

**INVESTIGATING INQUIRY BASED TEACHING LEARNING APPROACH BY THE ELT
TEACHERS IN IB PRIMARY YEARS PROGRAMME: A CASE STUDY IN A PRIVATE IB
CONTINUUM SCHOOL IN BANGLADESH**

BY

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DECLARATION OF ORIGINALITY

I hereby declare that the dissertation entitled "Investigating Inquiry-Based Teaching Learning Approach by ELT Teachers in the IB Primary Years Programme: A Case Study in a Private IB Continuum School in Bangladesh" is submitted to the BRAC Institute of Languages (BIL), BRAC University, in partial fulfilment of the MA in TESOL degree. This article is the outcome of my individual research and has not been submitted, in completely or in part, for any other degree.

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DEDICATION

To the Almighty Allah

To my late father who had infinite thirst of knowledge, my kind mother who believes I 'can do anything' for a good change, and the little sister

To my beautiful and precious little angel who had to sacrifice her wonderful play times regularly and had been waiting eagerly when her Mum will be free from study.

To my beloved husband who has been supportive always by any means.

ABSTRACT

Inquiry-based learning, widely used in the education of science and social subjects, may also be effectively employed in the teaching of the English language. In inquiry-based classrooms, the habit of memorizing information and rote learning is markedly diminished. It emphasizes the active participation of students in the teaching and learning process, ensuring they have significant, real-world experiences while becoming a self-learner. The paper will investigate the efficacy of inquiry-based learning employed by ELT teachers and their pedagogical strategies in the four language competencies in the Primary Years Programme from years 1 to 5 in an International Baccalaureate continuum school in Bangladesh. A qualitative methodology was employed to gather holistic evidence through interviews, classroom observations, and document analysis. Five teachers from grades 1 to 5 were intentionally interviewed as participants, and two classes from each grade were observed to collect data on their pedagogical practices in the four language skills. This inquiry involved the analysis of many documents, including lesson plans, class procedures, materials for weekly instruction, and both old and new student work examples. The Principal of the participant school was interviewed as the leader. The case study inquiry has demonstrated that the participating school provides the combination of English Medium Instruction (EMI) and English as an Additional Language (EAL), however only one kind is to be adhered in accordance with the International Baccalaureate Organization (IBO, 2018). The class observation and document analysis reveal that this participating school urgently needs a specialized EAL instructor to support in language learning. This study has examined how the beliefs and practices of teachers, as well as their principles, are either reinforced or contested in inquiry-based classrooms within the context of the International Baccalaureate Primary Years Programme (IB PYP). The investigation revealed that instructors utilized many pedagogical and specialized strategies for reading and watching, writing and creating, as well as speaking and listening. The use and frequency of each teaching technique varied across grade levels. This arises from their requirement for improved proficiency in

developing their technical pedagogical content knowledge, together with a lack of information exchange across different grade levels. Moreover, the reliance on excessive pen, paper, and print-exclusive materials for reading and research and to support ELT classes should be reduced which obstructed the execution of the inquiry-based approach. (IBO, 2018). This article has examined the substantial impact of teachers' professional experience and academic knowledge on their attitudes and practices. The findings reveal the presence of factors that support the inquiry-based framework, including a comprehensive curriculum such as WACE and various learning models like the Kath Murdoch cycle. However, these initiatives are impeded by the restricted time allocated for curriculum development, requiring an enhancement of teachers' planning and readiness.

Keywords: Inquiry based Teaching Learning, IB, ELT, PYP, pedagogical strategies

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COLLECTION OF ACRONYMS AND ABBREVIATIONS

IBLT	Inquiry based Learning teaching
ELT	English Language Teaching
IB	International Baccalaureate
PYP	Primary Years Programme
UOI	Unit of Inquiry
TD themes	Trans disciplinary themes
PD	Professional Development
CCSS	Common Core State Standards
POI	Programme of Inquiry
ELA	English Language Arts
ATL	Approaches to Learning
TPACK	Technological Pedagogical Content Knowledge

CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

Language is a social phenomenon that can only be learned via interaction. If learners do not reflect, participate in activities, incorporate, and apply their learning, they are not learning. Students need to use the second language in all unforeseen situations. English language teaching and learning procedures have historically been created using distinct approaches in nations where English is taught as a second language as opposed to those where it is taught as a foreign language. Acquiring English as a second language or additional language might result in unique cultural settings, expectations, and articulation styles compared to the native language. English teachers have dedicated their practices to implementing the activities and strategies these approaches illustrate, despite the fact that the designers of those methods based their design on many linguistic, psychological, and pedagogical theories. There are numerous methods for teaching languages, including inquiry-based learning, communicative learning, bilingual learning, audio-lingual learning, translation learning, and many more. Several relevant concerns may be raised regarding the selection of IBLT for the IB framework among the various approaches available. This paper will investigate the inquiry-based learning teaching approaches and its broader application process in effectiveness, with a focus on the International Baccalaureate Primary Years Programme (IB PYP). Another additional concern may be the contemporary IBLT methodologies that enhance efficacy in the elite IB continuum schools' English Language classroom can be implemented in other disciplines within the constraints of funding while maintaining the same level of effectiveness. Simultaneously, this paper will identify the applicability of the same application across other curricula and disciplines in Bangladesh. This chapter begins with the (1.1)

context of the investigation for inquiry based learning teaching in IB PYP; (1.2) statement of the problem; (1.3) research questions; (1.4) Rationale and significance of the study

1.1 Background Information

According to the cognitive paradigm, people are curiosity-driven, active learners who are always looking for new information, but they also contribute their own ideas, knowledge, and abilities. Therefore, learning is the process by which individuals develop new ideas and comprehensions based on their prior knowledge and previous experiences. According to a growing corpus of research, educational paradigms created to satisfy the demands of the industrial past are insufficient for the numerous opportunities and problems that students in the twenty-first century faces (Alberta Education, 2010; Barron & Darling-Hammond, 2008; Friesen & Jardine, 2009; Perkins, 2009). Different approaches to teaching and evaluation, as well as new ways of creating learning experiences for students, are needed in new educational settings. There has long been a need for educational reform that moves away from teaching distinct skills and processes and towards learning based on passive transmission. Globally, educational institutions are reevaluating some of their most ingrained beliefs about how learning should be conceptualized and the purpose of education.

Some educational institutions substitute new requirements for what learners should be able to do for the obsolete vital knowledge and skills that were centred on memorization. The schools make an effort to implement, modify, and integrate an innovative educational program and approach that will help students develop the inventive, collaborative, flexible problem-solving and creative thinking abilities necessary to succeed in both the workplace and in life. Inquiry-based learning, a widely utilized approach in the instruction of science and social studies, can also be applied to the teaching of the English language effectively. Memorizing facts and rote learning are significantly less practiced in inquiry-based classrooms. It focuses more on how students participate fully in the teaching and learning process and have meaningful, real-world experiences. This paper is going to explore how

effectively ELT teachers use inquiry based learning teaching in the Primary Years Programme from year 1 to year 5 in an International Baccalaureate continuum school of Bangladesh.

1.2 Statement of the problem

Several significant factors establish a foundation for examining inquiry-based teaching (IBLT) strategies used by English Language Teaching (ELT) instructors in the International Baccalaureate (IB) Primary Years Programme (PYP). For an ELT teacher educator, using IBLT in English language focuses more on understanding, classifying, identifying, recognizing, and realistically applying while reading, writing, and speaking in particular. Inquiry is at the core of the IB PYP, which seeks to develop students into involved, active learners. Applying inquiry-based techniques can help improve language acquisition while encouraging young students' creativity and critical thinking skills. Students are prompted by this paradigm to ask questions, do research, and build knowledge by cooperation and discovery.

But even with these advantages, there are still issues with teaching and learning English through the inquiry-based approach in IB PYP continuum schools. This is because teachers still struggle to teach English as a language, while students still struggle to read, write, and solve problems fluently (Lochmiller et al., 2016). In order to analyze the possible gap between "what is supposed to be done and what is going on" in the implementation of IBL in IB PYP continuum schools, the purpose of this study is to investigate the reason behind the diversions and interactions that are behind the inappropriate implementation in depth.

Despite the fact that there is a sufficient amount of research that has been conducted by previous researchers and theorists on the inquiry-based learning and International Baccalaureate education setting separately, there is only little scholarly research in the use of IBL to specific English Language subject sets in IB tiers in continuum schools. Notwithstanding this, there seems to be absent of any extant academic research of any kind

concerning this matter in the context of Bangladesh. Therefore, the researcher is attempting to shed light into these gaps in the knowledge that is presently unavailable. Additionally, this research has the potential to inspire the scope of experimentation and implementation. This study is going to mainly point the implicational strategies of the inquiry-based methodology to English language instruction and learning in the targeted IB PYP English Language classrooms by the ELT teacher educators and dive more deeply which can dissolve the raised concerns.

1.3 Research Questions

The primary research focus of this study examined the application of the IBLT approach by primary educators in IB schools, alongside with various learning styles, while integrating Transdisciplinary ideas within the PYP framework. Further inquiries examined through the PYP educators' experiential engagement with inquiry-based learning instruction encompassed:

RQ1: What are the teacher educators' strategies while integrating different IBLT approaches in the PYP English Language classrooms?

RQ2: How do teachers incorporate different learning styles for the four language skills in IB English Language classrooms among the students?

RQ3: What components of the IBLT methodology may be utilized within the broader context of English language acquisition, as influenced by the IB PYP English Language and Arts framework?

1.4 Rationale and significance of the study

The primary motivation behind this study originates from an inner desire to gain a thorough understanding of teaching with the inquiry-based methodology. In accordance with constructivism theory, as an IB PYP educator and a master's student specializing in TESOL, the researcher wishes to unlearn from her experience and to re-learn through this research

in order to enhance her work as a language facilitator, enabling her students to expand on their existing knowledge and attempt to comprehend their viewpoints in greater detail. The fundamental motivation prompted the subsequent inspiration, which aims to demonstrate the beneficial effects of this strategy, potentially inspiring other disciplines to implement it in English language schools with comparable performance, despite funding constraints. Since teachers are one of the main factors influencing students' literacy development, the study is also required to investigate their comprehension of the pedagogical approaches employed in English instruction. Because of this, their teaching approach must be examined in order to identify any discrepancies that may exist between their beliefs, professional experiences and the practical implementation of those views and the experiences. This paper emphasizes the application of inquiry-based learning teaching in the ELT classroom as a proactive structure to integrate innovative strategies through broad teaching learning styles, thereby encouraging students to engage more with the target language outside of school independently. A literature study on the application of inquiry-based learning in English education, specifically in Bangladesh, indicates a paucity of research in this domain. Consequently, this research finding will enhance both the practice of English Language instruction in International Baccalaureate settings and conventional English Language Teaching classrooms. The study will also enhance the existing research on teaching and learning at IB schools globally, where the requirement for English language acquisition must be further established. This study will investigate the present-day implementation of the IBLT techniques in Bangladesh's IB PYP continuum schools' English Language classrooms and assess the necessity for ELT educators to further establish it. This will assist other practitioners to be interested in experimenting and employing the inquiry-based method in general English language education, as well as policymakers and curriculum designers within the IB PYP framework and other curricula in local and global educational settings.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Within the first chapter, an explanation was provided on the backdrop of the study, which emphasized the significance of language in our everyday lives and inquiry as one of the instructional methods that may be utilized to teach English as a language within the general framework as well as within the specific context of the International Baccalaureate Primary-Year Program. This particular chapter investigates the existing scholarly research that is connected to the topic. This chapter is going to examine the (2.1) Inquiry based Learning Teaching and the benefits; (2.2) International Baccalaureate (IB); (2.2.1) IB Primary Years Programme Framework (2.2.2) International Mindedness and IB learner profile; (2.2.3) IB framework guided curriculum (2.2.4) Trans disciplinary Themes and Unit of Inquiry; (2.2.5) IB framework guided training and PD for teachers; (2.3) Teachers' belief, view and experience as an IB educator; (2.3.1) Program Support System; (2.4) Theoretical underpinnings; (2.5) Programme of Inquiry (POI) for English Language Arts (ELA); (2.6) Inquiry-based approach used in teaching of English language in a general context

2.1 Inquiry based Learning Teaching and the benefits

The inquiry-based learning cycle, according to Bruce and Davidson (1996), entails asking, researching, creating, discussing, and reflecting. In the context of IBLT, students identify the topics for inquiry and formulate the questions necessary to address their areas of interest. This provides additional opportunities for them to utilize and comprehend the formulation of questions. Educators can instruct on the relevant frameworks of effective questions, considering both content and grammatical aspects. Furthermore, researchers have advocated for inquiry and problem-solving for many years due to their efficacy in facilitating

students' acquisition of metacognitive skills. Brown (1994) asserts that children who employ these tactics are more proficient language learners. In Inquiry-Based Learning Teaching (IBLT), the conventional classroom structure is transformed, as students actively participate in selecting the topics they study and in shaping the results of their inquiries, rather than passively taking notes as in other pedagogical methods. This encourages students to focus more in class and to engage with the target language, since they experience a sense of agency at a more suitable language proficiency level. Progressing through the various stages of the cycle fosters enhanced communication in both written and verbal formats, as students are required to articulate their conclusions to fellow group members. Students must reflect on their recent discoveries and accomplishments while formulating fresh inquiries to deepen the investigative process. This also promotes increased utilization of the target language in a significant context, both in written and spoken forms.

