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Teach them how to fish with friends: Student engagement in projects and the nature of inquiry in language education

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Outline

- Inquiry-based learning and project-based learning: basics
- Framework
- Forms of engagement
- Tasks, exemplars and outcomes
- Concluding remarks
- Q & A

“Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results.” — **John Dewey**

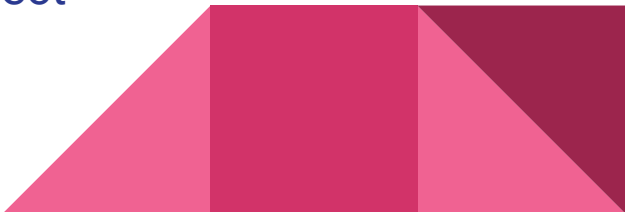


Inquiry-based and project-based learning: basics

Inquiry:

- aims at bringing out the sense of curiosity in learners
- engages the students not only with own learning but also their peers'
- helps the learner to take charge of his/her role as the source of curiosity

Project:

- revolves around either an extended or a focused project
 - builds student communities
 - can engage students in deeper learning
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Framework

BSCS's model of inquiry-based learning





Table 1. Summary of the BSCS 5E Instructional Model

Phase	Summary
Engagement	The teacher or a curriculum task accesses the learners' prior knowledge and helps them become engaged in a new concept through the use of short activities that promote curiosity and elicit prior knowledge. The activity should make connections between past and present learning experiences, expose prior conceptions, and organize students' thinking toward the learning outcomes of current activities.
Exploration	Exploration experiences provide students with a common base of activities within which current concepts (i.e., misconceptions), processes, and skills are identified and conceptual change is facilitated. Learners may complete lab activities that help them use prior knowledge to generate new ideas, explore questions and possibilities, and design and conduct a preliminary investigation.
Explanation	The explanation phase focuses students' attention on a particular aspect of their engagement and exploration experiences and provides opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to directly introduce a concept, process, or skill. Learners explain their understanding of the concept. An explanation from the teacher or the curriculum may guide them toward a deeper understanding, which is a critical part of this phase.
Elaboration	Teachers challenge and extend students' conceptual understanding and skills. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills. Students apply their understanding of the concept by conducting additional activities.
Evaluation	The evaluation phase encourages students to assess their understanding and abilities and provides opportunities for teachers to evaluate student progress toward achieving the educational objectives.

From: The BSCS 5E instructional model:

Origins and effectiveness. *Colorado Springs*,

Co: BSCS, 5, pp.88-98.

Forms of engagement

- Student-focused projects (skills-based)
- Hands-on activities (problem-based)
- Anonymous Peer-feedbacking (Peer-based)
- Reporting and reflection (experience-based)

Student-focused projects (skills-based)

Reading Marathon

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 Routledge
Taylor & Francis Group

Foreign ownership, human capital, and the structure of wages in Japan

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Reading Marathon task sheet

Reading Marathon

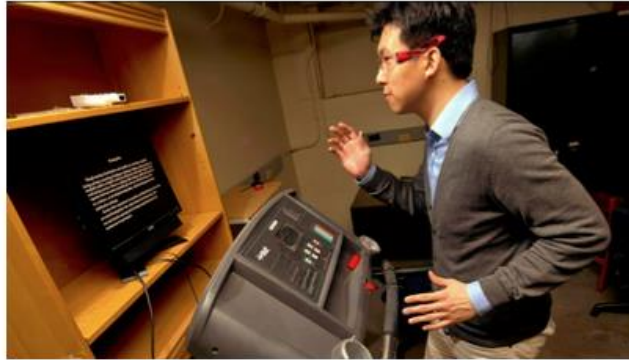


Image from: www.gizmodo.com

What is a marathon?

A marathon is a long-distance running race where runners compete with others continuously for long hours. But, is it like a Reading Marathon? That's right! A Reading Marathon is a similar activity we will be doing today, except that we are not running! We are sitting, reading, note-taking, discussing, summarizing, and sharing with a partner.

How can I take part?

Simple! Follow the steps below to see how we do a Reading Marathon:

- 1- Read the abstract and the introduction of the article together with your partner.
- 2- Start taking notes (of the abstract and the introduction)
- 3- Discuss with your partner what you understood from the abstract and introduction.
- 4- Split the article between you and your partner.
- 5- Start reading once (Skim = quick reading)
- 6- Discuss what you learned from skimming the article
- 7- Exchange the two parts of the article and repeat 6 and 7
- 8- Start reading your half of the article and take notes in your Academic Reading note-taking sheets
(Scan = read for details)
- 9- When you finish note-taking, share your notes with your partner and discuss
- 10- Start writing a short summary of the article
- 11- Exchange summaries, proofread and comment on your partner's summary
- 12- Discuss the comments and give oral feedback to your reading partner
- 13- Choose 5 vocabulary items that you learned from the article, write their meaning and explain to your partner what they mean.
- 14- Congratulations! You reached the finish line of the marathon! If you are the first pair to finish, you will need to let your teacher know and get your prize!

