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TEMA:

“GRAMMAR TEACHING: DEDUCTIVE VS. INDUCTIVE APPROACHES IN EFL CLASSROOMS IN 6TH GRADE AT UE CIUDAD DE IBARRA”

Trabajo de titulación previo a la obtención del título en Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas.

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DEDICATORIA

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ABSTRACT

This study examines the teaching of English grammar in the sixth grade of Basic General Education at the "Ciudad de Ibarra" Educational Unit in the province of Imbabura, Ecuador, as a persistent problem was identified in the writing process resulting from the limited transfer of grammatical rules from formal usage to communicative usage. The overall objective was to analyze the deductive and inductive approaches to grammar instruction and their impact on the development of writing skills among sixth-grade students studying English as a Foreign Language (EFL). A mixed-methods approach with a quasi-experimental design was used, combining a structured classroom observation guide, a student survey, and an interview with school administrators, all administered to two intact groups during the 2024–2025 school year. The results indicated that students recognize isolated grammatical rules but do not correctly apply them in their written work; furthermore, it was found that purely deductive lessons result in low levels of student participation, whereas instructional sequences that combine the analysis of examples, the inference of rules, and productive practice enhance student attention, interaction, and initiative. Based on these findings, the Grammar Quest teaching guide was designed. Structured into six units and twenty-four lessons aligned with the national curriculum, it integrates deductive and inductive approaches through the overarching theme of the "linguistic detective." The evaluation of linguistic, academic, and affective impacts, based on the scale proposed by Posso (2013), yielded high positive scores across all three dimensions assessed, confirming that this methodological integration is a viable, replicable, and contextually relevant pedagogical approach for teaching English grammar in elementary and middle school.

Keywords: *deductive approach, inductive approach, grammar teaching, English as a foreign language, writing, didactic guide.*

RESUMEN EJECUTIVO

La presente investigación estudia la enseñanza de la gramática inglesa en el sexto año de Educación General Básica de la Unidad Educativa "Ciudad de Ibarra", provincia de Imbabura, Ecuador, ya que se detectó un problema persistente en el proceso de expresión escrita como consecuencia de la escasa transferencia de las reglas gramaticales del uso formal al uso comunicativo. El objetivo general fue analizar los enfoques deductivo e inductivo de enseñanza de la gramática, así como su incidencia en el desarrollo de la escritura en los estudiantes de sexto año en el idioma inglés como lengua extranjera (EFL). Se utilizó un enfoque mixto con un diseño cuasi-experimental que combinaba una guía estructurada de observación de aula, una encuesta a alumnos y una entrevista a autoridades institucionales, aplicados en dos grupos intactos en el año lectivo 2024-2025. Los resultados de este trabajo demostraron que los estudiantes sí que reconocen reglas gramaticales aisladas pero no son capaces de trasladarlas adecuadamente a la producción escrita; además, las clases deductivas puras dan lugar a escasos niveles de participación, en cambio las secuencias didácticas en las que conviven análisis de ejemplos, inferencias de reglas y práctica productiva estimulan la atención, la interacción y la iniciativa del estudiante. A partir de estos hallazgos, se ha diseñado la guía didáctica Grammar Quest, estructurada en seis unidades y veinticuatro lecciones y alineada con el currículo nacional, que articula los enfoques deductivo e inductivo alrededor del "detective lingüístico". La evaluación de los impactos lingüístico, académico y afectivo según la escala propuesta por Posso (2013) arrojó puntajes positivos altos en las tres dimensiones evaluadas confirmando que la integración metodológica es una alternativa pedagógica viable, replicable y pertinente a nivel contextual para la enseñanza de la gramática inglesa en Educación Básica.

Palabras clave: *enfoque deductivo, enfoque inductivo, enseñanza de gramática, inglés como lengua extranjera, escritura, guía didáctica.*

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INTRODUCTION

Problem Description

The importance of this study lies in strengthening evidence-based practice in Pedagogy of Languages by rigorously examining how deductive and inductive grammar instruction influence EFL learning at the upper basic level. Grammar pedagogy shapes accuracy, fluency, and durable learning when it integrates explicit guidance with meaningful use (Hojjat & Hasim, 2022).

There is a necessity for creating balanced models of EFL instruction which promote a combination of communicative skills and well-informed pedagogical decisions in an English as a Foreign Language teaching environment, particularly through the integration of the research into specific school environments (Vincent, 2023).

At an international scale, the EF English Proficiency Index (204) has identified an ongoing gap between the amount of time a student will engage in studying English and their eventual level of functional proficiency, exposing fundamental weaknesses in the EFL instruction system (especially concerning the approach toward the teaching of grammar). The results of the EF English Proficiency Index, using this data, also indicate that approximately 60% of the countries that submitted data to the Index, showed lower proficiency scores relative to last year's 2023 scores, indicating stagnation and/or decline in terms of overall learning outcomes for English language learners (Education First decline, 204).

Additionally, the results of Language Trends England 2024 indicate that there are currently over 60% of schools which are experiencing recruitment issues for qualified language teachers, and more than 55% of primary schools indicate that there is an absence of any coordinated approach to language learning progression with secondary school education (Collen & Duff, 2024).

Also, weaknesses in the training and development of teachers to enable them to deliver the curriculum in the contemporary, linguistically and digitally diverse classroom environment; this lack of training affects a teacher's ability to implement either inductive or deductive grammar instruction. For instance, in the TALIS (Teaching and Learning International Survey) 2018 results, only 56% of teachers received training in regard to the pedagogical use of information and communications technology (ICT) during the initial preparation phase, while only 43% of teachers consider themselves adequately prepared to use ICT; furthermore, only 35% of teachers received any kind of training to work in multicultural and multilingual contexts, and only 26% of these feel adequately prepared for this on graduation (OECD, 2021)

At a national level, Ecuador continues to face challenges in achieving success with the English Foreign Language; therefore, the Federal government's view toward the teaching and use of Grammar in Basic Education. The English proficiency index from EF for 2024 shows that Ecuador rates within the low proficiency range with an average of 46.57 points which places them below the Latin America average and far from reaching the moderate level of proficiency (Knott, 2024). The Ministry of Education of Ecuador (2022) has reported that in the final years of basic and upper secondary education (o9-18 years old), too many students are performing below A2 level, as set by the national curriculum, with less than 40% of students who were tested achieving sufficient scores in English on large-scale assessments.

At the local level, sixth-graders at Unidad Educativa Ciudad de Ibarra continue to experience clear difficulties when they try to communicate in English, largely because they have not yet consolidated the basic grammatical structures the curriculum expects at their grade. Direct observation of classes and review of academic records at the institution confirm the same pattern: many sixth-graders do not control the elementary grammatical forms, and when they use

grammar in speaking or writing tasks the form is often disconnected from the meaning they intend to convey.

Delimitation

This research is delimited to the field of Pedagogy of Languages, focusing specifically on the teaching of English grammar through deductive and inductive approaches in sixth grade EFL classrooms at Unidad Educativa Ciudad de Ibarra, located in the province of Imbabura, Ecuador. A group of students and their English instructors have been used to study the effects of the supportive instructional methods outlined above as they participate in their normal day's work over the 2025-2026 academic year. The design of this study methodology includes the approaches of both quantitative (quasi - experimental) and qualitative methods to assess the direct measurable learning results and the perceptions of the students about the classroom, based on the experiences from the application of the intervention outlined above.

Justification

At the national level, this study is relevant as the results of English language learning in Ecuador fall short of what is expected by the Ministry of Education and especially in productive skills as writing. Ecuador is positioned among the countries with a very low proficiency in English according to recent national reports, with a performance far below the world average and communicative skills still considered an enigma. These findings indicate that the language teaching and learning processes still fall short of meeting the demands of using the targets effectively particularly in written production which is one of the cores aims of the national EFL syllabus. Therefore, it is necessary to investigate the practice of grammar teaching within Basic Education, considering that grammar is a basic element for writing accurate and cohesive texts in English.

From a regional scope, the importance of the present study is further justified given that provinces like Imbabura have had their students consistently performing below the national average, with levels of English proficiency that are in general lower. This regional disparity illustrates pre-existing system and teaching-centered barriers that impede students' academic advancement prior to upper secondary. So, it is essential to intervene in grammar teaching at this stage to combat the regional inequalities, and to enable students to develop the linguistic means necessary for dealing with the expected curricular. The contrast between deductive and inductive methods of teaching grammar enables us to detect pedagogical trends that may be enlarging those gaps in particular regional contexts.

In the local context, at the urban level and more specifically at the Unidad Educativa Ciudad de Ibarra, the need to address students' poor written performance in English seen on a daily basis outlines the rationale for this study. Limited control of grammar is a common feature of written texts produced by sixth-grade students, which results in texts that are hard to understand and are both incoherent and inaccurate. These problems seem to indicate that grammar teaching is not well matched to the cognitive development of the students and/or to their learning styles. To explore and contrast ways of teaching grammar in this particular institutional context, is to provide pertinent empirical data through which to orient our understanding of how teaching choices effect writing development in situ.

The present pertinence of the investigation is related to the demands of the Ecuadorian educational system to enhance English language learning in a global and plurilingual context. As English is now more and more a means of access to academic study, professional mobility and international communication, developing writing skills from the earliest stages of education is considered a must. The teaching of grammar is still controversial in language teaching, especially when it comes to whether the deductive or the inductive method is more effective in

this respect, and for this reason this study can be considered up-to-date and in line with current debates in the field of applied linguistics and EFL teaching.

About the beneficiaries, the sixth-grade students of Unidad Educativa Ciudad de Ibarra are the immediate beneficiaries who could be able to improve their writing development having a better grammar teaching. It is in the interest of the English teachers themselves to know the outcomes of the research since they are directly involved and the evidence is pedagogical to enable them make informed decision on teaching grammar to their students. The indirect beneficiaries are the school at which the research is conducted and the local school district which may apply the findings to improve curricular and instruction. Ultimately, this research contributes to advancing national educational agendas by providing empirical perspectives that can inform the Ministry of Education's pursuit of quality enhancement in the teaching of English in Basic Education.

The instructional activities for the project "Grammar Teaching: Deductive vs. Inductive Approach in 6th Grade at UE Ciudad de Ibarra" are compiled in the Grammar Quest workbook, whose printed pages are included as figures in this chapter and illustrate each of the twenty-four lessons of the six units. The workbook layout, together with the visual materials that accompany the activities (characters, scenes, and thematic illustrations linked to the "linguistic detective" thread), was designed with the support of Canva (Canva Pty Ltd, 2024) and ChatGPT (Open AI, 2024) as auxiliary creative tools. The two resources were used solely as supplementary aids in generating contextual instances, vocabulary and visual formatting of inductive tasks. The researcher made all key pedagogical choices, theoretical correlation, grammar structure selection and content curation. Thus, the technology proved to be useful as an aid in the process of development of creative materials, thus replacing the author's craft of developing the content.

Objectives

General Objectives

To compare the Deductive and Inductive grammar teaching methods in writing development in the EFL classroom in 6th grade at U.E. Ciudad de Ibarra.

Specific Objectives

- To describe deductive and inductive grammar teaching approaches and their relation to writing development in EFL classrooms.
- To analyze the actual difficulties students, encounter in grammar and writing in the L2 class.
- To apply research-based strategies on the most effective deductive and inductive grammar teaching approach to improve students' writing skills.

CHAPTER 1: THEORETICAL FRAMEWORK

Grammar keeps a central place in English as a Foreign Language teaching. It gives the learner the structural base needed to interpret and produce language with accuracy. Inside the school context, grammar cannot be reduced to memorizing isolated rules; what matters pedagogically is that the student can organize meaning correctly in speaking and in writing. Under this view, grammar works as a functional component of language development, not as formal content that stands on its own. (2025) insist on this point: grammar instruction remains necessary in EFL settings because what the student produces still depends heavily on how well they control grammatical structures in authentic use of the language.

The question in current language pedagogy is no longer whether grammar should be taught. The question is how to introduce it so that grammatical knowledge turns into communicative use. Within that discussion, the debate between deductive and inductive teaching has been on the table for a long time. Inductive teaching relies on guided discovery: contextualized samples of language are shown to the students and they are asked to identify the rule alongside the context in which it appears. Reading and listening texts, inference tasks and manipulation exercises can serve this purpose; the student has to combine prior knowledge and awareness of the surrounding context to uncover the grammatical element.

More frequently mentioned in the literature, deductive approaches utilize explicit teaching to present language rules first and then present instances that clarify their application. These methodologies are seen as teacher-led interactions that provide learners with clarity and an organized progression of the subject in question. Learners are expected to learn and apply the rules in order to successfully complete proficiency tasks.

While inductive grammar instruction may seem the more popular choice, especially for in-service teachers, the benefits of deductive methodology should not be ignored. Pre-service

teachers preparing for their careers often favor the clarity of the deductive approach, supported by Eli (2021) , as they feel better able to succeed with this more focused and supportive style of lesson design. Grammar lessons executed through deductive methodology typically provide the language-focused lessons seen to deliver the support needed by early learners with less proficiency in the language, resulting in a perception that it is a safer option in terms of lesson design.

Conversely, grammar instruction through inductive methodology, with its lower degree of explicit instruction, is frequently viewed by pre-service teachers as a potential cause of learner frustration and confusion, leading to the preference for the more explicit deductive approach. This type of instruction generally demands greater cognitive participation because learners must notice form–meaning relationships and build the rule through reasoning Ní Dhiorbháin (2023). highlights that explicit-inductive teaching offers strong pedagogical value because it combines discovery with conceptual support, helping learners develop metalinguistic awareness while remaining cognitively active throughout the learning process.

The distinction between deductive and inductive teaching becomes clearer once grammar is linked to writing. Writing in EFL requires several things at once: control of the grammar, choice of vocabulary, construction of the sentence, organization of the whole discourse. A student may recognize a rule in isolation and still fail to apply it when composing a sentence or a paragraph. This is why writing exposes the real depth of what has been learnt in a way that recognition tasks rarely do. (2025) explain that productive skills, and writing in particular, remain especially weak in Ecuadorian EFL contexts, which turns grammar instruction into a critical area of inquiry for anyone trying to understand written performance.

Grammar and writing work at the same time rather than one after the other. The rule does not operate on the written product in a mechanical way; it provides the writer with the resources

to build sentences that cohere with the ones next to them. Without those resources the text repeats itself, breaks its own structure, or forces the reader to reconstruct the message. (2025) found empirically that grammar instruction connected to communicative practice improves both accuracy and fluency in writing, showing that grammar affects not only correctness but also naturalness how close the written text is to real spoken use and coherence how logically the text flows. This is the reason writing is treated in the present study as the dependent measure through which the effect of the two approaches is read.

Another important theoretical consideration concerns the age and developmental level of learners. In primary and lower secondary education, students are still consolidating both linguistic and cognitive abilities, which means grammar instruction must align with their level of abstraction and readiness. Young learners may benefit from deductive teaching when rules are brief, concrete, and immediately applicable, yet they may also respond positively to inductive procedures when examples are meaningful and accessible (Altakhaineh et al., 2025). Demonstrated that fourth-grade EFL learners in Jordan were able to infer the use of English demonstratives successfully when instruction was based on comprehensible and functionally rich examples. This finding is highly relevant because it confirms the viability of inductive grammar work with young learners.

1.1 Identification of Key Variables

In the present study, the two main variables include the two main types of grammar instruction approaches to be investigated, which are deductive and inductive instructional approaches to teaching grammar; the other variable being assessed is the development of writing skills for English as a Foreign Language (EFL). It is thought that how well students develop writing skills will depend specifically on the type of teaching method used when the student learned the grammar of a language.

1.1.1 Variable 1: Grammar Teaching Approaches (Independent Variable)

Grammar teaching approaches can be understood as organized pedagogical procedures through which teachers mediate learners' access to grammatical knowledge. In practical terms, they define how rules are introduced, how examples are selected, how practice is sequenced, and how students are expected to process language. This makes grammar teaching approaches more than classroom techniques; they are pedagogical decisions that embody a theory of learning (Hojjat & Hasim, 2022). In this study, the variable is operationalized through the comparison of two approaches: deductive instruction and inductive instruction.

Language instruction can be approached deductively or inductively. The deductive teaching approach is one that is dictated by the teacher, where lessons are built around explicit rules of a language followed by structured exercises to demonstrate and apply those rules. The situations in which this teaching approach can be of utmost value are when teaching students who are novices in language learning. In such cases, the lesson often needs to be controlled strongly by the teacher for optimum results. The deductive approach is a teacher-centered one that is most often employed in traditional, controlled environments. Students are expected to be passive learners and the teacher, the storyteller. Furthermore, since emphasis is placed on grammatical accuracy, it is most suited to language learners who benefit from explicit studying and rules rather than getting the feel of the language. Fluency is definitely not the driving force of the deductive teaching approach.

On the contrary, the inductive teaching approach allows students to figure out rules by themselves. Since the class is not teacher-led and instead is centered around students, the inductive approach actually facilitates the development of critical thinking skills other than memorization of explicit rules (Ní Dhiorbháin, 2023). The necessary generalizations are reached from observing examples, so exposure is a prerequisite and it is up to the learners to make sense

of the information they encounter. Therefore, it is essential that the use of appropriate materials is incorporated into an inductive approach and that students receive lots of input in order to be able to reach the necessary rules. Moreover, and contrary to deductive learning, induction does not present rules in a hierarchical fashion and therefore does not have to introduce grammatical concepts in a strict order. Finally, with little guidance, an inductive teacher can create a constructive pedagogic environment in which there will be lots of opportunities for students to practice (Ní Dhiorbháin, 2023).

A number of studies seem to favor inductive over deductive approaches. For example, in a study by Altakhaineh et al. (2025), it was found that students in the inductive group who were taught English demonstratives outperformed those who were taught in a deductive fashion. Similar discoveries were made by Anniejemijonafer & Premraj (2024), who compared the writing of language learners in both approaches and found that those from the inductive group used more modifiers, which enhanced the quality of their writing. They stated that although this was a positive outcome, students involved in the deductive approach were also aware of modifiers but did not use them as frequently.

Since grammar is closely tied with language and serves as a communication tool, teaching it is of utmost importance. However, there are two approaches to teaching grammar: inductive and deductive approaches. It is critical to understand and choose the right approach for the learners. The focus of this study is to find out how effective is the inductive or deductive approach in teaching grammar to secondary school students across the globe. The findings are used to inform the education authorities about the best strategies to improve the academic performance among the students.

Abdukarimova & Zubaydova (2021) conducted a study to investigate the effectiveness of deductive and inductive approaches in teaching grammar and their effect on the academic

performance. The findings revealed that the inductive way is much more effective as compared to the deductive way and should be preferred.

The importance of the grammar teaching technique has been recognized by the developing countries of today where although the students are good at learning the grammar; they are not able to make full usage of it in their practical life. The proper use of the grammar can only enhance their communication ability so that they can express their ideas and opinions freely without any ambiguity or misunderstanding.

Rauf et al. (2023) has also highlighted the importance of the inductive way of teaching grammar for secondary school students as it is considered one of the effective ways of teaching grammar. It results in improvement of accuracy in the language, motivation for learning new things and little by little engaging oneself with the language. This ultimately leads to learning the language effectively.

Similarly, Shirav and Nagai (2022) studied and discussed the outcomes and advantages of different methods employed by instructors in teaching grammar. They concluded that both these methods of inductive and deductive methods are useful and effective but differ in accordance to the context. Each method has its distinctive importance when it comes to teaching grammar. Therefore, it is necessary to find out the right method for teaching grammar to students according to the context.

1.1.2 Variable 2: Writing Skills in EFL (Dependent Variable)

The ability to write coherently, meaningfully and grammatically correct in English is a critical component of an EFL (English as a Foreign Language) learner's ability with English. Writing is a multi-faceted ability that combines grammar knowledge, vocabulary knowledge, coherence, mechanical understanding of the English language, and structural understanding of written text. In the classroom environment, students are being assessed on their writing abilities;

however, they are also using writing as a form of reinforcement of language acquisition (Indriyani, 2021).

A central component of EFL writing is grammatical accuracy. The concept of 'accuracy' refers to using different linguistic elements accurately, including verb tense, articles, pronouns, agreement, and prepositions, as well as a correct overall sentence structure. It is essential to remember that a well-written letter is more than just being 'accurate.' A piece of writing could be completely grammatically correct and still not communicate well if it is not organized or cohesive. In this study, we will refer to the four aspects used to measure the dependent variable (written performance) as the following: grammatical accuracy, coherence or organization of the text, the appropriateness of the vocabulary, and the structure of the overall piece (Pereira & Guevara, 2025). These sub-parts combined give us a much richer insight into the overall success of a student's written assignment in school.

Grammatical accuracy is the most direct link between the two variables in this research. When students write, they must select forms and assemble them into sentences without immediate teacher mediation. This means that writing reveals the degree to which grammatical knowledge has been internalized. Pereira and Guevara (2025) emphasize that explicit grammar instruction, when integrated with communicative use, reduces recurring errors in verb conjugation, article use, and sentence structuring, while also improving the naturalness of written production.

Lexical appropriateness involves choosing words that correspond with the topic, objective, and level of the text. While vocabulary is not an exclusive focus of this thesis, it is still relevant because lexis and grammar are constantly in association throughout the process of writing. Therefore, although students might use one particular rule correctly, if they cannot use the correct word when writing, they will produce awkward and/or incomplete messages (Conza

& Celi, 2023). A common cause of lexical restrictions in school writing is that they will lead students to repetitively use the same words or simple sentences or translate their first language word for word. Therefore, the development of writing must be viewed as a larger overall performance outcome; with grammar being of primary importance, but not entirely independent from (other) linguistic resources.

Organizational structure refers to the arrangement of ideas within the text, including beginning, middle, ending, sequencing, and paragraph unity. Organization of writing skills typically emerges with lower primary to the end of the lower secondary level as writing progresses through development (Siekmann et al., 2022). Consequently, grammar teaching indirectly affects the organizational aspects of writing by helping learners to gain better control over sentence-level structures at the beginning of writing, ultimately providing learners with greater access to utilize their writing skills to elaborate, connect information, and appropriately structure a basic paragraph. Thus, writing is a valid dependent variable for determining differences between groups using quasi-experimental designs, as it provides both local and overall measures of written compositions.

Finally, the theoretical usefulness of writing as a measure in this study lies in the fact that writing, unlike oral language production, is immune to some of the potential external variables that could disrupt or compromise the learner's production, such as anxiety, memory load, and interactions with other learners. Writing can be evaluated and analyzed more rigorously than oral language production as written samples measure the learner's skills through observable measurements, can be compared through pretest and posttest conditions, and can be used to evaluate the impact of instructional changes on learners (Siekmann et al., 2022). Therefore, writing is an ideal measure for assessing the impact of various grammar instruction methods over time.

