# Exploring the Integration of Inquiry Based Learning into English Instruction at the Elementary School Level: A Qualitative Descriptive Study

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**Abstract-** The integration of innovative teaching methods into early education is crucial for creating a dynamic and engaging learning environment. Among these methods, IBL stands out for its potential to develop critical thinking, creativity, and active participation among students. This qualitative descriptive research investigates integrating IBL into English instruction at the elementary school level. The study explores teachers' perspectives on incorporating inquiry-based methods, students' experiences, and engagement with such approaches and identifies challenges and successes in implementing IBL. Data were collected and analyzed thematically through interviews, classroom observations, and document analysis. The findings reveal that teachers view IBL positively, recognizing its potential to enhance critical thinking skills and student engagement. However, challenges such as time constraints and concerns about standardized testing were also identified. Students reported increased motivation and collaborative learning experiences through inquiry-based instruction. The study highlights the significance of IBL in promoting a deeper understanding of language concepts and fostering essential skills for 21st-century learners. Recommendations for future practice and research support further integrating inquiry-based methods into elementary English instruction.

**Keywords:** English Instruction, Student Engagement, Teacher Perspectives

## I. INTRODUCTION

The integration of innovative teaching methods into early education is crucial for creating a dynamic and engaging learning environment. Among these methods, inquiry based learning (IBL) stands out for its potential to develop critical thinking, creativity, and active participation among students. This qualitative descriptive study aims to explore the integration of IBL into English language teaching at the elementary school level. By focusing on the experiences and perceptions of teachers and students, this study seeks to provide a comprehensive understanding of the benefits and challenges associated with implementing IBL in English language classrooms.

IBL shifts the traditional teacher-centered approach to a more student-centered model, where students actively participate in the learning process by asking questions, investigating issues, and constructing their own understanding. This pedagogical strategy aligns well with the goals of English language teaching, including developing language skills, encouraging communication, and fostering a love for literature and learning. However, integrating IBL into English language teaching at the elementary level presents unique challenges, such as aligning activities with

curriculum standards, managing classroom dynamics, and ensuring all students are engaged and supported. Through a qualitative descriptive approach, this study will gather insights from elementary school teachers who have implemented IBL in their English classrooms, as well as from students who have experienced this learning method. By analyzing their experiences, the study aims to identify effective strategies for integrating IBL into English language teaching, highlight observed benefits, and address encountered challenges. These findings will contribute to the ongoing discourse on innovative educational practices and provide valuable guidance for educators seeking to enhance English language teaching through inquiry-based learning.

Teaching English in primary education is crucial as it provides the foundational language skills for students (Agus et al., 2021; Ansarian et al., 2016; Chaya, 2023). Elementary school is the initial phase where children are introduced to the basics of English language acquisition, including vocabulary, grammar, and communication skills (Bogdan & Biklen, 1997; Coffman, 2017). Over the years, the methods used in teaching English at this level have evolved significantly, reflecting advancements in pedagogical theories and educational practices (Darling-Hammond et al., 2017; Krajcik et al., 2014). From traditional rote learning approaches to more dynamic and interactive methods, the landscape of elementary school English instruction has continually adapted to meet the evolving needs of young learners (Banchi & Bell, 2008; Maxwell, 2012).

Amidst this educational evolution, the integration of IBL represents a significant paradigm shift in pedagogical strategies (Buckner & Kim, 2014; Coffman, 2017). Unlike conventional instructional techniques that prioritize the dissemination of information through teacher-centered approaches, IBL emphasizes student-driven exploration and discovery (Hmelo-Silver, 2004a; Pedaste et al., 2015). By fostering curiosity, critical thinking, and problem-solving skills, this approach enhances academic proficiency and cultivates a deeper understanding and appreciation for the subject matter (Saleh et al., 2019; Tikruni, 2019). Within elementary school English instruction, the adoption of inquiry-based methodologies holds immense potential to engage students actively in language learning, fostering a genuine sense of linguistic fluency and communicative competence (Windschitl et al., 2012; Wong,

2020).

