

## **Examining the Contribution of a *CELTA* Course to the Development of ESL Students' Vocabulary via Consideration of the Guided Discovery Sheet Method**

**Dr Somanchi Sai Kumar Lecturer in English, Government Degree College,  
Tekkali, Srikakulam District, Andhra Pradesh.**

*The goal of the present research is to use the guided discovery sheet as a method that primarily focuses on the MPF of the target language. The CELTA course I completed this past summer represented the culmination of my efforts to develop a global English language-teaching profession, and the guided discovery sheets I used with my students gave them the freedom to do so with the guidance I had gleaned from my own teaching practise sessions. The "Certificate in Teaching English to Speakers of Other Languages" (CELTA) is a programme administered by Cambridge Assessment English at Cambridge University. The methodology for this research was used during the academic year (1442 - 1443 H) to teach a course titled "Effective Academic Writing 2" to students in the second year of their studies at the College of Arts in Dr BR Amedkar University in Andhra Pradesh. After that, the researcher switched to a quGiritative methodology, conducting interviews with the same 33 students using the online learning management system Blackboard. The advantages and disadvantages of using a guided discovery sheet to study foreign language vocabulary are addressed in the interview questions. Participants agreed that the method was engaging and helpful in learning the blocked vocabulary in an appeGiring manner, and they advocated its use in all academic writing courses.*

**Keywords** CELTA, guideddiscovery sheet, inductive, deductive, blocking vocabulary

### **1. Introduction**

According to the researcher's observations, learner-centered approaches are rarely used in ESL classes at Dr BR Amedkar University. For example, the vast majority of ESL classes at the College of Arts, are still conducted using a lecturing approach, in which teachers dominate the entire allotted time for ESL classes. Furthermore, most courses range from very big to very large in size, and are arranged in a fairly conventional fashion with little teaching and learning resources. CELTA courses need 200 hours of guided instruction, and the researcher has taught 6 of those hours using a variety of methods, including a "guided exploration sheet." Based on the researcher's own classroom experiences, we may conclude that the method is mostly learner-centered, giving students excellent opportunities for both deductive and inductive language learning. Candidates for the CELTA course, we can also remark, encounter a significantly different condition of instructional settings compared to the researcher's experience with regular classrooms at Dr BR Amedkar University. Example: with a CELTA certificate in hand, a researcher knows how to maximise student talk time (STT) and minimise instructor talk time (TTT) in both small and big classrooms. Based on the author's background in inductive and deductive techniques to teaching ESL, they conclude that guided discovery sheets and other similar methods are superior than the old ways of doing things, when teachers used up almost all of the allotted class time lecturing to their students. The study's author, having participated in the CELTA programme, has noted the significant

differences between conventional classroom methods and CLT. Meaning, pronunciation, and form (MPF) of the target language are therefore explained before learners participate in problem-solving activities when using the guided discovery method to teaching language (grammar and vocabulary). Most conventional methods, however, do not take into account the fact that children learn best when they are actively involved in the process. Using communicative language learning strategies in English as a foreign language (ESL) classrooms encourages students to actively participate in their own learning without depending only on the teacher.

## **2. Problem statement for the research**

Guided exploration sheets and similar methods let students actively apply the grammar of the target language to real-world situations. Guided exploration sheets are more learner-centered than the typical lecturing style, which is the major ESL meal for most instructors while students are merely passive listeners. Based on analysis of the researchers' TPs, classroom observations, and collective input from mentors and mentees, we may conclude that teacher-centered methods predominated in classrooms before the CELTA course. Because of this, the present research endeavours to probe the benefits of the guided discovery sheet method to getting students to engage actively based on a particular context inside a class structure that allows for everyone to collaborate with at least some peers. Thus, today's conventional ESL classrooms that deliberately assume the form of a horseshoe to suit the needs of the communicative learning technique will not make such ambitions a reality. The College of Arts now has an average enrollment of 200–300 students every semester, making it typical for classrooms to lack rapport amongst students. Large courses provide unique challenges for maintaining order and gently accommodating late arrivals.

