A CASE STUDY IN USING F.O.G. LEVELED QUESTIONS IN A REMOTE LEARNING ENVIRONMENT

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Abstract

This case study looks at the results of the use of F.O.G. (Fact-Opinion-Global) questions in a remote learning environment during the COVID-19 pandemic in the Spring of 2020, with particular focus on how such a learning method can promote inquiry-based learning, differentiation, and socialization while students are isolated from each other and their teacher for an extended period of time. The questions themselves are student-generated to be answered by peers based on a text or topic studied. Once initially instructed on how to formulate them, students are given assignments incorporating such questions or solely based on them. The results from one class of culturally mixed grade 9 students in an English language and literature course are presented and discussed based on appropriateness in regard to task given, language usage, and overall completion. While not initially designed for remote learning, the F.O.G. questions proved to be beneficial to students as all were able to stay engaged in the tasks given and participate fully without regard to linguistic background or skill level. Additionally, the method was beneficial to the instructor of the course as a consistent way to encourage student discourse and critical thought.

Keywords: Inquiry-based, Differentiation, Remote Learning, Student-Centered

Introduction
Background

This paper has been written in response to the COVID-19 pandemic and the effect the crisis has had upon schools as many worldwide have had to move to remote learning, or at best blended learning, in the spring of 2020 with little to no preparation. Affected teachers at all levels had to find methods, practically overnight, to instruct students online while still maintaining standards and ensuring a meaningful learning experience for their respective students.

More specifically, the ideas and situations occurred at Cebu International School (CIS) in Cebu City, Philippines. CIS is a K-12 private school serving both local and international students in the International Baccalaureate program at three overarching stages: Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program (DP). This paper will focus on a diverse group of grade 9 MYP students in an English Language and Literature course.

While Cebu International School had anticipated the need to switch to remote or possibly blended learning earlier in the year, the move away from traditional classroom learning was sudden as required by local government officials effective immediately on March 13th of that year. Additionally, the expectation was a relatively short time range, roughly 2 weeks to a month, of being 100% remote before going to a blended learning environment as the changing situation would dictate. However, the school was not able to return to onsite learning in any fashion for the rest of the academic year, ending on June 6th. As of this writing, CIS is still required to instruct remotely until government regulations are lifted.

The Problem

As with many international schools, especially those who follow the IB Curriculum, Cebu International School believes in a student-centered, inquiry-based learning classroom for all coursework at all levels. For the purposes of this paper, inquiry-based learning will be defined as "a pedagogical approach that invites students to explore academic content by posing, investigating, and answering questions" (Centered for Inspired Teaching, 2008).

Another priority for Cebu International School is the promotion of differentiation to meet the needs of all students. Differentiation will be defined as "...factoring students' individual learning styles and levels of readiness first *before* designing a lesson plan" (Weselby, 2020).Again, this is common for most international schools as students come from various cultural, educational, and linguistic backgrounds. The issue of differentiation is magnified for the course in question as the mix of students range from intermediate English as an additional language (EAL) students to native speakers. All are expected to contribute to the class on a regular basis as language is not an excuse for non-participation.

Therefore, multiple problems arose with the switch to remote learning. The first was how to maintain an inquiry-based class on a regular basis while not in the classroom. The second was how to promote differentiation for the many individualistic factors (culture, linguistic, educational and learning needs) for all students while learning remotely. Both of these problems were anticipated before remote learning began.

However, an additional issue that arose early on was the social aspect of learning. The school realized early on that many students were struggling as most of the instruction given by teachers required them to work for long hours on their own. Therefore, the problem of lack of student socialization, based on student feedback and teacher observations after the initial two weeks, also became a major factor in how courses were run for the remaining months.

While no single technique can solve all these problems for each class, there are possibly some which can help to alleviate the issues on a regular basis. Combined with proper standards and an ongoing attention to student needs, both educational and emotional, such techniques can make remote learning a more positive experience than would have otherwise be expected. One such technique used has been student generated FOG questions as part of their regular coursework.

