

Introduction

There is no Mission Statement for this Teacher's Guide, since the mission continues as in **Freshman English 1**. However, various aspects have been modified in **Freshman English 2** to take account of the progression and growth that occurred while students were working through **Freshman English 1**. Rather than itemizing these modifications in this introduction, explanation is offered in the Teaching Notes for each Unit, showing how the approach and the content have been developed and extended. The Teaching Notes in this book thus contain explanation about the changes in addition to description of the activities.

A major change is that **Freshman English 2**, building upon the learning that has happened in **Freshman English 1**, takes a more practical approach. Assuming that students can write single paragraphs of various types, peer edit and self/peer-assess, this second book applies these skills to professional and academic English. The purpose of this second part of the program is to consolidate skills that have been acquired in the first part and to develop them in ways that will be beneficial to the students in their university lives and their future careers.

The task-based approach of **Freshman English 1** is also extended in **Freshman English 2**. Students are expected to be familiar with self-directed work and the activities therefore extend the problem-solving, critical thinking approach, encouraging students to take responsibility for their learning. Part of the process of acquiring professional and academic language involves becoming more professional and mature as human beings. Freshman students who have had a semester to settle in to their new environment should be ready for this challenge and should welcome the opportunity to take control of their learning and to learn the English that will take them into good jobs.

This utilitarian focus (instrumental motivation) must be recognized and acknowledged by educators. However, such extrinsic learning goals can be set in a positive, intrinsic learning environment and professional English can become an enjoyable and challenging subject. This proactive, workshop environment depends on the teacher for its origin and maintenance. While it is the learners who do the learning, it is the teacher who facilitates that learning by providing appropriate learning opportunities in an appropriate learning environment.

In view of these considerations, **Freshman English 2** extends the task-based approach into Inquiry Based Learning (IBL). It is not necessary for the teacher to research this approach extensively; it is built into the structure and content of the book. This extension of the student-centered approach adds higher-order thinking skills as learning goals and puts the students at the center of the learning process. Further explanation is offered on the following pages, with the five stages (**Engage, Explore, Explain, Extend, Evaluate**) adapted to the language learning (and using) process.

Engage: The 5 stages are interchangeable, but it is always good to begin with 'Engage'. As in the 'Engage Activate Study' (ESA) model, awareness, motivation, involvement, and a reason for learning are all important in triggering the learning process. The Engage stage sets the learning schema, presents the problem, and gets students to ask questions about what they know and what they need to know. They can then discuss ways of acquiring necessary knowledge (vocabulary, structure, etc.) and developing skills (résumé writing, etc.). It is important to create interest and generate curiosity in this stage.

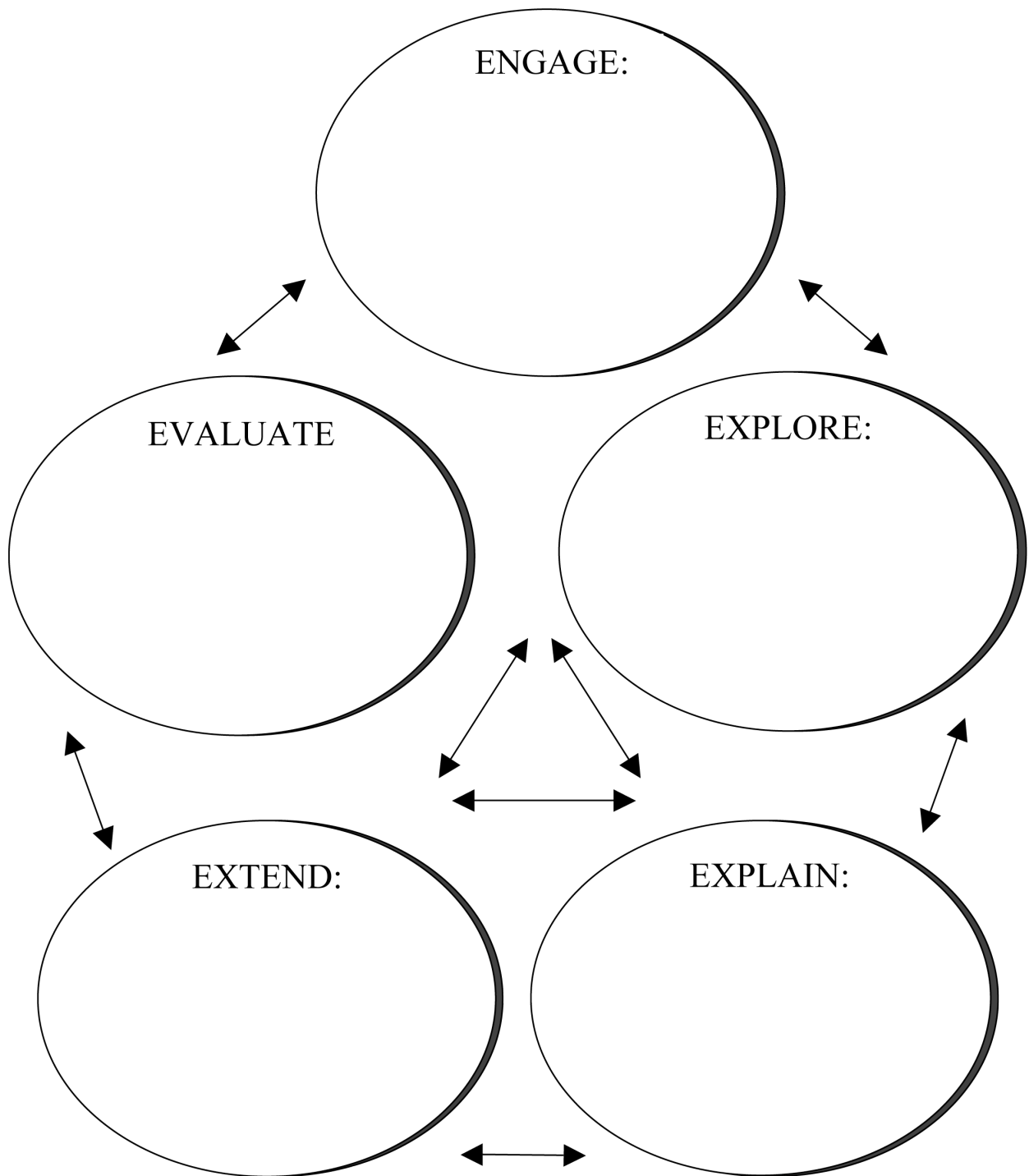
Explore: The 'Explore' stage encourages students to look deeper into the learning content and to work together without teacher intervention or direct instruction. The role of the teacher at this time is to facilitate learning and to be a mentor, helping the students to frame questions and to test ideas. Group and class activities (surveys, role-plays, puzzles, discussion, etc.) are useful for encouraging interaction, negotiation of meaning, and risk-taking. In addition, examination of sample language (bios, résumés, cover letters, etc.) by individuals, pairs or groups, can help them to identify form and content through observation, deduction and inference (discovery learning).