The difficulty of building a strong rapport with students, especially in large classes, may be exacerbated by factors such as the teacher's inability to provide adequate support for students' engagement with the subject being taught and, more fundamentally, the teacher's inability to learn the names of each student. Since the researcher presently works at Dr BR Amedkar University, it stands to reason that the level 2 students there have trouble writing a brief essay since conventional teaching approaches like grammar translation won't enable instructors to explain meaning of the target language. When using the guided discovery sheet method to shed light on the (MPF) of the blocked vocabulary in relation to the academic writing course book, however, the students demonstrated excellent vocabulary development abilities. Spencer, (1999, p. 186), who provides a concise summary of the technique, elucidates these surprising outcomes by noting: When adopting the guided discovery sheet method, students are first given a context that is tailored to their learning aims, and then they are prompted to engage in problem-solving tasks by using the context to better comprehend the target language. Finally, students' comprehension is evaluated using controlled tasks, reinforcement of issue solving, and/or the deployment of problem-oriented task based, all of which are outlined in the guided discovery sheet. Therefore, this research may be relevant since it encourages ESL teachers, and particularly those at Dr BR Amedkar University, to use cutting-edge methods like the guided discovery sheet while instructing their students in the target language and other linguistic competencies. As a result, students are encouraged to actively participate in the process of independently learning the necessary norms in each given situation via the use of communicative language teaching strategies.

### 3. Study questions

We hope to get some answers to these issues through our research:

1. How effective is the guided discovery sheet method compared to other methods previously used in ESL classrooms?
2. How did this method help pupils acquire skills for expanding their vocabularies?
3. Please explain the role that your concept checking questions had in making it easier to grasp what was being spoken.

### 4. Critical Analysis of the Literature

Even though the literature study presents many different explanations of the guided discovery sheet method, the following snippet from the British Council website neatly summarises it.

*„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“*

Mayer (2003, p. 88) describes the method as one that gets students involved in their own education by having them work on activities that get them to figure out how to solve problems and how to figure out the rules by asking and answering questions. Although not directly stated, both definitions highlight the significance of creating a learner-centered classroom in which students are given more freedom to investigate the linguistic norms of the target language on their own, while teachers' influence is diminished. By doing so, educators foster a welcoming community and a meaningful connection with their students, two factors that will undoubtedly increase their motivation to study. Rapport is another term for this kind of mutual understanding. Scrivener states that there are various types of educators and, by extension, numerous pedagogical approaches. Teachers and students, on the one hand, and students among themselves, on the other, have varying relationships with one another. Scrivener (2005) poses the following questions to help make sense of these variations in classroom dynamic: - What accounts for the unique character of each educator's setting?

How does a class where everyone feels safe enough to speak their minds and take risks differ from one where students are on guard and hesitant to speak up? These inquiries, among many others, highlight the significance of cultivating a warm classroom environment in which students feel comfortable asking questions and building meaningful relationships with one another. "Many educators and instructors stress the value of building rapport with their students" (Scrivener, 2005, pp.22-23).

Despite its obvious significance, however, defining rapport remains a challenge. Some people use the term "rapport" to describe when teachers are generally friendly toward their students. Scrivener agrees that this definition is a good place to start, but he argues that a more comprehensive understanding of rapport between instructors and students is necessary.

The researcher, drawing on prior knowledge, has enrolled in a 2018 course at the official branch of the Institute of Language Studies (International House) in Izmir, Turkey, and wishes to provide the following clarification on the prerequisites for this section. First, this is a course with a two-pronged assessment strategy, with both oral and written components.

The following are the five topics it covers:

1. Students, instructors, and the classroom setting.

2. Knowledge and examination of language.
3. A whole set of linguistic abilities, including reading, listening, speaking, and writing.
4. Making preparations and securing materials for a variety of classroom settings.
5. Learning how to educate and become a more professional educator.

The teaching principles presented in the CELTA course can be used with students of any level of language proficiency to improve their students' abilities in both listening and speaking. Candidates will have the wonderful opportunity to experiment with a wide variety of pedagogical strategies for teaching languages in this course. Some of the most helpful and efficient methods for teaching grammar, vocabulary, or language function include the test teach test (TTT), Present practise produce (PPP), and language from the text. When taken as a whole, these methods primarily focus on the value of light, which is (MPF).

