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**METHODS OF TEACHING AND LEARNERS
COMPETENCES IN ENGLISH GRAMMAR: THE CASE OF
ADJECTIVE WITH 5^è STUDENTS AT GBHS NKOL-ETON.**

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To
My lovely parents.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBA: Competency -Based Approach

CLL: Communicative Language Learning

EFL: English as a Foreign Language

GBHS: Government Bilingual High School

L1: First Language

L2: Second Language

TBLT: Task-Based Language Teaching

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ABSTRACT

Our research on teaching methods and learner competences in English grammar: the case of adjectives among 5^e students at GBHS NKOL- ETON, is conducted in the field of educational sciences. It provides a review of grammar teaching in English language education. Some researchers argue that the "Active Method" refers to a set of pedagogical approaches that put the learner at the center of its learning, through action, investigation, and knowledge construction rather than simple frontal transmission. The "Direct Method", on the other hand, is defined as a historical pedagogical approach centered on linguistic immersion and active use of the target language, without systematic recourse to translation. Therefore, our main question is: what are the contributions of active and direct methods to learners' competences in English grammar? The main hypothesis is that both methods contribute to the development of learners' competences in English grammar. This work is based on Lenoir's theory of Educational intervention (2004, p.20) It adopts a qualitative approach and focuses on 05 English teachers of 5^e Students at GBHS NKOL ETON. We will use a purposive sampling and adopt semi-structured interviews with English teachers to collect data on the contribution of different teaching methods to learners' grammatical competencies. The results of this study show that teachers agree on the importance of the active method and the direct method for teaching grammar. Overall, both methods contribute significantly to improving competences in English grammar.

Key words: Teaching methods, Learners Competences, English grammar, GBHS NKOL ETON, 5^e Students.

RESUMÉ

Notre recherche portant sur les méthodes d'enseignement et les compétences des apprenants en grammaire anglaise: cas des adjectifs chez les élèves de 5ème au Lycée bilingue de Nkol- Eton, est mené dans le champ des sciences de l'éducation. Elle fournit une revue de l'enseignement de la grammaire dans l'éducation en langue anglaise. Certains chercheurs attestent que la « Méthode active » désigne un ensemble d'approches pédagogiques mettant l'apprenant au centre de son apprentissage, via l'action, l'investigation et la construction des savoirs plutôt que par simple transmission frontale. La « Méthode directe » quant à elle est définie comme une approche pédagogique historique centrée sur l'immersion linguistique et l'usage actif de la langue cible, sans recours systématique à la traduction. De ce fait, notre question principale est de savoir quelle sont les contributions des méthodes active et directe sur les compétences des apprenants en grammaire anglaise. Notre hypothèse générale est la suivante : ces deux méthodes contribuent au développement des compétences des apprenants en grammaire anglaise. Ce travail prend appui sur la théorie de l'intervention éducative de Lenoir (2004, P.20) . Elle adopte une approche qualitative et se concentre sur 05 enseignants d'Anglais de 5ème au Lycée bilingue de NKOL ETON. Nous allons utiliser un échantillonnage raisonné et nous adopterons des entretiens semi-structurés avec des enseignants d'anglais pour collecter des données sur la contribution des différentes méthodes d'enseignement sur les compétences grammaticales des apprenants. Les résultats de cette étude nous montrent que les enseignants s'accordent sur l'importance de la méthode active et de la méthode directe pour l'enseignement de la grammaire anglaise. Globalement, les deux méthodes contribuent de manière significative à l'amélioration des compétences en grammaire anglaise.

Mots clés : Méthodes d'enseignement, compétences des apprenants, grammaire anglaise, Lycée bilingue de NKOL -ETON, élèves de 5è.

GENERAL INTRODUCTION

The teaching of English grammar has long been a topic of debate among linguists and educators. It is a vital component of language acquisition. The methods employed by educators can have a profound impact on learners' mastery of English grammar. In a world where effective communication is paramount, it is essential to question whether current teaching methods are adequately equipping learners with the competences necessary to use English grammar effectively.

Historically, the teaching of English grammar has been influenced by methods developed for teaching Latin. The grammar-translation approach, prevalent in France until the late 19th century, involved translating texts from French to Latin using mechanical applications of lexical and grammatical equivalents (Puren, 1988). This approach centered on rote memorization of grammar rules, which learners would then apply in translation exercises. However, this deductive approach to grammar instruction has been widely criticized for its abstract nature and limited instructional value.

In response to the limitations of the traditional method, educators have sought to develop more effective approaches to teaching English grammar. One such approach is the inductive study of grammar, which involves learners deriving grammar rules from examples and practicing oral language competences. This approach aims to promote a more nuanced understanding of grammar and its application in real-world contexts. By examining the evolution of teaching methods and their impact on learner outcomes, educators can develop more effective strategies for teaching English grammar and equipping learners with the competences necessary for effective communication.

In the early 20th century, the traditional method was abandoned in favor of the direct method, which rejected the previous approach. This new method emphasized inductive learning of grammar, believing that reflection and memorization hindered intuitive understanding of the language (Puren, 1988). However, it didn't yield the expected results, partly due to unrealistic language mastery objectives.

The active methodology emerged in the 1920s, focusing on the importance of written work and reflective grammar learning, including syntax study (Puren, 1988). It's crucial to explore teaching methods that promote active learning practice, and interaction to help learners develop their English grammar competences effectively. This study will investigate teaching methods that can aid learners in improving their English grammar competences and assess their impact. Situated within the broader context of English language education in Cameroon, which is guided by the Competency-Based Approach (CBA); this research seeks to contribute to the ongoing efforts to improve English language teaching and learning in the country. The problem we want to solve is that : current teaching methods for English grammar (adjectives) are not effective in developing learners' competences . So, how to adapt teaching methods for adjectives in English to improve the competences of students of 5e? Our main research question is therefore: What is the contribution of active and direct methods on learners' competences in English grammar? This question allowed us to formulate two secondary questions such as: A) what is the contribution of teaching methods (active and direct methods) on learners' competences in English grammar, specifically with adjectives, among students of 5e at GBHS Nkol Eton? B) What is the contribution of the direct method on learners' competences in English grammar? To provisionally answer the main question posed, the general hypothesis was formulated as follow: A/ Active and direct methods promote the development of competences in English grammar. Our secondary hypotheses are as follow: A/The active method will lead to better retention and recall of adjectives in English grammar compared to direct teaching methods. B/ The Direct method participates in the development of learners' competences in English grammar. This research is based on the Educational Intervention Theory of **Lenoir (2004, P.20)** The Educational intervention theory focuses on the strategies and methods used to support learning and competences development in students. In the context of teaching English grammar, this theory can guide teachers in selecting and implementing effective teaching methods.

This study is organized into two essential parts: the first part is entitled theoretical framework of the study and consists of two chapters. The first chapter highlights the problematic of the study; this chapter allows us to formulate not only the problem, research

questions, but also the objectives of the study. The second chapter emphasizes the literary review, which is devoted to defining concepts, reviewing existing research, and explanatory theories of the subject. The second part entitled methodological framework, consists of two chapters: including the methodological approach, presentation, analysis, interpretation and discussion of results. The methodological framework is reserved for methods and investigation techniques, as well as the approach used to collect data.

PART ONE: THEORETICAL FRAMEWORK OF THE STUDY

CHAPTER I: THE PROBLEMATIC

A research problem presents the set of concepts, theories, questions, hypothesizes, methods and references that contribute to clarifying and developing a research issue. This chapter is aimed at exposing the problem of our research. Before getting to it, we will briefly examine our research context, followed by the research problem, the research questions, the research hypotheses, the objectives, the delimitation and the significance of the study.

1-1-Context of English Grammar Teaching

Language teaching around the world has been a topic of debate, with ongoing discussions about the most appropriate approach to achieve language teaching objectives. Grammar instruction is generally included in primary and secondary education curricula. The Cameroonian national curriculum provides guidelines for teaching English language, aiming to enable students to appreciate the language, understand it, study it for its didactic value, develop language competences. The curriculum encourages language teaching to improve students' understanding of grammar.

English language teaching is a priority in the Cameroonian educational system, with a focus on grammar to improve students' language competences. The Competency-Based Approach (CBA) is used to develop students' competences in English, particularly in grammar. The competency-based approach aims to equip learners with the ability to mobilize their knowledge and competences to tackle complex situations and build adapted responses. In the context of English language teaching to Francophone learners, this approach should provide them with the necessary resources to use English effectively in real-life situations and enhance their professional prospects.

1-1-1. Challenges related to the teaching of English language in Cameroon

Learning a new language is never easy, and English is no exception. It's important to understand the common challenges you may encounter along the way so that you can effectively overcome them.

One of the first challenges many languages learners face is a lack of motivation and discipline. Learning a new language requires dedication and consistent practice. Without motivation, it

can be difficult to stay on track and make progress. To overcome this challenge, it's crucial to set clear goals for yourself and find ways to stay motivated. This could include setting achievable milestones, rewarding yourself for reaching them or finding a study group or language exchange partner to keep you accountable.

Another common challenge in English language learning is pronunciation. English has a complex phonetic system, and mastering the correct pronunciation of words can be daunting. Many learners struggle with specific sounds, intonation patterns, and accents. To improve your pronunciation, it's essential to listen to native English speakers and practice speaking aloud. Mimicking their pronunciation and intonation will help train your ear and mouth to produce the correct sounds. Additionally, focusing on specific sounds that are challenging for you and practicing them regularly can make a significant difference.

The problem we want to solve is the students' difficulties in understanding and using adjectives in English and the ineffective teaching methods as the teaching methods used do not enable students to develop a good understanding of adjectives.

1-1-2. The presentation of the government English programme

The Cameroon national syllabus provides guidelines to teach English language. The Cameroonian national syllabus for English language teaching focuses on developing communicative competence through a competency-based approach. This involves integrating language competences (listening, speaking, reading, and writing) with grammar and vocabulary, while also fostering critical thinking and effective communication in both spoken and written English. The syllabus utilizes real-life situations and "families of situations" as a framework for teaching and learning, aiming to equip students with the ability to solve problems related to family, economic, environmental, citizenship, and media/technology domains.

According to (Nunan, 1988), syllabus design involves the selection and grading of content. It is a document that communicates informs about an academic course or class and defines expectations and responsibilities.

The syllabuses of the first cycle of Secondary General Education are broken down into 05 areas of learning such as: Language and literature; Sciences and technology; Social sciences/

humanity; Personal development; Arts and national cultures. The first cycle of Secondary General Education admits young graduates from primary schools aged between ten and fourteen. Its general objectives are not only to build intellectual, civic and moral skills in these children but also competences and fundamental knowledge which will either enable them to foster their education in the second cycle, or to prepare them for a smooth insertion into the job market after professional training. Thus, within the framework of these new syllabuses, the learner is expected, after the first cycle of secondary education, to be able to use his/her competences to solve real life situations such as:

- **Module 1:** Family and social life: Using language to create interpersonal relationship and to talk about the home/ habits and routines/home furnishing.

Contribution to the curriculum goals: This module enables every Learner to develop their personality and become conscientious and autonomous and to adopt a healthy behavior with regard to others. He/She will become a responsible individual who can fully exercise her social role.

Contribution of the module to the broad area of language learning: The learner initiates real-life dialogues and interacts orally with other speakers on issues about their home, listens and responds appropriately to family life and relationship, demonstrates understanding of simple written texts on these issues, and effectively perform simple writing activities dealing with family life and relationships.

Contribution of the module to the domains of life: In the treatment of the family of situations that belongs to the domain of social life, family development, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behavior with regard to family.

- **Module 2:** Economic life and occupations: Using language to discuss more on different jobs and professions. This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of common jobs and professions.

Contribution to the curriculum goals: This module enables every learner to develop their personality, collaborative competences, assiduity, become a conscientious and effective team-

builder, and to adopt a healthy behavior with regards to others. He/She will become a responsible individual who can fully exercise her social roles.

Contribution of the module to the broad area of language learning: the learner initiates real-life dialogues and interacts orally with other speakers on issues about their jobs and professions, listens and responds appropriately to job relationship, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with jobs and professions.

Contribution of the module to the domains of life: In the treatment of the family of situations that belong to the domain of economic life and occupations and positive relationship awareness, the teacher is expected to accompany the Learner in the process of adopting responsible behavior with regard to family.

- **Module 3:** Environment, Wellbeing and health: Using language to create environmental awareness and to explore interests and hobbies in relation to health. This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of the environment and leisure.

Contribution to the curriculum goals: This module enables every learner to develop their personality, collaborative competences, become conscientious, and adopt responsible behavior with regards to the environment. He will become a responsible individual who can fully exercise her social roles.

Contribution of the module to the broad area of language learning: The learner initiates real-life dialogues and interacts orally with other speakers on issues about their environment, listens and responds appropriately to these issues, demonstrates understanding of simple written texts, and effectively performs simple writing activities dealing with environment.

Contribution of the module to the domains of life: In the treatment of the family of situations that belongs to the domain of environmental and health development, the teacher is expected to accompany the Learner in the process of adopting responsible behavior with regard to the environment.

- **Module 4:** Citizenship and education: Using language to explore citizens of the nation and the world. This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of globalization

Contribution to the curriculum goals: This module enables every Learner to develop their personality, collaborative competences, become a conscientious, and adopt responsible behavior with regard to the world as a global village. He/She will become a responsible individual who can fully exercise her social roles.

Contribution of the module to the broad area of language learning: The Learner initiates real-life dialogues and interacts orally with other speakers on issues about the global village, listens to and responds appropriately on relationship, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with environment.

Contribution of the module to the domains of life: In the treatment of the family of situations that belongs to the domain of citizenship/human rights, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behavior with regard to citizenship/human rights.

- **Module 5:** Media and communication: Using language to keep abreast of modern technology. This module addresses real-life situations challenging second language Learners to communicate at the basic level in areas of modern technology.