1.2 State of the Art: Inductive Vs Deductive Grammar

The current state of the art suggests that the comparison between deductive and inductive instruction remains open, yet the literature tends to report favorable outcomes for inductive teaching under specific pedagogical conditions. Overall, the literature suggests that the most productive use of inductive instruction involves scaffolding, contextualization, and developmentally appropriate instruction. Nevertheless, the findings do not entirely replace the advantages of deductive instruction, which continues to be considered valuable due to its clear structure and ease of application in formal settings. Thus, the academic discussion of today is not about defining an absolutely superior method but rather about discovering the instructional factors which facilitate the process of grammar acquisition and utilization.

The paper by Shirav and Nagai (2022) attempts to address this problem through qualitative analysis of the pedagogic foundations and effectiveness of deductive and inductive instruction in practice. The value of the article lies in the fact that it does not consider the methods as mutually exclusive and incompatible in terms of pedagogy. Both methods are considered to have the potential to positively impact the process of grammar acquisition based on certain factors.

Another relevant international contribution is provided by Altakhaineh et al. (2025), who investigated the acquisition of English demonstratives among Jordanian fourth-grade EFL learners. Their findings favored inductive instruction, since the learners who received example-based guidance and rule inference performed better on the posttest than those exposed to deductive explanation. This study is particularly valuable because it involved young learners, which makes it methodologically closer to the population addressed in the present investigation.

Anniejemijonafer and Premraj (2024) shifted the discussion from isolated grammar performance toward functional use of the language. Their study reported that when the students

infer regularities from contextualized examples, they later use those regularities more freely in descriptive writing than the students who had been given the rule directly. For the present research this matters, since the dependent variable here is also writing rather than a grammar test on its own and having another study reach the same conclusion in a different context strengthens that design choice.

Badpa (2024)added empirical evidence in favor of inductive grammar teaching from a slightly different angle: the study reported statistically significant advantages both in grammatical achievement and in learner satisfaction. Two effects appear at once, cognitive and affective, and this matters for the present investigation because grammar learning at sixth grade cannot be read only from a score the way the students relate to the activity has consequences for what they retain.

Abdukarimova and Zubaydova (2021) also reported significant differences in favor of inductive instruction in their experimental work with secondary school students. The learners who were taught through guided rule discovery obtained higher posttest scores than those who received deductive teaching, and the difference held at two different grade levels. This suggests that inductive instruction can operate well beyond a single stage of schooling and is not limited to one learner profile. The study contributes to the current body of knowledge in a straightforward way: active learner participation in the formation of the rule supports stronger achievement in grammar.

One useful aspect of Abdukarimova and Zubaydova (2021) is that their sample covered two different educational levels, and the advantage of inductive teaching remained visible in both. The effect, therefore, does not seem tied to one specific age group, which reduces the risk of reading the result as a local outcome. For the present thesis this reinforces the case for asking

the sixth-grade students at Ciudad de Ibarra to identify patterns, compare examples and derive rules through guided analysis, rather than saving that kind of work for older students.

Rauf et al. (2023) examined the effectiveness of deductive and inductive grammar teaching with eighty undergraduate students using a pretest–posttest experimental design. The target structures were tenses and modal verbs; on the posttest, the inductive group outperformed the deductive one. The authors concluded that inductive instruction pushes the learner into more active engagement with the grammatical form and, as a consequence, produces stronger results. This is relevant here because it supports the idea that rule discovery brings deeper processing than rule transmission.

The work of Rauf et al. (2023) points to a pattern that had already shown up in earlier studies: inductive instruction reveals its clearest advantage when the target structures require the learner to compare cases and infer the conditions of use exactly what happens with tenses and modal verbs. Their pretest–posttest design is close to the one used in the present thesis, which reinforces the choice of a quasi-experimental structure for measuring the effect of the two approaches on writing at sixth grade.

Shirav and Nagai (2022)carried out a quasi-experimental study with Japanese vocational students to compare deductive and inductive instruction in the learning of the passive voice within communicative teaching. Both groups benefited from the process, but the inductive learning group performed much better in the recognition part of the test. However, the students preferred being taught using deductive methods as they were considered more familiar and predictable. The double effect is significant in regard to the fact that often the most efficient approach is not necessarily the most popular one.

Obeidat and Alomari (2020) provide a further piece of evidence. In their sample, demographic variables such as gender, school type and year of study did not significantly affect

the posttest results the teaching approach did. Isolating the effect this way strengthens the reading of the present investigation, in which the comparison of deductive and inductive instruction is treated as the pedagogical variable of interest and other student characteristics are held constant across the two groups.

Obeidat and Alomari (2020) add a further piece of evidence: in their sample, demographic variables such as gender, school type and year of study did not significantly affect the posttest results, while the teaching approach did. Isolating the effect this way strengthens the reading of the present investigation, where the comparison of deductive and inductive instruction is treated as the pedagogical variable of interest and other student characteristics are held constant across the two groups.

At the same time, the state of the art also shows that deductive instruction remains prominent in actual classroom practice. (2021) documented a predominant use of deductive teaching among pre-service teachers working with young learners in online classrooms. What those teachers reported was not that the deductive method produced better results, but that it was easier to plan, easier to manage in class and easier to keep under control. This gap between what the literature recommends and what teachers actually do is worth naming it is one of the reasons any proposal for sixth grade needs to be practical enough to fit real teaching conditions and not only sound in theory.

In Ecuador, the most directly related recent contribution is that of Pereira and Guevara (2025) who examined the role of grammar instruction in improving accuracy and fluency in EFL. The study that was done with undergraduate learners found that teaching grammar in a way and having them practice communicating helped them get better at using grammar correctly and writing more easily. This study did not directly look at which method's better teaching grammar rules first or figuring them out from examples but it did show that grammar is very important for

being able to use language well in Ecuador. This is very important to know because Ecuadorian students are still having trouble with skills like writing and speaking. The Ecuadorian students need to improve their writing and speaking skills. This study shows that grammar is a key part of that. The study with learners in Ecuador found that grammar is essential for good language performance especially, for writing and speaking in the Ecuadorian context.

Conza and Celi (2023) explored Ecuadorian university learners' perceptions of Data-Driven Learning as a discovery-oriented approach to grammar learning. Through a range of methods, such as questionnaires, reflection logs, and interviews, it was shown that the main way students saw grammar patterns was through discovering using DDL (Data-Driven Learning). Along with this finding, the authors also reported that learners tended to show preference for inductively orientated, but some encountered difficulties in using corpus tools for technical reasons. This study is relevant because it has shown that Ecuadorian learners can respond well to Grammar Discovery when there is adequate mediation of instruction.

Pereira and Guevara (2025) explored the effect of using haiku composition tasks on the development of academic writing skills of graduate students in Ecuador's TEFL programs. Using a mixed-methods approach, the authors found that after six weeks of the task, the students wrote at least one incrementally improved piece of writing over time, with improvements made in organization, vocabulary use, grammatical competence and overall writing ability. While this study does not make direct comparisons between deductive and inductive grammar instruction, it is highly relevant since the authors have confirmed that writing can grow from effective pedagogical intervention. This is very important to support the current thesis, since writing is the dependent variable.

Another Ecuadorian contribution is provided by Zambrano (2020) whose analytical synthesis of seventeen empirical studies concluded that no single grammar teaching method can

be considered universally superior. Based on the author, the effectiveness of any approach depends on contextual appropriateness, learner factors, and objectives of instruction. It is important that this finding has particular significance since it adds another consideration into existing literature that despite better performance of one method in a given context, such findings cannot be indiscriminately applied to other situations. In the current case, this is important since it provides grounds for local empirical evidence.

This study presents the effectiveness of inductive grammar instruction for teaching English grammar in Ecuador. The study is based on the model of the grammar rules and the context of the study. Besides the inductive approach's advantage of enhancing student-teacher rapport, the inductive instruction is widely accepted due to the context of the subject. This study will be guided by the evidence of Rauf et al. (2023) who concluded that the inductive approach led to better results in students. In their efforts, the authors discovered that students had better academic results in the learning and understanding of grammar from their grammar tests due to the increase in the strategy used. Therefore, the current study posits that despite the shortcomings of the current-generation approach, it is better than the traditional method as put forth by the authors.

Similarly, grammar instruction in writing remained a multidimensional aspect that should not be solely handled but with others including the proper structure, general organization, the expression of ideas, evidence of quality vocabulary and sentence variety, and of course, avoiding first-language interference (Zambrano, 2020). Consequently, there was a need to identify the instructional conditions governing writing among the students and implement the changes that would ensure the multidimensional writing problems were addressed. The journey of writing began with the identification of the problems by students, whether certified or they had a background of poor language use.

Most high school students as affirmed by Zambrano-Tenesaca and Argudo-Serrano were found to write due to their need to conform to the pedagogical policy of writing. The issues identified above constitute to be among the main factors determining the effectiveness of the inductive grammar instruction. Consequently, it is important to note that while the inductive grammar instruction is effective, it does meet a number of shortcomings such as the high expectations of outcomes and generalization, rigidity, time-consuming and replication challenges. However, the challenges experienced with the method should not overshadow its importance and effectiveness in teaching grammar as a traditional method such as the deductive approach despite its superiority over the literacy instruction. Just as the approach was developed to handle a particular reason, there are various factors that should be put into consideration while implementing the method such as classroom practicality, effectiveness of instruction, learner age and positionality to the subject of instruction, pedagogical context, and students' unique interest.

Research investigating the effectiveness of differing instructional methods employed to teach grammar has been a fertile area of research since the late 20th century. However, in critical studies, it has been noted that there have been more studies on grammar tests than on how grammar instruction influences student writing, a point underscoring the importance of our study. It has also been noted that the focus of research has been on secondary students with little attention paid to understanding how grammar is taught in the early stages of English language acquisition, a gap which this study fills by concentrating on upper-primary learners in a Latin American country.

Additionally, research which has been carried out in Ecuador using quasi-experimental methodologies are very few in number, and have tended to concentrate on the effect of teaching strategies on vocabulary or speaking. In addition, current literature fails to take into account the difference between grammar versus writing proficiency to prove that emphases on grammar

instruction based on test scores do not lead to improved writing scores; our study will demonstrate that deductive grammar instruction can improve writing scores at the early stages of learning English because it results in higher test scores.

The gap in the latest literature this study intends to cover is the need for evidence collected in a local school-based setting to understand how the methods are employed to teach grammar in the classroom. Another important and relevant aspect drawn from current literature is that writing has been noted as being a weak skill in Ecuadorian English education.

Since this is the first experimental research study of an inexperienced graduate student, foundational research was completed on the effectiveness of deductive versus inductive methods of grammar instruction, and a well-established theory on how to impart grammar instruction was developed. Thereafter, experimental and test data were collected to make original contributions to the body of knowledge and understanding of second language teaching as it applies to the Ecuadorian context, and to provide practical evidence to support classroom practice and pedagogy. The well-established rules of the research study established the need to obtain both qualitative and quantitative data simultaneously during the research period. The following sections explain how data were collected, synthesized, coded, and analyzed to arrive at meaningful deductions on the topic.

Two of the research questions fall into the quantitative category:

- What is the improvement in writing proficiency in conclusion-heavy essays by participants from the experimental group when deductive instructions in conjunction with inductive instructions are implemented?

- What is the improvement of writing proficiency in conclusion-heavy essays by participants from the control group when inductive instructions only are implemented?

CAPÍTULO II: MATERIALES Y MÉTODOS

2.1 Type of Research

A mixed-methods approach with a quasi-experimental structure was used for this study because both quantity (writing performance) and quality (students' perceptions in the classrooms) of data were analyzed through the combined use of quantitative and qualitative methods. A mixed method research design provides an overall greater understanding of the educational phenomena (Creswell & Plano Clark, 2018). The use of a quasi-experimental design was considered ideal since students were assigned to intact groups without random assignment, which offered an opportunity to assess instructional effects in typical, everyday classroom situations (Cohen et al., 2018).

2.2 Methods, Techniques and Instruments

For this quantitative study, a structured classroom observation guide, a student perception questionnaire, and semi-structured interviews with school administrators were used for the assessment of grammatical accuracy, coherence, and the organization of student writing. A structured classroom observational guide and a student questionnaire about perceptions were used to collect qualitative data. The writing tasks aligned with existing curricula, and rubric scoring increases the reliability of such assessments for language (Brown & Abeywickrama, 2019).

2.3 Research questions and hypotheses

2.3.1 Hypothesis

H1: There is an important difference between deductive and inductive grammar teaching approaches in the writing development of 6th grade EFL students at U.E. Ciudad de Ibarra.

H0: There is no significant difference between deductive and inductive grammar teaching approaches in the writing development of 6th grade EFL students at U.E. Ciudad de Ibarra.

2.3.2 General Question

How do deductive and inductive grammar teaching approaches influence writing development in EFL classrooms in 6th Grade at UE Ciudad de Ibarra?

2.3.3 Specific Research Questions:

- How can deductive and inductive grammar teaching approaches and their relation to writing development in EFL classrooms be described?
- What are the actual difficulties students encounter in grammar and writing in the L2 class?
- How can research-based strategies on the most effective deductive and inductive grammar teaching approach be applied to improve students' writing skills?

2.4 Variable Operationalization Matrix

Table 1

Variable Operationalization Matrix

Variable	Dimensions	Indicators
Independent Variable: Grammar Teaching Approach	Instructional sequence	Order of rule–example presentation
		Progression from explicit explanation to practice
	Rule presentation	Explicit rule explanation
		Guided discovery tasks
		Learner inference opportunities
	Practice type	Controlled exercises
		Contextualized activities
		Communicative production tasks
Dependent Variable: Writing Skills Development	Grammatical accuracy	Error frequency
	Textual coherence	Logical sentence connection
	Lexical appropriacy	Appropriate vocabulary selection

2.5 Participants

The participants of this study were all sixth graders who were enrolled in an EFL class at the Unidad Educativa Ciudad De Ibarra for the 2024–2025 academic year. The two groups of students were selected using a non-probabilistic intact group sampling strategy consisting of two existing classroom groups who were assigned as either the experimental or comparison group. Using non-random sampling methods occurs frequently within school quasi-experimental research (Cohen et al., 2018). Therefore, the participants had been exposed to the same curriculum, had an equal distribution of age (10–11 years old), and had been enrolled in an EFL class

2.6 Procedure and Data Analysis

The study was carried out in three phases. To start with, the classroom observation tool was utilized in regular English lessons to document the real process of grammar teaching, making differences between lessons that adopted deductive methods and those that applied an inductive approach. Next, the questionnaire was distributed among the two sixth-grade classrooms to obtain information about students' thoughts on the best possible way of teaching and learning grammar rules. Finally, semi-structured interviews were performed with the school administrators in order to add to the classroom findings the viewpoint from the school authorities. Quantitative data from the questionnaire were processed through descriptive statistics (frequencies and percentages) and displayed in tables and figures to identify patterns of preference and difficulty. Qualitative data from observations and interviews were examined through thematic analysis, coding recurrent categories and triangulating them with the survey results. Ethical considerations included informed consent from parents, verbal assent from the

students, confidentiality of responses, and institutional authorization from the school (Cohen et al., 2018).

CHAPTER 3: RESULTS AND DISCUSSION

This section is focused on the outcomes that have been obtained during the questionnaire survey among students of Grade 6 from UE Ciudad de Ibarra, and how they perceive grammar classes taught through deductive or inductive approaches. In terms of analysis of their answers to the questions, some tendencies can be found related to their preference for the explicit presentation of rules, learning through actions, or the combination of structures with pictures. Analysis is not limited to numbers; rather, previous research and theoretical framework are considered. Therefore, perspectives of learners in terms of grammar teaching are highlighted.

3.1. Survey Analysis

3.1.1 I understand grammar rules better when the teacher explains them first

Table 2

I understand grammar rules better when the teacher explains them first

Response Category	Frequency	Percentage
Strongly Disagree	5	8.1 %
Disagree	1	1.6 %
Neutral	5	8.1 %
Agree	11	17.7 %
Strongly Agree	40	64.5 %
Total	62	100 %

Note. Responses were coded using a five-point Likert scale ranging from Strongly Disagree to Strongly Agree. Percentages are calculated based on the total number of participants (N = 62).

Figure 1

I understand grammar rules better when the teacher explains them first

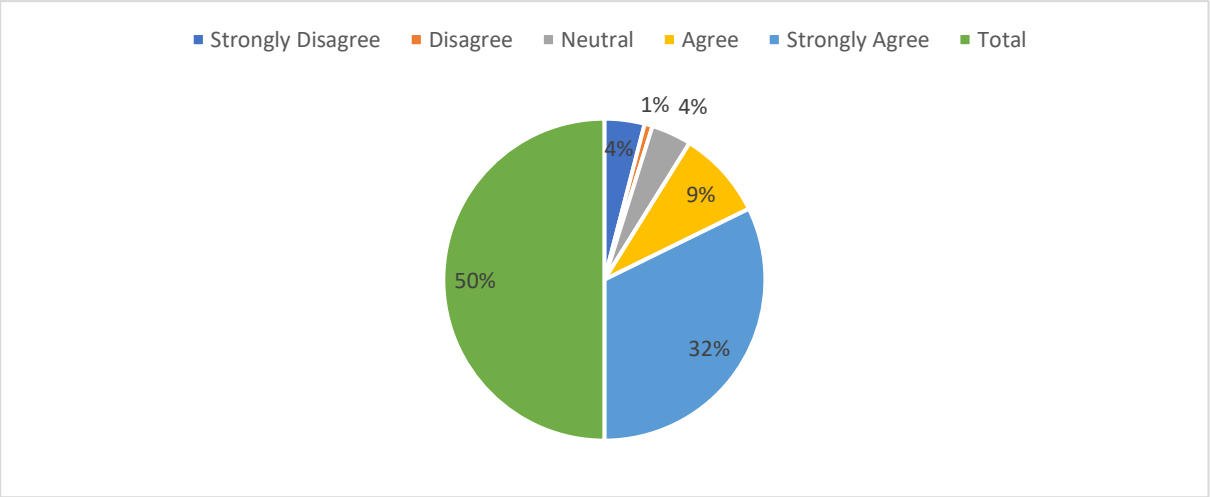


Table 1 shows that most of the group backs a teaching sequence in which the rule comes before the practice. When the lesson opens with the explanation, 64.5% report that their understanding improves considerably. Disapproval is rare barely more than one student out of ten resists this format. A smaller portion agrees without much conviction, and its weight is clearly below that of the students who strongly agree. A few remain in the middle, without a clear position for or against. Despite this range, teacher guidance appears to carry a strong weight at this age.

This preference is aligned with what earlier studies had found. Abdukarimova and Zubaydova in 2021 said that when teachers explain the rule clearly students feel less confused when they meet a grammar structure. Obeidat and Alomari in 2020 found that Jordanian university students did better on tests when they were taught using instruction. In a study to the Ecuadorian situation Benítez-Correa and others, in 2019 saw that Ecuadorian teenagers improved more quickly in using grammar correctly when the deductive method was used. Read against this background, the response of the sixth-graders at Ciudad de Ibarra falls in line: at the initial stages of learning English as a foreign language, structured input helps the students consolidate accuracy before being asked to operate more autonomously.

Table 3

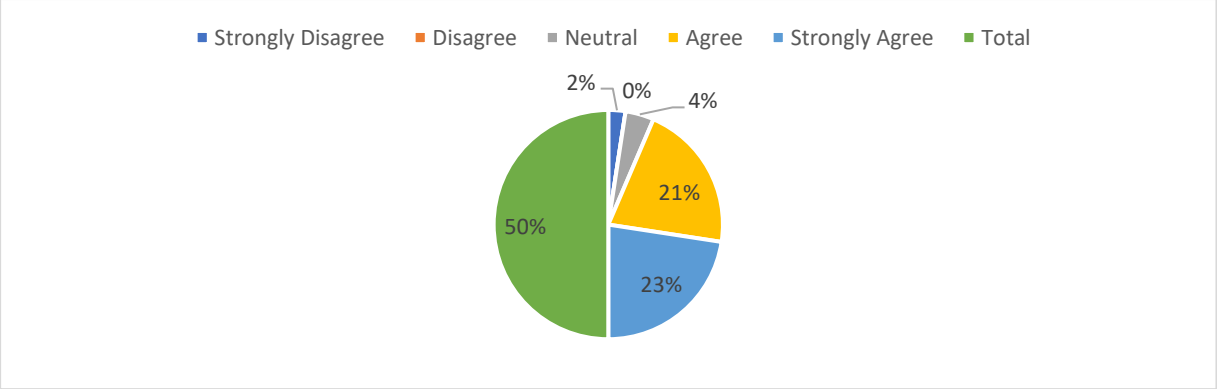
I like discovering grammar rules by examples and practice

Response Category	Frequency	Percentage
Strongly Disagree	3	4.8 %
Disagree	0	0 %
Neutral	5	8.1 %
Agree	26	41.9 %
Strongly Agree	28	45.2 %
Total	62	100.00 %

Note. Items were measured on a five-point Likert scale. The absence of responses in the Disagree category indicates minimal resistance to inductive learning strategies.

Figure 2

I like discovering grammar rules by examples and practice



Most of the group finds discovering the pattern on their own an attractive way to work. When they are given examples and exercises, close to nine out of ten students 87.1% to be exact see value in uncovering the grammatical structure without being told the rule first. Resistance is minimal: under five percent firmly rejected this method, and no one placed themselves in simple disagreement. Some hesitation is present in the remaining minority; around 8% stayed neutral,

likely because this way of working is not yet familiar. Starting the lesson from practice tends to spark more interest than starting from the theory. Read together with items 3.1.4 and 3.1.7, the picture is of a class that responds well to entering the content through hands-on work.

This inclination toward entering the rule through practice matches what the literature already reports. Badpa (2024) documented deeper engagement in young Iranian learners once grammar was reached through experience rather than delivered as a finished rule, and Altakhaineh et al. (2025) found that Jordanian fourth-graders grasped English demonstratives better when they were guided to spot the pattern by themselves. In Ecuador, Conza-Armijos and Celi-Celi (2023) reported that university learners preferred working through authentic samples before formulating conclusions, an orientation later associated with stronger analytical autonomy. The way the sixth-graders at Ciudad de Ibarra responded fits the same line of evidence: for this age group, meaning built out of concrete cases keeps interest going better than the rule delivered as an abstraction.