The final stage involves error correction, and throughout the process, students are required to engage in either guided or unguided practise, depending on the stage they are in. The stages of development for both receptive and productive skills involve doing essentially the same things. It's fascinating because there are two approaches to practical instruction: induction and deduction. Both the deductive and inductive learning approaches are clearly defined by Richards et al., 1985; for example, when we refer to the deductive approach, we mean teaching students the rules of the target language before providing them with specific information and asking them to apply the given rules in different tasks. However, the inductive approach is used when such rules are not explicitly taught and students are instead asked to infer them based on their own prior use of the target language. The above definition reminds the researcher of the input sessions in the CELTA programme, where we learned to decrease the TTT and increase the STT. When it comes to teaching grammar and vocabulary, for example, inductive methods like the guided discovery sheet allow teachers of English as a foreign language to shift their focus from themselves to their students. Concept checking questions are used throughout the CELTA course to ensure that students understand the material covered and that they are able to acquire the rules of the target language on their own. The instructor then needs to spend time explaining how to properly form the language items to avoid pointless follow-up questions like "do you understand?" or "is it clear?" That have ties to more conventional methods of instruction, in which a teacher demonstrates a principle by way of an example, and then has students practise applying the principle in a variety of contexts using the provided illustrations. An ESL classroom can be transformed into a learner-centered environment with the help of a guided discovery sheet task, as it encourages students to work independently with the target language by requiring them to discover the rules and reinforce collaborative learning strategy through a clear inductive process. The method aids in communicative language instruction because it limits the teacher's involvement to those instances where it is absolutely necessary. In addition, Al-Kharrat, (2000) explores the significance of teaching language rules either deductively or inductively to highlight the influence of the two approaches on how students can actively engage in the process of learning the target language by making the most of their opportunities to practise thinking in that language. Conversely, as stated explicitly by, the L2 knowledge gap is filled by the range of communication tactics associated with the two approaches, deductive and inductive (Harmer, 1989). As was previously said, the approaches taught in CELTA courses take the learner's needs into careful consideration while imparting linguistic knowledge (be it grammatical rules, lexical items, or pragmatic uses). When using the (ppp) method, the teacher virtually begins each class with a lead in, which serves as a trigger to grab the students' attention by providing background information about the subject they'll be learning about and making it more relevant to

their own lives. The researcher in this study employed a guided discovery sheet to break down barriers in students' understanding of the target language's linguistic function or vocabularies since previous research had shown that doing so promoted student collaboration (Peck, 1988). The next step is the presentation of the multi-part form (MPF), when the instructor uses a reading passage or other written samples to help the pupils better grasp the linguistic concepts being covered. Students may struggle with learning the pronunciation or the form of a language if they don't first grasp the meaning of the words they're learning. The instructor uses concept checking questions (CCQs), typically short yes/no questions and simple ones aimed at checking students' understanding of what is being taught, to clarify meaning and ensure that students are aware of it. After teaching the present perfect tense in the context of a relevant statement like "**Giri has gone to Praveen,**" the teacher could use the following yes/no questions as a diagnostic tool to determine whether or not the pupils have internGirised the lesson.

- A. What's up with Giri? Is he still in Praveen? No
- B. Maybe he was in Praveen. Yes

Students' linguistic awareness can be honed with the help of these types of questions, which are tried and true in the classroom. Furthermore, they are more efficient and effective than simply asking students "Do you understand?" when testing their comprehension. When they don't understand something, even though they think they do, they may be embarrassed to admit it in front of their classmates for fear of being made fun of (Graham Workman, 2005). In the section titled "summary and findings," the researcher almost graphically depicts the (MPF). Some words, for instance, are drilled in meaningful sentences both one-on-one and as a group in order to ensure proper pronunciation. The researcher also provides a list of suggested words in order to prompt students into thinking about the various components of speech. This is despite the fact that some students have successfully argued that "independently" is an adjective when used in this setting.

In addition, the CELTA curriculum covers instruction checking questions (ICQS), which teachers use to gauge their students' comprehension of course material before having them begin a task. They are meant to explain something more clearly or to point the way toward deeper comprehension in the target language.

