



**IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2014**

ROME • 16–19 OCTOBER

Inquiry and Language Teaching; Embracing a Conceptual Shift

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Presentation Outline

- **Background**
- **Language and the PYP**
- **Understanding Inquiry** from an additional language teacher's perspective
- **Engaging with Concept-Based Planning**
- **Taking Things Forward**



“Teaching is never about ‘getting it right.’ It’s about inquiry: using children as our curricular informants to continue to grow and learn as professionals.”

(Short, 1996, p 4)



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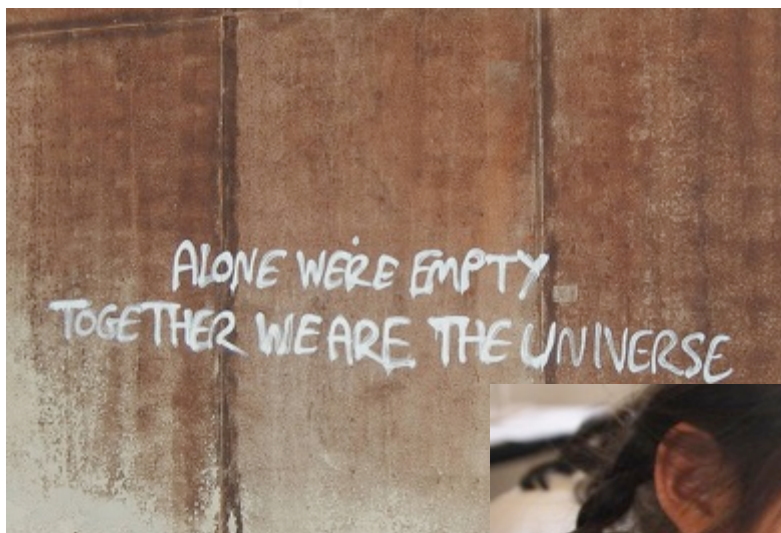
Creating a shared understanding of language in the PYP

- **Activity 1:**

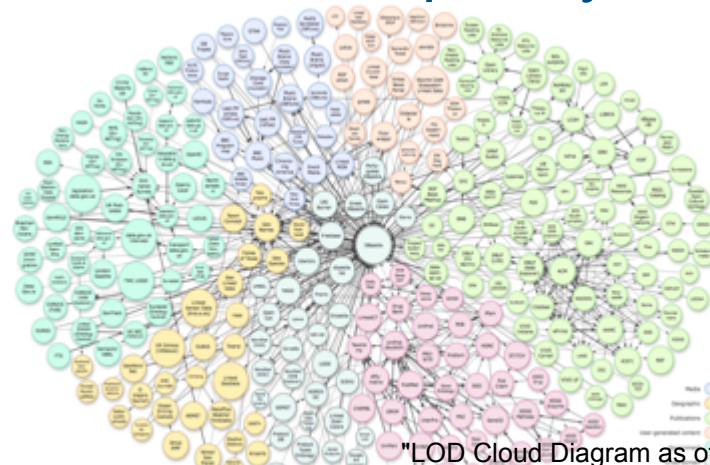
What do you think are the key PYP understandings about language learning, and additional language learning?

Our Focus

Connected, Coherent,
Meaningful



Transdisciplinary



"LOD Cloud Diagram as of September 2011" by Anja Jentzsch - Own work.