Statement of Objectives

The primary objective of this case study is to look at how F.O.G leveled questions can be used in a remote learning environment. Examples of instructions given to students will be presented as part of the methodology for putting the questions into application. Additionally, student responses will be discussed in regard to how well they promoted inquiry-based learning and differentiation as well aiding in student socialization.

Methods

F.O.G. Questions

As stated in the previous section, this paper will look at what are referred to as student generated F.O.G. leveled questions. While precedents exist for these types of questions, F.O.G. has been recently developed by the author of this paper for more practical use in diverse classrooms.

F.O.G. questions are actually a derivative of what are commonly referred to as F.I.G. questions. F.I.G. were initially learned by the instructor of the course discussed during an Advanced Placement (AP)

workshop in Language and Composition held in Shanghai, August 2017. The workshop leader, McFarlan, encouraged the use of F.I.G. as a method of encouraging student engagement and promoting literacy. She defined F.I.G. as follows:

- Level 1=Fact
- Level 2=Inference or Interpretation
- Level 3=Global or connections outside the text
  (2016, slide 51)

McFarlan stated the purpose of such leveled questions as follows:

- Allowing students to ask questions is necessary to produce critical thinkers.
- Students must be allowed to ask questions based on their experiences.
- Students need to enter texts as they would a landscape painting.
  (2016, slide 52)

For each level, a student is expected to write a question based on the text being studied. The student would then ask their set of questions to classmates in order to promote discourse and inquiry regarding the studied text and beyond. It is worth noting that the use of the word *text* is quite broad, including such ideas as images and equations. Thus, the literacy promoted is not limited to literature or even language but can theoretically be applied to any field. However, in this case, literature and language will be the focal points.

While the concept of the F.I.G. questions often works well with AP students as the courses offered are considered to be university equivalents and thus the students tend to be at advanced skill levels, younger students and those of varying abilities often find it difficult to understand and implement. Thus, a variation called F.O.G. was developed. The distinction seems slight but has proven to be effective. The new acronym stands for the following:

- F-Factual based question. Students are instructed that these should be written with the expectation of objective answers in mind. However, the level of complexity can vary depending on student and what is studied
- O-Opinion based questions. This is the primary difference as both younger and EAL students may struggle with the concepts of *Inference* or *Interpretation*. The concept of *Opinions*, while similar, is easier for them to grasp with essentially the same result. Students are instructed that these questions should be written with the expectation of subjective answers in mind that still relate to the original text being studied. Similar to the F-level questions, these can vary in complexity.
- G-Global based questions.This is often the most challenging for students and takes more scaffolding to understand. The idea is to use the text as a starting point to ask questions of a more global or even personal nature. The students should use the text being studied to explore global issues and ideas beyond what is studied, giving the text studied further relevancy outside the classroom.

An additional benefit of changing the acronym from F.I.G. to F.O.G. is to create a stronger mnemonic device for students to remember and understand. Many students would likely not even know what a *fig* is as it is not a common fruit in the Philippines nor many other regions of the world. However, even relatively low language level students know what *fog is* so they can more easily remember the technique. Finally, it is presented to them by saying, during initial instruction, that "using these questions

will help lift the F.O.G. from your minds when you study a new text" or something to that effect. It would be difficult to use F.I.G. in such a way.

Initial Instruction and Scaffolding

The F.O.G. technique had been taught to the students and put into practice at the beginning of the academic year to be used as an occasional means of discussion and inquiry throughout the course. Initially, students are given the F.O.G. acronym above with what each letter stands for. The initial practice is completed as a class using images as a starting point so as not to intimidate the students' early impression of the technique, especially those who may struggle with a written text.

