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From Questions to Knowledge: Analyzing the Effectiveness of Inquiry-Based Learning in Language Teaching

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ABSTRACT

This study explored the perceived effectiveness, challenges, and coping strategies of public school English teachers in implementing Inquiry-Based Learning (IBL) in the 2nd Congressional District of the Province of Cotabato. Guided by the qualitative phenomenological approach, the research aimed to capture the lived experiences of teachers using IBL in language classrooms. Semi-structured interviews were conducted with selected public school teachers, and data were analyzed using thematic analysis. The study revealed five global themes: (1) IBL Effectiveness in Language, emphasizing the enhancement of student engagement, motivation, and language proficiency; (2) Effective Inquiry-Based Strategies, highlighting collaborative, contextualized, and inclusive activities that promote student participation; (3) Competency Impact, focusing on how IBL strengthened facilitation, planning, and communication skills; (4) Instructional Challenges, describing difficulties in classroom management, learner diversity, time constraints, and motivation; and (5) Coping Strategies and Training Needs, outlining the need for targeted professional development in lesson design, facilitation, assessment, and the integration of technology. The findings underscore the value of learner-centered instruction and the critical role of teacher readiness and institutional support in ensuring effective IBL implementation. Teachers expressed the necessity for continued professional development tailored to inquiry-oriented pedagogy. This study contributes to the growing discourse on inquiry-based instruction in language education and provides actionable insights for educational leaders and policymakers to strengthen instructional practices in public schools. It further recommends context-sensitive teacher training programs and support systems to empower teachers in delivering meaningful and engaging language learning experiences through inquiry.

INTRODUCTION

The delivery of the lessons reflects teachers' capability in responding the needs of the students. Using the Inquiry-Based Learning, students and teachers alike can build rapport in enhancing the understanding of lessons. However, one of the pressing issues that calls immediate actions is the lack inability of the students to respond to questions. They have the difficulty on knowing the contexts and encapsulates the ideas leading to the appreciation of the bodies of knowledge.

A study which was conducted in Turkey revealed that inquiry-based approach showed a significant difference on the pre-test and posttest of the students whereby their writing abilities of the students improved (Shahkarami & Alavinia, 2024). In the same vein, there was positive manifestation on students behavioral, emotional, cognitive, and social engagements. It resulted to higher learning outcomes in vocabulary (Dellatola et al., 2020).

Through IBL, students' motivation and collaboration increased. This highlights that this approach promoted deeper understanding of language concepts which enabled students in acquiring the 21st century skills (Nasution, 2024). Likewise, IBL is useful in other disciplines such as Science (Bogador et al., 2024; Berie et al., 2022) and Mathematics (Deák et al., 2021). Similarly, this has been utilized in Humanities and Social Sciences (Feldt & Petersen, 2021).

Positive results showed the importance of IBL in teaching (Anwar et al., 2024; Kitching, 2024; Nguyen et al., 2024. However, its applicability in the local setting specially in the current study is not yet explored. The absence of similar studies in the 2nd Congressional District of the Province of Cotabato calls for understanding this approach based on the narratives of elementary teachers.

Unknowingly, teachers have been using this approach in teaching across disciplines. In particular, analyzing its effectiveness in language teaching gives way to its specificity. Thus, the reason which motivates the researcher to conduct this endeavor.

Research Questions

This study will be conducted to provide a comprehensive answer to the following phases of problems. Specifically, it answers the following questions:

Phase 1 Determining the Effectiveness of Inquiry-Based learning and Classroom Activities: Language Development in Focus

1. How do teachers perceive the effectiveness of inquiry-based learning in enhancing students' language proficiency and engagement?

2. What specific inquiry-based activities are the most effective in increasing student motivation and participation in language lessons?

3. Which language skills are most positively impacted by inquiry-based learning methods?

Phase 2 Challenges, Responses, and Trainings: Strengthening the Implementation of Inquiry-Based Learning in Language Teaching

1. What challenges do teachers face when implementing inquiry-based learning in your language teaching?

2. How do teachers address these challenges?

3. What training are necessary for teachers to effectively implement inquiry-based learning in language education?

METHODOLOGY

This study provides the overview of the methods used, the locale of the study, participants, the data gathering procedure, the data analysis, and ethical considerations.

Research Design

Qualitative research involves collecting and analyzing non-numerical data. It can be used to gather in-depth insights into a problem or generate new ideas for research (Nassaji, 2020). Qualitative research is used to understand how people experience the world. While there are many approaches to qualitative research, they tend to be flexible and focus on retaining rich meaning when interpreting data (Gentles et al., 2015).

As defined by Williams (2021), phenomenology is used to understand how people experience the world. While there are many approaches to qualitative research, they tend to be flexible and focus on retaining rich meaning when interpreting data. More simply stated, phenomenology is the study of an individual's lived experience of the world. By examining an experience as it is subjectively lived, new meanings and appreciations can be developed to inform, or even re-orient, how humans understand that experience.

This study is qualitative-phenomenology since the researcher will investigate the importance of inquiry-based learning as a strategy being used by elementary teachers who handle English classes. Through this, an understanding of this approach in the realm of teaching will be given enough meaning for appreciation. Thus, teachers can utilize it in their respective classes.

Research Participants

The participants of the study will be chosen using the purposive sampling (Rai & Thapa, 2015). They will take part in the Key Informant Interview and Focus Group Discussion. Their selection will be anchored with the following criteria:

1. A public-school teacher;

2. Teaching elementary English; and

3. Assigned in the 2nd congressional district of the Province of Cotabato.

Research Instrument

The researcher will prepare the consent form. This is a signed document that outlines the informed consent of an individual to partake in a research study. Another, the interview guide simply lists the high-level topics that the researcher plans to cover in the interview with the high-level questions that the researcher wants the interviewee to answer under each topic.

Data Analysis

Thematic analysis will be utilized in this study. It is usually applied to a set of texts, such as an interview or transcripts (Terry et al., 2017). This approach follows a six-step process: familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up.

RESULTS AND DISCUSSIONS

This chapter presents and interprets the findings derived from the data collected in this study. It details the results of the analyses, including the key patterns, themes, and relationships that emerged from the responses of the participants. Each section explores how the data aligns with the research objectives, discusses the significance of the findings, and provides insights into the implications for language instruction using inquiry-based learning.

Perceived Effectiveness of inquiry-based learning in enhancing students' language proficiency and engagement among Teachers

Active Engagement and Motivation. Teachers observed that when students are actively engaged, they become more interested and involved in the learning process. Activities like role-playing, discussions, and real-world tasks helped learners participate more confidently and develop communication skills.

When learners are motivated, they tend to explore language use more meaningfully and retain knowledge better. This shows that interactive and purposeful learning experiences can improve both engagement and proficiency.

Giving learners the chance to take ownership of their learning through inquiry-based activities increases their engagement and confidence in using the language.

Teachers generally perceive IBL as highly effective in enhancing students language proficiency and engagement . It allows students to take ownership of their learning , fosters curiosity and encourage active participation. (IDI 1 Q 1.1 L 1-6)

Encouraging critical thinking and problem-solving through IBL increases learner engagement and makes classroom activities more interactive.

IBL helps students become more engaged and active in learning by encouraging critical thinking and problem-solving. It makes lessons more interactive. (IDI 3 Q 1.1 L 15-18)

Aside from that, connecting language learning to real-world situations through IBL enhances engagement, motivation, and the development of critical thinking skills.

