

How Can Young English Language Learners (ELLs) Be Supported to Engage with Inquiry-Based Learning?

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Abstract

There is a large body of literature that focusses on inquiry-based learning, along with the difficulties that arise from both a teaching and learning perspective on supporting young English Language Learners (ELLs) to engage with this approach as fully as possible. However, there is currently limited research available on what this situation looks like through the lens of international schools based in China. This qualitative research project looks at the views and perspectives of three early years teachers at an inquiry-based focussed international school in China through semi-structured interviews. Questions were based on findings from the literature and personal observations and focussed on the issues teachers faced and potential solutions to these problems. The results of this research portray the complicated nature of the topic, and suggested there are a number of issues, as well as solutions from both a teaching and learning perspective that may be implemented according to a specific context.

Introduction

Inquiry-based learning is a globally popular educational framework, with studies and literature indicating that it results in better learning than traditional teaching methods. (Friesen and Scott, 2013; Murdoch, 2015; Pedaste *et al.*, 2015; Twigg, 2010). Inquiry-based learning puts students at the centre of learning, where the teacher acts more as a facilitator or guider, leading students to understanding through questions and provocations. In their review of research literature, Friesen and Scott (2013) state that education should be contextually relevant for students and take their interests into account, which can ensure they gain deeper understandings. This is particularly the case in International Baccalaureate, (IB) schools, where 'a strong emphasis is placed on students finding their own information and constructing their own understanding' (IBO, 2019, p.6). The Primary Years Programme (PYP) section in the IB Programme Standards and Practices also states that the promotion of inquiry is a requirement for programme implementation (IBO, 2014).

Despite these positive findings, the implementation of inquiry-based learning can be difficult, from both teaching (Ireland *et al.*, 2012; Steffen and Bueno-Villaverde, 2018), and learning (Banchi and Bell, 2008; Daniel and Pray, 2017; Weinburgh *et al.*, 2014) perspectives. In situations where students are ELLs, this difficulty may be further compounded (Pang, 2016; Weinburgh *et al.*, 2014; Zwahlen, 2018).

Furthermore, cultural context also has an effect, and although inquiry-based learning has gained traction in China with implementation through policy (Dai *et al.*, 2011), parents'

perceptions of education are still rooted in examinations, which affects their expectations of what their children learn.

As a teacher of 5–6-year-olds in an IB World School in China, these are issues I am familiar with. My school has a high proportion of non-native English speakers with varying degrees of English proficiency. In my class of twenty students, only one speaks English as a first language. Throughout my first year of teaching in this context, engaging students has been a constant battle and a wide range of strategies and techniques need to be used for students to get the most out of inquiry-based learning.

With addressing and better understanding the above-mentioned issues surrounding inquiry-based teaching in mind, this study involves qualitative practitioner research through the semi structured interviews of three experienced early years teachers at my school to assess their thoughts and feelings on the problems and effectiveness of potential solutions related to this issue. Through this research, I hope to add to the existing pool of literature around this topic and perhaps inspire some future research in the same area.

Literature Review

The purpose of this literature review is to analyse current articles that have a bearing on my own research and for me to gain a wider perspective of what the issues and potential solutions are when teaching young ELLs in an inquiry-based setting. This review also helped me to find common themes to inform the creation of my interview questions and gave me time to reflect on how these themes may link to my own experience.

I was unable to find literature that wholly reflected my own context, however there are many articles that focus on supporting ELLs in inquiry-based contexts in native English-speaking countries. These include the USA (Calderón *et al.*, 2011; Early *et al.*, 2020; Weinburgh *et al.*, 2014), the UK (Afitska, 2016; Mistry *et al.*, 2012; Whiteside *et al.*, 2017) and Australia (Misty, 2013). Most of these articles focus on the increasing number of ELLs in primary classrooms due to immigration, and still have a bearing on my own research.

The initial focus will be issues related to implementing inquiry-based learning and engaging ELLs, followed by potential solutions from a teaching, then learning perspective.

