

Inquiry Teaching and Learning in the Languages Classroom

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Key Aspects of an Inquiry Classroom

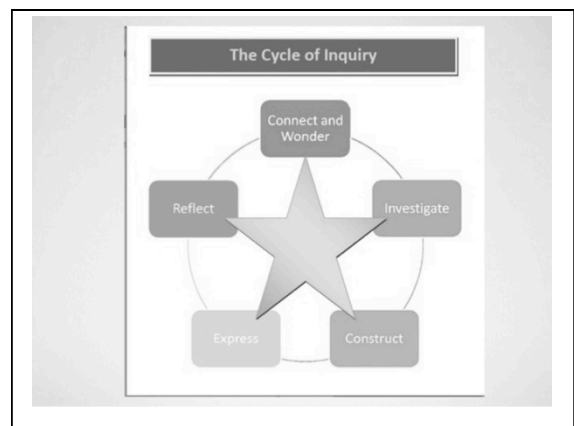
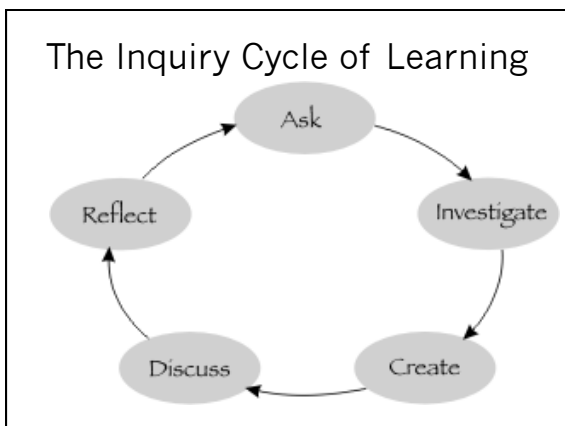
- Teacher draws out and works with students' preexisting understandings
- Student 'thinking' is visible and central to the learning
- Shifts away from 'knowledge' and moves towards being able to 'find out, understand and use' information (understandings and skill-focused)
- Increases intellectual engagement
- Fosters deep understanding
- Opportunities for students to define learning goals and monitor their own understanding are explicitly embedded into classroom tasks

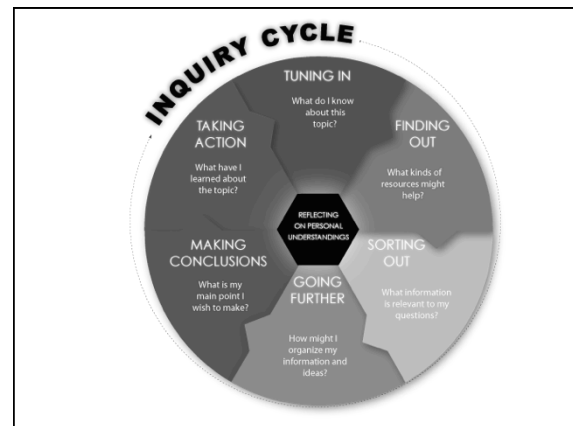
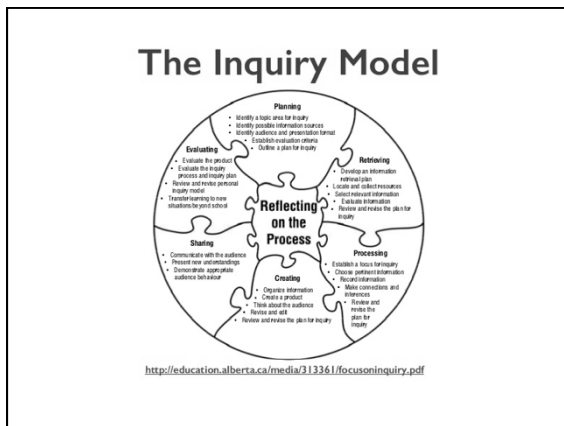
Key Aspects of an Inquiry Classroom

- Classroom tasks are relevant, connected to the world and organised around 'big ideas'
- Carefully designed and structured by teachers (inquiry should not be confused with 'discovery learning' where students are left to explore and develop understanding on their own)
- Intentional opportunities for students to create, design, imagine and develop new possibilities

Key Aspects of an Inquiry Classroom

- Metacognition = thinking about thinking. Learners are aware of, evaluate and regulate their own thinking. Meta cognition is promoted as crucial for learning because it involves
 - active self-assessment
 - decision-making
 - personal goal setting.
- Increased student responsibility for learning
- Greater student involvement in decision-making
- Constant reflection on self as learner





- ### Challenges in the Languages Classroom
- Low level linguistic ability
 - Lack of time
 - Finding appropriate resources for the Finding Out phase
 - Does not fit usual curriculum planning (theme/topic-based approaches)
 - Student need English for discussion and reflection

- ### Advantages in the Languages Classroom
- Students already familiar with inquiry approach
 - Students already have skills for inquiry
 - collaborative
 - independent
 - reflective
 - Inquiry approaches match current best practice in Languages teaching methodology in Australia
 - Real-life, meaningful learning
 - active student involvement
 - reflection on self as learner
 - metacognitive focus
 - formative assessment methods

- ### Australian Curriculum
- Foundation to Year 2
- They use English to talk about differences and similarities they notice between Italian, English and other known; about how they feel when they hear or use Italian; and about how they view different languages and the people who speak them.
 - English is used by both the teacher and learners for talking about the language and about learning, and for noticing, questioning and explaining.