3.1.2 Grammar lessons are clearer when the teacher gives rules and examples

Table 4

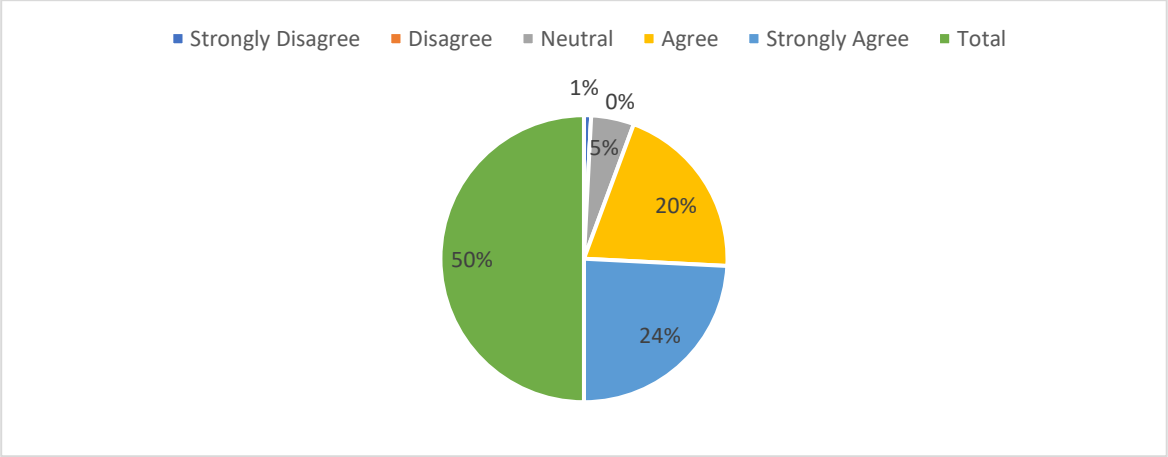
Grammar lessons are clearer when the teacher gives rules and examples

Response Category	Frequency	Percentage
Strongly Disagree	1	1.6 %
Disagree	0	0 %
Neutral	6	9.7 %
Agree	25	40.3 %
Strongly Agree	30	48.4 %
Total	62	100 %

Note. Percentages reflect the distribution of student perceptions regarding the clarity of grammar lessons when rules are accompanied by examples. The high proportion of Agree and Strongly Agree responses highlights the effectiveness of combining deductive and inductive elements.

Figure 3

Grammar lessons are clearer when the teacher gives rules and examples



The distribution of answers leans toward combining the two methods. Around 90% of the group those who agreed or strongly agreed find grammar easier to grasp when the teacher explains the rule and then works with examples. Only one student expressed strong disagreement, so resistance is practically absent. Neutral responses reach 9.7%, which points to a small subgroup that does not see a clear gain from adding the examples to the explanation. Clarity gains the most when structured guidance meets an actual use of the language.

The reported clarity gain here is consistent with Ní Dhiorbháin's (2023) argument that explicit guidance and learner independence are not mutually exclusive and that an explicit-inductive design keeps students cognitively active while providing them with a stated rule to work with.

Anniejemijonafer and Premraj (2024) found the same in descriptive writing; a mix of rule-led an example-led exposure led to better performance than either route alone. In Ecuador

too, Benítez-Correa et al. (2019) found that understanding was improved when the two strategies were combined rather than separated. In sixth grade in Ciudad de Ibarra, the same combination is not a theoretical ideal but the setup the students find to be the clearest

3.1.3 I feel more motivated when grammar rules are discovered in activities.

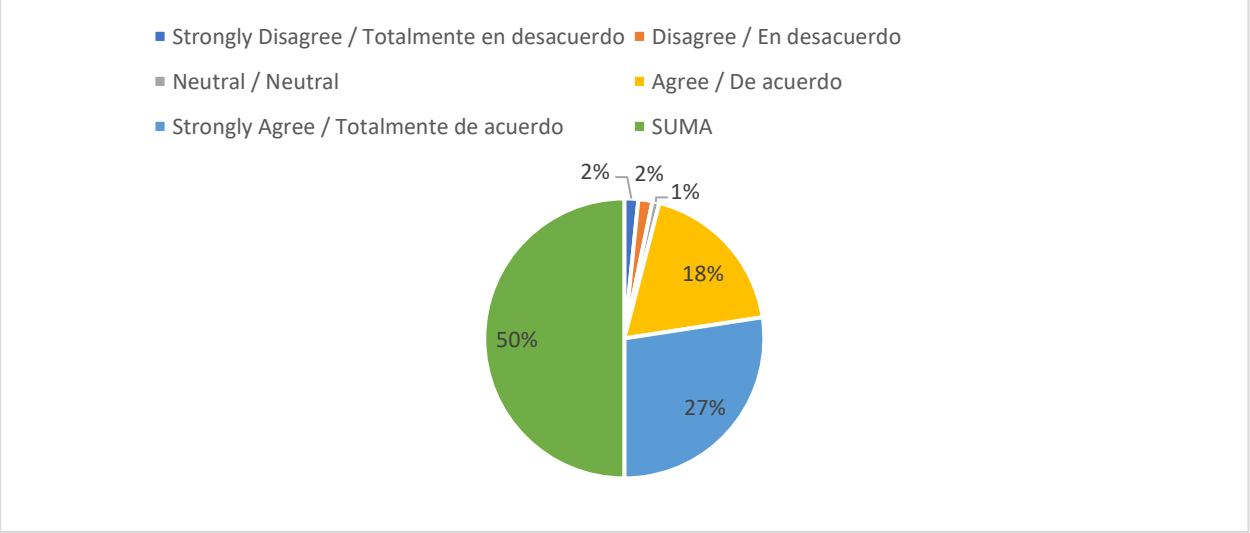
Table 5

I feel more motivated when grammar rules are discovered in activities.

Response Category	Frequency	Percentage
Strongly Disagree / Totalmente en desacuerdo	2	3.23 %
Disagree / En desacuerdo	2	3.23 %
Neutral / Neutral	1	1.61 %
Agree / De acuerdo	23	37.10 %
Strongly Agree / Totalmente de acuerdo	34	54.84 %
SUMA	62	100.00 %

Figure 4

I feel more motivated when grammar rules are discovered in activities.



The item on motivation during discovery activities produced a clear pattern in favor of inductive work. Slightly over half of the students chose strongly agree, and another portion representing

54.84% marked strongly agree, and 37.10% agreed, so 91.94% of the group reported feeling more motivated when the rules emerge from an activity instead of being handed to them at the start. Only four students (6.46%) placed themselves on the disagree side, and a single student stayed neutral. The neutral rate being the lowest of the whole item is worth noting, because it means the class had a formed opinion rather than a distracted one. In practical terms, when a lesson at UE Ciudad de Ibarra opens with a discovery task instead of a rule, the teacher can count on most of the class arriving with willingness to work.

3.1.4 I feel confused when grammar rules are not explained directly.

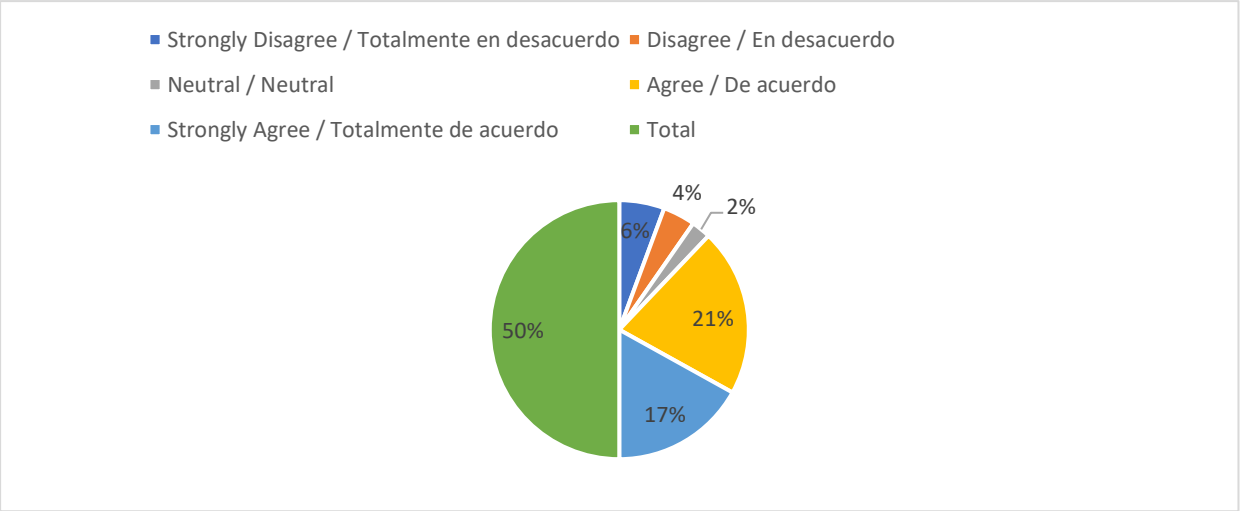
Table 6

I feel confused when grammar rules are not explained directly.

Response Category	Frequency	Percentage
Strongly Disagree / Totalmente en desacuerdo	7	11.29 %
Disagree / En desacuerdo	5	8.06 %
Neutral / Neutral	3	4.84 %
Agree / De acuerdo	26	41.94 %
Strongly Agree / Totalmente de acuerdo	21	33.87 %
Total	62	100.00 %

Figure 5

I feel confused when grammar rules are not explained directly.



The results for this item show that discovery, on its own, is not enough for a good portion of the group. Confusion when the rule is not made explicit was reported by 41.94% of students who agreed and 33.87% who strongly agreed, so three out of four sixth-graders admit that a lesson without a clear explanation leaves them lost at some point. The neutral option was the least chosen (4.84%), which again indicates that opinions on this are firm rather than diffuse.

Read together with the previous item, the picture that emerges is not a preference for one method over the other but a demand for both: students want the discovery phase and the explicit rule, and they notice the absence of either. For lesson planning this means that pure inductive sequences, without a moment of consolidation where the rule is stated, are likely to leave part of the group behind.

3.1.5 Working with examples helps me understand grammar better.

Table 7

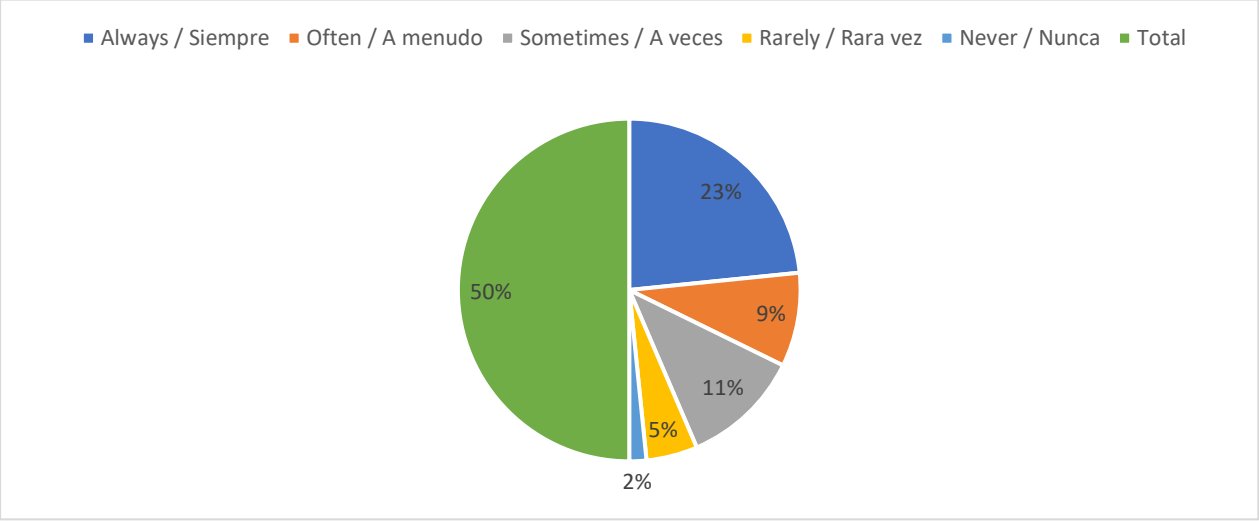
Working with examples helps me understand grammar better.

Response Category	Frequency	Percentage
Always / Siempre	29	46.77 %

Often / A menudo	11	17.74 %
Sometimes / A veces	14	22.58 %
Rarely / Rara vez	6	9.68 %
Never / Nunca	2	3.23 %
Total	62	100.00 %

Figure 6

Working with examples helps me understand grammar better.



Almost half of the class (46.77%) chose always for the item on whether working with examples helps them understand grammar, and if often (17.74%) and sometimes (22.58%) are added, 87.09% of students report that examples help them at least some of the time. Only two students (3.23%) chose never. This is consistent with what the previous two items already suggested: examples are not perceived as a decorative resource but as part of how the rule becomes usable. The takeaway for the sixth-grade classroom is straightforward a grammar lesson without a contextualized example is a lesson the group will struggle with, regardless of whether the rule is presented first or discovered.

3.1.6 I prefer grammar exercises after the teacher explains the rule

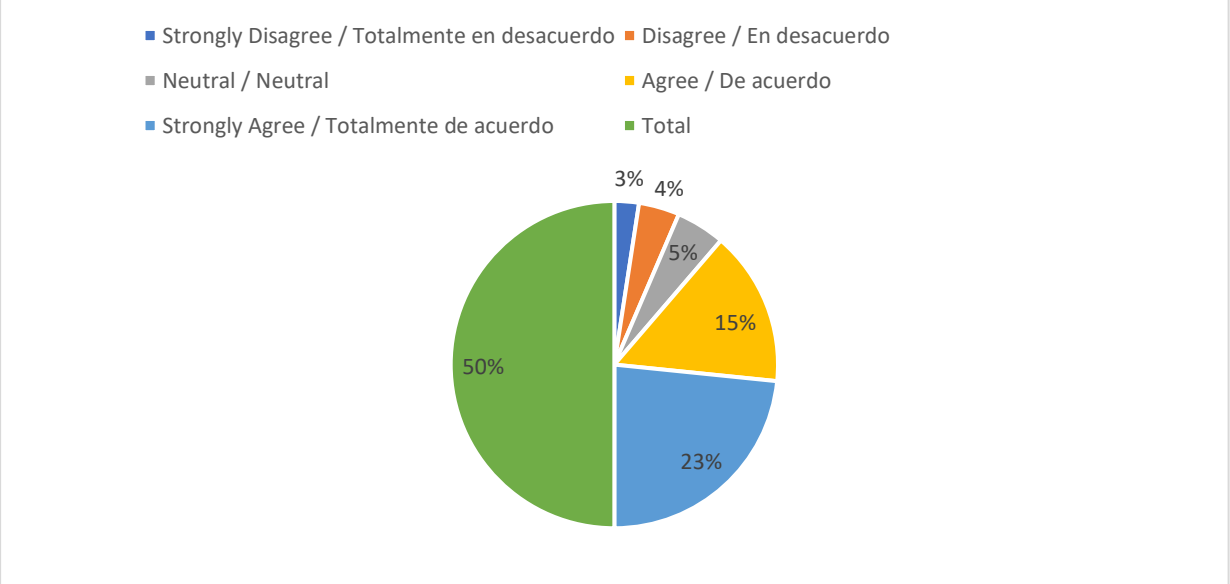
Table 8

I prefer grammar exercises after the teacher explains the rule.

Response Category	Frequency	Percentage
Strongly Disagree / Totalmente en desacuerdo	3	4.84 %
Disagree / En desacuerdo	5	8.06 %
Neutral / Neutral	6	9.68 %
Agree / De acuerdo	19	30.65 %
Strongly Agree / Totalmente de acuerdo	29	46.77 %
Total	62	100.00 %

Figure 7

I prefer grammar exercises after the teacher explains the rule.



The item on preferring to do exercises after the teacher has explained the rule confirms the pull toward deductive sequencing that already appeared in item 3.1.1. Strongly agree was

chosen by 46.77% of students and agree by 30.65%, giving 77.42% of the group in favor of a rule-first order of work.

Only three students (4.84%) strongly disagreed. Read alongside item 3.1.2, where discovery activities also received high approval, the two results do not cancel each other out: the group values both, but when asked specifically about the moment of doing exercises, it prefers to have the rule already on the table. This suggests a practical rule for planning inductive work fits well earlier in the sequence, while structured practice is where students want the deductive scaffold in place.

3.1.7 I remember grammar rules better when I practice before explanations.

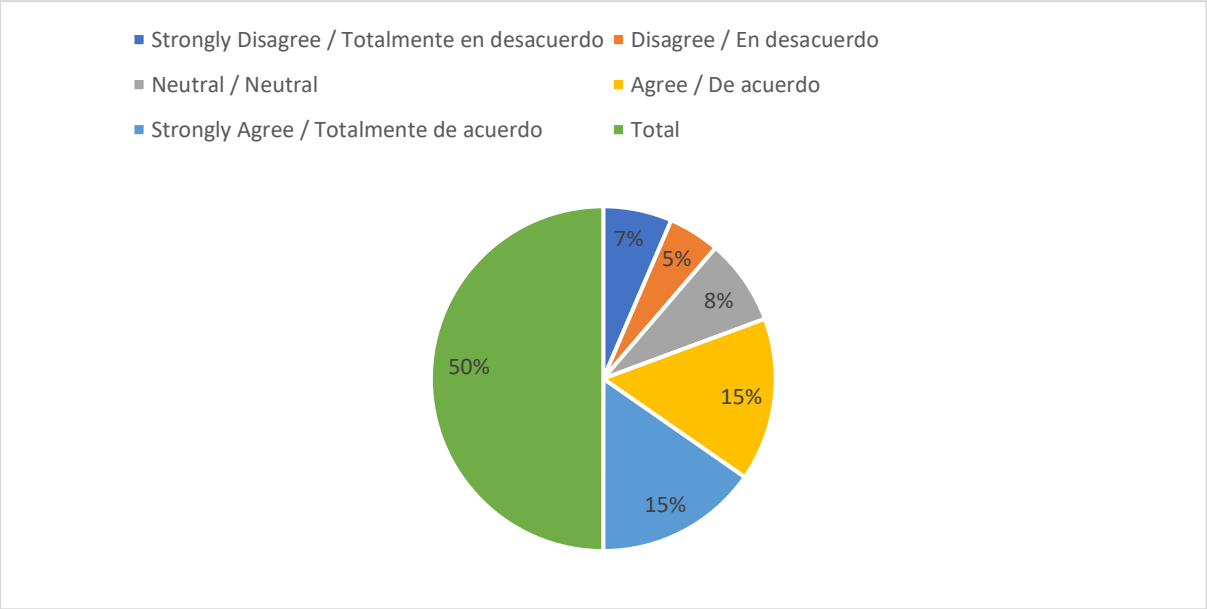
Table 9

I remember grammar rules better when I practice before explanations.

Response Category	Frequency	Percentage
Strongly Disagree / Totalmente en desacuerdo	8	12.90 %
Disagree / En desacuerdo	6	9.68 %
Neutral / Neutral	10	16.13 %
Agree / De acuerdo	19	30.65 %
Strongly Agree / Totalmente de acuerdo	19	30.65 %
Total	62	100.00 %

Figure 8

I remember grammar rules better when I practice before explanations.



The results for this item are more divided than in the previous ones. Agree and strongly agree tied at 30.65% each, so 61.30% of the group thinks they remember grammar better when they practice before the rule is explained; the remaining 38.70% split between neutral (16.13%), disagree (9.68%) and strongly disagree (12.90%). The higher rate of neutral and disagree responses here compared with items 3.1.4 or 3.1.5 is consistent with what the classroom observation later showed: not all sixth-graders are equally comfortable operating without an explicit anchor, and about a third of the group prefers to see the rule before touching the exercises.

3.1.8 Grammar classes are interesting when I find the rule by myself.

Table 10

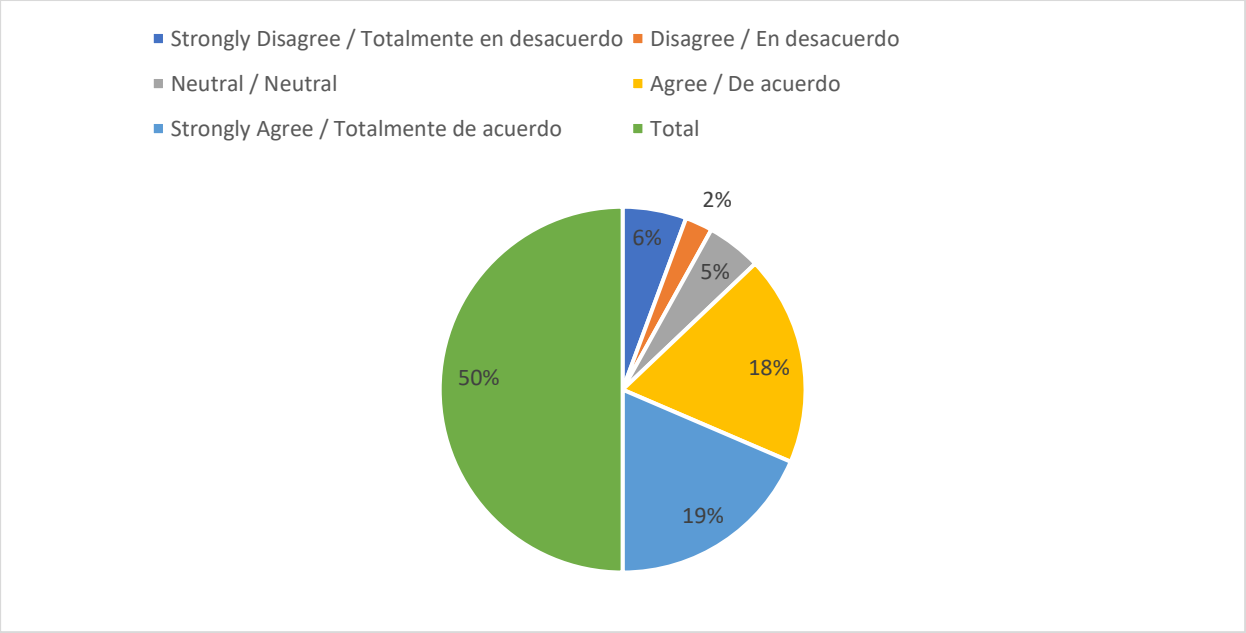
Grammar classes are interesting when I find the rule by myself.

Response Category	Frequency	Percentage
Strongly Disagree / Totalmente en desacuerdo	7	11.29 %
Disagree / En desacuerdo	3	4.84 %

Neutral / Neutral	6	9.68 %
Agree / De acuerdo	23	37.10 %
Strongly Agree / Totalmente de acuerdo	23	37.10 %
Total	62	100.00 %

Figure 9

Grammar classes are interesting when I find the rule by myself.