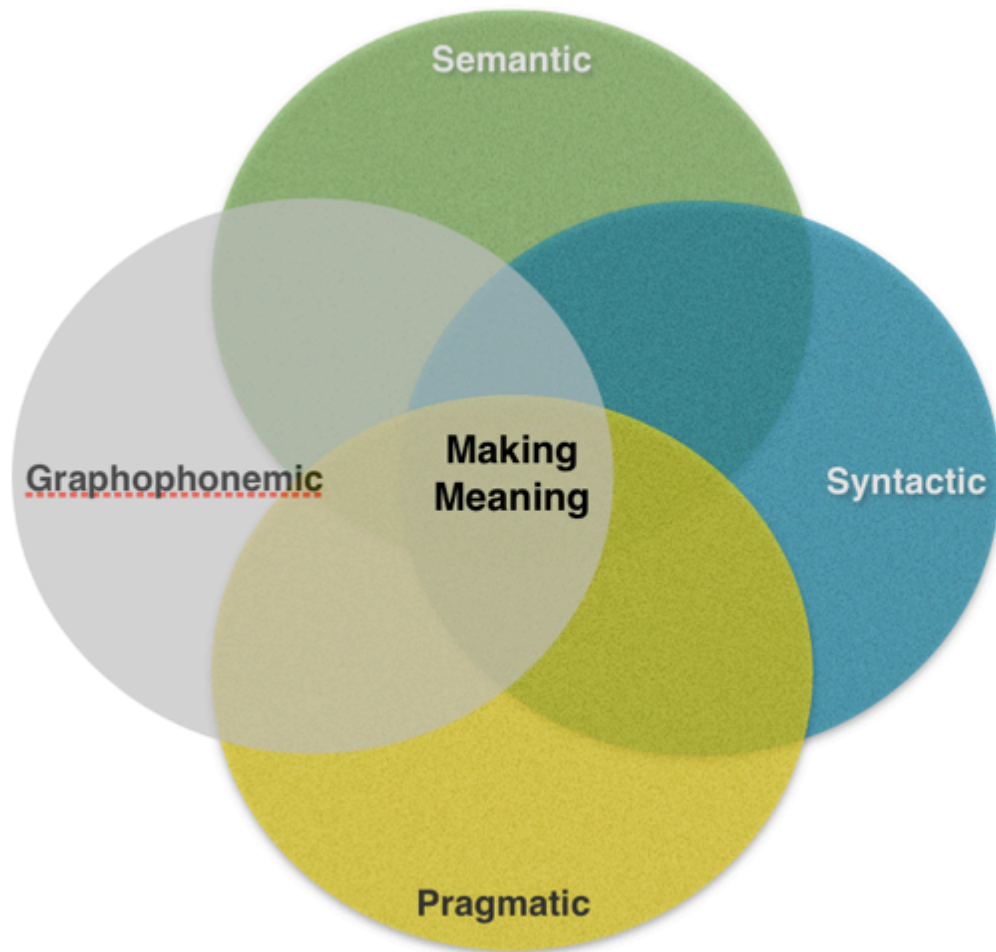


Inquiry Based,
Concept-Driven



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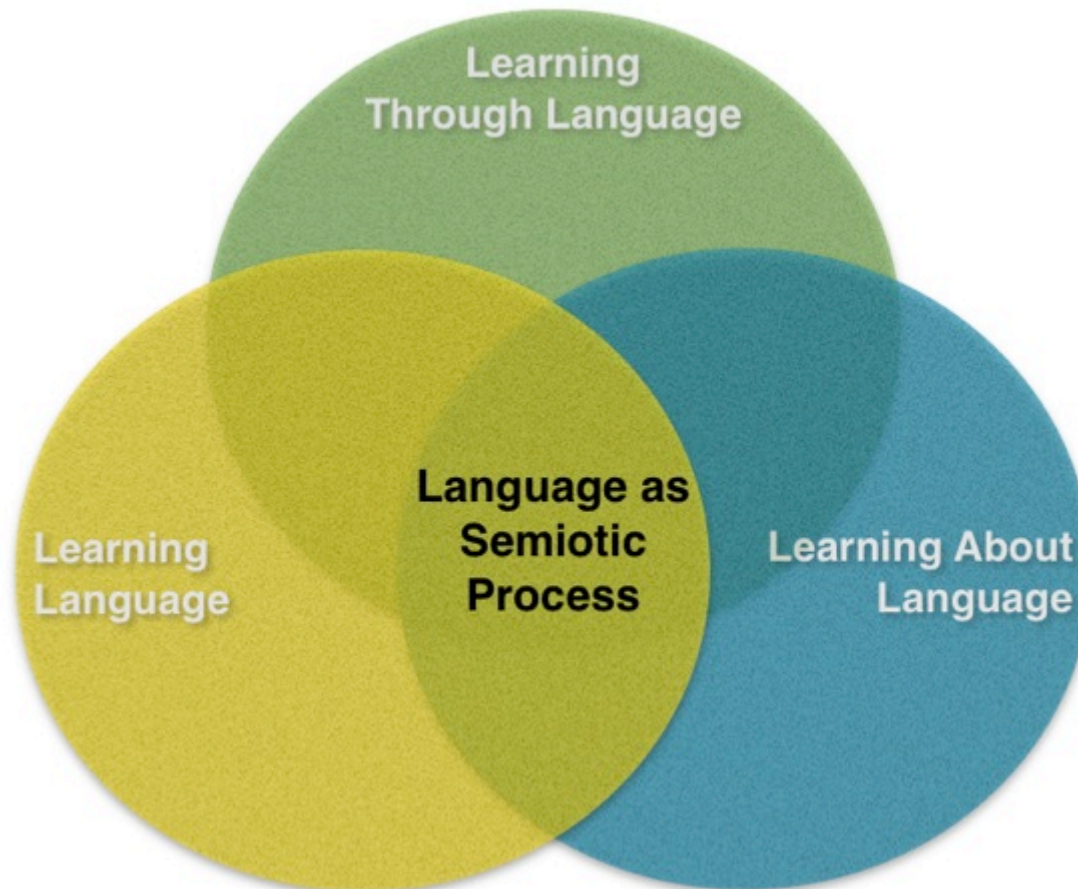
Goodman's Cueing Systems