2.2 International Baccalaureate (IB)

In 1968, Geneva, Switzerland, launched the IB Program to educate international students for colleges worldwide (Cambridge & Thompson, 2004). According to Cambridge & Thompson (2004, pp. 162-163), the Diploma Program (DP) was the first of three programs designed to provide 17-18-year-old students with an international education that fosters an appreciation for diverse cultures, languages, and perspectives. It has now four rigorous, high-quality programs which are the Diploma Programme (DP, for ages 16–19), the career-related programmes (CP, for ages 16-19), the IB Middle Years Programme (MYP, for ages 11–16) and the Primary Years Programme (PYP, for ages 3–12) (International Baccalaureate Organization, 2019). Through inquiry-based learning, International Baccalaureate, or IB, schools provide opportunities to impart knowledge in all disciplines, including English. Students from ages 3 to 19 can get a range of international education options through the International Baccalaureate (IB). Students exist in 5,600 IB continuum schools within 162 countries globally (International Baccalaureate Organization, 2019).

2.2.1 IB Primary Years Programme Framework

The International Baccalaureate Primary Years Programme was established in 1997 and has substantially expanded its global network of schools across many locations. Fortunately, Bangladesh is one of those countries who received the authorization in globe. In Bangladesh, eight IB continuum schools are currently offering the internationally recognized Primary Years Program which provides an entirely inquiry-based learning and teaching environment. The inquiry process In PYP framework can be classified into distinct levels, aiding instructors in comprehending the extent of student engagement:

(1) Structured Inquiry: Educators supply both the inquiry and the methodology. Students gather facts and formulate explanations grounded in evidence.

(2) Guided Inquiry: Educators pose a question, and students formulate own investigative approaches. This level provides learners with increased autonomy in their inquiry activities.

(3) Open Inquiry: Students generate their inquiries and establish their investigative methodologies. This level signifies the utmost extent of learner autonomy within the inquiry framework.

The inquiry process generally adheres to a cyclical structure with several essential elements. Learners develop an interest in an area. They formulate researchable inquiries. Learners discern resources, collect data, and evaluate results. They integrate facts to convey fresh insights.



Figure 1: Primary Years Programme Framework (International School of Paris, 2022)

2.2.2 International Mindedness and IB learner profile

The unavoidable problem of globalization has created a necessity to transform teaching to include critical thinking, 21st-century skills, and to provide students with an international perspective (Harrison, 2014). In IB, students are said to have agency, or ownership, over their educational experience. The significance of the disciplines is recognized; nonetheless, disciplines alone are insufficient. Students need to develop concepts and skills that extend beyond individual disciplines and enter the Trans disciplinary domain. Through this process, students acquire worldwide awareness and the ability to collaborate in addressing the multifaceted challenges of our interconnected world. Students must exhibit the traits outlined in the IB Learner Profile to cultivate globally mindedness. International mindedness denotes persons who possess the capacity to consider diverse views and embody the characteristics of the IB Learner Profile, including open-mindedness, empathy, and reflection. An internationally minded individual possesses a superior comprehension, appreciation, and

regard for diverse cultures and perspectives (Sriprakash et al., 2014). The IB Learner Profile signifies the traits that internationally-minded persons are predisposed to develop (Bullock, 2011). Singh & Qi (2013) identify the ten attributes of the IB Learner Profile: (1) inquirers, (2) knowledgeable, (3) thinkers, (4) communicators, (5) principled, (6) open-minded, (7) caring, (8) risk-takers, (9) balanced, and (10) reflective. These attributes emphasize student outcomes and embody the values and objectives articulated in the IB Mission Statement (Sriprakash et al., 2014). (See the appendix: IB Learners Profile.)



Figure 2: (IB LEARNER PROFILE – the Australian School of Abu Dhabi, n.d.)

2.2.3 IB framework guided curriculum

The PYP framework comprises three curriculums: the written curriculum, the taught curriculum, and the assessed curriculum. The written curriculum serves as the foundation for identifying essential knowledge. The taught curriculum encompasses the theory and implementation of effective classroom practices. The assessed curriculum provides the principles and implementation of effective assessment. The PYP written curriculum includes

five essential aspects that students are required to learn and acquire during their educational journey. The elements consist of concepts, knowledge, abilities, attitudes, and actions. The implemented criteria of the PYP effectively demonstrate its documented criteria in practice. It incorporates five essential components of learning via three main methods: the learner profile, the analysis of conceptually driven central ideas, and the collaborative planning process. The assessed curriculum seeks to provide feedback on students' learning by collecting and analysing performance data (Gonulal & Loewen, 2018).

2.2.4 Trans disciplinary Themes and Unit of Inquiry

Students are encouraged by the PYP to develop an appreciation for information, abilities, conceptual understandings, and personal qualities as a cohesive whole. Six trans-disciplinary themes serve as the framework and organization for the inquiry program: (1) Who we are; (2) Where we are in place and time; (3) How we express ourselves; (4) How the world works; (5) How we organize ourselves; (6) Sharing the planet.

These themes integrate Language, Math, Science, Social Studies, Arts, and PSPE. Each of these subjects is conceptually linked, making the Programme of Inquiry transdisciplinary, allowing students to investigate concepts across subjects. The teaching method emphasizes student inquiry and constructivism, allowing students to make their own meaning and take charge of their learning (IB Primary Years Programme PYP Curriculum Guide by SIS, n.d.). When combined, these Trans disciplinary topics offer kids real-world learning opportunities that transcend the confines of conventional courses. Even though subjects are crucial to learning, PYP students move beyond subject boundaries to investigate real-world issues. In order to take significant action in their community and the larger world, students are given the chance to consider the importance of what they have learned (International Baccalaureate Organization, 2019).



Figure 3: (IB-PYP | 什么是IB教育？What Is an IB Education?, n.d.)

An in-depth investigation into significant and encompassing ideas or concepts is what is meant by the term "unit of inquiry." Over a period of time ranging from four to twelve weeks, students investigate a key concept while being directed by both general inquiries and particular questions posed by the instructor. In the International Baccalaureate (IB) framework, a Unit of Inquiry encompasses fundamental aspects such as knowledge, concepts, abilities, attitudes, and actions. Facilitators set the lines of inquiry to carry the inquiry process within the inquiry cycle which are (1) Tuning In, (2) Finding out, (3) Sorting out, (4) Going Further, (5) Making connection/ conclusions and (6) Taking action. These components are essential for educating young kids for successful lives in the present as well as in the future. Developing attitudes and dispositions that reflect values, beliefs, and feelings toward learning, the environment, and interpersonal interactions are the goal of the

inquiry units that are supposed to be used. The majority of foreign schools that are a part of the foreign Baccalaureate World Schools network use this curriculum design.

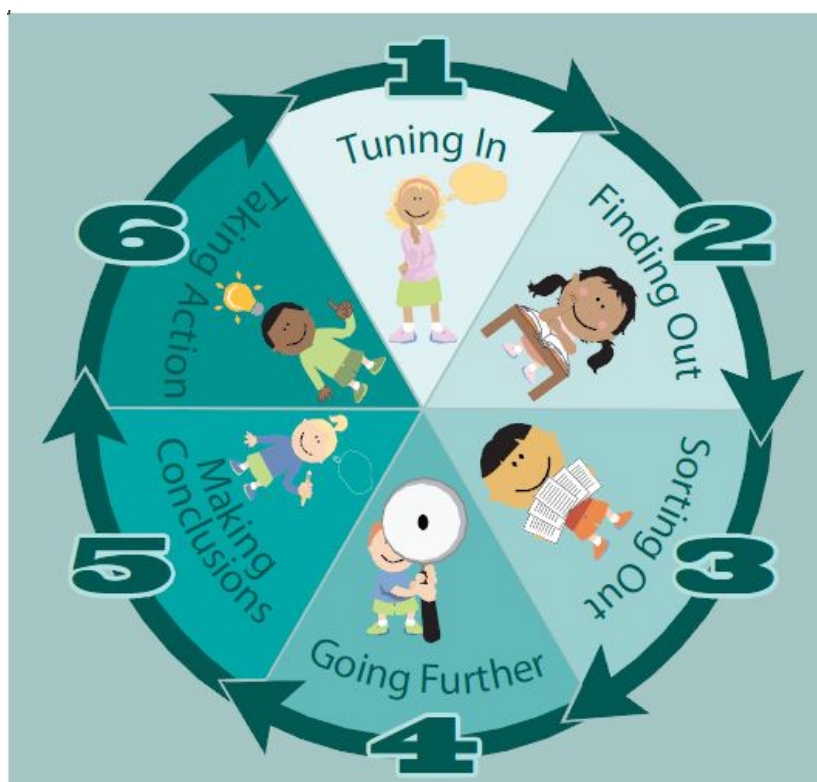


Figure 4: PYP Unit of Inquiry learning cycle

2.2.5 IB framework guided training and PD for teachers

For the International Baccalaureate (IB), professional development (PD) sessions aim to provide teachers and leaders a lot of ways to learn and help them think critically about the IB's purpose. They're also a strong way to make sure that schools meet the requirements for professional growth. IB Professional Development fosters systematic advancement for educators through autonomy, inquiry, and inclusivity.

The IB annually schedules and organizes various professional development workshops aimed at enhancing individual teaching practices and fostering professional learning communities. All of these workshops are available for individual educators to participate in, either in person, online, or remotely. When educators from one or more schools make a request, the International Baccalaureate (IB) provides them with professional development programs. An educational institution have the ability to request, with the exception of subject-

specific seminars, any workshops from the IB Workshops and Services catalogue, and chooses the dates that are most convenient for them. Each and every session that a school asks is presented alone to a group of educators who are employed at that particular school. Furthermore, schools have the ability to choose from any of the aforementioned types of delivery service (IB WORKSHOPS and RESOURCES 2024-2025 Catalogue, 2024). There are criteria and recommendations for workshops that are intended for educators working in IB continuum schools. These are based on the educators' various experiences working in IB educational settings. Three categories have been allocated to these workshops: Category 1, Category 2, and Category 3. Within the tiers of PYP, MYP, DP, and CP, these categorized workshops have distinct characteristics from one another. IBPD promotes intercultural comprehension and respect, create avenues for education, and provide a diverse array of learning experiences. It empowers global educator communities with adaptable learning pathways that result in transformative, practical outcomes, hence facilitating student success. Different kinds of workshops are created not only for teachers, coordinators, and school leaders, but also for non-teaching support staff, school administrators, and participants at the level of the governing body who are interested in expanding their knowledge and comprehension of the process of growing teacher skills. Consequently, it is possible that the groups of educators who teach the same grade or subject could benefit by attending the symposium together as a team. For the 2024-25 academic year, IB PD has offered a diverse array of delivery modes in addition to the standard options, including: Requested and scheduled workshops, accessible in-person, online, and virtually; Complimentary learning resources across the IB courses; Autonomous learning modules; online seminars.

These offer several experiential models, enabling educators to select the appropriate framework to facilitate their lifelong learning endeavours. Updated workshops have been introduced specially for PYP teacher practitioners, including “Learning and Teaching for Conceptual Understanding.” (IB WORKSHOPS and RESOURCES 2024-2025 Catalogue, 2024)

2.3 Teachers' belief, view and experience as an IB educator

Educators' convictions on teaching and learning influence their openness to an educational program and the accuracy of their implementation of this program (Van Vooren et al., 2013). IB PYP teachers either are generalized or specialist teacher. Specialist teachers specialize in discipline-specific areas including physical education, arts, and libraries whereas generalist teachers are responsible for teaching all core subjects as concepts which includes English Language and Literacy, Mathematics, Social Studies and science along with designing and implementing transdisciplinary modules in embedded manner. Investigations reveal that resilient leadership from both principals and IB program coordinators, characterized by their conviction in and endorsement of IB philosophy, as well as their proactive advocacy for IB programs to the public, is essential (Gilliam, 1997; Hall et al., 2009; Hallinger et al., 2010; Riesbeck, 2008). Hayden and Thompson (1996) identified that the exemplary conduct of instructors and the management team's commitment to the IB philosophy are essential for promoting globally mindedness. The IB curriculum significantly depends on the creative expertise of educators, making their comprehension of IB philosophy and proficiency in pertinent implementation skills essential (Gilliam, 1997; McGhee, 2003). The lack of precision in the philosophical and epistemological concepts of IB programs has created implementation challenges for educators (Gigliotti-Labay, 2010; Halicioglu, 2008). The philosophical foundations of the IB curricula, including globally mindedness, are abstract and elusive notions (Halicioglu, 2008), and their comprehension is shaped by professional experiences, personal interests, and regional contexts (Rodway, 2009).