Any image can be used as long as it is appropriate but it is more efficient if the initial one is something students can relate to and engage with easily. A local image or one with a connection to something they are studying works best. To keep it relevant to regional culture, the first image used is the following, found from a simple Google search of "Filipino Art"
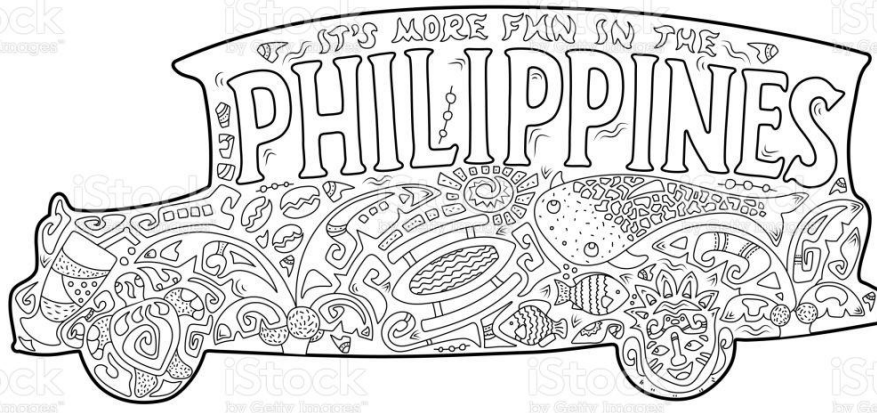
(Getty Images, 2018)

Then, as a class, the instructor and students attempt to brainstorm questions to be written on the board. Multiple questions for each level, or category, are taken with no initial wrong answers. Corrections on what category a question may fit can be made later, after all questions had been written down. It is important to have the students be open and uninhibited to begin.

For the above image, students would start with F-level questions. Some examples might be the following:

- How mode of transportation is it an image of?
- What is the slogan mentioned?
- What animals can be seen in the image?

While some questions may come across as easy, it gives the students an entry way into the text. Especially for an EAL student, these give them something to discuss or write about so becomes important in maintaining their engagement in the text and the class. They should also be able to reasonably answer such questions when asked by their classmates.

Next, students would focus on brainstorming O-level questions. Some examples might be the following:

- Why are there so many smaller images on the jeepney?
- Why did the artist choose to use a jeepney to symbolize the Philippines?
- Why is there a large whale in the image?

As can be seen, the questions can become more challenging and require greater thought for the students to write as well as answer. This promotes more critical thinking in their understanding of a particular text. However, they can also be relatively simplistic as long as they ask a subjective question on the text studied.

Finally, students are asked to create G-level questions such as the following:

- How did the jeepney become a symbol of local culture?
- What are some common symbols of other countries?
- How would you represent your own culture?

These allow the students to broaden their understanding and possibly connect the text with their own lives and communities. As with the O-questions, the level of complexity of the G-questions can vary significantly depending on student ability and overall class situation.

Additional images would then be used to help students practice the technique. Some of these will be chosen by the students to give them greater agency in what is studied. After they practice together on their chosen images, a short written text will be introduced. As with the initial images, it is best to give the students something they can relate to at first. For this class, the first two paragraphs of the short story *Fish Cheeks* by Amy Tan was used, with the rest of the story to follow as a future assignment. The students were given the following:

I fell in love with the minister's son the winter I turned fourteen. He was not Chinese, but as white as Mary in the manger. For Christmas I prayed for this blond-haired boy, Robert, and a slim new American nose.

When I found out that my parents had invited the minister's family over for Christmas Eve dinner, I cried. What would Robert think of our shabby Chinese Christmas? What would he think of our noisy Chinese relatives who lacked proper American manners? What terrible disappointment would he feel upon seeing not a roasted turkey and sweet potatoes but Chinese food? (Tan, 87)

Below are examples of F-level questions created by the students based on the text.

- Where does the story take place?
- How old was the narrator?
- What culture is the girl?

Below are examples of O-level questions created by the students based on the text.

