TEACHING THE PRESENT SIMPLE TENSE TO B1-LEVEL ENGLISH LEARNERS THROUGH GUIDED DISCOVERY.

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Abstract. Grammar is a part of learning a foreign language because it helps learners express ideas correctly and clearly. Even though the Present Simple tense is taught at the beginning many B1 learners still struggle with verb agreement, auxiliary verbs, how to form questions and using frequency adverbs. This article looks at how the Present Simple can be taught using the Guided Discovery Method, where learners study examples and find rules with the teacher's help. By drawing on research about learning and teaching second languages the article suggests a lesson for university students, at the B1 level. The lesson contains real-life examples, guided analysis, controlled practice, pair work and a formative assessment. The article says that guided discovery can give learners chances to build awareness and think for themselves. I hope this plan will spark interest in the classroom. But the lesson is a teaching plan, not a full experiment so its success would need to be checked in real classes.

Keywords: Present Simple, grammar teaching, B1 learners, guided discovery, inductive learning, English language teaching.

Introduction. Grammar is very important when learning a language. It helps learners put words together to make sentences. Students need grammar knowledge to share experiences give opinions ask questions and explain information. Learning grammar rules does not always mean learners will use them correctly in daily talks.
The Present Simple is a grammar pattern in English. It is used to talk about habits, daily routines facts that're always true situations that stay the same and events that are planned. For instance, learners use the Present Simple to discuss their studies, hobbies, family routines and everyday activities. Even though the Present Simple is simple intermediate learners still find it hard. Common mistakes are forgetting the third-person singular ending using the helper verb and adding an extra ending after does. For example, students might write "She work every day" or "He does not likes coffee" of "She works every day" and "He does not like coffee." One reason, for these mistakes is that students often memorize rules without knowing how the rules work in different sentences. So, teachers should give students chances to look at examples, spot patterns and use what they learn in situations. The Guided Discovery Method is one way to reach this aim. Of giving every rule at the start the teacher shows examples and asks thoughtful questions that help learners find the grammar patterns on their own. This article looks at how to teach the Present Simple to B1-level English learners using guided discovery. It also suggests a lesson that mixes grammar analysis organized exercises and free language use. Research Question and Objectives The key research question is: How can the Guided Discovery Approach be used to facilitate comprehension and proper use of the Present Simple tense by B1 level learners of English? The objectives of the article are: Identifying the grammar needs of B1 level English learners. Establishing the key grammatical structures and functions of the Present Simple. Demonstrating the way of employing guided discovery for teaching the Present Simple. Creating a lesson plan aimed at fostering

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grammatical awareness and correct language usage. This article is a result of literature analysis and the development of a hypothetical lesson plan. No experimental work in classrooms and no performance improvement measurements are included. 1. Who to Teach? The lesson offered will be aimed at teaching the B1-level university students studying English as a foreign language. In this case, students are able to communicate on familiar topics and talk about everyday experience. However, there can be problems connected with the use of grammar in complex sentences as well as the unprepared speech of the students.

Even being at the same level of proficiency, the students can face different problems. They can be aware of how the Present Simple tense is used, but not be able to apply this knowledge during the conversation. Also, students can confuse affirmative sentences with negative sentences and questions. For instance, they can know that the verbs of he, she, and it need -s ending in the affirmative sentences but not use this rule in a hurry. Also, learners can form "She works here" correctly but ask the question incorrectly saying "Does she works here?" Before starting the lesson, the teacher should conduct diagnostic work with students. It can be done by offering students to finish several sentences, correct their mistakes and describe their daily routine in pairs. The answers will allow the teacher to detect their weaknesses.

2. What to Teach?

The lesson focuses on the form, meaning, and use of the Present Simple. 1. Affirmative sentences the basic structure is subject + base verb. With he, she, and it, the main verb usually takes -s or -es. Examples: I study English every day. They play football after class. She studies English every day. He watches educational videos. Students should learn common spelling changes, including study → studies, watch → watches, and go → goes. 2. Negative sentences The structure is subject + do not/does not + base verb. Examples: I do not drink coffee. They do not study on Sundays. She does not drink coffee. He doesn't watch television in the morning.