Issues Related to Inquiry-Based Learning and Engaging ELLs

Ireland *et al.* (2012) suggest that it is difficult to clearly define inquiry teaching, as different teachers have various interpretations which they implement to a greater or lesser extent. In their interviews with primary teachers, their participants stated that the implementation of inquiry teaching is difficult. The study of Steffen and Bueno-Villaverde (2018) in Spanish schools showed similar issues, such as teachers struggling with using teacher questions to drive inquiry. A common theme seems to be that teachers find it difficult to transition to inquiry-based teaching from a more traditional approach.

The literature also shows a great deal of discussion about the effectiveness of inquiry-based teaching. Most famously, the analysis of Kirschner *et al.* (2006) of various studies suggests

that inquiry-based learning is not as effective as traditional teaching methods owing to a lack of support and guidance for students. Personal experience suggests that this is pertinently not the case. I spend a great deal of my planning time thinking of a way for my students to get as much as possible out of their lessons. My viewpoint is reflected through the response of Hmelo-Silver *et al.* (2007) to Kirschner *et al.* (2006), where they posit that inquiry learning 'provides extensive scaffolding and guidance to facilitate student learning' (Hmelo-Silver *et al.*, 2007, p. 99). I feel that the main problem with the critique of Kirschner *et al.* is the assumption that all inquiry learning is pure inquiry, but other literature suggests that there are different levels of inquiry, with more or less support given dependent on students' needs (Banchi and Bell, 2008). In my own classroom, I find that structured inquiry, where students are provided with questions and structure, but need to draw their own conclusions is the most effective. Preparations can be made in advance for students to be supported, but they have an element of agency in the way they show their understanding.

Others agree that a great deal of guidance and training is required to be able to fully engage with inquiry-based learning (Banchi and Bell, 2008; Lazonder and Hamsen, 2016), but conversely, that if students are provided with too much guidance it may cause the learning that takes place to no longer be inquiry-based (Bennett, 2015).

Teachers' attitudes towards ELLs and their effect on learning is another important element in the literature. Mistry and Sood (2012) suggest that students with weaker English are sometimes simply seen as underachievers. Similarly, Lumbrears Jr and Rupley (2019) state that it is dangerous for teachers to assume that students with limited English ability also have limited academic ability. Students' own awareness of their English ability could also have an effect on their self-esteem and motivation, thereby affecting their engagement. To avoid this, linguistic diversity should be celebrated, and students allowed to converse in their native language to encourage inquiry and understanding of concepts at a deeper level (Daniel and Pray, 2017; Lumbrears Jr and Rupley, 2019; Pang, 2016). I wholeheartedly agree with this standpoint and implement it in my own classroom, however, in an 'English as the language of instruction' (Twigg, 2010) classroom, this is not always achievable as a great deal of focus is placed on English being used regularly by both teachers and students. Additionally, it has also been found that a teacher's persona and in particular their being open minded and flexible are important factors for engaging students (Twigg, 2010).

Solutions from a Teaching Perspective

Research suggests that many teachers feel underprepared for supporting ELLs in the classroom and have difficulty delivering inquiry-based curriculum and driving inquiry, (Ireland *et al.*, 2012). Boyd (2015) suggests that teacher's questions should relate to topics and areas that students talk about regularly and that open questions can help to promote discussion where students can share their thoughts and feelings about a particular topic. However, in an ELL context, this may prove difficult due to students' limited proficiency.

Calderón *et al.*, (2011) suggest that effective Professional Development (PD) can be effective in supporting teachers that are not prepared to meet students' needs. Daniel and Pray (2017) also state that the best kind of PD is relevant to teachers' actual situation in the classroom and has a practical and observable outcome. I feel that PD can also take place on a more

informal basis with best practice sharing and collaborative meetings taking place between grade level teachers. This idea of informal discussion and planning between teachers is also supported in the literature, (Twigg, 2010). Personally, a large proportion of my reflection and pre-planning takes place during down-time, when I have the opportunity to discuss ideas with colleagues.