- Why is the girl so worried?
- What does "white as Mary" mean?
- Why does she ask so many questions in the second paragraph?

Below are examples of G-level questions created by the students based on the text.

- Were you ever embarrassed by your family?
- Why is Christmas so important?

● Do you ever want to be something different?

Under on-site classroom conditions, these F.O.G. questions would be used, either orally or written, on a semi-regular basis either in class to promote discussion between students or as part of a homework assignment to be placed in their notebooks. Some students will even apply the method to other courses, as related by the instructors of those classes, as a way to help themselves understand a new concept.

Student Participants

The participants numbered 22 students in the final quarter of grade 9, all in the age range of 14 to 16 years old. Although taking the same course, the students were divided into two separate classes assorted randomly, not based on ability or other factors. They were of varying backgrounds, both culturally and linguistically. The basic breakdown is as follows:

➢ Native speakers: 10
  ○ Local Filipinos or grew up in the Philippines: 8
  ○ Australian National: 1
  ○ British National: 1
➢ Non-Native of varying levels of proficiency: 12
  ○ South Korean Nationals: 9
  ○ Japanese Nationals: 2
  ○ French National: 1

Additionally, two of the students, both native speakers of English, had been diagnosed as having learning needs, including dyslexia. Finally, the gender split was 13 males and 9 females. Initially, there were 2 additional native speaking female students but had to return to their home countries during the early days of the pandemic and were thus not included.

Assignments and Results During Remote Learning

Assignment 1

As the students had been working on a previous long-term project, F.O.G. questions were not utilized until the fourth week of remote learning. The first assignment to make use of them was for online group discussions of *Oedipus Rex* by Sophocles in a unit on world drama. They were reading two different versions of the play, one using simple English and the other in a more poetic style. The assignment was given to the students as follows:

Today, we will try some group discussions so it's not just reading and writing.

However, you will need to prepare for the discussion as follows:

1) Go back to the different versions and review what has happened up to that line.
2) Write a set of F.O.G. questions to use in your discussion.
3) Also, look closely at the writing of the more poetic translation. Find a "literary feature" (diction, rhetorical/poetic device, structure, etc.) to discuss. Be ready to talk about how it's used and what effect it may have on your audience (NOTE: This will help you prepare for English A in a couple of years.)
4) Find at least 3 key differences between the translations to discuss with your group.

Then, this afternoon, have a 20 to 30 minutes discussion on the text. Focus on the ideas above. If possible, try to make an audio recording of it to show completion of the assignment. If not, the

'scribe" will have to write a bullet-pointed summary of the discussion.

The groups:
Group 1- S1 (leader) S2 (time keeper) S3 (scribe) S4 (fact checker)
Group 2- S1(leader) S2 (time keeper& fact checker) S3 (scribe)
Group 3- S1 (leader) S2 (time keep and fact checker) S3 (scribe)

Regarding the roles, you can all help each other. If you have to make a summary, certainly everyone can contribute so the scribe doesn't get too much extra work. That being said, it's still easier to record it. (Greene, 2020a)

This assignment was posted on Google Classroom. The only changes made for this paper were to omit the students' names from their groups due to privacy concerns. Groups had the choice of what platform(s) to use for their discussions, with Google Meet and Google Hangouts being the most common. As seen above, F.O.G. questions are the second instruction given and the first part of their group discussions.

Students uniformly were able to complete the F.O.G. questions and use them to start their group discussions on the text. Some examples of unedited student production, with their respective backgrounds, are in the following tables, divided by groups. For the sake of brevity, the 3 groups from the first class only are presented. The only changes made from what the students had written are in regard to formatting for consistency. Spelling, grammar, and punctuation have not been altered.

Group 1

Student 1: Male; Native Speaker
F- During the plague in Thebes, who did Oepidus send to the gods for answers on how they can stop the plague?
O- In your opinion, why do you think Apollo started the Plague?
G- If you were to be a citizen in Thebes, what would you do differently?