Contribution to the curriculum goal: This module enables every Learner to develop their personality, collaborative competences, become conscientious, and adopt responsible behavior with regard to the modern technology. He will become a responsible individual who can fully manipulate and function in the global village.

Contribution of the module to the broad area of language learning: the Learner initiates real-life dialogues and interacts orally with other speakers on issues about their ICTs, listens and responds appropriately to issues on ICTs, demonstrates understanding of simple written texts, and effectively performs simple writing activities dealing with ICTs.

Contribution of the module to the domains of life: In the treatment of the family of situations that belongs to the domain of social life, Media and communication, and positive relationship

awareness, the teacher is expected to accompany the learner in the process of adopting responsible behavior with regard to ICTs.

1-1-3. Conception of the terms Approach, Methods and Techniques

The framework of Edward Mason Anthony Jr. for describing language teaching methods is structured into three hierarchical levels: approach, method, and technique. This framework was formulated in 1963 and has had a significant impact on the understanding and classification of language teaching practices.

The approach represents the set of principles and ideas about the nature of language learning. It constitutes the theoretical basis that guides pedagogical decisions and remains consistent over time. In other words, the approach is the conceptual framework that defines how language learning is envisioned.

The method is an overall plan for the orderly presentation of language material to be learned. It derives from the chosen approach and must be consistent with it. The method includes decisions on how content is selected and organized, the types of tasks to be accomplished, as well as the roles of students and teachers.

Technique refers to specific strategies, procedures, or devices used to achieve an immediate objective in the language classroom. Techniques are consistent with the chosen method and, by extension, with the underlying approach.

Anthony's framework has been well received by the language teaching community due to its ability to classify and organize teaching practices in a logical manner. However, some critics have pointed out the lack of clarity in distinguishing between these three levels, which may have led to some confusion in its practical application. Despite these limitations, Anthony's framework remains an important reference in the field of language didactics and continues to inspire reflections and discussions on best teaching practices.

The concept of methodology in language teaching is a global approach that encompasses various processes and techniques to develop specific teaching methods. According to (Puren, 1988), a methodology is a coherent set of processes and techniques that evolves over

time and generates original teaching/learning practices while remaining equivalent in terms of fundamental principles.

The history of language teaching shows an evolution of methods, with different approaches emerging over the centuries. Methods can be classified into three main categories:

- The structural view, which considers language as a system of structurally linked elements to encode meaning, such as grammar.
- The functional view, which considers language as a means of expressing or accomplishing certain functions, such as making a request or providing information.
- The interactive view, which considers language as a means of creating and maintaining social relationships, focusing on patterns of movements, acts, negotiations, and interactions found in conversational exchanges.

Several methodologies have emerged over the centuries, including: the grammar and translation method/ Traditional method, the direct method, the audio-visual method, the audio-lingual method, the double translation method, the communicative approach, the active method.

1-1-4. General problems related to the teaching of English Language in Cameroon

Many language learners struggle with the fear of speaking and making mistakes. This fear can hinder progress and hinder the development of fluency. To overcome this challenge, it's important to remember that making mistakes is a natural part of the language learning process. Adopt the opportunity to learn from your mistakes and view them as stepping stones to improvement. Practicing speaking English regularly is crucial for building confidence. Find opportunities to engage in conversations with native speakers or fellow learners. Join language exchange programs or conversation groups where you can practice speaking in a supportive environment.

In addition, with an abundance of learning resources available, finding the right ones can be overwhelming. It's essential to identify resources that suit your learning style and goals. Start by exploring reputable language learning websites, apps, and textbooks. Look for resources that provide clear explanations, interactive exercises, and opportunities for practice. Language learning platforms often have user reviews and ratings that can help guide your

selection. Additionally, consider joining online communities or forums where you can connect with other language learners and exchange recommendations for useful resources. Learning from the experiences of others can save you time and help you find high-quality materials.

Also, consistency is key when it comes to language learning. Finding time for regular practice can be a challenge, especially with busy schedules. To effectively manage your time, create a study schedule that works for you. Identify pockets of time throughout your day where you can dedicate yourself to learning English. This could be during your commute, lunch breaks, or before bed.

Language learning is not just about mastering vocabulary and grammar; it also involves understanding the culture and customs of English-speaking countries. Cultural differences can present additional challenges for language learners. To overcome these barriers, immerse yourself in the English language and culture as much as possible. Listen to English music, watch movies and TV shows, and read books by English authors. This will not only help you improve your language competences but also enhance your cultural understanding and ability to communicate competences effectively.

1-1-5. Approaches, methods and techniques of teaching of English grammar in Cameroon

- The Communicative Language Teaching (CLT): This teaching approach emphasizes the use of language in real-life situations and prioritizes fluency in communication over grammatical accuracy. In other words, it involves focusing on conversation-based lessons, the student is encouraged to speak and use everyday situations to make lessons more interactive.

- The Direct Method: Language teaching is done entirely in the target language, without relying on the learners' native language. The goal is to immerse oneself in the target language to make rapid progress and avoid relying on translations. Grammatical concepts are learned through practice and exposure.

- The Natural Approach: According to proponents of this method, there is a difference between learning a language and acquiring a language: learning a language means learning

grammar rules, following a strict framework, and correcting all errors, while acquiring a language means creating a secure and motivating environment to be immersed in the studied language. This technique focuses on comprehension and natural acquisition of the language, with significant exposure and limited corrections. It's very similar to how children learn their native language.

- The Task-Based Language Teaching (TBLT): In task-based language teaching, Learners complete specific tasks focused on their personal or professional interests. This allows them to use their existing language skills while working on topics that interest them. The teaching process involves three stages: pre-task, task, and post-task. For example, students might give a presentation on zero waste: they would first research the topic and read relevant articles (pre-task), write the presentation (task), and show it to students or the teacher (post-task). The teacher can also ask questions to deepen the topic, which helps work on oral comprehension.

- Cooperative Language Learning (CLL): This learning method encourages pair or small group activities, emphasizing social interaction and cooperation among learners. In these cases, the teacher acts as a facilitator. This is also one of the strategies implemented by Global Lingua teachers, particularly in small group classes.

- Grammar-Translation Method: This traditional approach focuses on translation between the native language and the target language, involving memorization of vocabulary lists and grammatical rules. While this strategy tends to favor the development of reading and writing skills, it does not prepare students for communication.

- Audio-Lingual Method: This approach is a complement to the previous method, where learning is based on oral repetition and memorization of linguistic structures through oral exercises and dialogues. Students practice repeating what the teacher says to work on their pronunciation, intonation, and rhythm of the studied language, aiming to form language habits.

1-2. Research problem

1-2-1. Statement of the problem

The problem lies in the difficulty of teaching and learning English grammar rules for non-native speakers. Complex rules of syntax, verb tenses, and word order pose significant challenges for learners.

In my opinion, teaching English grammar requires a pedagogical approach tailored to the needs of non-native learners. It is essential to create an interactive and engaging learning environment to facilitate understanding and mastery of grammar.

The authors agree that teaching English grammar is a challenge for teachers and non-native learners. They emphasize the importance of effective teaching strategies to facilitate understanding and mastery of grammar.

Interactive teaching methods, such as online grammar exercises and grammar games, can help learners practice and reinforce their understanding of grammatical rules. Learning grammar in a real context can help learners understand how to use grammatical rules practically. Visual resources, such as videos and images, can help learners understand grammatical concepts more concretely.

Abdurasilova Farida Zaxidovna (2025) work's focuses on the challenges of teaching English grammar to non-native speakers and effective teaching strategies. She emphasizes the importance of using interactive teaching methods and contextual learning to facilitate grammar understanding.

- Krashen, S. D. (1982) work's focuses on second language acquisition and effective teaching strategies. He emphasizes the importance of contextual learning and using visual resources to facilitate grammar understanding.

I share Abdurasilova Farida Zaxidovna's opinion on the importance of using interactive teaching methods and contextual learning to teach English grammar. I also believe that using visual resources can be beneficial for learners. I will follow the approach of using interactive

teaching methods and contextual learning to teach English grammar to non-native speakers. I will explore different teaching strategies that can be used to facilitate understanding and mastery of English grammar.

English grammar rules can be confusing, even for native speakers. The intricacies of sentence structure, verb tenses, and word order can pose a significant challenge for language learners. To overcome this challenge, it's important to have a solid foundation in English grammar. Start by learning the basic rules and gradually progress to more advanced concepts. Practice exercises and quizzes can help reinforce your understanding of grammar rules. Reading extensively in English can also improve your grasp of grammar and sentence structure. Pay attention to how sentences are constructed and the use of different grammatical structures. Additionally, seeking feedback from native speakers or qualified language tutors can provide valuable insights into areas where you may need improvement.

According to Abdurasilova Farida Zaxidovna (2025) both teachers and students face challenges when it comes to teaching English grammar to non-native speakers. She highlights common difficulties such as understanding complex grammatical rules, overcoming differences between native languages and English, and dealing with errors in sentence structure, verb tenses, and word order.

Also, she examines effective teaching strategies, including the use of visual aids, interactive exercises, and contextual learning, to make grammar lessons more engaging and easier to comprehend. By addressing these challenges, the author aims to provide insights into how language instructors can help students' master English grammar more efficiently and confidently.

1-2-2. Observations

- Description of a Grammar Lesson at GBHS Nkol Eton. Class: 5eme

- Essential knowledge: Grammar
- Lesson title: Using adjectives in the correct order.

- Targeted Competence: Describing jobs and professions using adjectives in the correct order to communicate effectively.

Lesson Plan

Stage 1: Pre-requisites (5 minutes)

- Teacher reviews simple adjectives with students (e.g., big, happy, blue) and asks them to describe objects or people.
- Teacher introduces the topic of jobs and professions.

Stage 2: Discovering the Problem (10 minutes)

- Teacher presents two sentences with adjectives in different orders:
 - She is a young and experienced teacher from Cameroon
 - "The doctor is a clever young man."
 - "The doctor is a young clever man."
- Teacher asks students which sentence sounds more natural and why.
- Students discuss in pairs and share thoughts.

Stage 3: Treatment of the problem 15 minutes)

- Teacher presents the correct order of adjectives in English (opinion, size, age, shape, color, origin, material, purpose).
- Teacher uses examples related to jobs/professions:
 - "a challenging medical doctor"
 - "an experienced young teacher"
- Students repeat examples and practice ordering adjectives.

Stage 4: Rule (10 minutes)

- Teacher states the rule for adjective order explicitly:
 - Opinion → Size → Age → Shape → Color → Origin → Material → Purpose
- Students take notes.

Stage 5: Consolidation (10 minutes)

- Students describe jobs/professions using adjectives in the correct order (e.g., "The engineer is a clever and innovative person.", "The nurse is a caring young woman.").
- Students write short paragraphs describing a profession, using adjectives in the correct order.

- Teacher provides feedback on adjective order and clarity.

Students' productions show a limited understanding of using adjectives in the correct order to describe jobs and professions. Students demonstrated a limited ability to use adjectives in the correct order, which can affect the clarity and effectiveness of their descriptions. The method appears to be the direct method. They were not able to understand effectively the use of adjectives to describe jobs and professions, demonstrating limited focus on pronunciation. The direct method emphasizes immersion and communication, but pronunciation of adjectives like "clever", "challenging", "experienced" might need more explicit attention for students of 5è.

Also, weaker students might struggle with producing adjectives in the correct order without more guided/scaffolded practice.

In addition, Rule presentation might be too explicit for direct method as this method often minimizes explicit grammar rules (Stage 4), focusing more on inductive discovery.

The teacher asks students to work in groups to describe a teacher using adjectives. Encourage them to use the general rule of adjective order (opinion, size, age, shape, color, origin, material, purpose).

He provides an example of a description: "She is a young and experienced teacher from Cameroon." The teacher asks each group to pronounce the adjectives in the class.

After the pronunciation, he provides general feedback on the descriptions, highlighting strengths and areas for improvement.

The teacher organizes a role-play activity where students can play the role of a journalist and interview a teacher (played by another student). He asks them to use adjectives to describe the teacher and provides an example of questions and answers: Journalist: "Can you describe yourself as a teacher?" Teacher: "I am a patient and dedicated teacher with over 10 years of experience."

A student describes a teacher. "She is a Cameroonian white young teacher"

Corrected Version: "She is a young white Cameroonian teacher"

The teacher shows students images of teachers and asks them to describe the teachers using adjectives. He encourages them to use the general rule of adjective order and provides an example of a description: "This teacher is a tall and kind woman with long hair."

Another student describes the images: "this teacher has a black long hair"

Corrected version: "This teacher has a long black hair"

Students interact with each other, which helps them develop their oral competences.

The activities are based on real contexts, which helps students understand how to use the language in a practical way. Students are motivated to participate and use the language creatively.

The analysis of students' production reveals challenges in the correct use of adjectives to describe jobs and professions.

In the students' productions the order of adjectives does not follow the general rule (opinion, size, age, shape, color, origin, material, purpose).

- The order of adjectives is of the student (1)

"Cameroonian" (Origin) - This adjective must come after the color according to the general rule for adjective order.

"White" (color) - This adjective should typically come after "the age" according to the general rule for adjective order.

"young" (age) - This adjective must be placed before the color according to the general rule for adjective order.

- The order of adjectives is of the student (2)

"Black" (color)- this adjective must come after "the size"

"Long" (size) - this adjective must come before "the color"

The method used appears to be a direct approach, where the focus is on total immersion and immediate use of the target language in real contexts. This method encourages interaction and language practice to develop students' oral competences. However, this method has some limits.

The direct method depends on context: working best with concrete concepts, less effective for abstract concepts.

The limited vocabulary make difficult to teach abstract words without translation; Students may not grasp grammar rules without explicit explanation and may lack structure for students who prefer a more systematic approach.