Explain: The model language and formats referred to in the previous stage can also function as explanation, answering questions that students have formulated in the first two stages. At this point, students should be encouraged to work with the relevant ideas, asking for clarification and listening critically to the explanations of peers and the teacher. Having identified their learning needs (Engage) and explored ways of satisfying them (Explore), students can now appreciate relevant input (Explain) from classmates ($i + 1$; Zone of Proximal Development) and from the teacher. Instead of the answer being given before students have asked the question, it appears here as the result of individual inquiry. This 'answer' (learning content) will be different for each student, according to the differing learning backgrounds, range (vocabulary), accuracy (grammar, structure), proficiency, and learning styles.

Extend: This stage offers opportunities for the acquisition and application of learning strategies. Students apply the relevant ideas and skills in authentic situations, building upon the explanations of the previous stage. This is a time to try out new hypotheses and gain familiarity with the concepts explored in the second section. As already mentioned, the five stages offer an interactive rather than a linear model. Not only can they be performed in different sequences, but they also contain aspects of each other. The 'Extend' stage can provide rehearsal of the content of other stages or it can allow students to use the new information to ask questions, make decisions, and experiment.

Evaluate: Evaluation is a continuous process that should be part of every stage of the learning experience. In addition to teacher feedback, it is important that students should learn how to assess their own learning, since this enables them to set realistic goals, based on their assessment of the extent to which previous goals have been achieved. This is a skill that will benefit the users throughout their lives.

The 5 E's Lesson Organizer



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Links about Inquiry Based Learning:

Alberta Education:

<http://education.alberta.ca/admin/aisi/themes/inquiry.aspx>

Center for Inspired Teaching:

<http://www.inspiredteaching.org/wp-content/uploads/impact-research-briefs-inquiry-based-teaching.pdf>

Concept to Classroom:

<http://www.thirteen.org/edonline/concept2class/inquiry/index.html>

EDUTECH Wiki:

http://edutechwiki.unige.ch/en/Inquiry-based_learning

Inquiry Page:

<http://www.cii.illinois.edu/InquiryPage/inquiry/definition.html>

Natural Curiosity:

<http://www.naturalcuriosity.ca/pdf/BranchISection.pdf>

Schreyer Institute for Teaching Excellence:

<http://www.schreyerinstitute.psu.edu/pdf/ibl.pdf>

Stanford Mobile Inquiry-based Learning Environment (SMILE):

<http://suseit.stanford.edu/research/project/smile>

teAchnology:

<http://www.teach-nology.com/currenttrends/inquiry/>

The pH Factor

<http://www.miamisci.org/ph/Ipintro5e.html>

University of Florida: Implementing Inquiry-Based Teaching Methods

<http://edis.ifas.ufl.edu/pdffiles/WC/WC07600.pdf>

Wikipedia:

http://en.wikipedia.org/wiki/Inquiry-based_learning

YouthLearn:

<http://www.youthlearn.org/learning/general-info/our-approach/intro-inquiry-learning/intro-inquiry-learning>

Youtube: Inquiry-Based Learning

<http://www.youtube.com/watch?v=sLQPXd8BiIA>