

IBL IN ESL CLASS

BY

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Abstract

This project examines teaching English as a second language (ESL) abroad with inquiry-based learning (IBL) concepts. Last year, I was a full-time student and I had a chance to experience IBL myself. IBL helps students develop a growth mindset, which means students believe that their talent and intelligence can be developed and their failures are opportunities to enhance learning. The question of why students achieve better results when they study the English language abroad than at home (in the Middle East) is addressed through a current literature review. One solution to ESL schools in the Middle East will be in this project, which is a handbook for ESL educators. The handbook guides ESL educators through three sample lesson plans to teach communication, thinking, and personal and social skills.

Keywords: ESL abroad, inquiry-based learning

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Chapter 1: Introduction

Many employers in the 21st century are looking for creative, critical thinkers and English speakers. I believe English is the most spoken language in the world. Because English is the most important language to learn as a second language, non-English speakers study English as a Second Language (ESL). The majority of ESL schools abroad provide a comfortable, friendly, and relaxing learning atmosphere (The Pacific School of Innovation and Inquiry (PSII), personal communication, March 1, 2017). My project proposes one solution, which centres on how to teach inquiry-based learning skills in ESL schools in the Middle East.

Gardner, Steglitz, and Gross (2009) and other researchers have addressed this topic and its influence on the academic outcomes of students and their professions as well. ESL abroad has also been explored in Llanes and Serrano's (2014) study, who investigated the factors that influence students' English language improvement, such as Study Abroad (SA), duration of study, and course length.

I am enthusiastic about helping ESL educators in the Middle East guide students to discover the links between creativity, imagination, art, feeling, visualization, logic, analysis, facts, and English language. Therefore, my research intent was to discover more about the effect of studying ESL abroad and learners' experiences. Reading relevant articles helped me gain a fuller understanding of Study Abroad (SA) ESL vs. ESL in a home country program. Based on this, this literature review discusses the development of English speaking and writing skills in the SA context, the duration of SA, and students' proficiency outcomes, including the second language (ESL) teachers' beliefs in developing language proficiency, as well as the students' emotional experience abroad, and the relationship between SA and students' careers.

The goal of my project was to create three sample lesson plans, which came after analyzing the ESL teaching styles abroad and at home, and to explore how students can carry their experiences in development their cognitive, social, and language skills into their home countries and workplaces as well. The study will be used to create a handbook for ESL teachers in an inquiry model. Three sample lessons as well as students' evaluation will be included in this handbook.

Context

Studying abroad is not easy; moving to a new place requires courage. Byrnes (2001) found travelling enhances children's growth and personal development. He encouraged parents to do "travel schooling," which is a unique learning approach in which children practice academic subjects and life skills as well, such as writing about their experience in a diary, using maps to find places, or learning and practicing new languages abroad. The importance of my research is to create a resource to explore whether this experience of study abroad has an impact on learning English. In this project, I focus on creating a resource for ESL teachers who want to teach ESL differently than they used to, or teachers who see the importance of inquiry-based skills. My work here can apply to all ESL learners' levels. Much of the language and ideas in the handbook have been taken from the British Columbia (B.C.) new curriculum (Government of B.C., n. d.) and other resources.

Justification of Project

In 2012, I graduated from a college of applied science with a diploma in radiology. Unfortunately, I could not find a job as a radiographer, but I found a better position in an international school as a principal's assistant. When I was there, I observed how the teachers taught, and I have loved teaching ever since. I stayed in that position for two years. Then I went back to school and finished my BA degree in education; meanwhile, I worked as a homeroom kindergarten teacher. After two years, I obtained a TESOL certificate from

Anaheim University in order to move my career toward teaching ESL, and I pushed myself deeply in this field. I was curious to learn more, so I enrolled in London Teaching College to become a certified teacher of English as a Foreign Language (TEFL) and I obtained a TEFL certificate in ESL. Since then, I have been teaching ESL to foundation-level students.

My teaching experience allowed me to work with students from a variety of backgrounds who were diverse in learning styles and needs. We worked together intensively to improve their English communication skills through instruction, reading activities, and phonics. I reviewed their progress and found ways to increase it, but I noticed that students who went to study ESL abroad achieved more progress than other students who studied ESL in their own home countries, even when they had Western, English-speaking teachers. Therefore, my current research transcends discovering more about the effects of studying ESL abroad; it focuses upon the uniqueness of inquiry as a pedagogical activity.

Definition of Terms

Inquiry-based learning goes beyond the classroom setup where teachers facilitate the topic through open inquiry (Wiggins, 2005). It demonstrates today's problems, and helps learners develop questioning through research and discussions (Stephenson, 2015).

Brief Overview of Project

The goal of this project is to create a handbook that can be used for ESL schools within an inquiry-based learning environment. The handbook offers one possible solution to improve ESL schools in the Middle East, and it aims to make changes within ESL schools in the Middle East to move the ESL schools from sorting to inquiry-based learning. Most ESL schools I have worked for were structured to teach English grammar, reading, and writing, and they excluded listening and speaking skills. Based on the new movement in education that combines learning with practice, this handbook is a first step in the ESL world.

The handbook guides ESL educators through five different activities, the 5Es model are: Engage, Explore, Explain, Elaborate, and Evaluate (Johnsen et al., 2015). These different activities are the backbone of the inquiry-based lessons. They will motivate students to learn and increase their curiosity about the English language. The handbook supports active learning in which students are empowered to use their knowledge and available resources to think about meaningful answers for an open-ended question (Stephenson, 2015). It also supports students' self-reflection where they can see their growth in the learning process. ESL teachers can apply this handbook for multilevel students and in all ESL classes. Teaching students how to ask big questions is the basis of this learning model, and the handbook is about how to teach this key skill.

A relevant project about the inquiry-based learning model was observed in which the teacher walks students through lessons that connect the classrooms with the outside world to experience reality, and I assume classrooms in language schools can and will provide chances to experience real life. So, students become more independent and effective; they discover, collaborate, and interact with each other in fun ways. The importance of this handbook is that it leaves the students' brains and hearts glowing when they discover the links between creativity, imagination, art, feeling, visualization, logic, analysis, facts, and the English language. I believe ESL schools should focus on the gifts students have and should teach students how to use and develop these gifts instead of focusing on test scores (Wheatley & Frieze, 2011).

Importantly, language schools should create an ongoing process that helps students see their improvement so they might value their efforts and the time they spend in the classroom. For instance, "can-do" statements allow students to determine whether the content is understandable and beneficial. Stan and Manea (2015) examined self-assessment as a key factor in motivation for the learning process. Their findings suggested a positive link between

self-assessment and subject. They observed that students who were able to achieve their goals made the effort to study, paid attention in classes, and understood the subject better.