However, while IBL offers promising benefits, its successful implementation requires careful consideration of various factors (Brasili & Piergallini, 2020; Levy et al., 2013). Educators must navigate challenges such as aligning instructional practices with curricular objectives, managing resource constraints, and ensuring equitable learning opportunities (Quinn Patton, 2002; Rubin & Rubin, 2011). Additionally, effective implementation depends on educators' ability to facilitate meaningful inquiry experiences and provide scaffolding support as students tackle complex tasks (Saldaña, 2021; Timmons et al., 2021). Therefore, ongoing professional development and support are crucial to equip educators with the knowledge, skills, and resources needed to successfully integrate inquiry-based approaches (Zweers et al., 2019; Coffman, 2017).

In conclusion, while IBL holds immense promise for enhancing elementary school English instruction, its realization requires a concerted effort from stakeholders across the educational landscape (Decker, 2020; Levy et al., 2013). By leveraging insights from existing research and fostering a culture of collaboration and innovation, educators can harness the transformative potential of inquiry-driven pedagogies to cultivate a generation of proficient, critically engaged language learners (Chaya, 2023; Ramnarain & Ndlovu, 2023). Through ongoing professional development initiatives and strategic investment in educational infrastructure, stakeholders can collectively work towards realizing the vision of inquiry-based English instruction that fosters holistic student development and prepares learners for success in an increasingly interconnected world (Huberman, 2014; Saldaña, 2021).

This study examines the effectiveness of integrating IBL methodologies into elementary school English instruction. In the context of evolving pedagogical approaches and the need to address the diverse needs of young learners, this research aims to scrutinize the impact of inquiry-driven strategies on various facets of the educational experience (Allen et al., 2018; Banchi & Bell, 2008). Specifically, the study explores how the adoption of IBL influences student engagement, learning outcomes, and overall language proficiency in elementary school English classrooms (Ansarian et al., 2016; Coffman, 2017). By investigating these key dimensions, the research highlights the efficacy

of inquiry-based pedagogies in enhancing the quality and effectiveness of English language instruction at the primary level (Hmelo-Silver, 2004a; Levy et al., 2013).

Through a meticulous examination of relevant literature, empirical evidence, and practical observations, this study contributes valuable insights to the ongoing discourse surrounding effective teaching practices in primary education (Charmaz, 2014; Guest et al., 2006). By synthesizing findings from existing research and situating them within the specific context of elementary school English instruction, the study aims to elucidate both the potential benefits and challenges associated with integrating inquiry-based methodologies (Pedaste et al., 2015; Quinn Patton, 2002). This comprehensive analysis seeks to provide educators, curriculum developers, and policymakers with a nuanced understanding of the implications of adopting inquiry-driven approaches in the elementary school English curriculum (Ramnarain & Ndlovu, 2023; Saldaña, 2021).

Moreover, this study aims to facilitate informed decision-making processes to enhance the quality and efficacy of English language instruction at the elementary level (Saleh et al., 2019; Savery & Duffy, 1995). By conducting a thorough examination of the impact of IBLon student engagement, learning outcomes, and language proficiency, the research intends to provide stakeholders with evidence-based insights to guide instructional practices, curriculum development efforts, and policy initiatives (Tikruni, 2019; Timmons et al., 2021). Ultimately, the findings of this study have the potential to catalyze positive change within elementary school English education, fostering a learning environment that nurtures linguistic fluency, critical thinking, and lifelong learning skills among students (Windschitl et al., 2012; Wong, 2020).

Research on the efficacy of IBL in elementary education has yielded valuable insights into its impact on student learning outcomes and engagement. Studies consistently demonstrate the positive effects of IBL on students' academic achievement, problem-solving abilities, and attitudes toward learning (Coffman, 2017; Levy et al., 2013). For instance, Buckner and Kim (2014) found that integrating technology and pedagogy in an IBLenvironment significantly improved students' critical thinking skills and conceptual understanding of scientific concepts. Similarly, Ansarian et al. (2016) highlighted the beneficial effects of problem-based learning on Iranian EFL learners' speaking proficiency, indicating that inquiry-driven approaches can enhance language acquisition outcomes. Furthermore, IBL promotes deeper conceptual understanding and retention of knowledge among elementary school students (Hmelo-Silver, 2004). Through active engagement in the inquiry process, students develop a profound understanding of concepts and principles and gain the ability to apply their knowledge in new contexts (Windschitl et al., 2012). This approach also fosters a sense of ownership and autonomy among learners as they take responsibility for their learning and actively shape their educational experiences (Saleh et al., 2019).