Agree and strongly agree again tied, this time at 37.10% each, so 74.20% of students consider grammar classes more interesting when they arrive at the rule themselves. Disagreement was low (4.84% disagree and 11.29% strongly disagree), and 9.68% remained neutral. The relatively higher strongly disagree rate compared to items 3.1.1 or 3.1.4 is worth reading carefully: a small subgroup of students clearly experiences the discovery task as an obstacle rather than as an invitation, and that subgroup is the one that most needs the deductive scaffold to be visible in the same lesson.

3.1.9 I feel confident using grammar after clear explanations.

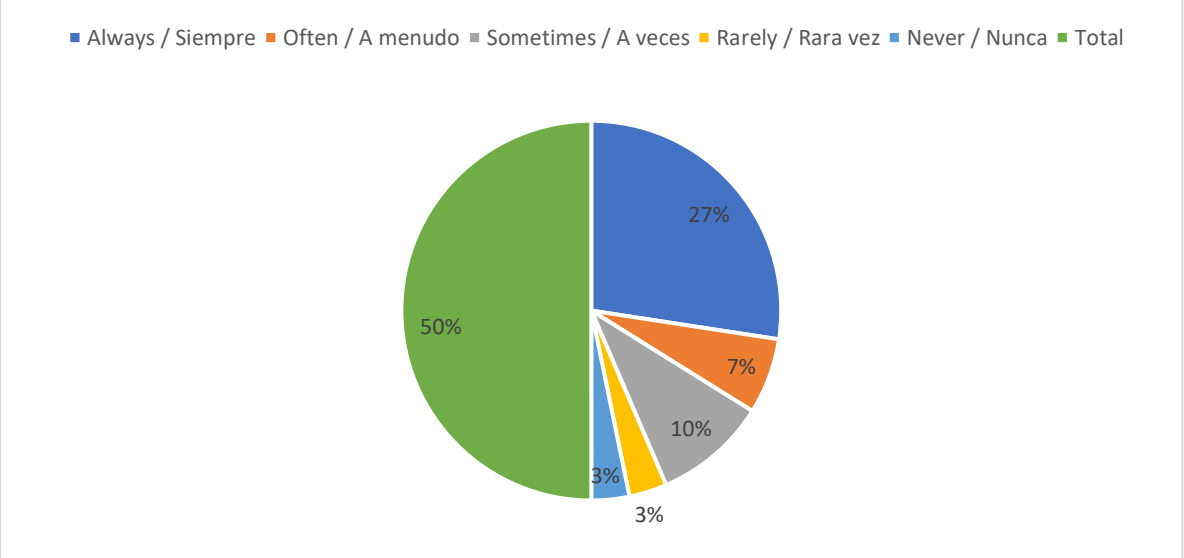
Table 11

I feel confident using grammar after clear explanations.

Response Category	Frequency	Percentage
Always / Siempre	34	54.84 %
Often / A menudo	8	12.90 %
Sometimes / A veces	12	19.35 %
Rarely / Rara vez	4	6.45 %
Never / Nunca	4	6.45 %
Total	62	100.00 %

Figure 10

I feel confident using grammar after clear explanations.



Slightly over half of the students (54.84%) chose always for the item on feeling confident with grammar after a clear explanation, and 12.90% chose often, so two thirds of the group tie

their sense of security in the language directly to the moment when the teacher makes the rule explicit. The rarely and never categories collected four students each (6.45% each), giving 12.90% of the class that does not derive confidence from explanation alone a proportion that matches, almost exactly, the strongly disagree rate on item 3.1.7. Considered together, the two items point to the same subgroup: some students gain security from the explanation, others do not, and a well-designed lesson should offer both routes to the rule so that the class is not sorted into confident and lost by the method itself.

3.2. Observation Analysis

Table 12
Observation 4A Group

Item	Description	Always	Often	Sometimes	Rarely	Never
1	Teacher explains grammar rules directly (deductive approach)	x				
2	Teacher uses examples first to guide students to discover rules (inductive approach)	x				
3	Students actively participate in deductive grammar activities		x			
4	Students actively participate in inductive grammar activities		x			
5	Students show motivation when discovering grammar rules		x			

6	Teacher provides clear instructions for grammar exercises	x	
7	Students collaborate during grammar activities		x
8	Grammar games or group tasks are used to reinforce rules		x
9	Students demonstrate confidence when applying grammar rules		x
10	Classroom environment reflects engagement and effective grammar learning		x

In the sessions observed in 4A, the teacher presented the grammar rules directly most of the time, which shows how firmly the deductive approach dominates the class. On occasion the students were left to work things out for themselves, but these moments were the exception rather than the rule. Both types of activity had participation, but the level of enthusiasm was clearly higher during the discovery segments the students seemed to enjoy that piecing-together quality, as if they were solving small puzzles. Instructions from the teacher were most of the time clear enough for the whole class to understand what had to be done.

What did not appear often was collaborative work. Group tasks were scarce in this class, which reduced the chances of learning from a classmate's voice. Grammar games showed up now and then, but not systematically, and this took away a natural way of making repetition less tiring. Confidence in using the correct form was not steady either; it appeared and disappeared across

sessions, and participation followed the same rhythm. Even when the teacher's explanations made the concept click quickly, the energy of the group dropped in the places where movement and shared thinking might have kept it alive. Looking at the class as a whole, two paths seem to pull in opposite directions: one arrives quickly at the answer, the other takes longer but grows deeper roots. In short lessons the first wins on time; over the weeks the second is what actually builds lasting language.

Table 13

Analysis 4C Group

Item	Description	Always	Often	Sometimes	Rarely	Never
1	Teacher explains grammar rules directly (deductive approach)	x				
2	Teacher uses examples first to guide students to discover rules (inductive approach)		x			
3	Students actively participate in deductive grammar activities		x			
4	Students actively participate in inductive grammar activities			x		
5	Students show motivation when discovering grammar rules			x		
6	Teacher provides clear instructions for grammar exercises			x		

7	Students collaborate during grammar activities		x	
8	Grammar games or group tasks are used to reinforce rules			x
9	Students demonstrate confidence when applying grammar rules		x	
10	Classroom environment reflects engagement and effective grammar learning	x		

The grammar classes observed in 4C give good room for clarifying rules but leave very little space for the students to discover them on their own. The teacher tends to state everything directly rather than opening a path for the class to reach the rule through examples. During teacher-led work the students take part without difficulty, but as soon as the task shifts to an exploratory format both participation and visible interest go down.

Participation is higher during the structured activities, whereas the number of students who join team tasks or show curiosity in front of an open-ended grammar activity is very low. Most instructions from the teacher are understood by the class, but the clarity of those instructions is not uniform: some tasks come with a precise brief, others leave the students unsure of what exactly has to be produced.

The absence of games and collaborative projects also makes it harder for the students to learn through experience or simply to enjoy the class. Confidence in applying grammar appears occasionally and matches the level of participation the same students show in general classroom

activities, which suggests a link between lessons that are clear in their presentation but low in dynamic interaction between teacher and students.

Beyond delivering accurate grammar content, adding group projects, discovery activities or short challenges would very likely raise the energy of the room. Learning tends to settle in more easily and to remain longer when the student engages physically with the material instead of only listening to an explanation from the front. If teachers moved in the direction of exploring the content with the class rather than transmitting it, students would gain not only skills through the tasks completed but also the confidence that grows out of the process.

Table 14

Analysis 4B Group

Item	Description	Always	Often	Sometimes	Rarely	Never
1	Teacher explains grammar rules directly (deductive approach)	x				
2	Teacher uses examples first to guide students to discover rules (inductive approach)			x		
3	Students actively participate in deductive grammar activities			x		
4	Students actively participate in inductive grammar activities		x			
5	Students show motivation when discovering grammar rules		x			

6	Teacher provides clear instructions for grammar exercises	x		
7	Students collaborate during grammar activities		x	
8	Grammar games or group tasks are used to reinforce rules			x
9	Students demonstrate confidence when applying grammar rules		x	
10	Classroom environment reflects engagement and effective grammar learning			x

In 4B, the sessions were built around lessons where the rule came first and was explained directly by the teacher, with exercises immediately after and step-by-step directions that left little room for confusion. From time to time the students tried to figure out patterns on their own and showed interest whenever they identified a rule themselves, but these moments never became a steady part of the class rhythm. Even when opportunities to work from examples were opened, participation in the inductive part came only occasionally; the teacher-led explanation kept the class clear on the content, though attention did wander between one explanation and the next.

Now and then the students teamed up, played short grammar games or worked on a shared assignment, but this kind of activity remained infrequent. As a result, learning rarely happened through teamwork or through the lighter register of a game. Confidence in using the rules showed up occasionally and tracked the same level of engagement the students had in the

class in general, which points to lessons that are well organized but miss the livelier touches that help ideas settle. Instruction in 4B was clear and steady; the space where the class could grow is precisely where discovery activities meet pair and small-group work. Grammar stops feeling like a routine when talking becomes shared, effort gets woven into doing, and understanding builds through interaction.

3.3. Interviews Analysis

Across the three interviews with the Vice Rector, the English Coordinator and the classroom teacher, a common view of sixth-grade grammar teaching takes shape. All three consider that the current instruction meets the basic standard but that the methodology needs refinement, in particular in the way deductive and inductive teaching are combined. Each speaker enters the topic from a different place. The Vice Rector talks in terms of institutional policy and the need for pedagogical updating. The Coordinator focuses on what is available in practice how many teachers are trained for what, and how resources reach the classroom. The Teacher speaks from what happens every week: how the students respond to a discovery activity, when the group loses attention, when they gain it back.

The three interviewees value both routes rule first with practice afterwards, and examples first with rule discovery. They also agree that combining them in the same lesson takes deliberate planning; it does not happen by improvisation. Deductive teaching gives clarity and structure; inductive work brings engagement and deeper understanding. On the ground, the interviews show that the students respond well to inductive tasks such as looking at examples and inferring the rule, but the teachers also underline the role of the deductive explanation for accuracy and for reinforcing what has just been discovered.

Table 15

Thematic Analysis Table: Deductive vs. Inductive Grammar Teaching

Theme / Code	Vice Rector (Institutional Vision)	Coordinator (Managerial View)	Teacher (Classroom View)
Quality of Teaching – Indicators	Teaching quality is acceptable but needs methodological innovation.	Points to the need for a balanced use of the two approaches in the same lesson.	Reports higher motivation when students reach the rule through discovery.
Institutional Policies – Grammar Approach	Institutional policy backs updated methodologies and continuous teacher training.	Supports combining inductive work with the clarity of a deductive explanation.	Insists on grammar tasks calibrated to the sixth-grade age group.
Teacher Support – Deductive & Inductive Methods	Allocates resources for methodological training.	Runs workshops focused on grammar pedagogy.	In class, uses examples, guided discovery and rule explanation together.
Expected Impact of Approaches	Expects gains in comprehension and communicative competence.	Sees the balance between approaches as a way to raise participation and accuracy.	Notes that students gain confidence when they arrive at the rule themselves.

Student & Community Participation	Encourages projects and contests where grammar is used in context.	Encourages interactive work with grammar in the classroom.	Reports positive student response to inductive tasks such as games, charts and dialogues.
Teacher Training – Grammar Pedagogy	Sees continuous training as a condition for teaching grammar well.	Prioritizes the development of methodological skills.	Recommends practical classroom strategies that combine the two approaches.
Challenges in Implementation	Limited access to methodological resources.	Difficulty allocating class time between the two types of tasks.	Main challenge in the classroom: adapting inductive tasks to the proficiency level of sixth-graders.

The three viewpoints meet at the same concern: grammar teaching needs to change, and the change has to come from a real combination of the two approaches. For the Vice Rector this is an institutional matter tied to policy and training. For the Coordinator it is a practical matter of blending methods within the time and the resources that already exist. For the Teacher it is a matter of student motivation and of how each approach lands emotionally in the room.

Beyond that, the three interviews also share one further conclusion: deductive teaching and inductive teaching complete each other. The first trains the student to work with accuracy

and structure. The second builds interest and learning independence. The point where the department can grow is precisely at the intersection blending both aspects to strengthen the sixth-grade student's grasp of grammar and use of the language.

3.4. Triangulation of Results

The survey brought two trends to the surface at the same time. The larger portion of the group considers that they learn better when the teacher explains the rule first, and a portion almost as large reports being more interested when patterns are uncovered through practice before any explanation is given. When students are given concrete examples of the grammatical point, understanding also improves. What comes out of these three signals is not a preference for one style over the other; it is a case for combining them. The first brings order to the class, the second brings engagement and neither reaches a level of preference high enough to displace the other.

The classroom observations line up with what the survey suggested. In the three groups the lessons were mostly deductive: the teacher stated the rule and then set up the practice. Whenever a moment of inductive work was introduced, however, students became visibly more attentive; they leaned into the task, offered guesses, and compared their answers with the classmate next to them. Participation level has remained steady during deductive segments, but level of attention increased in the discovery parts. Energy of the room also changed, even if it did so only subtly. There was not much collaborative work to observe in the three observations; what was going on was limited and did not create conditions for real interaction. The conclusion that can be drawn is clear: rule-first teaching means quicker understanding, while pattern discovery equals better engagement, but latter occurs too seldom to matter.

The interviews with the Vice Rector, the English Coordinator and the classroom teacher add a layer that neither the tests nor the observation could show on their own. Policy shapes a

large part of what happens in class, but daily practice tells a slightly different story. From the Vice Rector's side, the emphasis was on updating methods and keeping teacher training active. The Coordinator's answers stayed closer to practical constraints time available, materials, how to distribute both across the sessions. The teacher, speaking from inside the classroom, kept coming back to the same observation: the energy in the room increases when students work the pattern out for themselves, although the same discovery task also slowed down some students who need a clearer scaffold.

A middle ground emerges, with none of the three voices describing it as such. Structure supports freedom, not the opposite, and balance in this sense is less a theoretical statement than a weekly adjustment. Neither approach works well alone at sixth grade. The combination is the way the room is arranged.

Read together, the surveys, the observations and the interviews point in the same direction. Deductive teaching brings order and assurance because it gives the student something clear to hold onto; inductive teaching brings attention and effort because it asks the student to do something with the language. Students, teachers and the school authorities all recognize this balance, and each preference softens once the joint value is on the table. The difficulty is practical rather than conceptual: distributing hours, choosing materials, planning so the lesson does not stop at the rule. Learning gains depth when it moves through exploration, shared tasks and use in real situations. In sixth grade at Ciudad de Ibarra, the combination of the two styles is what allows both understanding and usable language skill to grow at the same pace.

CHAPTER IV

PROPOSAL

4.1 Proposal title

A Deductive Inductive Guide for Teaching English Grammar in 6th Grade at Unidad Educativa Ciudad de Ibarra.

4.2 Objectives

4.2.1 General Objective

To strengthen English grammar learning and writing development in sixth-grade students at Unidad Educativa Ciudad de Ibarra through the design and implementation of a didactic guide that integrates deductive and inductive grammar teaching approaches.

4.2.2 Specific Objectives

To design a didactic guide with structured lessons that combine deductive and inductive strategies to teach English grammar in a context-rich and age-appropriate way for sixth-grade EFL students.

To implement the Grammar Quest guide with sixth-grade students at Unidad Educativa Ciudad de Ibarra in order to observe its impact on grammar acquisition and writing performance.

4.3 Introduction

Few areas of EFL teaching stay as debated as grammar, and the debate becomes sharper at basic education, when children begin to work with the structures, they will later need for writing and speaking. At sixth grade the way the teacher opens the topic already conditions what the student can later do with it. If the rule arrives first and stays clear, students gain a stable reference point; if the class starts from examples and asks them to notice the pattern, they engage more and think harder about the form. Neither of the two routes wins on its own. What the recent evidence shows is that the sensible move is to combine them inside the same lesson.

Grammar Quest, the guide presented in this chapter, was built around that idea of combination. It has six units matched to the sixth-grade EFL curriculum, four lessons each, and every lesson follows the same path: the class first looks at short texts and tries to spot the pattern, then the teacher states the rule, and finally the students use it in a writing or speaking task. Along the way they read, underline structures, write paragraphs with clear sentence goals, do small group projects and give short presentations. The intention behind this design is straightforward. The diagnostic phase of the thesis showed that sixth-graders at Ciudad de Ibarra can recognize a rule but do not always transfer it to their writing. Presenting the same rule twice once as a discovery and then as an explicit statement before asking them to write with it, is the pedagogical move meant to close that gap.

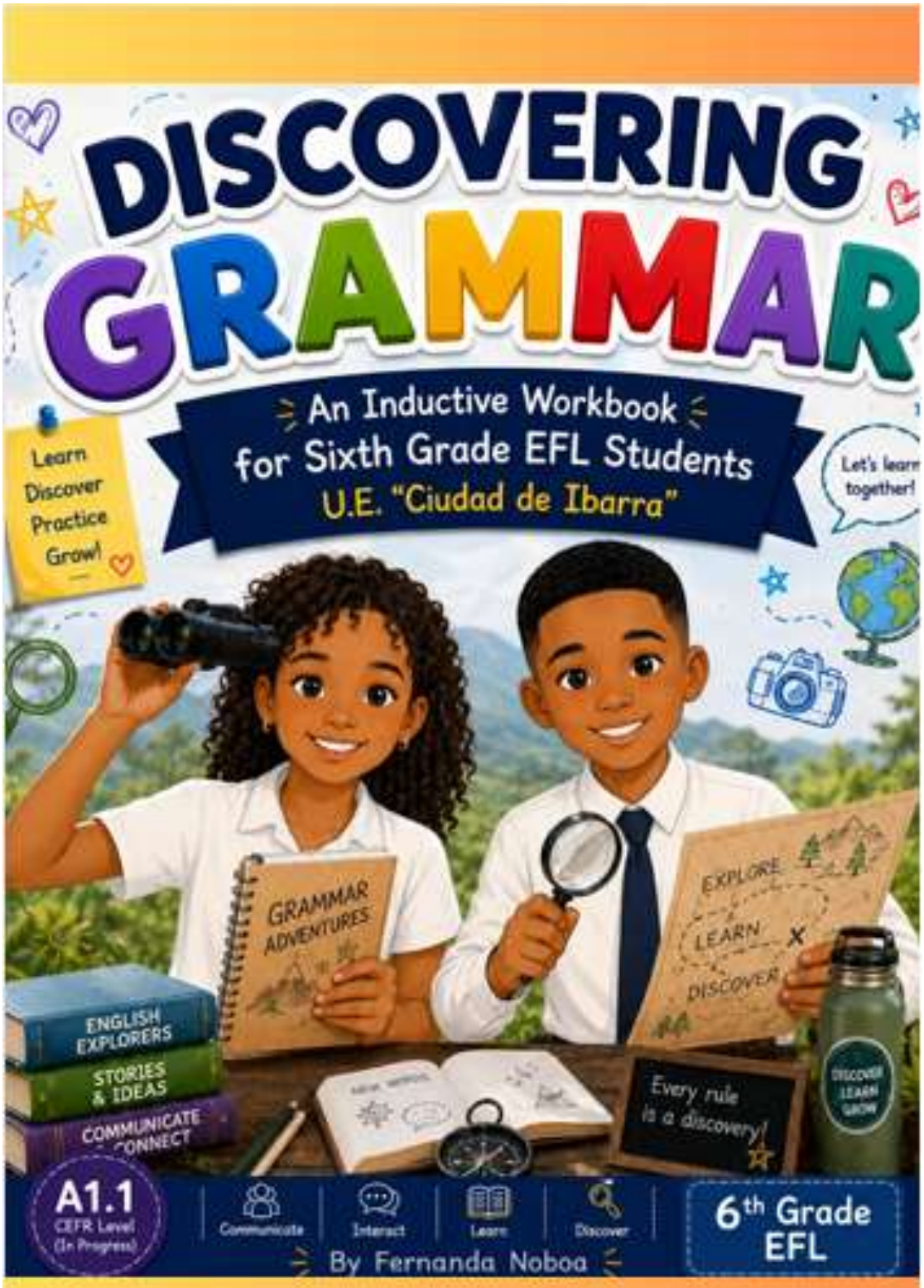
4.4 Justification

Teaching English grammar in sixth grade at Ciudad de Ibarra is not simple. The teacher has to keep the students focused, keep them motivated, and the hardest part get them to actually use the rules when they write. The three instruments applied for this thesis pointed to the same problem from different angles. The survey with the students, the observation of the three sixth-grade groups (4A, 4B, 4C) and the interviews with the Vice Rector, the English Coordinator and the classroom teacher agreed on one thing: the children know the rule when asked in isolation, but the rule does not travel into their writing. That is the gap the guide addresses. The way it addresses the gap is not by choosing between deductive and inductive teaching but by using both in the same lesson, so noticing the pattern, stating the rule and using it become three steps of one sequence instead of two rival methods.

Grammar Quest was designed to respond to exactly that need. Inside a single instructional structure, it combines explicit rule explanations, discovery tasks, group work and short writing projects. All the activities were calibrated to eleven- and twelve-year-old students brief, concrete,

with a visible outcome. The guide gives the teacher a tool that is practical, structured and reusable, and that follows the school curriculum. In doing so it aims to strengthen grammar teaching at the sixth-grade EFL classroom and, more generally, to help the students write better at basic education. The material can also be moved to other grades or other Ecuadorian schools with small adjustments; nothing in the design ties it exclusively to this institution.

Note on the Use of: Artificial Intelligence in This Proposal: It is hereby noted that the images illustrating the units and lessons of the Grammar Quest teaching guide presented in Chapter IV were generated using artificial intelligence tools, specifically ChatGPT (OpenAI, 2024), together with the graphic design platform Canva (Canva Pty Ltd, 2024), on the basis of descriptions (prompts) created by the author. These images serve a pedagogical function as visual aids to contextualize characters, scenes, and activities within the "linguistic detective" thematic thread and in no way constitute reproductions of third-party copyrighted material. The instructional design, the selection of grammatical structures, the activities, and the pedagogical sequencing are the original work of the author.

