agreed for communicative language teaching and 32 (80%) for grammar translation method. This could logically be seen therefore that a majority of them preferred the Grammar Translation Method to the others. As per the second question which we wanted to know whether the method employed was a waste of time, twenty held the view that Direct Method

was, while 01(2.5%) holds for communicative language teaching, and no student indicated that grammar translation is a waste of time. Lastly, the third question is to find out each method pushes them to work harder in the language learning. The following answers were gathered under this category; eight students felt that the Direct Method pushed them to work, nine students hold that the communicative language teaching does so, and eight believes in grammar translation to that light.

Judging from the above thesis, it is evidently clear that the Grammar Translation and the Communicative Language Teaching methods were methods that were believed to yield positive impact on the performances of the students in both schools under study. English, which has become the most widely internationally used language in many countries around the globe is the language of education, business, medicine, banking, tourism, diplomacy etc. though being the widely used, it faces a lot of challenges, especially at the level of its learning process. The use of one of the two effective methods above will help learners and teachers to overcome the difficulties involved in the process, especially as people come from different cultural backgrounds. Mohammed (2018, P:1384) opines that "Culture is about a sense of belonging and non-belonging to a specific community with a history, language, heritage and myths. Almost every society has their own culture differentiating it from other societies". Learning English language as a foreign as is the case with these students is very complex because many issues or factors come to play. However, the ability, motivation and attitude of the learners has an effective part to play and this rest solely on the smartness of the students and the amount of attempts they take to overcome such difficulties. This is therefore, the focus of our next segment of this chapter as we examine the students' attitudes towards the English language.

In order to investigate if students of Sixième and cinquième are adequately motivated to learn the English language, their responses toward the language were carried out and the following were obtained.

Students' Responses and motivation towards the English Language

Result	Number	Percentage
I learn the language just to pass the subject	10	25%
My pass surprises me Because I am generally not serious	05	12.5%
I give particular attention to English because I want to be bilingual	20	50%
I don't like the language at all	05	12.5%

The responses above are an indicative of the students' low motivation in English language, and at the same, showing that some are highly motivated to learn the language. 10 informants who said their motivation to learn the language is purely for examination purposes, they simply study and or learn English language in the class because it is a prerequisite for them moving to the next class and not because they want to learn to speak or write in English. Of the forty informants, five said their pass in the language is generally a surprise given that they do not work hard to have good scores. They actually stated that they are generally not interest in English as compared to the other courses. Again, five of them said they overtly do not like the language. They merely mere strugglers who manage to have a mark that is acceptable and above the level of dismissal. But, when it comes to other subjects, they do work harder in them in order to cover up the gap left in the English language subject. Lastly, the last set of respondents, that is, twenty of the students claimed that they give particular attention to the language. This set is twenty persons making up 50%. This is a demonstration that these students generally do not have any motivation to learn the English language except for the 50 percent. Consequently, this table shows interestingly two phenomena. One, which is that, their motivational frequency is low, and lastly, they only give preference to the language in order to pass the course and move to the next level. Coming from a background where they speak French and other national languages, their first contact with the English language sometimes is at secondary level of education.

The 50% percent that reported that they actually studied hard and are motivated to learn the language do so because they are aware of the role English language play in the world stage. In fact, they said they wish to continue their studies out of Cameroon and possibly in American or other countries and they cannot do so if they don't learn

the English language. These half portions of those who are motivated to learn the language also do so because they have anti French sentiments though they are Francophones, the hate the French policy. Lisa 2008:26 puts it that "... tend to be curious about English because they distrust the French." According to him, there is a popular song in the south which is "quand les Blancs sont arrives, la geure a commence". (When the whites came, the war started). These group somewhat feel or identify instead with the Anglo-Saxon system of education and in order to benefit from such system, they must study hard in the English language.