Besides, several relevant studies in learning, teaching, development, and improvement have been conducted by (Muta'allim et al., 2022); (Merizawati & Munawir, n.d.); (Karuru et al., 2023); (Julhadi et al., 2023); (Suryanti et al., 2023); (Irsyadi, 2023); (Dumiyati et al., 2023); & (Kamil et al., 2023). These studies highlight student achievement improvement, learning innovations, development concepts, language acquisition strategies, effective learning, and learning innovations through technology, all of which contribute significantly to innovative learning strategies and implementations. Furthermore, research conducted (Yudistira, R., 2023); (Muta'allim et al., 2021); (Muta'allim et al., 2020); (Akhmad Sofyan et al., 2022); (Sofyan, Firmansyah, et al., 2022); (Irsyadi et al., 2022); (Daulay et al., 2024); & (Haryono et al., 2023) shows a similar focus in their research, namely on language. These studies reveal language variations integrated into various contexts such as learning, policy, social contexts, criticism, resistance, politics, and language norms, as well as levels of linguistic discourse.

Furthermore, research conducted by (Muta'allim et al., 2021); (Hairus Salikin et al., 2021); (Muta'allim et al., 2022); (Muta'allim et al., 2023); (Mahardhani et al., 2023); (Yudistira et al., 2022); & (Sofyan, Badrudin, et al., 2022) focuses on the roles, functions, and usage of language, culture, and tolerance in cultural contexts, social interactions, tolerance, and Islamic boarding school environments to foster religious harmony. Thus, these studies share some relevance with the ongoing research, which focuses on exploring the integration of (IBL) in English language teaching at the elementary

school level, an area not previously examined. This research is expected to significantly contribute to the development of IBL integration in that context.

This research will explore how the integration of IBL can be effectively applied in teaching English at the elementary school level. The primary focus of this study is to identify the most suitable teaching strategies and evaluate their impact on student learning within the current curriculum context. The research method employed will be qualitative descriptive study, involving classroom observations, interviews with teachers and students, and curriculum document analysis. Qualitative data will be thematically analyzed to uncover participants' perceptions and experiences related to the implementation of IBL. The findings of this research are expected to provide valuable insights for educational practitioners to enhance the effectiveness of English language teaching at the elementary school level through this innovative approach. Thus, this study will not only explore the effectiveness of IBL in the context of English teaching at elementary schools but also contribute valuable knowledge on the best practices for applying this approach in language teaching more broadly.

Based on the background above, the researcher formulates the research problem as follows: how effective is the integration of IBL in enhancing English language proficiency among elementary school students?. Addressing this research problem requires the application of IBL theory. IBL is a pedagogical approach that places students at the center of the learning process, encouraging them to actively explore topics, pose questions, and seek solutions through investigation and reflection. At its core, IBL emphasizes student-driven inquiry, where learners engage in authentic, real-world problems or scenarios to construct knowledge and meaning (Banchi & Bell, 2008; Hmelo-Silver, 2004). This approach is grounded in constructivist theories of learning, which assert that individuals construct their understanding of the world by actively engaging with their environment and integrating new information with their existing knowledge (Savery & Duffy, 1995).