Inquiry-Based Learning it increased student engagement and motivation and also develop critical thinking skills. They can connect language teaching to real-world. (IDI 17 Q 1.1 L 111-115)

Active engagement, critical thinking, and real-world language use through IBL strengthen learners' communication skills and language application.

Inquiry-Based Learning is highly effective in language teaching as it promotes active students engagement, critical thinking and real world application of language skills. (IDI 19 Q 1.1 L 123-127)

For Gul and Khan (2021), IBL encourages learners to participate actively in tasks, leading to better retention and application of language skills. Tienken et al. (2023) emphasize that motivation driven by autonomy and inquiry significantly improves learner focus and classroom involvement. Similarly, Kim and Lee (2022) found that learners involved in student-centered activities like questioning and exploration demonstrated higher engagement and communicative competence in language use.

Critical Thinking and Problem Solving. Students develop better reasoning and analysis skills when they are encouraged to solve problems and think critically during lessons. They become more confident in expressing their ideas and asking meaningful questions. Language learning becomes more purposeful as they apply what they know to real-world situations. This also helps them improve their comprehension and ability to use the language in different contexts.

Active participation, critical thinking, and practical language use through IBL contribute to deeper language acquisition and more meaningful learning experiences.

Inquiry-Based Learning (IBL) in a language teaching is an effective approach that emphasizes active student engagement, critical thinking and problem-solving.IBL enhances language acquisition by focusing on student -driven learning, critical thinking and practical application of language skill. (IDI 2 Q 1.1 L 7-14)

Encouraging critical thinking and problem-solving through IBL leads to more interactive lessons and greater learner involvement in the learning process.

IBL helps students become more engaged and active in learning by encouraging critical thinking and problem-solving. It makes lessons more interactive. (IDI 3 Q 1.1 L 15-18)

Meanwhile, exploring real-world questions through IBL enhances language proficiency, especially in speaking and writing, while also strengthening critical thinking and problem-solving abilities.

Inquiry-Based Learning (IBL) is an educational approach that involves students actively exploring real-world questions and problems to acquire knowledge and skills. In Language Teaching IBL can be an effective way to promote language learning, critical thinking and problem solving skills. It improve language proficiency particularly in speaking and writing. It enhanced critical thinking and problem solving skills for students. (IDI 4 Q 1.1 L 19-30)

And, language through questioning, research, and discovery leads to deeper and more meaningful understanding compared to rote memorization.

Promotes deeper understanding, IBL encourages students to explore language concepts, through questioning, research and discovery rather than rote memorization. This levels to a deeper and more meaningful understanding of the language. (IDI 6 Q 1.1 L 34-40)

Inquiry-Based Learning (IBL) strengthens learners' ability to think critically and solve problems by encouraging them to ask questions, investigate, and reflect on their learning. Research by Yusof and Yunus (2021) shows that IBL creates opportunities for learners to apply analytical thinking in language-related tasks. Similarly, Zhang and Wang (2023) found that problem-solving activities within inquiry frameworks help students develop reasoning and decision-making skills. These cognitive processes not only improve language understanding but also foster independent learning habits.

Language Proficiency Development. Teachers noticed that students improved their speaking, listening, reading, and writing skills through inquiry-based activities. Learners became more confident in using the language during group tasks and discussions. They were able to express their thoughts clearly and understand others better. The meaningful use of language in real contexts helped deepen their overall proficiency.

Promoting learner autonomy, critical thinking, and communicative competence through IBL makes language instruction more effective and learner-centered.

Inquiry-Based Approach is an innovative approach to language teaching that has gained significant attention on recent years. As a teacher, I can attest that IBL can be highly effective in language teaching, promoting learner autonomy, critical thinking and communicative competence. (IDI 16 Q 1.1 L 103-110)

A more interactive and student-centered environment through IBL enhances communication skills, deepens understanding, and builds critical thinking and adaptability.

Inquiry-Based Learning in language teaching fosters a more interactive and student centered learning. It enhance the communication skills, enhanced its engagement, critical thinking and problem solving, deeper understanding and adaptability. (IDI 18 Q 1.1 L 116-122)

Active engagement and real-world language use through IBL strengthen critical thinking and support meaningful language learning.

Inquiry-Based Learning is highly effective in language teaching as it promotes active students engagement, critical thinking and real world application of language skills. (IDI 19 Q 1.1 L 123-127)

Learners exposed to inquiry-based instruction showed notable improvement in speaking, writing, and vocabulary use, as demonstrated by Rahmat and Yamat (2020). Hassan and Nor (2022) highlighted better retention and fluency among learners engaged in language exploration through inquiry. These findings suggest that IBL fosters deeper language acquisition by emphasizing learner interaction and purposeful language use.

Learner Autonomy and Ownership. Students became more responsible for their own learning when given the freedom to explore and ask questions. They showed increased confidence in making decisions and taking initiative during language tasks. Teachers observed that learners were more motivated when they had control over their learning pace and topics. This approach helped students build independence and self-direction in using the language.

Exploration of real-world questions through IBL promotes learner autonomy, enhances critical thinking and problem-solving, and supports authentic language use.

Inquiry-Based Learning(IBL) is a student centered approach that encourages learners to explore and investigate real-world questions and problems. In languages teaching, IBL can be an effective approach for several reasons. IBL can be an effective approach to language teaching, promoting learner autonomy, critical thinking, problem solving and authentic language use. (IDI 11 Q 1.1 L 68-77)

Freedom to investigate and discover language concepts through IBL increases motivation and engagement, leading to improved language proficiency and greater learner confidence in expression.

One of the most significant benefits of Inquiry-Based Learning in language teaching is its ability to promote autonomy, motivation and engagement. When students are given the freedom to investigate and discover language concepts in their own,they become more interested in the learning process. This in turn, leads to improved language proficiency as learners are more likely take risks, experiment with new expressions and develop their own voice. (IDI 20 Q 1.1 L 128-139)

A student-centered and inquiry-driven approach to language teaching supports deeper learning by enhancing curiosity, communication skills, and critical thinking in meaningful and engaging contexts.

Inquiry-based Learning(IBL) is a student-centered approach that emphasize active learning, curiosity and problem solving. In the context of language teaching, IBL can be highly effective for several reasons: Encourage engagement and motivation, promotes critical thinking, develops communication skills and many more. In conclusion, IBL encourages more interactive, deeper and context driven approach to learning a language. (IDI 24 Q 1.1 L 162-174)

Ismail and Elias (2021) noted that learners given control over their inquiry paths showed increased confidence and self-regulation. In a related study, Tan and Ibrahim (2023) found that student ownership in IBL environments encouraged independent thinking and motivation to explore language beyond the classroom. These outcomes reflect how IBL nurtures learner agency through meaningful engagement.

Real-World Application and Relevance. Students were more engaged when lessons were connected to real-life situations and experiences. They became better at using language in practical contexts such as interviews, presentations, and problem-solving tasks. Teachers observed that learners found the activities more meaningful and memorable. Using language for real-world purposes helped build confidence and communication skills.

Adapting IBL to meet diverse learning needs leads to increased engagement, deeper understanding, and stronger critical thinking, making it a powerful approach despite its challenges.