An important rule is that the main verb remains in its base form after doesn't. Therefore, "She doesn't likes coffee" is incorrect, while "She doesn't like coffee" is correct. 3. Questions Questions are formed using do or does before the subject, followed by the base form of the main verb. Examples: Do you read books regularly? Does she study English every day? Where does he live? hat time do they start work? Students should understand that the main verb does not take -s when does is used. 4. Uses of the Present Simple The lesson covers four common uses: Habits and routines: "I usually get up at seven." General truths: "Water boils at 100°C at standard atmospheric pressure." Relatively permanent situations: "She lives in Tashkent."Timetables and schedules: "The lesson starts at nine." 5. Adverbs of frequency Students practise always, usually, often, sometimes, rarely, and never. Examples: I usually study in the evening. She often reads historical books. They never arrive late. He is always punctual. Learners should notice that frequency adverbs generally appear before main verbs but after the verb be. By the end of the lesson, students should be able to recognise the structures, explain the main rules in simple terms, correct common mistakes, and use the Present Simple to describe everyday routines.

How Can It Be Taught?

The primary method used in this article is called the Guided Discovery Method and is an inductive way of grammar teaching. As stated by the British Council's Teaching English website, guided discovery includes presenting examples and leading learners to find the grammatical rules. Instead of explaining everything right away, the teacher leads learners through observation, comparison, and reasoning.

The suggested lesson includes five steps. Step 1: Contextual presentation The teacher presents a short

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text on a student's everyday routine and asks the students to read it and find the sentences describing habitual actions.

Stage 2: Observation and comparison Students compare examples such as "I study English" and "She studies English." They examine the differences between subjects and verb forms. Stage 3: Rule discovery The teacher asks guiding questions, including: What changes when the subject is he, she, or it? Which auxiliary verb appears in negative sentences? What happens to the main verb after does? Where do frequency adverbs usually appear? Students discuss their answers and formulate grammatical rules.

Stage 4: Guided practice he students work through the exercises, correct the errors made, and justify their choice. The teacher gives feedback and explains misconceptions.

Stage 5: Application independently The students utilize the Present Simple tense to talk about their daily routine and inquire about the daily activities of their partner. Guided discovery does not presuppose the fact that the teacher does not give any explanations at all. In case of any misconception concerning the rule, the teacher offers explanation along with more examples.

Literature Review The studies on grammar instruction have been conducted to determine the ways learners can acquire grammatical knowledge via explicit explanations, inductive instructions, and communication. Caprario (2013) provides a review of literature regarding the use of guided discovery in grammar instruction and describes how the process of inductive instruction allows learners to identify language patterns using properly chosen examples. In addition, the paper provides teaching material and lesson design examples showing how guided discovery can be used in language classes. Soghmonyan (2016) discusses guided discovery as the means of inductive grammar instruction. The study describes the process of presenting grammatical structure in context and conducting exercises aimed at encouraging learners to discover rules and use them in natural language situations. The study is relevant to designing lessons where students analyze Present Simple sentences prior to giving a full explanation of the rule. Shirav and Nagai (2022) study deductive and inductive grammar instruction within communicative language teaching. They compare different instructional strategies for teaching the passive voice to Japanese vocational school students. Both methods were successful but the inductive group performed better in recognizing the rules according to the results presented by the researchers.

Review of Previous Studies.

1. Caprario (2013) Caprario discusses guided discovery grammar instruction and reviews relevant literature on inductive teaching. The work provides examples of how teachers can prepare worksheets that encourage students to identify grammatical rules independently. It supports the use of structured questions and carefully selected examples in the proposed lesson.
2. Soghmonyan (2016) Soghmonyan explores guided discovery as a method of teaching English tenses. The article emphasises presenting grammatical structures in context and allowing students to analyse examples before formulating rules. This approach is relevant to teaching the Present Simple through a short text and guided questions.

3. Shirav and Nagai (2022) Shirav and Nagai compare inductive and deductive grammar instruction in a communicative teaching context. Their findings indicate that both approaches can contribute to learning, although the results differ according to the assessment measure. This suggests that teachers should select instructional techniques according to learners' needs and the grammatical content.

4. Masaryk (2024) Masaryk investigates discovery learning in EFL grammar teaching and discusses both its possible benefits and limitations. The research highlights the importance of learner engagement and appropriate support during discovery activities. It supports the use of clear instructions,

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manageable examples, and teacher guidance in the proposed lesson. Overall, these studies provide a theoretical basis for using guided discovery to teach grammar. However, they do not directly demonstrate the effectiveness of the specific Present Simple lesson proposed in this article.

5. Proposed Methodology and Lesson Design. This section presents a practical lesson based on the Guided Discovery Method. The lesson is designed for B1-level university students and lasts approximately 45 minutes.

6. Learning Outcomes By the end of the lesson, students should be able to: Identify the main uses of the Present Simple. Recognise the correct forms of affirmative, negative, and interrogative sentences. Explain the use of -s and -es with third-person singular subjects. Correct common Present Simple errors. Describe their daily routines and ask relevant questions using the target tense.

These are intended learning outcomes rather than experimentally measured results.