The principles of IBL emphasize fostering curiosity, critical thinking, and problem-solving skills among students. Rather than passively receiving information, learners are encouraged to ask questions, formulate hypotheses, and engage in hands-on activities to explore and test their ideas (Krajcik et al., 2014). This inquiry process involves multiple phases, including identifying questions or problems, designing investigations, gathering and analyzing data, and drawing conclusions (Pedaste et al., 2015). Through these experiences, students develop content knowledge and essential skills such as collaboration, communication, and perseverance (Huberman, 2014). In the context of English instruction, IBL offers several potential benefits for students. Learners develop language skills in meaningful contexts by actively engaging with authentic texts and language use situations, leading to improved language proficiency and communicative competence (Hmelo-Silver, 2004; Wong, 2020). Additionally, IBL promotes critical literacy skills as students learn to analyze and evaluate texts, identify authorial intent, and construct interpretations (Chaya, 2023). This approach also fosters a positive attitude towards language learning, as students are motivated by their curiosity and interest in the topics they explore (Bogdan & Biklen, 1997).

However, implementing IBL in English instruction also presents challenges for educators. Designing and facilitating inquiry activities that are linguistically and cognitively appropriate for diverse learners requires careful planning and scaffolding (Creswell & Poth, 2016). Moreover, assessing student learning in inquiry-based environments can be challenging, as traditional assessment methods may not capture the full range of skills and competencies developed through inquiry (Rubin & Rubin, 2011). Additionally, educators may need more support to transition from stakeholders accustomed to more traditional instructional approaches (Darling-Hammond et al., 2017). Despite these challenges, the potential benefits of IBL in English instruction are significant.

## II. METHODS

This study employed a qualitative descriptive research design to gain in-depth insights into integrating IBL approaches in elementary school English instruction. Qualitative descriptive research is particularly suited for exploring complex phenomena in natural settings, allowing researchers to capture the richness and depth of participants' experiences and perspectives (Colorado & Evans, 2016). This approach emphasizes the detailed description and interpretation of data, enabling researchers to uncover patterns, themes, and relationships

within the data without imposing preconceived theoretical frameworks (Merriam & Tisdell, 2015). By adopting a qualitative descriptive research design, this study aimed to provide a comprehensive understanding of the benefits and challenges associated with IBL in the context of elementary school English instruction.

The participants in this study consisted of elementary school teachers and students from diverse backgrounds. Purposive sampling was employed to select participants who had experience with or exposure to IBL approaches in English instruction (Guest et al., 2006). A diverse sample of teachers from different schools and grade levels was recruited to ensure the representation of various perspectives and experiences. Similarly, students from different grade levels were included to capture the range of experiences and perceptions regarding IBL in English classes. By involving teachers and students as participants, this study aimed to gain comprehensive insights into the implementation and impact of IBL in elementary school English instruction.

Multiple data collection methods were employed to gather rich and varied data on integrating IBL in elementary school English instruction. Semi-structured interviews were conducted with teachers to explore their experiences, perceptions, and practices related to IBL approaches (Rubin & Rubin, 2011). Additionally, classroom observations were conducted to observe firsthand the implementation of inquiry-based activities and interactions between teachers and students (Marshall & Rossman, 2014). Document analysis was also employed to examine curriculum materials, lesson plans, and student work samples related to IBL in English instruction (Creswell & Poth, 2016). By triangulating data from these multiple sources, this study aimed to enhance the validity and reliability of the findings.

Thematic analysis was utilized to analyze the qualitative data collected from interviews, classroom observations, and document analysis. Thematic analysis involves systematically identifying, coding, and interpreting patterns or themes within the data (Braun & Clarke, 2006). This approach allows researchers to uncover recurring patterns, trends, and relationships in the data, generating rich and nuanced insights (Maxwell, 2012). Through an iterative coding and categorization process, themes related to the benefits and challenges of IBL in elementary school English instruction were identified and

analyzed. The thematic analysis provided a systematic framework for organizing and interpreting the qualitative data, enabling researchers to generate meaningful interpretations and conclusions.

## III. RESULT AND DISCUSSION
## RESULT

In the research about the integration of IBL into english instruction at the elementary school level using a qualitative descriptive approach, six main aspects were identified, namely recent trends in elementary school english instruction, fostering a supportive classroom environment, considerations in lesson planning, teachers' perspectives on IBL integration, students' experiences and engagement with IBL, and identified challenges and successes.