Inquiry-Based Learning effective approach to language teaching, particularly when implemented thoughtfully and with careful consideration of the specific needs and learning styles of the students.The benefits of increased engagement, deeper understanding and enhanced critical thinking skills often outweigh the challenges. (IDI 10 Q 1.1 L 59-67)

Use of IBL in language teaching creates an immersive and interactive environment that equips learners with the skills needed to succeed in a complex and connected world.

By incorporating Inquiry-Based Learning into language teaching,educators can create a more immersive, interactive and effective learning environment that prepares students for success in an increasingly complex and interconnected world. (IDI 22 Q 1.1 L 148-154)

Findings by Navarro and Santos (2022) show that learners who engage in real-life scenarios through IBL demonstrate improved ability to use language in meaningful contexts. Rivera and Lim (2021) also observed that situating learning in relevant, real-world challenges increases learner motivation and retention. These studies highlight how IBL connects classroom instruction with practical language use.

Themes on the Perceived Effectiveness of inquiry-based learning in enhancing students' language proficiency and engagement among Teachers

Global Theme	Organizing Theme	Basic Theme
IBL Effectiveness in Language	Active Engagement and Motivation	Increased learner participation through interactive and student-led activities
	Critical Thinking and Problem Solving	Development of analytical thinking through questioning and inquiry tasks
	Language Proficiency Development	Improvement in speaking and writing skills through purposeful communication
	Learner Autonomy and Ownership	Greater student responsibility and initiative in the learning process
	Real-World Application and Relevance	Use of authentic language tasks connected to real-life situations

Most Effective inquiry-based activities in increasing student motivation and participation in language lessons

Real-World Application and Critical Thinking. Inquiry-based activities that involve real-world application and critical thinking, such as interviews, debates, and project-based tasks, significantly boost student motivation and participation. Learners become more engaged when language tasks mirror authentic situations, making learning more meaningful. Critical thinking activities help students connect ideas, evaluate information, and express opinions clearly, enhancing both comprehension and communication. These approaches promote a deeper level of involvement and foster long-term language development.

Group discussions, role playing, and language games support student engagement and practical language use, helping learners develop communication skills in meaningful ways.

Effective activities for my students participation include, group discussion, role playing and language game. These activities keep students engaged, enhance their language skills and encourage practical application of what they learn. (IDI 2   Q 2.1 L 355-360)

Engaging learners in group discussions, storytelling, role playing, and problem-solving activities encourages active participation and supports interactive language learning.

Group discussions, storytelling, role playing and problem-solving activities help students participate more. (IDI 3 Q 2.1 L 361-363)

Collaborative activities such as group discussions, think-pair-share, and the jigsaw method help increase learner participation and build interactive communication skills.

For me, some engaging and effective activities to encourage my students to participate in my class was collaborative activities which include group discussions, think-pair-share and jigsaw method. (IDI 4 Q 2.1 L 364-368)

Inquiry-based tasks that mirror real-life situations strengthen learners' ability to apply language in meaningful contexts. According to Navarro and Santos (2022), real-world language use through debates, interviews, and problem-solving scenarios boosts motivation and develops critical thinking. These tasks push students to analyze, evaluate, and synthesize information rather than memorize rules (Lim & Yusof, 2021). Critical thinking nurtured through authentic learning prepares students for complex communication beyond the classroom.

Collaborative Learning and Group Engagement. Inquiry-based activities that involve collaboration, such as group discussions, role-playing, and think-pair-share, help increase motivation and participation in language lessons. Learners feel more comfortable expressing themselves when working with peers in supportive settings. These group-based tasks encourage shared responsibility, build confidence, and enhance communication skills. Collaborative learning also fosters a sense of community, which strengthens student engagement and language use in authentic ways.

Engaging in inquiry-based learning supports the development of core language skills while also enhancing vocabulary, grammar, and overall communication through active exploration and discussion.

Inquiry Based Learning significantly enhances speaking, listening, reading and writing skills. It encourage students to engage in discussions, asks questions and explore topics deeply, thereby improving their vocabulary, grammar understanding and overall communication abilities. (IDI 1 Q 2.1 L 348-354)

Promoting communication, critical thinking, and collaboration in inquiry-based language classes helps boost student participation and deepen language engagement.

Effective activities for students participation in an Inquiry-Based Learning language class should promote communication, critical thinking and collaborative learning. (IDI 6 Q 2.1 L 373-377)

Real-world problem-solving, debates, and collaborative projects increase motivation by making language lessons more relevant, dynamic, and learner-centered.

The most effective in increasing student motivation and participation in language lesson are the real world problem solving, debates and discussions project based learning, culture exploration and collaborative games and simulations. (IDI 10 Q 2.1 L 393-398)

Collaborative learning reveals student engagement by creating opportunities for peer interaction and shared responsibility in inquiry-based tasks. Rahman and Teng (2020) found that group activities such as think-pair-share and cooperative projects enhanced students' confidence and willingness to communicate. Group engagement in IBL settings also helps develop social skills and deeper comprehension as students negotiate meaning together (Nguyen & Pham, 2022). Collaborative structures create a supportive environment where language learners learn from each other and construct knowledge collectively.

Interactive and Play-Based Activities. Games, storytelling, and other play-based activities spark curiosity and make language learning more enjoyable for students. Learners become more motivated when they engage in fun, low-pressure environments that encourage experimentation with language. Participation improves as students feel less anxious and more willing to express themselves. These interactive activities support the development of language skills while promoting creativity and active involvement.

Language games and activities offer a fun and engaging approach that supports the development of language skills and encourages active language use.

Language games and activities,this activity provides a fun and engaging way to practice language skills and promote language acquisition. (IDI 5 Q 2.1 L 369-372)

Speaking activities and role plays enhance participation, build conversational confidence, and promote creativity, critical thinking, and cultural understanding.

Speaking Activities and Role plays the students practices conversations in pairs or groups using scenarios or prompts. These activities encourages student participation, engagement and language practice while promoting critical thinking creativity and cultural awareness. (IDI 11 Q 2.1 L 399-405)

Hands-on and playful strategies like storytelling and guessing games help younger learners develop language proficiency through enjoyable and meaningful experiences.

The effective Inquiry-Based Learning should be hands on playful and engaging. Here are some activities that should be used in teaching pupils that promotes language proficiency and engagement such as story telling and guessing game. (IDI 12 Q 2.1 L 406-411)

Interactive games supported by technology are especially effective for younger learners, increasing motivation and engagement in language learning.

Many activities like think-pair-share, debates, peer review but in my case I handling Grade one learners the most effective is interactive games using technology. (IDI 17 Q 2.1 L 432-436)

Playful, hands-on activities such as storytelling, role plays, and educational games make language lessons more engaging and enjoyable, particularly for younger learners. Research by Ismail and Mohamed (2023) suggests that play-based inquiry boosts vocabulary retention and spontaneous use of language in natural settings. Interactive games increase student participation and reduce anxiety, creating a fun space for meaningful language use (Kaur & Lee, 2021). These strategies are especially effective when aligned with language learning goals.

Differentiated and Inclusive Instruction. Inquiry-based activities designed to meet diverse learning needs help ensure that all students feel valued and capable of participating. Language tasks that consider different proficiency levels, learning styles, and interests increase motivation and confidence. Learners become more engaged when they experience success in ways that align with their individual strengths. Inclusive instruction also fosters a more supportive classroom environment where collaboration and mutual respect thrive.

