ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

METHODS FOR DEVELOPING GRAMMATICAL COMPETENCE IN B1 LEVEL STUDENTS

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Annotation

This article examines effective methods for developing grammatical competence in B1 level English as a Foreign Language (EFL) students. Grammatical competence is a core component of communicative competence and plays a crucial role in enabling learners to produce accurate and meaningful language. At the B1 level, learners are expected to use a range of grammatical structures with a reasonable degree of control in both spoken and written communication. The study analyzes theoretical perspectives on grammar teaching and explores practical, learner-centered methods such as communicative grammar instruction, task-based learning, inductive and deductive approaches, contextualized grammar teaching, and the use of formative assessment. The article follows the IMRAD structure and aims to provide methodological guidance for English language teachers working with intermediate-level learners.

Keywords: grammatical competence, B1 level, EFL, grammar teaching methods, communicative approach

Аннотация

В этой статье рассматриваются эффективные методы развития грамматической компетенции у студентов, изучающих английский как иностранный (EFL) на уровне B1. Грамматическая компетенция является ключевым компонентом коммуникативной компетенции и играет решающую роль в том, что позволяет учащимся говорить точно и осмысленно. Ожидается, что на уровне B1 учащиеся будут использовать ряд грамматических структур с достаточной степенью контроля как в устной, так и в письменной коммуникации. В исследовании анализируются теоретические взгляды на преподавание грамматики и исследуются практические, ориентированные на учащихся методы, такие как коммуникативное обучение грамматике, обучение на основе заданий, индуктивный и дедуктивный подходы, контекстуализированное обучение грамматике и использование формирующего оценивания. методическим руководством для преподавателей английского языка, работающих с учащимися среднего уровня подготовки.

Ключевые слова: грамматическая компетентность, уровень B1, EFL, методы преподавания грамматики, коммуникативный подход.

Anotatsiya

Ushbu maqolada chet Tili (EFL) talabalari sifatida B1 darajasidagi ingliz tilida grammatik kompetentsiyani rivojlantirishning samarali usullari ko'rib chiqilgan. Grammatik kompetentsiya

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kommunikativ kompetentsiyaning asosiy tarkibiy qismidir va o'quvchilarga aniq va mazmunli tilni yaratishda hal qiluvchi rol o'ynaydi.shbu maqolada chet Tili (EFL) talabalari sifatida B1 darajasidagi ingliz tilida grammatik kompetentsiyani rivojlantirishning samarali usullari ko'rib chiqilgan. Grammatik kompetentsiya kommunikativ kompetentsiyaning asosiy tarkibiy qismidir va o'quvchilarga aniq va mazmunli tilni yaratishda hal qiluvchi rol o'ynaydi. B1 darajasida o'quvchilar og'zaki va yozma muloqotda oqilona nazorat darajasiga ega bo'lgan bir qator grammatik tuzilmalardan foydalanishlari kutilmoqda. Tadqiqot grammatikani o'qitishning nazariy istiqbollarini tahlil qiladi va kommunikativ grammatikani o'qitish, vazifalarga asoslangan o'rganish, induktiv va deduktiv yondashuvlar, kontekstlashtirilgan grammatikani o'qitish va formativ baholashdan foydalanish kabi amaliy, o'quvchilarga yo'naltirilgan usullarni o'rganadi.adqiqot grammatikani o'qitishning nazariy istiqbollarini tahlil qiladi

Kalit so'zlar: grammatik kompetentsiya, B1 darajasi, EFL, grammatikani o'qitish usullari, kommunikativ yondashuv

Introduction

In recent decades, the goals of foreign language teaching have shifted from the mere acquisition of grammatical rules to the development of communicative competence. Within this framework, grammatical competence remains an essential element, as it enables learners to construct grammatically accurate and meaningful utterances. According to the Common European Framework of Reference for Languages (CEFR), B1 level learners should be able to use grammar structures related to familiar topics, express opinions, and describe experiences with acceptable accuracy.**[4, p. 58]**.

However, many EFL learners at the B1 level face difficulties in applying grammatical knowledge in real communication. This challenge often arises from traditional grammar teaching methods that emphasize rule memorization rather than meaningful use. Therefore, there is a growing need to explore effective methods for developing grammatical competence through communicative and learner-centered approaches. This article aims to analyze and discuss teaching methods that enhance grammatical competence in B1 level students within the EFL context.

Literature Review

One idea getting attention in applied linguistics is how people use grammar when speaking foreign languages. Often seen alongside social skills, conversation ability, and problem-solving tactics, strong grammar helps people make sense together. Scholars such as Canale and Swain describe grammatical competence as knowledge of vocabulary, morphology, syntax, sentence semantics, and phonological patterns, all of which are essential for accurate language production **[2, p. 6]**.