However, “they often received one extra point compared to their own self-assessment expectations” (Stan & Manea, 2015, p. 501).

Inquiry-based learning is an opportunity to push students forward into solving problems, developing creativity, and being their best selves. The traditional learning model does not fit with the complexities we have in the 21st century, so this project offers a possible solution to ESL schools based on inquiry-based learning.

Chapter 2: Literature Review

The world has changed rapidly since globalization started. People have businesses in many countries around the world, so it helps to speak at least one foreign language. As Clavier (1999) remarks, “When we speak only one language, we set limits not only on our ability to communicate, but on our very thoughts and ideas” (p. 7). Because of my own experience, I have no doubt that learning a second language opens up many doors of opportunity.

The purpose of this project is to create a handbook for ESL educators derived from ESL school abroad by taking an inquiry-based learning approach to ESL schools. This literature review attempts to answer the questions: (1) What is inquiry-based learning? (2) Why use inquiry-based learning? (3) What are the basic steps in designing an IBL project? It also includes a review of literature that engages (a) the development of English speaking and writing skills in a study abroad (SA) context, the duration of SA and students’ proficiency outcomes; (b) ESL teachers’ beliefs in developing language proficiency; (c) students’ emotional experience abroad; (d) the relationship between SA and students’ careers; and (e) a general analysis and synthesis of the work.

What Is Inquiry-Based Learning?

Duch et al. (2001) and Torp and Sage (2002) proposed problem-based learning (PBL) and inquiry-based learning (IBL) as lifelong learning in which students can learn and think through facilitated problems. Darling-Hammond (2008) defined inquiry-based learning as “learning that enables critical thinking, flexible problem solving, and the transfer of skills and use of knowledge in new situations” (p. 2), and this is how inquiry-based learning differs from traditional learning. In such a learning environment, the teacher acts as a facilitator of the learning process rather than a provider of knowledge. Many researchers see that inquiry is not projects or posters, but a mindset of curiosity, wondering, and thinking that students use

to build their own knowledge and understanding through an active, open-minded exploration into a meaningful question, problem, or issue (Galileo Educational Network, 2017; B.C. Ministry of Education, 2015).

Inquiry-based learning is not new; it was started by John Dewey, a science teacher, in 1910. Dewey noticed that there was no room for thinking in science classes, so he encouraged K–12 science teachers to use inquiry, which consisted of the six steps: “sensing perplexing situations, clarifying the problem, formulating a tentative hypothesis, testing the hypothesis, revising with rigorous tests, and acting on the solution” (Barrow, 2006, p. 1).

Six years later, Dewey’s model involved the students more than before by adding their personal knowledge to science. As Barrow (2006) remarks, “Dewey’s model was the basis for the Commission on Secondary School Curriculum (1937) entitled *Science in Secondary Education*. According to Dewey (1938), “problems to be studied must be related to students’ experiences and within their intellectual capability; therefore, the students were to be active learners in their search for answers” (as cited in Barrow, 2006, p. 1).

In the fall of 2015, the Kindergarten to Grade 12 (K-12) education system of B.C. began to transition into inquiry learning concepts which are the center of a new curriculum. These concepts are the core competencies of communication, thought, and personal and social responsibility. In today’s B.C. classrooms, a redesigned curriculum encourages inquiry-based learning to engage: the content (know), the competencies (do), and big ideas (understand) (B.C. Ministry of Education, 2015). Personalized learning is also at the heart of the new curriculum. For instance, in arts, students learn through all their senses, and communicate through arts. Teachers help students accomplish their goals and apply the new knowledge across a variety of subjects (B.C. Ministry of Education, 2015). Students and teachers both share responsibilities and ownership of learning. Also, we can see the engagement that Dewey discovered many years ago.

The B.C. Ministry of Education built the new curriculum based on extensive research and observation of various education systems around the world. The B.C. new curriculum focuses on literacy and math skills while supporting deeper learning to prepare students for the future. The center of the new curriculum is the students. B.C. has identified three core competencies as essential for all learners: communication, thinking, and personal and social competency. The core competencies are the strategies to recognize the intellectual, personal, and social skills that all students need to develop for success in life beyond school (B.C. Ministry of Education, 2015).

Why Use Inquiry-Based Learning?

According to Bok (2006),

The average student will be unable to recall most of the factual content of a typical lecture within fifteen minutes after the end of class. In contrast, interests, values, and cognitive skills are all likely to last longer, as are concepts and knowledge that students have acquired not by passively reading or listening to lectures but through their own mental efforts. (pp. 48–49)

When I was an ESL student, I experienced some moments in which I sat dazed in the ESL class, unable to process all of the information presented to me. My teacher never noticed that; all she had to do was check assignments or exams, which were her evidence that we understood or not.

Inquiry-based learning is advantageous for students who do not have the attention span to sit and read a text book for hours because it develops their self-awareness. Teachers face many challenges to increase motivation and engagement in the classroom; as Gunter Pauli remarked in a TEDx talk, “If we are only teaching what we know, our children can only do as bad as we are doing, and this is the challenge we are facing—we have to go beyond it” (TEDx Talks, 2010). Bruner (1961) suggested that inquiry-based learning enhances the

