Guided Discovery
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Guided Discovery, also known as an inductive approach, is a technique where a teacher provides examples of a language item and helps the learners to find the rules themselves.

https://www.teachingenglish.org.uk/article/guided-discovery
Deductive VS Inductive Approach

Deductive
- General to particular
- Explicit
- Rules first
- Rule-driven
- Cognitive Conscious
- Application of rules
- Teacher-centered
- Dependent on the teacher
- Passive reception

Inductive
- Particular to general
- Implicit
- Exposure to language first
- Rule-discovery
- Associative
- Subconscious
- Problem-solving
- Learner-centered
- Autonomous
- Active participation
Deductive Guided Discovery

From Teacher’s Resource book
Gold Experience B1

Grammar XP
Read and discuss the examples in the Grammar XP box. Stress that we often use the passive in formal writing. It is not used as much in everyday speech. Look at the examples in the box and in each case, ask students to decide why the passive voice is used. Elicit the negative form of the passive in both the past and present: isn’t + past participle (+ by) wasn’t + past participle (+ by) Write down a few places and things which are special to your students’ town and country.
Cognitive Benefits

It encourages **analytic learning**. It exploits learners’ cognitive skills. It improves **critical thinking skills**. It involves students in **problem-solving tasks**. It helps learners become aware of and articulate their mental processes. Learners **participate actively** in the learning process. Learners understand and **remember better** what they have worked out for themselves.
Linguistic Benefits

It resembles natural language learning/language acquisition. If done in groups, it provides extra language practice.
Social Benefits

It increases student participation and fosters collaboration. It empowers learners thus enhancing autonomy and self-reliance. It is motivating for learners who enjoy the hands-on approach.
Role of the teacher

The teacher becomes a **facilitator**, who guides learners in the right direction so as to avoid misunderstandings of the rules.
Step 1

Exposure to language through examples or illustrations

Match the steps with the picture

- Sauce is prepared by adding olive oil, cayenne pepper, cinnamon, salt and pepper to a baking pan.
- Sweet potatoes are sliced
- Sweet potatoes are baked at a 500º degree oven for 10 minutes.
- Sliced sweet potatoes are added to a baking pan.
Step 2

Observation and analysis of the language through guided questions

Tick the words that describe the picture

- Process
- Description
- Story

Who did the action?

- Known
- Unknown

Do you need to know who performed the action to follow the recipe?

- Yes
- No

In these sentences, which is the speaker or writer more focused on, the doer of the action or the receiver? ____________________________
What is done to sweet potatoes before baking?
- Sweet potatoes are mashed
- Sweet potatoes are sliced

What is in the subject position (before the verb), the doer of the verb or receiver? ______________

Come up with a formula you can follow when you write this type of sentences
_______ + _______ + _______

This sentences are called:
- Active voice
- Passive voice
Step 4

Application of the rule in practice tasks graded by difficulty or complexity
Advantages

• Encourages group discussion, interaction and inclusion of all students

• Develop problem solving skills which could be applied outside the lesson

• Higher order cognitive processes such as problem solving and decision making

• Student-centered, empowers learners towards assuming responsibility for their own learning and becoming more autonomous
Thank you

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