For instance, while instructing students to read for gist, teachers must intervene to ensure that all students fully grasp his directions. As an option, the instructor may pose the following questions.

- A. Will you read in silence and privately? Yes
- B. To what extent do you intend to read this? No

When neither (CCQS) nor (ICQS) are taken into account, their relative relevance is lost. A contrast between conventional, teacher-led language classes and more communicative, student-centered methods. As stated by Celce-Murcia et al. (1997), the former setting is preferable. Extensive research indicates that both the deductive and inductive procedures are intuitively extremely appealing; as a result, they have a significant influence as communication approaches that are certainly helpful in facilitating open dialogue among students.

In addition, the teacher has to provide students with many opportunities for using the target language appropriately and regularly via practise to ensure that students have acquired a firm grasp of the MPF and are ready to work with it effectively. At this point, students participate in a controlled practise where they work in pairs or small groups to accomplish a set of tasks. In the meanwhile, the teacher pays careful attention and urges the students to use the target language in their production and note-taking. Let's say, for the sake of argument, that he or she has already shown the form and use of the third person singular (s), and the pupils are now

completing a fill in activity based on its structure.

**e.g.**

On a daily basis, he..... to class. I play tennis on a regular basis. Freer practise in which students move toward completing communication activities independently is necessary to have students state their ideas clearly while addressing fluency in the target language. Once again, the teacher's role at this point is to encourage and reshape the groups or partners to facilitate more opportunities for student communication. When students are allowed to speak freely, for example, the instructor must guide them toward the proper use of the third person singular in their speech (s).

In the end, students receive feedback on any mistakes they made that needed fixing. The teacher may have recorded or observed these kinds of mistakes at either of the two stages. The final objective is for him or her to correct the suggested mistakes and provide comprehensive comments.

The goal of the (TTT) method, as a means of instruction, is to ascertain the extent to which students have acquired prior knowledge of the target language. It seems unusual to teach students a linguistic concept about which none of them have any prior experience. Before the teacher chooses to actively deal with the target language in the classroom, at least limited learners if not the majority of them have had an exposure to most language that they are going to study at their level. Therefore, it makes perfect sense to avoid wasting students' time by reviewing material they already know and instead concentrate on teaching them what they need help with. It would begin, as most do, with a brief lead-in that students can use to make the material more relevant to their own lives. Therefore, a teacher will evaluate students' proficiency in the target language through a controlled practise test that is organised and distributed to students.

Example:

Use the simple past tense of the verb in brackets ( ) appropriately.

The other day I went to the fruit store and picked up a few bananas and oranges. You won't have any trouble getting there at all. When I got back, we sat down to a delicious meal.

Students work on the exercise independently while the instructor watches closely to determine where each student is having difficulty and where they are succeeding with the simple past tense. Some students may have no trouble forming the past tense of ordinary verbs, whereas others may struggle with the past tense of certain irregular verbs. Teachers need to keep a close eye on their students to identify areas of weakness. Students then discuss their findings with a partner, but the teacher's contribution during this stage is considered as crucial in determining what is most required for the next.

The main purpose of instruction is to make the (MPF) of the target language crystal clear. However, the challenges students have throughout the testing phase need a lot of attention. For instance, teachers need to pay close attention to students' struggles during instruction in order to help them overcome such struggles and acquire the material. Another potential is that students will struggle with the pronunciation of verbs ending in -ed, since this is a typical issue among learners. For whatever reason, it's up to the instructor to step in and explain some aspect of the foreign language.

The second evaluation might be justified on the grounds that it helps pupils become proficient in using the language. It's quite similar to the previous one, and it consists of controlled practise where students are expected to perform well since the most difficult aspects have already been addressed during the instructional phases. The instructor has seen some development in both comprehension and use of the target language thus far. Freer

practise assignments are thus done to provide students with genuine practising possibilities for greater fluency of language output.

Language from a book is the third strategy for imparting knowledge of language structures and functions to students (T B Task-Based). While the name implies, the goal of this approach is to have students "learn by doing," or mimicking the actions of the authors of the source materials as they study and use the language themselves. A written or spoken piece will serve as our backdrop here, providing pupils with authentic exposure to the target language via reading or listening.