**Current Landscape of Elementary School English Instruction**

In elementary school English instruction, traditional pedagogical methods predominantly govern the landscape, characterized by teacher-led activities and reliance on standardized textbooks (Agus et al., 2021). These conventional approaches often prioritize rote memorization of vocabulary and grammatical rules, inadvertently sidelining critical thinking skills and hindering students' active engagement in learning (Bogdan & Biklen, 1997). Moreover, the pervasive emphasis on standardized testing exacerbates this paradigm by narrowing the scope of language exploration and limiting opportunities for authentic language use and meaningful inquiry (Allen et al., 2018). Consequently, there is a pressing need to reevaluate and modernize English instruction methodologies to better align with the dynamic needs of 21st-century learners.

In response to the recognized shortcomings of traditional methods, educators are increasingly turning towards IBLparadigms to enrich English instruction (Buckner & Kim, 2014). These innovative approaches encompass diverse strategies to promote active student engagement and foster deeper comprehension (Brasili & Piergallini, 2020). For instance, literature circles or book clubs provide platforms for the collaborative exploration of texts, nurturing critical thinking skills, and enhancing comprehension through peer discussion and analysis (Banchi & Bell, 2008). Likewise, project-based learning initiatives empower students to apply language skills in authentic

contexts, such as creating multimedia presentations or engaging in real-world problem-solving tasks, facilitating interdisciplinary connections and practical language application (Riyanti et al., 2017). Additionally, digital storytelling and multimedia projects stimulate creativity and cultivate digital literacy skills while reinforcing language proficiency (Buckner & Kim, 2014).

**Fostering a Supportive Classroom Environment**

Central to the successful implementation of IBLis meticulous lesson planning that prioritizes relevance, engagement, and differentiation (Coffman, 2017). Educators must carefully select topics that resonate with students' interests and experiences, igniting curiosity and driving inquiry (Chaya, 2023). These lessons should be scaffolded to accommodate diverse learning needs, with flexible instructional strategies and resources tailored to support students' varying abilities and learning styles (Pedaste et al., 2015). Moreover, formative assessment techniques are pivotal in monitoring student progress and informing instructional adjustments, ensuring that learning remains student-centered and responsive to individual needs (Levy et al., 2013).

Creating a supportive classroom climate that fosters risk-taking and collaboration is essential for the success of inquiry-based instruction (Darling-Hammond et al., 2017). Teachers must cultivate a culture of inquiry where students feel empowered to ask questions, explore ideas, and engage in open dialogue (Huberman, 2014). Establishing norms for respectful communication and active participation encourages students to share their perspectives and take ownership of their learning (Chaya, 2023). By nurturing a sense of community and belonging, educators can create an environment conducive to deep learning and meaningful inquiry (Levy et al., 2013).

Ultimately, inquiry-based English instruction aims to empower students as active, critical, and proficient language users (Saleh et al., 2019). By embracing inquiry-based methodologies, educators can cultivate students' curiosity, creativity, and problem-solving skills, equipping them with the necessary tools to navigate an increasingly complex and interconnected world (Braun & Clarke, 2006). Through meaningful inquiry and authentic language experiences, students develop linguistic proficiency and the confidence and agency to engage meaningfully with the world around them (Hmelo-Silver, 2004). Thus, IBLemerges as a powerful pedagogical approach for nurturing lifelong learners prepared to thrive in the 21st century and beyond.

**Table 1.1: Strategies for Integrating IBLinto Elementary School English Instruction**

| Strategies | Description | Evidence |
|---|---|---|
| Literature Circles/Book Clubs | Collaborative exploration of texts, fostering critical thinking and comprehension. | (Allen et al., 2018) |
| Project-Based Learning | Real-world tasks include multimedia presentations, promoting interdisciplinary connections, and practical language application. | (Riyanti et al., 2017) |
| Digital Storytelling | Creative expression and digital literacy development through multimedia projects, enhancing language skills, and fostering engagement. | (Buckner & Kim, 2014) |
| Inquiry-Based Discussions | Structured discussions to encourage questioning, critical analysis, and a deeper understanding of English language concepts. | (Hmelo-Silver, 2004) |
| Problem-Based Learning | Problem-solving activities that require students to apply English language skills to real-world scenarios promote active learning and practical language use. | (Savery & Duffy, 1995) |
| Inquiry-Based Research Projects | Student-led research projects investigate interest topics, promote independent inquiry, and deepen understanding of the | (Levy et al., 2013) |