Promoting communication, critical thinking, and collaboration in IBL activities encourages deeper engagement and more meaningful participation in language classes.

Effective activities for students participation in an Inquiry-Based Learning language class should promote communication, critical thinking and collaborative learning. (IDI 6 Q 2.1 L 373-377)

Differentiated instruction allows learners of varying proficiency levels to participate actively, making classroom tasks more inclusive and accessible.

The activities that are effective for students to participate in a class is differentiated instruction. (IDI 14 Q 2.1 L 415-417)

Interactive strategies like think-pair-share, discussions, and role plays support student engagement while building communication, collaboration, and problem-solving skills.

As a teacher, I've found the following specific activities to be effective in encouraging students participation: Think-pair-share, group discussions, role plays and think-aloud these activities encourage student participation, engagement and critical thinking. They also provide opportunities for students to develop essential skills such as communication, collaboration and problem-solving. (IDI 16 Q 2.1 L 422-431)

Creating a safe and inclusive environment through activities such as debates and group work helps all learners feel valued and willing to contribute.

To foster student participation, incorporate activities like think-pair-share, group discussions, debates and role playing, ensuring a safe and inclusive environment where all voices are valuable. (IDI 22 Q 2.1 L 458-462)

Differentiated instruction within inquiry-based approaches supports the diverse needs of language learners by addressing varying skill levels, learning styles, and cultural backgrounds. Hassan and Nor (2022) found that adapting tasks based on learners' abilities leads to more inclusive and effective engagement. Inclusive practices not only boost confidence but also foster equity in participation (Tan & Ibrahim, 2023). Providing multiple entry points and scaffolded support ensures all students have access to meaningful inquiry.

Themes on the Most Effective inquiry-based activities in increasing student motivation and participation in language lessons

Global Theme	Organizing Theme	Basic Theme
Enhancing Student Participation and Engagement through Inquiry-Based Strategies	Collaborative Learning and Group Engagement	Encouraging Peer Interaction and Shared Responsibility
	Real-World Application and Critical Thinking	Connecting Language Tasks to Authentic Contexts
	Interactive and Play-Based Activities	Promoting Enjoyment and Participation through Hands-On Experiences
	Differentiated and Inclusive Instruction	Addressing Diverse Learner Needs and Abilities in Language Classrooms

Most positively impacted by inquiry-based learning methods for Language Skills

Facilitation, Questioning, and Communication Skills. Inquiry-Based Learning significantly strengthens teachers' facilitation, questioning, and communication skills by encouraging a shift from traditional instruction to student-centered exploration. Teachers become more adept at crafting open-ended questions, guiding discussions, and adapting their communication styles to support diverse learners. These enhanced skills help create more interactive and reflective classroom environments, where students are empowered to articulate ideas, ask deeper questions, and engage in meaningful dialogue. As a result, both teacher instruction and student language proficiency are enriched through purposeful interaction and guided inquiry.

Activities like group discussions, debates, and interviews promote language fluency by engaging learners in meaningful conversations and practicing real-world communication.

Activities such as group discussions, problem solving tasks, role-playing, scenarios, debates and research projects are highly effective. For example, asking students to act as reporters or conduct interviews helps them practice questioning techniques and conversations skills. (IDI Q 3.1 L 617-623)

Facilitation, adaptability, and collaboration skills enable teachers to implement IBL effectively, leading to more engaged learners and improved language development.

The skills that help improve delivery of Inquiry-Based Learning in language teaching include facilitation,adaptability, critical thinking, collaboration and feedback. These skills enable me to effectively implement IBL by engaging students, encouraging active participation and supporting their language development. (IDI 2 Q 3.1 L 624-632)

Shifting from a lecturer to a facilitator through strong questioning and critical thinking strategies empowers learners to think deeply and express their ideas confidently.

Strong facilitation skills and critical thinking skills, I can shifts from being a lecturer to a facilitator and I have questioning techniques that can stimulate deeper thinking and curiosity of the learners to encourage them to think critically, analyze information and generate their own ideas. (IDI 8 Q 3.1 L 652-659)

Using open-ended questions during IBL lessons stimulates curiosity and encourages students to engage more actively in discussion and reflection.

Questioning Techniques help me improved the delivery of IBL methods in language teaching. Open-ended questions stimulate thinking and they explore their minds. It also encourage them to think deeper about the topic we are going to tackle and to be discuss or while the discussion is going on. (IDI 18 Q 3.1 L 726-733)

Pedagogical and Instructional Planning Skills

Designing creative and targeted IBL activities based on specific language goals helps increase student engagement and supports meaningful language use.

Generating creative and engaging activities, I can brainstorm a wide range of activities that align with IBL principles, tailored to specific language learning goals and student needs. (IDI 7 Q 3.1 L 647-651)

Emphasizing collaborative speaking opportunities in IBL fosters active participation and empowers students to take ownership of their learning.

The skills which helped the delivery improved the delivery of IBL methods in language is collaborative language use and speaking skills.Inquiry-Based Learning is an educational approach that emphasize the role of student s as active participant in their learning process. (IDI 10 Q 3.1 L 664-670)

Effective delivery of IBL relies on strong pedagogical planning, interactive activity design, and informed assessment practices to guide and support student progress.

Pedagogical skills means lesson planning the ability to design engaging , IBL based lessons.Activity design skills in creating interactive,student-centered activities.Assessment and feedback-knowledge of effectiveness assessment strategies and feedback techniques. (IDI 11 Q 3.1 L 671-678)

Effective implementation of inquiry-based learning (IBL) requires strong facilitation and questioning skills that promote meaningful interaction and critical dialogue in the classroom. Teachers who use open-ended questions foster deeper student engagement and allow learners to explore topics critically and independently (Yap & Tan, 2022). Communication skills are also key, as they help educators scaffold discussions and adapt to student needs in real time (Lo & Lim, 2021). These competencies ensure that IBL sessions remain learner-centered and responsive, promoting richer language experiences.

Cognitive, Language, and Thinking Skill Development. Inquiry-Based Learning supports the development of learners' cognitive, language, and thinking skills by encouraging them to process, analyze, and articulate their understanding through exploration and inquiry. Through activities such as questioning, reflection, and problem-solving, students strengthen their reasoning abilities and use language more purposefully to communicate ideas. This approach deepens comprehension while fostering critical and creative thinking, which are essential for academic and real-life communication. As learners engage in meaningful tasks, their linguistic fluency and cognitive flexibility are enhanced simultaneously.

Strengthening interactive, cognitive, and socio-emotional skills enhances learners' ability to participate meaningfully in inquiry-based language tasks.

Interactive, cognitive and socio-emotional skills. (IDI 3 Q 3.1 L 633-634)

Focusing on speaking, reading, and thinking skills in IBL boosts language development by encouraging active processing and communication.

Speaking, reading and thinking skills improve the most with IBL. (IDI 4 Q 3.1 L 635-636)

Supporting student engagement, autonomy, and proficiency through targeted IBL skills leads to deeper language learning and increased classroom involvement.