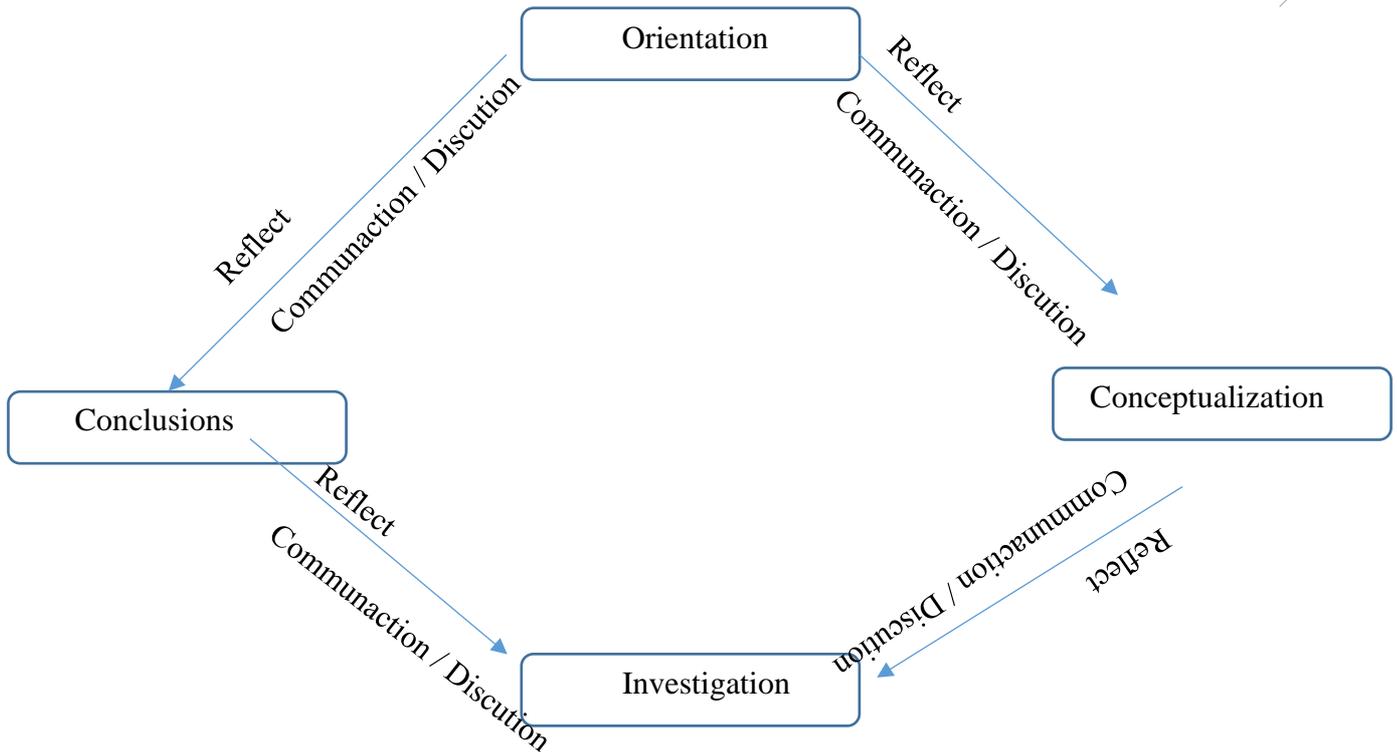
students' performance because they think, critique, collaborate in groups, innovate new ideas or questions, and solve problems.

What Are the Basic Steps in Designing an IBL Project?

I have noticed that shifting ESL education from traditional to inquiry-based learning is the center of all educators' vision of change, in which learners are challenged to go beyond their comfort zones. This challenge includes free learning, which provides support for learners without control.

Sadeh and Zion (2011) investigated the two different types of inquiry-based learning, guided inquiry and open inquiry. In guided inquiry, the teacher hands over a problem, materials, and resources for the students to investigate and design their own solution. In open inquiry, students create their own questions to investigate, and then design a plan to get results.

Pedaste et al. (2015) provided a cycle for an inquiry-based learning model from the learners' perspective to ensure an effective learning process (fig. 1). The cycle has four phases: Orientation, conceptualization, investigation, and conclusions. Each phase demonstrates flexibility and self-directed learning (SDL). Teachers introduce the topic and engage the students in an orientation phase. Then, students identify the problem, devolve questioning, and brainstorm solutions in a conceptualization phase. The cycle continues with planning the process of investigation. Students use available resources, such as the library, internet, or people who are experts in their field to search for information and collect data and evidence related to their questions. Students organize their gathered data to analyze, evaluate, and draw conclusions that respond to their questions or lead to new questions and inquiries. Discussion, communication, and reflection are vitally important in inquiry-based learning, so they are conducted in parallel with all other phases, as shown in figure 1.



adapted from Phases of inquiry-based learning: Definitions and the inquiry cycle by Pedaste et al. (2015) p.56 **Fig. 1.** Inquiry-based learning framework (general phases, sub-phases, and their relations).

Development of English Speaking and Writing Skills in SA Context

People can study English in their own countries with native teachers who teach the language in non-English speaking countries. However, many students have found such study of English in their own countries does not enhance their English ability as much as studying in foreign countries, especially for speaking/oral skills. To many, writing skills may take a back seat to speaking skills, and writing skills are sometimes considered unimportant. However, writing not only applies to academic or business purposes, it is also a unique kind of communication; for example, Ivanic, Carter, Lillis, and Parkin (2009) believed that our success is increasingly dependent on our ability to communicate. So, it is essential that ESL students learn and practice both speaking and writing skills.

Llanes and Serrano (2014) investigated the development of English oral and writing skills in terms of fluency and accuracy in the SA context and the at-home (AH) context. Their study found that the younger SA students did better in writing than other groups that participated in the study; their results were identical to a study by Freed and Lazar (2003). Llanes and Serrano (2014) also studied the classroom AH versus SA in an English-speaking country by students of different ages—including children and adults. They found that oral skills are clearly better in SA than writing skills because students had opportunities to practice the language ten times more than AH, not only in the classroom, but also outside the school setting. Regarding age, the study found that younger SA students demonstrated more improvement in oral fluency and accuracy skills.

On the other hand, Llanes and Serrano (2014) found that the writing tasks showed no significant differences between students in either SA or AH learning contexts. Unlike speaking, adult students showed a greater increase in the writing skills than younger students. Interestingly, the study found that AH adult students showed better results in writing proficiency tests.

Duration of SA and Students' Proficiency Outcomes

The duration of time often correlates with study and study achievement. Generally, students spend considerable time each day reading the content or writing homework for their classes. The amount of time students spend studying depends on the students themselves, the subject, as well as many other factors. However, as demonstrated by Davidson (2010) and Polio, Fleck, and Leder (1998), SA students gain a second language better within a longer-duration ESL program. Davidson (2010) studied ESL program durations and found that the speaking, reading, and listening proficiency level during one semester abroad was intermediate and during a one academic year program was advanced. Clearly, a positive relationship exists between learning the English language and the duration of staying abroad.

Furthermore, Thomas and Collier (1995) investigated the duration longitudinally. Their ten-year study found that learning a second language never happens in one semester, even for the most motivated students, and it takes four to twelve years to extend their English level into academic proficiency level.

The stages of second language acquisition begin with (a) silent/receptive. This initial stage lasts up to six months. During this time, learners practice pronouncing and learning new words. For the most part, they are totally silent, or speak the language with very low fluency. The next stage is (b) early production. This stage lasts about one year. Learners are able to speak some words, familiar phrases, and read short stories. Next, there is (c) speech emergence. By this stage, learners communicate by putting words together to make sentences or questions; this stage might last one to three years. Then, (d) intermediate fluency occurs, which might last for three to five years. After speech emergence, learners are able to communicate in academic writing and speech by using complex sentences. Finally, (e) advanced fluency is reached. It takes most learners at least five years to reach near native level. At this stage, learners are able to use the language in listening, reading, writing, and speaking (Krashen, 1983, as cited in Hughes & Madrid, 2011; Towell, & Hawkins, 1994; VanPatten & Lee, 1990).