2.3.1 Program Support System

Program support systems provide training to assure provider proficiency in program skills and boost self-efficacy. It also highlights emotional and skill-retraining support mechanisms.

(C. Van Vooren et al., 2013). IB philosophy integration into teaching requires a strong leadership team to guide and assist instructors (Hall et al., 2009; Riesbeck, 2008). To create a great school culture, administrators must foster trust and communication with students, parents, and the community (Chance, 2009). Developing cultural competency in leadership improves school culture in ethnic settings (Van Vooren & Lindsey, 2012). According to Glickman (2002), teachers cannot enhance their expertise without collaboration. Teachers need frameworks, processes, and plans for reflecting, adjusting, and analyzing their practice to improve. Darling-Hammond (1997) emphasizes the importance of "teaching teams, time for teachers to collaborate and learn together, and ongoing inquiry for continual improvement" in achieving student learning goals (p. 297). Team-based, short-term experimental cycles yield the most effective thought-action combinations (Fullan, 2001). Administrators oversee schools, while PYP Coordinators help classroom and specialty teachers in the transdisciplinary process. Understanding how instructors see the value of reflection in the IB approach is crucial. Examining this issue is crucial as IB schools must undergo reevaluation every 5 years to keep their designation. This rating considers IB (2010) program standards. As IB reevaluates continuum schools, administrators want to ensure the school adheres to all Program Standards and Practices (IB, 2014a). Successful schools promote teacher professional engagement time with policy and practice.

2.4 Theoretical underpinnings

IB is constructed based on constructivism which is a learning theory positing that knowledge is most effectively acquired through reflection and active mental construction (Mascolo & Fischer, 2005). While personal reflection, ambiguous stages of learning and results, and deliberate inquiry have been fundamental principles supporting IBL, the methodology is now built upon the contributions of theoretical and research legends such as the Vygotsky's theories of cognitive development, which address thinking, understanding, and the construction of thought processes (Theus, 1968); Piaget's theories of cognitive education and development, emphasizing learning as a constructive process (Gould & Howson, 2019);

and Dewey's democratic educational theory, which is predicated on an individual's prior experiences (Dewey, 1903; Elliott, 2005).

Lev Vygotsky, recognized for his sociocultural theory of constructivism, posits that children undergo cognitive development through the process of socialization and education. Vygotsky concurred with Piaget that children are active, constructive entities; however, unlike Piaget, who emphasized children's autonomous endeavours to comprehend their environment, Vygotsky perceived cognitive development as a socially mediated process reliant on the support children receive from adults and more knowledgeable peers when confronting new challenges (Berk, 2007). Children acquire knowledge most effectively regarding topics inside their zone of proximal development. Children are engaged in work inside their zone of proximal development when they engage in tasks that they cannot accomplish independently but can complete with the support of peers or adults. When youngsters collaborate, each child is likely to have a peer executing a specific job at a marginally elevated cognitive level, precisely inside the child's zone of proximal development. According to Vygotsky, cognitive growth is constrained to a specific range at a given age. Through social interaction, including guidance from a mentor, learners can grasp concepts and frameworks that they cannot understand independently. Vygotsky's focus on scaffolding or supervised learning is significant in contemporary constructivist methodology. In fact the ZPD is at the heart of scaffolding. Students should be assigned intricate, challenging, and authentic activities, accompanied by sufficient support to do them. This serves as the foundational premise for classroom projects, simulations, community excursions, writing for genuine audiences, and other authentic assignments (Byerly, 2001). Scaffolding can be implemented in various methods for English language learners. Significant instructional scaffolding techniques include modeling, bridging, contextualizing, layout building, re-presenting text, and fostering metacognition (Walqui, 2006).

Piaget's cognitive development theory offers an effective basis for comprehending children's methods of action and cognition considering their competencies at various stages of growth.

Piaget proposed that all children progress through the stages of sensorimotor, preoperational, concrete operations, and formal operations (Moreno, 2010). Children's cognitive abilities undergo qualitative changes as they progress from one developmental stage to another (Sigelman & Rider, 2012). Piaget posited that cognitive development is a continuous process, asserting that all children, regardless of their environmental contexts and cultural diversity, follow the same sequence of cognitive development (Hockenbury & Hockenbury, 2011). Children possess distinct perspectives of the world that are very cohesive and resilient. Their methods of action and thought are predominantly aligned with their present requirements and opportunities. Piaget claims that a constructivist classroom should offer diverse activities to encourage students to embrace individual diversity, enhance their readiness to learn, explore new concepts, and construct their own knowledge (Ackermann, 2001).

Dewey (1916), a pioneer of constructivism, whose theory of democratic education Dewey emphasized that education should equip learners for an unpredictable future. We are undoubtedly confronted with such a future due to the rapid pace of economic and technological transformation currently. Consequently, students must cultivate productive habits, exhibit adaptability, and acquire learning methodologies (Shih, 2024). He contends that learning is not a passive activity; rather, it is an active process in which learners are empowered to construct their knowledge and engage both physically and mentally in classroom activities through practical tasks. He asserts that it is the teacher's role to cultivate students' knowledge formation through inquiry. Participation in various experiential activities that engage them is expected. He regarded schools as "miniature communities" that mirror the broader community, highlighting the significance of social interactions in the educational process. The materials include personal journals and diaries, portfolios, reflective essays, thought questions, role plays, drama activities, games, simulations, personal narratives, case studies, visualizations, imaginative tasks, empathy exercises, storytelling, sharing experiences, and discussions within cooperative groups (Mollaei & Rahnama, 2012).

2.5 Programme of Inquiry (POI) for English Language Arts (ELA)

The IB recognizes language as a fundamental medium for exploration and the creation of meaning. It also anticipates that all PYP educators will serve as language instructors. The IB motherhood statements have ramifications for classroom practice, especially on the obstacles faced by instructors of second or extra languages. Beginning at the age of seven, all students in the International Baccalaureate (IB) Primary Years Program are offered the chance to acquire proficiency in many languages (ibo.org). According to the Common Core State Standards (CCSS), the PYP Language scope and sequencing comprises oral (speaking, listening), visual (viewing, presenting), and written (writing, reading) components (International Baccalaureate Organization, 2013) in English Language Arts. Language acquisition continuums and complex methods define the three primary strands' five stages. Developmental continuums allow educators to recognize students' situations and build contextualized learning experiences to advance them through each phase, unlike the CCSS (Language scope and sequence 2009: 1). IB values progressive learning, the learner profile, and talented, global-minded PYP students. PYP ATLs (thinking, communication, self-management, social, and research skills) and education develop 21st-century learners' qualities and international-mindedness.

PYP Language scope and sequence reading strand helps students understand details and important concepts. Students read cross-check clues, listen carefully, reread, and check meaning. Students skim, scan, and apply several reading comprehension methods. They identify the storyline, conflict, and the characters. The PYP Language visual strand requires students to understand why people react to poetry and plays. The PYP Language scope and sequence's reading strand needs students to grasp words, phrases, figurative language, idioms, metaphors, author's choice, and technical meanings. Students understand the author's goal and structure—engaging, educating, instructing, or persuading. From sound-

symbol linkages to words, sentences, and tales, students learn text structure. After recognizing letters and words, students study story structure, plot, character changes, themes, and PYP comparisons in phases 3 and 5. Students must demonstrate knowledge and idea integration through word games, chants, and poems. Students in Phase 5 can compare books, recognize genres, and understand print. PYP stages do not evaluate claims or evidence. Teachers of many-text inquiry-based learning expect this. Skills in PYP ATL support to achieve these goals. In PYP Language scope and sequence reading strand phase 1, students enjoy reading picture books and respond to self-selected materials. Phase 5 contains complex multigenre content which can be chosen independently. CCSS recommends challenging literary and informative works (NGA Center 2010: 10). PYP promotes science and social studies reading. The PYP Language scope and sequence reading strand challenges students to read, compare, and comprehend texts. Many cultures, historical eras, and schools' POIs include tale, poetry, and myth/legend readings. The PYP Language scope and sequence research shows students' progress at diverse speeds, with one writing and several reading periods. Phases cannot be completed before starting another. All CCSS components should be understood by K-2 and 3-5 pupils (IBSO, 2018).

The PYP Language scope and sequence writing strand asks students to write creative and informative topics in various ways. Students write narrative, explanatory, and persuasive. The course covers writing norms, subject creation, organization, and audience-appropriate voice. Students write for several audiences. Space, phrase structure, sequencing, and norms improve gradually in their writing. Use of visual organizers, dictionaries, thesauri, and spellcheckers enhance writing as well. Students write rationally and revise. They work is handwritten or digitized. PYP Language scope and sequence writing strand requires learners to gather, organize, synthesize, and present trustworthy written material. Students check digital resource trustworthiness, research ATLs, questions, outlines, visual organizers, data, narratives, tables, notes, and assertions which are created by them. Students record findings. Students of all ages use developmentally appropriate research skills. PYP

Language scope and sequence writing requires children to write and add to notebooks or journals. Revision, peer, and self-reflection help students write for varied audiences. Instructors can write short and lengthy in inquiry modules without time limits. Students write, ask, and react. PYP students study, write, and present to an unexpected audience in their final display. Writing synthesis is typical for research. The PYP writing strand introduction says students acquire structures, methods, and literacies to write better. Writing abilities can stage students (IBTO, 2018).

In language scope and sequence oral strand, students must listen, engage, and cooperate. Students explore hypotheses and choices, study multimedia, communicate requests and thoughts using gestures, speech, and body language. Students do puppetry, readers' theatre, and role play. Reading forms are explained, examined, and compared using language. Students listen for particular reasons and situations, argue, discuss, and present well. They use words, gestures, and instruments to tell stories to peers and adults in familiar social situations. They express feelings and explain their innovations in several languages. Students share stories and respect. Language students critique and compare texts. Students learn and improve English grammar, patterns, and language. Students can convey ideas and use grammar. Students may organize and defend their views before speaking. Audience, purpose, and context affect their vocabulary level. Students become familiar how register, tone, loudness, and intonation communicate by analogy, personification, and metaphor (IB Organisation, 2018).

The PYP Language scope and sequence viewing and presenting strand require students to assess commercials, logos, labels, signs, and billboards. Students can evaluate a speaker's position using culture and reasoning. Mime and role play let students appreciate and be astonished by images. In digital and analog displays, forms, symbols, and colors communicate. Student posters and charts express their method utilizing shapes, colors, symbols, layout, and fonts. IB Organisation (2018) says they convey ideas and achieve goals creatively.

Social connections, context, environment, world, and self are emphasized in PYP language teaching and sequencing. Students learn via reading, writing, talking, and listening. Language scope and sequence (2009: 1) implies that fragmenting learning into various skill sets may lead learners to suffer since they may be able to read, write, or spell words in one context but not another. English Common Core Standards apply to all IB continuum schools (IB, 2018).

2.6. Inquiry-based approach used in teaching of English language in a general context

The inquiry-based approach, which was initially implemented in the teaching of sciences beginning in the seventies, has been demonstrated to be a successful method of instruction. In addition, over the course of time, it gained a great deal of popularity as a result of the numerous advantages that it provides. This led to its use in the instruction of a variety of subjects, including English as a language, the humanities, history, and mathematics (Fiore, 2016). Friesen and Scott (2013) assert that education must be contextually pertinent to students and consider their interests, hence facilitating deeper comprehension. This is especially true at International Baccalaureate (IB) schools, where there is a significant emphasis on students independently sourcing knowledge and developing their own comprehension (IBO, 2019, p.6). The Primary Years Programme (PYP) segment within the IB Programme Standards and Practices stipulates that fostering inquiry is essential for program implementation (IBO, 2014). Notwithstanding these favourable results, the execution of inquiry-based learning can pose challenges from both pedagogical (Ireland et al., 2012; Steffen and Bueno-Villaverde, 2018) and learner (Banchi and Bell, 2008; Daniel and Pray, 2017; Weinburgh et al., 2014) viewpoints. In instances, involving English Language Learners, this challenge may be exacerbated (Pang, 2016; Weinburgh et al., 2014; Zwahlen, 2018). Moreover, cultural context exerts an influence, and while inquiry-based learning has gained prominence in China through policy implementation (Dai et al., 2011), parental perceptions of education remain entrenched in examination-oriented paradigms, thereby shaping their expectations regarding their children's learning.

Within the confines of any given educational setting, the inquiry-based learning technique can be utilized to instruct English.