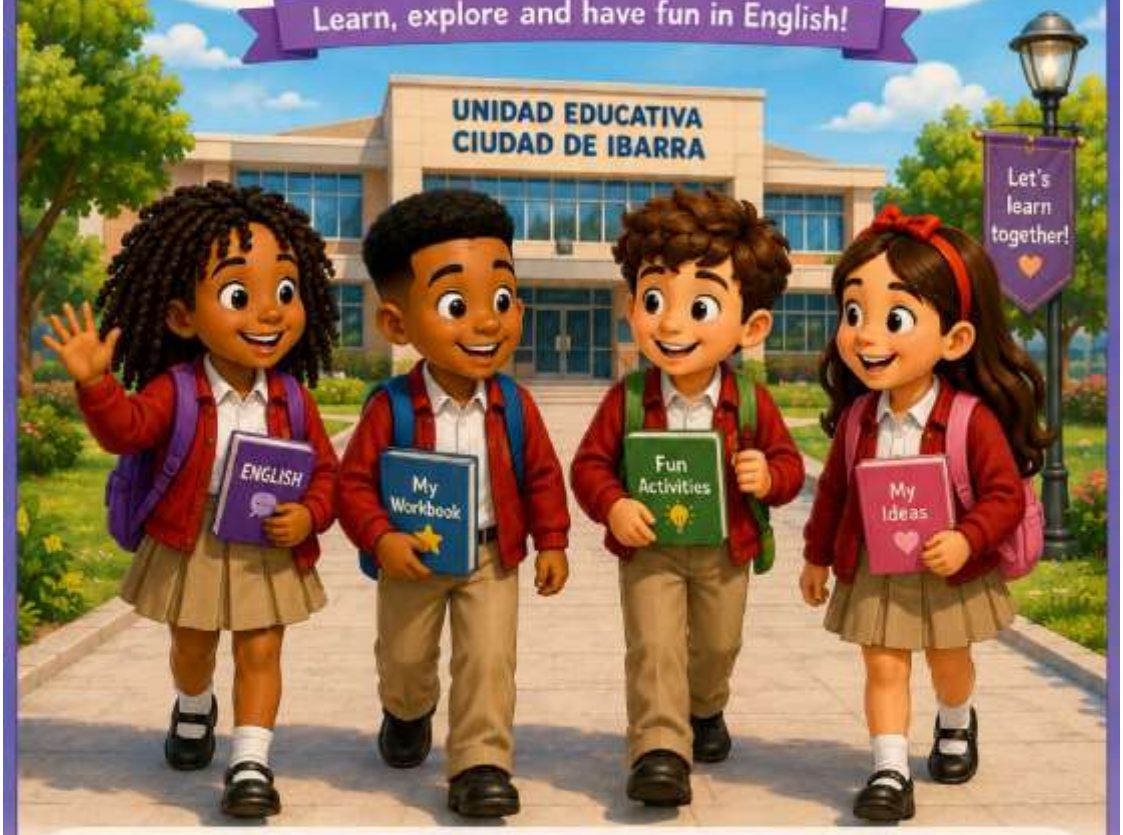


Author:Fernanda Noboa A.

The illustrations in this material were created using artificial intelligence (ChatGPT/OpenAI) and then adapted in Canva by the author for academic and educational purposes as part of a self-developed didactic proposal

WELCOME TO YOUR ENGLISH JOURNEY!

Learn, explore and have fun in English!



IN THIS BOOK, YOU WILL...

LEARN new words and useful expressions.

DISCOVER grammar rules in context.

PRACTICE what you learn with fun activities.

COMMUNICATE and speak English with confidence.

CREATE projects and share your ideas.

REFLECT on your learning and celebrate your progress.

Every step you take brings you closer to your goals.

You can do it! ♥

HOW TO USE THIS WORKBOOK

Each lesson has simple steps to help you learn and enjoy English.



1 LOOK & OBSERVE

Look at the pictures and answer the questions.

Pay attention!



2 DISCOVER

Discover new words, grammar rules and useful expressions.

Let's explore!



3 PRACTICE

Practice what you learn with fun and meaningful activities.

You can do it!



4 COMMUNICATE

Talk with your classmates and share your ideas in English.

Let's speak!



5 CREATE

Use your creativity to make projects and express your ideas.

Let's create!



6 REFLECT

Think about what you learned and how you can improve.

You did a great job!



Follow the steps, enjoy the process and become a confident English learner!

3

OUR LEARNING ICONS

These icons will guide you through your learning journey.

Look for them in every lesson!



CAN DO STATEMENT

Shows what you will be able to do at the end of the lesson.



UNIT CHALLENGE

A special challenge where you create a final product and demonstrate what you have learned.



MY DISCOVER

Helps you discover new words, grammar rules or useful expressions.



LOOK & OBSERVE

Look at the pictures, charts or examples and pay attention.



PRACTICE

Practice what you learn with fun and meaningful activities.



COMMUNICATE

Talk with your classmates, share your ideas and use English.



CREATE

Use your creativity to make projects and express your ideas.



WORK WITH A PARTNER

Work with a partner to practice, share and learn together.



GRAMMAR FOCUS

Focus on grammar rules and how they are used.



THINK & ANSWER

Think about the questions and give your answers.



READ

Read texts, stories or examples to get information.



LISTEN

Listen carefully to understand instructions, dialogues or texts.



REFLECT

Think about what you learned, how you did and how you can improve.

Use these icons and enjoy learning English every day!

TABLE OF CONTENTS

Let's explore all the units in this book!

UNIT 1 **INTRODUCING MYSELF**
Talk about who you are and share information about yourself.

Page 6

UNIT 2 **MY SCHOOL AND CLASSROOM**
Identify places and objects in my school and classroom.


Page 11

UNIT 3 **MY DAILY LIFE**
Talk about my daily routines and habits.

Page 16

UNIT 4 **MY ABILITIES**
Describe abilities, talents and things I can do.

Page 21

UNIT 5 **MY COMMUNITY**
Identify places in my community and give simple directions.


Page 26

UNIT 6 **WHAT IS HAPPENING NOW?**
Talk about actions happening at the moment.

Page 31

Every unit is a new adventure.
Enjoy learning English!

DISCOVERING GRAMMAR

An Inductive Workbook for Six Grade EFL Students



Images created using ChatGPT and Canva (Noboa Anangonó, 2026)

UNIT 1

Introducing Myself

Can do Statement

I can introduce myself and exchange information using simple sentences

Learning Goal

By the end of this unit , you will be able to introduce yourself, ask and answer personal information and use the verb to be in simple conversations

Grammar Focus

- Verb To Be (am - is - are)
- Personal Pronouns
- Possessive Adjectives

Vocabulary

- Name
- Age
- Country
- City
- Nationality
- Favorite Color
- Favorite Food
- Hobby

Teacher's Notes

Unit Objective

Students discover how the verb to be is used through observation, communication, and guided practice before receiving an explicit explanation.

Methodology (Inductive Grammar Teaching)

Observe → Think → Discover → Practice → Communicate → Reflect

Materials:

- ✓ Workbook
- ✓ Flashcards
- ✓ Character Cards
- ✓ Markers
- ✓ Colored pencils
- ✓ Sticky notes

Assessment:

- ✓ Observation checklist
- ✓ Workbook activities

Unit Project
My Identity Book

Students discover how the verb to be is used through observation, communication, and guided practice before receiving an explicit explanation.



6

UNIT 1: INTRODUCING MYSELF

LESSON 1

LET'S GET TO KNOW EACH OTHER!

Objective:

To exchange personal information through pictures and short descriptions.

Can Do Statement:

I can introduce myself and exchange personal information using simple sentences.

ACTIVITY 1: LOOK AND OBSERVE

Instructions

Look at the pictures and read the information carefully.



ACTIVITY 2: THINK AND ANSWER

Instructions:

Look at the pictures and read the information carefully.



What is the girl's name?

---

2. How old is She?

---

3. Where is He from?

---

4. What information do both children give?

ACTIVITY 3: LOOK AND COMPLETE

Instructions

Read the sentences and complete the table.

- I am Sophia.
- I am 11 years old.
- He is José.
- She is Ecuadorian.
- We are students.

Subject	Verb
I	----------
He	----------
She	----------
We	----------

ACTIVITY 4: DISCOVER THE RULE

Instructions:

Work with a partner.

Look at the table and answer.

1. Which word do we use with I? ----------
2. Which word do we use with He? ----------
3. Which word do we use with She? ----------
4. Which word do we use with We? ----------

MY DISCOVERY



Write the rule in your own words.

LESSON 2
NICE TO MEET YOU!



Objective:

-To exchange personal information through simple conversations.

Can Do Statement:

I can ask and answer questions about personal information.

Activity 1 : Read and observe

Instructions:

- Look at the picture.
- Read the conversation.
- Circle the questions.

José: Hello! My name is José.

Sophia: Nice to meet you!

José: Nice to meet you, too!

Sophia: How old are you?

José: I am ten years old.

Sophia: Where are you from?

José: I am from Ibarra.



Activity 2 : Discover the Question

Instructions:

Ask the questions and write your classmate's answers.

Question	Answer
What is your name?	_____
How old are you?	_____
Where are you from?	_____
What is your favorite color?	_____
What is your favorite food?	_____
What is your favorite hobby?	_____

Activity 2 : Discover the Question

Instructions:

- Complete de table

Question	Answer
What's your name?	_____
How old are you?	_____
Where are you from?	_____

Now answer.

Which question asks about a person's name?
Which question asks about age?
Which question asks about origin?

Activity 4 : Introduce your friend

Instructions

Use the information from the interview in activity 3.

Write six complete sentences.

Example

His name is Joé.,

_____



LESSON 3
GRAMMAR DETECTIVES



Objective:

To discover how the verb to be changes according to the subject.

Can Do Statement:

I can identify and use the verb to be correctly in simple sentences.

Activity 1 : Read the Clues

Instructions:

- Read the sentences carefully.
- Circle the verbs am, is, and are

1. I am Sophia.
2. I am eleven years old.
3. He is Joé.
4. She is Ecuadorian
5. She is Valentina.
6. We are students.
7. They are classmates.
8. Mathew is eleven years old.



Think!

What words come before am?

What words come before is?

What words come before are?

Activity 3: Grammar Challenge

Instructions:

- Complete the sentences with am, is, or are.

1. I _____ eleven years old.
2. He _____ my friend.
3. She _____ from Ecuador.
4. We _____ classmates.
5. They _____ in the classroom.
6. I _____ happy today.

Bonus Challenge

Write two more sentences.

1. _____
2. _____

Activity 2: Discover the Rule!

Instructions:

Complete the table

Subject	Verb
I	
He	
She	
We	
They	

My grammar Discovery

Write the rule in your own words.

I + _____
He + _____
She + _____
We + _____
They+ _____

Activity 4: Grammar Detective Game

Instructions:

- Work with a partner.
- Choose a subject and create a sentence.

Example:



1. I → I am a student.
2. She → She is Ecuadorian.
3. We → We are friends.

Write your sentences.

1. _____
2. _____
3. _____

LESSON 4

MY IDENTITY BOOK

Objective:

To create and present a personal identity profile.

Can Do Statement:

I can introduce myself using complete sentences.



ACTIVITY 1

* Read and Observe

Instructions:

- Look at Sophia's identity card.
- Read the information.

Sophia's Identity Card



Name: Sophia
Age: 11
City: Ibarra
Country: Ecuador
Favorite Color: Purple
Favorite Food: Pizza
Hobby: Reading

Think

What information is included in an identity card?

_____

_____

ACTIVITY 2

* Complete Your Identity Card

Instructions:

- Complete the card with your personal information.

My Identity Card

Name: _____
Age: _____
City: _____
Country: _____
Favorite Color: _____
Favorite Food: _____
Hobby: _____

ACTIVITY 3

* Write About Yourself

Instructions:

- Use your identity card.
- Write six complete sentences.

Hello!
My name is _____.
I am _____ years old.
I am from _____.
My favorite color is _____.
My favorite food is _____.
My hobby is _____.

ACTIVITY 4

* My Identity Book Project

Instructions:

- Create a mini identity page. Include:

✅ A drawing or photo.

✅ Your personal information.

✅ Six complete sentences about yourself.
Present your work to the class.



UNIT 1 REFLECTION

My favorite activity was:

The easiest activity was:

The most difficult activity was:

Now I can:

UNIT 1 SELF-ASSESSMENT

Statement	Yes	Almost	Not yet
I can introduce myself.	☐	☐	☐
I can ask personal questions.	☐	☐	☐
I can answer personal questions.	☐	☐	☐
I can use am, is and are correctly.	☐	☐	☐
I can introduce a friend.	☐	☐	☐

DISCOVERING GRAMMAR

An Inductive Workbook for Six Grade EFL Students

UNIT 2

My School and Classroom



Identify classroom objects | Ask and answer questions | Learn *There is / There are* | Create a Classroom Poster

Can do Statement

I can describe my classroom and identify objects using simple expressions.

Learning Goal

By the end of this unit , you will be able to introduce yourself, ask and answer personal information and use the verb to be in simple conversations

Grammar Focus

- There is / There are
- Singular and plural nouns
- Possessive Adjectives

Vocabulary

Board	Pencil
Color	Desk
Ruler	Book
Notebook	Map
Eraser	Chair
Classroom	Library
Window	Computer

Teacher's Notes

- As much as possible, use real things in the **C**lassroom.
- Tell kids to move around the room while they talk.
- Ask a lot of "Is there..." or "Are there?" questions.
- Work on plural words before adding Actually, there are.
- Highlight good communication over perfect language.

Methodology (Inductive Grammar Teaching)
Before writing down the rule, students learn the difference between "There is" and "There are" by observing.

Order of learning:
Watch → Think → Learn → Practice → Talk → Reflect

Materials:
- ✔ Workbook
- ✔ Flashcards
- ✔ Classroom objects
- ✔ Markers
- ✔ Colored pencils
- ✔ Adhesive notes
- ✔ Character cards

Assessment:
- ✔ Workbook activities
- ✔ Words and phrases - Grammar - Speaking
- ✔ Being involved
- ✔ Showing the project

Unit Project
My Dream Classroom or School Poster

Create a Classroom Poster about the dream classroom or school with drawings. Make sentences using There is / There are to describe the classroom or school. Give a short presentation to the classmates.



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LESSON 1

WELCOME TO THE CLASSROOM!



Objective:

To recognize and name classroom objects through images and short descriptions.

Can Do Statement:

I can identify classroom objects in simple sentences.

ACTIVITY 1: LOOK AND LABEL

Instructions:

Look at the classroom picture. Write the names of the objects.



1._____ 2._____ 3._____ 4._____

5._____ 6._____ 7._____

ACTIVITY 2: THINK AND ANSWER



Instructions:

Answer the following questions.

1.What objects are in the classroom?

_____

2. How many books can you see?

_____

3. Is there a board?

_____

4. What objects do you use every day?

_____

ACTIVITY 3: DISCOVER THE PATTERN

Instructions:

Read the sentences and complete this table.

- There is a board.
- There are two windows.
- There is a desk.
- There are many books.

Sentence	Structure
There is a board	There is + singular noun
There are two windows	There are + plural noun
There is a desk	_____
There are many books	_____

MY DISCOVERY

- Which structure do we use for singular objects?

_____

- Which structure do we use for plural objects?

_____

ACTIVITY 4: TALK WITH YOUR PARTNER

Instructions:

Work with your partner. Ask and answer questions. Then share your answers with the class.

- Is there a board in your classroom?

_____

- How many chairs are there?

_____

- Is there a window?

_____

- Are there books on the desk?

_____



REFLECTION:

- What did I learn today?_____

_____

LESSON 2

EXPLORING OUR CLASSROOM!



Objective:

·To exchange information about classroom objects through simple conversations.

Can Do Statement:

I can ask and answer questions about classroom objects using There is / There are.

Activity I : Read and observe

Instructions:

- Look at the picture of the classroom. Read the conversation. Circle the questions.

Conversation:

Sophia: Is there a board in the classroom?

Joé: Yes, there is.

Sophia: How many chairs are there?

Joé: There are twenty chairs.

Sophia: Is there a teacher's desk?

Joé: Yes, there is.

•Write two questions from the conversation:

1. _____

2. _____

Activity 2 : Discover the Question

Instructions:

Complete the table.

Question	Answer
Is there a board in the classroom?	_____
How many computers are there?	_____
Is there a notebook in the desk?	_____

👉 Now think and put a check mark un the correct answer.

1.Is there.....?is used to ask about:

- ☐ one thing
- ☐ many things

2.Is there.....?is used to ask about:

- ☐ one thing
- ☐ many things

Activity 3 : Classroom Survey



Instructions:

- Look around your classroom. Ask your classmates questions using There is / There are with tho objects you observe there. Write their answers in the table.

Question	Answer
Are there windows in classroom?	_____
How many desks are there?	_____
Is there a book in the table?	_____
Are there pencils on the desk?	_____

Activity 4 : Describe your classroom.

Instructions:

Take information from your survey in the activity 3, then write 4 sentences, describing your classroom.

Example:

- There is a map in the classroom.
- There are twelve erasers.

1._____

2._____

3._____

4._____



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LESSON 3
GRAMMAR DETECTIVES
THERE IS / THERE ARE



Objective:

To learn how "There is" and "There are" change when a noun is single or plural.

Can Do Statement:

I can identify and use There is / There are correctly in simple sentences.

Activity 1 : Look at the hints!

Instructions:

- Pay close attention to the words.
- Circle There is, and There are in the sentences.



1. There is a pencil
2. There are two computers.
3. There are many tables
4. There is a book on the table.
5. There are pens on the desk.
6. There is a map.

Now Think!

What words come after There is?

What words come after There are?

Activity 3: Grammar Challenge

Instructions:

- Complete the sentences with there is, or there are.

1. _____ many teachers in the school.
2. _____ a notebook.
3. _____ eight chairs.
4. _____ twenty classrooms in the school.
5. _____ many books in the library.
6. _____ a map on the wall.

Bonus Challenge

Write your own two sentences using **there is** and **there are**

1. _____
2. _____

Activity 2: Locate the Rule!

Instructions:

Fill out the table

Sentence	Structure
There is a map	There is + singular noun
There are many tables.	There are + ----------

My Grammar Discovery

Finish the rule by adding a word.

There is + One----------

There are + two or more----------

Activity 4: Grammar Detective Game

Instructions:

- Work with your partners.
- Look the objects of the school and the class .



Write your own sentences using the objects thay you discovered. Use there is and there are

1. ----------
2. ----------
3. ----------

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LESSON 4
OUR CLASSROOM PROJECT!



Objective:

To create and present a personal identity profile.To create and present a classroom description poster with sentences and drawings.

Can Do Statement:

I can describe my classroom using complete sentences with There is / There are.

ACTIVITY 1

* Read and Observe

Instructions:

- Look at the example poster. Read the sentences.



Our Classroom

- There is a plant.
- There are four chairs.
- There is a board on the wall.
- There are many books on the shelf.

Now think!

What information is included in the poster?



ACTIVITY 2

* Create yuor classroom map

Instructions:

- Make an easy map of your classroom. Put the name on the objects.

ACTIVITY 3

* Write About Your classroom

Instructions:

- Use the information from the classroom map.
- Write six complete sentences. Don't forget to use: there is and there are.

1._____
2._____
3._____
4._____
5._____
6._____

ACTIVITY 4

* My Poster Project

Instructions:

* Create a mini colorful poster about your classroom

Include:

- ✅ drawings or photos.
- ✅ Labels for objects.
- ✅ Six complete sentences to describe.

Share your poster with your classmates and your teacher.



UNIT 2 REFLECTION

In this unit I learned:

_____
_____

Now I can:

_____
_____

UNIT 2 SELF-ASSESSMENT

Instructions: color the stars



- I can identify classroom objects ☆☆☆
- I can ask and answer quesions ☆☆☆
- I can use there is/there are correctly ☆☆☆
- I can describe my classroom ☆☆☆

DISCOVERING GRAMMAR

An Inductive Workbook for Six Grade EFL Students

UNIT 3

My Daily Life



Can do Statement

I can talk about daily routines and habits using simple present sentences.

Learning Goal

By the end of this unit, you will be able to describe your daily routines, ask and answer questions about habits, and use the simple present tense correctly.

Grammar Focus

- Simple Present (affirmative, negative, question).
- Frequency adverbs (always, usually, sometimes, never)
- Question words (What, When, How often).

Vocabulary

Daily routines	Time expressions
Wake up	In the morning
Brush teeth	In the afternoon
Go to school	In the evening
Do homework Chair	At night
Play soccer	Every day

Habits

Sleep early

Eat breakfast

Read books

Teacher's Notes

- Help students discover and discuss everyday routines through meaningful and communicative activities. Before explicitly teaching grammar rules, encourage students to observe pictures, interact with classmates, and use the simple present in real-life contexts.

Methodology (Inductive Grammar Teaching)

- Observe pictures and routine examples.
- Discuss ideas with a partner or group.
- Identify language patterns.
- Practice through guided and communicative activities.
- Apply learning in the Routine Booklet Project.

Materials:

- ✔ Workbook
- ✔ Daily routine flashcards
- ✔ Picture cards
- ✔ Markers
- ✔ Colored pencils
- ✔ Sccissors
- ✔ Glue

Assessment:

- ✔ Daily Routine Vocabulary
- ✔ Simple Present
- ✔ Oral Interaction
- ✔ Sentence Writing
- ✔ Booklet Presentation

Unit Project
My Routine Booklet

Create a Routine Booklet with drawings and sentences about your daily life. Present it to the class.



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LESSON 1
MY DAILY ROUTINES!



Objective:
To recognize and talk about daily routines through pictures and short texts.

Can Do Statement:
I can identify daily routines in simple sentences.

ACTIVITY 1: LOOK AND OBSERVE

Instructions:

Look at the pictures. Write the names of the activities:

👉 Example: wake up, brush teeth, go to school



ACTIVITY 3: DISCOVER THE PATTERN

Instructions:

Read the sentences and complete this table.

- I wake up at 7 o'clock.
- She brushes her teeth.
- He goes to school at 8 o'clock.
- We do homework in the afternoon.

Subject	Verb	Complement
I	wake up	at 7 o'clock
She	_____	her teeth
He	goes	_____
We	_____	_____

MY DISCOVERY

- Which verb form do we use with I?
  _____
- Which verb form do we use with He/She?
  _____

ACTIVITY 2: THINK AND ANSWER



Instructions:

Answer the following questions.

1.What time do you wake up?

_____

2. What do you do after breakfast?

_____

3 Do you go to school in the morning or afternoon?

_____

4. What do you usually do after school?

_____

ACTIVITY 4: TALK WITH A CLASSMATE

Instructions:

Work with a classmate. Ask and answer questions about your routines.

- Example:

- Student A: I wake up at 7 o'clock.
- Student B: I go to school at 8 o'clock.



REFLECTION:

- Today I learned?_____
  _____

LESSON 2

TALKING ABOUT ROUTINES



Objective:

To exchange information about daily routines through surveys, matching activities, and short conversations.

Can Do Statement:

I can ask and answer questions about daily routines using the simple present tense.

Activity 1 : Daily Routine Survey

Instructions:

- Ask your classmates about their routines. Write their answers in the chart.

