



A didactic toolbox for English teachers (1-10)

ENGLISH



EXPLORE

Curiosity Speaks English

Tips on Writing Skills

Curiosity Speaks English! contains teaching and learning plans designed for elementary and secondary English classes. This didactic toolbox offers English teachers 16 inquiry-based lesson plans, 3 inquiry-based methods that can be easily used for assessment, and 3 specific project examples. The booklet ends with a list of assessment criteria and indicators that support inquiry-based competences.

Inquiry-based practices, *utforsking* in Norwegian, is emphasized in the 2020 curricular reform (LK20) as a key approach to teaching and learning in all subjects. Although there is not a universal definition of *utforsking* in the subject curricula or core curriculum, the Norwegian Department of Education offers the following explanation in a supplementary document to LK20:

To explore refers to experiencing and experimenting, often encouraging curiosity and sense of wonder. To explore may mean to sense, seek, discover, observe and examine. In some cases, to explore means to investigate different aspects of an issue through open and critical discussion. To explore may also mean testing or trying out and evaluating work methods, products or equipment (NDET, 2018, p. 16).

In this booklet, inquiry is the preferred term, as inquiry is often used in international contexts (Brevik et al., 2024, p. 20). However, throughout this booklet we will also use the words explore and exploration that reflect the translation from the Norwegian Department of Education.

The concept of inquiry-based practices traces back to John Dewey who promoted students as active participants in their own education. More recently, the Norwegian White paper 34, *A More Practical School- Better Learning, Motivation, and Well-being* (2023-2024) underscores the significance of meaningful practical and exploratory learning methods, suggesting that active learning can make school more meaningful and motivating for pupils, thereby stimulating their curiosity and engagement.

Often in an environment of structured freedom, inquiry-based practices encourage collaborative learning and offer pupils varied hands-on instruction. Inquiry-based practices can include different approaches, such as open-ended questions, collaborative learning, thesis + research + share, and classroom activities such as exploratory talks, role play and games.

These varied approaches facilitate inquiry in multiple ways, likely to make teachers realise they have been using inquiry-based practices already!

The booklet reflects the three core elements of the LK20 English Curriculum and the additional emphasis on formative assessment:

- Communication
- Working with text
- Language learning
- Assessment





Each lesson plan begins by highlighting the inquiry-based elements of the lesson's activity and learning goals. Specific goals from the curriculum (LK20) have not been included to allow teachers to adapt the lesson plans to the needs of their pupils.

White paper 34, *A More Practical School-Better Learning, Motivation, and Well-being* (2023-2024) indicates that teachers desire more time and resources for developing practical and inquiry-based teaching methods. We hope that *Curiosity speaks English!* can serve as a helpful resource, motivating and inspiring teachers to make learning fun and inquisitive in the classroom. Ideally, this will spark new and creative ways to teach and learn English.

Some of the lesson plans are designed to require minimal preparation, while others require more. All are designed to be adaptable to different situations, skill levels and needs. The plans are designed to engage pupils in their own learning, to foster curiosity and experimentation and to encourage the use of the basic skills in English along with the social skills needed for communication and collaboration.

Good luck with these lessons, and most importantly – have fun!

Halden, December 2024
Rebecca L S Barreng & Anne-Lene Løvig
Glomsrød. The Foreign Language Centre



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Communication

Teaching pupils to communicate effectively is essential. Communication is one of the core elements in the English subject curriculum, encompassing creating meaning through language and being able to use language in various settings and adapting language to a target audience. Inquiry-based practices can significantly enhance communication skills by allowing pupils to express themselves, both orally and written, in authentic and practical situations. Creating such situations where pupils can explore and ask questions actively, use and investigate language learning strategies, and use and explore language dynamically will help them develop the ability to communicate effectively in English.

This section will give examples of lesson plans, methods and activities where pupils can improve their communication skills by using their language to express themselves in real-life-like situations. They will practice speaking and writing in different scenarios while using various strategies and media; in other words, they will explore different ways of working with their communication skills.





Digital storytelling

Grade 2-6

This lesson plan lets the pupils explore storytelling by using their imagination and visualising a story. By engaging in the story through discussions, the pupils investigate different aspects of storytelling, as they decide in which direction the story will continue. This lesson can also be done outdoors.

Goals:

- Communicate and explore a story through visual storytelling.
- Use imagination and creativity to envision and continue a story in a unique way.
- Explore creative ways of conveying a story.

Example guiding questions:

- What will happen next in your story?
- How can you use pictures to make the story engaging?
- What sounds do you think the characters in the story can hear (for example a creaking door, wind in the trees, animal sounds)?
- What do the voices of the characters sound like?

Equipment/preparation

Appropriate picture book, iPad with suitable software, different figures, plasticine or other props from the picture book.

Implementation:

Start by reading the beginning of the story. Talk about the title, pictures, characters and other important features that the picture book contains. Stop at a page where the story has a turn and tell the pupils that you want them to continue the story.

The pupils write down the story before they start to take pictures and make the story unfold as they are working. Using a digital platform, encourage the pupils to use voices, sounds and text to tell their ending of the story. They can also simply tell the story with their pictures.

Finally, compare their stories to the original. Where are the similarities and differences?



Popcorn – get them talking

Grade 3-5

This activity fosters communication and rhetorical skills through exploring the meaning of words and possible connections between words. The approach encourages exploration, curiosity, and open, critical discussions while investigating the possible relationship between words.

Goal

- Explore and train vocabulary through active listening and collaboration.
- Explore how words and phrases can have similarities and connections to each other by actively asking questions.

Example guiding questions:

- How are your words connected?
- What other words can be connected to your word?
- Did you find a word that did not connect with your word?
- Are there any word pairs that you don't think go together, and why?

Equipment/Preparation:

Pieces of paper with different words related to a topic. Write topic words that have a connection to each other on the small slips of paper, for example, snow-shovel, red-apple. Crumble the pieces of paper individually.

Implementation:

Pretend that your hands are a popcorn pot that is boiling over. Throw the "popcorn" in the air. The pupils find one piece of popcorn and move around saying the word written on the paper. They must listen to what the other pupils are saying and try to find a connection between their own word and another word. When they have found a pair, they must tell the teacher their words and how they are connected. Perhaps there are new possible connections? Or several that might fit together? Here the pupils can explain and discuss and train how to express their opinions.