ESL Teachers' Beliefs in Developing Language Proficiency

Senge (1990) explained why it is important for the leader's role to evolve:

A shared vision is not an idea. It is not even an important idea such as freedom. It is, rather, a force in people's hearts, a force of impressive power. It may be inspired by an idea, but once it goes further, if it is compelling enough to acquire the support of more than one person, then it is no longer an abstraction. It is palpable. People begin to see it as if it exists. Few, if any, forces in human affairs are as powerful as shared vision.

Visions are exhilarating. They create the spark that lifts the organization out of the mundane.

Obviously, teachers are needed in ESL programs to provide knowledge, instruction, and assessment for students. The quality of teaching is a key factor in ESL programs because it affects students' motivation and learning outcomes (Clemente & Collison, 2000; Yunus, Osman, & Ishak, 2011). Allen (2013) studied ESL teachers' beliefs and how these beliefs affect immersion programs in developing language proficiency. He recorded five beliefs from the teachers' previous experiences as ESL students who compete successfully with native speakers, as well as ESL teachers now: (a) there are different levels of foreign/second language (L2), and it is acceptable not to understand all levels; (b) becoming proficient in an L2 is a long process; (c) to make significant progress in language proficiency, one must be immersed in the language; (d) developing proficiency in an L2 requires going beyond one's personal set of vocabulary, and vocabulary is acquired through many different contexts; and, (e) when learning another language in an immersion setting, it is counterproductive to switch back and forth between L2 and one's native language (L1).

On the other hand, researchers in language development are certain that the development of limited English proficiency (LEP) occurs significantly when students use English as their primary language rather than an ESL program (Hoo-Ballade, 2004). Indeed, leaders/principals and strong administrative leadership play an important role for making any ESL school successful (Hoo-Ballade, 2004; August & Hakuta, 1991). According to Carter and Chatfield (1986), Gonzales & Lento (1995), Villareal & Solis (1999), and other research studies, the most successful programs for English language learner (ELL) students are those with effective principal leadership. The leadership behaviours they exhibit include advocacy and support, a knowledgeable staff, and a principal who knows how best to educate this population.

Leaders should communicate in both languages (L1 and L2) daily and encourage the team to use both languages. Because some people feel more comfortable communicating in their native tongue while they are not in the classroom, leaders respect their language preference. However, leaders must be aware of any conflicts that might appear between different cultures (Commissioner of Official Languages, 2011). In addition, leaders must develop methods and solutions to evaluate the effectiveness of the program (August & Hakuta, 1991).

Leaders should also supply their team with documents and work tools in both languages (Commissioner of Official Languages, 2011). It is essential that leaders provide language training for the team. Leaders need to ensure that all teachers have the required language skills so that they do not go through incomprehensible lessons (Commissioner of Official Languages, 2011).

Hoo-Ballade (2004) quoted the Institute for Educational Leadership's (1986) list of leaders' competencies that influence students' achievement:

- a) Lay out goals.
- b) Motivate the staff to collaborate and work towards the goal.
- c) Take part in the instructional program.
- d) Make necessary changes in the existing regular curriculum.
- e) Build trust with parents and staff. (p. 29)

Villareal & Solis (1999) mentioned that it is important for principals in ESL schools to have integrity and knowledge about their students' language development needs. Mohamed (2015) commented, "The purpose of learning or teaching any foreign is to develop communication" (p. 71). Effective bilingual leaders help students to remove barriers between cultures and people by fostering communication in both languages.

Students' Emotional Experience Abroad

It is important not to forget that, when students study abroad, they not only gain a new language, but they also explore new values, characteristics of a community or region, and sometimes religion. Hopkyns (2014) remarked:

More than 60% of Emirati people believe that the English language has affected their culture. The most common examples of how culture has changed included a change in attitude towards being more open minded and accepting of other cultures, changes in clothing and lifestyle, an increased use of English and decreased use of Arabic, a desire to be like English native speakers, and increased development in the country. (p. 9)

Thus, it is important to bring to students' consideration the culture, history, and situation of a country before studying abroad. McGregor (2014) and Lazarus (1993) studied the stress and emotional experience that students face abroad. They found that, for the first few weeks or months abroad, students felt depression and homesickness; but, later, students participated in the community. McGregor mentioned positively how local peer interactions provide support to international students to express their emotions.

Another aspect McGregor (2014) and Lazarus (1993) studied is how students viewed and participated with others around them through languages and cultures, but the live interaction in English was much more difficult than students' expectations. Researchers noticed that students experienced personal growth abroad. However, providing support and involving family in the learning process influence ESL learning and develop learners' language acquisition (Dryden-Preston, 2010; Gonzalez, Moll, & Amanti, 2005; McCain, 2010; Jimenez-Castellanos, 2007).

Relationship between SA and Students' Careers

Speaking two or more languages opens many doors of opportunity. Indeed, SA students gain many skills from travelling, living away from their families, and their studies. As Gardner, Steglitz, and Gross (2009) explained, all these elements make most of the

employers select them because they have competencies that AH students may not have, such as accepting others' perspectives, understanding cultural differences, adapting to new changes easily, becoming more independent, taking risks, and acquiring problem-solving and collaborative skills. However, they found that the competencies were not guaranteed; it depended on students' abilities, how they connect the knowledge they gain in the classroom with their life experiences, and how SA and their experience abroad will affect their work development. That is exactly what employers wanted to see.

Peal and Lambert (1962) found a positive correlation between bilingualism and high intelligence quotient. In their study, ESL learners obtained better results in fifteen activities that required high levels of intelligence. They also found a positive relationship between bilingual individuals and thought processes, organizational skills, reasoning, and visual and spatial skills.

As Hughes and Madrid (2011) remarked, various interacting elements have a direct impact on success in bilingual education:

Effectiveness is likely to be affected by factors pertaining to the students themselves, including student motivation, commitment, skills and L1 as well as family, social or cultural environment. The teacher characteristics and approach, as well as the type of program offered, available resources, group characteristics and class variables also play a crucial part. (p. 34)

The dual immersion program in the United States, in which students are taught in two languages, is an example of a successful bilingual education program that brings together students who are English or Spanish speakers. Teachers teach the students in both languages equally. The school splits the two languages by time, content, or teachers (Hughes & Madrid, 2011).

Analysis

Clearly, this body of literature addresses the importance of studying English as a second language abroad in an English-speaking country. Such study is aimed to raise the professional and personal growth of ESL learners who study abroad. The purpose of the previous research is clear. The studies I read used appropriate methods to investigate ESL abroad, and they illustrate the findings well. In addition, they mark the learners' achievements in ESL; however, in all my reading, no article highlighted the inquiry-based model in ESL education. Thus, my research project is intended to fill this gap. My first step is to consider the possibilities of creating inquiry-based, English language study; my second step is to create a beginning pedagogical plan for the practical engagement of inquiry-based, English language study; finally, my last step (although it is delimited from this research project) is to teach inquiry-based English language study and follow that teaching by engaging in a number of stages of evaluation.