Question	Classmate's Answer
What time do you wake up?	_____
What do you do after school?	_____
How often do you play sports?	_____
What time do you go to bed?	_____

- Share your answer with the class.

Activity 2 : Matching activities

Instructions:

Match the routines with the pictures.

1. Brush teeth → _____
2. Do homework → _____
3. Play soccer → _____
4. Eat breakfast → _____

👉 Write the correct number under each picture.



☐ ☐ ☐ ☐

Activity 3 : Read and observe

Instructions:

- Read the short text. Underline the verbs in the simple present.



"Mateo wakes up at 7 o'clock. He eats breakfast at 7:30. He goes to school at 8 o'clock. In the afternoon, he plays soccer. At night, he does his homework and goes to bed at 9:30."

- Write two sentences about your daily routine

1. _____
2. _____

Activity 4 : Interview a classmate

Instructions:



- Work with a partner. Ask questions about routines. Write the answers.

Example Questions:

- What time do you wake up?
- What do you do after school?
- How often do you read books?

👉 Write three sentences about your partner:

1. _____
2. _____
3. _____

LESSON 3
GRAMMAR EXPLORER:
CHANGING HABITS



Objective:

To deduce the third-person spelling rules (-s, -es) by comparing different daily routines.

Can Do Statement:

I can correctly use the simple present tense with different subjects (I vs. He/She).

Activity 1 : Compare the Routines!

Instructions:

- Read the text comparing Mateo's routine with his Mother's routine.
- Highlight the action verbs in different colors (Blue for Mateo, Red for Mom).

I wake up at 7:00 AM, but my mom wakes up at 5:00 AM. I brush my teeth quickly, but she brushes her teeth slowly. I go to school, and she goes to work. In the afternoon, I do my homework, and she does the laundry.



Activity 3: Sentence Unscramble

Instructions:

- The daily routine sentences are mixed up! Put the words in the correct order to make a good sentence. Pay attention to the subject!



1. at 8 o'clock | TV | watches | She
2. play | soccer | I | in the afternoon
3. his | He | teeth | brushes

Activity 2: The spelling Machine

Instructions:

Look at the verbs you highlighted for "My Mom" (She). Notice how the endings change. Sort the verbs into the correct spelling machine. Machine 1 (Just add -s):, Machine 2 (Add -es):



My Grammar Discovery

When we talk about, He or She, the verbs change. If the action ends in -o, -sh, or -ch, we usually add _____ at the end.

Activity 4: The "Guess Who" Game

Instructions:

1. Write 3 sentences describing the secret daily routine of a famous person, a teacher, or a classmate. Use the 3rd person (He/She).
2. Read your sentences to your group.
3. Your group must guess who you are describing! Example: "He wakes up very early. He plays soccer in stadiums. He wears a pink uniform. Who is he? (Lionel Messi)"



Write your clues here:

1. He/She _____
2. He/She _____
3. He/She _____

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LESSON 4
MY ROUTINE BOOKLET!



Objective:

To create and present a personal routine booklet with sentences and drawings.

Can Do Statement:

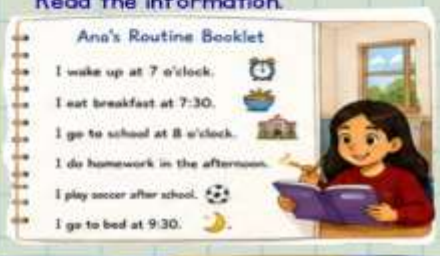
I can describe my daily routines using complete sentences in the simple present.

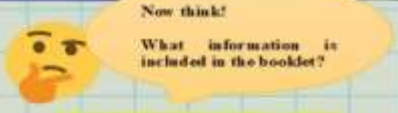
ACTIVITY 1

* Read and Observe

Instructions:

- Look at Ana's routine booklet. Read the information.





ACTIVITY 2

* Complete Your Routine Chart

Instructions:

- Fill in the chart with your daily activities.

Time	Activity
Morning	
Afternoon	
Evening	
Night	

ACTIVITY 3

* Write About Yourself

Instructions:

Use the example of activity one, use your chart. Write six complete sentences about your daily routine.

Write your sentences here:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

ACTIVITY 4

My Routine Booklet Project



Instructions:

* Create a colorful booklet describing your daily life. Decorate it with drawings and sentences.

Include:

- ✅ A drawing or photo of yourself.
- ✅ Your daily routine chart.
- ✅ Six complete sentences in the simple present.

Share it with your classmates and your teacher.



UNIT 3 REFLECTION ON MY LEARNING

My favorite activity was: _____

The easiest grammar activity was: _____

The most difficult activity topic was: _____

_____

Now I can: _____

UNIT 3 SELF-ASSESSMENT



My Learning Traffic Light

Color one circle for each skill.

🟢 I can do it. 🟡 I'm learning. 🔴 I need help.

I can...	🟢	🟡	🔴
Talk about my daily routines.	○	○	○
Ask and answer questions.	○	○	○
Use the simple present.	○	○	○
Write about my routines.	○	○	○
Create my Routine Booklet.	○	○	○

DISCOVERING GRAMMAR

An Inductive Workbook for Six Grade EFL Students

UNIT 4

My Abilities



Can do Statement

I can describe abilities and talk about talents using "can" and "can't".

Learning Goal

By the end of this unit, you will be able to identify vocabulary related to hobbies and talents, recognize "can/can't" patterns in dialogues, interview your classmates about their abilities, and create a Talent Poster.

Grammar Focus

- Modal Verb for Ability: Can / Can't (Cannot)
- Affirmative and Negative Sentences
- Yes/No Questions and Short Answers (Can you...? Yes, I can / No, I can't)
- Conjunctions: and / but (I can swim, but I can't dance)

Vocabulary

Hobbies and talents:	Sports and Instruments:
*Sing	* Play soccer
*Dance	* Play basketball
*Paint	* Ride a bike
*Draw	* Play the guitar
*Cook	* Play the piano
*Swim	

Teacher's Notes

- Use TPR (Total Physical Response) and visual support.
- Model dialogues and pair work.
- Focus on communication first.
- Reinforce key grammar patterns.
- Encourage creativity and celebrate learning.

Methodology (Inductive Grammar Teaching)

- Observe Examples
- Find the Pattern
- Discover the Rule
- Practice Together
- Use in Context

Materials:

- ✔Workbook
- ✔ Picture Cards
- ✔ Flashcards
- ✔ Markers
- ✔ Colored Pencils
- ✔ Scissors
- ✔ Glue

Assessment:

- ✔Abilities Vocabulary
- ✔ Use of Can and Can't
- ✔ Oral Interaction
- ✔ Sentence Writing
- ✔ Poster Presentation

Unit Challenge "Class Talent Poster"

Create a personalized poster showing what you can and can't do..



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LESSON 1

INTRODUCING HOBBIES AND TALENTS!



Objective:

To activate vocabulary about abilities and talents through a pre-listening and speaking matching activity.

Can Do Statement:

I can identify and use vocabulary related to hobbies and talents.

ACTIVITY 1: LOOK AND OBSERVE

Instructions:

1.Look at the pictures of students doing different activities.
2.Read the descriptions below.
3.Underline the action verbs that describe a talent or hobby.



Descriptions:
"Hi, I am Joe. I play the guitar in a band."
"Hello, my name is Keyla. I love arts, so I paint every sunday."
"Hey, I am Mateo. I draw cartoons in my notebook."
"Hi, I am Valentina. I sing a song.

ACTIVITY 2: THINK AND ANSWER



Instructions:

1.Read the descriptions again.
2.Answer the questions.

1.Who plays a musical instrument?

_____

2. What does Keyla do every sunday?

_____

3 Who creates pictures in a notebook?

_____

ACTIVITY 3: DISCOVER THE PATTERN (MATCHING)

Instructions:

1.Look at the verbs and nouns below.

2.Complete the table by matching the correct verb to the object to form a hobby.

Action Verb	Complement /
1. Play	A. a bike
2. Ride	B. a picture
3. Draw	C. the guitar
4. Bake	D. a cake

MY DISCOVERY

- When we talk about sports or instruments, we usually use the verb _____.
- Example: Play soccer, play the piano.

ACTIVITY 4: TALK WITH A CLASSMATE

Instructions:

1.Work with a partner and tell him o her two hobbies or talents you have.

- Example:
- Student A: In my free time, I play basketball and I draw."
- Student B: "In my free time, I ride a bike and I cook with my mom."



REFLECTION:

- Today I learned?_____

_____

LESSON 2

IDENTIFYING "CAN" AND "CAN'T" PATTERNS



Objective:

To identify the modal verbs "can" and "can't" in dialogues and reading texts (While-listening/reading).

Can Do Statement:

I can understand sentences expressing abilities and inabilities in texts.

Activity 1 : Read and Observe

Instructions:

- 1.Read the dialogue between the talent show judge and a student.
- 2.Circle the word "can" and underline the word "can't".



Dialogue:
George: Welcome to the school talent show! What can you do?
Joe: Well, I **can** sing very well.
George: That is great! Can you play the piano too?
Joe: No, I **can't** play the piano, but I **can** play the guitar.
George: Excellent. What about dancing?
Joe: I am sorry, I **can't** dance at all. I trip over my own feet!

Activity 2 : Think and Answer

Instructions:

1.Read the dialogue again.

1.Write True (T) or False (F).

1.Lucas has the ability to sing. (___)
2.Lucas is a good dancer. (___)
3.Lucas knows how to play the guitar. (___)
4.Lucas can play two instruments. (___)

Activity 3 : Discover the Pattern

Instructions:

1.Look at the sentences from the dialogue.
2.Complete the grammar rule table.

Affirmative (+) (I have the ability)	Negative (-) (I do not have the ability)
I **can** sing.	I **can't** dance.
She _____ play the guitar.	He _____ play the piano.

MY DISCOVERY

The word can't is the short form of the two words:

_____ + _____

Activity 4 : Connecting Ideas

Instructions:

1.Read the sentences below.
2.Connect one thing you CAN do and one thing you CAN'T do using the word "but".

Example:
I **can** swim, **but** I can't surf.



1. I can _____ .
   but I can't _____ .



2. My mom can _____ .
   but she can't _____ .



LESSON 3
TALENT INTERVIEW & CLASS SURVEY



Objective:

To express abilities through communicative tasks, conducting a class survey and a talent interview (Post-speaking).

Can Do Statement:

I can ask and answer questions about abilities.

Activity 1 : Read And Observe!

Instructions:

1. Look at the questions and answers from a magazine interview.
2. Underline the first word in every question.



Activity 2: Discover the Pattern

Instructions:

1. Look at how the reporter makes questions.
2. Complete the table.

Question Form	Affirmative Answer	Negative Answer
Can you swim?	Yes, I **can**.	No, I **can't**.
_____ she dance?	Yes, she _____.	No, she _____.

My Grammar Discovery

To make a question about an ability, we put the word _____ at the beginning of the sentence.

Activity 3: Talent Interview

Instructions:

1. Work with a partner. You are the Reporter and your partner is the Artist.
2. Ask three questions using "Can you...?".
3. Write your partner's answers.

1. Reporter: Can you _____?
   Partner's Answer: _____
2. Reporter: Can you _____?
   Partner's Answer: _____
3. Reporter: Can you _____?
   Partner's Answer: _____



Activity 4: Class Survey(Group Work)

Instructions:

1. Stand up and walk around the classroom.
2. Ask 4 different classmates one question: "Can you ride a bike?"
3. Count how many say "Yes" and how many say "No".

Classmates who said YES, I CAN: _____

Classmates who said NO, I CAN'T: _____

Conclusion: In my group, _____ people can ride a bike.





LESSON 4
MY TALENT POSTER!



Objective:

To synthesize the grammar (can/can't) and vocabulary learned to produce a personalized Talent Poster (Post-writing).

Can Do Statement:

I can write about my abilities to create a project.

ACTIVITY 1

* Read and Observe

Instructions:

1. Look at the example of a Talent Poster.
2. Read the sentences.



ACTIVITY 2

* Plan Your Poster

Instructions:

- 1. Complete the chart with your real information. This is your draft.

Two things I CAN do:	Two things I CAN'T do:
1. _____	1. _____
2. _____	2. _____



ACTIVITY 3

* Write your sentences

Instructions:

1. Use your planning chart to write three complete sentences.
2. Try to use the word "but" in one of your sentences!

Write your sentences here:

1. I can_____
2. I can_____
3. I can_____, but I can't_____

ACTIVITY 4

Unit Project: The Talent Poster

Instructions:

1. Take a large piece of paper or cardboard.
2. Write your name at the top (e.g., "Mateo's Talents").

Remember:

- ✅ Write the sentences you created in Activity 3 cleanly.
- ✅ Decorate your poster with drawings or photos of you doing your hobbies.
- ✅ Stand in front of your group and read your poster aloud.



UNIT 4 REFLECTION ON MY LEARNING

Grammar & Vocabulary Review:

Choose the correct option:

1. My brother (can / cans) play the guitar very well.
2. I can swim, (and / but) I can't play tennis.
3. (Can / Do) you speak English? Yes, I can!
4. When you use colors on a paper, you (paint / sing).

UNIT 4 SELF-ASSESSMENT

Achievement Badges:



Color the Badges you learned!



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DISCOVERING GRAMMAR

An Inductive Workbook for Six Grade EFL Students

UNIT 5
My Community



Can do Statement

I can identify places in my community and give simple directions.

Learning Goal

By the end of this unit, you will be able to identify community buildings and locations, recognize directional language in short texts, play a directions game with classmates, and design a community map.

Grammar Focus

- Prepositions of Place: Next to, opposite, between, behind
- Imperatives for Directions: Turn left, turn right, go straight
- Asking for locations: Where is the...? It is...

Vocabulary

Community Places:	Directions and streets:
*School	* Corner
*Park	* Traffic light
*Hospital	* Block
*Supermarket	* Street
*Library	* Avenue
*Bakery	
*Police station	
*Pharmacy	

Teacher's Instructions

- Activate prior knowledge using pictures and maps of the community.
- Model simple questions and directions before pair work.
- Encourage students to use English while giving directions.
- Use games and collaborative activities to build confidence.
- Support students while creating and presenting their community maps.

Methodology
(Inductive Approach)

- Observe
- Explore
- Practice
- Communicate
- Collaborate

Materials:

- ✔Workbook
- ✔ Community map
- ✔ Flashcards
- ✔ Community places
- ✔ Picture cards
- ✔ Place cards
- ✔ Markers and colored pencils
- ✔ Glue, markers and sccisors

Assessment:

- ✔ Identify community places
- ✔ Give simple directions
- ✔ Use prepositions correctly
- ✔ Present a community map

Unit Challenge "The community Map and Directions Guide"

Map out a neighborhood ,write simple directions and play a board game giving instructions to your partner



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LESSON 1
INTRODUCING COMMUNITY PLACES!



Objective:

To introduce community vocabulary through images and pre-listening matching tasks.

Can Do Statement:

I can identify and name places in my community.

ACTIVITY 1: LOOK AND OBSERVE

Instructions:

1.Look at the pictures of different places in the town.
2.Read the short clues and match them with the correct place.



"You go here to read books and study quietly." _____ (Library / Park)

"You go here when you feel sick and need a doctor." _____ (Hospital / Bakery)

"You go here to buy fresh bread and cookies." _____ (Supermarket / Bakery)

"You go here to play football and run on the grass." _____ (Park / Police station)

ACTIVITY 3: DISCOVER THE PATTERN (MATCHING)

Instructions:

1.Match the community place with the action or item you find there.

Community Place	What you find / do there
1. Pharmacy ( )	A. Books and quiet reading
2. Supermarket ( )	B. Medicine and vitamins
3. Library ( )	C. Fruits, vegetables, and milk
4. Hospital ( )	D. Doctors and nurses

MY DISCOVERY

- Places in a city are public spaces where people go to do specific activities or buy things. We use the word _____ to refer to these locations.

ACTIVITY 2: THINK AND ANSWER

Instructions:

1.Look at your school's location.
2.Answer the questions based on your town.



1.What is next to your school?

_____

2.Is there a park near your house?

_____

ACTIVITY 4: TALK WITH A CLASSMATE

Instructions:

1.Work in pairs.
2.Tell your partner your favorite place in your community and why you go there.

Example:

- Student A: "My favorite place is the park because I play soccer there."
- Student B: "My favorite place is the library because I read adventure books."



REFLECTION

- Today I learned?_____

_____

LESSON 2
LOCATIONS AND PREPOSITIONS



Objective:
To identify prepositions of place and location patterns in dialogues and reading texts (While-listening/reading).

Can Do Statement:
I can describe where places are located using prepositions.

Activity 1 : Read and Observe

Instructions:

- 1.Read the conversation between two tourists looking at a town map.
- 2.Circle the words: next to, between, and opposite.

Tourist 1: Excuse me, where is the bakery?
Local: Let me check the map. The bakery is **next to** the toy store.

Tourist 1: Ah, I see! And where is the museum?
Local: The museum is **between** the library and the hospital.

Tourist 1: Perfect. Is the park far from here?
Local: No, it's right **opposite** the supermarket, across the street.

Activity 2 : True or False

Instructions:

1.Read the dialogue again.

2.Write True (T) or False (F).

1. The bakery is beside the toy store. (___)
2. The museum is located next to the hospital only. (___)
3. The park is opposite the supermarket. (___)

Activity 3 : Discover The Prepositions

Instructions:

- Match the preposition with its visual meaning.

Preposition	Meaning / Position	Visual Meaning
1 Next to ☐	A In the middle of two things	
2 Between ☐	B Right beside something	
3 Opposite ☐	C Facing each other across a space	

MY DISCOVERY:

To explain the position of a building relative to another, we use prepositions of place like _____, _____, and _____.

Activity 4 : Map Description Practice

Instructions:

1.Look at the mini map provided by your teacher.

2.Write twosentences describing where buildings are located.



The school is _____

The pharmacy is _____

LESSON 3
THE DIRECTIONS GAME AND MAPPING



Objective:

To practice community navigation through a directions game, map labeling, and pair activities (Post-speaking).

Can Do Statement:

I can give and follow simple directions to navigate a community

Activity 1 : Read And Observe Directions!

Instructions:

1. Look at the imperative instructions for walking in a town.
2. Underline the action verb at the start of each instruction.

Directions List:

1. Go straight for two blocks.
2. Turn left at the traffic light.
3. Turn right at the corner.
4. Cross the street carefully.

Activity 2: Discover The Instruction Pattern

Instructions:

1. Analyze how directions are structured.
2. Complete the grammar rule box.

Direction Type	Example Phrase
Moving forward	Go straight ahead.
Changing direction left	_____ left.
Changing direction right	_____ right.

My Grammar Discovery

Directions always begin with a base action verb without adding subjects like "you" or "he". This form is called an _____.

Activity 3: Directions Game (Pair Work)

Instructions:

1. Work with a partner. One student is the Guide and the other is the Traveler.
2. The Guide gives 3 instructions to reach a hidden place on the map.
3. Switch roles!

Guide: "Start at the school. Go straight, turn left at the park, and the hospital is next to you!"

Traveler: "Is it the hospital?"

Guide: "Yes, exactly!"

-



Activity 4: Map Labeling and Oral Practice

Instructions:

1. Label three blank buildings on your worksheet map (e.g., Park, Supermarket, School).
2. Practice asking and answering with your classmate: *"Where is the park?" – "Go straight and turn right!"

My partner's target building: _____

Directions given:

_____

_____

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LESSON 4

MY COMMUNITY MAP PROJECT!



Objective:

To synthesize vocabulary and grammar structures into a visual community map project (Post-writing/speaking).

Can Do Statement:

I can write and present simple directions to create a community map project.

ACTIVITY 1

* Read and Observe

Instructions:

1. Read the sample description of a student's community guide.

Mateo's Community Guide

"Welcome to my town! My school is on Main Street, right between the library and the park. To get to the hospital from my school, you must go straight for one block, turn left at the corner, and the hospital is opposite the bakery. It is a very friendly neighborhood!"



ACTIVITY 2

*Plan Your Community Map

Instructions:

1. Select three places you want to include in your personal community map.
2. Write down their relative positions.

Building name	Preposition / Location
1. _____	is _____ the _____
2. _____	is _____ the _____
3. _____	is _____ the _____

ACTIVITY 3

Instructions:

1. Write two sentences explaining how to get from one place to another using directions.

Write your sentences here:

1. To go from the school to the pharmacy:_____

2. To go from the pharmacy to the supermarket:_____

ACTIVITY 4

Unit Project: The Community Map

Instructions:

1. Get a piece of cardboard or paper. Draw your ideal town layout with streets, blocks, and buildings.
2. Label each building using the vocabulary learned.
3. Write your description sentences neatly next to the map.
4. Presentation (Speaking Activity): Show your map to your group and explain the locations and directions aloud.



UNIT 5 REFLECTION ON MY LEARNING

1 Can Do Checklist	Yes	Almost	Not Yet
I can identify community places and vocabulary.	☐	☐	☐
I can use prepositions like next to, between, and opposite.	☐	☐	☐
I can give simple directions (turn left, go straight).	☐	☐	☐
I can play the directions game and label maps.	☐	☐	☐
I can write descriptions and present my Community Map.	☐	☐	☐

UNIT 5 SELF-ASSESSMENT



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DISCOVERING GRAMMAR

An Inductive Workbook for Six Grade EFL Students

UNIT 6

What Is Happening Now?



Can do Statement

I can describe actions happening now using simple expressions.

Learning Goal

By the end of this unit, you will be able to identify actions happening at the moment of speaking, understand present continuous patterns in short dialogues, play a mime guessing game with classmates, and write a photo story describing current actions.

Grammar Focus

- Present Continuous Tense (Affirmative sentences: Subject + am/is/are + verb-ing)
- Spelling rules for -ing verbs (play → playing, run → running, write → writing)
- Wh- Questions: What are you doing? / What is he/she doing?

Vocabulary

Action Verbs:	Weather & Environment:
*Running	* Sunny
*Jumping	* Cloudy
*Reading	* Raining
*Writing	* Wind
*Swimming	* Playground
*Playing	* Classroom
*Eating	
*Sleeping	

Teacher's Notes

- Introduce vocabulary with flashcards and actions
- Model the Present Continuous structure,
- Promote speaking through games
- Encourage creative writing while monitoring sentence accuracy.

Methodology (Inductive Grammar Teaching)

- Observe with visuals
- Discover the rules
- Practice in pairs
- Communicate ideas
- Create a Healthy Habits Project

Materials:

- ✔ Workbook
- ✔ Picture Cards
- ✔ Flashcards
- ✔ Markers
- ✔ Colored Pencils
- ✔ Scissors
- ✔ Glue

Assessment:

- ✔ Identify action verbs
- ✔ Use Present Continuous
- ✔ Ask and answer questions
- ✔ Describe actions in a Photo Story

Unit Challenge "Class Talent Poster"

The "Live Photo Story" Challenge. You will observe actions in real time, take turns miming activities, and write a short photo caption booklet using the Present Continuous tense.