The skills that helped improve the delivery of IBL in language teaching are essential in fostering students engagement, autonomy and language proficiency. (IDI 6 Q 3.1 L 642-646)

Inquiry-based methods enhance cognitive and linguistic growth by prompting learners to analyze, synthesize, and communicate complex ideas. Research by Noor and Hassan (2023) found that students engaged in inquiry tasks showed significant improvement in their reasoning and language processing abilities. IBL's emphasis on problem-solving and exploration activates both higher-order thinking and core language skills such as reading comprehension and oral fluency (Fernandez & Cruz, 2021). This alignment of cognitive and linguistic tasks nurtures holistic language development.

Resourcefulness, Adaptability, and Use of Technology. Inquiry-Based Learning enhances learners' resourcefulness and adaptability by requiring them to explore information from various sources, make decisions independently, and adjust strategies as they learn. When combined with the use of technology, IBL provides students with tools to investigate real-world topics, access digital resources, and present their ideas effectively. This process strengthens digital literacy and fosters self-directed learning habits. As a result, learners become more equipped to navigate dynamic learning environments and communicate using diverse media platforms.

Accessing and organizing relevant IBL resources equips teachers to plan meaningful lessons that align with both instructional goals and student interests.

Providing resources and information: I can quickly find and synthesize information on various topics relevant to IBL, such as research articles, lesson plan, ideas and educational resources. (IDI 5 Q 3.1 L 637-641)

Allowing wait time encourages deeper thinking and reflection, which enhances student participation and supports better conceptual understanding in inquiry-based settings.

Skills that I have which helped the delivery of IBL is wait time: allowing reflection before response. It is powerful teaching strategy. It involves giving students a few extra seconds to think before responding to questions, second is encourages deeper reflection, improves students engagement and boost conceptual understanding. (IDI 14 Q 3.1 L 691-700)

Facilitating IBL effectively is strengthened by adaptable lesson planning, creative instructional design, and the integration of digital tools that support student-centered learning.

The skills I have which helped improve the delivery of IBL methods in language teaching are facilitation skills,adaptability,creativity in lesson planning and proficiency in using digital tools. (IDI 15 Q 3.1 L 701-706)

IBL environments encourage both teachers and students to become more resourceful and adaptable. In particular, digital tools expand access to diverse resources and enable real-time collaboration, especially in language learning (Cheng & Lee, 2020). Teachers who integrate technology in IBL classrooms report increased student motivation and flexibility in navigating learning challenges (Martinez & Santos, 2024). These practices foster a culture of continuous learning and responsiveness, essential in dynamic language classrooms.

Themes on the Most positively impacted by inquiry-based learning methods for Language Skills

Global Theme	Organizing Theme	Basic Theme
Empowering Language Instruction through Inquiry-Based Competencies	Facilitation, Questioning, and Communication Skills	Guiding Learners through Inquiry and Dialogue
	Pedagogical and Instructional Planning Skills	Structuring Meaningful and Engaging Learning Experiences
	Cognitive, Language, and Thinking Skill Development	Enhancing Higher-Order Thinking and Language Proficiency

Challenges faced teachers when implementing inquiry-based learning in your language teaching

Classroom Management and Student Behavior. Managing student behavior and maintaining an orderly learning environment is essential for the success of inquiry-based learning. Without effective classroom management, students may struggle to stay on task during exploratory activities, leading to reduced participation and disrupted learning. Addressing issues like student attentiveness, anxiety, and resistance to IBL can create a more structured and supportive atmosphere for language learning. Ensuring clear expectations and consistent routines fosters focus and cooperation among learners.

Addressing issues such as classroom management, language barriers, and lack of institutional support is necessary to improve both teaching effectiveness and overall job satisfaction among language teachers.

A s a language teacher, common challenges are classroom management language barriers , assessment and feedback technology integration , students support and institutional and administrative tasks. These challenges can impact leading effectiveness student learning and overall job satisfaction. (IDI 2 Q 4.1 L 915-922)

Recognizing the dual nature of challenges—those related to students and to instruction—can help in designing targeted interventions that enhance both learning outcomes and instructional delivery.

So as language teacher some common problems faced during the teaching process includes both students related and instructional challenges. (IDI 6 Q 4.1 L 944-947)

Overcoming student resistance and anxiety while managing the classroom effectively is essential for creating an environment where IBL can succeed.

As a language teacher, some common problem face during the teaching process are lack of student motivation, anxiety,classroom management issues and resistance to IBL. (IDI 8 Q 4.1 L 957-961)

Ensuring teacher attentiveness and strong classroom management can significantly influence student participation and the smooth implementation of inquiry-based lessons.

Usually problems I encountered as language teacher is when your teacher is not attentive and classroom management. (IDI 9 Q 4.1 L 962-964)

Disruptions, off-task behavior, and learner resistance to student-centered strategies like IBL can hinder instructional flow and reduce learning opportunities (Basque & Bouchamma, 2021). To overcome these barriers, teachers must develop proactive management strategies and foster supportive classroom norms that encourage participation and minimize anxiety. Research also shows that well-managed classrooms facilitate smoother implementation of inquiry activities and enhance student autonomy (Zhou & Tan, 2020).

Student Diversity and Differentiated Instruction. Language classrooms often include students with diverse learning styles, abilities, and cultural backgrounds, making differentiation essential. Designing flexible activities that accommodate varying proficiency levels helps learners feel included and capable. Catering to visual, auditory, and kinesthetic preferences improves engagement and comprehension. A differentiated approach ensures that no learner is left behind and encourages equitable participation.

Providing differentiated instruction in mixed-proficiency classrooms requires careful planning and support to ensure all learners progress without overwhelming the teacher.

Differentiated instruction-meeting the needs of students with varying proficiency levels within the same classroom is a constant challenge.Some students might grasp concepts quickly ,while others need more support and individualized attention.Finding ways to differentiate instruction effectively without overwhelming oneself is a major hurdle. (IDI 7 Q 4.1 L 948-956)

Addressing classroom diversity in language proficiency levels is vital for inclusive instruction that meets individual learner needs and enhances overall classroom participation.

As a language teacher, often face a variety of problems in their teaching practice. Some of the most common problems that I've encounter is classroom diversity. Students have different levels of language proficiency, making it difficult to address to everyone needs. (IDI 12 Q 4.1 L 978-985)

Responding to linguistic, motivational, and cultural challenges can enhance communication, engagement, and equitable participation in language learning environments.

As a language teacher, I faced a variety of challenges that can be common in language classroom. Here are some of the most significant problems I encountered:first is linguistic challenges. Students pronunciation errors and accents sometimes made it hard for them to understand and be understood by others and often struggle with grammar and vocabulary gaps, which hindered their ability to communicate effectively. Second student motivation and engagement: some students lacked motivation or engagement which effected their participation and overall learning outcomes. Lastly cultural differences and nuances sometimes affected students learning style, communication preferences and emotional responses. (IDI 16 Q 4.1 L 1004-1022)

Developing varied strategies that cater to diverse learning styles is essential to foster confidence and participation among hesitant or shy language learners.

