International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

A Shift from Teacher-Centric Method to Inquiry-Based Coaching in Learning English as A Second Language

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ABSTRACT

For more than two years, the Covid-19 pandemic hit the country's education and academic set-up had to change overnight with the sudden lockdown imposed not only all over the country but of the world. With a dynamic shift from physically going to educational institutions to attending classes virtually, students and teachers faced a tough time with virtual trends in education. Shifting from teacher-centric approach to a more unconventional way of teaching made it difficult for everyone to adopt and adapt (Rodricks, 2021). While jumping into a new mode of teaching with almost no preparation seemed not easy but teachers did not back down. The educators made it a point to ensure no student was left behind, came up with methods to teach and retain students' attention. Whether teaching was in school, teaching from home, or adopting a blended approach, teachers have had commitment to helping the learners. This sudden transition had occurred from face-to-face to online teaching. With online classes teachers had learned to accommodate the needs of students to create an effective teaching environment to keep learning in sync with the changing times (Kim 2020).

The researcher would like to find out in this study whether this shift from teacher-centric method had changed the learning of a second language using the inquiry-based coaching in general and in specific study the kinds of questions students asked and how these queries were responded. Using modified questionnaires, the researcher surveyed 150 students to assess not only whether the opportunity given to them to inquire was sufficient but also the frequency of their asking of questions. For teachers, the study hoped to reveal the types of questions they asked in the class. Using discourse analysis, the researcher was able to examine the ways in which language was used in the classroom. The investigated data revealed a merged of linguistics and sociolinguistics cultural contexts to better understand an aspect in communication. Highlight of the study was to evaluate the possible twist of instruction from teacher-centric method to inquiry-based approach in ESL learning, where students inquire instead of the teachers asking questions.

Keywords: Teacher-Centric Method, Inquiry-Based Coaching, ESL Learning

INTRODUCTION

The COVID19 disrupted the world that led the academic community to adapt to what is called 'the new normal'. The dynamic of teaching had changed considering the current scenario but imparting knowledge has been a continuous process. Teachers across the world had to continue to upskill themselves to better teach their students. In reality according to Gandhi (2020), the unprecedented

pandemic and lockdown had reformed the dynamics of education sector while it opened new grounds for teachers to adopt the virtual environment. Mentors across the globe were entreated to create a friendly and learning atmosphere embracing the virtual opportunities with the help of the technology. To Kannan (2022), the situation became more challenging to teachers, learners and administrators. Connecting to students affected the learning opportunities. The dynamics of the teaching and learning process had to shift from teacher-centric method to student-centered approach. The use of technology even aggravated the situation. To alleviate the condition, specifically in a ESL classes, it was integral to adapt an old nonetheless seamless trendy hyflex method called Inquiry-Based Approach (IBA).

The complexity in the use of technology even had worsened the aforementioned glitches in education. With students, they had to be provided with not only internet connection but also online material. With teachers, they had to adapt to technology and to a variety of virtual strategies. A more practical approach was the use of 'Inquiry-Based' (Li and Lalani, 2021) which had taken partly the traditional face-to-face method. The IBA flipped classes into a more innovative and functional one, students asked and teacher facilitated their inquiries.

Most particularly in ESL classes, students are afraid to speak more so to ask questions. Nair (2021) recommended the use of Inquiry-Based Approach (IBA) to motivate students' class participation. According to her, IBA has multiple qualities helpful to overcome learners' fear. Teacher appreciates students better when they actively join the class orally. Using IBA builds rapport that bonds students and teachers (McInerney, 2022). Asking questions in English and perform tasks in the class holdback students from doing so which is not the real essence in teaching and learning (Murayama, 2018). Traditionally, language learning (especially in a second language) had been a rather boring subject for most students (Alper, 2018). The ones who enjoyed it find it easy and enjoyable while others are challenged, afraid and shy. Still others are self-conscious and worried to how their classmates react.

According to Case (2022), all teachers have experienced students who obviously have questions about the topic or their homework but hesitate to ask even when given the opportunity due to the following: shyness, language barrier, relevance of the query, and teacher's attitude among other reasons. Another was their difficulty in formulating grammatically well-constructed questions (Yan, L. et al. (2021). In addition, the most obvious consequence of students failing to speak up and ask questions was the resulting gaps in knowledge which later on would become a bad habit. Their continuous resort to retreating when they have question, in the long run develops into fear or even anxiety (Murayama, 2018). Students who were missing chunks of information due to their own refusal to ask questions would likely feel low self-esteem, uncomfortable and disconnected (Bonsall, 2022). A teacher therefore has a great responsibility to draw students out of their shell and cultivate in them the love of learning inherent within each one of them. A committed educator should instil in them an inquisitive mind to develop the habit of not only answering to questions but also asking questions waiting for others to answer, or they themselves search for answers to their own inquiries. This in essence is the requisite toward Inquiry-Based Approach.