Play with proverbs

Grade 6-9

This lesson allows pupils to explore and experiment with how the meaning of words and phrases can change in a literal and metaphorical context. The pupils are encouraged to explore how words can have different meanings and discuss different aspects of language.

Goals:

- Foster communicative and collaborate skills through pair work.
- Train vocabulary by exploring the meaning and use of proverbs.
- Explore language structures and language creativity.

Example guiding questions:

- What do you think each proverb means?
- How many different meanings can a proverb have?
- How does the meaning of the proverb change from what you first thought it meant and how the proverb is defined by others?

Preparation/Implementation:

Make a list with different English proverbs such as *To have skeletons in the closet*, *A stitch in time saves nine* or *A leopard never changes its spots*.

The pupils work in pairs or small groups and discuss what the proverbs might mean both literally and as transferred meaning. After they make their own definitions, allow them to use internet to search for more official definitions. Afterwards the class can discuss the proverbs, and the different meanings discovered or created. The pupils can make illustrations for each proverb, digitally or by hand.



Escape game tasks

Grade 3-10

This method trains collaboration and communication skills. The pupils have to experiment by making and testing hypotheses which foster curiosity and wonder. The students train their inquiry-based mindsets and skills through observing and evaluating different aspects of hands-on tasks, discussing with each other, using each other's strengths and collaborating in pairs or groups.

Goals:

- Foster communicative and collaborative skills by practicing inquiry-based methods of learning.
- Develop and practice inquiry-based mindsets and skills.

Example guiding questions:

- How was it working with your peer to solve the task? Did it help to work with more people? What tricks did you use to find the secret password?
- Were there any extra hard tasks you needed to solve? How did you solve them together?

Equipment/ Preparation:

Glass jars and code locks.

Find a secret password suited for the topic the class is currently working on. One example of a password can be RHYME if the class is working with topics related to words that rhyme. Make small slips of paper with the letters in the password (i.e. R-H-Y-M-E). Prepare 3-4 tasks related to the topic that the pupils will solve to find the secret password. Solving each task results in a code that unlocks a jar with one part of the secret password. Use jars and code locks to lock the slips of paper inside. The internet and resources from the Fremmedspråksenter can help you find example tasks and simple useful props that might make the tasks even more engaging. Or better yet, get the pupils to create a task.

Implementation:

Divide the pupils into groups of 3-4. When the exercises and groups are ready, put on a timer and the game is on! The pupils work as a group to solve tasks, open the jars and find the letters to the secret password to escape from the room. The pupils will have to communicate and use each other's strengths to solve the tasks and figure out the password.

Crosswords

Grade 4-10

This idea fosters communication, creativity and an inquiry-based focus on vocabulary learning, by letting pupils experiment and discover how words might relate to a specific topic. The activity promotes open and critical discussions which help pupils develop their presentation and argumentation skills. The activity is suitable to do outdoors.

Goals:

- Train vocabulary and rhetorical competence by exploring their own language repertoire.
- Explore how words and phrases can have similarities and connections to each other.

Example guiding question:

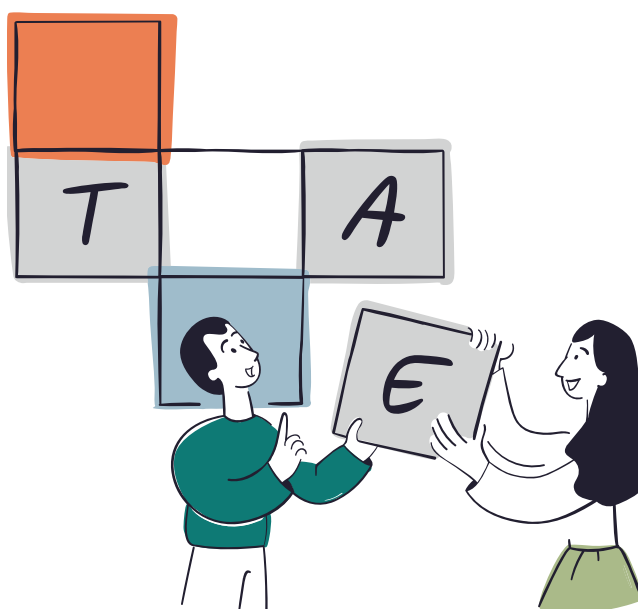
- How are your words related to each other and/or the topic?

Equipment/Preparation:

Laminated individual letters with extra vowels and important consonants.

Implementation:

Divide the pupils into groups. Put all the laminated letters on the floor and tell the pupils that each group can start by taking 20 letters. They must send one person, and this person has two minutes to pick the letters out. When they have their letters, they make a crossword and try to make as many words as possible. If they want more letters, they can do a task to get more, for example jump up and down five times. When the time allotted has passed, each group must show the words they have made. One point for each word and extra points if the pupils can argue why their words are related to the class topic. Creativity and good explanations should be rewarded.





Art and imagination

Grade: 5-10

This lesson fosters an inquiry-based approach to meeting and interpreting art through diverse aesthetic work-methods. By exploring artistic elements such as colour, light or perspective, the pupils are active participants experiencing art.

Goals:

- Interpret art by exploring and discussing its elements.
- Analyse and communicate observations and emotions using art.
- Explore personal creativity and imagination.

Example guiding questions:

- What colours do you see in this picture? What do you think when you first look at the picture? What feelings do you have? How might the colours influence your feelings?
- If you were inside the picture, what sounds do you hear? What smells do you smell?

Equipment/Preparation:

Pictures suitable for exploration, like René Magritte's, *The Art of Living* and *The False Mirror*, or Mark Chagall's, *Over Vitebsk*. Make available the pictures to be studied, either printed or digital.

Implementation:

Show the picture to the class and start to explore the pictures with the pupils. Encourage the pupils to look at the use of colour, light, perspective and other features. Ask pupils to write down or draw what they hear or smell or feel as if they were in the picture. Then guide the pupils through writing a story, a monologue, a poem, a dialogue or a description of the art they have explored. The pupils may want to create a theme song or theme music to show the emotions or story in the picture. This can be done digitally or with instruments. Finally, the pupils can create their own picture or installation, building upon what they have experienced through art. This can be done digitally, or physically in 2D or 3D.