Richards and Rodgers emphasize that grammar instruction should be integrated with real communication rather than taught in isolation. Their communicative language teaching framework highlights grammar as a functional tool that emerges naturally through meaningful interaction **[2, pp. 12–14]**.When students engage in natural conversations, target skills naturally emerge through use. Learning happens most where communication matters most.

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Accuracy and clear messaging still depend heavily on grammar, particularly when learners reach B1 mid-way through development. Teaching methods matter - mixing focused drills with real-life scenarios helps progress smoothly. Evidence suggests students gain more when tasks start simple but open up slowly into open-ended exercises.

Ellis points out that learners acquire grammatical structures more effectively when their attention is drawn to form within communicative contexts. This form-focused instruction helps B1 learners improve accuracy while maintaining fluency **[1, pp. 65–67]**. Learners engage with activities that spark conversation and shape how language is used, according to Willis and Skehan. Willis and Skehan highlight task-based learning as an approach that creates natural opportunities for grammar use. They argue that post-task reflection and feedback play a key role in raising learners' awareness of grammatical patterns **[2, pp. 22–24]**. Instead of focusing on rules first, actions open space where grammar fits into real exchange. After each task ends, looking back together helps spot patterns in structure people actually employ. Feedback added later sharpens attention even more, simply by making patterns clearer through shared response.

At the B1 level, learners are expected to demonstrate control over basic tense forms, modal verbs, conditionals, and complex sentence structures, which requires consistent exposure and practice in meaningful contexts **[4, p. 59]**.

Methods

A look at how grammar gets taught in second language classes shapes this piece, pulling from past research using open-ended analysis. Ideas come from key experts in teaching languages, blending their theories with real-world classroom practices. What stands out are approaches fitting mid-skilled students - those at B1 - and matching approaches that focus on communication over strict rules.

Looking at how lessons unfold inside classrooms, different teaching styles come into view - like focusing on language use or working with real-life tasks. Some approaches push learners to figure things out themselves, while others guide them step by step using logic and rules. At times, material ties directly to everyday situations, making concepts more relatable. Testing progress along the way helps adjust teaching as students grow. Each way shapes what students can do with words, how smoothly they speak, and how much control they gain over their own learning.

Results and Discussion

Grammatical Competence at the B1 Level

What counts as grammatical skill is knowing how sentences work in real talk. Speaking at B1 means handling simple changes in time, tools like might or can, situations like yesterday, expressions where something happens despite something else, repeating exact words someone said, also building more layered sentences. Building this takes steady drills, not just exercises, but actual chances to speak, write, or join conversations where the rules matter.

Learning grammar by talking comes alive when lessons mix rules with real-life talk. Rules do not sit alone - they rise from scenes where people interact, like short chats or deciding what to do. Seeing how words connect in actual moments makes grammar feel useful, not just correct. Speaking and listening grow together, feeding skill without draining interest.

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Working on language through real-life activities helps build skills at about middle-level proficiency. When students take part in practical assignments, they must use certain parts of speech to get things done. What gets taught later isn't always first - it shows up once actions are done, giving learners a chance to see where they missed the mark. What stands out is how it lets people talk like real humans, while also drawing learners into the process.

Discovering grammar isn't always about being told what comes first. Using examples to figure things out helps students think more deeply while remembering better. Still, knowing exact patterns up front can make sentences feel clearer when putting them together. One way builds from observation, the other from structured guidance - both have their place. One way that works well for B1 students mixes the two methods together. This setup fits how different people learn. It makes learning feel more natural.

When lessons tie grammar to real-life reading or scenarios, understanding grows. Seeing rules in action makes them matter, not just tasks. Actual texts like news pieces or talks show how words connect in use. Examples from everyday life keep learning close to meaning.

Formative Assessment and Feedback

Checking in during learning builds skills in grammar. When students review each other's work, mistakes become clearer. Feedback from teachers also draws attention to errors. Over time, small adjustments add up through ongoing guidance. Reflection grows stronger with regular input.

Conclusion

Developing grammatical competence in B1 level students requires a shift from traditional rule-based instruction to communicative and learner-centered methodologies. The methods discussed in this article demonstrate that grammar learning is most effective when integrated into meaningful communication and supported by appropriate feedback. By employing communicative grammar teaching, task-based learning, contextualized instruction, and balanced inductive-deductive approaches, teachers can enhance learners' grammatical accuracy and confidence. These methods not only improve grammatical competence but also contribute to the overall development of communicative competence in EFL learners.

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