Student 2: Female; Native Speaker
F - What is Delphi?
O - Why do you think the priest was the one who decided to speak up?
G - Should all leaders in the world have the same devotion Oedipus does for his citizens?

Student 3: Male; Native Speaker; Dyslexic
F - What happened to the king?
O -What was the moral of the story?
G - How is the plague affecting the people in the story?

Student 4: Female; Non-Native Speaker; EAL
F - What is the name of the king who got murdered
O - What kind of person do you think Oedipus is
G - What is current even that have a connection with the story

As can be seen in the above student generated questions, students 1 and 2 were able to complete the questions accurately in regard to both language and content. Student 3 had difficulty with the G-level question, essentially making a second F-level one. Student 4, the only non-native in this group, was able to make appropriate questions for discussion at all three levels but made language errors regarding

spelling and punctuation. However, the errors were relatively minor and did not affect communication of her ideas to the other group members.

Group 2:

Student 1: Male; Non-Native Speaker; Fluent
F- Who is Creon?
O- How would you describe Oedipus's characteristics?
G- What are modern examples of the story, of Oedipus Rex?

Student 2: Male; Non-Native Speaker; EAL
F- who is oedipus?
O- Is oedipus doing the right thing?
G- what are some similar stories?

Student 3: Female; Native Speaker
F- Which God are the people worshipping?
O- Why is there a plague going around in Thebes?
G- How many Greek Gods are there?

Group 2 produced similar results regarding language. Both non-native speakers made minor language errors but were able to produce appropriate questions based on the instructions given to them. None of the errors affected communication of message. The sole native speaker also produced appropriate questions but with no language errors. That being said, the G-level questions for all three are too broad to truly elicit productive discussion.

Group 3

Student 1: Female; Non-Native Speaker; Fluent
F- What is happening in Thebes? Why are the people asking Oedipus for aid?
O- Who do you think is the murderer of King Laius?
G- Have you ever read a tragedy like Oedipus Rex?

Student 2: Male; Native-Speaker
F- Who did the priest approach to help with the problems the town had.
O- Do you think that Oedipus was rightfully elected as king.
G- If you were Oedipus how would you have reacted to the priest's demands.

Student 3: Female; Non-Native; Fluent
F- Who is Oedipus's wife?
O- Why is the city being punished?
G- Are any modern leaders like Oedipus?

Group 3 were all able to produce appropriate questions at each level, although again some of the G-level ones could be improved. Both non-native speakers were able to produce sets which were error free while the sole native speaker did not use correct punctuation, in this case forgetting to use question marks. This does not seem to be based on lack of understanding, though, and did not affect communication.

Regarding recorded discussions, all three groups were able to incorporate their FOG questions into their work. The breakdown, rounded to the nearest minute, is as follows:
- Group 1- 17 minutes
- Group 2- 10 minutes
- Group 3- 12 minutes

On average, each group used approximately 13 minutes of their discussions on their F.O.G. questions. Group 1 was significantly longer but as they had an extra member, and thus an extra set of questions, this was to be expected. Thus, each student, regardless of ability, is spending roughly 3 to 4 minutes leading a discussion with their partners by asking questions and promoting inquiry into the text.

Assignment 2

Approximately two weeks after the initial assignment using F.O.G., the students were given the following to complete:

Finish this section of the play (line 997). While reading it, try to consider what changes could be made to appeal to a more modern audience (language & content) but you do not have to make those changes today.

When completed, write 1 set of F.O.G. questions. Then, exchange with a classmate to answer someone else's. I assume you can find your own partners but if you have any difficulties, please let me know. Also, it does not have to be a straight one-to-one exchange so 3 people can share or 2 people can answer the set from one other person, but not together. (Greene, 2020b)

This assignment does differ slightly in that students were allowed to choose partners. Also, answers were to be written, not recorded, to allow the instructor to give more definitive formative feedback. The results are in the tables below with brief descriptions of the students for each. These were selected from the other section of the class than the first assignment in order to demonstrate how students across both do.