Give me instructions

Grade 5-10

This 2-session lesson aims to enhance pupils' skills in giving and following instructions in English through hands-on tasks. Pupils will explore and investigate tasks that require clear communication. By engaging in hands-on, practical activities, students will develop their ability to use imperative verbs and coherent sentences. The inquiry-based nature of the tasks will foster collaboration and communication, as students must work together, ask questions, and solve problems to achieve a common goal.

Goals:

- Practice giving and following effective instructions in English by exploring their own language repertoire.
- Develop the ability to use imperatives and coherent sentences.

Example guiding questions:

- What is the imperative? Can you give some examples?
- What was easy/difficult about the task?
- What could have been done differently to improve communication?
- Why was giving clear explanations and instructions important?
- Why was asking clear questions important?

Equipment/preparation:

Simple pictures that can be explained to a listener for the drawing exercise.

Paper, pencils, markers, written instructions for each group.

Materials and instructions for practical tasks (LEGO, cooking ingredients, origami paper, and the instructions to complete these tasks).

Implementation:

Session 1: Introduction to giving and following instructions

Begin with a question: Have you ever been misunderstood when using English? When? What happened? Introduce the goals of the lesson: Pupils will learn to give and follow instructions in English, emphasising the importance of clear, precise instructions.

Divide the students into pairs. One student in each pair describes a picture, while the other draws it based on the verbal instructions. Halfway through, they switch roles with a different picture.

Compare the drawings with the original pictures and discuss the challenges faced. Engage the class in a discussion using the suggested guiding questions.

Session 2: Practical application of instruction skills

Start by explaining that pupils will now use the skills they've learned to complete a different practical task.

Divide the class into small groups and assign each group a task such as building a simple LEGO model, making a sandwich, or assembling a paper figure (origami). One student in the group reads the instructions aloud while the others follow them precisely to complete the task.

Conclude with a presentation and reflection session where groups present their completed tasks and discuss the process using the suggested guiding questions. Continue with a reflection and summary on what they have learned about giving and following instructions, and why this is an important skill in English in their daily life.



Creating a TikTok-Inspired Video

Grade 7-10

This approach enhances pupils' oral and written English skills through an exploratory digital storytelling. Pupils will actively explore, brainstorm, and develop their own stories, fostering creativity and critical thinking. This approach encourages pupils to ask questions, seek answers, and engage deeply with the material in a meaningful and interactive way. Presenting their work and receiving peer feedback promotes reflection and further questioning.

Goals:

- Develop oral and written skills in English through exploring digital storytelling.
- Enhance ability to convey a story in a creative and engaging manner.
- Foster collaboration, communication and digital competence.

Example guiding questions:

- What is the key message you see in the TikTok video? What conflict is being presented?
- What message do you wish to convey in your video?
- What is the conflict in your story? What message do you wish to tell in your video? What do you want your audience to feel or understand after watching your video?

Equipment/preparation:

Preview appropriate TikTok videos for their content and effective storytelling elements.

Session 1: Implementation

Begin class by showing some examples of age appropriate TikTok videos with content that portray effective storytelling. Use guiding questions for the video.

Introduce the task which is to create a TikTok inspired video of up to 3 minutes. The video should tell a story in English. Next, the pupils will work in groups to brainstorm ideas for their video. They should then choose an idea and develop a short plot that includes characters and a conflict.

Following this, the pupils create a script, which should include dialogue, actions, and any music or sound effects they plan to use. By creating their own script, the pupils will explore how to convey a story creatively and clearly.

Before the pupils film their videos, the teacher should review digital responsibility (GDPR).

Session 2: Filming and Editing

The pupils film their TikTok video according to the script they created. Every group must submit their video to the teacher for review before showing the film to the class.

Finally, each group presents their videos to the rest of the class. Each group receives feedback from their peers and teacher, using the suggested guiding questions as a framework. Conclude with a reflection on what students learned from the task, how it felt to work with digital storytelling in English, and how this format can be used to improve English communication skills.

Working with Texts

Learning a language is an ongoing process through interaction with texts. In the English subject, LK20, texts extend beyond printed words, including spoken and visual texts. Texts include analogue and digital formats with formal and informal, fictional and factual, contemporary and historical content.

Working with texts can be linked to inquiry-based learning and intercultural competence. By encouraging pupils to ask questions, explore different perspectives and gain insight into the linguistic and cultural diversity found

in the texts, pupils can begin to understand different ways of living and identify different communication patterns in multilingual and multicultural contexts. Inquiry-based approaches and deeper engagement with the texts fosters the critical thinking skills that support developing intercultural competence.

This section will explore different lesson plans, methods and activities that foster inquiry-based mindsets and skills by engaging with different texts through reading, speaking, listening and writing.





Take a stand and say it or write it down

Grade 3-5

This lesson explores how pupils can participate as active members in society and investigate how language is used effectively to express opinions and foster curiosity and critical thinking through diverse communication methods.

Goals:

- Explore where and how it is possible to effectively express opinions to others.
- Investigate how to build effective discussion skills with a focus on democracy and citizenship.

Example guiding questions:

- "In my opinion" is an effective phrase used to share one's opinion. What are some other words or phrases used in the text to share opinions?
- When were these phrases used and with whom?
- Do you think the phrases were used effectively? Why or why not?
- How and where can you share your opinion with other people?

Equipment:

A picture book with the theme of democracy or citizenship.

Suggestions: Donaldson, J. & Monks, L. (2019). *What the Ladybird Heard*, MacMillan Children's books or Knudsen, M. (2005). *Carl the Complainer*, Kane Press.

Implementation:

Read the story and highlight how the theme of democracy or citizenship is shown or discussed. After the story has been read, the pupils can discuss using the suggested guiding questions, focusing on the text.

Through drawing, allow the pupils to investigate how to express their feelings or opinions about a topic from the text. In this manner, pupils are identifying potential vocabulary that will be necessary for writing a speech or a text, which is the next step. Pupils will more clearly discover how they feel about the topic if they are given the time and attention to expressing their thoughts. Pupils then write a speech expressing their opinions on the topic of the text. The speeches can be presented to the class and perhaps another class. The various opinions presented can be combined in a common statement from the class given to a local newspaper or other media.