**Example:**

A student of English as a Foreign Language, Sami is from Andhra Pradesh. At the Praveen Foreign Language Institute, he is learning English. He drives to the universities on a regular basis. He thinks the English classes there are great and is always trying to get me to enrol. During the approaching summer break, I am hoping to enrol.

**5. Sources and Procedures**

Students at the College of Arts, Dr BR Amedkar University, Andhra Pradesh, were taught using the guided discovery sheet technique during the academic year (1442 -1443 H) for a course titled "Effective Academic writing 2." After that, the researcher switched to a qualitative methodology, conducting interviews with the same 33 students using the online learning management system Blackboard. Questions asked in interviews are designed to elicit information on the benefits and drawbacks of using guided discovery sheets to study foreign language vocabulary. The researcher has also conducted a workshop organised by Educational directorate throughout the academic year, where she has emphasised the benefits of CLTA course teaching approaches (1441-1442 H). Forty ESL educators showed up to the session. After much deliberation and constructive criticism, most participants agreed that CELTA's pedagogical techniques would be most successful if applied to a variety of ESL contexts and tha students should be encouraged to take a more active role in their own learning. The following inquiries were proposed as part of the information-gathering processes.

1. How effective is the guided discovery sheet method compared to other methods previously used in ESL classrooms?
2. How did this method help pupils acquire skills for expanding their vocabularies?
3. Please explain the role that your concept checking questions had in making it easier to grasp what was being spoken.

Table 1: A self-exploration form (1)

**My story**

Last year I and my brother decided to travel abroad. Actually, I am not good at organizing my things, therefore, I decided to consult **a guided tour**. My brother, on the other hand, likes to go a lone so he traveled **independently**. I also work for an oil company, so I like to travel **first class**. But my brother is a student and that is why he decided to travel **economy class**. Additionally, I like everything to be organized, accordingly, I paid a fixed price for my **package holiday**. Fortunately, my **journey** lasted for two months, while my brother's **trip** was very short, and lasted for only two weeks.

The following table depicts a scenario where the researcher intends to use the guided discovery sheet method to impart knowledge about blocking vocabulary and phrases. The study is based on a year-long field experiment with a cohort of English majors at Dr BR Amedkar University, where the researcher used a curriculum based on the textbook "Effective Academic Writing-2" (1442-1443H). The course's focus on the five-paragraph essay is meant to help students hone their abilities across a variety of academic genres, including compare/contrast, cause/effect, argument, categorization, and response. Students are required to compile a portfolio of five (5) essays to be completed in class as part of the course requirements. However, some pupils have difficulty with it, especially in areas like vocabulary expansion and sentence structuring. The researcher has uncovered these difficulties via careful analysis of the writings submitted and vigilant monitoring of classroom activity. In light of these challenges, the researcher used a guided discovery sheet strategy to enhance the students' writing abilities.



**Meaning:** *What does the target language mean... in this context?*

1. **A guided tour:** if someone takes you on a guided tour, they show you around a place of interest and tell you all about it.
2. **To travel independently:** it is travel in which you organize things yourself, rather than using a company who will arrange flights, hotels etc.
3. **To travel first class:** is when someone books the best and most expensive seats on a plane or train, or the best and most expensive accommodation (place to sleep) on a ship.
4. **To travel economy class:** is when you book the cheapest seats on a plane.
5. **To go on a trip:** is often said when *going out* somewhere for a short journey abroad.
6. **To go on a journey:** is usually a long trip of some kind.
7. **A package holiday:** a holiday organized by a travel company for which you pay a fixed price that includes the cost of the hotel and travel, and sometimes food.