In his investigation of the relationships between teaching and learning, Febriyanti (2012) asserts that teaching and learning are inextricably linked, and that language learning is not separate from language instruction. Learning is about getting knowledge, whereas teaching is about assisting someone to achieve that knowledge. This is the reason why this concept is important. As a result, Harmer (1998) contends that the replication of natural language acquisition within classrooms can be difficult unless particular features are included to assist the learners in learning efficiently. This finding is based on the study of language teaching and learning. Engagements, in which teachers cultivate the interest of their students by involving their feelings, study, which focuses on the language and how language is produced, and activate, which refers to actions aimed to utilize the language freely and effectively, are the aspects that make up these elements. There is a connection that can be made between this and inquiry-based learning, which promotes the active acquisition of the English language.

Irawan, Syahrial, and Sofyan (2018) conducted an action case study research project in which they investigated the impact of implementing the IBL method on the speaking ability of students in a second-grade 12 class at SMAN 7 Bengkulu Selatan. The researchers came to the following conclusions: first, the intervention-based learning (IBL) technique improved the students' speaking skill, which included all four characteristics (vocabulary, grammar, fluency, and pronunciation). Furthermore, the IBL technique had a considerable impact on the students' ability to communicate verbally.

An investigation into the use of an inquiry-based learning strategy to encourage class 8 students' active engagement in English as a Foreign Language classes was carried out by Susana and Arcila (2020). Through the use of the IBL methodology, students were able to work together to construct their presentations and to participate in the activities that corresponded to those presentations. In addition to this, the students were able to

synthesize the knowledge, as well as conduct research and look for data, in order to be able to carry out the activities that were set by the instructor and demonstrate their participation. It also turned out that the participation that students have in the activities that are part of the IBL environment may have offered students with possibilities to improve other abilities, such as the ability to communicate with their classmates, the ability to create self-directed learning, and the ability to use digital skills for learning.

According to Davies (2019), the implementation of inquiry-based learning in English as a Foreign Language (EFL) and English as a Second Language (ESL) classes is very effective. This is because it provides students with the opportunity to fill in the gaps in their knowledge and to spend quality time together through discussions and collaboration. As a matter of fact, it helps students construct meaning and reflect on what they have learned as well as how they have learnt it. Students receive a significant advantage as a result of this, since it enables them to develop their self-awareness, become more independent, and improve their linguistic abilities. While this is going on, students are actively participating in a variety of activities that involve working together, which will surely improve their speaking fluency, reading comprehension, and writing productivity are all important skills.

According to Gindya's (2022) study on the utilization of inquiry-based learning proved extremely important in the improvement of students' English as Foreign Language (EFL) literacy in the fourth primary stage. The results of the post-21st century English as a Foreign Language literacy test made this abundantly clear. A further indication of this was the progressive development that the pupils exhibited throughout the course of the trial. The prior knowledge of the students served as a base for the process in which they move from what they already know to delve deeply into a variety of inquiry activities in order to find what they do not know and to construct meaning via collaborative effort. Students were able to improve their English as Foreign Language (EFL) literacy in the 21st century by utilizing a variety of visual thinking routines through inquiry activities. This allowed them to learn how to

properly summarize, analyse, evaluate, select, and deal with material both online and offline efficiently through collaborative learning (Gindya, 2022).

2.7. Inquiry-based approach used in teaching of English language in a global context

According to Mutammimah et al. (2019)'s case study in a candidate school in Surakarta, English is mainly employed as the medium of teaching in English sessions, however the mother tongue is still utilized. Most class activities were conducted in pairs, and group sessions were not offered daily. Teachers provided minimal teaching and consistently pressured the kids. All the educators there developed learning activities focused on problem-solving, design, and project production in authentic contexts. In that research, the participants are seen employing Bruce and Davidson's cycle, since it is a more suitable method for teaching English curriculum from Cambridge University compared to others. The educator employed both formative and summative assessments in the evaluation of teaching and learning. The educators employ a checklist, rubrics, records, continuum, and exemplars as assessment instruments. The International Baccalaureate Primary Years Programme (IB PYP) encompasses four strands within its language scopes and sequences: oral language, which includes listening and speaking; visual language, involving viewing and presenting; and written language, comprising reading and writing. The educators occasionally evaluated a single activity directly for one or many strands. Although Mutammimah, H., et al. (2019) addressed the implementation scenario through classroom observations and teacher interviews, the study failed to demonstrate the comprehensive application of teachers' instructional strategies for the four language competencies in the classroom.

Jaffer (2021), explored an IB PYP school in Tanzania through her case study, and found the practice of the overarching pedagogical tactics employed by educators, which encompass co-constructing learning objectives and success criteria, active learning, differentiation, gamification, and real-life linkages. Moreover, the strand-specific tactics employed by educators for reading instruction encompass guided reading, literary circles, DEAR time,

read-aloud practices, and peer reading strategies. Additionally, writing tactics encompass scaffolding throughout the writing process, employing narrative maps and prompts, utilizing the five senses, teacher modeling, examining exemplars, engaging in fine motor development exercises for writing, and integrating library teachings. Additionally, listening and speaking methods encompass group or whole-class discussions, multimedia learning, translation, and elicitation, while seeing and presenting tactics involve utilizing YouTube videos, PowerPoint presentations, gallery walks, and the examination and presentation of models.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The IB programs aspire to deliver an education that allows students to comprehend the intricacies of their environment while also furnishing them with the skills and attitudes necessary for responsible future actions as Dewey's democratic educational theory asserted (Dewey, 1903; IBO, 2019). The IB framework clearly aligns with Vygotsky and Piaget's cognitive development theories within constructivism, which IB practitioners utilize to foster self-directed lifelong learners in the classroom (IBO, 2019). This chapter is going to shed light on the empirical study design of the holistic approach of IBLT by the teachers in the IB PYP English Language Arts classrooms by focusing on (3.1) Research Approach; (3.2) Research Design; (3.3) Sampling; (3.4) Data collection method and instrumentation; (3.4.1) Semi-structured interviews; (3.4.2) Class observation (3.4.3) Document Analysis (3.5) Data Analysis (3.6) Ethical Considerations (3.7) Limitations of the study

3.1 Nature of Research and approach

A qualitative research methodology has been approached for data collection and analysis in this study. The aim of qualitative research is to delve into the significance of individuals' experiences, the essence of their social environment, and their perspectives on specific issues or cases (Creswell, 2009). Qualitative research is inherently exploratory and usually lacks a hypothesis, as a hypothesis is predictive in nature. Instead, qualitative research aims to delve into and understand participant perspectives rather than forecast those (Elkatawneh et al., 2016). This paper does not contain any hypothesis rather investigates and analyses on the application and implementation process of IBLT in English Language Arts classrooms that is underway through the case study of a participant IB continuum school in the capital of Bangladesh. The researcher dedicated several months purposefully to observe and analyse the application of IBLT within IB PYP classrooms, facilitating document analysis and

in-depth discussions with IB-certified educators, while also observing the entire teaching and learning process of a whole day numerous times within the IB PYP framework. In qualitative research, it is customary for researchers to immerse themselves in the field, investing considerable time in interviewing and observing participants and their environments (Elkatawneh et al., 2016). On the flip side, qualitative study ought to be regarded as a process rather than a collection of discrete steps. This holistic view necessitates ongoing contemplation of the ways in which ontological and epistemological assumptions influence each and every stage of the research process, beginning with the framing of the enquiry and ending with the interpretation of the results. An interpretivist philosophy is applied to generate knowledge in a new way by focusing on a subjective and descriptive strategy to cope with challenging situations rather than an objective and numerical approach (Remenyi et al., 2005; Al-Ababneh, 2020).

3.2 Research Design

This study utilized an exploratory case study design to enable the researcher to obtain an in-depth understanding of the research problem, thereby facilitating the description, comprehension, and elucidation of the specific situation at the selected private IB PYP continuum school in Dhaka, Bangladesh (Baxter & Jack, 2008; Tellis, 1997a, 1997b). This research is being carried out in the form of an exploratory study since there is a limited amount of information accessible on the manner in which comparable research has been carried out in the past. Due to the fact that relatively few studies have been carried out in the same region, exploratory research is able to offer a deeper knowledge of the nature of the topic that is being examined (Sekaran, 2003). In addition, the school had been chosen using both convenience sampling and purposive sampling. Both methods were employed for selecting the school. One of the reasons that purposive sampling was used because the problem had been detected in that particular educational environment and it was necessary to conduct an investigation into it. Furthermore, convenience sampling was utilized since the researcher had worked there, so developing familiarity and in-depth knowledge of the in-

house setting was positive. This allowed for a greater rapport to be developed throughout the process of data collecting.

3.3 Sampling: size and selection

For the purpose of this study, five teachers were interviewed, one of whom were identified as school leaders. The teacher leaders have been provided with all of the essential knowledge on the PYP framework, and she also has direct communication with the vice principal, the principle, and the school management team. The principal was interviewed personally since he understands the participant school's base curriculum and how IB was gradually incorporated to maximize international education's regional impact. Out of the remaining four instructors who participated in the study, four of them were the generalist homeroom teacher. This is due to the fact that the teachers who were selected to participate were familiar with the concept of the Primary Year Programme Philosophy, as well as the inquiry-based method that instructors use to teach English. Furthermore, they were able to articulate both the accomplishments and the obstacles that the school is now undergoing. Since the participant 4, and participant 5 providing the identical information, the researcher decided to cease picking additional participants for the evaluation. It became quite evident to the researcher that there would be no new findings coming (Glesne and Peshkin, 1992). Due to the fact that the researcher chose this one-of-a-kind instance in the Bangladeshi region that is particularly enlightening, the researcher chose to carry out this case study using purposeful sampling. Specifically, the goal is to get a more in-depth comprehension of those particular categories of situations (Neuman, 2009).

3.4 Data collection method and instrumentation

This investigation employed methodological triangulation as data collection method which includes semi-structured interviews with IB certified educators, overt non-participatory classroom observations, and document analysis. In order to ease triangulation of the

discoveries that were uncovered, these different approaches were utilized, which resulted in the generation of believable and reliable information (Yilmaz, 2013).

3.4.1 Semi-structured Interviews

The interview is a frequent research instrument in qualitative research, and Kvale (1996) notes that there are two main viewpoints about the interview as a research instrument. It begins by approaching the investigation using the metaphor of a miner as its starting point. From this point of view, knowledge is compared to a metal that has been buried, and the interviewer is compared to a miner looking for the metal. According to Magaldi and Berler (2020), an exploratory interview is included in the definition of the semi-structured interview. After that, they go on to explain that the semi structured interview is normally based on a guide, and that it is typically centred on the primary issue that gives a broad pattern. In addition, Megaldi and Berler (2020) contend that the semi-structured interview, despite the fact that it provides thematic paths ahead to the session, permits a researcher to delve deeply in order to make a finding. Using the semi-structured interview as a research instrument, the information that was gathered from the ten educators who participated in the study was collected on the use of inquiry-based teaching learning in the English Language Arts classroom of the International Baccalaureate (IB) PYP. Understanding how instructors teach, the elements that cause the accomplishments they have had, the things that trigger the obstacles they confront, and the assistance that they require was very essential, and this way was the most important method. For the purpose of gathering all of the required information, the interviews were taped, and notes were also taken approximately regarding the interviews. The questions asked during the interview were not constructed in a way that was uniformly applicable for every participant. As a result, a large number of follow-up questions were asked based on the nature of the participants' responses (See Appendix: Interview questionnaires).

Table 1: Demographic Information for Participants

Participant	Role	Gender	Total number of teaching years	Number of years teaching in IB school/s	Number of years teaching in participant school	IB certification	Working experience- Type of school
Teacher participant 1	Homeroom teacher	Female	23+	23+	23+	Category-1, 2, 3	International
Teacher participant 2	Homeroom teacher	Female	17+	1+	1+	Category-1	Private, International
Teacher participant 3	Homeroom teacher	Female	8+	8+	2+	Category-1, 2	Private, International
Teacher participant 4	Assistant Coordinator - Leadership	Female	17+	11+	6+	Category-1, 2, 3, Leadership Role	Private, International
Teacher participant 5	Homeroom teacher	Female	20+	19+	18+	Category-1, 2, 3	Private, International
Participant 6	Leadership Principal	Male	As Educational consultant, & Principal (11+ years)	8+	Not Applicable	Leadership Role	Different Cantt. Schools & Colleges in Bangladesh, International

3.4.2 Class observation

Participation in real-life circumstances, recording of occurrences, and experiencing them first hand are all ways in which prototypical qualitative data can be obtained. The collection of contextualized bodies of data through participation and observation is an effective method for addressing many research topics in qualitative language education research. These issues are based on naturally occurring occurrences and the experiences of language learners and instructors. Students in the English Language Arts classes taught by five IB expert senior generalist instructors were observed. These classes were held consecutively over the content within a week in accordance with the routines of the classes. The classes were from year one up to year five. For the purpose of enhancing the four language skills

that follow the LLSS strands in PYP classrooms, this continuation supplied the authentic data that demonstrated how instructors were combining multiple learning styles via the use of inquiry-based learning techniques (IBLT). A checklist for class observations (See Appendix: Class Observation checklist) had been used in order to document the data that was noticed. The inquiry-based method to teaching and learning English was verified with the use of this information, which helped to validate how the process works.