Due to the fluid nature of the inquiry-based classroom, teachers also need to adapt to a variety of different situations. Early and Kendrick (2020), talk about the usefulness of utilizing digital tools. Examples include using a translation app or image searching to facilitate communication or check understanding with students. Technology can also be used as a tool to explicitly work on students' literacy and other English skills (Zwahlen, 2018). In my school, teachers use and adapt a large variety of readily available online resources for classes. Personally, I prefer to design and make my own materials, which although time consuming has the benefit of being tailored to the needs of my students at the time.

In order to engage ELLs in an inquiry-based context, a variety of strategies may be used. Weinburgh *et al.*, (2014) advocate for the use of sheltered instruction, where a teacher 'lowers the linguistic demand but does not diminish the rigor of the content' (Weinburgh *et al.*, 2014). Sheltered instruction strategies I use in my own classroom include grading language, the use of gestures and pictures and enlisting the help of students with stronger English proficiency, which in turn helps to boost those students' confidence.

Solutions from a Learning Perspective

There are a number of suggested ways that students can be assisted to engage with inquiry-based learning, and this is an area that is constantly producing new research and developments.

Students can be supported through the use of an inquiry cycle, which can make the process of inquiry learning more digestible (Pedaste *et al.*, 2015). My school uses Kath Murdoch's inquiry cycle, which can be found in 'The Power of Inquiry' (Murdoch, 2015, p. 89). Murdoch suggests emphasising the 'tuning in' phases, where students' prior knowledge and interests related to the subject at hand are gauged.

For lessons to be engaging it is imperative that students' interests are considered and classes are relatable to their own lives (Bennett, 2015; Donhauser *et al.*, 2014; Zwahlen, 2018) This can be achieved by providing provocations, or activities that are carefully designed to appeal to students, yet that at the same time drive the inquiry forward. From my own experience, experimenting with different activity styles, interaction patterns and groupings can help with this. With ELL students, finding out about their interests can be difficult. Donhauser *et al.* (2014) recommend ascertaining students' interests through survey, which may be less practicable with young ELL students who have lower literacy abilities than their older peers. Possible ways around this may be through observation of students at play or during class activities. Noting the questions students ask or things they want to share with the teacher or classmates on a day-to-day basis can also be useful in achieving this.

Hmelo-Silver *et al.* (2007) recommend the use of scaffolding, which can take the form of modelling, coaching, and simplifying tasks. In my classroom students are shown a variety of ways in which they can go about completing an activity, before checking for understanding. Coaching is a very important scaffolding strategy, as constant reflection on previously covered concepts helps students to solidify their understanding and make connections to their previous understanding and real-life situations.

How young ELLs participate in activities and show their understanding is another important issue. Bennet (2015) mentions heuristics, which are prompts or directions on how students can perform a task. With young ELL students, teachers can illustrate or provide examples of tasks before students try it by themselves in small groups. In research by Aftiska (2016) participants mention that students can be supported with pictures, realia, glossaries, sentence starters and word banks.

There are a variety of ways in which students are able to communicate their understanding, which is the foundation of multi-modality (Early and Kendrick, 2020). Young ELL students can show their learning through gestures, speech, images, diagrams and performances. Younger students with limited literacy skills could use drawing, as advocated by Misty (2013) to show their understanding. In my classroom, students are able to explain their pictures for me to annotate, or more proficient students can write some basic sentences that can be expanded upon.

Calderón *et al.*, 2011 also highlight research on the effectiveness of cooperative learning to support students. This allows students to work together in their native language without the external pressure of the teacher's presence. This also provides the opportunity for students to be grouped based on proficiency, with mixed ability groups learning from each other. Kane *et al.* (2019) found that cooperative play for young ELL students can help the development of language learning and meaningful engagement with the learning environment. If students feel comfortable within the learning environment, they are more likely to participate and engage with learning.