METHODOLOGY

This study adapted discourse analysis as the research methodology. Discourse Analysis to Nordquist (2019) posits ways to analyse language used in texts and contexts. Such investigation is qualitative in nature that dwells in the language people use both in written and spoken texts or contexts: as words, phrases, sentences or the pieces that make up words (linguistics), involving a speaker and listener.

Similarly, the approach delves on people's real language and situation. Discourse analysis looks at conversations in social context. Such investigation melds linguistics and sociology by taking into account the social and cultural context where the language is used to better understand an aspect in communication.

Specifically in the study, the researcher used the "Language-In-Use" approach which according to Crosley (2021) was related to micro dimensions of language within a social context not setting aside grammatical structures. It primarily focuses on the policy and principles of conversation and texts within contexts. Accomplishing discourse analysis in this study helped the researcher in examining meaning in different social contexts and how this meaning works in milieu. Nicolas (2022) highlighted the 'language-in-use' focused on the relationship between the language used and social contexts.

In the study, the researcher looked into the context of language use (in the academe specifically in the classroom) to incorporate the layers of meaning added by the social or institutional aspects at work including conflicts, cultural background, and pedagogical implications. The avenue was also examined, such as discourses across disciplines. To do this, the researcher distributed questionnaires to 100 students chosen in random manner. The study aimed at finding out the importance of inquiry-based instruction in teaching and learning, the frequency of the respondents question in the class (to include reasons for not doing so), the kinds and types of questions teachers asked, and the frequency of asking such kinds and types of questions. Discourse analysis was utilized within and between particular groups of people, in the study, students and their teachers.

The researcher distributed 150 questionnaires. Respondents had filled more than one (1) questionnaire evaluating their teachers in different subject; in Math, Science, and Humanities among the subjects. The gathering of data was with the use of a 2-part modified questionnaire. The first portion consists of two (2) questions (1) Do you ask your teacher/s question/s during class discussion? Which was answerable by 'Yes' or 'No' and (2) How frequent do you ask question?, with the scale: 1 for Never, 2 for Rarely, 3 for Sometimes, 4 for Very often, and 5 for Always.

The second part classified the kind and types of questions the respondents' teachers asked in the class. For A, questions were either: Managerial (questions which keep the classroom operations moving), Rhetorical (questions used to emphasize a point or to reinforce an idea or statement), Closed (questions used to check retention or to focus thinking on a particular point), or Open (questions used to promote discussion or student interaction). For B, questions were categorized as: Factual Questions (which require to recall specific information previously learned which often use WHs), Divergent Questions (which has no right or wrong answers but explore possibilities and require thinking to arrive at an appropriate response), Higher Order Questions (which require students to figure out not remember and require generalizations related to facts in meaningful patterns), Affective Questions (which elicit expressions of attitude, values, or feelings), and Structuring Questions (which relate to the setting in which learning is occurring). Respondents were asked to respond using 1 to 5 Likert Scale; 1 for Never, 2 for Rarely, 3 for Sometimes, 4 for Very often, and 5 for Always, to the kinds and types of questions their teachers asked in the class, and the same measures as to the frequency of asking these in an ESL classes.

As to the Part II of the questionnaire, the survey was done with the classification and sample items. The first type was 'Probing Questions' (which require to go beyond the first response or response formed on the basis of the first response). Example question were "Do you agree? What do you think?" and "Can you elaborate on Sam's answer?" The second was "Factual Questions" (which require to recall specific

information previously learned which often use WHs). Sample of the inquiries were “Who is the character …?”and “How did he show his strength?” The third was “Divergent Questions” (with no right or wrong answers but explore possibilities, and require thinking to arrive at an appropriate response). Examples of these were "What might happen if Congress passes a law preventing the manufacture and sale of cigarettes in the Philippines?" and "How would the story been different if John had been a tall, strong boy instead of disabled?" The fourth was “Higher Order Questions” (which require students to figure out not to remember and require generalizations related to facts in meaningful patterns). Samples were questions like, “Which of the two books do you believe contributed most …?”, "Is a mussel the same thing as a clam?" and “Make judgement”. The fifth was “Affective Questions (which elicit expressions of attitude, values, or feelings) where the examples were "How do you feel about that?" and "Is that important to you?" Lastly was “Structuring Questions” (which relate to the setting where learning occurs) (e.g. was, “Are there any questions”? or "Any further comments/questions?" The researcher attempted to find out whether it was true to have this percentage for questions raised in the class as shown in previous studies; about 60 % required only recall of facts, 20 % required students to think, and 20 % were procedural in nature. From the findings and results, the study hoped to get pedagogical as well as the cultural implications and the possible twist of ESL instruction from traditional to inquiry-based approach.