3.4.3 Document Analysis

The use of data that already exists is comparable to the use of data obtained via interviews and observations. The information that a researcher gathers during an interview may be regarded of as texts that are comparable to the information that is collected through books, journals, and other materials. According to Merriam and Tisdell (2016), these sources are comparable to the data that a researcher would collect through methods such as interviews and observations in terms of how they represent the opinions of individuals. According to Patton (2015), every document that contains text might serve as a possible source for undertaking qualitative analysis. According to Merriam and Tisdell (2016), the term "document" is used to refer to a wide range of different types of content, including visual sources like images, videos, and films. According to Flick (2018), papers that are composed of visual material can also serve as a source for qualitative analysis. This is similar to documents that are composed of texts. With the exception of the interviews and the observation, the third component of the triangulation process was the study of the documents. In order to gather information for this study, several forms of work records that provide the most precise overview of the instructors' and students' reflections on inquiry-based learning instruction were analysed and examined. It was necessary to keep track of the papers' connection to this research and to determine whether or not the implementation was adequate and appropriate in accordance with the criteria for IB English Language Arts (IBO, 2019), a checklist was utilized (See appendix: Document analysis checklist)

3.5 Data Analysis

The researcher made rigorous comparisons between the information obtained from the various sources, which included interviews, observations, and plans that were used. The audio recordings, which were transcribed after each interview, as well as the field notes that were gathered from the lesson preparation materials and classroom observation, were utilized in order to do this. Following this, the data obtained from these tools were coded by assigning a descriptive word or phrase that offered a concise summary of the primary concept, which was derived from the data that was collected. According to Saldaña (2021), the initial stage of coding entailed the process of extracting meaning from the data obtained from various sources. On the other hand, the second stage of coding entailed the identification of patterns that were shared by comparable replies or sections of the data. By interpreting or producing a summary of the notion that emerged from the data, the codes were established. This was done based on the many subsidiary questions that were related to the teaching and learning that was done using the inquiry-based method. Following that, the researcher transformed the subsidiary questions into relevant categories. Under these headings, comparable codes that were related to the headings were placed in order to examine the patterns and relationships that existed between the various codes. As a result, the codes were grouped together into families. Different family codes were represented by a variety of colors. Mutammimah et al. (2019a) found that the interpretations of the codes led to the establishment of several themes (Jaffer, 2021), which are then given in the chapter that discusses the findings and the debate which also was followed in order to discuss the results that Jaffer (2021) had discovered.

3.6 Ethical Considerations

During the course of the research, the researcher was conscious of the difficulty of keeping neutrality during the whole process. In order to do this, the researcher watched the personal experiences that were encountered while carrying out the study. The researcher's goal was

to improve the overall quality of the research. The realization of these difficulties resulted in until a certain degree of reflection is reached. However, during the process of data collection, the researcher would not attempt to use personal experience to make interpretations or interpret the teaching of teachers through the lens of personal feelings for the school. The researcher was aware of the fact that being an insider would help to form a better rapport during the process of data collection; however, the researcher would not attempt to do either of these things. The principal of the school that participated in the study was a conscientious leader who recognizes the significance of academic exploration. As a result, he was able to secure permission for the researcher from the board authorities within a short period. During the process of verifying the documentation, observing classes, and conducting interviews, the researcher came to the conclusion that the in house rapport was not successful. Despite the fact that those teachers had promising teacher attribute and might be a source of substantial data, the researcher was left in a disappointed situation since a few teachers continued to refuse granting time slots because of busy periods, and two teachers directly refused to do interview due to recording concerns.

3.7 Limitations of the study

This investigative case study has countered in two major limitations, and if those limitations could be lowered, the findings of the inquiry would reach a more certain conclusion. One is the absence of PYP coordinator's statement which is a vital resource for comprehensive study on the whole PYP. The PYP coordinator picks the unit of inquiry and enhances the design of the Program of Inquiry (POI) by the PYP educators, so enabling them to successfully supervise lessons throughout the year. The newly appointed PYP coordinator was excluded from the sample. Despite being from a different country, the new coordinator possessed extensive expertise and recognized that IB continuum schools must comply with all teaching and learning recommendations uniformly. She is currently investigating how this participating school aligns various policies. In light of this matter, the principal was interrogated directly instead. Another limitation that is the diverse teaching styles on the

same material could not be observed, which would have provided rigorous data of IBLT implementation. This was owing to the temporal structure of the class schedules of the various sections, which sometimes cannot be shuffled in other periods due to the fixed schedule of the specialized classes. Additionally, the study did not directly include other stakeholders, such as conducting interviews with learners and parents, who are also to be involved in the teaching and learning of the English language. As a result, the perceptions of these individuals were not recorded within this research. If this case study was conducted for the whole academic year instead of five months then there could be abundant and rigorous data collection. Therefore, it was a huge limitation from the researcher's end which has been effected in this paper.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter presents the findings from the gathered data at the participating school in the case study, which are categorized and displayed in four interrelated stages that significantly fulfil the research's objectives. The initial phase will demonstrate the integration of English as Medium of Instruction (EMI) and English as an Additional Language (EAL), alongside the pedagogical strategies frequently employed by IB educators utilizing Inquiry-Based Language Teaching (IBLT) in English Language Teaching (ELT). It will also delineate the strand-specific teaching methodologies adopted by IB Primary Years Programme (PYP) instructors in accordance with IB standards across the four language competencies. The final phase will focus on the selective components deemed effective across various curricula in both local and global contexts.

4.1. Integration of English as Medium of Language (EMI) & English as Additional Language (EAL)

Considering it is an Australian Franchise school, the participating school was primarily based on the WACE curriculum. However, it eventually included elements of the International Baccalaureate curriculum, both of which are internationally recognized and approved. The principal of the participant school confirmed, stating,

“The root curriculum was initially they started with the Australian curriculum and then it started as a secondary school. Then later in 2009 or 10 they made it up to the higher secondary level. In 17, they decided to incorporate IB and initially they got the authorization for IBDP first and then they got the authorization for IBPYB. Those were in 2017 and 2018. And in 2021, they got the authorization for MYP. So the school now has two curriculums, the IB and the Australian curriculum. The Australian curriculum we normally follow between year 6 to 12 and IB is from early years to year 12.”

Even after being part of the IB continuum, the English as a medium of instruction (EMI) practice was not converted into English as an additional language (EAL), rather it was introduced as a homeroom subject. English had been taught as a medium of language from the very beginning of this participating school's formation. It was clear from the interviews with the teachers who participated in the study. They said in a manner that was both unambiguous and self-assured that

"It is a medium of instruction!" (Participant Teachers -One, Two, Three, Four, and Five).

The instructors at this school never seemed to question or be worried about this matter because they appeared to adhere to the professional development in a serious manner. EMI and EAL were gradually combined into a single sound throughout the course of time. The reason they utilize EMI is because of their prior experience, and EAL is because they are on the IB continuum. EAL is required for studying and teaching English in accordance with the rules established by the International Baccalaureate (IB) language curriculum since they adhere to the IB language scope and sequence. On the contrary, the school that participated in the study demonstrates the efficacy of EMI, which reduces the language difficulties among number of English as second language students. Instead of enrolling in EAL as specialist class, those students who have the least amount of deficiencies in English as a second language might make up for their deficiencies in the ordinary homeroom studying. The TP 4 made reference to the possibility of employing an ELT instructor for this purpose and mentioned about having one teacher before. She said,

"(Teacher's name) was there. One of our teachers, his name was (teacher's name), he used to be the EAL teacher. Right now, I believe school is also looking for an EAL teacher. Because there are many students come and don't know English that way you know! Some are coming may be from Bengali Medium schools, some are coming may be from different African country where English is not so good. So for them we need EAL."

When it comes to whether the participant school is following EMI or EAL, it is not the emphasized point. Specifically, the instructors are unaware of the transitional change that took place when they were approved as IB and at the same time following WACE. This is the

focal point of the discussion. The WACE system was developed in a country that is native to the English language and has been implemented across the country. The fact that this participant school is a franchise school meant that it was required to continue implementing EMI, which is one of the requirements that WACE enforces. However, the International Baccalaureate (IB) mandates that any language other than the learner's first language be considered an additional language. This is something that my participant school is currently doing by concentrating on language scope and sequence. Despite this, teachers acknowledge English to be a subject on the surface, but in practice, they regard it to be an additional language since they are encouraged to follow the linguistic scope and sequence without proper conscience. The integration of WACE and IB has fostered the combination of EMI and EAL. The integration of EMI and EAL is apparent in the participant school, particularly within the PYP framework. Consequently, it has decreased the instances of code-switching from the primary language to the additional language among students by habit. A standardized way of communication with pronunciation has been progressively established. Students consistently engage in conversations in English during tiffin breaks, recreational periods, casual interactions in the corridors, and in all contexts, regardless of their bilingual or multilingual capabilities. Additionally, the principal of this participating school provided an explanation as to the purpose for this merging and effectiveness.

“This is nothing unusual. The number of schools in the world, where you find that the school has more than one curriculum. Here we have also two curricula. Since IB did not prescribe IB books, so we followed the Australian books and we proceeded with the normal IB way of teaching. So, the place is, I think, wonderful, it was watchable, IB had no objection about it, and so WACE also doesn't have any objection about it.”

4.2. IB teachers' teaching strategies while using IBLT in ELT:

The teaching strategies that IB instructors have developed in the school that are being implemented may be broken down into two ways. The approaches that are frequently used are included in the first type section. These strategies are relevant at all levels of discipline

learning, including English, numeracy, UOI, and the topics that are even considered by specialists as well. The other sort of techniques is the teaching methods that are organized according to the strands of the English language by the IB PYP educators following IB language scope and sequences.

4.2.1. Setting learning objectives

According to Faulconer (2017), Learning objectives are designed to ensure that students are aware of the expectations that have been set for them in terms of both the content and performance of the course. The data that was acquired from the observations revealed that the beliefs and execution of the teachers in the process of establishing the learning objectives and the success criteria were not at all consistent with one another. Before beginning the lesson, teacher participants 3, 4, and 5 wrote the learning objective on the board in a clear and legible manner.

“We will be able to write persuasive writing.” (TP 3, Class observation no 1)

“We will be able to write a report on one of the most poached mammal based on our research findings.” (TP 5, Class observation no 1)

“We will be able to learn Report Writing” (TP 4, Class observation no 2)

On the other hand, teacher participants 1, and 2, did not put the learning objectives on the board but answered verbally upon questioning. In addition, a good aim will include an action verb, which will indicate the skill that the students will either gain or apply eventually. With action verbs like "apply," "compare," or "recommend," pupils are provided with a greater sense of direction than they would be with verbs like "understand" or "appreciate." Additionally, it is simple to determine whether or not the pupils have completed that activity. When the objectives are accompanied by more ambiguous verbs, such as "understand" or "appreciate," it is far more challenging for a teacher to evaluate the level of achievement that pupils have achieved (Naumes et al., 2013). Both the Teacher participant 3 and 5 have used “write” which is not an ambiguous verb rather clearly drew a line of learning achievement. The teacher participant number four, on the other hand, chose the word "learn," which raises an issue of ambiguity in the aim. This is due to the fact that measurement of learning is

complex, and the outcome may change owing to a number of different facts and reasons depending on the circumstances. Teachers frequently have difficulties regarding the establishment and formulation of learning objectives. To formulate successful learning objectives, it is essential to understand the concept of "learning." Bloom's Cognitive Taxonomy (1956) has six categories of processes organized hierarchically. The foundational level, Knowledge, is predominantly content-focused and has three subcategories: knowledge of details, knowledge of methods for addressing specifics, and knowledge of universals and abstractions within a domain. The subsequent categories include Comprehension (indicated by prompts such as "describe," "discuss," and "summarize"), Application (for instance, "apply," "classify," and "calculate"), Analysis ("analyze," "explain," or "compare"), Synthesis ("combine," "plan," or "generalize"), and Evaluation ("assess," "decide," "support"). The fundamental premise is that the development of these abilities is cumulative; specifically, learners must master one level of skills prior to progressing to the next.

Another finely tailored scenario of the classroom with differentiation was demonstrated by the outcome of writing and not writing the learning target on the digital board. This was due to the fact that the data that was obtained in this problem was mixed. When the students in TP 3, 4, and 5 were observed in class, the majority of them were able to comprehend the material because they saw the learning objective shared on the board. However, there were a few students who did not even bother to look at the board. Not only did teachers write them down in advance, but they also did not say the learning objective aloud in front of these students. There were some learners that needed to be instructed further by the teacher. Because the learning objective was not put on the board, the students in the TP 1 and TP 3 class were not aware of the topic that they were going to proceed with. Instead, the teaching was brief and easy to understand, and the students were aware of what they were supposed to accomplish. The observations and the characteristics of the teachers made it obvious that there is the aspect which was evident that the aim is more effective after formation when students hear it through the teacher's clear instructional voice, in addition to writing it on the board.