Concluding Remarks

There are many factors that influence the engagement of young ELLs in inquiry-based learning, and they cannot all be covered here. However, my review of the literature provided me with sufficient information to inform my interview questions and to come closer to answering my research question.

Methodology and Methods

My research question is *How Can Young ELLs be Supported to Engage with Inquiry-Based Learning*. My school has a problem of engagement with inquiry-based learning, and I feel that this is due to a large proportion of our students having limited English proficiency. There are structures in place at my school to support these learners, but I wanted to gain wider (through literature review), and local perspectives (through interviews) of the problem and how it can potentially be solved. I hope this research will shed light on my own context and practices through the lens of the wider literature that has been reviewed.

Newmann and Leggett (2019) emphasize that practitioner research has benefits for the development and improvement of young learner education, and Nisbet (2005) suggests that this kind of research enables the development of a more reflective practitioner. This reflection and research process could potentially lead to the initiation of fruitful action from this study. I also feel that for educators to be involved contextually relevant research, greater benefits can be realized.

After reading the article by Scotland (2012) on the philosophical underpinnings of research, within the interpretive paradigm, I take an ontological position of relativism, which leads to an epistemological standpoint of subjectivism. I believe that all knowledge is contextually seated and depends upon an individual's circumstances, whether they are social, cultural or educational. I am aiming to make use of my participants views of the world, and how they relate to my research question.

Methods

Data collection involved the semi-structured interviews of three primary school teachers at my school. I purposefully chose to conduct interviews, as they are a qualitative method that can help me to delve deeply into my participants' thinking, ideas, perspectives and methods. As Wellington (2015) puts it, 'The research interview's purpose is to give a person, or group of people, a voice'. (Wellington, 2015, p. 139).

Questions were designed to be as open as possible to allow participants to give as much detail as they were willing to. Due to ethical concerns related to the ongoing COVID-19 situation, interviews were carried out using the call function of the social media platform WeChat.

Following the advice of Jacob and Furgerson (2012) interview questions (see appendix A) were created after a review of the wider literature to focus more clearly on the relevant issues and potential solutions related to my research question. I found three main areas of focus: issues related to teaching in an inquiry-based context, with a particular focus on young ELLs, ways in which teachers could be supported to engage students and ways in which students themselves can be supported. I generally followed the structure of the interview as laid out, although some questions were slightly rephrased for clarity, or skipped if participants had already mentioned pertinent details.

Participants were chosen for their variety of experience and backgrounds, as well as their position at school as Early Years primary teachers. All participants are my colleagues that teach students from 3-6 years old. They include one male American and two females from Australia and the UK. Their teaching experience of this age group ranges from 7 to 20 years, with between 2 and 7 years at my school.

Data Analysis

The interviews were transcribed and analyzed using Interpretative Phenomenological Analysis (IPA). This method was chosen with the intention of ascertaining the core feelings and views that participants have about the research topic. My context also fits the

requirements of participants having a similar experience in relation to the research question for IPA as described by Alase (2017). Additionally, IPA also allowed me to look for themes and patterns in participants' responses and how they link to the literature.

Ethics

One of my major ethical concerns related to my questions. Clough and Nutbrown (2012) mention the idea of radical questioning where a question's motivation needs to be considered. I needed to ensure that questions were phrased in such a way that participants wouldn't feel their work was being critiqued. I also tried to design questions that weren't phrased in a way that led participants to the answers that I wanted, but their genuine opinions based on their own experience. Interpretivists, according to Greenbank (2003), 'accept the influence of their values, rather than falsely assuming that they are able to depersonalize their research' (Greenbank, 2003, p. 793). I feel that being invested in my research is beneficial, as it ensures I do my best to answer the research question whilst taking ethical considerations, such as my interpretation of data differing from participants' intended meaning, into account.