Combining the direct method with other approaches can provide additional structure and meet the varied needs of students.

- Interactive activities: Role-plays, simulations to practice vocabulary/concepts.
- Group work: Students create dialogues/situations (e.g., ordering at a restaurant).
- Concrete projects: Create a brochure, interview a "guest" (contextualized practice).
- Spot explanations: When it is difficult, teacher explains (grammar, abstract word).

Activity examples

Role-play: "At the market" → food/price vocabulary (direct) + interaction (active).

1-2-3. Statement of the Problem

The use of adjectives in the correct order to describe jobs and professions, as observed in the student production, can be explained both empirically and theoretically.

- In student writing or speaking, it's common to see adjectives used in a specific order to describe jobs and professions. For example, "She is a brilliant young doctor" or "He is a skilled and experienced engineer."

Research has shown that native English speakers tend to follow a specific order when using multiple adjectives to describe a noun. This order is often based on the type of adjective, such as opinion, size, age, shape, color, origin, material, and purpose.

According to theoretical frameworks, adjectives in English typically follow a specific order, which can be summarized as follows:

- i. Opinion (e.g., lovely, beautiful, excellent)
- ii. Size (e.g., big, small, huge)
- iii. Age (e.g., old, young, new)
- iv. Shape (e.g., round, square, rectangular)
- v. Color (e.g., red, blue, green)
- vi. Origin (e.g., American, British, Chinese)

vii. Material (e.g., wooden, metal, plastic)

viii. Purpose (e.g., cooking, sleeping, racing)

The order of adjectives can be influenced by cognitive and linguistic factors, such as the way we process and categorize information, as well as the grammatical structure of the sentence.

To help learners master the correct order of adjectives in English, several solutions can be proposed:

We can provide explicit instruction on the rules of adjective order, using examples and explanations to illustrate the correct sequence; offer practice exercises that focus on adjective order, such as rearranging adjectives in sentences or creating sentences with multiple adjectives.

Also, we can use authentic materials, such as articles, videos, or podcasts, to demonstrate adjective order in context and encourage learners to practice using adjectives in the correct order regularly, through writing, speaking, or listening exercises.

Additionally, provide feedback and correction on learners' use of adjective order, highlighting areas of improvement and offering suggestions for further development.

The research problem we propose to study is therefore: How does teaching methods (active and direct methods) contribute to the development of learners' competences in English grammar?

1-2-4. English program/ Content Analysis of the class of 5 eme

In English grammar, the eight parts of speech are nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. These categories classify words based on their function and meaning within a sentence. Some modern grammars also include determiners and articles as separate categories. The content on which we focus is the category of Adjective.

Describing the Difficulty of Learning Adjectives in English Grammar

Adjectives in English can present certain difficulties for learners, particularly due to their usage and placement in sentences. Here are some specific points that can cause challenges:

The order in which adjectives are used can be complex. For example, adjectives generally follow a specific order: opinion, size, age, shape, color, origin, material, purpose. Students need to learn and practice this order to use it correctly.

- Some adjectives are formed from verbs or nouns by adding specific suffixes. For example, "hope" becomes "hopeful" or "care" becomes "careful". Students need to understand these formations to use adjectives correctly.

- Adjectives are used to describe nouns, but their placement can vary. In general, adjectives precede the noun they modify, but there are exceptions. For example, adjectives that follow verbs like "to be" are placed after the verb.

- The formation and use of comparatives and superlatives of adjectives can be challenging. Students need to learn the rules for forming regular and irregular comparatives and superlatives and know when to use them in sentences.

- Adjectival vocabulary is vast and rich in nuances. Students need to learn not only the words but also the nuances of meaning between similar adjectives.

1-2-5. Research Questions

Main Research Question

Our main research question is therefore: What is the contribution of teaching methods (active and direct methods) on learners' competences in English grammar specifically with adjectives, among students of 5e at GBHS NKOL-ETON?

Secondary Research Questions

This principal research question was subdivided into two secondary questions:

- What is the contribution of the active teaching method on learners' understanding and use of adjectives in English grammar??

- What is the contribution of the direct method on learners' understanding and use of adjectives in English grammar?

1-2-6. Research Hypotheses

Main Hypothesis:

Our main hypothesis is as follow: Active and direct methods promote the development of Learners competences in English grammar specifically on adjectives.

Secondary hypotheses:

- A/The active method will lead to better retention and recall of adjectives in English grammar compared to direct teaching method.
- B/ The Direct method participates in the development of learners' competences in English grammar.

1-2-7. Research Objectives

The objective of this research is to explain the contribution of teaching methods on learners' competences in English grammar. This research helps to better examine the contribution of teaching methods on learners' competences in English grammar and determine the most effective methods for improving learners' competences.

Specific Objective 1

Our first specific objective is to explain the contribution of the active method on learners' competences in English grammar.

Specific Objective 2

Our second specific objective is to explain the contribution of the direct method on learners' competences in English grammar.

1-2-8. Delimitations

This part focuses on delimitations of the study. We will find there thematic, geographical and temporal delimitations.

Thematic delimitation

This research falls within the field of sciences of education. The study focuses on the approaches and methods used to teach English grammar to the students of 5eme and examines

students' competences in English grammar, particularly their ability to use grammatical structures appropriately.

Geographical delimitation

GBHS NKOL ETON: The study is conducted within this specific educational setting to gather precise data on teaching methods and student competences.

Temporal delimitation

The study takes place over a defined period, such as a period of a month to observe student progress and the evolution of teaching methods.

1-2-9. Significance of the Research

Research on teaching methods and learners' competences in English grammar is significant because it improves teaching practices and helps learners develop a stronger understanding of the language. This study contributes to the advancement of knowledge on methods of teaching English Grammar and their contributions on learner's competences.

On the didactic level

The study can contribute to the optimization of grammar instruction by identifying the most effective methods for teaching specific grammatical structures. This can help teachers design more effective lesson plans and activities.

This study can also contribute to the development of teaching materials: Insights from the research can inform the development of teaching materials and resources that are aligned with effective teaching methods. This can include textbooks, online resources, and classroom activities.

In addition, the findings can also be used to inform teacher training and professional development programs.

On the pedagogic level

The research can provide insights into effective teaching methods and strategies that enhance student learning outcomes in English grammar. By identifying what works best, educators can refine their teaching practices to better meet the needs of their students.

Understanding the most effective teaching methods can help increase student engagement and motivation in learning English grammar. Engaged students are more likely to participate actively in class, leading to improved learning outcomes.

To add, the research can inform the development of personalized learning approaches tailored to individual students' needs and learning styles. This can be particularly beneficial in mixed-ability classrooms where students have diverse learning needs.

On the scientific level

The scientific interest of this research lies in its ability to explore and evaluate methods for teaching English grammar, particularly active and direct approaches. By examining these methods, the research can contribute to a better understanding of what works best for students and teachers in the specific context of GBHS NKOL-ETON. Several Authors contributed enormously in these two approaches:

We have Maximilian Berlitz (1852-1921): credited with popularizing the direct method, which aims to teach languages through direct association of words and phrases with their meanings, without translation.

Lambert Sauveur (1826-1907): opened a language school in the 19th century that emphasized natural learning through oral interaction and spontaneous language use.

Jack C. Richards and Theodore Rodgers authors of "Approaches and Methods in Language Teaching" (2001), which provides a comprehensive overview of different language teaching methodologies.

Also, Fred M. Hechinger (1913-1995): wrote about the connection between the Direct Method and active participation in learning, as in his 1974 book, "The Educator's Choice".

Also, we have (Gattegno, 1972) from the Direct Method, who developed the direct method, which emphasizes total immersion in the target language. This method encourages students to think directly in English without constant translation into their native language. In this

approach, the teacher acts more as a facilitator, encouraging students to use the language actively and spontaneously.

Both direct and active methods focus on the learner and their active role in the learning process. They emphasize the importance of student engagement and active participation.

These approaches value contextualizing learning, whether through problem solving, collaborative learning (active method) or total immersion in the language (direct method). The primary goal is to develop students' participation, enabling them to understand and use the language effectively and appropriately in different contexts.

Based on these approaches, I can make a personal contribution by exploring ways to combine elements of the direct method and the active method to create a more effective and engaging learning environment for students. This could create a learning environment that meets the needs of students and prepares them to use the language effectively in different contexts.

Creating tasks that involve students' participation with the help of a mediator (The teacher) while promoting immersion in the target language and even exploring the possibilities offered by technology to support language learning, such as interactive applications and online learning platforms. As examples: for the Grammar lesson on the present simple with routines, the direct method: explains rules (I play, he plays); and in the active method: students interview classmates about daily routines.

For the Grammar lesson on describing people with adjectives: the direct method teaches adjectives (tall, happy), and the active method the students describe a classmate.

For the Grammar lesson on past tense with actions: the direct method explain -ed endings. Whether in the active method students act out what they did using "yesterday"

For the grammar lesson on prepositions with places, the direct method presents the list of prepositions: in, on, near and the active method: describes classroom objects' positions.

Also, we can use technology to support learning by developing an interactive application that allows students to practice English in a fun and engaging way, with exercises and games that target specific competences. By combining these approaches, I can help create a learning

environment that meets the needs of students and prepares them to use the language effectively in different contexts.

Table 1: Synoptic table of the research Study[illegible]

	grammar??		compared to direct teaching methods.		Speaking competences	correct texts. -Ability to communicates correctly in English
	Secondary research question 2 : What is the contribution of the direct method on learners understanding and use of adjectives in English grammar ?	Secondary objective 2 : To explain the contribution of the the direct method on learners' competences in English grammar	Secondary hypothesis 2:: The Direct method participates in the development of learners' competences in English grammar, specifically with adjectives among 5è. Students.	Independent variable 1: Direct method	- Transmission of knowledge from teacher to student - Use of traditional teaching methods (lectures, reading, etc.) - Summative evaluation	- The teacher is the center of learning - Students are passive recipients of information - Learning is assessed through tests and exams.
				Independent variable 2: Active method	- Learning through action and experience - Use of active teaching	- The student is the center of learning - Students are active participants in their learning - Learning is assessed through

					methods (projects, problem- solving, etc.) - Formative evaluation	projects, presentations, etc.
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CHAPTER II: LITERARY REVIEW AND STATE OF THE QUESTION

2-1- Definitions

2-1-1. Teaching Methods

The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you, your educational philosophy, classroom demographic, subject area(s) and school mission statement. Teaching theories primarily fall into two categories or “approaches”. Modern pedagogy supports and promotes a teaching methodology that is both diversified and flexible, providing a very wide range of teaching – learning methods. The large number and the great diversity of teaching methods used in modern pedagogy provide opportunities for the enrichment and development of the teacher’s teaching and expertise.

According to Edward Anthony, a method is an overall plan for the orderly presentation of language material, a part of which contradicts, and all of which is based upon, the selected approach.

A teaching method is an effective way of organizing and guiding learning, a common way of procedure that unites a teacher’s and a students’ efforts. (**Harmer, 2005**). According to (Havlickova and **Matejickova**); a Teaching method is an effective way of organizing and guiding learning, a common way of procedure that unites a teacher’s and a student’s efforts. A Teacher’s creativeness and personal development level determine how these teaching methods are used and combined. According to (Manak **and Svec, 2009**) a Teaching method represents” a dynamic element “ in teaching, which compared with the content and organizational forms changes relatively rapidly and adapts to new circumstances and objectives. The teaching methods, however, are not the decisive determinants of teaching but only one of the elements of the educational system, and then cannot replace the missing content and compensate the indistinct target.

Also, (**Mojzisek, 2012**) talks about teaching methods in the same way, telling that a Teaching method is a teaching specifically didactic activity of the subject and object of teaching,

developing the educational profile of a student while acting educationally in terms of training and educational objectives and in accordance with Teaching and educational principles.

A Teaching method is therefore a structured system of pedagogical activities aimed at achieving specific educational objectives. It involves a combination of principles, procedures, and strategies implemented by the teacher to facilitate student learning. The teaching method is a dynamic element of teaching that adapts to the needs of students, educational objectives, and the learning context. It requires a flexible and creative approach from the teacher, who must take into account the characteristics of students, the content to be taught, and the available resources. Our definition takes into account the key elements of the definitions proposed by the cited author, namely:

- The importance of structure and organization of pedagogical activities (Manak and **Svec**, 2009), **Mojzisek (2012)**, **Harmer (2005, 2010 and 2016)**
- The role of the teacher as facilitator and supporter (**Mayer, 2010**)
- The need to take into account the characteristics of students and educational objectives (Westwood, 2018)

2-1-2. Competence

Competence is the ability to integrate and apply contextually-appropriate knowledge, skill and psychosocial factors.

According to the authors (Vitello, Greatorex and Shaw, **2021**), Competence is the ability to integrate and apply knowledge, competence, and psychological factors (beliefs, attitudes, values and motivations) in a contextually appropriate way to consistently perform within a specified domain. So, to underlie this definition , the author identify six key principles : Competence is linked to a domain and dependent on context ; competence is a holistic concept that includes internal and contextual factors; competence involves consistent performance within a domain ; competence require the application of contextually appropriate knowledge and skills ; competence involves psychological factors that influence performance and learning ; competence is linked to a specified level of learning or ability .

According to Chomsky; competence is the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences. Chomsky developed this concept of linguistic competence in the 1950 and 1960s. More specifically; he presented this idea in his book ‘*Aspect of the Theory of Syntax*’ published in **1965**. In this work; Chomsky defines Competence as the implicit knowledge that speakers have of their language.

Competence is therefore the ideal capacity to integrate and apply knowledge, skills and psychosocial factors in a contextually appropriate way to perform consistently and effectively within a specific domain, mobilizing the necessary internal and contextual resources to produce high-quality results, regardless of conditions and obstacles.

