DISCOVERING THE “GUIDED DISCOVERY” IN ENGLISH CLASSES

Guided Discovery is a way for teachers to allow students to take responsibility for their own learning and discover new ideas/information on their own. (PEARSON, 2018). The prototypical exercise considering this strategy is filling the gaps: an individual task in which the students have to complete pre-determined blanks in short sentences in order to increase their vocabulary or to practice a grammatical topic. In this presentation we aim to discuss other types of activities with different student and classroom arrangements that can be done using this same strategy. An example is guided discovery with videos, in which, through engaging short films, the students, in small groups, are supposed to guess the end of a story, creating an engaging atmosphere of second language acquisition. Guided discovery with texts and with music are other types of activities can be developed considering the social relevance of multiple genders (MARCUSCHI, 2008). It is important to notice that all these sorts of tasks involve a context in which the “missing part” is meaningful, that is, the meaning of a part is linked to a specific context that somehow guides the students. Therefore, there is a “frame” supporting the strategy of guided discovery. According to Fillmore (1975), this category of analysis “frame”, used not only in Cognitive Linguistics but also in Anthropology, Sociology, etc., is a scenario created according to expectations based on the speaker’s experiences. Thus, the students and their experiences are the protagonists of the learning process, explaining our methodological underpinning that takes into account the method of active learning. The results that have been observed through these activities using the described strategy are increasing engagement, creativity and improvements in the four skills (reading, writing, listening and speaking), enhancing the learning process.

Palavras-chave: guided discovery; learning strategy; active learning.

Referências


1 Olsen, Janaina, UNICAMP / FATEC-JAHU, olsen.janaina@gmail.com; Silva, Amanda de Oliveira, FATEC-JAHU, amdeoliv@gmail.com.