Exploring literature through maps

Grade 4-10

This approach combines reading written and visual texts to enhance pupils' curiosity and understanding of literary works.

Goals:

- Explore how maps can be used as components in storytelling.
- Explore how images help to gain a deeper understanding and insight into a story.

Example guiding questions:

- Where do you think the main characters live?
- Do any places on the map indicate that something important will happen? Where?
- What elements in the maps catch your curiosity?
- What might the maps tell you about the story?
- Which place names can you find?
- Are there any special features that stand out for you

Equipment/Preparation:

Choose one or two novels that include a picture of a map, such as Bringsværd, T. & Aisato, L. (2012) *Tambar is a Troll*, Gyldendal; Bringsværd, T. & Aisato, L. (2012). *Tambar and the Bunny Rabbits*, Gyldendal; Walliams, D. (2015). *Grandpa's Great Escape*. HarperCollins Children's Books. For older pupils, fantasy novels often have a map of the fantasy world inside the front cover.

Implementation:

Present to the class the title, the front page and some of the illustrations in the chosen book. What do they think the book is about? In groups, the pupils discuss what they think the book is about or what they think the plot might be. Then, show the map from the book and discuss with the pupils using the suggested questions. If the chosen book has a map that changes throughout the plot, show two versions of the map and ask the pupils what changes they can see.

After discussing the map in groups, the class reads the book together. Focus on aspects of the text that emphasise characteristics of the map, for example place names or descriptions of surroundings. After reading the story, the pupils create a new map using elements they find important in the text. They can use elements they believe will be important for the plot or the main characters in a sequel. Conclude by sharing the new maps and discussing how they are similar or different.



Exploring genres and characters

Grade 6-10

This approach gives the pupils an opportunity to make an inquiry into how characters are portrayed in different ways and how this might influence the reader. Pupils will meet different narrative techniques and storytelling elements and explore how this may also influence their understanding of the story.

Goals:

- Explore how character descriptions can differ according to the storyteller or the genre of the story.
- Explore how vocabulary is used to describe the characters and how the choice of vocabulary can influence opinions about the characters.

Example guiding questions:

- How are the characters in the stories similar or different from each other?
- How do the narrative techniques influence your opinion of the characters? What words are used to describe the characters?
- Using what you have learned, what other ways can you tell the story with the characters?

Equipment/Preparation:

Choose texts with the same story told by different authors and in different genres such as *The fairytale of Goldilocks and the Three Bears*, Dahl, R: (1984). *Revolting Rhymes*. and Willis, J. & Ross, T. (2020). *#Goldilocks*, Andersen Press Ltd.

Implementation:

Read the stories in class in different sittings. Read the most well-known or simplest version of the story first. After both versions are read, pupils discuss the stories in groups, then full class using the suggested questions. What similarities can they find? What are the differences? Has the point of view changed? What words influence the readers' opinions about the characters?

After working with the different texts, the pupils create their own version of the same story or a new story. The pupils use the knowledge they have gained through the previous work to create these stories, either written or orally or as a picture or film. Conclude by sharing the stories and discussing the similarities and differences.



Cut your text

Grade 7-10

This method gives pupils an opportunity to experiment with and explore their own writing identity through creative writing. By rewriting and shortening their texts multiple times, they investigate different aspects of texts, and by evaluating their word choices, they develop a deeper understanding of their own writing skills and writing strategies that create their writing identity.

Goals:

- Explore personal writing styles and identities by experimenting with different word limits.
- Develop creative writing skills.
- Explore different writing strategies to develop an understanding of personal language repertoire and identity.

Example guiding questions:

- What is the main message you want to convey in your text?
- What words do you think are essential or unnecessary in your text?
- How does changing the length of your text affect the meaning you're trying to convey?

Equipment/Preparation:

Identify potential topics of interest for your pupils that can spark an interest to communicate a message to a given audience. For example, ask the pupils to write to another pupil in the class explaining why English is or is not important or why it is or is not important to learn about other cultures in English lessons.

Implementation:

Start with a dialogue using the suggested question such as *Why is English important to you? Is it important to learn about other cultures in English lessons? Why or why not?* The pupils write a draft of a text to another pupil in the class that answers the question. Guide the pupils in writing the text that has a specific word length between 50 - 77 words. The pupils can write in a genre of their choosing, but the text must be a cohesive text, and the text must be the exact word length. When the pupils have written their text, they should copy-paste their first text, so they have two texts. In their copied second text they need to reduce the word count, for example from 77 to 43 words.

The pupils cannot change the message of their original text nor rewrite the entire text. They should only cut unnecessary words or rewrite short parts of sentences. When the pupils have written their shortened text, they then copy and paste their shortened text so that they have three texts. In the third text, they need to reduce the word count again, for example from 43 words to 14. Repeat this process until they only have 4 words left.

Adaptation: The activity can also be reversed; the pupils can expand their word count instead of reducing.

Conclude by discussing the process. What was difficult and why? Which text do they like best? Why? How does the activity of revising texts reflect their language repertoire and language identity?



Shakespeare through the times

Grade 8-10

This lesson fosters an inquiry-based exploration of Shakespeare's literary works through the times. Pupils will engage in critical thinking and creative projects that require them to ask questions, investigate various interpretations, and draw their own conclusions. Through this inquiry-based approach, they will compare different adaptations, delve into Shakespeare's language and its impact, and explore the enduring relevance of themes in Shakespeare's plays.

Goals:

- Explore and analyse various versions of one of Shakespeare's plays.
- Understand the nuances of the text and engage in thoughtful discussions around the universal themes present in the selected play.
- Engage deeply with the text to develop analytical and critical thinking skills.

Example guiding questions:

- How might Shakespeare's plays still be relevant today?
- What are the differences in language, setting and character portrayals between the original Shakespeare play and the modern adaptation?