- Skills are specific, learned abilities that can be practiced and refined (e.g., coding, playing an instrument).
- Competence involves combining knowledge, skills, behaviors, and attitudes to achieve goals successfully in real-world situations.
- Skills are the foundation of competencies, and competencies represent the ability to effectively apply those skills in various contexts.

2-1-3. Learner

According to Chomsky, the ability to learn language is an innate skill. Children are born with a language learning tool that he called a language acquisition device. A language acquisition device is a theoretical tool. It is used to explain how children learn and understand a language quickly.

(Van den Ban and Hawkins, 1998) defined learning as the acquiring or improving the ability to perform a behavioral pattern through experience and practice.

A Learner refers to all known people (not dependent on age, gender, race, and ethnicity)

In the context of Education, Learners refer to student or individuals who are engaged in the process of learning new skills or knowledge.

From these definitions above; we can say that a Learner refers to individuals of all age; backgrounds and demographics who are engaged in the process of acquiring new knowledge; new skills or competences; whether in formal educational settings or informal learning environments.

2-1-4. Government bilingual high school NKOL -ETON

The GBHS NKOL ETON is the school that hosted us during our practical training for the DID 541 teaching unit: Internship and Professional Project. It is located in the Yaoundé 1st district, in the Centre Region, according to Cameroon's administrative organization. However, with the extension of the city of Yaoundé, LBNE is now in a neighborhood of Yaoundé, Bata Nkonkak, after the Nkol -Eton market.

GBHS NKOL ETON was created in the 1990s, and its transformation into a bilingual high school was done in 2012 by Decree N° 2012/2431/PM of 17/08/2012 and by Decision N° 595/12/MINESEC/CAB of 27/08/2012. Contact: BP 11719 YAOUNDE Email: lyceenkoleton@yahoo.fr.

It is a general education establishment of the bilingual sub-system: francophone and anglophone. It has a complete francophone secondary cycle from 6^e me to terminale; anglophone from Form 1 to Upper sixth and a bilingual sub-system (6^eme BIL to terminale BIL) and anglophone (Form 1 BIL to Upper sixth BIL). It is built with permanent materials.

This college is secured by a barrier made of permanent materials, like the buildings. It consists of (07) seven buildings, one of which serves as an administrative block located opposite the entrance parking. Each building houses specific classrooms. These buildings have a developed area serving as a playground, a huge stadium for EPS sessions under the supervision of the administration serving as a gathering place for students, and also a space for the school canteen and the teachers' canteen.

This institution is a public establishment under the supervision of the Ministry of Secondary Education (MINESEC). It is managed by the Regional Delegation of Secondary Education of the Centre (DRES). It is headed by two complementary structures. One deals mainly with pedagogical aspects, the other with the financial interests of the promoter. Thus, at the head of this general institution is a new Principal named Jean Noël OLINGA appointed by decree of the Minister of Secondary Education, replacing Mrs Mouhamadou NGUINI GUIDADO who was relieved of her duties. He is supported by censors in charge of pedagogy for administrative functioning. They oversee the quality of the pedagogical aspect. (Figure 2)

It is open from Monday to Friday from 7:30 am to 3:35 pm. It has 84 teaching classes from the first cycle to the second cycle.

2-1-5- 5e Students

According to the article by Bertrand Daunay and Cédric Fluckiger (2011), the student of 5e can be defined as a school subject, enrolled in a specific learning context, with particular relationships with the child (social subject) and the learner (didactic subject).

The student of 5e is therefore a school subject under construction, with disciplinary learning and interactions with the school environment;

- In relation to the child (social subject) and their cultural and language practices;
- In the position of a learner, with specific teaching content to acquire

The students of 5è are learners from the observation cycle.

2-2 Literary Review

2-2-1. Methods of teaching Grammar by Macfayden

Teaching English grammar is a complex subject that has evolved over the years. Methods of teaching have varied, ranging from memorization to more creative approaches. The methods of

teaching English grammar are diverse and varied. Macfayden, in her article presents several methods of teaching grammar, including:

Table 2: List of methods of teaching English Grammar

Methods of teaching Grammar	Advantages	Inconvenients
1- Diagramming Sentences: Which involves visualizing the structures and relationships between different elements of a sentence.	Useful for visual learners, allows for clear visualization of grammatical relationships.	Can be complex for beginners, requires prior understanding of grammar.
Learning through writing: which encourages students to explore the language through creative writing and reading, learning grammatical rules incidentally.	Encourages active language practice, allows students to discover grammatical rules inductively.	May require more time and resources to properly support students.
Inductive teaching: This method involves presenting examples that illustrate a specific grammatical concept, without prior explanation, so that students can discover the rules of grammar in a natural way.	Promotes deeper and more lasting understanding of grammatical concepts, encourages student autonomy.	Can be slower, and some students may need more direct explanations.
Deductive teaching: This method involves giving a thorough explanation of a grammatical concept before asking students to practice it through mechanical exercises.	Can be effective for students who prefer a structured approach.	Can be perceived as tedious, may discourage some students if practice is not engaging enough.
Interactive teaching: This method uses games and interactive activities to teach grammar, which can help students retain grammatical rules more effectively.	Engages students, allows adaptation to different learning styles, and promotes knowledge retention.	Requires additional preparation and resources, can be challenging to implement in some classrooms.

2-2-2. The communicative turn in language teaching: the influence of Chomsky

Research shows that student attention and awareness are essential for grammar learning. Grammar teaching techniques must be interactive and encourage students to create and confirm hypotheses about grammatical rules. Input-based approaches, such as structured input, input flooding, and textual enhancement, can help students develop a deeper understanding of grammar. Production activities, such as communicative tasks and structured output activities, can encourage students to produce grammatical forms in a meaningful context.

Ultimately, grammar teaching must be adapted to the specific needs of students and the characteristics of different grammatical points. Teachers must use an eclectic and varied approach to teach grammar effectively. The rejection of grammar in language teaching is not arbitrary, but rather the result of advanced linguistic reflections, particularly those of Chomsky (1950-1960). Before Chomsky, structuralist theories dominated, with audio-oral and audio-visual methods based on the repetition of grammatical structures. However, Chomsky criticized these approaches, arguing that language is more complex than simple repetition of structures and that children have an innate knowledge of universal grammar. Chomsky's theories have influenced language teaching by emphasizing communication and the progressive construction of internal language by the learner (1970). The communicative approach, which has resulted from this, prioritizes the meaning of communication over grammar itself. Thus, the teaching of grammar has been called into question in favor of the communicative approach, which emphasizes the linguistic skills to be achieved in order to be operational in a foreign language. In summary, Chomsky's ideas on innate universal grammar and the progressive construction of internal language have contributed to the questioning of traditional grammar teaching and the emergence of the communicative approach in language teaching.

2-2-3. The effectiveness of a Grammar presentation

The trouble with textbooks

This article examines the methods of teaching grammar in textbooks and methodology books for foreign language teachers. The authors identify several problems with grammar presentations in textbooks, including:

- Explanations are often simplistic, incomplete, or pedagogically incorrect.
- Exercises are not contextualized and do not allow students to focus on the target structure.
- Students do not receive enough input before producing target structures. As Herschensohn (1998) explains: As for the role of grammar in classroom presentation... both the quality of the textbook grammar and the teacher's techniques contribute to the effectiveness of the grammar presentation. A good textbook grammar - one which is clear, concise, and linguistically motivated - constitutes a pedagogically efficient tool in the classroom. The teacher's presentation is also crucial" Instructors should consider the grammar sections in a textbook as introductions to topics, not as the main or only information students will receive.

Strategies to fill the gaps and modifying ineffective Grammar sections

Lee and van pattern have fallen into the trap of problem 1. They assert that, a processing instruction/ structured input approach is the be all and end all to teaching grammar. Lee and van pattern (2003) provide the following guidelines for developing structured input and eventually output activities, such as:

- Present one thing at a time.
- Keep meaning in focus.
- Move from sentences to connected discourse.
- Use both oral and written input.
- Have the learner do something with the input.
- Keep the learner's processing strategies in mind.

Teaching Language in context thus falls into the trap of Problem 2. Omaggio Hadley provides a plethora of useful suggested activity types for teaching grammar communicatively, but, like Lee and VanPatten, she supplies the activities without any explanation of what kind of grammar presentation should take place before they are conducted (or any discussion of whether or not

a grammar presentation should take place). Unlike Lee and VanPatten, most of the activities she suggests are of the output variety. The goal is to have students communicate, and it is not clear whether grammatical accuracy should be stressed. In addition, students must concentrate on so many different elements of the communicative act that there is no focus on one particular form (the target grammar point). She took, for example, a sample activity reproduced in Table 3.1, which Omaggio Hadley calls a "Sentence Builder":

Table 3: Sentence Builder

Activity 2

SAMPLE 1 (NOVICE)

Context: Discussing clothing choices

Function: Expressing preferences

Grammatical features: -er verbs in French, faire expressions, aller, jouer à

Student task: Students discuss in pairs what they and people they know like to wear when doing certain activities, using the sentence-builder frame below.

Follow-up: Students can be asked to write out some of their sentences to share orally with the class in a report-back activity.

Student task: Qu'est-ce que vous portez? Using elements from each of the columns below, make up five sentences that express what you and your friends and family like to wear when doing various activities. The question mark (?) invites you to add other people, clothing items, or activities if you would prefer to do so.

Modèle : Je porte un jean et un tee-shirt quand je fais de la bicyclette.

Activités

Sujets.	Verbe.	Vêtements.	Activité
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Je Porter Une robe. aller au cinema

2-2-4. The improvement of Textbooks in the area of teaching grammar

The authors identify three major problems with the way's methods books in general present grammar:

- Only one method or approach for teaching grammar is advocated.
- Strategies for actually teaching have been ignored, while the overwhelming focus is on developing 'communicative' activities to accompany the grammar sections
- Books are not language-specific, but most grammatical problems are specific to each particular language.

Processing instructions

The authors also analyze the approaches proposed by methodology books particularly that of Lee and VanPatten (2003), who advocate a structured approach to teaching grammar based on input. However, the authors point out that this approach has limitations and that other approaches may be more effective for certain grammatical points.

- Learners are given information about a linguistic structure or form.
- Learners are informed about a particular processing strategy that may negatively affect their picking up of the form or structure during comprehension.
- Learners are pushed to process the form or structure during activities with structured input - input that is manipulated in particular ways to push learners to become dependent on form and structure in the input so that learners have a better chance of attending to it (i.e., learners are pulled away from their natural processing tendencies towards more optimal tendencies)

We can also see that textbooks have limitations in presenting grammar. The structured approach to teaching grammar has limitations and is not suitable for all grammatical points- An eclectic and varied approach is necessary to teach grammar effectively.

In addition, teachers must take into account the specific needs of students and the characteristics of different grammatical points.

- Strategy of Lee and van Patten (2003)

Lee and VanPatten (2003) do not provide guidelines for teaching more complicated constructions, such as those that require attention to discourse phenomena. They dismiss the notion that "explicit instruction," the explaining of grammatical phenomena, is useful: "The evidence is indicating that explicit information - although we may like it and it makes us feel good about what we are doing - is not necessary for successful acquisition"

- Strategy of Omaggio Hadley (2001)

The author presented recent research findings on second language acquisition, which show that student attention and awareness are essential for grammar learning. She discussed different techniques for teaching grammar, including structured, inductive, and deductive approaches. Omaggio Hadley (2001) is less specific than Lee and VanPatten (2003) about how to teach grammar; in fact, she advocates no particular approach. In an earlier edition of her book, *Teaching Language in Context* (Omaggio 1986), there is a section entitled "The Place of 'Grammar' in a Proficiency-Oriented Lesson Plan." In this section she explains that:

"Traditionally, two approaches to the teaching of grammar have been advocated by various methodologists and learning theorists: (1) the inductive approach, which encourages learners to draw conclusions about the underlying rules of the language from the many examples they see and practice, and (2) the deductive approach, which moves from the explicit statement of a rule to its application in many examples. Although practitioners and methodologists have, across the years, argued in favor of one approach or the other, it seems that a blend of the two might make the most sense". Omaggio is absolutely correct in advocating a multi-faceted approach for teaching grammar, and her comments are in line with research findings almost two decades later.

2-2-5- Techniques for teaching Grammar

Group 1: Input

-Structured Input: this approach involves presenting linguistic data in a structured way so that students can make connections between form and meaning. Students are not required to produce grammatical forms, but rather to understand and interpret them.

-Input Flood: this approach involves presenting linguistic data rich in target grammatical forms, without explicitly drawing students' attention to these forms.

- Textual Enhancement: this approach involves using formatting techniques to draw students' attention to specific grammatical forms in a text.

- Discourse Analysis: this approach involves analyzing authentic linguistic data to identify trends and occurrences of grammatical forms.

Output Activities

-Structured Output: this approach involves encouraging students to produce grammatical forms in a meaningful context, while controlling linguistic production.

- Garden Path: this approach involves encouraging students to make grammatical errors to make them more aware of exceptions to grammatical rules.

- Task-Essential Language: this approach involves designing communicative tasks that require students to use specific grammatical forms to complete them.

To analyze, the authors propose an interactive and inductive approach to teaching grammar, which involves presenting meaningful linguistic data and encouraging students to produce grammatical forms in a communicative context. This approach can help students develop a deeper understanding of grammar and improve their language production.

Communicative Tasks

Students prepare a short anecdote about a personal event and tell it in class, which encourages them to use past tenses in a natural way.

After, they listen to a short text and try to reconstruct it, which leads them to reflect on their own linguistic production and identify their strengths and weaknesses

The authors conclude that grammar teaching must be interactive and that students should be encouraged to create and confirm hypotheses about grammatical rules. They propose an

approach based on the "3 I's": Illustration, Interaction, and Induction, which involves presenting data, discussing hypotheses, and inducing grammatical rules.

