WAYS OF IMPLEMENTATION INQUIRY-BASED INSTRUCTION INTO TEACHING PROCESS

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Abstract
The inquiry model discussed in the article gives a clear picture of the roles of both the educator as well as the learners in the context of inquiry based learning classrooms. The paper also discusses on the inquiry based classroom activities that emphasize on the application of the latest educational technology such as the Internet.

Keywords: assessment, assumptions, self-reflection, experimental teaching.

Introduction

Inquiry is a multifaceted activity that involves making observations; posing questions; examining books and other sources of information to see what is already known; planning investigations; using strategies to gather, analyze, and interpret data; proposing answers, explanations, and predictions; and communicating the results. Inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of   alternative explanations. Developing the ability to understand and engage in this kind of activity requires direct experience and continued practice with the processes of inquiry.

Experimental Teaching Description:

In this stage we suggest the several methods and techniques for implementing inquiry in English language classrooms.
The experiment lasted two months, including need analysis questionnaires both for teachers and students.
We conducted several lessons with the 126 group of students, II English philology faculty and depict one of the lesson procedures in order to show the implementation of inquiry based approach.
The lesson we conducted was on the topic "Migration from countries to cities" and it had the following parts:

1. Discussing the issue by questioning - It involves intensive and focused dialogue between lecturer and student/s, so that each question and response builds incrementally on the preceding. This approach encourages self-reflection, analysis and critical evaluation.

2. Examining both sides of the issue – it is reflected by the case study activity.

Case study activity is conducted in the form of group problem solving, by putting students in a group and giving them a problem or issue to work on together, their mutual articulation and exchanges will often help them to think better. The exploratory nature of enquiry allows students to grapple with different ways of looking at ideas and issues, and to think creatively about problems that do not possess simple (or perhaps even any) answers. The flexibility of the learning is suited for the flexibility of the problems. Similarly, Enquiry-Based Learning is highly appropriate for issues whose complexity is such that they straddle traditional academic disciplines. Interdisciplinary or cross-disciplinary topics inevitably oblige students to think imaginatively and to search for knowledge in unfamiliar areas. If such problems are considered by a group of students who themselves are formally studying different disciplines, then the pooling of different kinds of knowledge can be a powerful instigator of complex learning. They will often help correct each other, and so learn to 'correct' themselves.

3. Home assignment - is aimed to develop reflective skills of students

4. Reflection (self –assessment) – as a way of deeper approach to learning, encourages students to reflect on their role and contribution to the process of the group work.

The process of the experimental teaching:

A) Starting a discussion pasture – teacher frames the students' approach to the case "Migration process. Migration from countries to cities" by asking for an assessment, diagnosis or recommendation:

- Can you give definition to the term migration?
- What do you think why do people migrate?
- How do you perceive the migration phenomenon?
- Did any members of your family migrate to the city you live in?
- Which of these groups migrate the most? Men or Women?

B) Following up – teacher as a facilitator of learning process, responds to the students' comments by probing for more depth in order to open up the discussion for more depth:

- What are the reasons of people migrating from countries to cities?
- What kind of factors may attract newcomers to cities?
- Do family relations deteriorate when a family member migrates to another country? "Why?"
- What are the most important changes required for adapting to the new lifestyle in a city?
- "Could you say a little more about that?"
- Could you walk us through your logic?
- Was migration higher after II World War or is it higher nowadays? "What leads you to that conclusion?"
- Would you consider living in another country after your University graduation?
- What do you think, in which sector do the immigrants mostly work?

In this part, it is essential for the teacher to encourage passive students by calling on them to previous comment:

Is that right? Any concerns?

Who would like to build on [previous student]'s point?

Does everyone agree?" "Does anyone see it differently?

Can someone help us [work through this analysis, resolve this confusion]?

Can anyone address [student x]'s concern?

Other perspectives? Are we missing anything?

Are there other issues we should consider?

Who can reconcile these different interpretations/conclusions/points of view?

C)   Transitioning – teacher gives comprehension-checking questions that invite students to make final thoughts about the issue " Migration":

• 	Have we missed anything important?

• 	Any final comments before we move on?

• 	Before we get into, are there any questions?

We must mention that, there are a number of student contributions that can create challenges for discussion leadership as tangential, non-sequitur, long, complex, and/or confusing comments given by the students. In many of these instances, it may be difficult to redirect or refocus the comment without interrupting the student. In order to capture the student's attention and reduce the likelihood of causing offense or embarrassment, we have found it helpful to begin the response by making eye contact, saying the student's name, and offering a neutral-to-complimentary observation:

We'll get to that a little later in the discussion. Let's stay with [previous student]'s question.

You're raising a number of issues. Let's focus on [x].

I just want to make sure I understand your argument. You're saying [. . .]?

Did anyone come up with a different answer?" "Let's see if we can reconcile these different responses.

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