Equipment/Preparation:

Choose two texts that can be used for comparison. The following are some examples:

- Shakespeare's *Romeo & Juliet*, the Movie, *Romeo & Juliet* (1996), the musical *Juliet* (2019) *West Side Story* (1961/2021), *Warm Bodies* (2013) *Five Feet Apart* (2019)
- Shakespeare's *The Tempest* and *Hag-Seed* (2016) by Margaret Atwood

- Shakespeare's *Hamlet* and *The Lion King* (1994, 2002, 2019)
- Shakespeare's *The Taming of the Shrew* and *10 Things I Hate About You* (1999)
- Shakespeare's *Twelfth Night* and *She's the Man* (2006)

Implementation:

Begin by asking guiding questions to spark discussion on what your pupils know about Shakespeare, for example: *What comes to mind when you hear the name Shakespeare? What stories do you know from Shakespeare?* Then, introduce the chosen Shakespeare play with an initial discussion about Shakespeare and the background of the play. The class should read and analyse key scenes of the text, i.e. the Prologue, the Balcony Scene, and the Death Scene in *Romeo & Juliet*. This will help pupils understand Shakespeare's language, character motivations, and central themes. After reading key scenes in the chosen play, the class then watches or reads a modern adaptation, either the whole adaptation or parts of it.

Compare the original play and the modern adaptation. By letting the pupils compare how themes such as love and conflict are presented in the two works, they explore how the setting and time affect the story.

Conclude with the pupils preparing a self-chosen assessment situation where they show their understanding of the comparison of the original play and the modern adaptation. Examples of an assessment situation could be a visual presentation, a music playlist, a composition, an exploratory talk. Lastly, the class can summarise and reflect on what they have learned about Shakespeare and the chosen play.

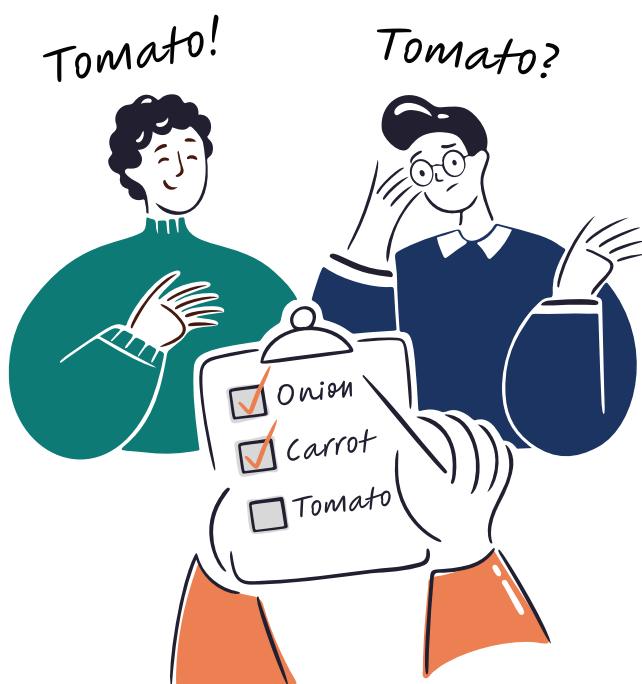
Language Learning

Language learning encompasses the development of language awareness, understanding English as a system, and using effective language learning strategies. Language learning involves pronunciation, vocabulary, word structure, syntax, and text composition, providing pupils with the tools necessary for effective communication and interaction.

A critical aspect of language learning is identifying connections between English and other languages the pupils already know, enhancing their understanding of the unique structure of the English language. Integrating inquiry-based language learning encourages pupils to ask questions, explore linguistic patterns, and develop deeper insights, thereby fostering critical thinking and active engagement in

their own language learning. By exploring language in varied contexts and through practical activities, the pupils are empowered with a set of linguistic tools which can enhance their ability to communicate effectively in various situations.

This chapter presents lesson plans, methods, and activities designed to develop language learning competences. The lessons and methods employ various strategies and activities to help pupils apply their knowledge in practical, meaningful ways, thereby fostering confidence and proficiency in their use of the English language.





Play with phonetics through literature

Grade 2-4

This lesson uses inquiry to enhance phonetic awareness and fosters knowledge of the pupils' own language learning. The pupils experiment with phonetic features and actively seek and explore words that rhyme.

Goals:

- Train vocabulary and phonetic competence.
- Explore different phonetic features through engaging in a story.

Example guiding questions:

- What words rhymes with..?
- Are there other words that rhyme with this word?
- Can you make your own rhyming words?
- What does the picture tell us about the story?

Equipment/Preparation:

Identify a picture book with rhyme words, such as *Oi frog!* By Gray, K. & Field, J. (2016). Hodder Children's Books.

Implementation:

Read the book, asking the pupils to become phonetic detectives throughout the story, to identify and produce words that rhyme. Encourage the pupils to try out the words that rhyme by letting the pupils guess and use the pictures as help. Here the pupils explore sounds, rhymes and use their imagination to figure out the story. Conclude the lesson by allowing the pupils to explore making their own words that rhyme!



Word safari

Grade 7-10

This 4-step lesson fosters deeper insight into language learning and encourages pupils to explore and categorise their knowledge of words in the target language. Through pair and group work, the pupils are encouraged to investigate unknown and known words whilst explaining and reflecting on their learning process with each other. Through exploring and explaining the meaning of words, the pupils can reflect on their language learning.

Goals:

- Explore personal language repertoire, language understanding and language learning through discussing and categorising different words.
- Identify different categories of words in their own language repertoire.
- Expand their own language repertoire through group discussion and collaborative work.

Example guiding questions:

- Why is it important to work with words you have never heard before?
- What does it mean to know a word?
- What words can you define? What words are you unsure of?
- What strategies do you use to find out the meaning of words you are not familiar with?
- How can explaining and discussing words help you understand and remember the words better?

Equipment/preparation:

Create a list of 15-20 relevant vocabulary words from the current classroom topic. It is important that the pupils have not met some of the words chosen. Print and cut out the words individually.





Implementation:

Step 1: Pair work.

Hand out the cutout list of words (or provide scissors for the pupils to cut out the list!). Working in pairs, the pupils place each word into one of the following categories: *Never met/ don't know*; *Have heard, but don't know what the word means*; *Know what the word means*. The pairs support each other, discussing and defining the words, so that together, they have worked through the list.