Chapter 3: Rationale for My Lesson Plans

If it would be a new direction of teaching English as a second language for the 21st century, I can imagine ESL students designing their own questions and a teacher reflecting on how the students question. This focus could extend further into projects such as a presentation, a story, a movie, or a drawing in which students' creativity plays a significant role. Personalized learning is key in inquiry-based learning in which the teacher is a facilitator and always uses positive, effective feedback to engage, communicate, and show students that there will be always a place for critical thinking and solving problems.

The Creation of a New ESL Learning Model

It is not difficult to address and discuss the problems in ESL education in the Middle East that teachers face, but it is not easy to solve these problems or make changes to our education system. A question comes to mind when we think about how change influences a successful school or education system: What is going on below the surface? (Quinn, 1996). Morrison (1998) addressed the "shadow side" of organizations. He linked the shadow side with change, and suggests we pay attention to it while the change is happening. He encouraged being confident to ask questions, discuss and share our fears, and transform the undiscussable issues into feelings, ideas, and thoughts, so that a change will be carried out effectively. He also mentioned the importance of communication to name the shadow side and look at it from others' perspectives.

The research reviewed in Chapter 2 shows that there are some key factors to consider about the ESL learning abroad model. These include duration, teachers, learners' ages, learners' goals, and others. When I set out to design a project for ESL schools in the Middle East similar to ESL schools abroad, inquiry-based skills were the most interesting model, and of course many issues appear, such as engaging students, how ESL students should be assessed, and what an actual inquiry-based lesson might look like; thus, the idea of creating a

handbook for ESL educators and of inquiry-style ESL learning was born. Reading about the new B.C. curriculum also guided me to create this handbook. The new B.C. curriculum focuses on building students' competencies. The core competencies in the new curriculum are communication, thinking, and personal and social skills (Government of B.C., n. d.).

These skills are what all learners need in the 21st century. The core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop to engage in deep learning and life-long learning. In addition, this learning approach can apply to all subjects in which the learning outcomes are the learners' competencies, not grades (Government of B.C., n. d.).

This chapter will discuss (a) the importance of having a leader help us walk through the path of change, (b) the handbook framework, (c) my rationale for each lesson, (d) some suggestions for ESL teachers, and finally, (e) the conclusion.

Who Will Walk Us Through the Path of Change?

It is important to have a leader who embodies the qualities that make it possible to lead these changes. There is no doubt that every leader is different, but I believe every good leader must have at least the following qualities:

Love: It is important to have a passion for and a love of learning because learning is joy (Wheatley & Frieze, 2011). All good leaders aim to make school a better place for all students, so that students become excited about learning, engaged in the learning process, and keen to grow and develop.

Support: Change occurs when we aid, collaborate, and engage with the world because teaching and learning take place beyond the walls of a classroom (Wheatley & Frieze, 2011). Change can happen in the playground or the coffee shop. It seems to me that the best leaders will support their students to ensure they have skills not only for exams, but also for becoming good listeners and communicators to make it easy for them when interacting with

others at school, home, or work. Support does not always happen through teaching or workshops. It is possible to support students easily when we [teacher and students] sit together talking, interacting, and listening to each other.

I have noticed that shifting education from banking to personalized learning is the centre of all educators' vision of change, in which learners are challenged to go beyond their comfort zones. This change includes free learning that provides support for learners without control.

McNeil (1988, as cited in Edwards, 2011) commented that teachers contribute more to learning and improving students and themselves when they are less controlled: "The relative autonomy provided to teachers and students constitutes one of the most necessary changes to really improve education" (Edwards, 2011, p. 84).

The Handbook Framework

All the lessons in the handbook follow the same template. Its planning comes from the Understanding by Design learning approach by Wiggins and McTighe (2005). Wiggins and McTighe structure the lesson with an open-ended question. The inquiry skills lesson plans in a 5Es context are: Engage, Explore, Explain, Elaborate, and Evaluate (Johnsen et al., 2015). Personally, I prefer this teaching model because it allows learners to add more information to the experience they have had, and they become able to assess their understanding. All lessons connect to the learners' previous experience for full engagement, and then students start to think deeply to discover their questions. After that, students will think aloud with a classmate and/or teacher to evaluate the information they have obtained. Later, students will decide how to present the information or the question in an interesting way to the class. Finally, students will reflect on their progress, and there will be a line to provide evidence for more justification. In addition, they will have exit meetings with their teacher individually to

discuss their performance and learning achievements as well as suggestions (Johnsen et al., 2015).

Each lesson will include audiovisual technology such as videos and YouTube for students to watch. Many researchers encourage language educators to use audiovisual technology such as videos, YouTube, and social media, which helps students understand and remember the content easily in a fun way. Morrison (1998) suggested that the new business organization is characterized as being information-based and staffed with diverse knowledge workers with powerful information links through technology.

Knowing how to give positive, goal-directed feedback is a skill that not all educators possess. Waring (2008) researched explicit positive assessment (EPA), feedback, and learning opportunities. He found that EPA helps the language learners' development, and when there is EPA, the learning opportunities increase the learners' contribution to the learning process as well. Dornyei and Skehan (2003, as cited in Waring, 2008) commented, "The reward of EPA may be exactly what one learner needs to fuel his or her intrinsic motivation, which is an important predictor of successful language learning" (p. 590).

Rationale: Lesson by Lesson

Students' leadership and ownership of learning are the most useful skills they can learn and practise in the language classroom through projects or workshops, where their places are both behind their desks and also in front of the classroom to facilitate, discuss, argue, and create interesting ways to illustrate the content and engage their classmates (TedxTalks, 2013). But that plan requires students to lead. Guiding students to be leaders is not an easy job. It requires hard work, time, and teaching a growth mindset, because students usually come to school with a fixed mindset that makes them blind to efficient, critical learning.

One problem that students with fixed mindsets face is that they don't accept failure, and they seldom see their mistakes as chances to learn. Meanwhile, educators work hard to

change these fixed and traditional mindsets, advising their students not to work hard, but to work smart, and reminding them that the classroom is an experiment in which students learn from their failures and understand that learning from mistakes will lead to expertise. Most educators agree that mistakes are important during the learning process in which students focus on feedback and search for solutions to solve their problems.

The first lesson in the handbook focuses on being able to communicate effectively to develop relationships, which is a needed skill. Hamre and Pianta (2001) agreed that conflicts in teacher-student relationships have direct impacts on the learning outcomes. The better relationships we have at school, the more productive we're going to be. Good relationships also make work more enjoyable (Kouzes & Posner, 2010).