| Strategies | Description | Evidence |
|---|---|---|
| | English language and literature. | |
| Authentic Language Experiences | Opportunities for authentic language use in real-world contexts such as debates, presentations, and interviews, fostering communication skills and linguistic fluency. | (Darling-Hammond et al., 2017) |
| Inquiry-Based Writing Tasks | I am writing tasks encouraging exploration, experimentation, and reflection, promoting creativity, critical thinking, and self-expression through written communication. | (Coffman, 2017) |

Created, 2024

## Lesson Planning Considerations

Teachers must carefully select relevant and engaging topics to stimulate student curiosity when planning inquiry-based lessons. Lessons should be scaffolded to accommodate diverse learning needs, with formative assessment strategies utilized to monitor progress and tailor instruction accordingly. Creating a supportive classroom environment where students feel comfortable taking risks and engaging in collaborative inquiry is crucial. By incorporating these considerations, teachers can design inquiry-based English instruction that empowers students to become active, critical, and proficient language users.

## Teachers' Perspectives on Integrating IBL

In examining teachers' perspectives on integrating IBL into elementary school English instruction, a comprehensive survey was administered to 100 educators. The results revealed a notable inclination towards embracing inquiry-based methods, with 85% of teachers agreeing to incorporate such approaches in their classrooms. This positive sentiment was primarily attributed to the perceived benefits associated with IBL, including the cultivation of critical thinking skills (72%), heightened student engagement (68%), and the facilitation of a more profound understanding of language concepts (64%). Furthermore, most teachers (78%) reported feeling adequately prepared to implement inquiry-based approaches, with 62% indicating that they had received professional development training in this domain. Despite this readiness, a significant portion of teachers (42%) acknowledged encountering obstacles in integrating IBLinto their curriculum. Critical challenges cited included time constraints (56%), limited access to resources (42%), concerns about meeting standardized testing requirements (38%), and the need for ongoing support and mentorship (34%).

## Students' Experiences and Engagement with IBL

To gain insight into students' experiences and engagement with IBL, a mixed-methods approach combining classroom observations and student surveys was employed across various elementary school English classrooms. The findings unveiled a strong inclination towards inquiry-based methods among students, with 76% reporting heightened motivation and engagement when participating in inquiry-based activities compared to traditional instruction methods. Moreover, an overwhelming majority (84%) preferred hands on, interactive learning experiences that allowed them to explore language concepts in meaningful ways. When reflecting on the benefits of IBL, students emphasized increased confidence in their language abilities (68%), greater enjoyment of learning (72%), and enhanced critical thinking skills (58%). Nonetheless, challenges were also identified, with 52% of students reporting occasional frustration when navigating open-ended inquiry tasks and 46% expressing concerns about managing their time effectively during independent inquiry projects.

## Identified Challenges and Successes

In examining the challenges and successes of integrating IBL into elementary school English instruction, teachers and students highlighted various factors contributing to the effectiveness of this pedagogical approach. Among the critical successes identified were the positive impact on student motivation and engagement (82%), the development of critical thinking and problem-solving skills (76%), the promotion of collaborative learning environments (68%), and the enhancement of creativity and innovation (54%). However, challenges were also acknowledged, with 64% of teachers expressing concerns about balancing inquiry-based activities with the demands of a

crowded curriculum and 58% of students citing occasional difficulties navigating complex inquiry tasks without direct teacher guidance. Despite these challenges, the overall consensus among teachers and students was overwhelmingly positive, with 88% of teachers reporting satisfaction with the outcomes of inquiry-based instruction and 80% of students indicating a desire to continue engaging in IBLexperiences in the future.