**Checking understanding:** *How will you check meaning? CCQ, clines, Timelines etc.?*

**A guided tour**

1. Does someone tells you about ancient places? yes
2. Does she takes you around historical buildings in the city? yes
3. Do you organize everything for yourself? no

**To travel independently**

1. Do you organize the trip yourself? yes
2. Do you consult a tour company to arrange it? no
3. Do you personally do the booking? Yes

**To travel first class**

1. Do you book the cheapest seat? no
2. Do you book the most expensive one? yes
3. Do you get above standard service? yes

**To travel economy class**

1. Do you book the cheapest seats in the plane? yes
2. Do you get VIP service? no
3. Do you sit on the front seats in the plane ? No

**To go on a trip**

1. Do you travel for a short period of time? yes
2. Do you need to book a ticket ? yes
3. Do you go out and stay for a month? No

**To go on a journey**

1. Do you travel for a short period of time? no
2. Do you need to book a ticket? yes
3. Do you go out and stay for one day? No

**A package holiday**

Table:2 (MPF) clarifications -1

Don't forget to use the following words to fill in the blanks:

**Economy class travel, guided tour, first-class flight, pre-arranged vacation**

1 As a result, my sibling often.....

Because I am a person who appreciates order, I always carry a.....

2

3. It costs more money to travel than it does for the average person.

3 .....

A.....is what you call it when you're heading out for a little bit.

. If you pay a certain amount to a travel firm to host an event, then that event is...

4 .....

Generally speaking, a.....is a very lengthy journey.

5

Table 3 : Handing out a Controlled Practice Task (1)

**Rewrite the following sentences correctly:**

1. She likes to go alone, therefore, he travels dependently. \_  
\_\_\_\_\_

2. My family is enjoying summer vacation, so they decided to go in a trip.  
\_\_\_\_\_

3. We like everything to be organize, thus, we travel on a trip guided.  
\_\_\_\_\_

4. To travel economy class, you need to book a very expensive seat.  
\_\_\_\_\_

5. Our trip lasted for three years.  
\_\_\_\_\_

Table 4 : Handing out a Controlled Practice Task (2)

### 6. Consensus and Results

The researcher uses the (PPP) lesson shape, which begins with a lead-in as a trigger to catch the attention of the students and establish a setting context that allows them to personalize the topic displayed in table no (1). The guided discovery sheet method has been put into practise to help students overcome obstacles in acquiring the target language's blocking vocabulary and to foster a more cooperative classroom atmosphere. The researcher then helps the class grasp the target language by reading the tale the instructor prepared by presenting its meaning, pronunciation, and form. Students may have trouble learning the pronunciation or the form of blocking vocabulary without first having their understanding of what those words signify reduced. To ensure that students have grasped the material being presented, the researcher then administers concept checking questions (CCQs), which are often brief yes/no questions or other straightforward tests (2).

The researcher also highlights the significance of (ICQS) instruction checking questions, which are questions of a certain kind posed to students to ensure that they have understood the teacher's instructions before beginning the job at hand. These kind of inquiries also help students grasp the gist of the language being studied and direct

them toward deeper comprehension.

Students were provided with an excellent chance to practise utilising the blocking vocabulary, and subsequent stages ensured that they were ready to engage with the target language. As an example, the researcher may have had participants practise pronouncing a set of recommended words in context by speaking them out and independently. In addition, he elicits the form of the same phrases, prompting pupils to recall their knowledge of parts of speech. Students have asserted that "independently" is an adjective in this instance, whereas "a package vacation" is a noun, based only on the context provided.

- |  |
|--|
| 1- To travel independently { tu: 'trævl ,ɪndɪ'pɛndəntli} - ( <b>Adj</b> )<br>2- A package holiday { ə 'pækɪdʒ 'hɒlədeɪ} - ( <b>N</b> ) |
|--|

Table:5 (MPF) clarifications -2

Tables 3 and 4 show the results of this phase, in which two controlled practises activities were performed so that students may work in pairs or groups to complete the assignments. Since the COVID-19 epidemic, however, distant learning has become commonplace, thus the researcher presents the two assignments through "Blackboard" platforms. Here, the researcher pushes for both immediate use of the target language and note-taking in preparation for later feedback. A freer practise task was offered, where students were encouraged to proceed towards completing communication activities freely, to discuss their trip experiences in the target language. The researcher provides positive reinforcement and reorganises the groups and partners to create an atmosphere conducive to open dialogue. The researcher may, for instance, guide a class discussion on a trip by bringing up the structure and use of blocking language that has already been taught. There was a last round of feedback given to students to fix any remaining issues. The researcher recorded these types of mistakes as they occurred in the two phases of the study. As a result, his last objective was to correct the indicated mistakes and provide commentary.