RESULTS AND FINDINGS

The researcher discovered that students generated their own questions that they were hungry to answer but only in their mind. Most of them were motivated by their teacher’s question since questioning was meant really to trigger learners’ curiosity. They did reflection and most often, they missed to express because before they had the guts, it was already too late. Time was of the essence. An hour of question sharing was not sufficient for both teacher and students’ questions. Revelation was also on the type of questions asked and responded. While managerial questions could keep the classroom operations moving, rhetorical questions could be used to emphasize a point or to reinforce an idea or statement, closed questions were used to check retention or to focus thinking on a particular point and open questions were for promoting discussion or student interaction. The following kinds of questions were found to have been utilized in IB teaching and learning.

Table 1. The Percentage on the Kinds of Questions Teachers Asked in Different Subjects

Subjects	Managerial					Rhetorical				
Math	2.00	8.00	18.00	34.00	38.00	30.67	30.00	15.33	13.33	10.67
Science	4.00	9.33	19.33	27.33	40.00	28.67	26.00	20.67	14.67	10.00
English	6.00	14.00	22.00	27.33	30.67	2.00	6.67	28.67	30.67	32.00
Humanities	4.67	15.33	20.00	26.00	34.00	0.00	8.67	27.33	26.67	37.33

Never	**Closed**				**Open**				
26.67	32.67	18.00	11.33	11.33	4.67	7.33	12.67	27.33	48.00
30.00	28.00	16.67	12.67	12.67	6.67	8.00	10.67	33.33	41.33
4.67	10.00	16.67	32.67	36.00	0.00	12.00	25.33	32.00	30.67
3.33	12.67	18.67	30.00	35.33	0.00	12.67	22.00	28.00	37.33

Subjects	**Managerial**					**Rhetorical**					**Closed**					**Open**				
Math	3	12	27	51	57	46	45	23	20	16	40	49	27	17	17	7	11	19	41	72
Science	6	14	29	41	60	43	39	31	22	15	45	42	25	19	19	10	12	16	50	62
English	9	21	33	41	46	3	10	43	46	48	7	15	25	49	54	0	18	38	48	46
Humanities	7	23	30	39	51	0	13	41	40	56	5	19	28	45	53	0	19	33	42	56
Percentage	Never - Rarely - Sometimes - Very Often - Always -					Never - Rarely - Sometimes - Very Often - Always -					Never - Rarely - Sometimes - Very Often - Always -					Never - Rarely - Sometimes - Very Often - Always -				

The table below shows the kind of questions teachers frequently asked students. Findings revealed that the questions teachers inquired about 60 percent required only recalling of facts, 20 percent require students to think, and 20 percent were procedural in nature. Question types could be used to analyze questioning strategies to develop students' thinking skills.

In the study, **probing questions** were series of questions which required students to go beyond the first response. Subsequent teacher questions were formed on the basis of the students' responses meant to: (1) *clarify* (e.g. "What, exactly do you mean?", "Will you please rephrase your statement?", "Could you elaborate on that point?" and "What did you mean by the term. . .?"); (2) *increase critical awareness* (e.g. "What are you assuming?", "What are your reasons for thinking that is so?", "Is that all there is to it?", "How many questions are we trying to answer here?" and "How would an opponent of this point of view respond?"); (3) *refocus* (e.g. "If this is true, what are the implications for . . . ?", "How does John's answer relate to ... ?", "Can you relate this to...?" and "Lets analyze that answer."); (4) *prompting* (e.g. "How do you define …?" "What is the implication of …?", and "Can you give me examples of …?"); (5)

redirecting to another student (e.g. “What is … (teacher)?” and (a) “Do you agree?”, (b) “What do you think…?” or “Can you elaborate on your classmate’s answer?”).

Table 2. The Types of Questions Teachers Asked in Different Subjects

Types	Math					Science					English					Humanities				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Probing Questions	57	34	31	16	12	67	43	29	9	2	44	38	31	20	17	48	35	29	22	16
Factual Questions	12	13	25	46	54	2	14	35	45	54	13	22	33	41	41	9	10	15	45	71
Divergent Questions	13	15	29	46	47	9	19	31	46	45	10	11	34	47	48	8	11	16	49	66
Higher Order Questions	58	32	30	17	13	68	42	27	11	2	49	39	35	17	10	51	34	27	22	16
Affective Questions	1	19	29	50	51	5	19	39	44	43	4	16	37	49	44	2	11	19	52	66
Structuring Questions	28	27	29	32	34	29	28	29	31	33	28	29	30	33	31	27	30	28	30	35
Total																				

On the other hand, **factual questions** were required for students to recall specific information previously learned. Often these were using the WHs questions meant for noting details, only literal in terms of skills. True-life enquiries were meant to get simple bits of information (e.g. "Who was the leader of the Free French forces during W.W.II?", "Who is the main character in Margaret Mitchell's novel, gone with the wind?", "During which century did Shakespeare live?" or "What is the Spanish verb meaning to run?"). Another purpose of asking factual questions was to organize into logical order sequence of events with questions like, "What are the steps a bill goes through before it becomes a law?", "How were the American and French forces able to bottle up Cornwall and the British at Yorktown?", "How did Robinson Crusoe react when he discovered footprints in the sand?" or "What is the commercial method for producing hydrochloric acid?"