Lesson Procedure Stage 1 : Warm-up — 5 minutes The teacher asks students questions about their daily routines: What time do you usually wake up? How often do you read books? Do you study English every day? Students briefly discuss their answers in pairs. The teacher observes their language use and notes common errors without interrupting every response.

Stage 2: Contextual presentation — 7 minutes The teacher gives students a short text. My name is Anna. I study at university. I usually wake up at seven o'clock and have breakfast before my lessons. My brother studies at the same university, but he starts classes later. We often travel to university by bus. My brother doesn't drink coffee, and he never arrives late. Do we enjoy our university life? Yes, we do. Students read the text and underline the verbs. They identify sentences describing habits and regular activities.

Stage 3: Guided discovery — 10 minutes Students work in small groups to examine selected sentences: I study at university. My brother studies at university. We often travel by bus. He never arrives late. My brother doesn't drink coffee. The teacher asks students to compare the sentences and answer guiding questions. They identify the third-person singular form, the position of frequency adverbs, and the use of doesn't in negative sentences. Groups write their own explanations of the rules. The teacher checks their answers and provides clarification where needed.

Stage 4: Controlled practice — 8 minutes Students complete sentences using the correct verb forms. She __ (study) English every evening. They __ (not/play) tennis on Mondays. __ he __ (work) at the university? My father usually __ (watch) the news. Where __ your sister __ (live)? Students then correct three incorrect sentences: He go to university every day. She doesn't likes reading. Does your brother works here? The teacher asks students to explain why the corrections are necessary, reinforcing their understanding of the rules.

Stage 5: Pair activity — 10 minutes

Students work in pairs and interview each other about daily routines. Each student prepares five questions, such as: What time do you get up? How often do you exercise? Do you read books in your free time? Where do you usually study? Does anyone in your family speak another language? After the interviews, each student reports three facts about their partner using the Present Simple. For example: "My partner usually gets up at seven. She studies English every day. She doesn't watch

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television in the morning."
This activity provides an opportunity to use the target grammar for a meaningful purpose.

Stage 6: Assessment and feedback — 5 minutes

Students complete an exit ticket containing three short tasks: Write one affirmative Present Simple sentence. Write one negative sentence and one question. Correct the sentence "He doesn't plays football." The teacher reviews the responses to identify areas that may require further practice. Feedback focuses on subject–verb agreement, auxiliary verbs, and word order.

Teaching Materials.

The lesson plan presented here calls for a short text concerning daily activities, a guided discovery handout, a set of sentence cards or a print exercise, as well as an exit ticket activity. The use of a projector is an option, but the lesson can be conducted without using a computer.

Discussion.

This lesson brings the analysis of grammar into its practical context. Instead of being provided with all the rules at once, the students observe examples, make comparisons and come up with explanations under the guidance of the teacher.
One of the possible benefits of using a method of guided discovery is that it makes the learners think about the nature of English grammar. Through observing regularities, the students get an opportunity to develop grammatical consciousness rather than rely only on memorized explanations. At the same time, the lesson goes beyond the analysis and includes the stage of independent usage. The students first discover the target grammar structures in a text and then practice them in controlled tasks and pair interviews.

However, the literature reviewed in the article shows that guided discovery is a valid method of teaching grammar, but its efficacy greatly depends on the learning environment and the assistance. Some learners may require further explanations for independent identification of grammatical patterns. There are a few limitations in the suggested lesson. Firstly, one lesson of 45 minutes may not be enough time to practice all structures of the Present Simple in spontaneous speech. Secondly, the lesson is designed mainly to work with familiar routines and does not consider all possible uses of the tense. To overcome these limitations, teachers should revise the target grammatical structures in future lessons through short practice tasks and assess students' knowledge of grammar in delayed production. The future studies may be conducted on comparing performance of learners before and after the guided discovery lessons with another type of lessons in terms of their efficacy. These conclusions will require actual classroom data.

Conclusion.

To teach Present Simple to English learners at B1 level, one needs not only to present the learners with grammar rules and require them to remember them but also make sure that the learners comprehend the meaning of the tense and practice using it correctly. In this article, it was suggested to use the approach of guided discovery, which involves analysis of the contextual examples, identification of the grammar patterns, completion of the controlled exercises and the use of Present Simple in pair interviews. The main idea behind the lesson is to develop grammatical awareness, critical thinking and the ability to speak using the target language. It was recommended that the learners be given an opportunity to find out the grammar rules themselves while having enough teacher's assistance. Guided discovery might prove to be a good choice for teaching Present Simple, especially if there are clear examples, well-designed tasks and correct feedback on mistakes.

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However, the efficacy of the suggested lesson for a certain group of B1 learners still needs to be verified.

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