We also the students' attitude towards the English language and compared it to other subjects they take in a year and the following responses were registered. This is to see their level of motivation in them as compared to English. Cooper and Fishman (1977) are of the opinion that "language attitude is central in social science".

English language compared with other subjects

Responses	Number of Informants	Percentage
I like English more than the other subjects	20	50%
I had to study English because it is in the program	10	25%
English is just like any other subject	10	25%

Table above is an illustration that these students have both a negative and positive attitudes toward English language as compared to other subjects taught in secondary schools. First, they come from a background where English is not spoken in their homes or communities. Secondly, they do not have extrinsic motivation to learn the language. Their motivational density in this subject (English language) is low partly because they have it that it is difficult to make it in it and also because they do not readily see the need when the get back to various homes and immediate communities.

As shown in Table 9 above, twenty of the respondents claimed that they liked English more than the other subjects taught in their schools. This percentage is very significant though because it does match to the other frequencies. Ten of the informants said they had

to learn English simply because it is found in the school curriculum and moving to the next class requires a certain mark in this subject since it is alongside math and French, key subjects in secondary schools. Beside this, these students said they were not motivated to learn the language because most of their classmates still students from Francophone background as well, show a negative attitude towards it. To them, it was common knowledge to note that their classmates preferred to stay away from the subject, but did well to attend lessons in the other subjects. This greatly influenced their output and consequently a low motivational density.

We sought to know if these students were aware of the importance of English in the world today and had the positive responses registered. Most of them if not all were of the opinion that English plays a vital role in the world stage. They unanimously agreed that English is useful in the domains of business, technology, governance, scholarship, diplomacy and others. But the question that seriously begs for an answer is, if these students are aware of the importance English has globally, what could possibly account for their low motivational density in the subject? Answers to this are bound. First, they do not see themselves moving of the confines of their country. They mostly want to have their certificates and go back to their communities and to be employed to work. So, the question of English helping them globally is rolled out. They were aware that the same scenario does hold true in when because their parents do little effort to push them to learn the language. To them, Cameroon is chiefly French speaking country. Consequently, when these students passed in this subject, it is not because of their intelligence positive attitudes, or motivational level employed. But some generally passed because they study it like any other subject and at the end of the day; they find themselves scoring in the subject

We also sought to know the link between their attitudes and their performances in the subject and the following results were gotten. This was in effect to see the correlation between attitudes, motivational level and achievements. This was just a sampling check.

Comparison between Students Attitudes, Motivations and Achievements

Subjects	Number of students registered for the subject	Number of students motivated to learn	Number Pass per subject
French	40	35	25
Mathematics	40	25	15
Chemistry	40	35	25
Physics	40	30	20

The table above compares students' attitudes, motivations and achievements. The reason is to know whether students who had positive attitude and were motivated necessarily scored or performed better in the language. Before we continue, it is necessary to let our readers understand that a pass here as per Table above refers to those who had a minimum of fifty and above. This in anyway does not suggest that those who had below average in those subjects were stopped from going to the next class. Having had a low mark in the subject, they struggled to have higher grades in others subjects to compensate for it. Secondary schools in Cameroon operate a system whereby, a mark between 35 and 49 though below average, is considered. What this means is that a student can score 35 in a particular subject and conveniently covers up with a higher grade in another subject.

Looking at Table above, we realized that there is significant correlation between attitudes and achievements. The students had a high motivational density in all the subjects and it is reflected in their outputs. As it is often said, garbage in garbage out, we can conveniently see how this is manifested in Table above. This only goes a long way to confirm the hypothesis that student's average performance in English is because they are somewhat not motivated to study the language. No matter how much the teachers put in, these students are inadequately motivated to study. This tells us that, teachers alone cannot sufficiently handle students' performances in a particular language or

subject. Motivation in the learners must be a pull factor as Petty (1991, P: 32) writes:

...a prerequisite for effective learning, and the greatest challenge that many teachers face is to make their students want to learn. For if students do not want to learn, their learning efficiency will be so low that they learn virtually nothing.