We can say that grammar teaching must be adapted to the specific needs of students and the characteristics of different grammatical points; student attention and awareness are essential for grammar learning. Techniques for teaching grammar include structured, inductive, and deductive approaches and grammar teaching must be interactive and encourage students to create and confirm hypotheses about grammatical rules.

To analyze, this article highlights the importance of student attention and awareness in grammar learning. The authors propose an interactive and inductive approach to teaching grammar, which involves presenting data, discussing hypotheses, and inducing grammatical rules. This approach can help students develop a deeper understanding of grammar and improve their language production. Authors presents different approaches to teaching grammar in foreign languages. The authors analyze methods proposed by methodology books, particularly those of Lee and VanPatten and Omaggio Hadley. They highlight that these approaches have limitations and that grammar teaching must be adapted to the specific needs of students and the characteristics of different grammatical points.

The authors present two groups of activities for teaching grammar: input activities and output activities. Input activities aim to focus students' attention on grammatical form, while output activities encourage students to produce grammatical forms in a meaningful context.

Specific Strategies for the French Language

- The authors emphasize the importance of taking into account the grammatical particularities of the French language when designing tasks and activities and propose categorizing French grammatical constructions into different levels: lexical, word, sentence, and discourse.

Levels of Grammatical Constructions

Some grammatical constructions can be taught as lexical items, meaning students learn them by heart like vocabulary words. Other grammatical constructions require an understanding of

grammatical rules at the word level. Grammatical constructions can also be taught at the sentence level, taking into account the relationships between words.

Finally, some grammatical constructions require an understanding of the discursive context in which they are used.

Tips for Teachers

The authors recommend that teachers choose activities that are adapted to the level of the students and the objectives of the lesson and emphasize the importance of varying the types of activities to maintain student interest. They also encourage teachers to take into account individual differences between students and adapt their strategies accordingly.

This article proposes a communicative and interactive approach to teaching French grammar, taking into account the particularities of the language and the needs of students and presents strategies for teaching French grammar effectively. The authors emphasize the importance of considering the grammatical particularities of the French language and proposing activities that promote learning.

Teaching Prepositions

The authors recommend teaching prepositions by associating them with the verbs that require them, such as "téléphoner à" or "regretter de". They suggest presenting prepositions in a lexical manner, linking them to specific verbs, to help students memorize them.

Teaching Noun Gender

The authors propose using word pairs to help students memorize noun gender, such as "un souvenir" and "une mémoire.". They also suggest using semantic groupings to help students recognize gender patterns, such as nouns related to the human body.

Morphological Constructions

The authors emphasize the importance of highlighting form-meaning correspondences in morphological units, such as adjectival agreements. They propose using "garden-path" activities to lead students to discover grammatical rules, such as adjectival agreements.

Structured Activities

The authors recommend using structured activities to help students internalize grammatical patterns, such as structured input activities. They emphasize the importance of ensuring that students focus on the targeted grammatical form and not on other elements of the sentence.

Morphological Constructions

The authors emphasize the importance of highlighting form-meaning correspondences in morphological units, such as adjectival agreements. They propose using "garden-path" activities to lead students to discover grammatical rules. Also, the authors present examples of sentence constructions, such as negation and relative pronouns *qui* and *que*. They propose using structured activities to help students internalize grammatical rules, such as structured input activities.

Concerning discourse constructions, the authors emphasize the importance of considering discourse constructions in teaching French grammar and propose using authentic or invented texts to teach certain discourse constructions, including determiners, narrative tenses, word-order constructions, and interrogative expressions.

Concerning structured activities, the authors recommend using structured activities to help students internalize grammatical rules and propose examples of structured activities, such as structured input activities and structured output activities.

Contextualization

The authors emphasize the importance of providing a meaningful context for grammar-focused activities and propose using authentic or invented texts to provide a discursive context for grammar activities.

This article proposes strategies for teaching French grammar at different levels, using structured activities and providing a meaningful context for students and presents reflections

on teaching grammar in foreign language courses, particularly in French. The authors address different aspects of grammar teaching, such as levels of grammatical organization, activities for teaching grammar, and the importance of contextualization.

Levels of Grammatical Organization

The authors identify four levels of grammatical organization: lexical, morphological, syntactic, and discursive. They also propose examples of activities for teaching grammar at each of these levels.

Activities for Teaching Grammar

The authors recommend using structured activities to help students internalize grammatical rules and propose examples of activities, such as structured input activities and structured output activities. They emphasize the importance of providing a meaningful context for grammar-focused activities and propose using authentic or invented texts to provide a discursive context for grammar activities.

Discussion and Projects

The authors propose discussion topics and projects for students, such as the importance of grammar teaching in foreign language courses; how to integrate old textbooks into a communicative language course; and even criteria for evaluating the presentation of grammar and activities in a textbook.

2-3- Explanatory theories

The Educational Intervention Theory

2-3-1-Definition

Lenoir (2004, p. 20) defines educational intervention as "the set of finalized actions taken by a trainer (teacher, trainee, university trainer, etc.) with the aim of pursuing socially determined educational objectives within the context of the school institution, by setting up the most adequate conditions possible to foster the implementation by students of appropriate learning processes."

2-3-2-Educational Intervention Models (EIMs)

Educational Intervention Models (EIMs) are conceptual frameworks that describe the different pedagogical approaches used in teaching. They are defined according to two main axes:

- The vertical axis determines the importance of activity by the teacher (teacher-centered) or by the student (student-centered).
- The horizontal axis defines the progression between the simple transmission of knowledge by an external agent and its production by the student.

2-3-3- Types of Educational Intervention Models

1. Traditional Cognitive Heterostructure (EIM1)

The educational intervention is designed based on a transmission-reception type of teaching, which is teacher-centered. Learning is exogenous and relies on the teacher's transmission of information and the student's reception of it and the dominant pole is the teacher as the holder of knowledge.

2. Cognitive Aut structure (EIM2)

The construction of knowledge is not controlled by the teacher and the student is the sole master of their learning. Here, learning relies on active and non-directive pedagogies.

3. Co active Cognitive Heterostructure (EIM3)

The pedagogy of discovery, where pre-constructed knowledge is revealed gradually through a sequence imposed and fixed in advance by the teacher. It is not about autonomous construction of knowledge, but rather a restructuring of knowledge predetermined by the teacher.

4. Cognitive Inter structure (EIM4)

As interactive pedagogy of research, this model conceives a balanced interaction between the student, the teacher, and the competence to be developed or the content to be constructed. The structuring of knowledge is regulated by the teacher and the student constructs their own knowledge.

Educational Intervention Models provide a framework for understanding the different pedagogical approaches and their impact on student learning. Each model has its advantages and limitations, and the choice of the appropriate model depends on the educational context and learning objectives.

2-3-4- Mediations in Educational Intervention

Definition of Mediation

Mediation is the "act of serving as an intermediary between two or more things." Educational intervention is the result of human production, so it is never immediate and necessarily involves mediation.

2-3-5-Types of Mediations

Cognitive/Internal/Intrinsic Mediation

Cognitive mediation is a type of mediation that relates to an "action of constructing reality by the subject in a cultural, spatial, and temporal framework." It connects the learner to the learning object and is accomplished through language and learning processes. Here, the learner is considered an actor who co-constructs their learning, with the help of other learners and the teacher.

2-3-6-Elements of Cognitive Mediation

- 1. Objectivation relationship:** This refers to an action that connects the learning subject to a learning object through learning processes.
- 2. Learning Processes:** These are cognitive processes that include learning approaches (communicative, conceptualization, experimental problem-solving, aesthetic, etc.).

2-3-7-Pedagogical-Didactic/External/Extrinsic Mediation

This concerns the relationship between the teacher and cognitive mediation. It mobilizes psycho pedagogical dimensions (the relationship with students) and didactic dimensions (the relationship with knowledge), to implement conditions deemed most conducive to activating the student's cognitive mediation process. Here, the teacher organizes teaching-learning situations to promote cognitive mediation between the learner and knowledge objects.

Double Mediation: A Key Concept in Teaching English Grammar

Double mediation refers to both pedagogical mediation and didactic mediation. Pedagogical and didactic mediation is a crucial concept in teaching and learning English grammar, as it enables teachers to facilitate students' understanding and integration of knowledge.

Pedagogical Mediation: Fostering a Supportive Learning Environment

Pedagogical mediation focuses on the teacher-student relationship, where teachers use strategies to create a conducive learning environment; motivate students and help them to develop their English grammar competences.

Didactic Mediation: Presenting Knowledge in a Clear and Accessible Way

Didactic mediation involves the relationship between the teacher, student, and knowledge. Teachers use strategies to present grammatical knowledge in a clear and accessible manner; help students understand concepts and encourage them to apply grammar rules.

In the context of our topic, double mediation is essential. Teachers must use mediation strategies to help students understand and apply English grammar rules. By incorporating double mediation strategies, teachers can enhance students' understanding and application of English grammar rules, ultimately improving their language competences.

- Didactic: The teacher takes on the role of a didactician, focusing on knowledge. They question what knowledge to transmit and what learning processes to implement so that students integrate it.

- Pedagogical: The teacher takes on the role of a pedagogue, focusing on students to implement conditions deemed most conducive to activating the student's cognitive mediation process.

2-4- Operationalization of variables

- Dependent Variable:

According to Yao (2005, p.89), the Dependent variable is ‘’ The variable that the researcher wants to explain through the established relationship. ‘’ It is the presumed effect of a phenomenon under study. It concerns the factors that the researcher wants to explain. In the context of this work, it concerns learners’ competences in English grammar.

-Independent Variable:

According to Yao (2005, p 89), the independent variable ‘ ’serves to explain the relationship that exist between it and the dependent variable ‘’. It is therefore the cause of the phenomenon being studied. The independent variable is the cause of the variation of a dependent variable (Thouin , 2014) . It is the one that undergoes the action. In other words, it is the one that undergoes the action. In other words, it is the one that the researcher wants to manipulate. In our work, it concerns Methods of teaching English grammar.

Operationalization of Variables: Grammatical competences will be evaluated using standardized tests, while teaching methods will be observed and analyzed using observation grids.

2-4-1 Independent variable (Teaching methods)

-Teaching Methods: the different pedagogical approaches used to teach English grammar, such as the direct method, the communicative method.

Table 4: Presentation of the independent variables

Independent variable	Modalities	Indicators
Teaching methods	- Active method	-Student- centered learning -Group work, Problem solving

Independent variable	Modalities	Indicators
	- Direct method	Target language only No translation , oral communication

2-4-2- Dependent variable (learners' competences)

- Learners' competences: the ability of learners to use English grammar correctly in different contexts.

Table 5: Presentation of the dependent variable

Dependent variable	Modalities	Indicators
Learners' competences	Grammar competences	Ability to use grammatical competences correctly
	Writing competences	Ability to write coherent and grammatically correct texts.
	Speaking competences	Ability to communicate correctly in English.

PART TWO: RESEARCH METHODOLOGY FRAMEWORK

This section provides information on the methodology used, data collection procedures, analysis, and results obtained. It consists of three chapters namely: the research methodology, data presentation and analysis and the data interpretation and discussions.

CHAPTER III: RESEARCH METHODOLOGY FRAMEWORK

The research methodology encompasses the set of rules and procedures adopted by a researcher to achieve one or more conclusions. McDowell (2007) states that methodology refers to the overall plan that forms a coherent relation among the methods and the techniques that are used to carry out a study. Generally, methodology highlights the methods, procedures, and techniques used by the researcher in data collection. This chapter outlines the research design, including the type of research, population, sample, delimitations, and data analysis procedures. This chapter discusses the methodology of our work. According to Perrin -Glorian and Reuter's text, (An Attempt at Definition)", a research method is defined as "the form taken by the work process set up to attempt to answer a question in a specific discipline" (p. 17). The method thus delimits the operations inherent to any research process in didactics, including:

- Document constitution
- Data construction (document selection and collection)
- Data processing (selection of relevant indicators and indices)
- Data interpretation (construction of meaning through the relationship between processed data and cross-referencing with data from other studies)
- Writing

3-1- Area of Study

This research was conducted in Cameroon, precisely in Government Bilingual High School Nkol-Eton. The research was conducted on the topic: Methods of teaching and learners competences in English grammar. Data were collected and analyzed.

A research design is a procedural plan that is adopted by a researcher to answer questions in a valid way. It is very objective and accurate. Normally, a research design will determine the type of analysis you should carry out to get the desired results. To what extent your design is good or bad will depend on whether you are able to get the answers to your research questions. If your design is poor, the results of the research also will not be promising.

3-2- Methodological Approach: A Qualitative Method

3-2-1 Definition

A research method is not limited to techniques (interviews, questionnaires, etc.) because it consists of a set of practices (data collection, data formatting, processing, writing, etc.) during which the researchers' decisions and choices are continuous and subject to the requirements of the scientific community to which they belong. Finally, research methods are numerous and diverse in didactics.

Giving an account of this diversity depends on the chosen scale of description. Indeed, it is quite possible to categorize certain methods by their invariants. This makes it possible to identify methods globally: the case study, for example...(Reuter, 2013)

In research, a qualitative approach aims to understand social or human phenomena in depth by exploring the meanings, experiences, and perspectives of individuals. Unlike quantitative research, which focuses on numbers and measurements, qualitative research uses methods such as interviews, observations, and document analysis to collect rich and descriptive data.

According to various authors:

- Hammersley (1989) highlights the use of interviews and observations in qualitative data collection, contrasting it with quantitative measures.
- Creswell (1994) defines qualitative research as a process of inquiry that seeks to understand a social problem by constructing a complex and holistic picture from the perspectives of participants in a natural setting.

"Writers agree that qualitative research is conducted in a natural setting where the researcher is an instrument of data collection who gathers words or images, analyzes them inductively, focuses on the meaning of participants, and describes a process that is expressive and persuasive in language" (Creswell, 1998, p. 14).

