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TEACHING ENGLISH GRAMMAR THROUGH THE INDUCTIVE METHOD TO B1 LEVEL EFL LEARNERS

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Abstract. This article analyzes the effectiveness of inductive approach in teaching English grammar to B1-level EFL learners. It compares deductive and inductive approaches, highlighting their main advantages and disadvantages. Additionally, the article gives information about how inductive method can help learners discover grammatical rules without explanation, with examples only. The article also examines relevant studies and discusses the practical application of the inductive approach in teaching first and second conditional structures. In conclusion, this teaching approach can encourage learner autonomy, critical thinking, and a deeper understanding of grammar structures.

Keywords: Inductive method, deductive method, English grammar teaching, B1-level EFL learners, conditional sentences, and grammatical awareness.

INTRODUCTION

Grammar plays a significant role in developing language proficiency because it helps learners organize words and express their thoughts accurately. Particularly, for B1- level students, learning English through different methods can be effective as they are expected to describe situations, organize accurate sentences, and communicate properly in various conditions. However, grammar is not only memorized, but also involves recognizing some approaches. Learners also need to understand how grammatical structures function in different communicative situations. There are two widely used ones: deductive and inductive approaches. The former is applied in situations when teachers explain the

grammatical rule before showing examples and exercises. In contrast, the latter starts with multiple examples and visual tasks, allowing learners to anticipate rules without teachers’ guidance. The inductive approach can definitely be suitable for students so that they can improve their cognitive skills and share opinions with other learners. Rather than receiving grammatical structures from teachers passively, they observe sentences, compare their structures, and formulate possible explanations. This process can make learners more actively involved in the lesson and provide opportunities to develop analytical skills. The purpose of this article is to examine the potential effectiveness of the inductive approach in teaching English grammar to B1-level EFL learners. It also compares inductive and deductive instruction, considers proper research findings, and explores how first and second conditional structures can be introduced through inductive classroom activities.

MAIN BODY

English grammar is not easy for both native and non-native speakers. Therefore, teachers use numerous approaches to teach the lesson so that students can learn more and use them efficiently in their real time situations as well. Although deductive and inductive approaches are used in classrooms, they both have advantages and disadvantages. These two approaches differ mainly in the way grammatical knowledge is introduced to learners. In the deductive approach, the teacher usually presents a grammatical rule first, followed by examples and exercises that help students understand and practise it. In contrast, the inductive approach begins with specific examples, allowing learners to examine language patterns and develop their own understanding of the rules. According to Thornbury (1999), the presentation of grammar should consider how learners understand and process new language. Therefore, the choice between these approaches may depend on the grammatical topic, students’ proficiency levels, and the learning objectives of the lesson. The main benefit of deductive method is that its time-efficiency. Instead of waiting for students’ “noticing” answers, many rules can be quickly explained, allowing learners to spend more time for practice and application. Another important factor to consider is the role of learners in the grammar-learning process. In deductive instruction, students mainly receive

information from the teacher and apply the given rules through exercises. However, this method of teaching is easy to forget since the activity is not engaging and teacher-centered only. When it comes to the convenience of inductive approach, students are encouraged to participate and they rely on their critical thinking to figure out the language. On the other hand, learners may have misunderstandings about the exact rule of the grammar and this method may mislead them in many ways.

A few studies conducted in regard indicated that the deductive approach is more effective than the inductive. For example, Mohammad and Jaber (2008), who investigated the effects of two approaches in teaching active and passive voice sentences on ninety-three freshmen and junior university students, found a statistically significant disparity between them, in favor of the deductive. Another examples:

Sik (2015), who researched the effectiveness of these methods mentioned that lecturers also felt better when they taught grammar deductively. British Council’s research on “An inductive approach to teaching language”, concluded that inductive approaches for presenting new language are commonly available in books that engage students to learn general strategies. Thus, deductive approach be more comfortable as learners tend to feel more familiar when rules are exactly mentioned by their teachers.

For B1-level EFL students, teaching first and second conditionals using inductive approach could be helpful. At this level, learners have already developed basic grammatical knowledge, which enables them to explore more complex structures independently. Instead of explaining the rules immediately, teachers can present several examples and encourage students to identify the differences between them. For instance, when introducing first and second conditionals, the teacher can ask learners to examine the following sentences. After reading these examples, students can work in pairs to analyze the verb forms and discuss how the meaning of each sentence differs. They may notice that the first conditional refers to a possible future situation, whereas the second conditional describes an imaginary or unlikely situation. Through this process, learners gradually discover the grammatical patterns rather than simply memorizing rules provided by the teacher. Furthermore, teachers

can strengthen this activity by asking students to create their own conditional sentences based on everyday situations. Pair work and group discussions provide opportunities to exchange ideas, explain opinions, and practise grammatical structures in meaningful contexts. As a result, grammar lessons become more interactive, and students can develop both grammatical accuracy and communicative competence.

CONCLUSION

In conclusion, the inductive approach is advantageous to teach English grammar to B1-level EFL learners because it stimulates active participation, grammatical awareness, and independent learning. By analyzing examples and identifying grammatical patterns, students gain a deeper understanding of how language structures function in different contexts. However, its effectiveness largely depends on appropriate lesson planning, carefully selected examples, and sufficient teacher guidance. Although the deductive approach remains valuable for providing direct explanations and saving classroom time, combining both methods may offer a more balanced learning experience. Teachers should select well-suited grammatical examples and activities according to students’ language levels and learning needs. Providing opportunities for pair work, group discussions, and sentence analysis can make grammar lessons more enjoyable and effective. Ultimately, the successful use of inductive method depends on the teacher’s ability to create an engaging learning environment where students feel motivated to explore and understand English grammar.

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