Group 1: Both female students, one native speaker and one non-native speaker

F- Where was Laius killed?
Answer: Phocis, a crossroads at Daulia and Delphi
O- Why does Oedipus respect Jocasta so much?
Answer: Oedipus respects Jocasta because she is his wife. She is always by his side and someone he can rely on.
G- Do you think all lives on Earth right now have prophecies?
Answer: I don't believe that prophecies truly exist. I believe that everything happens for a reason and that our life is not planned out nor can be predicted by anyone.

F- Why does Oedipus turn against Creon?
Answer: Oedipus believes Creon killed Laius.
O: How would you react towards Jocasta's story about her old husband if you were in Oedipus' shoes?
Answer: I would feel very conflicted and lost since it is so familiar and matches up my story, but I won't be able to believe I got myself into such a situation.
G: What would you do if you killed a close family member?
Answer: Killing anyone, no matter their relationship with me, would traumatize me for the rest of my life.

Both students were able to complete the assignment as expected. Each level of question was appropriately written. While answers are relatively short, no parameters were given regarding length. Both students demonstrated critical thought on the story and how it relates to their own lives as well as the world at large.

Group 2: Both male students, one a non-native speaker and one a native speaker with learning needs

F- Who does Oepidus banish from the city?
Answer: Creon
O- Why do you think Oepidus wants to find the murder of Laius?
Answer: To cover him up because he murdered Laius.
G- If you were to be Creon, what would you have done differently to reply to Oedipus?
Answer: I would have told the people that Oedipus.

F- What did the seer tell Oedipus?
Answer: The seer said that Laius will die because his son killed him
O- Is Oedipus a good king so far?
Answer: I don't think so. Oepidus made wrong decisions and ended up resulting in him being a bad person. Some of which is he killed his dad, he banished Creon, and he married his mom
G- If Oedipus wasn't a king what do you think he would be doing.
Answer: I think Oepidus would be trying to stop the plague and help others. Judging his actions at the beginning of the story, he would do good. But after reading to line 997, I think that Oepidus would try to help fix the plague but in his own way. Probably not following the rules

Both students in this group displayed some minor language errors but, as in the first assignment, not mistakes that overly affect communication of intended messages. The questions produced for both F and O-level questions are appropriate, but the G-level questions do not go enough beyond the text. The answers given demonstrate an understanding of the text from both a concrete and critical level.

Group 3: Both male students, one non-native and the other native

F: What happened to Oedipus at the end of the story?
Answer: He blinds himself by stabbing himself in the eyes and is banished from Thebes.
O: Why do you think Oedipus did not give up on his throne?
Answer: I think because he either liked the feeling of being king having power or he just couldn't think properly because of the shock.
G: What would you have done if you were Oedipus? Would you confess your sins and leave with respect, or try to stay king no matter what? Why?
Answer: I would confess my sins and leave with respect because I know later on someone will tell the public and I will be punished. I'll leave with my eyes not stabbed though.

F- Who told Oedipus his fate?
Answer: Tiresias told Oedipus his fate
O- Why do you think Oedipus wants the man?
Answer: I think Oedipus wants to find the man so he can make sure he won't tell anyone his secret.
G- What would you do if you were in a similar situation?:
Answer: If I was in the same situation I would own up to it as I killed the men, and if I get exhiled of executed I brought it on myself.

Group 3 exhibits some of the same problems with the G-level questions as the previous groups. While they do allow for personal responses to the questions, they questions are not of a global nature. Both the F and O-level questions are appropriate to the task and answered well based on the parameters given. Some grammatical and spelling errors are evident, clearly apparent in the answer to the second G-level question, but the message is not overtly affected.

