



## Approaching the English Reading Class Based on Pogil

### KEYWORDS

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**ABSTRACT** POGIL is the acronym for Process Oriented Guided Enquiry Learning, it uses the concept of guided inquiry, learning through exploration, inventing concepts and then application. It is a student centered strategy where students are meant to work in small groups with individual roles to ensure that each and every student is fully engaged in the learning process. POGIL can be introduced into all subjects the example has been illustrated about the English reading class, similar ideas can be developed for any subject

POGIL is the acronym for Process Oriented Guided Enquiry Learning, it uses the concept of guided inquiry, learning through exploration, inventing concepts and then application. Initially materials were carefully designed for the students, to be guided to acquire new knowledge. It is a student centered strategy where students are meant to work in small groups with individual roles to ensure that each and every student is fully engaged in the learning process.

POGIL is student centered and tries to encourage students to develop higher order thinking skills. The other skills which are process based such as critical thinking, problem solving and communication through cooperation with other students and then reflection are also acquired. The solid belief behind such thinking is to make sure to turn the students into lifelong learners and preparing them to be more competitive.

POGIL was initially developed in 1994 for the chemistry departments in the United States and the approach was both class and laboratory centered. The key skills being enforced the ability to think analytically and work effectively as a team. To do this students have to be made into small groups of three or four students taking care not to increase the size. The main idea here is not revision but to introduce a new concept which is unknown to them and maybe that about which they have no background information. Once data is supplied to them they are also given a set of questions, the teacher functions as a facilitator looking at responses but not intervening.

Here the concept of POGIL can be understood that the traditional classroom where the teacher teaches does not lead to long term learning and definitely not lifelong learning. The second being the importance of team work, in the traditional classroom each student was taken as a single entity, who strived for their own grades and individual success. But POGIL inculcates team work where each member of the team works at the same pace as that of another team member. They are designated roles and each member of the team has a duty allotted to them, the members develop respect to each members role, this is the most important lesson ingrained into the learners psyche. The replies given are to be explained by them alone where they construct their own understanding and are accountable to fully justify why and how they arrived at the answer as a team.

### How does POGIL work-

Teachers can use POGIL as often as they want, they must understand that it may not be a very successful activity in the very first one or two sessions. The fault maybe that the teachers have to understand the concept, the students have to understand not only the content but their own roles as group members. Once these initial blocks are sorted, the teachers can best judge when and how often to use POGIL it can be as frequently as every class or once every semester or once a week.

### Making teams-

To make teams the first couple of times the students can choose their own team members again remembering that there can be no more than four members to a group. These members are then allotted roles of a Manager, Presenter, Recorder and Time keeper/ technician/ calculator. The Manger's role is to make sure that all the students work at the same pace and one student is not ahead of the others. The Manager will also function as a timekeeper in case of three members to a group. The Presenter is the one delegated to put the replies in the right order and the one who answers on behalf of the group and also the presenter is the one who talks to the facilitator on behalf of the group, all in all the only one with the authority to speak for the group. The Recorder is the one who puts down the answers based on the suggestions of the group and their own and hands them to the presenter, and tells the presenter the replies when the facilitator comes to talk to the group. The Time keeper/ technician/ calculator can be one student only, in case of three member groups this role is played by the manager, the duty of this member is to maintain the time limits, to keep up to the deadlines put up by the facilitator, to complete the activity. The technician or calculator would do the calculations where necessary.

### The disadvantages of POGIL-

The groups are not able to remember their roles.

The students are very passive, so the teacher has to shuffle students around .

Constant teacher monitoring and intervention so that the students do not arrive at the wrong answer.

The presenter might feel scared to reply, and not able to answer on behalf of the group then the group is not functioning properly.

**The Advantages of POGIL-**

The students are more involved than being passive listeners.

Every student has a role.

All students understand at the same time because all of them solve one thing at a time, as the pace is maintained.

Every student has a role, they know their roles and they understand that they are all important.

Learn the sense of responsibility and working in a team.

Understand how to work for deadlines, they develop confidence, communication skills and management skills.

They understand the ability to function together, these abilities help them in their future employment.

Develop constructive attitude.

The class becomes easier to control for the teachers.

The main advantage of POGIL is that a student learns a lot without any explanation by just looking at the data, their lack of background information and inability to connect jargon to the context does not serve as a barrier but develops a more keen sense of observation. And after one or two POGIL activities they can overcome the apprehension that their answer might be wrong or their unfamiliarity would be a problem. The student understand that all their group members are in the same position and so develop comfort and confidence, free from fear of making mistakes they realize they are learning. It builds self confidence like never before, an aspect that will mould them into confident individuals who are capable of working with others with little or no information about any task allocated to them.

If a lecture is required, it can be at the end of the activity but it must be kept brief, making sure that the terms and the concepts are same as those that were given to the students so they can connect and relate to the activity.

**POGIL FOR THE ENGLISH READING CLASS-**

Reading is one of the four skills to language acquisition, without which concepts, usage and grammar cannot be understood. Without which Second language or Foreign language cannot be learnt. For this reason it is imperative that students are not taught but learn. That is the reason why POGIL approach is considered best. Formerly the students are not only given time to read the passage but also to attempt the exercises on their own, the right or wrong answers were "given" by the teacher, the student's individual mistakes were ignored either owing to large class size, or due to time constraints, or bulk of material to be covered. The student continues to make the same mistakes which go unchecked and because of poor scores the student loses focus and interest in learning English and is demotivated.

When using POGIL for the first time in the class, it is time consuming, it needs to be understood not only by the student but also by the teacher. By trial and error the teacher and the students understand the method and are ready to incorporate it in their routine.

For the Reading passages, even if limited exercises are

provided this hurdle can be overcome by the teacher, by preparing more exercises by preparing handouts for each group in the class and this can be discussed among the students and conclude the answers. Several problems can be solved by doing this.

Through one exercise the students are able to attempt several tasks.

The comprehension cannot be limited to reading the passage and answering the questions alone, several new quizzes can be prepared like multiple choices, vocabulary testing, one word substitution, matching the answers.

Giving a variety of exercises the learners are able to not only comprehend the passage but every aspect of grammar, vocabulary and usage.

Arriving at the answer themselves they are able to ingrain the language, rather than leave it on the text book pages.

A simple reading skill transforms to a complete learner oriented successful task.

Any group activity, or a flipped class cannot be labeled as a POGIL activity. POGIL approach is where the entire class learns by exploration and building conclusions, the teacher facilitates by asking wh- questions to probe better answers taking care not to give the answers themselves. POGIL can be introduced into all subjects the example has been illustrated about the English reading class, similar ideas can be developed for any subject.

More information or resources can be found on the link- [pogil.org/resources/implementation](http://pogil.org/resources/implementation).