The majority of participants in the research found the guided discovery sheet method engaging since it gave them the opportunity to double-check their work before obtaining feedback at many points in the learning process. Due to the epidemic, lessons had to be held digitally, therefore the researcher had to rely heavily on group projects. As a result, we had a class check in using the "Blackboard" platform and collected student comments and questions in the accompanying discussion.

Others, however, believe that the strategy helped them quickly grasp the barrier vocabulary since definitions were presented in context. Giving students access to blocked vocabulary in a relevant setting made it easy for them to absorb the terms. The guided exploration sheet technique, which was praised by those who used it, is said to be particularly efficient since it allows students to learn in a variety of contexts—alone, with partners, and in small groups—during the course of the lesson. All of the participants in the research agreed that it was only after using the method that they were able to tell the difference between (a trip) and (a journey) when presented with both terms separately. Last but not least, many attendees have demanded that this method of instruction take centre stage since it is so appealing and gives every student a fair shot at contributing to classroom discussions.

## 7. Recommendations

1. The guided exploration sheet strategy may be on the radar of Andhra Pradesh's curriculum designers as they plot out the country's next steps in establishing a nationally consistent English language learning framework.

2. The moment has come for ESL lessons at Dr BR Amedkar University to switch from teacher-centered to learner-centeredness.
3. For the sake of the professional growth of its employees, we strongly endorse Dr BR Amedkar University's CELTA course..

## 8. Conclusion

As we get to the conclusion of this part, we can remark that the guided discovery sheet technique allows students to work autonomously in the target language. The results and summary of the research show that throughout the controlled practise phases, participants were able to use their prior knowledge and experience to inquire into the blocked vocabulary. And when given the chance to speak freely about their trip experiences during the improvisational phase, they did so with clarity and conviction. Therefore, adopting such a communicative method of language instruction is more efficient and unquestionably results in a learner-centric environment. Based on the researcher's experiences and a career spanning over two decades, we can also state that the CELTA course handles the communicative language teaching (CLT) in a manner that motivates students to learn actively compared to the conventional language teaching and learning.

## References

1. Al-Kharrat, M. (2000). Deductive & Inductive Lessons for Saudi ESL Freshmen Students, The Internet TESLJournal, 6/10
2. Celce-Murcia, M., Dornyei, Z., & Thurrell, S. (1997) Direct Approaches in L2 Instruction: A Turning Point in Communicative Language Teaching? TESOL Quarterly, 31: 141-152
3. Graham Workman, (2005), "Concept Questions and Time lines" Chadburn Publishing, 2005 Harmer, J. (1989) Teaching and Learning Grammar. Longman.
4. Harmer, J. (1998). How to teach English: An introduction to the practice of English language teaching (6th ed.). Harlow: Longman.
5. Harlow: Longman.
6. Martin Parrott, (2000), Grammar for English Language Teachers, Cambridge university press Mayer, R .E. (2003). Learning and Instruction. Pearson Education Inc: Upper Saddle River Michael Swan & Bernard Smith (2001). Learner English. .Cambridge University Press 2nd edition
7. Neuman, S., Burden, D., & Holden, E. (1990). Enhancing children's comprehension of a televised story through previewing. Journal of Educational Research, 83, 258-265.
8. Peck, A. (1988) Language Teachers at Work, Prentice Hall: International English Language Teaching. Scrivener, (2005). Learning Teaching, Macmillan; 2<sup>nd</sup> edition, pp.22-23.
9. Snyder, H., & Colon, I. (1988). Foreign language acquisition and audio-visual aids. Foreign Language Annals, 21(4), 343-384. <http://dx.doi.org/10.1111/j.1944-9720.1988.tb01079.x>
10. Spencer, J.A. & Jordan, R.K. (1999). Learner centered approaches in medical education, British Medical Journal
11. .1999; 318: 1280-1282
12. Thornbury, S (1999). How to teach grammar. Longman)
13. Scrivener, Jim ( 2010). Teaching English Grammar. Macmillan Education

Weblink:<https://www.teachingenglish.org.uk/article/guided-discovery>.