Steps to completing the marathon

Hands-on activities (problem-based)

Reality check: Survey of wages in Japan

Survey

Connected to the Reading Marathon topic

Over the weekend and between Friday and Thursday Week 4 (speaking skill day), contact a family member or a friend and ask them the following questions. If they reply in Japanese, write them down and translate them into English. You will discuss the results of your survey with your friends on Thursday next week.

Anonymous Peer-feedbacking (Peer-based)

Report Review Feedback Activity

This activity is a group role play and the purpose is to give advice to a real problem in a real skill to a real student in our class. I have coded the names so that everyone remains anonymous. each member of the group needs to be responsible for their task. At the end of the meeting, the secretary writes down the concluding advice in the space in the table.

Task: Giving feedback and advice to a classmate
Report Review Question <i>Which of the classes is your biggest concern this semester?</i>
Response from X1 Speaking. Individual oral presentation. My weakness is speaking. I couldn't say/explain about group report without the cheat sheet last semester.

Group Role Play: Peer-based feedback to anonymous classmates

Definition of roles

- **The reader:** Reads the response loud so the group members hear the problem and begin the thinking process.
- **The experienter:** Expresses when they experienced a similar issue and how he/she overcame the problem.
- **The moderator:** Moderates the meeting in the group by allowing and leading the members to speak
- **The secretary:** Writes down the advice collected from all members of the group

Anonymous peer-feedback examples

Concluding comments and advice

Dear X2, We recommend you to practice presentation in front of people a lot, and ask friends to give you an advice.

Be relaxed when people looking at you that means they are interested in your presentation.

continued...

Concluding comments and advice

Dear X4, I had similar problem with you. So I tell you some solution.
You can ask your friends to use some useful words.
Refer to grammar, you can use grammar check' (app), and rewrite.
By using these ways, you may can solve your problem.
please try. I wish you can success in your writing.

Reporting and reflection (experience-based)

So far...

1. Did you help other students with their Super IES work last week? Explain your answer in detail.

Last week, I and my classmate helped each other to survey for making poster. We adjusted the time and went to CIE.



So far...

1. Did you help other students with their Super IES work last week? Explain your answer in detail.

I don't help one-way from me to someone. But, I did help each other. It's survey about KBU's Fashion, and I did with Saho. We did research together smoothly. And then, we could make poster efficiently, because we could distribute tasks smoothly and work on with good concentration.

5. What are some of the ways you can receive feedback/help from your classmates? Your teacher?

Classmates > Ask them to 'give me the feedback/help me'. They
Teacher > may help me.

C → Do the assignments together; therefore, I can ask them a questions/
advice easily.

T → Sign up for the consultation. ✓

So far....



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1. How was your impromptu poster presentation in week 7? What are the things you learned and what are the things you need to improve for your final poster presentation? Explain.

It was good, I could give the presentation without looking notes and talk loud as much as possible. What I need to improve is the way to explain the poster. I couldn't point out a graph or content effectively. Moreover, I think our pair would be able to make more attractive poster by using color papers.

1. How was your impromptu poster presentation in week 7? What are the things you learned and what are the things you need to improve for your final poster presentation? Explain.

Poster presentation in week 7 is better than the presentation in last semester. I didn't feel nervous because I experienced to talk in front of people several times in last semester. This experience makes me have confidence, I learned expecting question from listener is really important because it helps me when I answer question without upset. I need to improve my pronunciation and fluency.