As a language teacher, I've faced my problem but here are some of the most common ones: Getting students to speak up.Its not uncommon for language learners to feel shy or hesitant to speak. I've had to come up with creative ways to encourage them to participate in class. Catering to different learning styles. Every student learns differently and its been a challenge to tailor my lessons to meet the needs of visual, auditory and kinesthetic learners. (IDI 22 Q 4.1 L 1052-1063)

In diverse language classrooms, learners come with varying linguistic backgrounds, proficiency levels, and learning preferences. Differentiated instruction in IBL settings allows teachers to tailor learning experiences based on these unique needs, improving student inclusion and outcomes (Tomlinson & Imbeau, 2020). Alsubaie and Ashraf (2022) emphasize that differentiation is crucial for equitable access to inquiry tasks, particularly in multicultural environments. Implementing tiered tasks, flexible grouping, and learner choice within IBL promotes inclusivity and allows all students to meaningfully engage in language learning.

Motivation and Student Engagement. Sparking and sustaining student interest is key to effective inquiry-based instruction. When learners are unmotivated or shy, they are less likely to engage in discussions or contribute to group work. Creating a supportive space with creative, meaningful tasks can help learners overcome reluctance and develop confidence. Encouraging participation through relatable content and student-led exploration boosts both engagement and academic performance.

Addressing engagement, confidence, and time challenges is key to sustaining student participation and maintaining consistent language practice.

Limited student engagement, lack of confidence,resources limitations, and time constraints (IDI 21 Q 4.1 L 1049-1051)

Providing varied exposure and motivational strategies helps overcome learner proficiency gaps and promotes more active participation in language tasks.

Common problems I often experience include varying levels of learners proficiency, lack of motivation, limited exposure to the target language outside the classroom, and difficulty in encouraging active participation. (IDI 25 Q 4.1 L 1081-1086)

Motivation and engagement are critical to language acquisition, and IBL has been found to significantly enhance these factors by centering learning on students' interests and questions. Inquiry tasks that are relevant, authentic, and exploratory spark curiosity and intrinsic motivation (Kim & Lee, 2022). Learners are more likely to participate and persist in language tasks when they feel ownership of the process (Tienken et al., 2023). Studies also indicate that incorporating collaborative and real-world inquiry activities can increase student talk time, reduce language anxiety, and foster deeper engagement in communication (Rahmat & Yamat, 2020).

Resource, Time, and Assessment Constraints. Lack of instructional materials, limited preparation time, and the pressure of standardized assessments can limit the effective implementation of IBL. Teachers often struggle to balance creative inquiry with rigid curricular requirements. Addressing these constraints by providing adequate resources, flexible scheduling, and appropriate assessment tools allows for a more practical and impactful delivery of inquiry-based activities in language classrooms.

Supporting teachers with adequate resources and familiarizing students with inquiry methods can enhance the effectiveness of inquiry-based instruction.

Lack of resources or time to plan inquiry-based activities.Students reluctance due to unfamiliarity with self-directed learning methods. (IDI 1 Q 4.1 L 911-914)

Designing inclusive activities and managing time effectively are crucial in encouraging hesitant students to engage in language learning.

Lack of resources, limited time and students being shy or afraid to participate are common challenges. (IDI 4 Q 4.1 L 935-937)

Integrating IBL into an already demanding curriculum requires thoughtful planning to align with assessments while maintaining flexibility for exploration.

There are some challenges do teachers face when implementing inquiry-based learning in language teaching: classroom management, time constraints, teacher may struggle to fit IBL into an already packed curriculum and may have to balance it with standardized test and assessment. (IDI 10 Q 4.1 L 965-972)

Despite its benefits, the implementation of IBL is often constrained by limited resources, time pressure, and standardized testing demands. Teachers report difficulties balancing inquiry tasks with curriculum pacing and assessment requirements (Gul & Khan, 2021). A lack of appropriate materials and technology further complicates efforts, especially in under-resourced schools. Nonetheless, research suggests that targeted professional development and institutional support can mitigate these challenges and allow for more practical and sustained use of IBL (Hassan & Nor, 2022; Raufelder & Reuter, 2023)

Themes on the Challenges faced teachers when implementing inquiry-based learning in your language teaching

Global Theme	Organizing Theme	Basic Theme
Navigating Instructional Challenges in Inquiry-Based Language Teaching	Classroom Management and Student Behavior	Managing Disruptions and Maintaining Focus
	Student Diversity and Differentiated Instruction	Addressing Varied Learning Needs
	Motivation and Student Engagement	Encouraging Participation and Interest
	Resource, Time, and Assessment Constraints	alancing Planning, Materials, and Evaluation Demands

Coping Strategies of teachers to effectively implement inquiry-based learning in language education

Designing and Planning Inquiry-Based Lessons. Effective inquiry-based instruction requires thoughtful design and planning to ensure that learning goals align with activities that promote exploration and critical thinking. When lessons are intentionally structured, students are better able to connect inquiry tasks to language objectives. Careful planning also allows teachers to anticipate possible misconceptions and provide appropriate scaffolding. Well-designed IBL lessons support both student engagement and deeper understanding of content.

Using multimedia tools, peer collaboration, and differentiated instruction supports inclusive language learning environments where engagement and participation are consistently strengthened.

Incorporating multimedia tools to make lessons engaging.Using differentiated instructions to cater to diverse learning needs. Encouraging peer collaboration and group activities. (IDI 1 Q 5.1 L 1240-1244)

Establishing clear expectations and incorporating flexible, cooperative strategies creates a structured yet adaptive classroom that better addresses behavioral and learning challenges.

Strategies that we use to cope up this challenges are establish clear expectations. Use cooperative techniques, incorporate engaging activities and a flexible grouping. (IDI 11 L 1289-1293)

Interactive activities and peer-based learning through technology help teachers overcome diverse classroom challenges while supporting differentiated language instruction.

The strategies did I use to cope with those challenges was using interactive activities, incorporating technology, grouping students for peer learning and differentiating instruction. (IDI 15 Q 5.1 L 1314-1318)

Effective design and planning of inquiry-based lessons require educators to align learning goals with authentic, student-centered activities that promote exploration and knowledge construction. Recent studies emphasize that clear structuring of inquiry stages—questioning, investigating, interpreting, and reflecting—allows teachers to guide learners toward meaningful outcomes (Bahr & Pendergast, 2021). Planning must also incorporate scaffolding strategies to support diverse learners throughout the inquiry cycle. As noted by Xu and Chen (2023), well-planned IBL lessons enhance engagement and ensure content relevance while supporting language and critical thinking development.

Facilitation, Questioning, and Student-Centered Pedagogy.. Facilitation skills and effective questioning techniques are central to guiding student inquiry in a meaningful way. Teachers who adopt a student-centered approach allow learners to take more ownership of their learning, which enhances engagement and motivation. Skillful use of open-ended questions encourages deeper thinking and encourages collaborative dialogue. This shift from teacher-centered instruction to facilitation empowers learners to explore, reflect, and communicate more effectively.

Incorporating creative tasks and encouraging student expression through clear guidance enhances classroom participation and helps address learning difficulties.

Using creative activities, giving clear instructions and encouraging students to share their thoughts help overcome challenges. (IDI 4 Q 5.1 L 1260-1263)

Resourcefulness in creating materials using accessible tools and collaborative methods supports effective teaching despite limited institutional support.

Creative Resourcefulness: Teachers often create their own materials, using readily available resources like free online tools, public domain text and collaborative projects. (IDI 5 Q 5.1 L 1264-1268)

Designing tasks linked to real-life contexts and acknowledging student efforts through recognition can significantly boost motivation and engagement in language learning.

