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EXPLORING THE GUIDED-DISCOVERY POTENTIAL FOR EFL GRAMMAR TEACHING

Teaching grammar is probably one of the most challenging aspects in the field of foreign language teaching. Guided discovery is an instructional design model in which learners find out information within a suitable environment facilitated by the teacher in order to develop their understanding.

Hence, the key tenet of this method is that students learn the material better when they discover something new on their own, rather than when the material is presented to them by the teacher. In practice, guided discovery is realized in the following way: the teacher exposes students to language input containing an example of the target language (for instance, a reading text containing the passive voice or a video fragment with examples of the Present Continuous), and asks students to identify a regularity or a pattern and formulate a rule. This method is often employed within the framework of PPP and TBL.

The topicality of the research into the guided-discovery potential in teaching grammar in the EFL classroom is stipulated by the important role grammar plays in EFL learning and by the need to make students' grammar learning in the EFL classrooms more effective.

Therefore, at this stage the present research **aims to identify** the English learners' attitudes to learning grammar and grammar activities in the EFL classroom. In particular, this research explores the method of guided discovery and the way to use it in the EFL classroom most effectively.

Guided Discovery Learning (GDL) approach is a learning process in which students are guided by the teacher to discover a new knowledge [1, p. 2]. It is assumed that teachers' guidance may be different depending on students, a learning situation and a target grammar item. It follows that teacher's scaffolding involves teachers' instructions, his/her knowledge and active experience.

Based on the analysis of the GDL model suggested by Dea Permatasari and E. W. Laksono to teach chemistry, it can be assumed that in language teaching it can be realized in two main stages: pre-discovery and post-discovery [2, p. 3]. The pre-discovery stage includes discussion, observation, problem formulation, creating hypothesis, and experimenting with the target grammar item. The post-discovery stage implies observation, interpreting data, and finding a concept.

The present research involved the structured survey which was used to collect quantitative data regarding teaching grammar and using guided discovery in the EFL classroom. The survey questionnaire included 10 closed questions focused on the way grammar is taught, and learners' motivation and preferences in regard to grammar learning. 37 school pupils took part in the action research.

The data collected in the questionnaire survey show that students are ready and willing to improve their grammar skills and take an active part in grammar activities. More specifically, they demonstrated a very strong desire to have English classes focused on grammar. Honing grammar habits was named as a motivating factor in learning grammar, while the learners' fear of making mistakes proves to be very demotivating. The respondents identified their low level of English proficiency as the primary cause of the difficulty they have in learning English grammar. In general, the learners' opinions about their grammar skills were fairly consistent.

The research results have practical implications for EFL teachers' practices. In particular, teachers should address such issues as their strategies in terms of helping learners to fight their fear of making mistakes and developing grammar activities and tasks so as they are doable with regard to their learners' level of language competence.

REFERENCES

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