This study adopts a qualitative approach to explore the teaching methods and learners' competences in English grammar among students of 5^e at GBHS Nkol Eton. The qualitative

approach will allow for the collection of rich and detailed data on the experiences and perceptions of teachers and students.

3-2-2 Features of a qualitative research

-Naturalistic Inquiry: Qualitative research is conducted in real-world settings, aiming to understand phenomena in their natural contexts.

- Focus on Meaning and Understanding: It seeks to understand the lived experiences, perspectives, and interpretations of individuals.

- Inductive Approach: Qualitative research often begins with specific observations and develops broader generalizations or theories.

- Flexible and Emergent Design: Research designs are often fluid and can be adjusted as the study progresses, allowing for adaptation to new information.

- Researcher as Instrument: The researcher's skills, interpretations, and perspectives are central to the research process.

- Rich, Detailed Data: Qualitative research utilizes various data sources like interviews, observations, and documents to capture detailed information.

- Holistic Perspective: It aims to understand phenomena in their entirety, considering multiple factors and contexts.

- Emphasis on Context: Qualitative research acknowledges that context is crucial for understanding experiences and behaviors.

- Participant Perspectives: It prioritizes understanding the viewpoints and interpretations of the participants.

- Subjectivity: Qualitative research acknowledges the subjective nature of human experience and the researcher's role in interpreting data.

- Interpretive Analysis: Researchers analyze data by identifying themes, patterns, and meanings, rather than relying solely on statistical analysis.

3-3-Research Type

This study is a case study that aims to explore in-depth the teaching methods and learners' competences in English grammar among students of 5^e at GBHS Nkol Eton. Research is an essential tool for scientific advancement, as it allows researchers to prove or refute hypotheses based on clearly defined parameters, environments, and assumptions. There are different types of research, classified according to their objective, depth of study, data analyzed, time required to study the phenomenon, and other factors.

3-3-1. Researches by objective

1. Theoretical Research: Theoretical research, also known as pure or basic research, focuses on generating knowledge, regardless of its practical application. It aims to generate new general concepts for a better understanding of a particular field or to answer a theoretical research question.

2. Applied Research: Applied research aims to find strategies to solve a specific research problem. It uses theory to generate practical scientific knowledge and is commonly used in STEM fields such as engineering, computer science, and medicine.

3-3-2. Researches by Depth of Study

. Exploratory Research: Exploratory research is used for the preliminary investigation of a subject that is not yet well understood or sufficiently studied. It aims to establish a frame of reference and a hypothesis to develop a more in-depth study.

Descriptive Research: Descriptive research aims to define the characteristics of a particular phenomenon without necessarily studying the causes that produce it.

Explanatory Research: Explanatory research is the most common type of research and aims to establish cause-and-effect relationships that allow generalizations to be extended to similar realities.

Correlational Research: Correlational research aims to identify the relationship between two

or more variables.

3-4. Study population

The concept of study population in the context of research should not be confused with the concept of population in a demographic census. In descriptive statistics, a study population is defined as a finite set of objects, individuals, or statistical units that are the focus of a study and share one or more common characteristics. Therefore, it is the set of individuals to whom the study applies.

According to Genevrière POIRIER- COURTANSAIS (1987), a study population is a homogenous group of people who possess common characteristics. Broadening this concept, we can define the study population as the set of subjects concerned with the research object. These are the subjects that the researcher targets to conduct his investigation.

3-4-1. Study population for this research

In our research, we have chosen as our study population, the teachers who are responsible for teaching students of 5e at GBHS NKOL -ETON. It is a public secondary school located in the city of Yaoundé, Cameroon. The school offers a range of subjects, including English language to students from 6è to Terminale. This study population is chosen to examine the teaching methods and English competences of students of 5è at GBHS NKOL- ETON.

Table 6: General characteristics of the teacher 1

Elements	Data
Age	38
Gender	Male
Academic diploma	B.A bilingual letters
Professional diploma	DIPES
Speciality	Bilingual letters
Seniority	13 Years

Table 7: General characteristics of the teacher 2

Elements	Data
Age	39
Gender	Male
Academic diploma	First Degree
Professional diploma	Dipess 2
Speciality	English Modern Letters
Seniority	10 Year

Table 8: General characteristics of the teacher 3

Elements	Data
Age	25
Gender	Male
Academic diploma	Master 1
Professional diploma	/
Speciality	Language
Seniority	2 Years

Table 9: General characteristics of the teacher 4

Elements	Data
Age	26
Gender	Male
Academic diploma	Bachelor degree
Professional diploma	none
Speciality	Anglais
Seniority	3 years

Table 10: General characteristics of the teacher 5

Elements	Data
Age	28

Elements	Data
Gender	Female
Academic diploma	Master 1 in Didactics
Professional diploma	/
Speciality	Bilingual letters
Seniority	4 years

3-4-2. Potential Sampling

It is possible that we will select a purposive sampling from this population to conduct our study.

3.-4-3 Research Tools and Instruments for Data Collection

This research adopts a case study approach to examine in-depth the teaching methods and learners' competences in English grammar in a specific context.

3-5-Sample and Sampling Technique

Some argue that it is impossible to include all subjects of a study in a scientific research project. This is the main constraint, which necessitates working directly with a sample. This sample is extracted from the population in a random and simple manner, sometimes less rigorously. This clarification obliges us to define what a sample is.

3.5-1. Sample

A sample is a subset of individuals selected from a larger population, used to represent the population in a research study.

- The sample will consist of students of 5eme selected from GBHS NKOL ETON
- The sample size will be determined based on the research objectives and available resources.

3-5-2. Sampling Technique

The most appropriate sampling technique for this qualitative research is the purposive sampling.

Research objective: The objective is to gather detailed and rich information on teaching methods and learners' competences in English grammar. Purposive sampling allows selecting participants who are directly involved in this process and can provide relevant and detailed information.

Target population: learners of 5è at GBHS Nkol Eton and their English language teachers are the target population. Purposive sampling enables selecting specifically these groups to obtain information directly related to the research question.

How to apply purposive sampling:

Define clear criteria for selecting participants, as being an English language teacher at GBHS Nkol Eton. Having relevant experience in teaching or learning English grammar. Also, identify potential participants based on the defined criteria. This may involve discussing with school administrators or teachers to get recommendations.

Ensure that potential participants are willing to participate and have the necessary time for interviews or observations.

A non-probability sampling technique, such as convenience sampling or purposive sampling, will be used to select participants. This approach will allow for the selection of participants who are representative of the target population and who are likely to provide rich and detailed information.

3-6- Data Collection Method

Data will be collected through interviews with teachers. The interview guide will be constructed to include open-ended questions that will allow participants to share their experiences and perceptions on teaching methods and learners' competences in English grammar.

- Interview: Data will be collected using interviews with learners and/or teachers to gather detailed information about teaching methods and English grammar competences.

3-7. Data Collection Tool

- Audio Recorders: Audio recorders will be used to record interviews, allowing for accurate transcription and analysis of the data.
- Note-taking: we will take notes during interviews to capture additional information and observations.

3-8-Data Collection Instruments

- Interview Guide: a semi-structured interview guide will be developed to facilitate in-depth interviews with participants. The guide will include open-ended questions that allow for detailed responses and exploration of the research topic.

Interview Guide

The purpose of this interview is to gather information about the teaching methods of English grammar and the competences of learners of 5è. Your responses will help us better understand how teachers use different methods to teach English grammar and how students develop their grammar competences.

Theme 1: Active Method

1. How do you use active Learning in class to teach English grammar?
2. What is the impact of the Role- play on the development of competences in English grammar?

Theme 2 : Direct Method

1. Can you describe your role as a facilitator in the English Classroom when using the direct method?
2. What do you think about total immersion in the process of developing competence in English grammar?

Theme 3: Development of Competences

1. In your opinion, how could the implementation of the direct method influence learners' work in English grammar class?
2. How do you observe learners' difficulties in understanding and applying grammar rules in class?

Additional Questions

- What are the challenges you face when teaching English grammar?
- How do you think students could improve their English grammar competences?

3-9-Construction and Description of Materials

The materials used for this study were constructed and described to meet the research objectives. A semi-structured interview guide will be developed to collect data from participants. The interview guide will include open-ended questions that will allow participants to share their experiences and perceptions on teaching methods and English grammar competences.

Construct Validity

To validate the effectiveness of our data collection instrument, we administered a pre-test using our guide to evaluate the different methods employed by English teachers at the high school. Construct validity will be ensured by ensuring that the questions measure the concepts and variables that the research aims to study. The research results will be analyzed to identify the themes and patterns that emerge from the data.

Description of Materials

The interview guide will be designed to be flexible and adaptable to the needs of the research and the questions will be formulated in a clear and concise manner to encourage participants to provide detailed and thoughtful responses.

3-10-Method of Data Analysis

Thematic analysis is a qualitative method used to analyze textual data, such as interviews, group discussions, or written documents. This method involves identifying, coding, and categorizing emerging themes in the data to understand the meanings and experiences of participants.

3-11- Validity of the data collected instrument

- Content validity: the questions cover all relevant aspects of the topic
- Construct validity: the questions are well formulated and easy to understand.
- Criterion validity: the results are compared with other similar measures

3-12. Ethical principles

Participants are informed about the study's purpose and consent. Their identities and personal information are protected and they are treated with respect and dignity

CHAPTER IV: PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

In this part of our work, we will first present the results from the field data collection and then analyze these results.

4.1. Presentation and results analysis

Teachers' Opinions on Theme 1: The Direct Method. (A)

Theme 1 of our research is based on two (2) sub-themes. Each teacher was presented with these themes so that we could collect different opinions to better understand our study.

Distribution of teachers' opinions on sub-theme 1: Description of the facilitator role (A1)."

Table 11: Distribution of opinions of the respondents on the sub theme 1

Sub theme 1	Interview Content
Can you describe your role as a facilitator in a classroom when using the direct method?	My duty as a facilitator in a direct method classroom setting is to get the learners exposed to language structures and lexical resources necessary to express themselves in the context of the topic treated in class. This can be done orally, with labelled images or audio-visual material in a digitalized classroom. <i>(Teacher 1)</i>
	My role as a facilitator in teaching English language to learners of the language is to make sure they do more practical than theory. That is, they use the language in their real-life situations. <i>(Teacher 2)</i>
	As a facilitator, my duty in classroom is to feed my learners with sufficient knowledge in English, make sure they like English , speak it and understand it through different means including Reading , writing, listening and speech work.

	Also as a facilitator i make my students understand the importance of English (<i>Teacher 3</i>)
	As a facilitator, I help learners to use English on daily basis, most of the time I encourage speaking, and correct errors gently at times I translate to their source language. (Teacher 4)
	As a facilitator in a classroom using the direct method, my role is to create an interactive learning environment where students are encouraged to use the target language actively and spontaneously. I use visual aids such as images, videos, and objects to illustrate new concepts and words, thereby facilitating comprehension and memorization. (<i>Teacher 5</i>)

Source: Empirical data Avril 2025.

Distribution of respondents opinions on the sub theme 2 :(A2)

Table 12: Distribution of opinions of the respondents on the sub theme 2

Sub-theme2	Interview content
What do you think about total immersion in the process of developing competences in English grammar?	Total immersion is a method that involves using the target language as sole language of communication and instruction in a classroom. Within the specific context of a Grammar lesson, total immersion might sometimes face hinderances given the difficulty to both achieve fluency and accuracy goals in the class.. (<i>Teacher 1</i>)
	I think total immersion is much better in learning a language, but it depends on context.(<i>Teacher 2</i>)
	Total immersion plays a great role in developing competence in English grammar because it forces

	learners to adopt in an environment where the use of English is capital. Then they have to speak not just English but correct English. (<i>Teacher 3</i>)
	I strongly believe that it will help learners think that English is their source language, but beginners will still find it difficult. (<i>Teacher 4</i>)
	Total immersion plays a vital role as learners coming from different backgrounds as centered to get use the language in a particular environment. (<i>Teacher 5</i>)

Source: Empirical data April 2025.

The theme 1, which highlights two sub themes namely: The description of the facilitator role and the total immersion in the target language allows us to understand how teachers perceive their role as facilitators in the English classroom when using the direct method and event to understand the teachers' opinions on the effectiveness of total immersion in developing English grammar competences. The analysis of the teacher's opinions reveals that there is a convergence on the importance of practice and exposure to the language. However, nuances appear in the implementation and potential challenges, particularly regarding total immersion in grammar lessons. The teachers emphasize the importance of adaptability and contextualization in applying these methods. Teachers agree on the importance of creating an interactive learning environment and motivating learners to use the English language in a practical way.

Approaches vary depending on the teachers, some emphasizing exposure to language, others practice and application, and others motivation and error correction. By analyzing the teachers' views, we can see that each has a unique approach to teaching English, but they all share the common goal of creating an interactive and motivating learning environment for learners.

Teachers' opinions on the theme 2: The Active method (B)

The second theme of our interview with teachers is also based on two (02) sub- themes. It aims on collecting teachers ‘feedbacks on the use of the communicative approach.

Distribution of the respondents’ opinions on the sub theme 1: Active learning (B1)

Table 13: Distribution of the respondents’ opinions on the sub theme 1

Sub-theme1	Interview content
How do you use active learning in class to teach grammar?	Using the active method , I make use of activities like pair-work, debates, group work activities involving peer-tutoring. These activities are essential in both communicative objectives and Grammar rules as they permit Grammar to be learned deductively. (Teacher 1)
	I mostly ask learners to perform sketches or write dialogues. Once it's done, they practice in class. This is a form of communication. (Teacher 2)
	I use active activities to teach English grammar by giving exposes to learners. Also, i give them debate, dialogues for them to be At the center of learning etc. (Teacher 3)
	Most of the time I encourage dialogue, and reading text in a real contexts.