As part of the ethical process, I completed the necessary Ethical Application Procedure of the University of Sheffield, which included receiving institutional and participant consent to conduct my interviews. I also received approval from the university before conducting research (see appendix B). Participants were informed in advance of the purpose of my research, as well as assurances about the anonymization of all data, which would be destroyed upon completion of research. This information was reiterated before interviews and participants were given the opportunity to withdraw or ask questions. All data was stored on my personal, password protected laptop to ensure safety and anonymity throughout the duration of the research project.

Analysis and Discussion

Due to my close working relationship with the participants, my interviews ran fairly smoothly. This was likely because the need to build rapport and develop trust during interviews (Jacob and Furgerson, 2012) was largely irrelevant.

One issue was that questions occasionally needed to be rephrased for clarity and questions that I had planned for later were answered by participants earlier in the interview. For any future research, I would look more carefully at the structure of my questions, to ensure clarity, as well as carry out test interviews as recommended by Wellington (2015) in order to avoid similar issues. However, the interviews were fruitful, and I felt that I was able to show 'respect and sensitivity to the 'lived experiences' of the research participants' (Alase, 2017 p. 10). The interviews provided data that not only corroborated the findings outlined in my literature review, but also provided new useful data.

The discussion below is structured according to participants' thoughts and feelings on the research question in relation to the reviewed literature.

Issues Related to Inquiry-Based Learning and Engaging ELLs

All participants stated that they felt English proficiency could have a dramatic impact on students' ability to engage with an inquiry-based setting and that this would be especially evident for young learners. Two participants stated that due to difficulties with communicating with the learners, teachers need to be acutely aware of engaging students so they didn't 'zone out' and that language and learning presentation was a determining factor for engagement. One participant also stated that effective inquiry-based learning required engagement and understanding of content, no matter the language of instruction. All participants intimated that the task of teachers in this setting is to ensure that students are supported.

Participants felt that other factors contribute to young ELL's engagement in an inquiry-based environment other than English proficiency as follows.

Child's Interests and Likes

Two participants stated that lessons needed to be focussed towards student's interests for activities to have an authentic bearing on their lives, which reflects viewpoints from the literature (Bennett, 2015; Donhauser *et al.*, 2014; Zwahlen, 2018). As one participant put it, students should have 'an opportunity to feel that they have ownership over their learning.'

Classroom Environment

One participant mentioned that above academic considerations, helping young ELLs to feel comfortable in the learning environment was the most important. This participant stated that teachers should 'try to promote a caring and happy environment for everyone' and that 'we help each other, regardless of what we know or what our language ability is.' The importance of classroom setup was also emphasized by another participant who recommended the creation of a warm and welcoming atmosphere with a wide variety of materials and resources. I agree with these viewpoints. If a child feels safe in their learning environment, they are more likely to open up and engage.

Teacher's Attitude

All participants thought that the teacher's attitude could affect student motivation, recommending teachers be 'flexible', 'patient', 'relatable', 'fun', 'engaging' and 'calm'. These stances not only reflect that of Twigg (2010), but also my own experience, as my students react well to a more active atmosphere. The issue of frustration came up with two participants. One put it as, 'not everybody gets things at the same time' and another said, 'it can sometimes be really draining and quite exhausting'. This mirrors the findings of Lumbrears Jr and Rupley (2019), although my participants seem to be aware of this issue and bear it in mind when dealing with their students.

Solutions from a Teaching Perspective

Preparedness

All participants felt that they were prepared for teaching young ELL students in an inquiry-based setting due to their teaching experience. One participant stating they were 'much stronger than in my first year' and another that preparedness was related to 'a long time of working with language learners'. This resonates with my own experience. I've found that teachers who come from an ELL teaching background are better prepared and have a wider variety of strategies to support learners.

Professional Development

Two participants felt that PD is important for supporting students and stated that workshops should be relevant to our actual context and provide strategies and materials that can be used for ELLs in the inquiry-based classroom, which is exactly what Daniel and Pray, (2017) state. The third participant recommended a monthly collaboration to share strategies with colleagues. This is a more informal approach to PD which I also feel would be beneficial.