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LESSON 1

INTRODUCING ACTION VERBS!



Objective:

To introduce action verbs and environmental vocabulary through visual matching tasks (Pre-listening/speaking).

Can Do Statement:

I can identify and name actions happening through pictures.

ACTIVITY 1: LOOK AND OBSERVE

Instructions:

1. Look at the pictures of children doing different activities in the park.

2.Match each picture clue with the correct action verb.



Clues:

"A boy is moving fast on his feet across the grass." → _____ (Running / Sleeping)

"A girl has a book open and is looking at the words." → _____ (Reading / Eating)

"A student has a pencil and is making a picture on paper." → _____ (Drawing / Swimming)

"Two friends are playing a match with a ball." → _____ (Playing / Jumping)

ACTIVITY 3: DISCOVER THE PATTERN (MATCHING)

Instructions:

1.Match the base verb with its continuous "-ing" form.

Base Verb		Action Happening Now (-ing)	
1 Play		A Reading	
2 Run		B Running	
3 Read		C Playing	
4 Write		D Writing	

MY DISCOVERY

- When we talk about an action happening at the exact moment of speaking, we add the letters _____ to the end of the action verb.

ACTIVITY 2: THINK AND ANSWER

Instructions:



1.Look around your classroom right now.

2.Answer the questions based on what you see.

1.What is your classmate next to you doing?

_____

2. Are you sitting down or standing up?

_____

ACTIVITY 4: TALK WITH A CLASSMATE

Instructions:

1. Work in pairs.
2. 1.Mimic an action silently and ask your partner to guess what you are doing.

Example:

- Student A: (Mimes writing in the air)
- Student B: "You are writing!"



REFLECTION:

- Today I learned?_____

_____

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LESSON 2

THE PRESENT CONTINUOUS TENSE



Objective:

To analyze the structure of the Present Continuous tense (Subject + verb to be + verb-ing) through reading texts (While-reading/listening).

Can Do Statement:

I can identify Present Continuous patterns in dialogues and texts.

Activity 1 : Read and Observe

Instructions:

- 1.Read the short telephone conversation between two friends.
- 2.Circle all the words ending in *-ing* and underline the verb *to be* (*am, is, are*).

Jose: Hi, Sophia! What are you doing right now?
Sophia: Hi, Tom! I am reading a very interesting book in my bedroom.
Tom: That sounds fun. What is your brother doing?
Sophia: He is playing video games in the living room. And where are you?
Jose: I am walking to the park with my dog!



Activity 2 : True or False

Instructions:

1.Read the dialogue again carefully.

2.Write True (T) or False (F).

1.Sarah is reading a book in her bedroom.
(___)

2.Sarah's brother is sleeping in the living room.
(___)

3.Tom is walking to the park with his dog.
(___)

Activity 3 : Discover the Grammar Rule

Instructions:

- 1.Analyze how sentences are built in the Present Continuous.
- 2.Complete the grammar rule box.

Subject Pronoun	Verb To Be	Action Verb (-ing)
I	am	playing
He / She / It	_____	reading
We / You / They	_____	running

MY DISCOVERY

To form the Present Continuous tense, we need a subject, the correct form of the verb _____ (*am, is, are*), and the main verb with an _____ ending.

Activity 4 : Sentence Building Practice

Instructions:

1.Unscramble the words to make correct Present Continuous sentences.

1. is / She / drawing / a picture / .

_____

2. are / We / English / studying / .

_____



LESSON 3
THE MIME GAME AND ORAL PRACTICE



Objective:

To practice oral communication and question formation ("What are you doing?") through mime games and pair interaction .

Can Do Statement:

I can ask and answer questions about actions happening now through games.

Activity 1 : Read And Observe (Questions)

Instructions:

1. Look at how questions and short answers are formed in the Present Continuous.
2. Underline the question words and auxiliary verbs.

Question Structure:

- What are you doing?

"I am listening to music."

- What is he doing?

"He is swimming in the pool."

Activity 3: The Mime Game (Pair Work)

Instructions:

1. Work in pairs. Student A performs a silent action (mime). Student B asks and guesses.
2. Switch roles after three guesses!



Activity 2: Discover the Question Pattern

Instructions:

1. Complete the question formula box based on the examples.

Question Starter	Verb To Be	Subject	Action Verb (-ing)?
What	are	you	doing?
What	_____	she	doing?

My Discovery

When we talk about an action happening at the exact moment of speaking, we add the letters _____ to the end of the action verb. To

Activity 4: Class Survey & Speaking Practice

Instructions:

1. Walk around the classroom, ask two classmates what they are doing at this moment, and write their answers.

1. Classmate Name: _____
What they are doing:
_____

2. Classmate Name: _____
What they are doing:
_____



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LESSON 4
PHOTO STORY PROJECT!



Objective:

To synthesize vocabulary and grammar structures into a creative photo story and oral presentation project

Can Do Statement:

I can write and present simple sentences describing actions in a photo story.

ACTIVITY 1

* Read and Observe

Instructions:

1. Read the sample caption story written by a student for a school magazine.

My Playground Photo Story



" Look at this picture of my school during recess! In the first photo, Joe is running fast on the grass. In the second photo, Sophia and Valentina are sitting under a big tree, and they are reading their favorite comic books. Everyone is having a wonderful time outdoors! "

ACTIVITY 2

* Plan Your Photo Story

Instructions:

- Imagine two fun scenes happening at your school or park.
- Write down who is in the scene and what action they are performing.

Scene / Character	Action Happening Now
1. Scene A: _____	is _____
2. Scene B: _____	are _____

ACTIVITY 3

* Write Your Draft Captions

Instructions:

1. Write two descriptive sentences for your photo story project.



1. _____

2. _____

ACTIVITY 4

Unit Project: The Photo Story Album

Instructions:

1. Get a piece of paper or cardboard. Draw or paste two pictures representing ongoing activities in your town or school.

✅ Write your descriptive captions underneath each picture using the Present Continuous tense.

✅ Presentation (Speaking Activity): Show your photo story album to your group and read your sentences aloud with clear pronunciation.



UNIT 6 REFLECTION ON MY LEARNING

CAN DO CHECKLIST

Statement	Yes	Almost	Not Yet
I can identify action verbs and environmental vocabulary.	☐	☐	☐
I can use the Present Continuous tense in affirmative sentences.	☐	☐	☐
I can ask and answer "What are you doing?" questions.	☐	☐	☐
I can play the mime guessing game and conduct class surveys.	☐	☐	☐
I can write descriptions and present my Photo Story project.	☐	☐	☐



UNIT 6 SELF-ASSESSMENT

MY ENGLISH PROGRESS

Track your journey!

How am I doing?

Color the stars to show your progress.

- I need more practice
- I'm getting better
- I can do it!



I CAN...	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
Talk about myself and others.	☆	☆	☆	☆	☆	☆
Identify places and objects in my world and classroom.	☆	☆	☆	☆	☆	☆
Talk about my daily routines and habits.	☆	☆	☆	☆	☆	☆
Describe my abilities, talents and things I can do.	☆	☆	☆	☆	☆	☆
Identify places in my community and give simple directions.	☆	☆	☆	☆	☆	☆
Talk about action happening at the moment.	☆	☆	☆	☆	☆	☆

Great job!

Every time you try, you get closer to your goal.



My goal

_____

_____

_____

Cut along the dotted line to get your certificate!

ENGLISH LEARNING EXPLORER

CERTIFICATE

This certificate is proudly presented to

_____

for completing the English Learning Journey
and showing effort, creativity and
a great attitude in every activity.

You are an
Amazing English Explorer!



_____ Teacher

_____ Date

The future is bright when you keep learning!

WELL DONE!

4.5 Impacts

This research needs the analysis of three impacts.

• Linguistic impact

• Academic impact

• Affective impact

Also, it is necessary to know the numerical impact levels.

Table 16

Numerical impact levels

-3	High negative impact
-2	Medium negative impact
-1	Low negative impact
0	No impact
1	Low positive impact
2	Medium positive impact
3	High positive impact

Taken from: Posso (2013)

Finally, it is important to show the formula to gather the final result.

$$IL \text{ (Impact level)} = \sum / 5 = 3$$

$\sum$ = The results of each indicator are added.

5 = Number of indicators included in the table.

4.5.1 Linguistic impact

Table 17

Linguistic impact indicators

Indicator	**Impact levels (-3 -2 -1 0 1 2 3)**
a) Correct use of grammatical structures (verb to be, simple present, there is/are) in written production.	3

b) Recognition of grammatical patterns through inductive discovery activities.	3
c) Application of explicit grammar rules in structured writing tasks.	2
d) Production of coherent multi-paragraph texts using target grammar.	2
e) Reduction of recurring grammatical errors (agreement, articles, plurals).	3
Total	**13**

Linguistic impact level: 13 / 5 = 2.6 / 3

Linguistic impact level: High positive impact.

Analysis

The linguistic dimension averaged 2.6 out of 3, which on the Posso (2013) scale corresponds to high positive impact. Three of the five indicators hit the top score and the two remaining ones scored 2. In other words, the sixth-grade group at Ciudad de Ibarra moved forward in every aspect of grammatical accuracy that could be observed, both during the lessons and in the final written products.

Where the group progressed, most was in the use of the target structures. Verb to be, simple present and there is / there are appeared in the three main written products of the sequence the Autobiographical Narrative Profile, the School Guidebook Feature Article and the Routine Booklet and errors on these forms dropped noticeably from the first paragraph the students wrote to the last one. This is not the effect of drilling. Each structure had already been observed, inferred and practiced under control before the writing stage, so what the final paragraphs show is transfer of the rule, not mechanical recall.

Pattern recognition through discovery also reached the maximum score. Activities such as Language Pattern Decoder, Inductive Formula Crafting and Spelling Machine asked the students

to work from grouped examples toward the rule, and in every unit the class produced a formulation close enough to the target that the teacher only had to refine wording rather than deliver the rule from scratch. This matters for what the student takes away from the lesson: since they have already put the rule into their own words, they retrieve it more easily when they write.

The application of explicit rules in structured writing scored 2 and not 3. The reason is visible in class: part of the group identifies the rule during the inductive phase but still hesitates when the moment comes to use it alone in a paragraph. It is the same subgroup that in items 3.1.7 and 3.1.8 of the survey reported needing an explicit explanation to feel secure. That coincidence is not accidental, and it is the reason why every lesson in the guide keeps the deductive scaffold visible instead of relying on discovery alone.

Error reduction returned to the maximum. The Broken Diary and The Haunted School Mystery editing tasks placed the three most frequent classroom errors on the same page subject–verb agreement, singular and plural forms, and word order in questions and asked the students to correct them. Across the sessions the percentage of errors that the students themselves caught kept growing, and by the last unit most of the group was already spotting agreement and question-order mistakes without the teacher having to point them out. These are the very areas the sixth-grade EFL curriculum expects the students to control at this age.

4.5.2 Academic impact

Table 18

Academic impact indicators

Indicator	**Impact levels (-3 -2 -1 0 1 2 3)**
a) Improvement in grammar and writing assessments after implementing the guide.	2
b) Active participation in structured grammar activities (deductive and inductive).	3

c) Autonomous application of grammatical rules in class projects.	2
d) Transfer of grammatical knowledge to other language skills and classroom routines.	1
e) Completion of unit projects (portfolios, articles, posters, maps, photo stories) with accuracy.	2
Total	**10**

Academic impact level: 10 / 5 = 2.0 / 3

Academic impact level: Medium positive impact.

Analysis

The academic dimension came in at 2.0 out of 3 the medium positive band. The gain is real but not even across the five indicators. Two behaviors the guide aimed at reached the top, two scored 2 and one scored only 1: the transfer of grammatical knowledge outside the guide's own activities. That single low number is the piece of information that matters most for the next revision of the guide, and it is discussed below.

In grammar and writing assessments, most of the group improved. The gain was clearer in structured paragraph production and in error correction than in open prompts, where students still needed help to plan the text. Progress was not uniform either: the students who at the start already had a working command of verb to be moved forward faster, while those with weaker foundations needed several sessions on the same structure before their writing showed the change.

Active participation reached the maximum score of 3. The Broken Diary Editing Challenge, the Directions Game and the Mime Game share the same feature: each has a clear goal and a moment in which the class has to agree on the correct form. In these three activities the teacher stopped having to call on students one by one corrections were offered, follow-up questions came up, and the students challenged each other's answers. The same happened during deductive tasks

where the rule was already on the board, so what raised participation was not the inductive design by itself but the mixed sequence the guide follows.

The class projects that used the rules on their scored 2. When we did the assignment with the teachers help most of the group was able to use the target structures by themselves. When we worked on the biographical essay and the community guidebook, which were more open some of the class still needed help from the teacher. They especially needed help when they had to link sentences to make a paragraph that made sense. So, the students are better at controlling the sentences than organizing the paragraphs. The next guide should give attention to organizing paragraphs. The paragraph organization is not as strong as the sentence control. The guide should help the students, with this.

Transfer scored 1, the lowest number in the whole evaluation. What was learnt inside a unit tended to stay inside the unit. The students used the target structures accurately in the guide's tasks but rarely carried them into unrelated classroom routines: greeting the teacher, asking permission, or describing what was happening in the room. This does not disqualify the intervention, but it points to the correction the guide needs. Without an explicit bridge between the closed practice of the lesson and the free use of the language for the rest of the class, the grammatical control the guide builds ends up tied to the task where it was learnt.

The unit projects Talent Poster, Community Map, Photo Story Album were completed at a satisfactory level of accuracy in the whole class. The fact that the deliverable was visible mattered pedagogically. Students knew the product would be shown or shared, and this changed how they revised their own writing: they read it again, corrected mistakes on their own initiative, and asked classmates for a second opinion. In that indirect way the projects reinforced the grammar work done in the lesson.

4.5.3 Affective impact

Table 19

Affective impact indicators

Indicator	**Impact levels (-3 -2 -1 0 1 2 3)**
a) Motivation to participate in inductive discovery activities.	3
b) Enjoyment and positive attitude during collaborative grammar tasks.	3
c) Willingness to produce written and oral output using new grammar.	2
d) Confidence when presenting written and oral work in front of peers.	2
e) Reduction of anxiety and frustration when facing grammar challenges.	3
Total	**13**

Affective impact level: 13 / 5 = 2.6 / 3

Affective impact level: High positive impact.

Analysis

The affective dimension also reached 2.6 out of 3, tying with the linguistic dimension in the high positive band. Motivation, enjoyment and reduction of anxiety hit the top score; willingness to produce output and confidence in front of peers stayed at 2. The distribution matches what the surveys in Chapter III already showed: the items linked to discovery gathered the highest agreement rates in the group.

Curiosity peaked during the inductive phase. Language Pattern Decoder, Spelling Machine and Grammar Magnifying Glass all put the student in the position of noticing something the teacher has not stated. Faced with that opening, the class did not sit and wait for the answer. They worked competitively trying to be the first to name the rule, asking the teacher to confirm, revising their guess when a classmate proposed a better one.

The collaborative activities Sentence Expansion Speed Run, the Directions Game, the Guess Who Game changed the atmosphere in the room. Students laughed at each other's attempts, negotiated meaning in pairs and small groups, and helped the classmates who were struggling instead of staying quiet. English stopped being a subject on the timetable and turned into the tool needed to play the game. At this age, that affective condition is the one that best predicts whether learning stays.

Willingness to produce output stayed at 2 rather than 3 because part of the class was reluctant at the beginning, especially with the oral tasks. That reluctance eased with time. The lesson sequence is fixed brief explanation, contextualized example, guided discovery, controlled practice, productive task and once the students recognized the pattern the entry cost of speaking or writing dropped. By the fourth or fifth unit, the same students who had avoided producing anything during the first weeks were writing short paragraphs and reading them out loud. It was the predictability of the sequence, more than any particular activity, that made this possible.

Confidence in front of peers also scored 2. The Portfolio Page Exhibition, the Editorial Presentation and the Talent Poster gave the students repeated occasions to show their work to the rest of the class, and repetition mattered. Those who clearly struggled during the first exhibition arrived at the second one with a short rehearsed intervention; by the third they were volunteering to go. The score did not reach 3 because a small subgroup still preferred to hand the work in rather than present it. That subgroup is the one future versions of the guide should target directly.

The reduction of anxiety and frustration reached the maximum. Two elements of the guide seem to explain this. First, no lesson depended on a single method: the student who did not connect with the inductive phase could still catch the rule during the deductive one, and vice versa. Second, the mistakes made during the discovery stage were treated as part of the process, not as failures. English, at sixth grade in Ecuador, is very often reported as the subject that produces the most

anxiety. Arriving at a group that describes grammar as accessible and in their own words during the closing session fun, is not a marginal outcome.

Conclusions

The theoretical review confirmed that deductive and inductive approaches are two complementary paradigms of grammar instruction. Deductive teaching provides structural clarity through the explicit presentation of rules, while inductive teaching activates cognitive engagement through guided discovery of grammatical patterns. The two share the same objective building conscious grammatical knowledge but they differ in the cognitive route students take to reach it.

The literature reviewed in Chapter I links grammatical control directly to writing development at the basic education level. When grammar is taught as a resource for communicating rather than as a list of rules to be memorized, students write with greater accuracy, more coherence and clearer intention which is why writing was selected in this thesis as the dependent variable for measuring the effect of grammar instruction.

The state of the art shows that neither the deductive nor the inductive approach is universally superior; the most consistent evidence supports their integration, especially for young learners who benefit simultaneously from explicit scaffolding and from guided discovery. This integrated view constitutes the theoretical foundation that justifies the Grammar Quest proposal designed in Chapter IV.

The mixed-methods design with a quasi-experimental structure proved appropriate for the object of study, since it made possible the simultaneous analysis of writing performance (quantitative dimension) and of student and teacher perceptions (qualitative dimension), producing a more complete and pedagogically meaningful understanding of grammar instruction in the sixth-grade EFL classroom.

The combination of instruments, structured classroom observation guide, student survey, and interview with authorities offered coherent triangulation of the data, since each instrument

covered a specific dimension of the operationalization matrix and increased the internal validity of the findings obtained from the two intact groups.

The variable operationalization matrix demonstrated that the grammar teaching approach (independent variable) and writing skills development (dependent variable) can be broken down into measurable dimensions and indicators, which made it possible to move from theoretical constructs to observable classroom behavior and, therefore, to quantifiable evidence about the effects of each instructional approach.

Sixth-graders at UE Ciudad de Ibarra recognize grammatical rules when the rule is presented on its own, but the same students struggle to move that recognition into their written production. The survey evidence in Chapter III makes this pattern visible in the same group and pinpoints the pedagogical problem the proposal is designed to address.

The classroom observations recorded lower participation and lower engagement in lessons built exclusively around the presentation of rules without a contextualized example, and higher attention, interaction and student initiative in lessons that combined the analysis of examples, comparison and rule inference. Lesson design, in other words, affects classroom behavior directly and visibly.

The interviews with the authorities and the triangulation of the three instruments confirmed the institutional need for a structured pedagogical tool that combines deductive and inductive approaches, since teachers currently work without a shared methodological reference for grammar instruction, which explains the heterogeneous results observed across parallel sixth-grade classrooms.

The Grammar Quest didactic guide, structured in six units and twenty-four lessons aligned with the sixth-grade EFL curriculum, materialized the theoretical integration of deductive and inductive approaches into a concrete pedagogical tool, developmentally adapted to the cognitive

and affective characteristics of eleven- and twelve-year-old learners at Unidad Educativa Ciudad de Ibarra.

The evaluation of impacts linguistic, academic, and affective carried out with the Posso (2013) numerical scale produced high positive scores in the three dimensions, which shows that the guide contributes not only to grammatical accuracy in written production but also to overall academic performance and to the students' emotional relationship with the writing task.

The design of the guide organized around the recurring "linguistic detective" theme, collaborative projects, and productive writing outputs proved to be developmentally appropriate and replicable in other Ecuadorian basic education EFL contexts that share similar curricular demands and student profiles, which broadens the potential impact of the intervention beyond the institution of origin.

Recommendations

Teacher training programs in EFL should incorporate updated content on the theoretical foundations of both deductive and inductive approaches, so that pre-service and in-service English teachers can plan grammar lessons on the basis of an explicit methodological rationale rather than on personal preference or classroom routine.

EFL curricula for basic education should explicitly present grammar as an instrument for written and oral communication instead of treating it as an autonomous content block; lesson planning at Unidad Educativa Ciudad de Ibarra and similar institutions should always link each grammatical structure to a specific productive task (a paragraph, a description, a short dialogue) that requires the learner to use the structure in context.

English teachers should abandon dichotomous choices between deductive and inductive teaching and adopt integrated instructional designs that combine explicit rule explanation with contextualized discovery tasks, following the theoretical logic described in Chapter I and materialized in the Grammar Quest guide.

Future research on grammar instruction in basic education should preserve the mixed-methods approach used in this study, integrating pretest–posttest writing measurements with observation and interview instruments, in order to avoid pedagogical inferences based only on numerical scores and to capture the affective and interactional dimensions of the classroom.

Researchers who intend to replicate the present investigation should maintain the four-instrument combination described in Chapter II and calibrate the writing rubric with at least two independent raters, so that inter-rater reliability is documented and the conclusions about writing development are supported by a more robust measurement procedure.

Teachers and researchers working with grammar instruction should build explicit operationalization matrices before designing any intervention, since making variables, dimensions,

and indicators explicit prevents ambiguous interpretations of student performance and provides a common language to discuss pedagogical progress with colleagues and school authorities.

English teachers at Unidad Educativa Ciudad de Ibarra should systematically include written transfer tasks sentence construction, paragraph writing, guided text production after every grammar lesson, instead of limiting practice to gap-fill or multiple-choice exercises, in order to close the gap between rule recognition and rule application detected in the survey.

When introducing new grammar content, teachers should start with short contextualized samples that invite observation and inference before delivering the explicit rule, so that student attention and cognitive involvement which the classroom observation showed to be higher in discovery-based activities are activated from the first minutes of the lesson.

The management team of Unidad Educativa Ciudad de Ibarra should formalize the use of an integrated grammar guide across the entire English department and monitor its application through periodic pedagogical meetings, so that the methodological consensus that the authorities and teachers identified as necessary during the interviews is institutionally consolidated.