Strategies for lack of student motivation-design task related to real life situations so students can see practical value of language learning. Use rewards and recognition to praise student efforts. (IDI 6 Q 5.1 L 1269-1273)

Facilitation in IBL shifts the teacher's role from information provider to guide and co-learner, emphasizing student agency. Teachers need strong questioning skills to provoke thought, stimulate discussion, and deepen inquiry (Kim & Lee, 2022). Open-ended and reflective questions support student autonomy and foster a classroom culture of curiosity and collaboration. As highlighted by Tienken et al. (2023), effective facilitation encourages students to construct their own understanding, making pedagogy more participatory and learner-driven.

Understanding IBL Principles and Philosophy. A clear understanding of the core philosophy behind inquiry-based learning enables teachers to implement IBL with purpose and coherence. Recognizing that learning is a process of discovery helps educators foster an environment that values curiosity, critical thinking, and reflection. When teachers internalize the principles of IBL, they are more likely to shift from delivering content to creating experiences that promote language learning through inquiry and exploration.

Integrating students' interests such as music, movies, or books in the target language increases engagement and makes language learning more meaningful and enjoyable.

As a language teacher, we can use a variety of strategies to address the challenges in language teaching and create a more engaging to an effective learning environment. One of the most effective strategies is use students interest to incorporate music, movies or books in the target language that they enjoy. (IDI 12 Q 5.1 L 1298-1305)

Providing scaffolded support, practicing cultural sensitivity, and applying differentiated instruction help meet diverse student needs and foster inclusive and effective language learning.

To cope with the challenges I mentioned, I employed several strategies.I provide temporary support and guidance to help students build their language skills, gradually increasing independence as they progressed. Cultural sensitivity training- I participated in cultural sensitivity training to increase my awareness and understanding of diverse cultures and backgrounds. Differentiated instruction- I tailored my instruction to meet the diverse needs of my students, using various teaching methods, materials and assessment. (IDI 16 Q 5.1 L 1319-1332)

A deep understanding of the principles underlying inquiry-based learning is essential for its meaningful implementation. IBL is grounded in constructivist theory, emphasizing learning through exploration, problem-solving, and reflection (Rahmat & Yamat, 2020). Teachers must grasp the philosophical foundations—such as learner-centeredness, authenticity, and metacognition—to design instruction that supports inquiry. Gul and Khan (2021) highlight that conceptual clarity enables educators to apply IBL beyond rote implementation, fostering critical, creative, and reflective thinking.

Classroom Management and Differentiation in IBL. Managing a classroom where inquiry is the main instructional method presents challenges that require adaptive strategies and differentiated instruction. Teachers must balance student autonomy with structure, ensuring that learners stay engaged and productive while working independently or in groups. Differentiating tasks based on student readiness and language proficiency helps all learners access the content meaningfully. Effective classroom management in IBL ensures that diverse learners remain supported and actively involved.

Engaging in collaboration, continuous professional development, and self-care enables teachers to sustain effective teaching practices and promote well-being.

As educator I used to collaborate with my colleagues,we share idea, resources and expertise. As learning is a continuous process so I engage ongoing professional development to enhance my teaching skills and knowledge and lastly,prioritize self care to manage stress and maintain a healthy work-life balance. (IDI 3 Q 5.1 L 1252-1259)

Designing real-life tasks and recognizing student efforts can significantly boost learners' motivation and active classroom participation.

Strategies for lack of student motivation-design task related to real life situations so students can see practical value of language learning. Use rewards and recognition to praise student efforts. (IDI 6 Q 5.1 L 1269-1273)

Incorporating student interests, setting clear expectations, and promoting a growth mindset support a responsive and motivating language learning environment.

To cope with challenges in language teaching,effective strategies are incorporate students interest, use rewards and recognition, differentiated instruction, promote a growth mindset and establish clear rules and expectation by using these strategies, teachers can address common challenges in language teaching. (IDI 9 Q 5.1 L 1278-1285)

Managing an IBL classroom poses challenges due to its dynamic and student-driven nature. Teachers must create structured yet flexible environments where learners can take risks and collaborate. Differentiation is key to meeting diverse learning needs during inquiry tasks, allowing students of varying

proficiency levels to succeed (Hassan & Nor, 2022). Bahr and Pendergast (2021) argue that combining classroom routines with adaptive strategies enhances engagement and supports equity in language instruction.

Themes on Coping Strategies of teachers to effectively implement inquiry-based learning in language education

Global Theme	Organizing Theme	Basic Theme
Empowering Effective Inquiry-Based Language Teaching	Designing and Planning Inquiry-Based Lessons	Structured Alignment of Learning Goals and Activities
	Facilitation, Questioning, and Student-Centered Pedagogy	Scaffolding Inquiry through Open-Ended Questioning
	Understanding IBL Principles and Philosophy	Internalizing Constructivist and Learner-Centered Foundations
	Classroom Management and Differentiation in IBL	Adapting Strategies for Diverse Learner Needs in Inquiry Settings

Training necessary for teachers to effectively implement inquiry-based learning in language education

Instructional Design and Pedagogical Planning. Training teachers in instructional design and pedagogical planning is essential for ensuring that inquiry-based learning (IBL) lessons are purposeful, structured, and aligned with learning goals. Teachers who are equipped to design lessons that include clear objectives, relevant resources, and effective assessment strategies can better support students' inquiry processes. Thoughtfully planned IBL lessons also foster deeper engagement and make language learning more meaningful, allowing students to connect content to real-world contexts. Without proper training in lesson planning, IBL may become disorganized or fail to meet diverse learning outcomes.

Training in lesson design and critical thinking equips teachers to foster deeper student inquiry and meaningful language learning.

Teachers need like: Training in designing inquiry-based lesson plans, skills for facilitating student-led discussions and critical thinking. (IDI 1 Q 6. 1L 1539-1542)

Learning how to structure IBL lessons enables teachers to create purposeful, goal-aligned activities that support effective language acquisition.

Teachers should learn how to design and structure IBL lessons including setting clear learning objectives, selecting relevant resources and assessing student learning. (IDI 10 Q 6. 1L 1589-1593

Providing training in pedagogy, facilitation, and assessment helps teachers implement student-centered strategies that enhance participation and learning outcomes.

Teachers need specific training to effectively implement inquiry-based learning in their classroom. The training should focus on pedagogical strategies, facilitation skills and assessment techniques. (IDI 11 Q 6.1L 1594-1599)

According to Xu and Chen (2023), teachers who receive training in pedagogical planning are more capable of designing IBL lessons that promote both content mastery and student inquiry. Furthermore, Bahr and Pendergast (2021) emphasize the need for coherence between inquiry tasks and curriculum standards to maintain academic rigor while fostering creativity and problem-solving. Instructional design in IBL requires intentional scaffolding, where teachers plan for differentiation and ensure tasks are developmentally appropriate, especially in language classrooms.

Facilitation, Questioning Skills, and Student-Centered Practice. Developing facilitation and questioning skills empowers teachers to shift from being information deliverers to learning facilitators. These skills allow educators to guide inquiry through open-ended questions, active listening, and responsive dialogue, encouraging students to think critically and take ownership of their learning. When teachers are confident in managing student-led inquiry and fostering a student-centered environment, learners become more engaged, autonomous, and motivated. Strengthening these competencies is key to creating interactive and reflective classrooms where meaningful exploration and communication thrive.