### Table 1.2: Challenges and Successes of Integrating Inquiry-Based Learning

| Challenges | Percentage | Implementation | Evidence |
|---|---|---|---|
| Time constraints | 56% | Utilize flexible scheduling | Coffman (2017) noted the challenge of time constraints in inquiry-based learning. Flexible scheduling allows for deeper exploration of topics. |
| Limited access to resources | 42% | Foster collaboration for resource acquisition | Allen et al. (2018) highlighted challenges in accessing resources. Collaborative efforts are crucial for securing necessary materials. |
| Concerns about meeting standardized testing | 38% | Align tasks with testing requirements | Hmelo-Silver (2004) discussed tensions between inquiry and testing. Aligning tasks with testing mandates is essential. |
| Need for ongoing support and mentorship | 34% | Establish mentorship programs | Levy et al. (2013) stressed ongoing support for teachers. Mentorship programs offer guidance and encouragement. |

## DISCUSSION

The findings of this study provide valuable insights into integrating IBL into elementary school English instruction. Teachers' perspectives on this pedagogical approach overwhelmingly indicate its potential to enhance student learning outcomes. Teachers' positive attitudes align with previous research highlighting the benefits of inquiry-based methods (Ansarian et al., 2016; Hmelo-Silver, 2004). Specifically, teachers recognize the value of IBLin fostering critical thinking skills, promoting student engagement, and facilitating a deeper understanding of language concepts (Coffman, 2017; Levy et al., 2013). Despite encountering challenges such as time constraints and concerns about standardized testing, teachers acknowledge the successes of inquiry-based instruction, particularly regarding student motivation and collaborative learning environments (Darling-Hammond et al., 2017; Saleh et al., 2019).

The implications of these findings underscore the importance of supporting educators in effectively implementing IBL in elementary school English classrooms. Professional development initiatives should equip teachers with the necessary knowledge and skills to integrate inquiry-based methods (Maxwell, 2012; Pedaste et al., 2015).

Policymakers and curriculum developers play a crucial role in advocating for a more balanced approach to assessment that values inquiry and critical thinking alongside traditional measures of academic achievement (Hmelo-Silver, 2004; Ruiz-Primo et al., 2002). Creating supportive learning environments that encourage experimentation and risk-taking is essential for fostering a culture of inquiry in schools (Charmaz, 2014; Levy et al., 2013). Future research should focus on several key areas to further advance the integration of IBLin elementary school English instruction. Longitudinal studies are needed to assess the long-term impact of inquiry-based methods on student learning outcomes (Levy et al., 2013; Tikruni, 2019).

Additionally, comparative research can provide insights into the effectiveness of different inquiry-based instruction models, considering contextual factors such as school culture and community demographics (Charmaz, 2014; Marshall & Rossman, 2014) and exploring innovative approaches and technologies that enhance IBLexperiences, particularly in digital literacy, warrants further investigation (Buckner & Kim, 2014; Saldaña, 2021). Finally, efforts to promote equity and inclusion in inquiry-based instruction should be prioritized to ensure all students have access to high-quality educational

experiences (Braun & Clarke, 2006; Zweers et al., 2019). In conclusion, the findings of this study highlight the transformative potential of IBLin elementary school English instruction. By addressing the challenges and capitalizing on the successes identified, educators, policymakers, and researchers can work collaboratively to create more engaging, meaningful, and equitable learning experiences for all students

## IV. CONCLUSION

The research explores the effectiveness of integrating IBL to enhance English language proficiency among elementary school students. Using a qualitative descriptive approach, the study identified six main aspects, namely recent trends in elementary school English instruction, fostering a supportive classroom environment, considerations in lesson planning, teachers' perspectives on IBL integration, students' experiences and engagement with IBL, and identified challenges and successes. This study warrants further investigation due to its broad scope, not only focusing on integrating inquiry-based learning using a qualitative descriptive approach, but also on enhancing inquiry-based learning in elementary english instruction through a longitudinal study. This approach aims to emphasize continuous improvement and long-term evaluation of IBL implementation, as well as its impact on students' learning within the English curriculum.

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