Step 2: Group work.

Combine two pairs to form a group of four. In these new groups, the pairs discuss which words they have placed in the different categories. Each group explains the meanings of the words they know to the other group to help each other understand the new words. As pupils learn the meaning of words, they can move the words to *Know what the word means* category.

Step 3:

Allow for further investigation of the unknown words when the pupils return to their learning pairs. Allow 10 minutes to research the meanings of the words that are still in the *Don't know or have heard, but don't know what the word means* categories. All words should eventually be placed in the final category.

Step 4:

Allow the pupils to choose the topic and genre of a text, giving them the opportunity to demonstrate how they want to show their understanding of the new vocabulary.

For example,

- Choose 5-10 of the words they have worked with, including at least 2 words they had never heard of before. Conjugate these words and write a simple sentence with each word in their digital or analogue notebook.
- Create a poster using 5-10 of the words they have worked with including at least 2 words they had never heard of before.
- Write a story, poem, or rap using 5-10 of the words they have worked with including at least 2 words they had never heard of before.

Conclude with a dialogue identifying the strategies they used to find out the meaning of the unfamiliar words. How did explaining and discussing the words help them understand and remember the words better?



Language safari

Grade: 8-10

This approach allows pupils to explore their own language identity and language understanding by comparing linguistic similarities between English and other languages the pupils know.

Goal:

- Compare grammatical rules and structures across languages.
- Explore and expand personal language repertoire.

Example guiding questions:

- What challenges do you face when translating a sentence to a different language? How do you address the challenge?
- What differences in meaning might the translations have?
- What are other possible ways of writing a sentence that has the same meaning?

Equipment/Preparation

A whiteboard or a digital board and markers in different colours.

Create text examples for the sentence structure or grammatical rule being investigated, for example, sentences that can be used with the V2 grammar rule, a rule stating that the finite verb is always the second element in a main clause, regardless of what comes first: *I drive a red car; He eats a green grape.*

Implementation:

Write the example sentence on the board. Individually or in learning pairs, ask the pupils to translate this sentence into the languages

they know. They can translate the sentence to their L1, L2 or L3, or any other languages they might know.

When the pupils have translated the sentence, ask them to write their translations on the board.

After all sentences are written on the board, demonstrates how to identify the verb, subject and object in the original English sentence by underlining the words with different coloured markers, for example red for subject, green for verb, and blue for object.

One by one, the pupils go to the board and identify these words in their translated sentences. They should explain to the class which word they are underlining and the part of speech. Using the sentence, *I drive a car*, translated to German the conversation might go as follows: *Ich* in German means *I* so I'm underlining *Ich* with red for the subject. *Fahre* means drive so I'm underlining *Fahre* with green for the verb.

Pupils then can work in pairs to create original sentences in English that follow the V2 rule. To challenge the pupils even further, ask them to create a short story using only V2 rule sentences, or as many V2 sentences as they can. After reading the stories aloud, the class can reflect on the flow of the sentences. What changes might help make the sentences of the story flow better? This activity can then lead to learning various ways to revise V2 sentences to create more complex sentences in their writing.



Formative Assessment

LK20 has significantly enhanced the importance of formative assessment in Norwegian primary and secondary education, including the term, formative assessment, in the core curriculum and each subject curriculum. LK20 clearly outlines a requirement for teachers to provide formative assessment to all pupils in all subjects.

Formative assessment and inquiry-based practices both aim to enhance learning by focusing on pupils' learning needs and building on what the pupils know with the goal of promoting a deeper understanding of a topic or a skill. Formative assessment provides ongoing feedback to allow for pupils to take responsibility for their learning progress. Formative

assessment can be done in various ways, through oral comments, written feedback or visual aids of a pupils' process. Inquiry-based assessment practices involve pupil-driven exploration and problem solving of their own learning paths, with the teacher acting as a facilitator. Inquiry-based assessment practices empower pupils to help identify areas where they need additional scaffolding and support, thus taking ownership of their own learning.

In this section, we present inquiry-based practices and methods that rely on formative assessment as an integral part of the learning process.

Exploratory talks

Exploratory talks are open-ended discussions to explore new ideas, challenge perspectives, and deepen pupils' understanding of a topic. Exploratory talks can provide an assessment situation where the teacher observes and assesses while pupils engage in a critical dialogue. During exploratory talks, pupils discuss and challenge each other's ideas, working together to find answers to questions or solve problems.

These talks help make pupils' thinking processes clear, at the same time encourage collaborative problem-solving and stimulate the development of academic language and argumentation skills. The act of engaging in exploratory talks is an exploratory activity that stimulates inquiry-based skills.

During these talks, teachers can assess language competences such as content understanding and use of academic language, but the talks also provide the teacher with an opportunity to assess inquiry-based competences such as asking open questions, listening actively, and giving and receiving constructive feedback.

The following are examples that can be used for exploratory talks

- How might social media platforms shape our identities?
- How does playing video games in English affect your English language skills?
- What if social media didn't exist?
- Can you think of a time when social media influenced your perception of a cultural issue? If so, when? How?

Process writing

Process writing is an approach to writing where pupils draft and continually revise their written work based on ongoing feedback. This method emphasises development and improvement over time, rather than focusing solely on the final product. In process writing, pupils:

- **Draft:** Write an initial version of their work.
- **Construct feedback:** Identify areas for improvement for personal or peer writing.
- **Receive Feedback:** Get constructive feedback from teachers and peers.
- **Revise:** Make improvements based on feedback.
- **Repeat:** Continue this cycle until the work meets the desired quality.

Process writing offers several advantages to focus on inquiry-based assessment. Process writing develops writing skills over time, providing multiple learning opportunities to investigate personal writing and apply continuous revision. Process writing empowers pupils to inquire, reflect, and act on their writing, which can result in developing inquiry-based competences and higher quality of written work. Process writing also allows for a deeper comprehension of writing as a craft, not just as a task.