	(Teacher 4)
	To talk about active learning in class, it's essential to know what the communicative method is, which primarily deals with interaction and communication as both the means and ultimate goal of language. If we want to use communicative activities, it depends on the type of class and the kind of students we have, and we will decide on the type of activities we could use to convey our message. For example, for a class of young children in 6è and 5è, we can decide to give short presentations that will provide a framework for children to communicate and participate, and with the communicative method, it encourages socio-constructivism because students will be engaged in the process of discussion and interaction, which will strengthen their reasoning ability. (Teacher 5)

Source: Empirical data April 2025.

Distribution of the teachers' opinions on the sub theme 2: Impact of Role-play (B.2)

Table 14: Distribution of the respondents' opinions on the sub theme 2

Sub theme 2	Interview content
What is the impact of Role- play on the development of	Role-play activities stimulate learners' ability to acquire Grammatical competences through mimicry. As the learners reproduce items of correct Grammar in context,

competences in English grammar?	they integrate them without necessarily having to understand the Grammatical principles that govern the structures. This obeys to language acquisition rules and are very suitable for conventional notions. (<i>Teacher 1</i>)
	Once learners perform tasks assigned to them well, they enhance their abilities in acquiring the language. It sharpens their four skills (listening, reading, writing, and speaking). (<i>Teacher 2</i>)
	role play develops the competences in English grammar because it helps learners to solve specific issues while using specific grammar constructions (<i>Teacher 3</i>)
	Role - play helps some students to have confidence, develop fluency and reinforce grammar through real life situations. (<i>Teacher 4</i>)
	Role-play encourages learners to communicate effectively in English, which helps develop their grammar in context. (<i>Teacher 5</i>)

Source: Empirical data April 2025

The theme 2 helps to understand how teachers use communicative activities to teach English grammar in class. Opinions of teachers collected, it appears that the communicative method show a convergence on the importance of communicative activities for teaching grammar and developing learners' language competences. However, nuances appear in the specific approaches and underlying learning theories. The teachers highlight the effectiveness of these methods for encouraging active learning and practicing language in real contexts.

The teachers agree on the importance of communicative activities and role-play for teaching English grammar effectively.

Approaches vary depending on the teachers, some emphasizing the use of debates, dialogues, and sketches, while others highlight the importance of confidence, fluency, and effective communication. By analyzing the teachers' views, we can see that each has a unique approach to teaching English grammar, but they all share the common goal of creating an interactive and motivating learning environment for learners.

This analysis provides a better understanding of the importance of communicative activities in teaching grammar and developing language skills. Teachers can use these findings to improve their pedagogical practice and encourage active learning and language practice. This analysis shows in evidence the improvement of language competences, active learning and the diversification of approaches.

Teachers' opinions on the theme 3: Development of competences (C)

The theme 3 of our research is based on two sub - themes. It aims to understand how teachers develop English grammar competences on the students of 5e.

Distribution of the teachers' opinions on the sub theme 1: The influence of the direct method (C1)

Table 15: Distribution of the respondents' opinions on the sub-theme 1

Sub-theme 1	Interview content
How could the implementation of the direct method influence the competences of students in English grammar?	I think a good and effective implementation of the direct method in the classroom could be a great booster for students' learning and acquisition of English as a second language given that the teaching method is based on getting the learners practice in the language and using the structures without translating them into their L1. Taking into consideration the tender age of college learners, it would be rather natural for them to acquire

	competences and manipulate grammatical structures habitually, to the point of making them spontaneous users, and eventually, they would integrate them as conventions. (teacher 1)
	If direct method here is in line with the principles of using CBA (Competence Based Approach) method of teaching, then it will permit students to be at the centre of learning English grammar. Most of the work is done by them. The teacher is just a facilitator. (Teacher 2)
	The direct method encourages learners to think in English and communicate directly in the target language, this enables to reduce their reliance in translation. (Teacher 3)
	First of all English grammar is really a difficult task for students with a source language like French, but I think that the implementation of the direct method can have impact on oral grammar use, but written accuracy may need additional exercises. (Teacher 4)
	In a grammar class, the implementation of the direct method can reinforce the learners mastering of grammatical rules, the synthetic structured of a given topic it can equally more reinforce learners ´ abilities on phonetics. (Teacher 5)

Source: Empirical data April 2025

Distribution of the teachers ´opinions on the sub- theme 2: Observation of difficulties (C2)

Table 16: Distribution of the teachers' opinions on the sub theme 2

Sub-theme 2	Interview content
How do you observe learners' difficulties in understanding and applying grammatical rules?	The observation of learners' challenges in understanding and applying grammatical rules is carried out at various moments of the class. During lessons in their oral productions when they speak aloud, in their note books when they do grammar exercises and on their test papers after an evaluation. (Teacher 1)
	Most learners get confused or mixed up with some grammar rules. For instance, direct/indirect speeches and active/passive voices often confuse most of them. That's what I often witness as a challenge when teaching them. (Teacher 2)
	A difficulty i face is that, some of our learners grew up in a francophone milieu and Even when they master a notion, They cannot apply it in communication because their environment is purely francophone. And in such cases the learners will get lost and they don't get about what they learned in school simply because the practice is not usual. (Teacher 3)
	Students face a lot of difficulties through writing, Reading, Speaking. (Teacher 4)

	To observe learners' difficulties, we must observe their behavior in a specific class. The difficulties we identify depend on students' interest in the teacher's activities. Some students participate actively and ask many questions, which may indicate their interest in the lesson and reveal specific challenges. Additionally, difficulties can be assessed through oral responses, the type of answers provided, and even the way students write about a given topic. Mastering basic grammatical rules is also a key area where difficulties may arise. (Teacher 5)
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Source: Empirical data April 2025.

Teachers agree on the potential of the direct method to improve learners' grammatical competences, provided it is well implemented and allows learners to practice the language effectively. However, they also observe difficulties among learners, particularly with certain complex grammatical rules. These observations highlight the importance of an adapted pedagogical approach and regular monitoring of learners' progress.

Teachers agree on the importance of the direct method for learning English grammar and on learners' difficulties in understanding and applying grammatical rules. Approaches vary depending on the teachers, some emphasizing language practice and structure use without translation, while others highlight the importance of the linguistic environment and mastery of basic grammatical rules.

By analyzing the teachers' views, we can see that each has a unique approach to teaching English grammar, but they all share the common goal of creating an interactive and motivating learning environment for learners.

Table 17: Distribution of the respondents' opinions on additional question (D1)

Additional question 1	Interview content
What are the challenges you face when teaching English grammar?	Teaching English grammar can be challenging due to several factors. such as the complexity of rules, limited practice opportunities, motivation and engagement of learners and the variations in the language. (Teacher 1)
	most students lack working materials (e.g course books); some show no interest in the subject; they running for marks after evaluation; majority don't do tasks assigned to them, etc (Teacher 2)
	The main difficulty i face while teaching English grammar is at the level of understanding. The students understanding of English is to slow. They take it as something which is spiritual, according to them it is difficult to master grammar and even English in general, especially francophone learners (L2) (Teacher 3)
	Teaching English to Francophone can present several challenges, including the limited duration as 3 hours per week may be insufficient for students to make significant progress; the lack of motivation as some students may not be motivated to learn English, which can be reflected in their behavior in class. Also, Francophone students may be afraid to practice English orally, which can prevent them from developing their communication competence. (Teacher 4)

	The main challenge in teaching English grammar is firstly in a multicultural context. Cultural differences can influence how learners approach learning English. - Learners from different tribes or regions may have different apprehensions about the English language. - Learners from the far north may have a language culture that facilitates their learning. Also, some learners may have prejudices or limiting beliefs about learning English. Some may think that English is a language reserved for an elite or that it's given by God. Another challenge is that Learners from families where the vernacular language is dominant may have difficulty learning a new language. The lack of exposure to the English language outside the classroom can make learning more complicated. In addition, learners may have preferences for a teacher's gender (female or male) with which they feel more comfortable. (Teacher 5)
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Source: Empirical data April 2025

Distribution of the teachers' opinions on the additional question (D2)

Table 18: Distribution of the respondents' opinions on Additional questions (D2)

Additional question 2	Interview content
How do you think students could improve their English grammar competences?	In my opinion, Students can improve their English grammar competences through a regular practice, seeking feedbacks and focusing on one content at a time. (Teacher 1)
	They can do so by having working equipment, show interest in the subject , do tasks given to them.(Teacher 2)

	To improve their English grammar competences, learners should practice their grammar skills regularly, either through writing, speaking, or listening exercises. (Teacher 3)
	To improve their English grammar competences, learners should practice Extensive Reading as read a wide range of materials, such as books, articles, and online content, to expose them to various grammatical structures and vocabulary. Also, the learners should use English Outside the Classroom especially engage in conversations with native English speakers, either in person or online, to practice using grammar in context. (Teacher 4)
	Students could improve their competences in English grammar by Reading and research which are essential for developing linguistic and grammatical competences. Also, regular practice is necessary to master grammatical rules, so learners should do homework or exercises in order to develop their grammatical competences. Also, learners should reinforce their French grammatical foundations before moving to English. (Teacher 5)

Source: empirical data April 2025

The teachers' responses on the additional questions highlight the importance of regular practice, feedback, and motivation in improving English grammar competences. They also underscore the challenges faced in teaching grammar, including complexity of rules, limited resources, and student engagement. Teachers agree on the importance of regular practice and motivation for improving English grammar competences. Approaches vary depending on the teachers, some emphasizing the need for working materials and interest in the subject, while others highlight the importance of extensive reading and using English outside the classroom. By analyzing the teachers' views, we can see that each has a unique approach to teaching English grammar, but they all share the common goal of creating an interactive and motivating learning environment for learners.

4.2. Interpretation and discussion

Hypothesis 1:

We hypothesized that the active method promotes the development of English grammar competences. The analysis of semi-structured interviews confirmed this hypothesis. As Savignon (2018) explains, this method is based on the principle that grammar is acquired naturally through authentic exchange activities where learners must use the language to accomplish concrete tasks. Research conducted by Ellis and Shintani (2014) demonstrates that this repeated contextual exposure to grammatical structures effectively allows for their gradual internalization, although often unconsciously. Nevertheless, several studies, including those by Long (2015), highlight the limitations of a purely communicative approach to the acquisition of certain complex grammatical structures. Indeed, without explicit guidance, learners may develop fossilizations or systematic errors. To address this problem, researchers such as Doughty and Williams (1998) advocate an integrated approach combining active learning activities and a focus-on-form approach, thus reconciling fluency and precision.

In contemporary practice, as Kumaravadivelu (2012) notes, most teachers adopt a balanced approach, alternating between phases of free communication and moments of metalinguistic analysis. This pedagogical flexibility appears particularly effective in developing grammatical competence that is both intuitive and analytical, as demonstrated by the work of

Spada and Lightbown (2008) on English language teaching. According to Norbert Kouadio Nguessan (2020), this approach aims to enable learners to use the language in real-life communication situations by integrating mastery of linguistic facts, including grammar, to support oral and written comprehension and expression. Unlike traditional methods that isolate grammar as abstract knowledge, the communicative approach contextualizes it within authentic speech acts, facilitating a more natural and functional appropriation of grammatical structures (Nguessan, 2020). This integration promotes a non-linear and iterative progression, where grammar becomes a tool for communication rather than an objective in itself (Uwizeye, 2011).

Furthermore, grammar is taught implicitly and explicitly, alternating between interactive activities and targeted analyses, allowing learners to understand not only the rules but also their sociolinguistic use in different contexts (CORE, 2011). This dual approach meets the real needs of learners, whether academic, social, or professional, by preparing them to communicate effectively while respecting essential grammatical standards (Uwizeye, 2011). Furthermore, the communicative approach stimulates motivation by placing the learner at the center of the process, which is crucial for lasting learning (Nguessan, 2020).

Research also shows that grammatical skills are not neglected but serve to support oral and written expression, particularly through authentic tasks and communicative dialogues that strengthen both accuracy and fluency (Buors & Lentz, 2018). Thus, grammar becomes a dynamic medium that supports the development of overall language skills, integrating the linguistic, pragmatic, and sociocultural dimensions of the English language. In summary, the communicative approach offers a pedagogical framework in which English grammar is inseparable from the development of communicative skills, promoting learning that is functional, motivating, and adapted to learners' needs.

The results of this study reveal significant convergences and divergences between the communicative approach and the direct method in the development of English grammatical skills. As Richards and Rodgers (2014) demonstrated, both methods share an orientation toward linguistic immersion and practical language use, promoting implicit grammar acquisition. However, our analysis confirms Larsen-Freeman's (2019) observations that the direct method, with its emphasis on immediate correction and systematic repetition, produces more

pronounced effects on grammatical accuracy in oral production. Conversely, in line with the work of Littlewood (2011), the communicative approach seems to better develop fluency and communicative ease, although it may lead to a certain neglect of complex structures, as also found by Ellis (2016). These findings corroborate Celce-Murcia's (2014) proposal for a balanced integration of the two approaches, where communicative activities would serve as a context for more targeted grammar teaching. Our study thus joins the current trend in language teaching which, as noted by Kumaravadivelu (2006), favors hybrid approaches adapted to the specific needs of learners. The main limitations of this research concern the relatively short duration of the experiment, suggesting the need for longitudinal studies to assess the long-term retention of grammatical acquisitions.

However, these results must be interpreted with caution. Indeed, this qualitative study took place in a single institution. An experimental study would certainly have allowed us to assess the practical impact of the methods. However, this would no longer be the qualitative approach initially intended to provide an in-depth understanding of the impact of active methods in English grammar classes. While these results cannot be generalized, they can be transferred to a population with similar characteristics to the sample in this study. Subsequent research will focus on this new area of inquiry: experimenting with the two methods in English grammar classes.