In the second lesson, students practise how to think deeply for more understanding, to analyze, reflect, and make decisions, and to come up with creative solutions to a problem. Again, being able to engage learners is not an easy job. Without passion, students would not carry on (Kouzes & Posner, 2010).

The last lesson aims to introduce students to another type of thinking—learning skills, and their responsibility. It encourages students to think deeply about their reasons for taking English classes to understand themselves as learners. Most of us have more capacity than we have used. As Blank (2001) reminded us, self-awareness is an important ingredient for success. A learner should have a clear understanding of his/her strengths and weaknesses. Dag Hammarskjold, former United Nations Secretary General, said, “The more faithfully you listen to the voice within you, the better you will hear what is sounding outside. And only those who listen can speak” (as cited in Blank, 2001, p. 34). Self-awareness depends on listening to our inner voice, being passionate about what we are doing, and bringing energy to it. For instance, Ina Garten’s passion for cooking transformed her from a passionate cook to

an author of many best-selling cookbooks, magazine columns, and host of the Emmy Award-winning television show, *The Barefoot Contessa*. She has a net worth of 40 million dollars.

Suggestions for Teachers

Both hearts and minds must be engaged to work (Wheatley & Frieze, 2011). Educators must examine their values, performance, and personal behaviour changes, be role models, move forward even when moving is painful or hard, and go where needed to create and develop a new culture for the school. A high performance team is always linked with high performance culture, new policies, and rearrangement of the organization. Communication, the values of trust and cooperation, and more confidence in the team will increase the ability to perform as a team. Issues that are never discussed jeopardize team leaders and render them disempowered and unhelpful to the team (Quinn, 1996).

Conclusion

From my experience in an ESL school, learners engage more in tasks that challenge them and make learning more enjoyable. It also helps learners to use English outside the classroom and to transform their thoughts into conversations in English. More research is needed to understand how educators guide those changes in ESL. However, change in the learning environment creates better learning opportunities and increases our productivity and potential.

Learning is joy. Educators learn not only valuable ideas, but also they are part of a long line of people who are skillful and inventive (Wheatley & Frieze, 2011). This project is intended for deep and meaningful learning. It offers one solution that can contribute to the rich process of teaching English as a second language by using an inquiry-based leaning model and the core competencies of the new B.C. curriculum. It has both its pros and cons. The main benefit of this project is that the handbook is a toolkit of skills that learners need for the 21st century. Regarding modification and improvement, collaborating with other ESL

IBL in ESL class

teachers and sampling the lessons for evaluation will enhance the handbook. Looking ahead, it would be useful to have this handbook published online for ESL educators.

Chapter 4. Conclusions

This project offers a possible solution to ensure that ESL learners have as fair an opportunity in their home as abroad. With the new B.C. curriculum and the spreading of inquiry-based learning, it seemed relevant to create a handbook that gives ESL educators and students a common language in problem-solving language learning. In the creation of the handbook, current research in inquiry-based learning was examined and applied to ESL learning practices. The reviewed research revealed that carefully designed and thoughtful IBL improves student learning. Inquiry-based learning in teaching English as a second language was uncovered, although there is not a lot of research specific to the inquiry-based approach to teaching and learning languages.

The core competencies in the new curriculum are personal and social, communication, and thinking (B.C. Ministry of Education, n.d), which lie parallel with an inquiry-based learning approach. In the handbook, these core competencies have been used as primary outcomes for the lessons. Furthermore, the outcomes have been broken down into subsidiary skills: Using strategies to monitor the progress and manage difficult situations, designing something new and evaluating it, and using effective communication to engage others. It is not necessary that all learning outcomes will be covered in one task or project. The goal of the handbook is to provide sample lessons that might be used to teach the English language. In this manner, when it comes to assessing and communicating student learning, there is a clear expectation. Many researchers and educators have addressed the fact that students can meet our expectations if we lay them out clearly.

The implications of this project are many. First, communication is one of the efficient tools that educators can use to provide feedback about learning. Second is the importance of giving learners the skills to learn by asking questions, analyzing, and seeking explanations. In other words, students use thinking skills during inquiry. Thus, it is expected that inquiry-

based learning develops students' thinking skills. Finally, students will have the opportunity to reflect on their improving and learning, and not just receive a final letter grade.

The handbook in this project is not a definitive guide on how to use inquiry-based learning in ESL. It is only one solution for ESL educators who are looking for changes in ESL schools. Although I am new to teaching English using IBL, after researching in this field, it becomes increasingly familiar with this way of teaching and learning. Change in ESL learning also includes technology. The lessons are suggestions for student learning through the use of digital audio.

The handbook has suggested the use of formative assessments; however, many ESL schools still require written and oral exams to be given to students as proof of English proficiency levels. If indeed educators choose to move away from giving grades, then this will have implications for ESL learners' registration requirements for universities and colleges as well, so if there is going to be a shift from the traditional assessment to teacher-student communication and self-reflection about students' learning, then the shift will have to be system-wide, and this will take time.

Ideally, this handbook will be modified and improved. Several ESL educators are interested in these lessons for practicums when they introduce inquiry-based learning with ESL classes. Students will also play a role in the success of this learning approach. Over time, students will realize the benefits of receiving descriptive feedback about their learning and recognize the importance of the core competencies to their learning.

Looking ahead, it would be excellent to have this handbook become an online resource for ESL educators around the world. With the amount of resources available on the Internet, a website or electronic handbook version links to these resources. Collaboration with other ESL and/or language teachers is also a relevant and accurate resource. In order to

accomplish this goal, there is a need for open discussions and/or debate, which could be online as well.

This project lays the foundation level for what Dewey did in the classroom in 1938. Learning must be related to students' experience and within their intellectual capability in order for them to be active learners. With a clear understanding of what is expected of the students, they will achieve success; in addition, students will have an ownership of what they are able to learn.

Inquiry-based learning is meaningful and deep learning. Curiosity and motivation are the key factors of inquiry-based education. This type of learning has turned traditional classrooms into high-energy learning centres where students are excited to learn and participate. Inquiry-based learning can apply to all subjects as well as ESL. Obviously, engaging with students learning English as a second language will lead them to better achievement because they will combine the engaged use of skills and knowledge needed to progress in language learning.

IBL focuses on how to teach students how to learn. The teachers lay a foundation of curiosity by encouraging students to ask thoughtful questions and challenge them to think of thoughtful and meaningful questions each day. Researching this topic gave me a much better understanding of how students can evaluate their ability to be effective learners by providing justification for their performance and later discussing their progress with their teacher. This learning helped me understand the importance of IBL and appreciate that inquiry-based learning is a natural way to learn a second language. It opens my eyes to a new learning approach.