Group 4: Two male native speakers and one female non-native speaker

F- Where was Laius supposedly murdered?
Answer: A place where three roads meet
O- Are Oedipus's actions in Episode 2 moral? Why or Why not?
Answer: No, even though he killed Laius without knowing who he was, he should've responded better to when he was pushed aside on the road. I think that Oedipus won't be able to make it up to his people as he is the murderer of their past king.
G- How would you feel if you murdered a family member?
Answer: I won't be able to live with the idea of it and won't be able to live normally.

F - why did Creon get sent away?
Answer: Oedipus thinks that Creon is scheming against him.
O - Do you think Creon would have been a better leader?
Answer: I feel that Creon will be a more realistic king than Oedipus because Oedipus' pride is big. Creon seems like he would care about his people more, not because he thinks it's his role as a king.
G - in this pandemic do you think there are leaders that are not fit for the job
Answer: I think that there are a lot of leaders who may not be making the best choices and actions. For example, Duterte shutting down ABS-CBN and his orders to shoot down whoever violates the lockdown. I understand he is trying to warn citizens to stay at home but I think his orders are unnecessary and could have a less damaging alternative.

F - Who killed Laius?-
Answer: Oedipus killed Laius.
O - How does Jocasta feel about her relationship with Oedipus, her son?-
Answer: She believes in him and wants him to succeed in finding the murderer so she is telling him all the stuff she knows about the murder. However, she is also doesn't believe that Oedipus killed Laius which is why she is helping Oedipus a lot.
G - If you were one of Oedipus' people, how would you feel about him as your King?-
Answer: At this point of time, I would still believe in Oedipus being the strong leader that he is and I would think that all the prophecies are fake

Group four is of particular interest in that out of all the student chosen groups, it is the only gender mixed, with 2 males and 1 female. The responses, however, were similar to the previous groups with stronger F and O-level questions than G, with the exception of the second G-level question which is of a more global nature than the others. Answers were complete for all.

Discussion of Results
Overall, students were able to complete the F.O.G. based assignments with minimal instruction from the teacher after the initial lesson. While their responses were not completely accurate, especially the G-level questions, all were able to produce work at a satisfactory level without issue.

Breaking down the students by characteristics, gender had no effect on results as female and male students performed equally in the tasks. Native language, however, did affect language usage in what the students produced. Non-native speakers, unsurprisingly, made more errors in regard to grammar, spelling, and punctuation. Despite this, communication of message was never affected by said errors and is therefore not a cause for concern.

The tasks were successful in eliciting inquiry-based learning in all students, regardless of ability. Students were able to refer back to the texts studied, two different translations of *Oedipus Rex*, to create both their F and O-level questions. Then, they were able to respond to the questions given by their partners by referring back to the texts yet again in forming their answers. Additionally, they were able to maintain discussions of significant lengths, averaging over 3 minutes per student per group, by using these questions as points of discourse in their meetings.

One area to be improved upon in terms of inquiry-based learning and overall instruction is how the students are producing G-level questions. Many had difficulty writing appropriate ones for both tasks while working remotely. This was not the case in a normal classroom environment as they would have been able to receive near immediate formative feedback from the instructor of the course. While the questions created still were able to elicit responses from their classmates and fuel further conversation, they were not able to promote inquiries into the global issues as hoped. Many were more focused on personal responses to the story instead of inquiring more about the world around them. This aspect could possibly be improved by giving the G-level questions more instruction during the initial lessons on the method. Additionally, it is evident that the students need consistent formative feedback in this area in order to understand and utilize such questions to their educational advantage.

The method was successful in its promotion of differentiation. All students, regardless of cultural or linguistic backgrounds, were able to produce questions and answer those of their classmates. Thus, they remained engaged and were able to equally participate in all related activities to the tasks. While the depth of the questions may have differed based on individual aspects, all students were able to work to their own personal level in production of questions and answers.