4.2.2. Active Learning

Students are encouraged to reflect on the materials, evaluate, process, and prepare to discuss through the use of active learning approaches, which are all practices that have been proven to promote higher order thinking abilities (Rissanen, 2014). Teachers can generate chances for students to learn by implementing active learning strategies in the classroom. This is in contrast to the traditional style of teaching, which requires students to sit in a passive manner and learn by absorbing knowledge that is presented by the teacher. For instance, Teacher Participant 3 said,

“We actually, focus on active learning rather than passive learning. Okay? In inquiry-based learning, we ensure that the students are getting into the concept by themselves. They will inquire through different kinds of questions, they go through different kinds of hands-on activities, different kinds of what should I say interview, umm, life-based lesson. These are the core. The Student-Centred Learning.”

According to Meyer (2013), educators must inspire their students, tailor the educational process, and work to give them interesting and relevant learning opportunities. (Cited in Camacho & Legare, 2015) Teacher participant 2 mentioned about students' agency and voice by stating,

“I proceed by giving scope to inquire, like where, I show them the way that up to what there's a limit, that age level wise, there must be a limit that up to what they can research and what actually is appropriate for this age level. And then even we keep the scope as you know the student agency. So everywhere there is a scope that they, I mean, raise their voice, they choose, they carry on. But I'm there as a facilitator to facilitate that process.”

While the students were working in pairs and taking responsibility for their own work, it was particularly evident how they were doing so throughout the class observation of TP3. It was observed that students contributed their own understanding, and the teacher allowed them to make mistakes, which were then corrected by a peer who had achieved a high level of success. TP1 and TP 5's classes both exhibited the same kind of scenario, which was observed. Teachers allow students to make mistakes and provide them with the opportunity

to discover their own mistakes via interaction with their peers or when participating in group projects. Piaget (1973) claimed that learning unfolds through social interactions with peers. Through the use of active learning, students take ownership for their own learning. In each of the instructor participants' classes, it was seen that the students were highly engaged and occupied either in solving problems, inquiring or processing writing steps of genre. Teachers are the facilitators who provoke students to engage in activities, after which the students continue independently. As a result of the activity that was being done in class, nobody was just sitting about doing nothing. In the classrooms of all of the teacher participants, the seating arrangement has been designed in such a way that it will be simple for students to work in pairs or in groups, as well as to participate in whole-class activities or discussions and is reachable by the teacher. The usage of active learning tactics by instructors may vary depending on the group, the size of the class, the available space, the goals, and the amount of time available to complete tasks. It is possible for learning activities to be organized in such a way that they give students with opportunities to concentrate on problem-solving abilities, which ultimately leads to success in learning outcome mastering (Goldberg & Ingram, 2011; Lee & Hoffman, 2014). The following is an illustration of the steady amount of rise and reduction in the advice that teachers provide to students in relation to inquiry and autonomous learning as a result of active learning. (See Figure- 5)

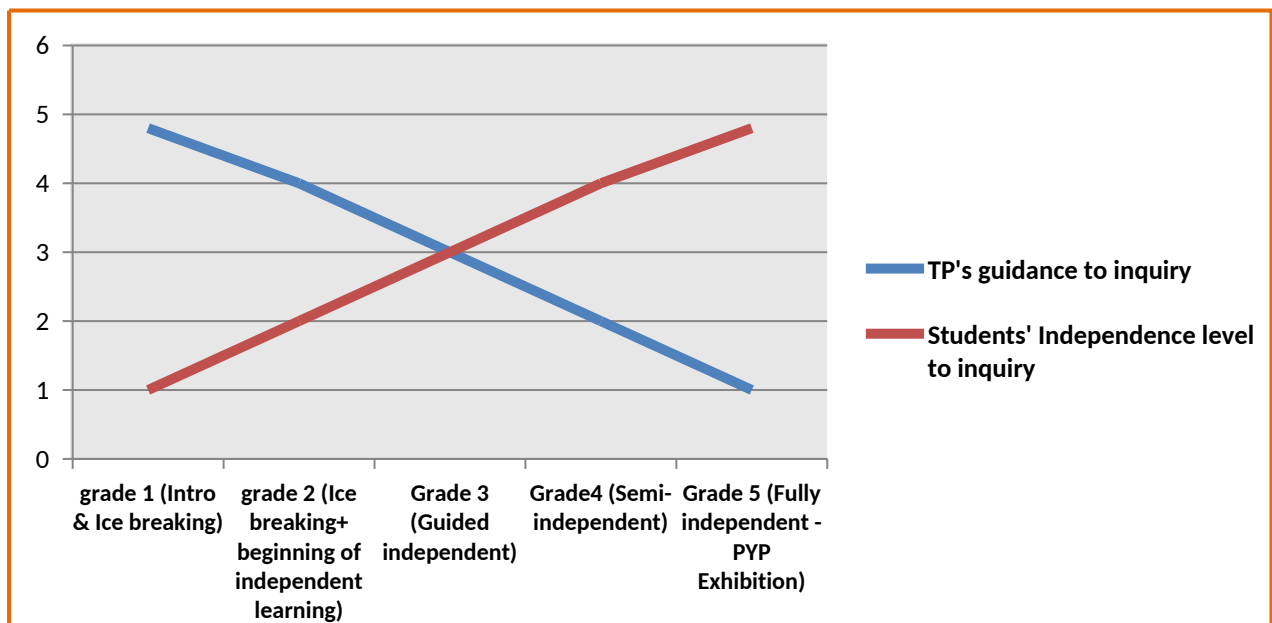


Figure-5: The gradual level of increase and decrease of TPs' guidance to inquiry and students' independent learning

4.2.3. Differentiated learning

One of the most important aspects of teaching theory is the notion of differentiated instruction, which states that the delivery of education is determined according to the strengths of the learner (Kapusnick & Hauslein, 2001) and the epistemologies of subject matter disciplines (Bransford, Brovvn, & Cocking, 2000). A teaching method that does not take into account the unique characteristics of each student may result in missed possibilities for effective learning. Instruction, or the lack thereof, for gifted and high-ability learners is sometimes erroneously dependent on the notion that high-end learners will learn regardless of the teaching approach that is used. This method, on the other hand, leads students who are brilliant to become cognitively lazy and cynical underachievers (Agne, 2001). According to Vygotsky's notion of the Zone of Proximal Development, appropriate advanced academic programs are built in accordance with this theory. This theory encourages learners to expand their cognitive capacities beyond their comfort zones

(Vygotsky, 1978) which are evident in the findings from the class observations and from the teacher participants' interviews as well. According to TP 2,

"First I start with their prior knowledge checking, that where are they, and then I on their learning ability. Then I set my teaching method actually on the basis of learners' ability."

Teacher participant 5 said,

"Since we follow differentiated learning, we actually allow the students to go their own pace."

The triangulated data yields varied results about differentiated learning. In Teacher Participant 5's Literacy class, students were preparing to respond to thought-provoking questions on a teacher-selected poetry. During this process, they received information on the poet, a stanza-by-stanza synopsis, and ideas for enlightenment. They were consistently urged to seek further information if required. Three computers were designated for this purpose and can also disseminate information to peers. Among nine learners, one student began more investigation in response to what she was experiencing. The differentiation of learning was clear for a high achiever who was cognitively progressing towards greater investigation, and the framework was established.

4.2.4. Using visible thinking routines (VTRs)

Students are expected to articulate their thoughts, ideas, beliefs, and cognitive processes using Visible Thinking Routines (VTRs), demonstrating a profound comprehension of the topic matter (Dajani, 2016). Throughout this process, students are provided the chance to exchange ideas, formulate views, cultivate cognitive habits, and refine their critical thinking abilities and dispositions (Lei & Jeyaraj, 2023). Setting inquiry questions that are a combination of student and instructor input on a particular topic fosters a positive attitude and aptitude in learners, and it also generates higher possibilities for them to have an effective conceptual understanding. This is true whether the purpose of the inquiry is to assess students' prior knowledge or to determine what further inquiry should be conducted, can be highlighted through a VTR easily. As a result of analysing student work samples from a variety of grade levels, it was discovered that teachers use a variety of visual thinking routines to check students' prior knowledge, then they let students have some inquiry

questions, and finally, they gradually fill in the final part of the thinking routing, which demonstrates what students have learned through the particular concept. VTRs are utilized by the teacher participants in accordance with the idea and content. Within the classroom, the teacher participant 5 makes use of a "choice board," a board on which various VTRs that are classified are pasted. It is up to the students to make their own decisions which VTR to choose for their work. The most commonly used VTRs were seen the 'KWLHAQ chart', 'What I used to know and what I have known' 'Think, pair, share', 'Think, puzzle, explore' (See Appendix: Sample of VTRs for ELT learning) within the student work sample. Teacher participant 5 mentioned of VTRs for English Language learning,

"They do VTRs, visual thinking learning, they do the 4C's and the book reviews, different types of and every alternate week we try to allow the students to present that and share it with the students."

So does the teacher participant 1 as well. She said,

"The first thing I do is introducing the 4W's. When they go to higher grades, they have more Ws. So the 4W's are- who, where, what, when. So it's like every story has a beginning, middle and end."

4C's and 4W's are type of visible thinking routine which are used for reading and writing and are found highly effective by TP5 and TP1 which they mentioned during interview.

4.2.5. Integration of technology

Technology engages both the visual and auditory senses of learners (Solanki & Shyamlee, 2012). The participant school in the case study is equipped with a digital board in every classroom, which surpasses a conventional smart TV and can be operated through several methods.

"So in our class, we have the latest technology that is the digiboard. So, it is the most easy way to show them any type of video related to the topic. Okay? So through video, different types of images, books and of course teacher's lecture." (Teacher Participant 3)

During her initial class observation, Teacher Participant 3 accessed the lesson plan and began the video titled “Subject and Predicate” by selecting the provided link in the digital board. Additionally, TP-1, TP-2, and TP-5 were observed utilizing video during class observation periods, a practice they frequently cited as beneficial for enhancing conceptual understanding during interviews as well. All the Teacher Participants were seen to use whiteboard from the digital board where they use different colour to emphasize any particular words or terms. The TP3 mentioned in the interview,

“Now this era is digital period. Students know how to inquire anything quickly in Google or in YouTube. So even sometimes some of the students know better than us. Okay! I think this is the way they know how to spell, how to write, and they themselves can get the answers. They themselves can inquire the contents that they want to learn about.”

Throughout class observation, no laptops were observed in grade level 1 through 3; however, three computers were present in each section of grade level 4 and 5, since students are required to conduct inquiries throughout the Unit of Inquiry conceptual development in groups. Students were seen doing live worksheets and making power point slides in the digital boards during the whole case study. TP5 emphasized that

“The whole approach is inquiry based learning because we do not give the students the handouts and say that please read it, understand that and write anything based on that. The whole approach is inquiry. You can see the laptops in the classroom as well. They do research and do the work.”

Technology facilitates significant educational experiences. It provides learners with increased possibilities for collaboration with their classmates, fostering mutual learning (Costley, 2014).

4.2.6. Learning models

The teacher participants have not adequately indicated the learning model they are required to use in the school. Although two teacher participants are observed mounting Bloom's

Taxonomy to the wall, their primary concentration is on Kath Murdoch's inquiry cycle. TP 4 emphasized from more broaden lens in this investigation, saying

“It depends on different schools actually maybe, because at X, some of the teachers still have the Kath Murdoch chart which we do it in Cambridge, but still in IB some of the teachers do follow that as well, because i Kath Murdoch is also connected with the inquiry based one so we also can look into that and I actually mostly follow the Trevor McKenzie's one. Trevor's one is really good one and you can find a very famous picture on the inquiry based picture which is I believe. So not like from one, you know, from resource or one centre we are following. We follow from multiple places, wherever it can be blended with the concept of inquiry-based learning.”

4.3. Strand-specific teaching learning styles used by IB PYP instructors for the four language skills

The study's findings indicate that English language teachers employ various tactics throughout the following strands: reading and viewing; writing and creating; and speaking and listening. As a result of the document analysis, it became clear that PYP Teacher participants implement all of these strands on a weekly basis. This means that the class schedule for an entire week is divided in such a way that students' students' entire four basic language competencies are gradually polished through the interconnected weekly lesson plan of diverse activities according to English POI. TPs are observed to shuffle their class timing and days for lesson in accordance with some consideration for factors such as learners' learning pace, task completion and conceptual understanding of the content during this case study.