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Halliday's Semiotic Process





“Language development is a continuous process. Even the move into written language, which is often made to seem as if it was a totally new experience unrelated to what the child has already learned, is simply part of the same massive project in which every child is engaged; the construction of the ability to mean.”

(Halliday, 1980)

Language in the PYP and Additional Language Learning in the PYP

- Responsive
- Meaningful
- Taught through Inquiry
- Authentic contexts
- Underpinned with theoretical framework of PYP
- Purposeful, structured inquiry
- Concept-driven curriculum
- Not be decontextualised
- Avoid set of skills or predetermined programme
- Connected
- Transdisciplinary
- Reinforcing, supporting and extending the classroom work
- BICS and CALP
- Culture and identity
- Mother tongue development

Every additional language teacher is a PYP teacher



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Understanding inquiry-based learning from an additional language teacher's perspective

- **Activity 2:**

What do you think are the main challenges that additional language teachers face when engaging with inquiry-based learning as an approach?



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Understanding the Challenges

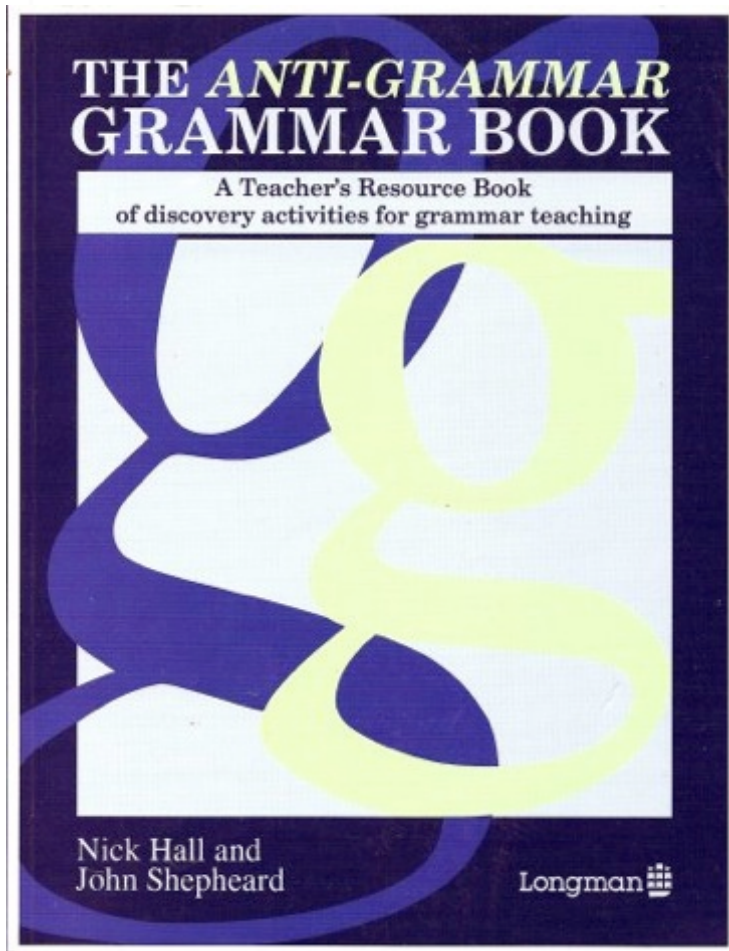
- more prescribed, pre-planned approaches
- traditional didactic methods (PPP)
- product-focused approaches
- may not see the value of constructivist approach to learning or IBL
- familiarity with constructivist pedagogy and inductive teaching methodology
- may be hesitant to use approach with varied nomenclature
- not much academic IBL discussion in field
- language knowledge demands
- feel IBL means not focusing on language form and accuracy