Campus survey: Fashion and clothing

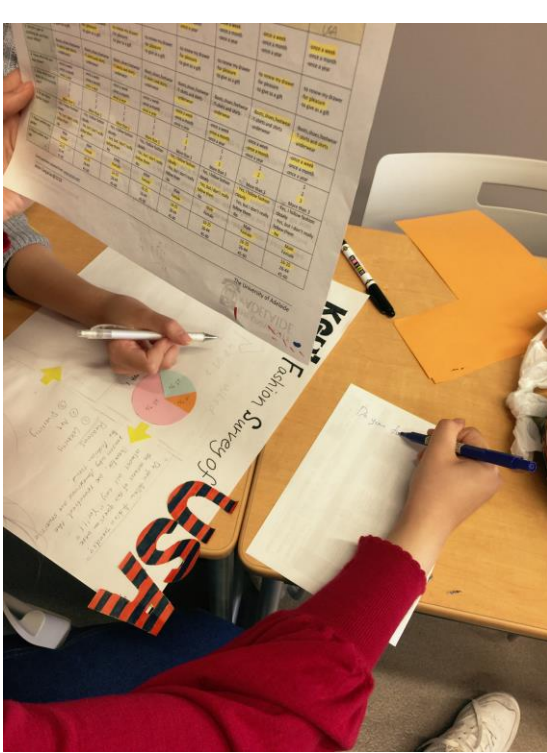
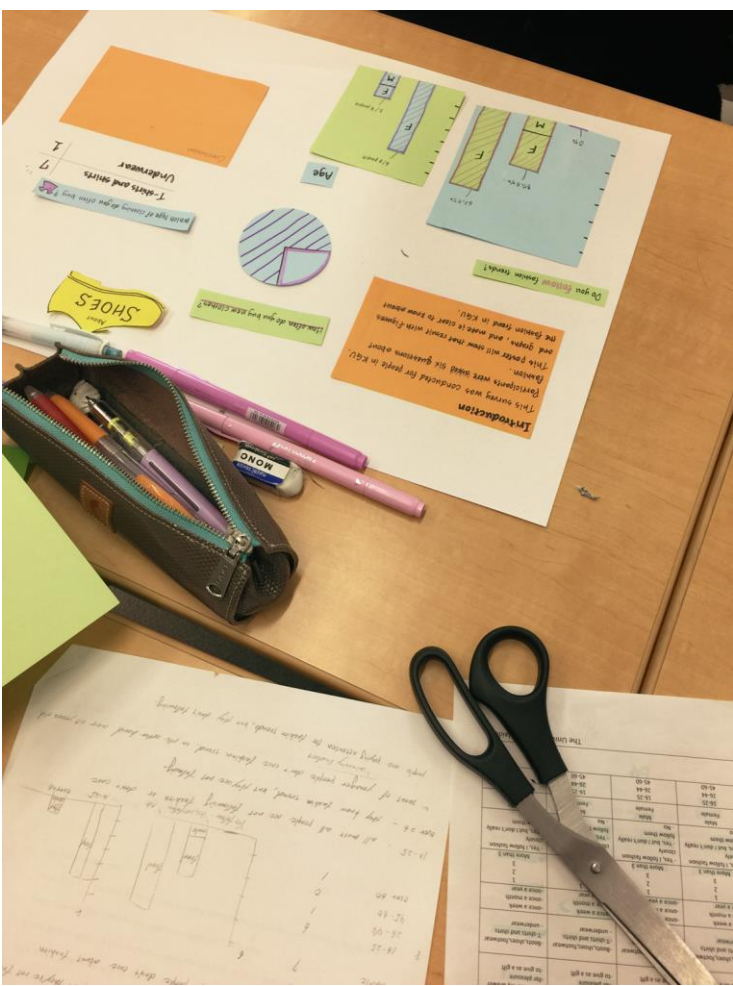
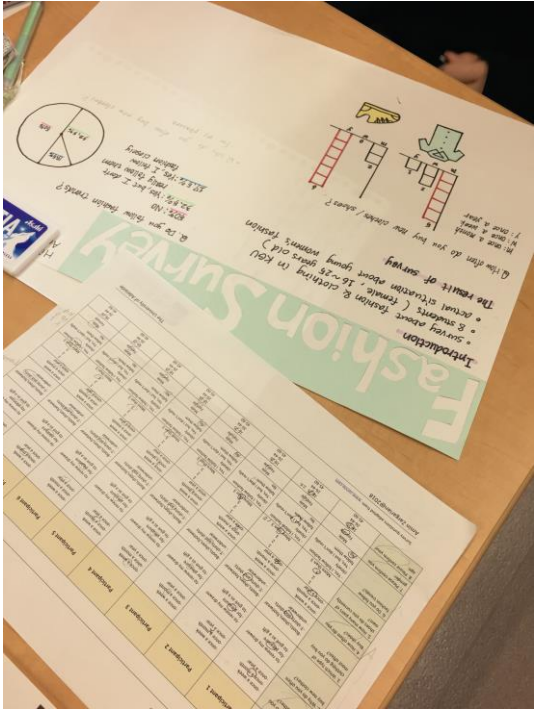