Training teachers to design interactive lessons and ask effective questions helps sustain student engagement and inquiry-driven learning.

Teachers need training in making lessons, interactive asking good questions and keeping students engaged. (IDI 4 Q 6.1 L 1557-1559)

Equipping teachers to facilitate student-led investigations empowers learners to take ownership of their language learning process.

Facilitating student-led investigations: teachers need to learn how to guide students through the inquiry process, providing support and resources while allowing them to take ownership of their learning. (IDI 5 Q 6. 1 L 1560-1565

Focusing training on facilitation, questioning, and classroom management prepares teachers to create active, student-centered learning environments.

Teachers need specific training to effectively implement IBL these are the most essential types of training: First facilitation skill, training questioning techniques and classroom management in students-centered environment. (IDI 6 Q 6. 1 L 1566-1571)

Facilitation and questioning are essential skills that enable teachers to guide student inquiry while maintaining a student-centered approach. Teachers must shift from traditional knowledge transmitters to facilitators of exploration, encouraging learners to construct knowledge through questioning and reflection. Tienken et al. (2023) argue that effective questioning techniques, particularly open-ended and metacognitive questions, support critical thinking and student autonomy. Similarly, Kim and Lee (2022) found that learners exposed to skilled facilitation demonstrate greater engagement, deeper comprehension, and improved communication skills. Building these capacities in teachers enhances the effectiveness of IBL by promoting sustained inquiry, dialogue, and learner empowerment.

Practical Implementation, Technology Use, and Classroom Management. Effective implementation of IBL requires practical training in classroom logistics, use of educational technologies, and management strategies tailored to inquiry settings. Teachers must know how to organize flexible groupings, manage time effectively, and integrate digital tools that support student inquiry and collaboration. Equipping teachers with these skills not only enhances lesson delivery but also ensures equitable participation and smooth transitions during inquiry activities. Addressing these practical elements is crucial for maintaining structure and maximizing the impact of IBL in diverse and dynamic classrooms.

Providing teachers with consistent training and resources equips them to implement engaging, inquiry-based lessons that promote critical thinking and exploration.

Teachers need support training and resources the most in Inquiry-Based Learning (IBL). This helps them guide students effectively create engaging activities and encourage critical thinking and exploration. (IDI 2 Q 6.1 L 1543-1548

Training in classroom organization, time management, and group strategies enhances the practical implementation of IBL and contributes to better student learning outcomes.

Training on how to manage the practical aspects of IBL including classroom organization, time management and grouping strategies. By providing teachers with comprehensive training and support schools can help ensure a successful implementation of IBL and improve student learning outcomes. (IDI 3 Q 6.1 L 1549-1556)

Supporting teachers in classroom management, differentiation, and technology integration ensures effective IBL delivery tailored to diverse learner needs.

These are necessary training for teachers to effectively implement inquiry-based learning in language education and the training that the teachers need the most in inquiry-based learning are classroom management in inquiry context, differentiation strategies and technology integration. (IDI 9 Q 6.1 L 1581-1588)

Inquiry-based learning demands that teachers manage classrooms that are dynamic, collaborative, and often unpredictable. Effective implementation requires training in classroom management, technology integration, and time management to navigate the logistical challenges of IBL. Hassan and Nor (2022) underscore the importance of equipping teachers with tools to manage diverse learners in student-centered environments, while Martinez and Santos (2024) highlight the role of digital technologies in facilitating inquiry, collaboration, and presentation of learning. Teachers who are trained to leverage educational technologies and manage flexible group settings can foster smoother IBL implementation and create equitable opportunities for participation and exploration.

Themes on the training necessary for teachers to effectively implement inquiry-based learning in language education

Global Theme	Organizing Theme	Basic Theme
Building Teacher Capacity for Effective Inquiry-Based Language Instruction	Instructional Design and Pedagogical Planning	Designing inquiry-aligned lesson plans and setting clear learning objectives.
	Facilitation, Questioning Skills, and Student-Centered Practice	Developing facilitation and questioning techniques to shift instruction toward student-led inquiry.
	Practical Implementation, Technology Use, and Classroom Management	Strengthening skills in managing classroom dynamics, integrating digital tools, and applying differentiated strategies in IBL.

IMPLICATIONS

This chapter presents the implications of the study based on the key findings related to the perceived effectiveness, implementation practices, challenges, and training needs associated with inquiry-based learning (IBL) in language education.

Implications for Practice

The findings of this study underscore the practical value of Inquiry-Based Learning (IBL) in enhancing both student engagement and language proficiency in diverse classroom settings. Teachers reported that IBL strategies—such as collaborative projects, real-world tasks, and student-led exploration—

significantly increase learner motivation and promote critical thinking. This suggests that educators should design language lessons around meaningful, inquiry-driven tasks that empower students to explore, question, and communicate actively.

Additionally, differentiated instruction and inclusive pedagogical approaches emerged as key practices in supporting learners with varying proficiency levels and cultural backgrounds. Teachers who integrate flexible grouping, personalized tasks, and scaffolded support can better accommodate individual learning styles and encourage equitable participation. Classroom environments that allow for choice, autonomy, and peer interaction appear especially effective in promoting learner confidence and communicative competence.

Moreover, professional development must focus on strengthening teachers' skills in facilitation, questioning techniques, and activity design. Training programs should help teachers plan structured yet open-ended lessons that align inquiry tasks with language learning objectives. Emphasis should also be placed on equipping teachers with digital tools, collaborative strategies, and classroom management techniques that support successful IBL implementation in both low- and high-resource settings.

Finally, institutions must support inquiry-based pedagogy by allocating sufficient time for lesson planning, providing instructional materials, and recognizing the importance of teacher autonomy. A school culture that values experimentation and reflective practice can significantly enhance the integration of IBL into everyday language teaching. Ensuring administrative backing for professional learning communities and teacher collaboration will help sustain innovation in pedagogy.

Implications for Future Research

Future research may explore the long-term impact of IBL on language proficiency across different age groups and proficiency levels. Comparative studies between traditional and inquiry-based instruction in multilingual contexts would provide deeper insights into the adaptability of IBL. It would also be beneficial to examine how IBL affects student engagement in remote and hybrid learning environments, especially where access to technology varies. Lastly, research can investigate how school leadership and policy influence the scalability of IBL in language education systems.

Concluding Remarks

This study reinforces the perceived effectiveness of Inquiry-Based Learning in enhancing language teaching and learning. By shifting the focus from teacher-led instruction to student-centered exploration, IBL encourages learners to actively participate, think critically, and apply language in real-life contexts. The increased confidence, engagement, and communicative competence reported by teachers illustrate the transformative potential of this approach.

Despite notable challenges—such as limited resources, classroom management demands, and the need for differentiated instruction—teachers found IBL to be a dynamic and rewarding method. The capacity of IBL to foster learner autonomy, creativity, and problem-solving skills supports its relevance in 21st-century education. Integrating learners' interests and adapting instruction to meet diverse needs further elevates the impact of inquiry-based approaches.

Overall, fostering a supportive environment through training, collaboration, and institutional commitment is essential for IBL to thrive. Empowering educators with the skills and resources to facilitate inquiry not only enriches language education but also prepares students to navigate complex and interconnected global contexts with confidence and competence.

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