(Caputo, 2014)



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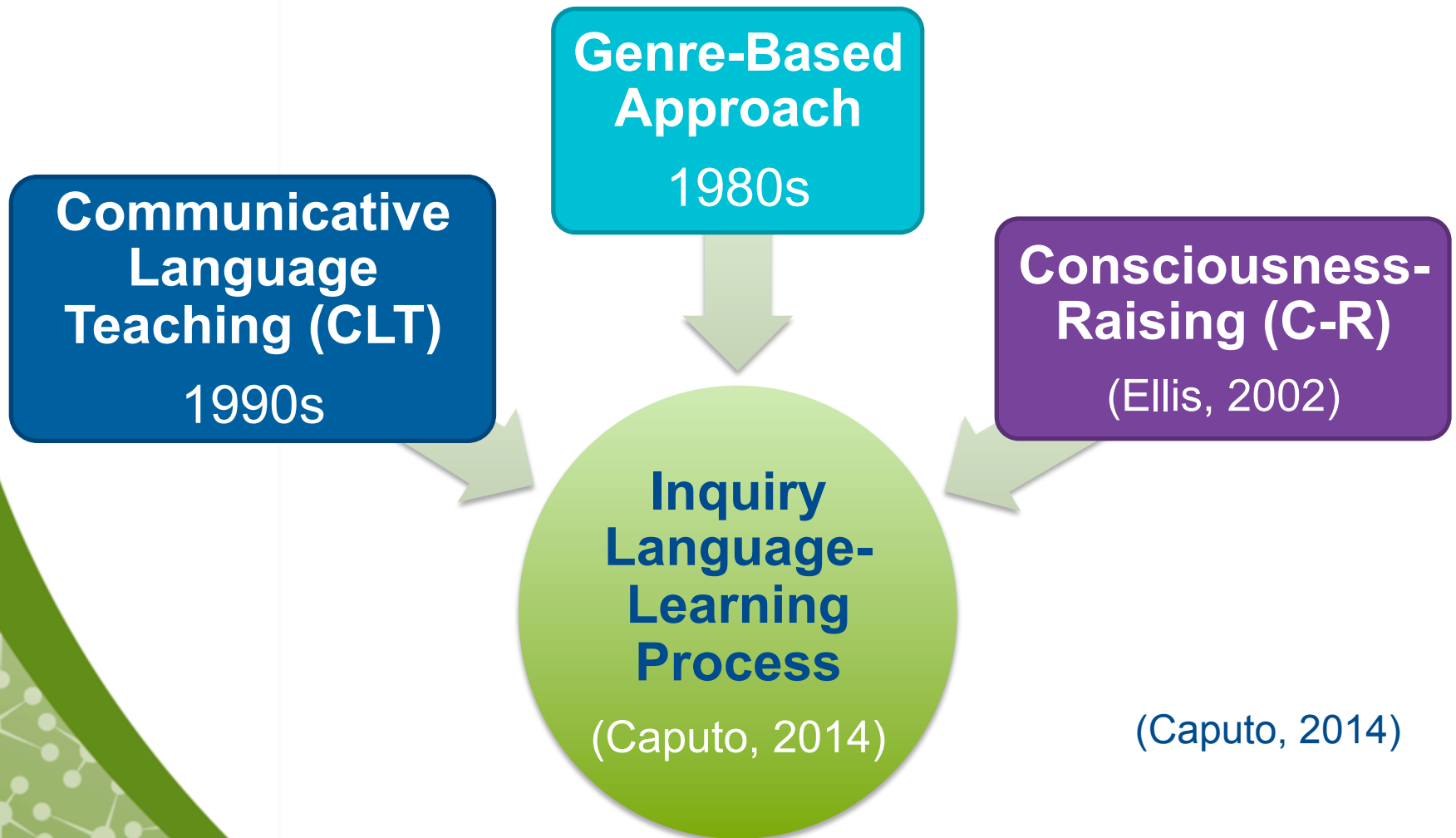
Additional Language Teaching Methods and How they Connect to Inquiry