Table 2: Merge of weekly lesson overview in general pattern for English of all PYP grade levels (1-5) with a tentative schedule

Periods	1 st (40 min)	2 nd (40min)	3 rd (40min)	4 th	5 th (40 min)	6 th (40min)	7 th	8 th	9 th
Sun	Moral Lesson (Video)	English-(yr-1,2,3,5 Prose/poetry)	English-(yr-4 Prose/poetry)						
Mon	Moral Lesson (Summary writing)		English-(Yr-1,2,3, Language Convention)		English-(Yr-4, 5 Language Convention)				
Tues	Reading (Level Reader book change and reading)	English-(Yr-1, 2, 3 Writing)	English-(Yr-1, 2, 3 Writing)		English-(Yr-4, 5 Writing)	English-(Yr-4, 5 Writing)			
Wed	Reading (Reflection)	English-(Yr-1, 2, 4 Spelling test & Sp activities)	English-(Yr-3, 5 Spelling test & Sp activities)						
Thurs		English-(Yr-1,3,5 Formative Assessment)			English-(Yr-2, 4 Formative Assessment)				

4.3.1. Reading and Viewing

The collected results indicate that teacher participants employ several reading and viewing practices, which starts with benchmark test including guided reading, cross reading while level reader book reading, read-aloud techniques, and do book review after reading books related to UOI along with peer reading strategies.

1. Benchmark test

The Benchmark Test is a widely utilized method to assess learners reading fluency and comprehension skills across the participant school's whole PYP. This assessment comprises a 'benchmark passage', a 'benchmark passage quick check', and a 'benchmark running record' categorized by A-Z reading levels. This benchmark assessment varies from one grade level to another grade level and has indicator of easy to difficult. All teacher participants referenced the administration of benchmark tests throughout their interviews. Multiple kinds of sets may be available for each level. This benchmark assessment is

administered four times annually, following the commencement of each term, to evaluate learners reading proficiency. Following the initial two terms, students may advance to the next level.

2. Guided reading & Read-aloud

Guided reading is a prevalent and evident technique from first to second grade. Teacher participant 1 provided a comprehensive account of her reading practices using large and medium-sized illustrated fiction books, emphasizing the importance of enjoyment throughout her observations of first and second classes, as well as in the interview. In the reading class of TP 1, students were seated on the mat in front of the digital board, while the a little chair reserved for kids. She had a medium-sized fiction book adorned with vibrant illustrations that captivated the youngsters, while the teacher's dramatic voice established a compelling reading atmosphere. Students were directed to indicate each word with their index finger. The TP conducted two consecutive reading classes to finish this book. In the next class TP asked students individually to read that book. Students were guided while reading. TP shown relaxation over the seating arrangement but was firm in directing attention to the words. TP1 sometimes use handmade mask while reading fiction books to create dramatic environment as well. (TP 1: Class observation no 1, 2)

While reading any comprehension, reading any inquiry-based material from social studies and science, reading articles, and reading one's own writing, reflection, or peer's writing during any class for grade level 3 to 5, read aloud is a frequent strategy that is typically performed by all teaching participants. In the case of students in lower grade levels, read aloud is mostly the guided reading.

3. Level Reader Book reading

Teacher participant mentioned about cross reading technique during level reader book to add spice in reading for the low paced reader. She said,

“Level reader cross reading!! There are always a few students in the same level. So there are 4/5 different level groups. We let them read together. Like AA is the very low ability. Someone who knows the sight words only and can look at the pictures and sight words together then can read only one word. The pictures are big, and the words are very small. There’s only about one or two words in the book. The first word may be ‘The’ sight word which s/he knows but the next letter might be just four/five letter word but that is very difficult to that reader. So the picture helps them when they try to read. That’s how they gradually progress.”

The level reader books for students are selected depending on their reading level which is decided upon the benchmark test across the whole PYP of the participant school. Grade level 1 and 2 students’ reading log was analysed as student work sample where it was found that student choose one fiction or non-fiction book and write its name on the reading log once in a week. The practice of writing book’s name on the log is not seen from grade 3 to grade 4. Rather the book log is named as reading passport there and teacher participant does the entry of student chosen book. The next day in reading class, students are supposed to write book review on that book. All grade levels students are required to take that book to home and bring back to the next week’s class.

4. Phonics and different reading strategies

For the lower grade levels, teacher participant 1, 2 and 3 mentioned about learning reading with phonics. TP 3 mentioned *“For reading, actually in our school, students go with phonics. The main reading process from EC Foundation, I think the students follow the Jolly Phonics method. So all the kids have good knowledge about the letter and sound blending process. So in year two, in my class, the students are almost like seven to eight years old. Some of them are six also. So mostly we try to make them, you know, in phonics, phonics-based learning actually, reading.”*

The TP 5, is observed affixing various flashcards that pertain to distinct reading strategies on the English Language and Literacy board, including "Connection (Text-to-text, Text-to-self, Text-to-World), Inferring, Questioning, Decoding, Identifying the main idea, Visualizing, Synthesizing, Identifying the main idea/theme, Scanning, and Skimming."

5. Viewing

For viewing students encompass utilizing YouTube videos, guest speaker session, excursion, and power point slides. Students participate on excursions as part of their Unit of Inquiry and attend guest speaker sessions to strengthen their English language and literacy skills. All students of grade level 5 are seen to attend a guest speaker session on the poem they were learning. The guest speaker was the principal who were invited to shed light the poem through his 35 years' military experience. (TP 5: Combined class observation 2)

4.3.2. Writing and Creating

The writing and creating strategies encompass scaffolding throughout the graphic organizer, provocation and prompts, checklist and rubrics, reflection writing, and daily journal writing, and integrating English lessons with UOI and library instruction as well.

1. Graphic organizers

Utilizing graphic organizers in writing instruction has been successful in enhancing students' writing skills. It is presumed that the kids find writing composition effortless. It is applicable in instructing descriptive writing (Pratama, et al., 2017), persuasive writing (Gonzalez-Ledo, et al., 2015), argumentative writing (Anderson, et al., 2018), and recount text writing (Maharani, 2018). Teacher Participant 1 employs the "Opinion O.R.E.O organizer," for opinion writing whereas Teacher Participant 1 utilizes a customized graphic organizer for procedural writing. Teacher Participant 4 implements a graphic organizer for report writing during the class observation. They utilize various graphic organizers according to the requirements of different writing genres, mostly sourcing them from online educational material platforms

such as "Twinkle, K5 Learning, Byju's, and Super Teacher Worksheets," however they do not limit themselves to these resources.

It might be detailed inside the box of the graphic organizers. Furthermore, it is an effective tool for generating sentences that encompass the whole structure of grammar and discourse. TP 4 mentioned that

“For writing, we assess the process of writing. You know they learn writing in a process like planning, drafting, editing, and then the final one. So that full process is assessed throughout the writing process.”

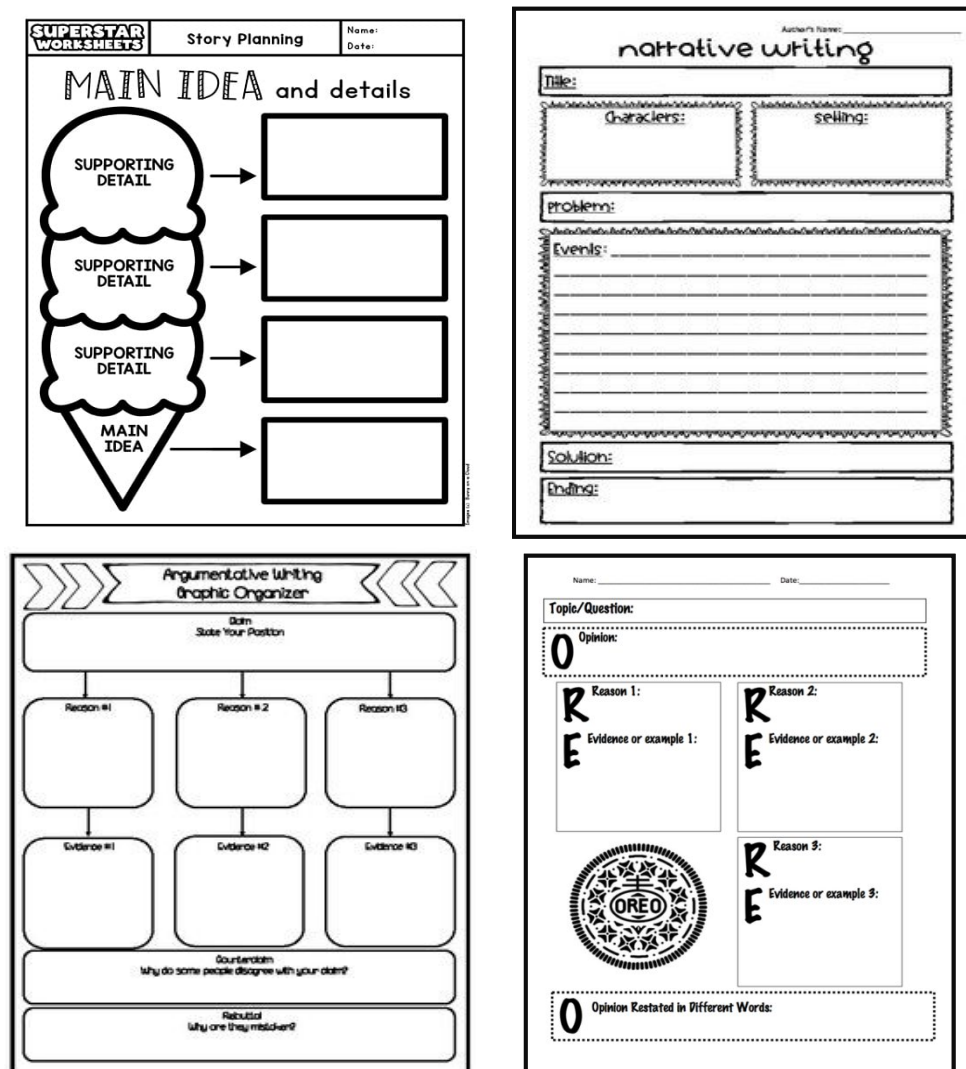


Figure 6: Different types of graphic organizer for different writing genres

Graphic organizers can assist learners in enhancing their critical thinking skills. Critical thinking entails the ability of pupils to assess the viability of their ideas for further development. The learners comprehend how to select appropriate phrases in relation to the contextual environment (Rahmat, 2020). It might be detailed inside the box of the graphic organizers. Furthermore, it is an effective tool for generating sentences that encompass the whole structure of grammar and discourse.

2. Different techniques for writing genres- provocation, prompts

The PYP teacher participants employ similar tools and tactics to articulate effective strategies for writing across many genres, with variations seen between lower and upper grade levels within the PYP framework.

TP 1 mentioned, *“After go on to retelling stories, we call it a retelling, where you read a book and they write in their own words what they, I just read. It can be two or three sentences, start with one or two sentences. And then there's a lot of writing journals. We do procedure writing, we do report writing, writing facts, making lists, writing recipes, and then creative writing.”*

TP 3 said, *“For year 2, writing genre we use recount writing, report writing, Narrative writing, narrative recount, report writing. Actually we have some basic strategy for each writing genre. We started it from the provocation. Okay? We start the writing from provocation to publishing. So it's a process. It's a continuous process.”*

TP 4 mentioned that *“For writing, we assess the process of writing. You know they learn writing in a process like planning, drafting, editing, and then the final one. So that full process is assessed throughout the writing process.”*

TP 5 said, *“Genre, actually we are using for fiction, we are doing imaginative recount and story writing. In story, there are different types of comedy, then horror stories, then fairy tales, fables. And for non-fiction, report writing, persuasive procedure writing, which also*

includes the science experiments, these are the things we follow. And for writing, if you ask me the specific technique we follow, first of all we encourage the students that whatever they are writing, it should make sense. So the first instruction is, we actually encourage them to write short meaningful sentences using full stop. Those who are capable, they are actually using the other punctuation marks, compound sentences, complex sentences. So it actually differs from student to student.”

Prompts and provocations are frequently used techniques among the PYP teacher participants. They employ various pictures, vocabulary, videos and thought-provoking inquiries as triggers and prompts, which effectively serve as clues for learners to formulate their own ideas. Writing using prompts and provocation is mostly implemented following the utilization of the graphic organizer. TP 3 emphasized that

“Provocation in that case, we show the children different kinds of video, how to write a recount writing, what is recount, what is the purpose of recount writing, what are the steps we should follow for recount writing, and then we also provide them a complete, a sample of complete recount writing through which the students read that complete recount writing, they find the orientation part, they find the title, they find the main body, so that they can get an idea. Okay, so this is how the process go on for every genre.”

Teacher Participant 2, 3, and 4 are seen to hang descriptive words in the Language board along with the process of different writing genre whereas the teacher participant 5 is observed to keep those in the basket on each set of students' table.

3. Checklist & Rubrics

IB PYP educators have been required to employ rubrics for the evaluation of all writing genres. Teachers in lower grade levels reported sharing checklists with students, whereas upper primary teachers provided both checklists and rubrics to students in the PYP. The checklist is distributed before to the commencement of writing during the usual learning time and the evaluation occurs after completion of writing through the rubric. TP 4 highlighted the

effective use of a rubric for evaluating various forms of writing during the interview, emphasizing the need of presenting the rubric to students both prior to and during the writing process.