Chapter 5. The Handbook

IBL in ESL

A handbook for ESL educators with
three sample lesson plans

Appendix A

IBL in ESL: A Handbook for ESL Educators

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Part 1. Background Information

What is Inquiry-Based Learning (IBL)?

I have noticed that shifting ESL education from traditional to inquiry-based learning is the centre of all educators' vision of change, in which learners are challenged to go beyond their comfort zones. This challenge includes free learning, which provides support for learners without control. Darling-Hammond (2008) defines inquiry-based learning as “learning that enables critical thinking, flexible problem solving, and the transfer of skills and use of knowledge in new situations” (p. 2), and this is why inquiry-based differs from traditional learning. Researchers at the Galileo Educational Network saw that inquiry is not projects or posters, but a mindset of curiosity, wondering, and thinking (Galileo Educational Network, 2017).

The inquiry-based learning is not new; it was started by John Dewey, a science teacher, in 1910. Dewey noticed that there was no room for thinking in science classes, so he encouraged K–12 science teachers to use inquiry, which consisted of the six steps: “sensing perplexing situations, clarifying the problem, formulating a tentative hypothesis, testing the hypothesis, revising with rigorous tests, and acting on the solution” (Barrow, 2006, p. 1).

Six years later, Dewey's model involved the students more than before by adding their personal knowledge to science. As Barrow (2006) remarked, “Dewey's model was the basis for the Commission on Secondary School Curriculum (1937) entitled Science in Secondary Education. According to Dewey (1938), problems to be studied must be related to students' experiences and within their intellectual capability; therefore, the students were to be active learners in their search for answers (as cited in Barrow, 2006, p. 1).

In the fall of 2015, the Kindergarten to Grade 12 (K-12) education system of B.C. began to transition into inquiry learning concepts. These concepts are the core competencies of communication, thought, and personal and social responsibility.

Sadeh and Zion (2011) investigated the two different types of inquiry-based learning, guided inquiry and open inquiry. In guided inquiry, the teacher hands over a problem, materials, and resources for the students to investigate and design their own solution. In open inquiry, students create their own questions to investigate, and then design a plan to get results.

Rationale

The barriers for many students who want to study abroad are numerous and not all students can afford it. How do ESL schools at home provide education and thinking skills that students need for the 21st century? Traditional ESL schools teach students the four language skills only (listening, reading, writing, and speaking). This style of teaching is not suitable for the complex learning and 21st century jobs. Our methods of teaching and evaluation should go with that as well. This handbook is designed to be used in ESL schools to enhance ESL learners' cognitive, social, and language skills. [this is good – and given the Internet and what can be learned online by watching English-speaking “things” – inquiry would be more helpful.

Part 2. The Framework

The handbook's concepts were adapted from Dewey's work, the new B.C. curriculum, and from what I experienced myself at Vancouver Island University when I was a full-time student last year. Because ESL classes have different levels, and learners have different abilities as well, I do not expect these sample lessons to apply in all classes in the same way; however, all three lessons share certain beliefs: (a) Students are leaders, and the teacher is the facilitator. (b) Students should have a full understanding of the expectations and reflections on learning progresses. (c) Students should engage in sharing and collaborating (Sadeh & Zion, 2011). In addition, all lessons planned have the same stages: (a) engage, (b) explore, (c) explain, (d) elaborate, and finally (e) evaluate.

Engage: It is the first stage in the lessons and, as Hird (2013) commented, “It helps to focus minds and get the students in ‘English mode.’ A good warm-up activity can help get the students engaged with English without them realizing they are ‘doing English.’”

Explore: Once students find the big inquiry questions, not questions with yes/no or short answers, they start a journey of discovery to find the answer or more big questions.

Explain: Explaining is a checkpoint; students in small groups talk briefly about the research and the teacher observes and gets involved in all groups’ discussions as much as possible.

Elaborate: After researching, group discussions, and teacher observation, students decide how to share and illustrate the new knowledge that they have obtained and link it to their experience and the information that they already had with visual aids, presentations, games, role plays, or products.

Evaluate: Evaluation has two sides, students’ self-reflection and teacher feedback. Students’ ownership of learning is the most useful skill they can learn and practise in self-reflection. Much research showed that providing descriptive, meaningful feedback with evidence is one of the most critical influences on student learning (Johnsen et al., 2015).

Part 3. Three Sample Lesson Plans

This section contains three sample lesson plans as an example for ESL educators about how to teach communication, thinking, and personal and social skills to ESL learners. Each lesson has used the 5Es learning model through an inquiry lens. They are structured with the following framework:

- a) Title
- b) Main Aim
- c) Subsidiary Aim
- d) Stage

e) Interaction

f) Activity

Sample Lesson Plan I

1: Communicating (Government of B.C., n. d).

Primary Outcome: By the end of the lesson, most students will learn the importance of presenting information and communicating within groups.

Subsidiary Outcome: By the end of the lesson, a few students can use effective communication to engage others.

Stages	Interaction	Activity
Engage	S	Students think about important moments or accomplishments, and the wisdom they have learned from this experience.
	SS-SS	Share in small groups, Tell the groups that they have all to agree to choose one “wisdom” that they think it is the most powerful.
	SS-T	Class discussion; ask group to give a brief overview of what happened in their group, and how they decided.
Explore		https://www.youtube.com/watch?v=mPRUNGGORDo
	S	Ask students to watch the video, and the highlights of what was learned or observed.
	SS-SS	Share in small groups.
	S	http://blog.visme.co/the-4-communication-styles-quiz/

	T-SS SS-T T-SS SS-T	Ask students to read the article and highlight what was learned or observed. Class discussion: (a) Ask students if we communicate with all people in the same way. What are the types of communication? (Formal, informal, conversation, written, body language . . . etc.). (b) Effective communication: What are the best ways to exchange the information with others effectively? Why?
Explain	S	Give students this scenario: “Your school has decided to make uniforms mandatory.” Ask students to respond to this sentence by writing a blog, an article in a newspaper, or a letter to the principal, etc. (Students do the task in groups of 2-3).
Elaborate	SS-T	Students present their responses as a play or story and the reasons behind their choices.
Evaluate		(Part 3 in the handbook)

Sample Lesson Plan 2

2: Thinking: Creative and critical (Government of B.C., n. d.).

Primary Outcome: By the end of the lesson, most students will learn the importance of thinking of new ideas, thoughts, and concepts to solve a problem, to ask big questions and make judgments.

Subsidiary Outcome: By the end of the lesson, a few students can design something new and evaluate their judgments.