1991



Additional Language Teaching Methods and How they Connect to Inquiry



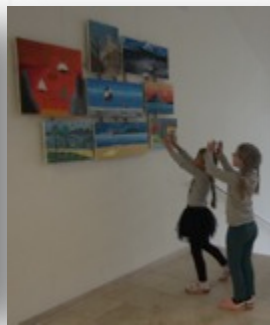
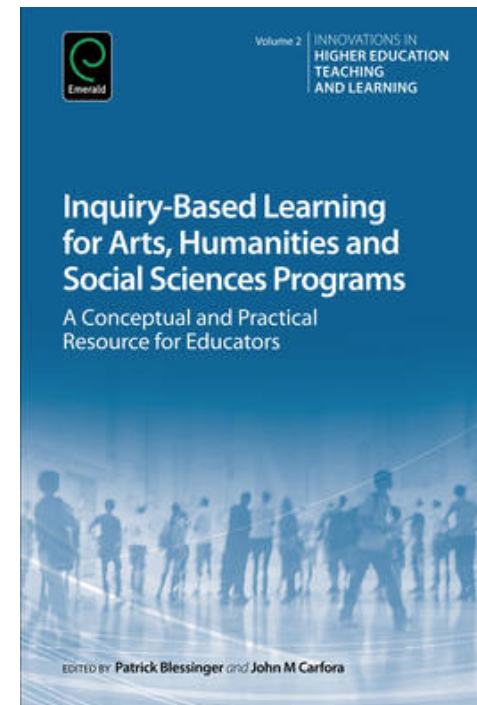
Inquiry Language-Learning Process - Research

Caputo, L. (2014) Using Inquiry-Based Learning to Teach Additional Languages in a High School Context.

Escalante Arauz, P. (2013) Inquiry-Based Learning in a Foreign Language Class: A proposal.

Buhrow, B. (2006) Ladybugs, Tornadoes and Swirling Galaxies.

Schwarzer, D. & Luke, C. (2001) Inquiry Cycles in a Whole Language Foreign Language Class: Some Theoretical and Practical Insights.