Technology Usage

One participant frequently utilizes a translation app to facilitate communication with students and to check understanding of inquiry-based concepts, while another suggested that technology can supplement other materials to engage students. Two participants mentioned that communication platforms can be used to facilitate communication with parents. In the literature, Early and Kendrick (2020) recommend this approach and suggest that the utilization of digital tools can be useful.

Classroom Strategies

Participants talked about different strategies that are useful for engaging students. Further language support includes having a Teaching Assistant (TA) who can use Chinese and making use of students with higher English proficiency. A participant put it as, 'it's great to have that little English speaker', a sentiment I wholeheartedly agree with. All participants felt that allowing students to use their mother tongue should be encouraged to help students feel comfortable in the classroom and to access deeper levels of understanding, a view that is widely supported in the literature. One participant put it as, 'being able to use your native language to express yourself is definitely essential', whilst another mentioned 'I don't ever want children to think that English is more important than their home language,' which shows a great deal of cultural sensitivity and understanding.

Solutions from a Learning Perspective

Interests and Likes

All participants spoke extensively on this topic, which reflects its importance in the engagement of young ELLs and its impact on inquiry. They mainly talked about various approaches to finding out this information. One participant mentioned the importance of observing and playing with students and 'getting to their level' and 'trying to build up a strong relationship'. Another talked about getting to know your students first, then setting up different stations and observing them. The third mentioned getting things into the classroom

that 'are interesting and they'll want to explore', but also warned that what teachers and students think is interesting can be very different. The general theme seemed to be giving students a variety of materials to interact with based on the topic, then seeing which they gravitate towards and planning from there.

Scaffolding and Materials

Grouping strategies were mentioned by two participants as having an effect on students' engagement and understanding. One participant said students could be grouped by 'their understanding of the English language' and another stated that 'who they work with has a big impact on how they do.' I agree with this and feel that different groupings can be experimented with to see what works best in which situations. One participant mentioned 'to simplify how you're speaking.' Another demonstrates activities and uses flashcards, mentioning that 'if I didn't have all of that and just gave them this and talked about it, no clue.' These are all strategies advocated by Hmelo-Silver *et al.* (2007). All participants suggested that a wide variety of materials were necessary to assist in engaging students. One recommends 'lots of hands-on things they can see and touch and manipulate.' Other recommended materials were flashcards, books, labelling of classroom items, visual aids, manipulatives and songs. The main purpose is to appeal to all students of different levels and learning styles.

Showing Understanding

This is an area all participants struggle with and different strategies and techniques were suggested. This difficulty was particularly evident with lessons that had a heavy inquiry-based focus, as vocabulary can be difficult, even for native speakers. There were echoes of Steffen and Bueno-Villaverde (2018), when one participant stated, 'it's really hard when you're asking them certain things but there's no way to communicate'. The same participant said students can 'draw something and we try to guess what they're drawing', a strategy recommended by Misty (2013), that I also use in my own classroom. Another participant suggested a similar approach for older students, but that involves some English or home language labelling and describing the picture to the teacher. I think a multi-modality approach (Early and Kendrick, 2020) is best to give students as wide a variety of expressive options as possible.

Parental Support

This wasn't explored in the literature review, but through my own experience I feel it is an important aspect of student engagement, especially for younger learners so included it in my interviews. All participants agreed with this viewpoint and talked of 'partnership' and 'community'. All participants suggested that parents can talk with their children at home in their native language about concepts and vocabulary covered at school, to help students 'connect the dots a little bit easier when you use it in the classroom.' One participant mentioned the importance of students feeling supported at home and that 'It's really important that parents are onboard with the teacher'. Many of the parents at our school may not be used to an inquiry-based environment, so I think ensuring that parents have a good understanding of expectations and how they can support at home is vital.