Divergent questions were encouraging questions with no right or wrong answers, but which explore possibilities requiring both concrete and abstract thinking to arrive at an appropriate response. The following questions served as examples: "What might happen if Congress passes a law preventing the manufacture and sale of cigarettes in the United States?", "How would the story have been different if John had been a tall, strong boy instead of disabled?", "If you were stuck on a desert island and the only tool you had was a screwdriver, what use might you make of it?" or "In what ways would history have been changed had the Spanish Armada defeated the English in 1588?"

Higher Order Questions were questions which obligated students to figure out answers rather than remember them. With these teachers’ questions, students were required to make generalizations related to facts in meaningful patterns meant to: (1) evaluate which was needful of judgment, value or choice based upon comparing of ideas or objects to establish standards (e.g. "Which of the two books do you

believe contributed most to an understanding of the Victorian era? Why?" or "Assuming equal resources, who would you rate as the most skilful general, Robert E. Lee or Ulysses S. Grant? Why?") and (2) make inference which mandated inductive reasoning (discovery of a general principle from a collection of specific facts) or deductive perception (logical operation in which the worth of a generalization is tested with specific issues).

To ask inductively, say "We have examined the qualities these world leaders have in common. What might we conclude, in general, about qualities necessary for leadership? Why?" For deductive question, ask "If the temperature of the gas remains the same, but gas is taken to an altitude of 4000 feet higher, what happens to the pressure of the gas? Why?" The next purpose was (3) compare essential for students to determine if ideas/objects similar, dissimilar, unrelated, or contradictory (e.g. "Is a mussel the same thing as a clam?", "What similarities and differences exist between Lincoln's Gettysburg Address and Pericles' Funeral Oration?" or "What is the connection between Social Darwinism and the Supreme Court actions of the late nineteenth century?" Then on purpose was (4) apply which necessitated student to use a concept or principle in a context different from that in which she/he learned it. Concept could be classification of events/objects that have common characteristics while principle was a relationship between two or more concepts (e.g. "How was Gresham's Law demonstrated in the Weimer Republic of Germany?" or "Can you think of an example to fit this definition?" Lastly was to solve problem where students needed to use previously learned knowledge to solve a problem. Students had seen relationships between knowledge and the problem, diagnosed materials, situations, and environments, separated problems into components parts, and related parts to one another and the whole. This type of question could generate answers the teacher had not anticipated (e.g. "Suppose you grow up with the idea that dogs were bad, how would you react towards dogs now?").

Affective Questions were questions which elicited expressions of attitude, values, or feelings of the student (e.g. "How do you feel about that?", "Is that important to you?" or "Would you like to ...?") Effective questions were powerful and thought-provoking inquiries. Effective questions were open-ended and not leading questions. They were not "why" questions, but rather "what" or "how" questions. "Why" questions were good for soliciting information, but could make people defensive so be thoughtful in use. When asking effective questions, it was important to wait for the answer and not provide the answer. When working with people to solve a problem, it was not enough to tell them what the problem was. They needed to find out or understand it for themselves. The teacher could help them do this by asking them thought provoking questions. Rather than make assumptions, mentor had to find out who was talking to know the problem (e.g. "What do you think the problem is?", "What concerns you the most about?", or "What is holding you back?"). Behind effective questioning was also the ability to listen to the answer and suspend judgment. This means being intent on understanding what the person who was talking was really saying or what was really behind their words.

Lastly were **Structuring Questions**. These were questions related to the setting in which learning was occurring (e.g. "Are there any questions?", "Any further comments?", "Is the assignment clear?", "Would you repeat that?" or "Are we ready to continue?).

DISCUSSION

Although 2020 had been a difficult year for everyone, each had learned to adapt to this new crisis while technology had thrown educators and students to a lifeline of sorts that allowed them to get things back.

For those in the teaching profession, it meant getting used to delivering lessons online. And the weapon of choice amongst teachers was to fight against the challenges of this new viral threat which they have been familiar to by now.

The traditional method of teaching has immense scope for active learning. Students learn through personal interactions with their fellow students. This created an active learning environment and helped them develop their communication skills. This remote type developed the students' inquisitive mind developing social self. They build interpersonal relationships with their teachers and classmates to learn the ways of the world. The IBA method is best for hands-on training as it establishes direct contact between teachers and students (Qi, 2022).