Hypothesis 2:

We hypothesized that the direct method promotes the development of English grammar competences. Analysis of semi-structured interviews confirmed this hypothesis.

The direct method, often associated with immersive language teaching, emphasizes oral communication and constant exposure to the target language, without the use of translation. According to Richards and Rodgers (2014), this approach, popularized in the early 20th century, promotes the intuitive acquisition of grammar through repeated practice and contextualization, rather than through the explicit study of rules. A recent study by Larsen-Freeman (2019) highlights that the direct method can strengthen grammatical competences indirectly, by developing sensitivity to linguistic structures through authentic interactions. However, as Ellis (2020) notes, its effectiveness depends on complementing it with targeted grammatical

explanations, especially for adult learners. Thus, although the direct method does not explicitly focus on grammar, it contributes to its internalization through practical use. As Richards (2006) points out, this approach promotes an intuitive understanding of grammatical structures through repetition, question-and-answer sessions, and immediate error correction. A study by Spada and Lightbown (2008) confirms that learners exposed to this method develop a natural fluency in the use of verb tenses and syntactic constructions, although they do not always master their theoretical explanation. However, some researchers, such as Ellis (2012), temper this optimism by showing that the absence of explicit grammatical explanations can leave learners with gaps, particularly in academic contexts requiring formal precision. Furthermore, Kumaravadivelu (2006) points out that the direct method, while effective in developing fluency, can neglect the complexity of advanced grammatical rules. To overcome this limitation, hybrid approaches have emerged, integrating grammatical analysis phases after immersive practice (Larsen-Freeman, 2015).

This approach is directly inspired by the natural acquisition of a child's mother tongue, which allows them to learn to speak without translation or abstract grammatical explanation (Abdessemed, 2023). In practice, the teacher uses objects, images, or concrete situations to explain vocabulary and structures, which engages the learner in a process of direct association between meaning and linguistic form, without the mediation of the first language (Kassim, 2018).

This immersion promotes the development of oral skills, particularly comprehension and production, by placing the learner in authentic communication situations where they must express themselves spontaneously (HoLLT.net, 2019). The direct method thus emphasizes correct pronunciation and fluency, considering written language as a "scripted" oral language that should only be used after sufficient mastery of oral language (Kassim, 2018). Furthermore, phonetic correction and intensive repetition are key elements that contribute to strengthening oral skills and increasing learners' confidence in their ability to communicate effectively.

The development of language competences using the direct method also relies on an active and interactive pedagogy, where students are constantly engaged with questions, dialogues, and oral exercises that encourage physical and mental participation (Kassim, 2018).

This framework promotes a gradual and natural acquisition of the language, avoiding obstacles related to translation or the mechanical memorization of grammatical rules. In this way, the direct method contributes to a more intuitive and lasting acquisition of communicative skills. Finally, this approach responds to a historical need to make language teaching more practical and functional, particularly in a context where oral proficiency is becoming an essential tool for economic, cultural, and social exchanges (Abdessemed, 2023).

4.3 Implications and Suggestions

This study reveals several important pedagogical implications for the teaching of English grammar. First, the results confirm the need to adopt an integrated approach, as suggested by Spada and Lightbown (2008), combining the strengths of the direct method (grammatical accuracy) and the communicative approach (fluency). Teachers would benefit from structuring their lessons by alternating phases of communicative activities with moments of explicit focus on form, in accordance with the "focus on form" principles developed by Long (1991). Second, our observations highlight the importance of adapting these methods to different learner levels: the direct method could be favored for beginners requiring a solid grammatical foundation, while the active method would be more appropriate for intermediate and advanced levels, as proposed by Ellis (2012). Finally, this research suggests the need to develop hybrid teaching materials and teacher training on the balanced integration of these two methods . Further studies could explore the differential effectiveness of these methods according to the types of grammatical structures or learning contexts.

GENERAL CONCLUSION

This study, based on the active method and the direct method, reveals that these two approaches, although distinct in their foundations, converge towards a common objective: the development of English grammar competences for communication. The direct method, by favoring total immersion in the target language and its exclusive use in class, promotes an intuitive acquisition of grammatical structures through oral practice and contextualization (Puren, 1988). It emphasizes thinking in a foreign language, avoiding the need for translation, which stimulates a natural appropriation of grammatical forms. However, this method shows certain limitations, particularly in the explicit consideration of grammatical rules, which can hinder a thorough understanding of linguistic mechanisms (Cuq & Gruca, 2003). The communicative approach, for its part, integrates grammar into a broader framework of communicative competence, where mastery of grammatical rules is inseparable from their sociocultural and pragmatic use (Nguessan, 2020). It favors a learner-centered pedagogy, promoting authentic interactions and exchanges, which energizes learning and motivates students. Through this constant contextualization, grammar is no longer abstract knowledge but a functional tool, reinforced by explicit and implicit activities that allow learners to understand and use grammatical structures in varied contexts (Uwizeye, 2011).

Thus, combining the strengths of the direct method, immersion and oral practice with those of the communicative approach: interaction, contextualization, and consideration of learners' real needs, provides a rich and balanced pedagogical framework for developing grammatical competences in English. This methodological crossover not only improves grammatical accuracy, but also increases fluency and confidence in language use, thus meeting contemporary language teaching requirements. The results demonstrate that these two teaching methods, although based on distinct theoretical foundations, present significant complementarities. As Richards and Rodgers (2014) pointed out, the direct method promotes accurate acquisition of grammatical structures through its focus on repetition and immediate correction, while the communicative approach, as described by Littlewood (2011), allows for a more natural integration of grammar in authentic communicative contexts. Our observations

confirm the conclusions of Spada and Lightbown (2008) on the need for a balanced integration of these approaches, particularly for learners who need to master both grammatical accuracy and communicative fluency. This research highlights the importance of adapting the choice of methods to learning objectives and learner profiles, in accordance with Kumaravadivelu's (2006) recommendations on contextual pedagogy. Although limited by its experimental framework, this study opens interesting perspectives for future research on the optimization of teaching sequences combining these two approaches.

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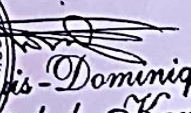
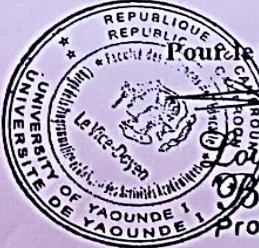
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APPENDICES

Appendix 1: The research authorization

REPUBLIQUE DU CAMEROUN ***** Paix – Travail – Patrie ***** UNIVERSITE DE YAOUNDE I ***** FACULTE DES SCIENCES DE L'EDUCATION ***** DEPARTEMENT DE DIDACTIQUE DES DISCIPLINES		REPUBLIC OF CAMEROON ***** Peace – Work – Fatherland ***** UNIVERSITY OF YAOUNDE I ***** FACULTY OF EDUCATION ***** DEPARTMENT OF DIDACTICS
N°.....192...../24/UYI/FSE/DID Yaoundé, le.....0.9.APR.2024		
<u>AUTORISATION DE RECHERCHE</u>		
Je soussigné, Professeur Cyrille Bienvenu BELA, Doyen de la Faculté des Sciences de l'Education de l'Université de Yaoundé I, certifie que l'étudiante NGONO ONANA Sara Laurine, Matricule 23W3573 est inscrite en Master I au Département de Didactique des Disciplines, Option : Didactique de Lettres Bilingues, année académique 2023/2024.		
L'intéressée doit effectuer des descentes dans les établissements afin de collecter les informations dans le cadre des activités dédiées aux stéréotypes disciplinaires du second semestre de l'année en cours, portant sur l'unité d'enseignement UE DID 442 intitulé Stage d'observation.		
Je vous saurai gré de bien vouloir la recevoir et mettre à sa disposition toutes les informations susceptibles de l'aider à conduire ses travaux de recherches.		
En foi de quoi, cette attestation de recherche lui est délivrée pour servir et valoir ce que de droit /.		
Pouf le Doyen et par ordre  Louis-Dominique Biakolo Komo Professeur Titulaire 		

Appendix 2: Interview guide

A Semi-Structured Interview Guide

Objective of the Interview

The objective of this interview is to understand the pedagogical practices of teachers and their perception of the effectiveness of different teaching methods in developing English grammar competences among students of students of 5è at GBHS Nkol Eton.

Theme 1: Direct Method

- 1) Description of Facilitator Role: can you describe your role as a facilitator in the English classroom when using the direct method?
- 2) Total Immersion: what do you think about total immersion in the process of developing competence in English grammar?

Theme 2: Active Method

1. Active Learning : how do you use active Learning in class to teach English grammar?
2. Impact of Role-Play: what is the impact of role-play on the development of competences in English grammar?

Theme 3: Development of Competences

1. Influence of the Direct Method: in your opinion, how could the implementation of the direct method influence learners' work in English grammar class?
2. Observation of Difficulties: how do you observe learners' difficulties in understanding and applying grammatical rules?

Additional Questions

- Teaching Challenges: what are the challenges you face when teaching English grammar?
- Improving Competences: how do you think students could improve their English grammar competences?

Conclusion

This interview aims to gather valuable information on teachers' pedagogical practices and their perception of the effectiveness of different teaching methods for developing English grammar competences. The responses obtained will contribute to a better understanding of effective strategies and potential challenges in teaching English grammar. Thank you for your participation!!

Appendix 3: Grammar Lesson plan using the active method

I - LESSON PREPARATION

- Course Title: Grammar
- Class: 5 ème
- Date: 12-04-25
- Teacher's Name: Mrs. NGONO SARA
- Title of the Module: (2) Using language to discuss more on different jobs and professions
- Lesson Title: Use adjectives in the correct order
- Student's Previous Competences: Students are familiar with the use of adjectives in English.
- Expected Outcomes: At the end of this lesson, students will be able to use adjectives in the correct order to describe different jobs and professions.
- Means of Checking Competences:
- Teaching Aids/Didactic Material: Student's book (English 5th grade)
- Sources/References:

INDIVIDUAL LESSON PLAN

- Duration: 55 minutes
- Enrollment: 12/04/25
- Age Range: 12-13 years old
- Real-Life Situation: Finding out about different jobs and professions

II- THE LESSON PROCESS

- Stage 1: Pre-requisites (5 minutes)

- The teacher greets the students and asks them about their favorite jobs or professions.
- The teacher writes some vocabulary related to jobs and professions on the board (e.g., doctor, teacher and engineer).

- Stage 2: Discovering the Problem (10 minutes)

- The teacher shows students pictures or flashcards of different jobs and professions and describes them using adjectives in incorrect order (e.g., "This is a doctor very kind").
- The teacher asks students to repeat the descriptions and subtly corrects them ("Ah, yes, this is a very kind doctor").
- Students start to notice the correct order of adjectives.

- Stage 3: Resolution of the Problem (10 minutes)

- The teacher provides more examples of job descriptions using adjectives in the correct order (e.g., "This is a challenging and rewarding career as a teacher").
- Students repeat the descriptions and the teacher provides feedback on pronunciation and grammar.
- The teacher asks questions about the job descriptions, encouraging students to use adjectives in the correct order (e.g., "What do you think about being a doctor?").

- Stage 4: Rule (10 minutes)

- The teacher explicitly explains the rule for adjective order in English (opinion, size, age, shape, color, origin, material, purpose).
- The teacher provides examples and has students repeat them.
- Students start to understand the rule and apply it in their own descriptions.

- Stage 5: Consolidation (10 minutes)

- The teacher asks students to describe their dream job or profession using adjectives in the correct order.

- Students work in pairs and describe their dream jobs to each other.

- The teacher monitors and provides feedback on grammar and pronunciation.

Appendix 4: Grammar Lesson plan using the direct method

I- LESSON PREPARATION

Course Title: Grammar

Class: 5 eme

Dateteacher's name: Mrs NGONO SARA

Title of the module: (2) Using language to discuss more on different jobs and professions

Lesson title: Use adjectives in the correct order

Student's previous competences: Students are familiar with the use of adjectives in English.

Expected outcomes: At the end of this lesson students will be able to use adjectives in the correct order to describe different jobs and professions.

Means of checking competences:

Teaching aids/didactic material: Students book (Anglais 5 e)

Sources /References:

INDIVIDUAL LESSON PLAN

Duration: 55 mins

enrolment:13 /04/25

Age Range: 12- 13

Real life situation: Finding out about different jobs and professions

II- THE LESSON PROCESS

Stage 1: Pre-requisites (5 minutes)

- The teacher greets the students and asks them about their favorite jobs or professions.
- The teacher writes some vocabulary related to jobs and professions on the board (e.g., doctor, teacher, and engineer).

Stage 2: Discovering the Problem (10 minutes)

- The teacher shows students pictures or flashcards of different jobs and professions and describes them using adjectives in incorrect order (e.g., "This is a doctor very kind").
- The teacher asks students to repeat the descriptions and subtly corrects them ("Ah, yes, this is a very kind doctor").
- Students start to notice the correct order of adjectives.

Stage 3: Resolution of the problem (10 minutes)

- The teacher provides more examples of job descriptions using adjectives in the correct order (e.g., "This is a challenging and rewarding career as a teacher").
- Students repeat the descriptions and the teacher provides feedback on pronunciation and grammar.
- The teacher asks questions about the job descriptions, encouraging students to use adjectives in the correct order (e.g., "What do you think about being a doctor?").

Stage 4: Rule (10 minutes)

- The teacher explicitly explains the rule for adjective order in English (opinion, size, age, shape, color, origin, material, purpose).
- The teacher provides examples and has students repeat them.

- Students start to understand the rule and apply it in their own descriptions.

Stage 5: Consolidation (10 minutes)

- The teacher asks students to describe their dream job or profession using adjectives in the correct order.
- Students work in pairs and describe their dream jobs to each other.
- The teacher monitors and provides feedback on grammar and pronunciation.

Appendix 5: : Government Bilingual High School Nkol Eton



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