With process writing, teachers can assess language competences such as text and sentence structures and appropriate language use, but process writing also provides the teacher with an opportunity to assess inquiry-based skills such as *identifying areas of improvement in personal or peer texts, giving constructive feedback to peers, listening actively to feedback from peers and teachers, and critically assessing choices in language use when making revisions.*





Project work

Project work is an approach where pupils undertake projects that allow them to explore subjects in depth. This method emphasises applying learning in practical and meaningful ways, often integrating various subject skills and knowledge areas. In project work, pupils often are asked to choose or define their topic then follow steps that reflect an inquiry-based approach:

- **Plan:** Develop a project plan that includes objectives, end-product description, timeline, and resources needed.
- **Research:** Use available resources to gather information and deepen their understanding of the topic.
- **Apply:** Use the information gathered and their skills to develop the product, keeping in mind the project objectives.
- **Create:** Produce the final product, such as a report, presentation, or a digital representation of their new knowledge.
- **Present:** Share their work with peers and teachers.
- **Reflect:** Reflect on the process and outcomes

Project work offers numerous inquiry-based assessment advantages. It allows pupils to explore a topic in depth and apply their theoretical knowledge in potentially real-world contexts. The process of project work requires that pupils show inquiry-based competences such as questioning, research, critical thinking, creativity, and collaboration. During the process of project work, teachers can build in assessment opportunities through individual or group dialogues regarding their progress. In many situations, project work has the added benefit of increasing pupil motivation and engagement by making learning relevant and hands-on.

With project work, teachers can assess language competences in the final products, such as ability to orally communicate, their knowledge of the topic, or written competences in a report. However, as mentioned earlier, project work also provides the teacher with opportunities to assess inquiry-based competences such as *collaborating with others, identifying topics of interest, self-directed learning and time management, the ability to set realistic goals, manage time, and prioritise tasks independently.*



Movie-making project

Another project example is moviemaking. Similar to creating a newscast, in a movie-making project, pupils write, direct, and produce short films, integrating creative and technical skills while collaborating with peers to bring their cinematic ideas to life. The following is a list of steps and example inquiry-based questions that can be used in a movie-making project. In a movie-making project pupils

- **Develop the storyline:** Pupils work together to brainstorm and develop a concept or storyline for their short film. Criteria for developing their storyline should include setting, characters, plot, and conflict. *What message do the pupils want to portray in their film?*
- **Draft a script:** Pupils draft a detailed script, including dialogue, scene descriptions, and instructions for actors. A version of the writing process as explained above is appropriate in this step to make sure the scripts include the criteria above and the text is clear and coherent. *How does each scene and line of dialogue help to develop the story and convey the intended message to the audience? What specific details or instructions can be added to make the actions, emotions, and settings clear for the actors and the audience?*
- **Assign roles:** The pupils assign roles such as director, producer, screenwriter, and actors. *What strengths and interests do each group member have that could help them succeed in a particular role? How can the group ensure that everyone feels comfortable and confident in the role they are assigned or choose? In what ways can the members of the group support each other in their different roles to make the project successful as a team?*
- **Film:** The pupils record the scenes using cameras and other necessary equipment. *How can camera angles, lighting, and sound be used to best capture the mood and message of each scene? What challenges might occur while recording, and how can the group work together to solve them? In what ways can the group make sure everyone is actively involved and contributing during the recording of each scene?*
- **Edit:** Pupils edit the filmed footage to create a final product, including sound effects, music, and special effects if needed. Criteria for this process can include language clarity, length and pacing, visual and audio quality and creativity, cultural sensitivity and appropriateness. *How the group use editing techniques—such as sound effects, music, and special effects—to enhance the clarity, pacing, and overall impact of our film? In what ways can the group ensure that our film is clear, engaging, and appropriate for the intended audience, considering both language and cultural sensitivity?*





- **Present at the Oscars:** Pupils can present the completed film to an audience of peers and teachers, making the event similar to the Oscars. The pupils can vote on the different films for different categories. Example categories may include Drama and social Issues, Comedy and Satire, Documentary and Informational.
- **Reflect:** Pupils reflect individually, in their groups, and as the whole class on the production process and final outcome. Guiding questions for this reflections may include *What was the most challenging part of creating the film? How did you overcome those challenges? How do you think creating this film helped you improve your English language skills, such as speaking, listening, or writing? What did you learn about yourself as an English learner during this project, and how can you apply that to future projects? What would you do differently if you were to create another film, and why?*

together in various roles to complete the project, write scripts, direct and coordinate towards the final product. A movie-making project combines elements of writing, drama, technology, and art, providing a holistic educational experience. This project serves as a practical and engaging way to integrate multiple disciplines and foster a deeper understanding of media production and storytelling.

In addition to the final assessment of the project's movie, teachers can create several assessment opportunities during the progress of the project. For example, teachers can observe the actions and listen to the dialogues of the pupils as they work through the steps and the suggested guiding questions for each step. Pupils can fill out surveys for their own engagement or peer reviews of the members in their group.

A movie-making project provides several opportunities to encourage pupils to express their ideas creatively through storytelling and visual art and to improve their knowledge and skills in communicating through film production. Pupils learn camera operation, editing, and sound design. It also fosters inquiry-based competences such as collaboration and communication skills as the pupils work



Podcast

The final project example in this booklet is creating a podcast. A podcast is an audio programme like a radio show that can be streamed or downloaded from the internet. In an educational context, a podcast project involves pupils defining their audience, planning, recording, and editing their own audio production. Podcasts often include an interview or a dialogue between two speakers. In this manner, a podcast project allows pupils to practice their speaking and listening skills while learning to convey information engagingly. Similar to the above project, below are steps in creating a podcast along with example questions that keep the process inquiry based. In a podcast project, pupils:

- **Select a topic:** Pupils investigate topics, people, or dilemmas that are relevant to the learning goals and interesting to their audience. *What aspects of this topic does the group find most intriguing, and how can they connect the topic to the learning goals or the audience's interests?*
- **Plan:** Pupils outline the structure of the podcast, including the introduction, main content, and conclusion. Pupils will need to decide if the podcast will be a narrative, a conversation or an interview. *How can the group organize the introduction, main content, and conclusion to keep the listeners engaged and clearly communicate the message? What format—narrative, conversation, or interview—will best suit the topic and help achieve the goals for the podcast?*
- **Draft a script:** Pupils draft the scripts or bullet points for what will be covered in each segment of the podcast. Some elements to consider include defining the audience and the purpose of the podcast, leaving room for improvisation and natural dialogue. A version of the writing process as explained above is appropriate in this step to make sure the scripts include an introduction, structured body, and a conclusion. *In what ways does the script use transitions and different segments to create a smooth and coherent flow throughout the podcast?*
- **Record:** Pupils use microphones and recording equipment to record the podcast. In this phase, the pupils should be aware of audio quality to ensure that their podcast can be understood. *How can the speaking pace, volume, and clarity be adjusted to make sure the podcast is easy for listeners to understand?*
- **Edit:** Pupils edit the recorded audio to remove errors, add music or effects, and ensure smooth transitions between segments. *How are microphones and other equipment used effectively to capture all voices and sounds clearly throughout the podcast?*





- **Present “Spotify-time”:** Pupils play the podcast to their peers. Encourage active listening by giving peers specific feedback questions to answer while they listen to the podcasts. The following are some example feedback questions: *Who do you think was the intended audience? What do you think the main message or theme of the podcast is? How effectively did the podcast convey this main message or theme to the intended audience? Why? Were there any noticeable issues with sound levels, background noise, or editing?*
- **Reflect:** Pupils reflect on the podcast project process, using the following guiding questions: *What was the most challenging part of creating the podcast, and how did you overcome those challenges? How did creating this podcast help you improve your English language skills, such as speaking, listening, or writing? What did you learn about yourself as a learner during this project, and how can you apply that to future projects. What would you do differently if you were to create another podcast, and why?*

A podcast project offers several advantages for assessment by providing pupils with the time for inquiry, reflection, and production on a platform to practice and improve their public speaking and articulation. Podcast production encourages critical listening as pupils review and edit their recordings. It allows students to be creative in how they present information and engage their audience. The pupils are encouraged to work in teams and collaborate on different aspects of the podcast, such as scripting, recording, and editing. Lastly, podcast production provides a dynamic and modern, digital way for pupils to explore content areas, share their knowledge, and develop their communication skills in English.

By engaging in a podcast project, students develop a range of skills including public speaking, critical thinking, technical proficiency, and collaboration. Inquiry-based competences are also encouraged through this innovative project that allows students to explore content in a format that is relevant, engaging, and reflective of modern communication methods.



Newscast project example

A newscast project is an example of project work where pupils create a news broadcast. This project involves incorporating various skills such as research, writing, and presentation to produce a coherent and informative news segment. In a news cast project, pupils:

- **Select topic:** Pupils identify newsworthy topics that are relevant to the learning goals and/or interests of the pupils.
- **Research:** Pupils gather information and data on the chosen topics through various sources like the internet, books, and interviews.
- **Draft a script:** Pupils draft scripts for the news segments. A version of the writing process as explained above is appropriate in this step to make sure the scripts are accurate, clear and coherent.
- **Assign Roles:** Pupils assign roles such as news anchors, reporters, producers, and interviewees.
- **Rehearse:** The pupils rehearse the news segments, using feedback loops from the teacher and peers.
- **Record:** Pupils record the news broadcast.
- **Edit:** Pupils edit the recorded footage to create a final product. Criteria that support the editing process may include *language clarity, length and pacing, visual and audio quality, cultural sensitivity and appropriateness*.
- **Present:** Pupils present the news broadcast to peers and teachers.
- **Reflect:** Individually, in groups, and with the full class, the pupils should reflect on the process and outcomes of the project. Some guiding questions for this reflection may include *What was the most challenging part of creating the newscast, and how did you overcome those challenges? How do you think participating in this project helped you improve your English language skills, such as speaking, listening, or writing?*

The news cast project offers multiple benefits for assessing inquiry-based competences through the research and information gathering process. The publicly shared product can be assessed with a focus on the pupils' ability to write and speak clearly and effectively for an audience. The project promotes collaboration as pupils work together in different roles to complete the project. Observing how the pupils meet and work through the challenges they meet producing a newscast using known and unknown digital skills as they work with video recording and editing technologies is an opportunity to assess inquiry-based competences such as the *perseverance and endurance to push through the challenges*.

In addition to the inquiry-based competences, the news cast project enhances the pupils' academic and language skills and practical experience in media production. This project fosters a deep understanding of how to research, write, and present information, preparing pupils for both academic and real-world challenges.



Examples of inquiry-based competences, assessment criteria and indicators

Engaging discussions

Criteria: Pupils challenge and build on each other's ideas.

Indicators: Asking open questions, giving reasons, and listening actively.

Problem solving in teams

Criteria: Pupils work together to solve problems.

Indicators: Sharing tasks, listening with empathy and negotiating different viewpoints, planning and executing a pupil-led project

Using appropriate language for the task, such as academic language

Criteria: Pupils identify appropriate or specialized language and use it effectively.

Indicators: Correct use of technical terms in formal academic speaking or writing, adapts use of language where needed.

Constructing arguments

Criteria: Pupils create logical and evidence-based arguments.

Indicators: Structured ideas supported by examples and evidence collected from texts gathered in class or from outside observation.

Draft quality and revision

Criteria: Pupils identify quality of texts in personal and peer drafts, give and receive feedback and act on the feedback.

Indicators: Identifies inappropriate language use, changes of language use found in drafts, reflections on changes, and overall improvements in coherence, structure, and content based on feedback.

Research, investigative work and applying knowledge

Criteria: Pupils engage in investigative work to answer questions or challenges. Pupils apply knowledge gained through their investigation to new and authentic contexts.

Indicators: Detailed investigation plan, activities that support the investigation, and products that show practical application of knowledge.

Collaboration and participation

Criteria: Pupils engage in teamwork towards common goals.

Indicators: Shares task responsibilities, uses of encouraging words, can compromise and adapt to different opinions, supports divergent ideas.

Creativity and engagement in communication

Criteria: Pupils demonstrate the ability to communicate creatively by engaging in different activities that include cognitive, physical and multimodal mediums with the goal of keeping a target audience or listener engaged.

Indicators: Uses novel ideas and perspectives in their work, expresses a willingness to build on other's ideas and to move out of comfort zones, shows an ability to use a multimodal medium to express complex concepts and emotions.



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