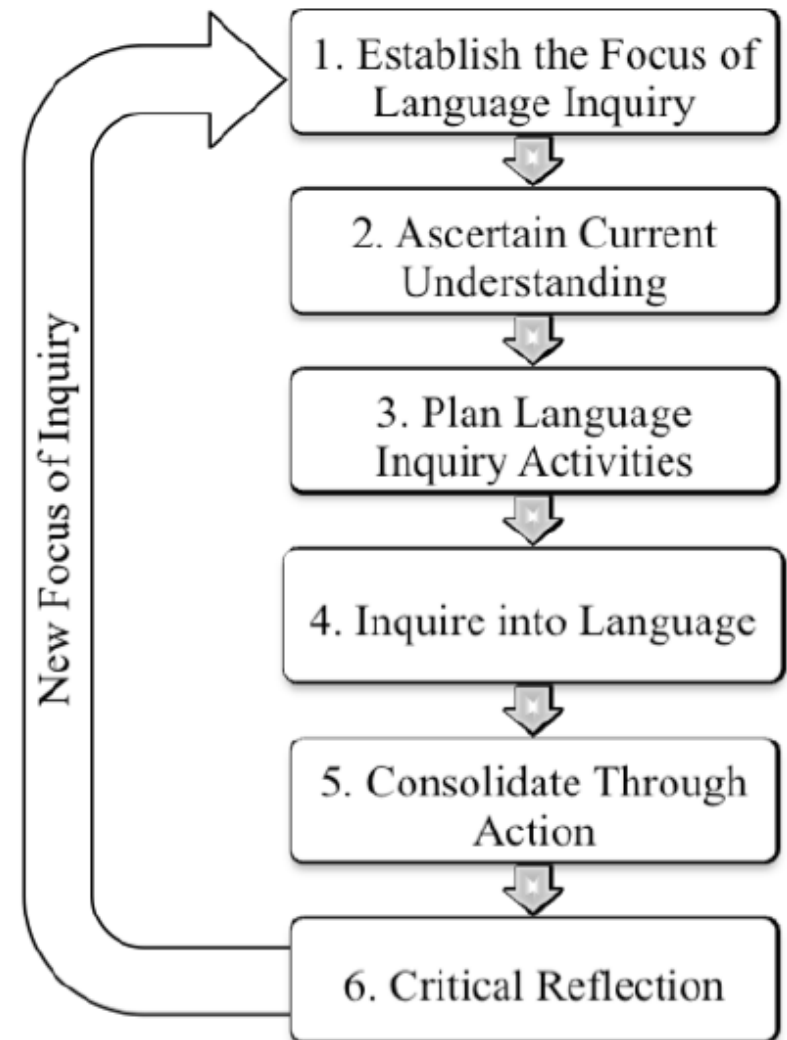


Inquiry in the Additional Language Classroom

Increased emphasis:

- exploring or 'noticing'
- authentic texts (oral and written)
- analyzing
- aligns with UOI
- active deduction of meaning
- intellectual engagement
- collaboration, negotiation
- authentic communication

(Caputo, 2014)





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Engaging with Concept-Based Planning

- **Activity 3:**

In your schools, to what extent do additional language teachers (EAL and Language B) engage with concept-based planning?



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Why the Concept-Based Focus?

Concept-based curriculum and instruction is a three-dimensional design model that frames factual content and skills with disciplinary concepts, generalizations and principles. (H Lynn Erickson, 2012, p. 3)

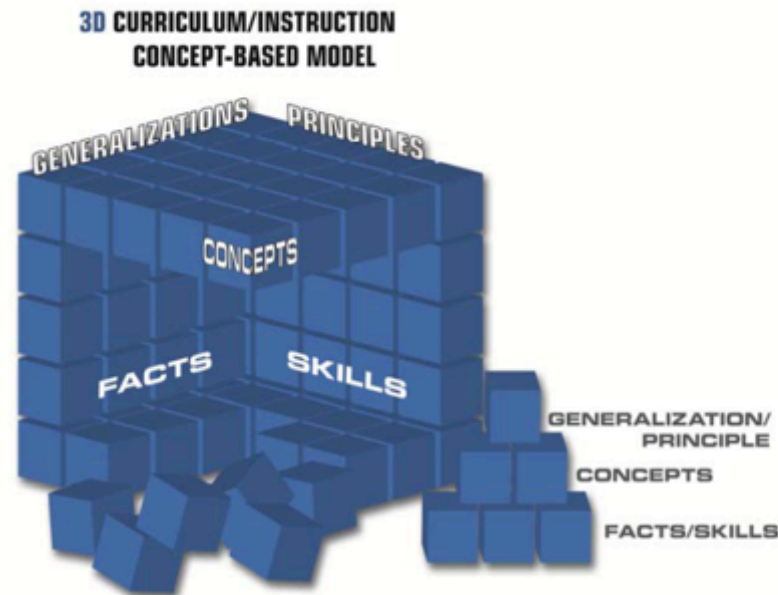


Figure 1. Two-dimensional and three-dimensional curriculum and instruction (taken from Erickson 2008).



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The additional language teacher and planning – key points

- All teachers are language teachers and all teachers are PYP teachers
- “the planner...has been developed for use by all teachers...[including]...any single-subject teachers” (*Making the PYP Happen, page 31*)
- Clear process within UOI and for stand-alone language learning (*PYP Language Scope and Sequence, 2009b:7*)



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Engaging additional language teachers with PYP planners

• Activity 4:

How can you support additional language teachers with using PYP planners? What are the essential parts of the planner that they need to understand?

- Central ideas
- Inquiry questions
- Key concepts
- Learning engagements
- Assessments
- Action

Where do I add the grammar?

Can I just copy and paste my thematic activities into the planner?

How can I teach language that aligns with UOIs with absolute beginners?



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Taking Things Forward





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Good luck, have a go, and let us know how you get on!

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Thank you for listening and enjoy the rest of the conference.



Citations

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- Caputo, L. 2014. Using Inquiry-Based Learning to Teach Additional Languages in a High School Context in P. Blessinger & J. Corfora (Eds.) *Inquiry-Based Learning for the Arts, Humanities and Social Studies: A Conceptual and Practical Resource for Educators (Vol.2)*, UK: Emerald Group Publishing.
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