In the traditional English language class, teachers monopolized asking of question and followed the style they think would be best for students which seldom would leave any space for improvisation. While the traditional theory-based classroom set-up deprived students to thinking boundaries, IBA offered a lot of space for practical learning where learners would be allowed for much individual questioning and investigating, and development of inquisitive understanding. Using IBA, Alper (2018) had seen this difference where IBA students were encouraged, and had used resources beyond the classroom and school reaching global materials for inquiry in the class. Teaching hyflex had shifted the learning using platforms and tools (Mehta, 2021). Teachers had tried to find the best way to continue delivering education with the innovation (Anon, 2022). To Pao (2021), the necessity of teaching and learning with asynchronous (Canvas, Blackboard, D2L) and synchronous (Zoom) platforms yielded significant benefits when these methods were layered into face-to-face instruction as well as the digital tools (Mondal, Mondal and Swain, 2021; Tu, 2021).

As to online class, it emphasized creativity, critical thinking, and respect for diversity (New Education Policy (NEP) 2020). Based on the policy, to implement inquiry-based learning online, there were three (3) key components needed to be addressed for students to participate, collaborate and ultimately learn effectively. The first was the need to generate curiosity. The key to online learning was to keep students interested and curious about the course material (Alawamleh, et. al., 2020). When teaching online, this inquiry-based learning could be an excellent way to engage students with their coursework. Teachers can present a problem to students to solve using tools like whiteboards, quizzes and others. The second was that accessibility was critical. The success of inquiry-based learning would rely heavily on collaboration among students, teachers, and peers. Inquiry-based learning would thrive when access and curiosity meet. Online classes normally would have features that facilitate collaboration like chats, forums, live classes, and more. The third was that collaboration was essential. Once a student had completed their inquiry the collaboration would help them put together a "textbook" of information on the topic. Different paths would enhance learners' learning experiences because they could share what they had learned and discuss anything they would still not clear about. Online learning tools were designed with integrated communication tools to offer seamless collaboration (Das, et. al. 2022).

As a method, inquiry-based was a proven useful to teachers as a way to allow students to take control of their learning. They set their own objectives and feed their curiosity. According to Bafna (2022), this method was very effective for learners to gain a deeper understanding of the concepts studied as they develop important skills. Similarly, Muflih et. al. (2021) believed that online teaching was introduced to even the non-techspert teachers and students. To Akdemir and Ozcelik (2019), a teacher-centric classroom using IBA had certainly been easier to facilitate learning. Inquiry learning enhanced the learning experience, leading to a greater level of engagement by the students and thus less classroom

management problems. In addition, this approach had allowed students to build critical problem-solving skills, fosters a zeal and passion for long-life learning where students were in control of themselves. Education came to a standstill during the consecutive lockdowns because face-to-face interaction was impossible.

Another issue regarding inquiry-based learning had to do with a misconception about when to do inquiry. Inquiry could be done not only in lectures to provoke students to think and question. Teachers often had discounted the fact that when they were giving talks or lectures to students, the students, if engaged, were applying listening and observing skills using their senses (Teaching Resources, 2022). Many ESL educators were convinced that students could gain a better understanding of a subject if they teachers would ask appropriate questions which were the ultimate goal of IBL approach.

To Drew (2022), inquiry-based learning was about triggering curiosity and fostering critical thinking skills. It was about finding those things that ignite a child's passion and excitement, and drives them to want to learn more. By embracing and encouraging inquiry based learning we build a love of learning in students that will last a lifetime. Such learning approach could be categorized as the following. The first was controlled inquiry which could be applied within a framework established by teachers, where they provide the context with the set of ideas, tools or perhaps even some goals. Then the students would apply what was provided to them and move following the steps. Using controlled inquiry, teachers let the students design and build their own catapults, using their own ideas and inspiration. Samples or ideas may be offered, but the students would create their own designs, use their imagination and be creative in doing the tasks assigned to them.

Inquiry may be controlled or freely applied. Unlike controlled inquiry, free inquiry allows the students to take ownership over their learning, including topic selection, questions, methods and goals. In this instance, the teacher lets the students chose whichever ideas they wish under the main topic. They can delve into the topic in any way they desire and explore the concepts and ideas appealing to them. This requires a lot of self-discipline and comfort with self-directed learning. Teachers using this specific inquiry technique just have to wait until the students are comfortable with student led learning before starting free inquiry (Brewer, 2022).

TeachThought (2021) stressed the four (4) phases involved in using inquiry-based method. Phase 1 needs Interaction. Due to the fact that inquiry is open-ended and curiosity-based, traditional methods may not be the most effective or interesting way to investigate. Teachers encourage students to interact with unique materials and sources such as peers, experts, or formal and informal media in a playful and exploratory fashion. Learners should be engaged in finding am interesting method and resources available to them. In Phase II, the Clarification, students begin to dig into the material and gain a greater sense of understanding of their selected topic, their own thinking on the subject, and what steps may be necessary to tackle the task. Students should be focused on possibility, the credibility of sources, and have a full understanding of related facts and opinions and the potential influence of that on their own work. Phase III, the Questioning stage, seems one of the most critical phases of inquiry-based learning. As students begin to form questions to drive self-directed inquiry, any weak spots in their thinking or understanding should become clear to help them realize the limitations of their scope of work, or begin to develop an understanding of what information seems lacking for them to move forward to resolve any gaps in knowledge. Finally, the Design is Phase IV. The final stage of an inquiry-based learning process would concentrate on design, or the ability to create an informative and curiosity-driven product to

satisfy the initial inquiry creatively. This end result would be the answer or solution and should demonstrate the process.