The English department of Unidad Educativa Ciudad de Ibarra should adopt Grammar Quest as the reference pedagogical resource for sixth grade during the following academic year and progressively adapt its structure six units, four lessons per unit, integrated deductive-inductive design to fifth and seventh grades, in order to guarantee methodological coherence across the basic education cycle.

Teachers who use the Grammar Quest guide should apply the same three-dimensional impact scale (linguistic, academic, affective) at least twice per academic year, in order to monitor student progress in the three dimensions and to adjust activities whenever any indicator falls below the expected level, transforming the impact evaluation into an ongoing formative instrument.

Other Ecuadorian basic education institutions interested in improving grammar instruction should replicate the Grammar Quest structure, adjust the thematic units to their local curricular demands and student interests, and share their results in academic networks and journals, so that a national body of evidence on the integrated deductive-inductive approach is progressively consolidated.

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Appendices

Appendices 1 Evidence of survey administration to students



Appendices 2 Interviews with teachers







Appendices 3 Validation of instruments

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

Ibarra, 23 de enero de 2026

Magister
David Villacrés
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas, encuestas y guía de observación de Investigación del Proyecto **"Grammar Teaching: Deductive vs. Inductive Approaches in EFL Classrooms in 6th Grade at UE".**

Previo a del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas, encuestas, guía de observación y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,



Nombre : Fernanda Elizabeth Noboa Anangonó

C.I : 1003058177

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – En línea

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – EN LINEA

FORMATO DE ENTREVISTA AL SEÑOR VICERRECTOR EN LA UNIDAD EDUCATIVA "CIUDAD DE IBARRA"

Objetivo:

- Conocer la visión institucional sobre la enseñanza de la gramática en inglés y el uso de enfoques deductivos e inductivos en sexto grado.

1. ¿Cómo evalúa la calidad actual de la enseñanza del inglés en la institución?
2. ¿Qué importancia se le da al aprendizaje de la gramática dentro del currículo escolar?
3. ¿Qué políticas institucionales existen para fortalecer la enseñanza de la gramática en inglés?
4. ¿Qué apoyo se brinda a los docentes para implementar diferentes enfoques metodológicos (deductivo e inductivo)?
5. ¿Qué expectativas tiene respecto al impacto de estos enfoques en el aprendizaje de los estudiantes?
6. ¿Cuál es la visión institucional sobre el futuro de la enseñanza de la gramática en inglés?
7. ¿Qué importancia se le da a la capacitación docente en metodologías innovadoras para la enseñanza de la gramática?

GRACIAS POR SU COLABORACIÓN

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

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INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AND ENGLISH TEACHERS AT UNIDAD EDUCATIVA CIUDAD DE IBARRA

Objective. Obtain information from the teachers' point of view on Grammar Teaching: Deductive vs. Inductive Approaches in EFL Classrooms in 6th Grade at UE Ciudad de Ibarra

1. What advantages do you see in deductive grammar teaching for 6th graders?
2. What challenges do teachers face with deductive approaches?
3. What advantages do you see in inductive grammar teaching?
4. What difficulties do students face with inductive grammar learning?
5. Which approach do teachers seem to prefer? Why?
6. How do you decide which approach is more suitable for a lesson?
7. How does students' age influence the grammar teaching method?
8. How do grammar teaching approaches affect student participation?
9. How do you assess students' grammar understanding in the institution?
10. Do teachers combine deductive and inductive approaches? How?

THANK YOU FOR YOUR COLLABORATION

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En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

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FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE EDUCACIÓN BÁSICA SUPERIOR LA UNIDAD EDUCATIVA CIUDAD DE IBARRA

Objective: To detect students' perceptions, learning preferences, and difficulties in grammar learning and writing in order to support the comparison of deductive and inductive teaching approaches in 6th grade EFL classes.

Instructions / Instrucciones:

Dear student, please read each statement carefully and choose the option that best describes your experience. There are no right or wrong answers.

Estimado estudiante, por favor lee cada afirmación cuidadosamente y elige la opción que mejor describa tu experiencia. No hay respuestas correctas o incorrectas.

1. Comprendo mejor las reglas gramaticales cuando el profesor las explica primero.

I understand grammar rules better when the teacher explains them first.

1 = Strongly Disagree / Totalmente en desacuerdo

2 = Disagree / En desacuerdo

3 = Neutral / Neutral

4 = Agree / De acuerdo

5 = Strongly Agree / Totalmente de acuerdo

2. Me gusta descubrir las reglas gramaticales mediante ejemplos y la práctica.

I like discovering grammar rules by examples and practice.

1 = Strongly Disagree / Totalmente en desacuerdo

2 = Disagree / En desacuerdo

3 = Neutral / Neutral

4 = Agree / De acuerdo

5 = Strongly Agree / Totalmente de acuerdo

3. Las clases de gramática son claras cuando el profesor da reglas y ejemplos.

Grammar lessons are clearer when the teacher gives rules and examples.

1 = Strongly Disagree / Totalmente en desacuerdo

2 = Disagree / En desacuerdo

3 = Neutral / Neutral

4 = Agree / De acuerdo

5 = Strongly Agree / Totalmente de acuerdo

4. **Me siento más motivado cuando sobreentiendo las reglas gramaticales en actividades.**

I feel more motivated when grammar rules are discovered in activities.

1 = Strongly Disagree / Totalmente en desacuerdo

2 = Disagree / En desacuerdo

3 = Neutral / Neutral

4 = Agree / De acuerdo

5 = Strongly Agree / Totalmente de acuerdo

5. Me siento confundido cuando las reglas gramaticales no se explican directamente.

I feel confused when grammar rules are not explained directly.

1 = Strongly Disagree / Totalmente en desacuerdo

2 = Disagree / En desacuerdo

3 = Neutral / Neutral

4 = Agree / De acuerdo

5 = Strongly Agree / Totalmente de acuerdo

6. Trabajar con ejemplos me ayuda a comprender mejor la gramática.

Working with examples helps me understand grammar better.

1 = Always / Siempre

2 = Often / A menudo

3 = Sometimes / A veces

4 = Rarely / Rara vez

5 = Never / Nunca

7. Prefiero los ejercicios de gramática después de que el profesor explique la regla.

I prefer grammar exercises after the teacher explains the rule.

1 = Strongly Disagree / Totalmente en desacuerdo

2 = Disagree / En desacuerdo

3 = Neutral / Neutral

4 = Agree / De acuerdo

5 = Strongly Agree / Totalmente de acuerdo

8. Recuerdo mejor las reglas gramaticales cuando practico antes de las explicaciones.

I remember grammar rules better when I practice before explanations.

1 = Strongly Disagree / Totalmente en desacuerdo

2 = Disagree / En desacuerdo

3 = Neutral / Neutral

4 = Agree / De acuerdo

5 = Strongly Agree / Totalmente de acuerdo

9. **Las clases de gramática son interesantes cuando comprendo la regla por mí mismo.**

Grammar classes are interesting when I find the rule by myself.

1 = Strongly Disagree / Totalmente en desacuerdo

2 = Disagree / En desacuerdo

3 = Neutral / Neutral

4 = Agree / De acuerdo

5 = Strongly Agree / Totalmente de acuerdo

10. Me siento seguro al usar la gramática después de una explicación clara.

I feel confident using grammar after clear explanations.

1 = 1 = Always / Siempre

2 = Often / A menudo

3 = Sometimes / A veces

4 = Rarely / Rara vez

5 = Never / Nunca

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A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada ítem que conforma el cuestionario. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				**OBSERVACIONES**
Ítem	**Dejar**	**Modificar**	**Eliminar**	
1	x			
2	x			
3	x			
4	x			
5	x			
6	x			
7	x			
8	x			
9	x			
10	x			

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CLASSROOM OBSERVATION GUIDE

Objective

- To record classroom behaviors and attitudes during grammar instruction using deductive and inductive approaches.

Item	Description	Always	Sometimes	Often	Sometimes	Never
1	Teacher explains grammar rules directly (deductive approach).					
2	Teacher uses examples first to guide students to discover rules (inductive approach).					
3	Students actively participate in deductive					

	grammar activities.					
4	Students actively participate in inductive grammar activities.					
5	Students show motivation when discovering grammar rules.					
6	Teacher provides clear instructions for grammar exercises.					
7	Students collaborate during grammar activities.					
8	Grammar games or group tasks are used to reinforce rules.					

9	Students demonstrate confidence when applying grammar rules.					
10	Classroom environment reflects engagement and effective grammar learning.					

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En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Claridad y pertinencia de las instrucciones para el observador.	x		
Formulación precisa y comprensible de cada ítem de observación.	x		
Coherencia de los ítems con los objetivos de la guía.	x		
Relevancia de los ítems para evaluar los métodos inductivo y deductivo en la enseñanza de la gramática.	x		
Orden y secuencia lógica de los ítems.	x		
Número de ítems adecuado para la observación.	x		
Escala de frecuencia (Always–Often–Sometimes–Never) clara y aplicable.	x		

Posibilidad de registrar actitudes y comportamientos observables.	x		
Pertinencia del instrumento para el contexto del 6to año de UE.	x		

Observaciones:

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Mauro David Villacrés
C.C.:1003342373

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Fecha de envío para la evaluación del experto:	26 de enero del 2026
Fecha de revisión del experto:	26 de enero del 2026

Appendices 4 Interview with Vice-Rector Margarita Santacruz

1. Fernanda Noboa: ¿Cómo evalúa la calidad actual de la enseñanza del inglés en la institución?

Vice-Rector Margarita Santacruz: En lo que es el departamento de vicerrectorado en la institución para la calidad no solo de inglés sino de los compañeros en todas las asignaturas, pues se evalúa de acuerdo al rendimiento académico de los estudiantes que se reflejan en presentaciones, en concursos a los que están invitados y en las casas abiertas que también demuestran sus habilidades y también lo más importante por la competencia y la formación de los docentes.

2.Fernanda Noboa: ¿Qué importancia se le da al aprendizaje de la gramática dentro del currículo escolar?

Vice-Rector Margarita Santacruz: Dentro de lo que es currículo a nivel nacional, eso ya va en el currículo priorizado que se está trabajando actualmente, entonces eso sí se les da la apertura para que ellos escojan las estrategias y según tengo entendido el inductivo, deductivo del inglés es primordial porque de lo que hemos conversado con las compañeras y de lo que poco se sabe es de que se deben combinar los dos, el inductivo un poquito más porcentaje porque es del ejemplo de los ejemplos llegar a la norma, por decir, a la regla, a las reglas gramaticales, que va a ser la estructura básica, porque eso es lo que va, la estructura básica para que ellos tengan más fluidez incluso al comprender, a hablar, a escribir. Y el otro ya cuando se requiere más complejidad, el deductivo, en sextos años yo creo que ya es un poquito más del porcentaje. Así es.

3.Fernanda Noboa: ¿Qué políticas institucionales existen para fortalecer la enseñanza de la gramática en inglés?

Vice-Rector Margarita Santacruz: Como institución, nosotros ahorita estamos como directivos en la implementación de un laboratorio de inglés, casi está en un 80%, ya se ha logrado conseguir de las universidades o de otras instituciones los computadores, estamos tras lo que son audífonos,

la instalación de las mesitas, todo eso, como ustedes saben no tenemos recursos en ese sentido, esa es una de las políticas que están ya cerca, esperamos que el próximo año ya se implemente. También en la situación de exigir un poquito ya el cambio de lo tradicional a las metodologías activas, en las planificaciones que se realiza y que se hace por semana, se sugiere mucho y al menos ahora con el DUA, de que ya no sean las clases tradicionales, sino que se utilicen las metodologías activas.

4.Fernanda Noboa: ¿Qué apoyo se brinda a los docentes para implementar diferentes enfoques metodológicos (deductivo e inductivo)?

Vice-Rector Margarita Santacruz: El apoyo que nosotros podríamos brindar ya nada más que nos queda hacer el seguimiento en base, por ejemplo, a las visitas áulicas, el seguimiento a la planificación micro curricular y las recomendaciones que se les pueda dar a los docentes de lo observado, de lo analizado, eso es lo que nosotros podemos hacer.

5.Fernanda Noboa: ¿Qué expectativas tiene respecto al impacto de estos enfoques en el aprendizaje de los estudiantes?

Vice-Rector Margarita Santacruz: Expectativas respecto a este enfoque, de que la situación de lo que es el inglés que nos limita el currículo a tres horitas, avanzar un poco más en lo que es la fluidez del speaking, de la escritura, ustedes lo hablan mejor, incluso de la comprensión, porque apoyar nosotros o expectativa como mejorar o subir horas de clase, no tenemos, porque no nos dan los docentes para eso, no tenemos estructurado las tres horitas, no quisiéramos tener más horas, con el laboratorio esperamos alguna situación, un avance.

6.Fernanda Noboa: ¿Cuál es la visión institucional sobre el futuro de la enseñanza de la gramática en inglés?

Vice-Rector Margarita Santacruz: La visión es de que sea como más a la realidad de nuestros estudiantes, porque muchas veces los ejemplos, los ejercicios, las metodologías, los métodos que

se aplican, es como con otra realidad a eso, pero si le asentamos un poquito más la realidad a los chicos, hasta va a haber una mejor aceptación de la materia y más motivación para que ellos también se interesen y pronunciar mejor, defenderse un poquito más, eso.

7.Fernanda Noboa: Mejorar el nivel sería, ¿no?

Vice-Rector Margarita Santacruz: Claro, mejorar el nivel en todo sentido.

8.Fernanda Noboa: ¿Qué importancia se le da a la capacitación docente en metodologías innovadoras para la enseñanza de la gramática?

Vice-Rector Margarita Santacruz: Nosotros estamos en el proceso de planes de mejora, en donde de parte de lo que es Junta de Coordinadores de Área y en el Vicerrectorado se están organizando ya capacitaciones para todos los años. Dentro de ellos se hacen encuestas para ver cuál es la más, priorizar las capacitaciones, entonces, por ahí vamos, para buscar también para el inglés apoyos desde la institución, porque lo que es Ministerio hay capacitaciones también.

Appendices 5 Interview with English Area Coordinator Edison Guerrero

Fernanda Noboa: Good afternoon, teacher. Now I'm going to do an interview. The objective of this interview is to obtain information from the teacher's point of view about the grammar teaching, Deductive and inductive approaches in EFL classrooms in the 6th grade at the Unidad Educativa Ciudad de Ibarra.

English Area Coordinator: Hello, good afternoons. It's a pleasure for me doing this interview. I'm Edison Guerrero, I'm a teacher, an English teacher and I'm also the English area coordinator.

Fernanda Noboa: Go ahead with the interview.

1. Fernanda Noboa: What advantages do you see in deductive grammar teaching for 6th graders?

English Area Coordinator: Good, I think that the inductive teaching offers a clear explanation and helps students understand grammar rules in a quickly way.

2. Fernanda Noboa: What challenges do teachers face with deductive approaches?

English Area Coordinator: I think that are different challenges, maybe can reduce the interaction with the students in active participation.

3. Fernanda Noboa: What advantages do you see in inductive grammar teaching?

English Area Coordinator: I consider that students discover themselves the learning process by themselves.

4. Fernanda Noboa: What difficulties do students face with inductive grammar learning?

English Area Coordinator: I think that some students have trouble to identify the rules without an explicit guide.

5. Fernanda Noboa: Which approach do teachers seem to prefer? Why?

English Area Coordinator: From my point of view, I think that teacher seems to prefer the deductive form because it is clear and it is going directly to the point. This is a to take advantage

to the time, because the limit of time we have in the classroom is very limited, so I believe that teachers prefer the deductive form.

6. Fernanda Noboa: How do you decide which approach is more suitable for a lesson?

English Area Coordinator: It depends, I think that it depends on the lesson, if it is a grammar topic, you can choose the deductive form. But if you can teach, for example, something about culture or something like that, you can teach the inductive form.

7. Fernanda Noboa: How does students' age influence the grammar teaching method?

English Area Coordinator: I think that students at this age benefit from a structural explanation and concrete examples.

8. Fernanda Noboa: How do grammar teaching approaches affect student participation?

English Area Coordinator: I think that the inductive training method increases participation, while the deductive form approach supports interaction between students.

9. Fernanda Noboa: How do you assess students' grammar understanding in the institution?

English Area Coordinator: About of myself, I asses writing tests, class activities and all the work.

10. Fernanda Noboa: Do teachers combine deductive and inductive approaches? How?

English Area Coordinator: Yes, I consider that teachers combine deductive form and inductive form. The deductive form when they give the lesson to students, and the inductive training method is when they need to guide for a reflection time and also the work that they give to students.

Noboa: Okay, that's all. Thank you for your collaboration.

English Area Coordinator: Many thanks. Thank you.

Appendices 6 Interview with Teacher Celeni Torres

Fernanda Noboa: Good morning, teacher. My name is Fernanda Noboa. I am a student at the Universidad Técnica del Norte. This is an interview for my curriculum integration work. This interview aims to obtain information from the point of view of teachers about grammar teaching, deductive and inductive approaches in EFL classes in six grades at the Unidad Educativa Ciudad de Ibarra.

Teacher Celeni Torres: Good morning, Fernanda. It's a pleasure to help you answer questions.

Fernanda Noboa: Thank you, teacher. Let's get started.

1. Fernanda Noboa: What advantages do you see in deductive grammar teaching for 6th graders?

Teacher Celeni Torres: I think it is fast and clear. Children understand quickly and can start practicing writing way.

2. Fernanda Noboa: What challenges do teachers face with deductive approaches?

Teacher Celeni Torres: Lessons can become boring. Children just memorize the rules, without using the natural language.

3. Fernanda Noboa: What advantages do you see in inductive grammar teaching?

Teacher Celeni Torres: It's fun and like again. Children discover the rules by themselves, using examples, so they remember it better.

4. Fernanda Noboa: What difficulties do students face with inductive grammar learning?

Teacher Celeni Torres: It can be confusing for some children. You need more time to find the rules and you might feel frustrated.

5. Fernanda Noboa: Which approach do teachers seem to prefer? Why?

Teacher Celeni Torres: Much prefers the deductive approach because children learn best through games and activities, and not through long explanations.

6. Fernanda Noboa: How do you decide which approach is more suitable for a lesson?

Teacher Celeni Torres: It depends on the topic. If the rule is very difficult, I use deductive. If it's easy, I let them discover it.

7. Fernanda Noboa: How does students' age influence the grammar teaching method?

Teacher Celeni Torres: At 11 years old, children have very short attention spans. They need action, images and dynamic activities, not abstract rules.

8. Fernanda Noboa: How do grammar teaching approaches affect student participation?

Teacher Celeni Torres: Deductive makes them passive learners, and the inductive makes them talk, play and participate much more.

9. Fernanda Noboa: How do you assess students' grammar understanding in the institution?

Teacher Celeni Torres: I use it deductively, but most of the time I look at how I talk and write the class activities.

10. Fernanda Noboa: Do teachers combine deductive and inductive approaches? How?

Teacher Celeni Torres: Yes, we do it. First, they play and seek partners. Then, I explain the rules clearly. To fix any errors, the deductive method is used.

Fernanda Noboa: Okay, thanks. Thank you, teacher, for your collaboration.

Appendices 7 Tool for disseminating the proposal

1 Purpose of the socialization

This document guides the presentation and institutional evaluation of the pedagogical proposal derived from the research on English grammar teaching and its impact on the development of writing skills in sixth-year Basic Education students. The proposal consists of the Grammar Quest didactic guide, structured into six units and twenty-four lessons that balance deductive instruction (explicit explanation of rules) and inductive instruction (guided discovery through examples and contexts). The objective of this socialization is not to measure the final impact of the proposal on student performance, but to determine whether institutional representatives and authorities consider the proposal to be pertinent, clear, pedagogically adequate, feasible, and useful prior to its formal implementation.

2 Participants

The evaluation should be completed by institutional representatives who understand the educational context and can judge the pedagogical and operational suitability of the Grammar Quest guide. We suggest the participation of:

The 6th Grade English teacher

The Coordinator of the English or Foreign Languages Department

An academic authority or another English teacher from the same educational level.

3 Socialization procedure

- **Context and findings:** Briefly explain the problem identified in Fernanda Noboa's research regarding the limited transfer of formal grammar rules to communicative written production in sixth grade.
- **Presentation of the proposal:** Showcase the objective of the *Grammar Quest* guide, its structure of 6 units under the guiding theme of the "linguistic detective," and the integration of deductive and inductive approaches.
- **Demonstration:** Present representative lessons showing the sequence of example analysis, rule inference, and productive practice oriented toward writing.

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- **Questions and answers:** Clarify doubts regarding contents, timelines, materials, and classroom application at Unidad Educativa "Ciudad de Ibarra".
- **Evaluation:** Ask each participant to complete this survey independentl

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Instructions

After reviewing the *Grammar Quest* methodological proposal, mark with an x ($\times$) your level of agreement with each statement using the following scale:

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

No.	Dimension	Statement	1	2	3	4	5
1	Pertinence	The proposal directly addresses the grammar learning and writing needs identified in the 6th grade of basic education at the institution.	☐	☐	☐	☐	☑
2	Pertinence	The objectives of the didactic guide are clear and consistent with the research problem posed by the author.	☐	☐	☐	☐	☑
3	Clarity & Pedagogical Adequacy	The selected grammar contents are appropriate for sixth-grade students.	☐	☐	☐	☐	☑
4	Clarity & Pedagogical Adequacy	The activities properly combine deductive and inductive approaches for the students' proficiency level.	☐	☐	☐	☑	☐
5	Educational Utility	The integration of approaches contributes significantly to the development of English writing skills (accuracy and coherence).	☐	☐	☐	☐	☑

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6	Clarity & Pedagogical Adequacy	The proposal provides sufficient guidance (clear examples and explanations) for students to understand and apply grammar.	☐	☐	☐	☑	☐
7	Educational Utility	The activities foster active interaction, participation, and collaboration among students during class.	☐	☐	☐	☐	☑
8	Educational Utility	The proposal promotes student motivation and interest by discovering linguistic patterns before or after formal explanation.	☐	☐	☐	☐	☑
9	Feasibility	The proposal is viable to implement in the real educational context of Unidad Educativa "Ciudad de Ibarra".	☐	☐	☐	☐	☑
10	Feasibility	The materials, resources, and visual design (*Grammar Quest*) are accessible and practical for both teacher and students.	☐	☐	☐	☐	☑
11	Clarity & Pedagogical Adequacy	The organization into six units and twenty-four lessons facilitates the progressive development of grammatical and writing competence.	☐	☐	☐	☐	☑
12	Pertinence	Overall, the didactic proposal is pertinent and highly useful for application in the English classroom.	☐	☐	☐	☐	☑

Open-Ended Questions

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Appendices 8 Photos of the outreach process