The quotation above is a testimony to the fact that learners need to be motivated before any effective learning can take place. Teachers alone cannot account for students' positive output. Students of Government Bilingual Technical High School Mewoulou, showed considerable interest in other subjects and just averagely showed interest in English. This appears rather not disturbing because they knew that somehow, the system makes it in such a way that a student can fail in a particular subject and make up with another subject provided he or she performs better in it. The little portion of students who work hard in English only did so to obtain a pass grade in English and do not care about their proficiency in the language. This explains why their English language proficiency leaves much to be desired.

RECOMMENDATIONS

At the end of this paper, some findings were obtained and realised. This therefore inspires and motivates the us to come to the conclusion that there should be recommendations to help facilitate the teaching of English and also to change the students' attitude towards it. This will go a long way to ameliorate the teaching and learning of English in Government Bilingual Technical High School Mewoulou in particular, and to the teaching and learning of English throughout the entire nation and globally.

We recommend to teachers to bear in mind that there exist no single and appropriate method of teaching English to Francophone Cameroonians. Therefore, the method should be determined by the condition which the teachers and students find themselves in. Teachers can alternate between the communicative language teaching and the grammar translation methods based on what lesson and topic they are treating. It is therefore imperative that these teachers make consultations with fellow colleagues and come up with a unique style of teaching the English Language. They consider the background of the learners and understand that, in a school where

these students are coming from a historical background where they have not been exposed to English, the teachers should know that this group of learners are still beginners. This is true of students who have done all their primary education in the rural areas where there is not English language teacher. Furthermore, teachers should encourage students to interact even out the classroom in English in order to ameliorate their spoken production of the language. When this happens, the learners will at some point tend to love the language and this will considerably change their attitudes towards it. They should not remain static, that is, they should not just attach their lessons based only on the prescribed textbooks. They should be able to be dynamic and diversify based on the topic to be taught. They should bring in materials from elsewhere that can help facilitate the understanding of the lessons.

School administrators play an essential role in the teaching and learning of English. as Ayena (2014:48) holds that "school administrators should be aware of the fact that they have a pivotal role to play in bringing two major actors (both teachers and students) together". She further opines that "in the teaching of English and the creation of favourable attitude towards the learning of the language, their role becomes even more crucial". The very first recommendation we will like to propose is that, school administrators should collaborate more with their teachers. In drawing up the time table, subjects like English language should be programmed in the early hours of the morning when learners are still very fresh with ideas and the zeal to learn.

The government has the primordial role to promote the language which is one of the official languages in the country. First, the government should stride to post teachers who leave the training colleges to their appropriate stations. This is to say, teachers who are trained to teach 'anglaise' should remain within this scope and those trained to teach English do same. Unfortunately, this is not what we witness as more and more teachers who have been trained to teach English are instead sent to schools where they are expected to teach 'anglaise'. This scenario unfortunately, is not the best for our educational system and goes a long way to hinder the teaching and learning of the English language effectively. The government should also initiate the idea that

appointments should be based on the appointee's ability to speak the two official languages.

CONCLUSION

This work has investigated the teaching methods used by teachers in Government Bilingual Technical High School Mewoulou, Yaounde, Cameroon. It examined the students' attitude toward the learning of the English language. The paper used a mixed method research design which made use of questionnaire, interviews and observation as instruments of data collection. The work used behaviourist and Krashen's monitor theory and through mainly a qualitative analytical approach, the data was analysed and we got to the following findings. This study found out that some of the students' poor output in English language is due to low intrinsic and extrinsic motivation which stemmed from negative attitudes and little to do with the teaching methods. The work had also revealed that all of the teachers agreed that they use the Grammar Translation method to teach, while two out of the four held that they use the both the Direct and the Communicative Language Teaching Methods. With such results, the study came up some recommendation to teachers, school administrators and the Government of Cameroon.

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