When teaching a high-level class, teachers could even appoint leaders within the groups and let them be the first to be contacted when the other students would need help unlike in lower-level class where teachers would be the only ones to be depended upon for help. Inquiry-based activities still need thorough planning on the part of the teacher (Gherhes, et. al. (2021), They would need to outline timing, set up well-matched pairs and groups, appoint team leaders, set rules for how students could do task (such as the use of smartphones, online dictionaries, and so on), and prepare/provide worksheets or other materials, such as poster board (Abbasi, et. al., 2020).

Since the students come up with their own ideas and questions that they want answers to, their motivation is quite high to begin with. ESL teachers may ask students to conduct interviews or polls. In this case, the students would choose the questions they want to answers, interview people, present the answers to their classmates, and then decide what to ask next based on what they found out. In solving problems, the process would call for students' engagement and involvement. Each student would be tasked to search, collect data, make presentations or lead the group in the quest. The use of inquiry-based would rely on students' direct communication and flexible cooperation. Teachers in this method would may a kind of internet quest, make a virtual treasure hunt, or ask students to write a profile on their favorite singer, musician, or actor/actress (Bashir, et al. (2021).

To Kawasaki (2021), inquiry-based learning seemed an active learning style where students find the solution to a problem mainly by themselves instead of being instructed by their teacher. They usually present their findings and solutions in front of the class by the time the activity has come to an end. This approach could be called exploratory learning or active learning which usually is interwoven with problem-solving activities, student autonomy, and independent thinking. Students' curiosity could get triggered by presenting a problem to them that they need to solve. This could be achieved through individual idea search, pair work, or teamwork. When students take the lead in an activity, their motivation would be much higher than when they are simply following instructions or answering the teacher's questions.

Inquiry-based learning to Howard (2021) seemed a fantastic method to get students curious, motivated, and involved. By handing the lead over to students and giving them opportunities to discuss a problem in the target language which could also decrease teacher talking time (TTT) and increase student talking time (STT) in the class. The active pace of inquiry-based lessons usually would get students moving, talking, and problem solving. It could be best to pick a topic or a problem that would target students' interest, that would be age-and level-appropriate, and that, at the same time, would give students a chance to explore and use English in a natural way.

Inquiry implied involvement that led to understanding, skills and attitudes processing to seek resolutions to questions and issues while constructing new knowledge. The procedure was to seek for truth, information, or knowledge by questioning. Unlike the traditional educational system which discouraged the natural process of inquiry and where students learned not to ask too many questions, IBI a complex process could lead to students' conversion of information and data into useful knowledge involving several factors: a context for questions, a framework for questions, a focus for questions, and different levels of questions (Drew, 2022).

Well-designed inquiry learning produced widely applied knowledge formation, not mere asking of questions. Educators were instituted to better understand that schools needed to go beyond data and

information accumulation and moved toward the generation of useful and applicable knowledge, a process supported by inquiry-based learning (Miller, 2019). For educators, inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable individuals to continue the quest for knowledge throughout life. Students today simply do not just want to understand the 'what' but would ask themselves 'why' they need to know and where 'it' would be used. Answering this 'need to know' question has been coined the term 'inquiry'. The term refers to the process of learning driven by questioning, thoughtful investigating, making sense of information and developing new understandings.

To Bailey (2018), through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry implies a "need or want to know" premise. Inquiry is not so much seeking the right answer but rather seeking appropriate resolutions to questions and issues. Inquiry is important in the generation and transmission of knowledge, essential for education, because the fund of knowledge is constantly increasing. Inquiry based learning welcomes the various perspectives for viewing the world (Bączek, et al. (2021). Such views could include artistic, scientific, historic, economic, and other perspectives. While disciplines should interrelate, inquiry learning includes the application of certain specific "ground rules" that ensure the integrity of the numerous disciplines and their world views.

Questioning and searching for answers were extremely important parts of inquiry greatly aided by a conceptual context for learning (Helda et. al., 2021). Just as students should not be focused only on content as the ultimate outcome of learning, neither should they be asking questions and searching for answers about minutiae. Well-designed inquiry-learning activities and interactions should be set in a conceptual context so as to help students accumulate knowledge as they progress learning. Inquiry in education should be about a greater understanding of the world in which they live, learn, communicate, and work (Farooqi, 2020).