Participants Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8
1. How often do you buy new clothes?	-once a week -once a month -once a year	-once a week -once a month -once a year	-once a week -once a month -once a year	-once a week -once a month -once a year	-once a week -once a month -once a year	-once a week -once a month -once a year	-once a week -once a month -once a year	-once a week -once a month -once a year
2. Why do you often buy new clothes?	-to renew my drawer -for pleasure -to give as a gift	-to renew my drawer -for pleasure -to give as a gift	-to renew my drawer -for pleasure -to give as a gift	-to renew my drawer -for pleasure -to give as a gift	-to renew my drawer -for pleasure -to give as a gift	-to renew my drawer -for pleasure -to give as a gift	-to renew my drawer -for pleasure -to give as a gift	-to renew my drawer -for pleasure -to give as a gift
3. Which type of clothing do you buy most often?	-Boots, shoes, footwear -T-shirts and shirts - underwear	-Boots, shoes, footwear -T-shirts and shirts - underwear	-Boots, shoes, footwear -T-shirts and shirts - underwear	-Boots, shoes, footwear -T-shirts and shirts - underwear	-Boots, shoes, footwear -T-shirts and shirts - underwear	-Boots, shoes, footwear -T-shirts and shirts - underwear	-Boots, shoes, footwear -T-shirts and shirts - underwear	-Boots, shoes, footwear -T-shirts and shirts - underwear
4. How often do you buy shoes?	-once a week -once a month -once a year	-once a week -once a month -once a year	-once a week -once a month -once a year	-once a week -once a month -once a year	-once a week -once a month -once a year	-once a week -once a month -once a year	-once a week -once a month -once a year	-once a week -once a month -once a year
5. How many pairs of shoes do you currently own?	1 2 3 More than 3	1 2 3 More than 3	1 2 3 More than 3	1 2 3 More than 3	1 2 3 More than 3	1 2 3 More than 3	1 2 3 More than 3	1 2 3 More than 3
6. Do you follow fashion trends?	- Yes, I follow fashion closely - Yes, but I don't really follow them - No	- Yes, I follow fashion closely - Yes, but I don't really follow them - No	- Yes, I follow fashion closely - Yes, but I don't really follow them - No	- Yes, I follow fashion closely - Yes, but I don't really follow them - No	- Yes, I follow fashion closely - Yes, but I don't really follow them - No	- Yes, I follow fashion closely - Yes, but I don't really follow them - No	- Yes, I follow fashion closely - Yes, but I don't really follow them - No	- Yes, I follow fashion closely - Yes, but I don't really follow them - No
7. Please confirm you gender:	Male Female	Male Female	Male Female	Male Female	Male Female	Male Female	Male Female	Male Female
8. Please confirm your age:	16-25 26-44 45-60	16-25 26-44 45-60	16-25 26-44 45-60	16-25 26-44 45-60	16-25 26-44 45-60	16-25 26-44 45-60	16-25 26-44 45-60	16-25 26-44 45-60

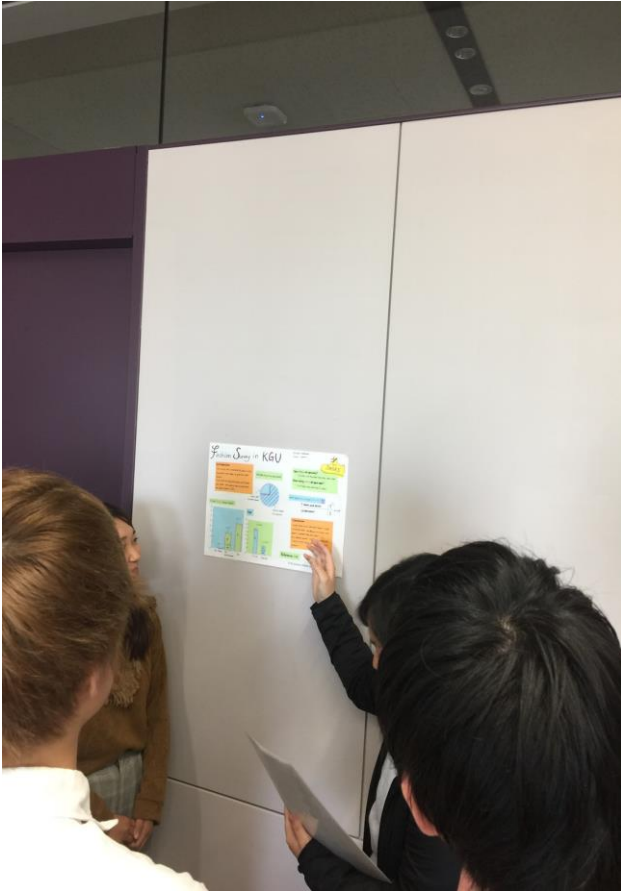
Survey questions adapted from: www.surveio.com



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Students presenting posters to second-year students



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Concluding remarks

- Students need hands-on activities
- Small communities help students gain confidence
- Allowing students to fish together helps them forget they are only there for fishing
- Teacher's awareness of students' engagement needs
- It's ok to not like feedback



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Thank you!

ありがとうございます

Q and A