Of particular note is the work of the non-native speakers in the class. By having the opportunity to formulate questions prior to discussions and activities, they were able to work on par with their native speaking counterparts in both spoken and written assignments. Each was able to ask their questions to their groups and elicit reasonable answers from them. This should have the added effect of improving their confidence in communicative English. Of course, the non-native speakers did make the majority of the language errors but not enough to warrant excessive correction on the part of the instructor as it may negate their improved confidence from the activities. However, peer feedback and correction could work well to remedy this small problem.

Finally, the method was able to encourage socialization during the remote learning period in question. For the initial group assignment given, students were able to maintain lengthy discussions on the text with no monitoring. The groups were able to work together to arrange meeting times, platforms to use, and distribution of work. All students participated at an approximately equal level and gave positive verbal feedback afterwards as it created a "break", as they put it, from the assignments given in other classes while still working towards unit objectives.

The second assignment allowed for more freedom, especially in choosing who they would partner with. While this can be risky for some classes, these groups had no proverbial outsiders who would have been left without a partner. In fact, many requested to work in larger groups of 4 but were denied the

opportunity as it would not have worked well with the given task. However, if there are potential conflicts or exclusions, it is recommended to assign partners in order to avoid problems.

For this second task, students were able to coordinate groups and share information in order to produce the desired results. Although the assignment was written in nature, many worked with their partner verbally as well through Google Meets, Hangouts, or by a messenger platform. The question formulation followed by answer elicitation inherent in the task promoted greater socialization for students who were working in isolated environments from each other.

However, as some answers were short, parameters could be given on length of responses to different questions. Also, students should be supporting their answers with quotes or page numbers from the text studied when answering F and O-level questions. This will help them create fuller answers and allow them to develop better citation habits.

Conclusion

As remote and blended learning environments are becoming more necessary worldwide, educators are struggling to meet students' needs and maintain standards in the ever-changing landscape. Even after the current pandemic ends, the trend towards distance learning is inevitable so new methods of instruction will be necessary to keep up with these changes. The F.O.G. method shows promise in helping to meet these needs.

Initial qualitative data suggests that students respond well to the method and can use it in both oral and written communication in the completion of their tasks. While it can promote inquiry-based learning, consistent formative feedback is necessary to maintain quality as results vary somewhat by student. However, the method does not have to work alone in this area. It can also be used as a warm-up or pre-reading activity combined with other inquiry-based learning activities as part of a larger lesson or unit.

It shows greater promise in promoting differentiation among students. Once the basic ideas behind the method have been properly scaffolded, students are capable of producing results independently from their instructor. The nature of the question-answer allows students to work at their own level, asking and answering to the best of their abilities. This student-generated question approach also allows for greater peer scaffolding as students get the opportunity to challenge each other in their work and support each other in their understanding of a text.

The final area where F.O.G. can be useful in remote learning is in socialization of students as they work from home. Many schools are finding that the strain of studying in isolation is creating mental health issues in students. It is important that the schools find approaches that allow students to work together even when not sharing the same physical environment. F.O.G. can be a small part of this, combined with other activities such as group projects.

Aside from the benefit to students, the method can also be beneficial to teachers. Once the initial lessons have been completed, F.O.G. can become a proverbial "go to" when creating assignments. Instead of the teacher feeling the need to create a fresh set of questions to ask students, it allows for the students to generate them instead and keeps the questions less predictable as they are coming from different perspectives each time.

Further areas of inquiry on the method do need to be made as this was initially from one class. Regarding its use in a language course, it should be seen how well F.O.G. questions can work with beginners instead of intermediate and near native speakers as was the case in this study. Another area of

future study is how well the method would work in a non-language nor literature course. While on the surface, it should apply well to science or the visual arts, as examples, it has not been used yet in such classes. Finally, it can be compared to another, similar style, of student-generated leveled questions such as the aforementioned F.I.G. method, to see which works most effectively.

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