Inquiry-based learning is more than asking students what they want to know. It is about triggering inquisitiveness and activating such curiosity is a far more important and complex goal than mere information delivery (Eltanahy and Forawi, 2019). Despite its difficulty, inquiry-based learning could be easier on teachers, partly because it transfers some responsibilities from teachers to students, but mostly because releasing authority makes students engage in the exchange of learning (Muthuprasad, et. al., 2021). Teachers who use inquiry-based learning combat the "dunno", a chronic problem in student engagement. Inquiry-based learning, if front-loaded well, generates such excitement in students that neurons begin to fire, curiosity is triggered, and they could not wait to become experts in answering their own questions.

The Inquiry-Based Learning (IBL) is focused on conceptual development as opposed to procedural development in traditional learning of the second language (Darling, et. al., 2020). To them, a teacher using the theory would establish the problem on which the students were working on. Once students understand what the problem would be, they begin working on coming up with a solution while working to allow more opportunity to think about and explain their thinking. The interchangeable and loose use of the term 'inquiry' raises a number of important issues to differentiate and prompt clear characteristics of inquiry practice, either inquiry as an activity or as a process (Miller, 2019). In other subjects like Math and Science, inquiry starts with a problem or question but with less emphasis on practical experimenting. Unlike the aforementioned subjects, ESL learning involves diverse forms of activity, including: articulating or elaborating questions; modelling; exploring; conjecturing; testing, explaining,

reasoning, arguing and proving; defining and structuring; connecting, representing and communicating. Communicating therefore could be done in many ways using inquiry.

Inquiry based incorporates ESL classrooms to provide a natural learning opportunity for developing students' reasoning skills. Traditional instruction consists of learning a concept by listening to students as they participate in the class (Constantinou, et. al., 2018). In applying an Inquiry-Based Instruction (IBI), the first thing that a teacher must consider is how to come across the curriculum and the teacher's role as facilitator to get along the students' journey in search of the answers. Students out of their curiosity should be encouraged and challenged to ask meaningful questions regarding the lesson presented throughout the discussion with variety of strategies. It is not simple to apply the IBI. The teacher needs to look at the daily curriculum to figure out where to integrate the approach throughout the lesson. Second language learning to Cox (2018) seemed a little difficult because unlike other subjects, learners are going to naturally have questions about the lessons. Factual information in language is not very engaging. Inquiry taps into a student's natural curiosity and helps them understand the information better. If the classroom is learning about life, teachers can easily use this concept to develop questions. Inquiry-based instruction, in other words, is teaching students to learn 'how to learn' using essential questions.

It is also important to consider in teaching using IBI the necessary skills to improve. What makes this practical method different from the traditional approach of teaching is the improvement of not only one macro skill but rather integration of other skills; reading, writing, speaking, listening, viewing and presenting in the process (Baker and Robinson, 2018). The teacher may ask the students to decode ideas from non-fiction texts and write about them, or may ask them to present in the class what they have read while others are listening to the oral presentation. According to Belo (2021), to prepare for the inquiry-based learning lesson, the facilitator of learning needs a variety of resources; fiction and non-fiction texts, computer programs, age-appropriate apps, videos, Internet sites, and whatever else to help students find the answers they are looking for.

However, whatever technique the teacher chooses, planning is significant to achieve the goals of not only improving (e.g. writing) abilities but collaboration and cooperative learning as well, a huge part of inquiry-based learning. The traditional rules, like kindly sharing of materials with others, and be respectful works well with this practical approach (Constantinou, Tsivitanidou and Rybska, 2018). Using the IBI, students start by expressing their own curiosity. While building their knowledge, they continue to ask questions and search for answers, until they are able to share their knowledge with others.

How does it differ from the traditional approach? In general, the traditional approach to learning is focused on mastery of content, with less emphasis on the development of skills and the nurturing of inquiring attitudes. The current system of education is teacher centered, with the teacher focused on giving out information about "what is known." Students are the receivers of information, and the teacher is the dispenser. Much of the assessment of the learner is focused on the importance of "one right answer." Traditional education is more concerned with preparation for the next grade level and in-school success than with helping a student learn to learn throughout life (Borkala, 2021).

To Helda, et. al. (2021), traditional classrooms tend to be closed systems where information is filtered through layers to students. In general, the use of resources is limited to what is available in the classroom or within the school. Use of technology is focused on learning about the technology rather than its application to enhanced learning. Lesson plans are used to organize the various steps in the learning

process for the whole-class approach. On- target questions that would tend to cause deviations from the plan are met with, "We will get to that later."