Stages	Interaction	Activity
Engage	S	Ask students to think about five things they can take with them if they were trapped on an island for one year and could not leave. On the island: Fresh water, monkeys, coconut trees, and fish in the surrounding waters (Hird, 2013).
	SS-T	Class discussion. Students must tell the class how they solved this problem; how did they decide on the five things, what are the five things they decided to bring, and what the importance of each is.
	S	Students watch the video, and highlight what was learned or observed. https://www.youtube.com/watch?v=pSVVgjsI9vM
	SS-SS	Share in small groups and discover whether they are thinkers or feelers. Class discussion.

	SS-T	
Explore	S SS-T S SS-SS SS-T	<p>Creative / creativity. Ask students to think about it:</p> <p>What does creativity mean to you in one word? Share with class.</p> <p>Students watch the video and highlight what was learned or observed; do they agree or not? And why?</p> <p>https://www.youtube.com/watch?v=jR4jbI3Ds9A</p> <p>Share in small group.</p> <p>Class discussion.</p>
Explain	T-SS SS-SS S	<p>Ask students if they can identify their thinking style.</p> <p>What type of thinkers are you? Students read the article</p> <p>https://hbr.org/2015/11/what-kind-of-thinker-are-you</p> <p>Share in small groups.</p> <p>Ask students to describe themselves using three adjectives.</p>
Elaborate		<p>Students share the strategies they decide, and the questions that come to their mind when they face a problem. Other students evaluate whether the idea is novel and has value.</p>
Evaluate		(Part 3 in the handbook).

Sample Lesson Plan 3

3: Personal Awareness and Responsibility (Government of B.C., n. d.).

Primary Outcome: By the end of the lesson, most students will understand themselves as learners and set their learning goals.

Subsidiary Outcome: By the end of the lesson, a few students can use strategies to monitor their progress and manage difficult situations.

Stages	Interaction	Activity
Engage	<p>S</p> <p>SS-SS</p> <p>T-SS</p>	<p>Teacher writes on the board:</p> <p>I am satisfied with my life.</p> <p>So far, have I received the important things I want in life?</p> <p>Ask students to think about them and decide: Agree or disagree? Why? What does “satisfied” mean to them? Why?</p> <p>Share with small groups?</p> <p>Class discussion about life satisfaction and important things in life.</p> <p>Show students:</p>  <p>Ask students to think about: What does wellbeing mean to you?</p> <p>Share with small groups?</p>

	<p>S</p> <p>SS-SS</p> <p>SS-T</p>	<p>Class discussion.</p>
<p>Explore</p>	<p>S</p> <p>S</p> <p>SS-SS</p> <p>T-SS</p> <p>T-SS</p> <p>SS-T</p> <p>S</p>	<p>https://www.youtube.com/watch?v=1K5SycZjGhI</p> <p>Ask students to watch the video and highlight what was learned or observed.</p> <p>Think of someone who has left a positive effect or feedback in your academic life. What was your strategy or plan to apply it in your life?</p> <p>Share with group.</p> <p>Teacher discusses with class; teacher highlights the differences in the feedback, and the strategies that were given by the students.</p> <p>Teacher mentions that people are different; they are different in the way they learn, think, write, read, or solve math equations. There is no one way; there are many ways, and always will be more new ways.</p> <p>Students comment.</p> <p>Students complete the survey online or on paper.</p> <p>https://mypersonality.info/multiple-intelligences/</p>

Measurable: How will you know when have achieved it?

Achievable: Is it something you have control over?

Relevant: Why is this applicable to your life?

Time based: When do you want to achieve your goal?

Part 4. Evaluation

Standardized tests assess students' academic subject knowledge. But these standardized tests never assess students' skills, interests, or attributes like courage and stamina. Education in the 21st century must connect the subjects in the classroom with real life (TedxTalks, 2011). For instance, instead of just reading about a garden, students must examine/practice ownership, learn how to reflect on their performances and become better leaders, be responsible, independent, make decisions, be supportive, and come together/engage together outside the classroom feeling, touching, examining, identifying their problems, and searching for solutions (TedxTalks, 2011).

Evaluation is the last stage in inquiry-based learning, or it might lead to another question and another inquiry-based project. It is comprised of two parts: (a) Student self-reflection and (b) teacher feedback.

Student self-reflection: Students can evaluate their ability to be effective learners by providing justification for their performances.

Teacher feedback: It is important that students discuss their progress with their teacher. The provided feedback must:

- a) Be respectful and in a positive tone.
- b) Be continuous.
- c) Have clear evidence and examples of students' learning situation, whether struggles or successes.
- d) Include more open-ended questions to encourage students to think deeper
- e) Include reliable resources (Wells, 2001; Harlen, n. d.).

Teams report progress at various stages of the project:

Outstanding: Extremely good or excellent. Spelling and punctuation almost always correct.

At current level of study or above with very few errors. Creative, original descriptions; realistic characters; well illustrated; neat.

Satisfactory: Able to do something good or good enough to meet a standard. Some errors throughout. Some errors—subjects and verbs don't always match; wrong tenses are sometimes used; does not always represent current level of study. Some creativity; simple descriptions; mostly neat.

Poor: Not able to do something well, careless; numerous errors. Writing is a 1st- or 2nd- year level; many grammatical errors— frequent mismatched subjects and verbs; writing is mostly in present tense. Some items missing; work appears hastily assembled.

Communication:

Skill	Students' self-evaluation	Teacher feedback	Evidence
Goals and expected team roles were understood. The work plan was agreed and all members contributed equivalent amounts of work.			

<p>Have checkpoints for modification.</p> <p>I appear well rehearsed and professional:</p> <p>Posture, gesture, eye contact, and vocal expressiveness make the conversation or presentation compelling (Kouzes & Posner, 2010).</p>			
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Thinking skills:

<p>Identifies the main questions and/ or creates an open-ended question that shows a sophisticated level of curiosity (TedxTalks, 2011).</p>			
<p>Has a detailed plan to investigate a problem, consider</p>			

strong evidence and links to past experience.			
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Personal and social skills:

I take responsibility for my work. I take ownership of my goals, my learning, and behaviour (TedxTalks, 2011).			
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Part 5. Concluding Thoughts

This handbook was created with the idea of moving ESL education from classic language classes into skilled learning. It is a starting point to teaching English as a second language by blending an inquiry-based model and the core competencies in the new B.C. curriculum and program of studies. I believe the sample lessons represent the types of English-language class activities that, when engaged with students learning English as a second language, will lead students to better achievement because they combine the engaged use of skills and knowledge needed to progress in language learning. Obviously, more research is needed and appropriate other lesson plan ideas must be developed and added to the handbook to meet the needs of ESL students and ESL educators.

For feedback or suggestions, do not hesitate to contact me: kaldon@hotmail.com

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