Conclusion

Through this piece of practitioner research, I've found and investigated into a number of ways that young ELLs can be supported in the inquiry-based classroom. There were many areas that I was unable to look into, due to time and space limitations, such as the availability of resources, school and wider educational policies and intrinsic vs extrinsic motivation amongst others that may have provided further answers to my research question. However, although my findings are by no means exhaustive, they support elements of my and colleagues' current practices, as well as provide further suggestions and recommendations on other approaches.

For teachers, ensuring they are provided with appropriate PD according to their students' particular needs is imperative and I recommend that educators are consulted before decisions on what training and workshops are provided are made.

For students, providing a supportive and material rich environment for them to feel comfortable exploring and engaging with, thus allowing teachers to develop appropriate inquiry-based experiences based on students' observed interests is of the utmost importance.

This study has also raised further questions that potentially warrant further research in two areas.

The first relates to parental involvement and a cultural aspect that was perhaps neglected in this study. To what extent does parental involvement and understanding have an effect on student engagement in inquiry-based learning? This raises issues of the cultural context that the particular school is in, as well as the background of students and their families and their attitudes towards and expectations of education.

The second relates to the creation of a supportive, caring and comfortable environment that has been shown to hold such importance in the engagement of young ELLs. Are there any particular strategies that are more effective than others at achieving this?

I hope that my findings in this study will not only inform my own practice and that of my colleagues, but also inspire other practitioners to conduct further research into the multitude of issues related to supporting young ELLs in inquiry-based learning environments.

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Appendix A

Questions

i – Issues Related to Inquiry-Based Learning and Engaging ELLs

1. To what extent do you think student's English proficiency affects their engagement?
2. Are there any other factors you feel may contribute towards students' success in an inquiry-based classroom?
 - a) Where would you rank English proficiency as a factor that affects students' engagement?

ii – Solutions from a Teaching Perspective

1. How well prepared do you feel for teaching students with low English proficiency?
 - a) What kind of training or professional development do you think would be useful for supporting these students.
 - b) What characteristics do you feel a teacher needs to be successful at teaching ELLs?
2. What other factors contribute to the successful engagement of students from a teacher's perspective?

iii – Solutions from a Learning Perspective

1. What do you think is the best way to support ELLs to engage with inquiry-based learning?
 - a) What are some of the methods teachers can use in the classroom to achieve this?
 - b) Which strategies do you feel are more successful than others and why?
2. To what extent do you feel parental engagement is important to supporting students?
3. What other factors in a student's life do you think may affect their engagement?

Appendix B



Downloaded: 17/04/2021
Approved: 25/02/2021

Benjamin Wright
Registration number: 200119632
School of Education

Dear Benjamin

PROJECT TITLE: How Can Young ELLs be Supported to Engage with Inquiry Based Learning?
APPLICATION: Reference Number 038456
ORIGINAL APPLICATION: Reference Number 023947

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 25/02/2021 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 038456 (form submission date: 22/02/2021); (expected project end date: 27/04/2021). This is an en bloc application based on University research ethics application form 023947
- Participant consent form 1087828 version 1 (20/02/2021).

If during the course of the project you need to [deviate significantly from the above-approved documentation](#) please inform me since written approval will be required.

Your responsibilities in delivering this research project are set out at the end of this letter.

Yours sincerely

David Hyatt
Ethics Administrator
School of Education

Please note the following responsibilities of the researcher in delivering the research project:

- The project must abide by the University's Research Ethics Policy: <https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure>
- The project must abide by the University's Good Research & Innovation Practices Policy: https://www.sheffield.ac.uk/polopoly_fs/1.671066!/file/GRIPPpolicy.pdf
- The researcher must inform their supervisor (in the case of a student) or Ethics Administrator (in the case of a member of staff) of any significant changes to the project or the approved documentation.
- The researcher must comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data.
- The researcher is responsible for effectively managing the data collected both during and after the end of the project in line with best practice, and any relevant legislative, regulatory or contractual requirements.