The inquiry approach is more focused on using and learning content as a means to develop information-processing and problem-solving skills (Tsakeni, 2018). The system is more student-centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know." Students are more involved in the construction of knowledge through active involvement. The more interested and engaged students are by a subject or project, the easier it will be for them to construct in-depth knowledge of it. Learning becomes almost effortless when something fascinates students and reflects their interests and goals. Assessment is focused on determining the progress of skills development in addition to content understanding. To Farooqi (2020), inquiry learning is concerned with in-school success, but it is equally concerned with preparation for life-long education.

With the above inquiry-based approaches, the highlight would be the teacher's different roles as a questioner. In general, with the use of inquiry approach, students are encouraged to ask the questions. The teacher could assist by scaffolding the questioning process through modeling provocative open questions requiring reflective thinking. Students could do more than memorizing, mimicry, performing and applying skills (Experiential Learning Depot (2020). Many IBL ideal and methods are applied to K-12 educators and students. When teachers use the inquiry-based method efficiently, their job as an instructor would become more like a facilitator. Instead of giving directions, lecturing, or explaining a lot of grammar, they simply support students during the activity. When learners would have questions, they should be assisted while they work on the problem. Mentors would become an observer to students' languages, give feedback either on the spot or later on, depending on what pattern teachers would have with the class.

CONCLUSION

The 'new normal' brought the 'not idyllic' set up in the academe. However, it is important to take the positive outlook out of the negative situation, especially when one is in no recourse but to shift the situation itself. Online, hyflex, blended or flipped classrooms have been suddenly thrust into the spotlight as currently the most practical and convenient model of learning. Hyflex learning with a variety of platforms provided a great service in continuing teachers' responsibility in delivering lessons and students in learning.

An ESL classroom teacher may ask many millions of questions over their teaching life, which could result in use of variety of questions. It can therefore be useful to think about and monitor what kinds of questions one could use and what the effect of these questions would be. Questions may vary on the connectedness to both the grammar point, and the corresponding topic to move towards eliciting and explaining the target language, and then using questions mainly focused on the checking concept and controlled speaking practice. Questions could also focus on accuracy and meaning. Another way of looking at the above distinction are questions aimed at getting the target language out of them with as few mistakes as possible and questions to get them communicating what they want to say. There are also questions for keeping control and questions for letting go of control. This is yet another example where the typical ESL or general education classroom uses much more of one type of question than the other which sometimes are for very good reasons, but sometimes just out of habit. Questions with an unlimited choice of answers can encourage lots of student involvement and allow the students to take the lesson into an area of particular interest to them, but can lead to the lesson being unfocused and make timing

difficult. Reasons for using more questions that give control to the students include making them self-sufficient and therefore hopefully more likely to take responsibility of their own learning, using peer pressure for classroom control, and making the times when one may take control back and have more impact.

In sum, based on the aforementioned studies, inquiry-based learning can be achieved: through confirmation (where teachers would reinforce the knowledge that students already had); through structure (where students would seek knowledge in an organized manner and with a medium level of teacher involvement); through guide (where students would be presented with a question and they would do the assigned task with teacher's moderate role); and through open inquiry (where students would be required to identify a topic and investigate it on their own, without teacher guidance).

As to asking questions, the study proved that using IBA: (1) the entire class participated in the questioning; (2) students were given time to think; (3) the teacher needed to plan the questions ahead to encourage students' critical thinking and reasoning; (4) the teacher avoided judging student responses or deliberately correcting them; and (5) the teacher responded to students' queries to encourage students' deeper thinking, often done by posing additional questions. For effective use of IBA, teachers must not answer their own questions, questions should be simple and understandable for students' immediate response, questions must be relevant to the topic, asking questions must be one at a time, questioning should not be limited only to the "brightest" students, closed questions or questions with only one correct answer should never be asked, positive remarks (e.g. well done, very good, amazing, awesome etc.) should be given to encourage students from inquiring; and incorrect answers should not be ignored.

There are also questions for cognition, for affective and for social questions which deals with knowledge, feelings and relationships. There are managerial questions too concerned with getting the class to do things they need to while the higher order questions are ones that get students thinking rather than just producing the answers to factual questions. Other types of questions could achieve short term if not long-term goals (Hsu and Silver, 2014). A question that makes learners think deeply and pause before answering might not be the best way of quickly getting the answer that they need for that lesson but might fit in well with long term goals making students think about the language for themselves rather than relying on the teacher (Armstrong, 2018).

With all these kinds of questions, what matters most is that, students are happy to ask each other questions in English, most of the things that they hear from other students, take interest in and hopefully respond to will be prompted by teacher questions. This is particularly true of whole class discussions. This is therefore obviously a category of questions that most of us could usefully ask more of, but there is still a range of uses for questions where teachers are the only ones who really needs to listen to the question.

A shift in the teaching and learning especially in second language learning and the use of IBA could be conceivable and standardized even across subjects. There is a need to use IBA and a mix of varied methods for effective learning to take place so that both teachers and students can help overcome the drawbacks of the methods used either traditional face-to-face, online or a combination of both access to diverse learning resources.

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