- ### Victorian Curriculum
- Foundation to Year 2
- Students begin to notice that language use is different in different situations and that Italian speakers communicate in some ways that are different from their own.
 - Students notice that they are part of a connected world which includes many languages and cultures, and they become aware of themselves as communicators in particular cultural contexts and communities.

Australian Curriculum

Years 3 and 4

- The use of English, when appropriate, provides support opportunities for discussion and exploration of ideas which help children to build a conceptual frame and metalanguage for talking about language and culture, and about their experiences as learners moving between languages and cultures.

Victorian Curriculum

Years 3 and 4

- Students make comparisons with their own language(s) and culture(s) and consider their own ways of communicating.
- This leads to exploring concepts of commonality and difference, and of identity, and to thinking about what it means to speak more than one language.

Australian Curriculum

Year 5 and 6

- While first language capabilities are more developed than learners' Italian language proficiency, learning tasks and experiences need to take account of both their second language linguistic level and their more general cognitive and social levels of development.

Victorian Curriculum

Years 5 and 6

- Students consider how language features and expressions reflect cultural values and experiences (for example, language variation relating to gender, generation, status or cultural context).
- This leads them to considering their own ways of communicating and to thinking about personal and community identities, stereotypes and perspectives reflected in language.
- Oral-presentation and performance skills are developed through researching and organising information, rehearsing and resourcing the content of presentations

Some inquiry teaching methods

- Inductive vs Deductive?
- Collaborative Groupwork
- Formative Assessment approaches
- Projects
- Portfolios
- Learning Logs
- Reflections / Journals
- Self-assessment
- Peer assessment
- Focus on metacognitive skills (thinking about thinking)
- Self-awareness as learner

Deductive

OR

Inductive?

Deductive OR Inductive?

Deductive

- Teacher gives the rule
- Students practise applying it

Inductive

- Teacher provides examples or opportunity for exploration
- Students explore, notice, guess, come up with rules
- Students practise applying

Deductive

- Teacher gives the rule
- Students practise applying it

- Students never make personal or meaningful connection and they don't use it accurately, or at all

Inductive

- Teacher provides examples or opportunity for exploration
- Students explore, notice, guess, come up with rules
- Students practise applying

- Students get the rules wrong, leading to ongoing inaccuracies

Guided Inductive Approach

Inductive

- Teacher provides opportunity for exploration (examples, texts)
- Students explore, discover, notice, discuss, observe, agree and disagree, collaborate, figure out what they think are the rules

Guided (at the right moment)

- Teacher gives some guidance to correct misconceptions
- Students practise applying

INQUIRY TEACHING & LEARNING

What do we actually DO in a classroom??

Collaboration

- Together students can
 - evaluate each other
 - provide feedback
 - discuss issues
 - figure out meaning
 - check understanding
 - be interpersonal
 - brainstorm
 - create

Collaboration

- Together students can
 - Brainstorm
 - Pair & Share
 - Turn & Teach
 - 30 second "what do we have to do?"
 - 5 things I've learnt today
 - I did ... well; I could do ... better
 - I used to think... but now I think...

And we can assess through observation...

Individual

- Independently students can
 - Define learning goals
 - Self-assess
 - Monitor progress
 - Be intrapersonal
 - Reflect on learning

And we can assess their reflections and use their self-assessment to inform us...

Classroom Strategies & Tools for Formative Assessment

- Traffic lights
- Question in a box
- Speed Teach (mini-lesson)
- Compulsory question
- Expert Students
- Jigsaw Groups & Expert Jigsaw Groups
- Mindmap
- Graphic Organisers (multi-level)
- Tic Tac Toe
- Rubrics (student involvement)

Classroom Strategies & Tools for Formative Assessment

- Forced Association
- Odd One Out
- Tickets of Leave
- One Sentence Summary (WDWWHW)
- Confidence Continuum
- Speed Bumps & Detours
- 5 Whys
- KWLW
- Capacity Matrix

Classroom Strategies & Tools for Formative Assessment

- Brainstorm
- SWOT (Strengths Weaknesses Opportunities Threats)
- Personal Learning Goals: SMART (Specific, Measurable, Achievable, Relevant, Time-bound)
- Progress Graph
- Two Stars and a Wish (2 positives, 1 improvement)
- Warm & Cool Feedback
- Traffic Lights (highlight)

Initial steps towards inquiry teaching

- Start small! Have specific goals
- Increase self-assessment
- Develop a safe culture for peer feedback (use tools or stems)
- Collaborative groups (individual work) – encourage metacognitive discussion
- Teach grammar using a guided inductive approach
- Ask students to set two personal learning goals each term
- Incorporate a few minutes of reflection at the end of EVERY lesson (What did I do well today? What did I not do well? How could I do it differently/improve on that next time?)

Initial steps towards inquiry teaching

- Active student involvement in decisions about the way curriculum will be taught and learnt
- Develop success criteria rubrics WITH students
- Identify with students the 'big ideas' around your topic/theme
- Ask students what sort of language they need for a topic – make it relevant, meaningful
- Hands-on, purposeful, language-rich tasks (shift away from set lists of vocabulary to a focus on solving a problem, designing something, creating a new way of doing something)

Inquiry Teaching and Learning

Asks us as teachers to be

- Reflective about our practice
- Open to feedback and willing to try new things
- Prepared to collaborate with students (shared decision-making)
- Comfortable being guided by student understandings, questions and directions
- Excited about student thirst for understanding
- Focused on demonstration of skill and not recall of knowledge