She said, *“Rubric. Finally they get the rubric. For the final published one they can have the rubric to see the expectation of the teachers. Sometimes it can be given at the beginning as well. Sometimes checklist can be given. But if that particular writing is given as summative assessment then I prefer to give rubric. For formative, I consider the checklist.”*

TP 5 shed light like this, *“When they are creating, say for example a story that time I of course give them a checklist and I use a rubric.”*

4. Reflection & daily journal writing

Reflection is one of the core strategies of IB PYP. Whatever student observe, experience, integrate, they must reflect their learning, experience through writing. Students’ reflections are assessed through anecdotal notes by the IB teachers.

All teacher participants frequently use daily journal writing as a tool. This strategy is a requisite method mandated by both IB requirements and the language policy of the participating institution. Teacher Participant 1 said,

“Sight words, yeah!! Okay. I’ve been using high-frequency all the time, so it’s the same word. It’s the same word list. It’s the same word list. High-frequency words, right. And then from there, then you start with journal, because that’s the easy thing. The child knows that’s the first genre. They just write about the daily life.”

Students in grades 3 to 5 own individual journal books, stored in the classroom resource centre, and are urged from the beginning of the academic year to write in their journals upon entering the classroom each day. This writing has no specified word count and is not evaluated by the teacher. Students will receive their own journal at the completion of their academic year.

4.3.3. Speaking and Listening

Listening and speaking tactics encompass conducting group or whole-class discussions, assembly presentations, utilizing multimedia-based learning, and employing spelling dictation and elicitation techniques. IB PYP educators are instructed to employ rubrics for evaluating presenting abilities. As previously stated, this participant school has been implementing English as the medium of teaching from the root period of school's foundation, with EAL serving as integration; thus, learners speaking and listening abilities improve progressively over time. (See 4.1. Integration of English as Medium of Language (EMI) & English as Additional Language)

4.3.4. Integrating UOI with English Lesson

Students do not acquire English language and literacy in a disorganized manner. Their English acquisition is interwoven with social studies and science through Units of Inquiry. In the Unit of Inquiry, students are required to engage with various concept-oriented texts, compose reflections, see films, and produce posters and PowerPoint presentations, all conducted in the English language. When the Unit of Inquiry (UOI) is integrated into English, TP 5 has enabled students to compose a report about a selected poached animal related to the UOI theme. This is referred to as integration. Fifth-grade students are observed doing a reading comprehension exercise on settlement, which was addressed during the standalone social studies unit during their class observation. All other teacher participants are seen to integrate UOI into English lessons, as evidenced by the study of students' work samples.

4.4. In house PD and meetings

Teachers at this school must attend the weekly meetings with the PYP coordinator and assistant coordinators to ensure the effective continuation of PYP teaching and learning, during which significant internal and external issues will be addressed with the entire PYP team present. The objective is to obtain the solution for each problem. The school conducts two in-house professional development sessions annually. One occurs at the

commencement of the academic session, whereas the other transpires six months later. IB mandates that teachers utilize a unified and transparent electronic platform, enabling access for the Curriculum Head, PYP Coordinator, grade-level educators, expert instructors, and relevant personnel within the PYP to view documents. Documents encompass lesson plans, subject-specific programs of inquiry, weekly overviews, routines, resources, and additional materials.

CHAPTER FIVE

DISCUSSION OF FINDINGS AND RECOMMENDATIONS

5.0. Introduction

This study aimed to investigate the utilization of the inquiry-based learning framework by English language teachers in the classroom teaching of the English language at an IB PYP School. This chapter establishes the principal findings, the insights acquired throughout the execution of this study, and highlights several curricula where these findings may be employed and integrated. Ultimately, the recommendations are presented alongside the conclusion of the research findings.

5.1. Discussion of findings

The study's findings indicate that teachers possess awareness of the established practice of EMI; however, they appear to lack acceptance of the integration of EAL. Recognizing the importance of acknowledgment is essential for understanding its significance and for facilitating planning that aligns with it. According to the structure of the PYP language scope and sequence (IBO, 2018), the PYP curriculum texts exhibit a hesitance to using the terms "second language learning" and "second language learners," despite "second language" being an established linguistic designation. Due to its several overlapping connotations, the PYP committee of the IB decided over a decade ago that the phrase "second language" might be misconstrued, so misrepresenting and oversimplifying the experiences of certain students. *"It is in recognition of the complexity of language learning situations in IB World Schools that the Preferred PYP term is a learner of "an additional language"."*(IBO, 2018) This recognition and acknowledgment greatly affected the analysis, as seen by a comparison of the IB PYP requirements for language scope and sequencing with the various types of data obtained from this participant school. English as an Additional Language primarily aims to assist students requiring intense help owing to inadequate language development across the four skills. The class observation and document analysis indicate

that this participating school urgently requires an EAL instructor separately to prevent the augmented language acquisition for high achievers.

In the realm of language acquisition, merely two educators were appropriately establishing the learning objectives, although without any reference to Bloom's Taxonomy. The remaining three educators were not engaging in their implementation.

Moreover, in the context of the active learning strategy, educators were fostering collaborative efforts among students and stimulating them to share their insights. Nevertheless, students exhibited a lack of motivation to engage in inquiry or express their curiosities. Furthermore, in the context of differentiation, the reading materials were tailored during guided reading sessions; however, this level of differentiation was not applied during the class reading comprehension activities. Moreover, various reading materials, including newspapers and magazines, were likewise not utilized. Texts were confined to written language and a few pictures, devoid of auditory, gestural, and spatial dimensions. Following the reading, learners were not afforded the chance to articulate their comprehension through artistic expression. Subsequently, in the context of writing, learners could be offered either models, tangible objects, or a word wall. While students are observed to analyse advertisements for the purpose of persuasive text writing, delving into logos and commercials can provide a more authentic learning experience. Students were observed engaging in various artistic endeavours during Art class; however, there appears to be a lack of integration with the English lesson. Furthermore, students were not motivated to engage in creative writing by crafting lyrics or play scripts. The active engagement of students with diverse audio resources, including podcasts, dialogues, was not present in practice and music was also prominently less used. Only one teacher participant was seen using music from the class observation. The implementation of gamification was notably absent, despite its potential application at various intervals, and it was not prominently reflected in the subject planners. Virtual games

or quizzes were likewise not employed. Ultimately, connections to real life were established; however, the integration of problem-based learning was absent.

The findings indicate that instructors should learn to use the technology pedagogical content knowledge framework to include general pedagogical tactics. Teachers need to strengthen their pedagogical skills, including defining goals, motivating learners, generating varied assignments, integrating arts, games, and problem-based learning. Web technologies are widely used to educate and study English, since English is a lingua franca. Technology makes English learning easy and useful, especially for digital natives. Since there is no model-based teaching strategy, teachers have trouble incorporating suitable technologies. TPACK helps teachers comprehend what to teach (content knowledge), how to educate (pedagogic knowledge), and which tools to utilize (technological knowledge). Furthermore, educators must understand the integration of technology into their teaching methodologies, as technology serves not merely as a tool for finding data and video presentation, but also as a medium for the creation of original content. Utilizing platforms such as Duolingo, Kahoot!, Classcraft, Moodle, Quizizz, Gimkit, Blooket, Mindomo, and Nearpod to develop stimulating gamified experiences that enhance language acquisition through quizzes, challenges, and interactive activities within the educational environment. Given that students in each grade level are organized into two sections, a collaborative strategy can be developed for this purpose.

The class observations reveal the importance of collaborative efforts not only on the subject matter but also on the pedagogical strategies for the selected material prior to class implementation. Grades 1 and 3 have shown significant collaborative effort in this respect. However, grades 4 and 5 were noted to have less engagement. Two instructors' classes were monitored on the same content; one was a participant teacher, while the other was a non-participant teacher. The objective was to examine the instructional method. The last reflection indicates that their techniques can yield improved outcomes in fostering conceptual comprehension if they engage in collaborative discussions prior to performing the

classes. The similar conclusion emerged from the discrepancy between instructors' beliefs and their classroom practices in (Mutammimah et al., 2019). The educators asserted that they were required to develop lesson plans and syllabus collectively; yet, in fact, they executed this task alone.

Teachers provide methods for each phase of the cycle in the planner according to IB language scope and sequence which is analysed through the documents but not the all the grade teachers implement appropriately. Teachers should offer additional topic options for students to choose from while writing. Teachers could include technology and semiotic strategies, such as using GIFS and audio/video fragments as prompts. Watching or listening these will motivate students to write. Prompts for descriptive writing might include real-life or 3D paint virtual representations. Teachers may promote the method of think, discuss, and write by encouraging students to create an outline of their work. After considering their plan, learners can seek input from a peer, make revisions, and write the first draft. This can enhance communication, clarity, and critical thinking when writing. Additionally, instructors might urge students to create weekly blogs at home. Teachers may include cinema as an art form with technology by using the Toontastic Google app, which enables students to make short tales using plot components. Students may compose lyrics, sing songs, and produce videos on grammatical concepts. To find age-appropriate E-books and grammar videos, instructors can use Get Epic, Story Online, or Unite for Literacy websites, which offer theme-based resources. Finally, kids with special needs can benefit from technology help and websites like roomrecess.com, which offers reading games based on each reader's Zone of Proximal Development.

Furthermore, the findings indicate that there are indeed elements that reinforce the inquiry-based framework, including a robust curriculum like WACE and different learning models like the Kath Murdoch cycle. Nonetheless, these efforts are hindered by the limited time available to address the curriculum, necessitating a fortification of teachers' planning and preparedness. The extensive reliance on pen, paper, and print-only resources for reading

and inquiry must be minimized (IBO, 2018). Alwahibee (2019) contends that employing scaffolding techniques in planning is an efficient use of time. Furthermore, it is essential to formulate guiding questions during the planning phase to direct learners' thought processes in a specific manner. Furthermore, educators ought to consistently establish objectives and benchmarks for success, guiding learners to engage in thoughtful and purposeful actions within a defined framework. This approach will prompt learners to engage in reflection and ensure that concepts are addressed in a timely manner, as students in the upper primary grades of the PYP at this school often exhibit a lack of focus on time management. The sequence of planning and execution ought to be mirrored by the educators. The administration ought to systematically assess and evaluate the insights of educators, in order to facilitate additional training sessions and workshops. The whole PYP is split into two departments: English and Mathematics, the latter of which was previously not used. A remedial class has been established instead of selecting an EAL instructor for the slow-paced language student. This participant school has experienced a significant decline in student enrolment, prompting the administration to prioritize regaining the trust of parent stakeholders by asserting improvements in the quality of instruction. The participant school lacked direct oversight from the PYP Coordinator for several years, resulting in a diminished implementation of the inquiry cycle across all subjects. The prevailing method of inquiry-based learning was on the verge of reverting to traditional teaching strategies prior to the appointment of the new PYP Coordinator. The teacher participants made a spontaneous assertion regarding the past time inquiry-based teaching practices that were evident throughout the case study research.

5.2. Suggestive implicational ELT strategies from IB PYP:

1. Setting clear learning objective. One concept can have two different sub objectives.
2. Assessment of prior knowledge and tailored learning approaches. Differentiated learning may be implemented for both underperforming and high-achieving learners. The lesson plan may be tailored accordingly.

3. **Active learning** – Fostering students' autonomy in their educational journey by granting them ownership of their learning process. The educator can primarily adopt a facilitative approach during instructional periods by minimizing the duration of their own verbal contributions. It is preferable for learning to transcend the confines of merely one or two textbook/s. Encouraging students to formulate inquiry questions and guiding them in their pursuit of answers can be in practice.
4. **Using TPACK-** Technology Pedagogical Content Knowledge framework
5. For the four language competencies, ELT teachers may adapt the following strategies:

Reading: Teacher may offer students an extensive selection of texts, encompassing literature, articles, and digital resources. This diversity fosters the enhancement of analytical thinking and understanding abilities. Teacher can instruct students on the art of annotation, guiding them to discern key themes, literary devices, and vocabulary as they engage with the text. Literature circles or book clubs that encourage students to engage in profound discussions about their readings, fostering a more nuanced understanding and interpretation can be facilitated.

Writing: Employing a graphic organizer or planner to concentrate on various writing styles (e.g., narrative, expository, persuasive) aids students in cultivating a diverse range of writing skills. Employing diverse writing prompts that stimulate students to engage in creative thought and articulate their ideas with clarity, all while integrating novel vocabulary and grammatical frameworks. ELT Teacher can promote peer review sessions in which students can engage in the critical analysis of one another's written work. This enhances their writing capabilities while simultaneously fostering their analytical abilities. ELT teacher should have the knowledge of using checklist and rubric for writing assessment. Students can be shared writing checklist which will allow them to know what to include in their writing.

Speaking: An ELT educator can utilize role-playing and collaborative discussions as effective methods to enhance speaking fluency. These activities foster a secure

atmosphere in which students can refine their speaking abilities. Instructing students on proficient note-taking techniques during auditory engagements can facilitate their ability to document significant information and overarching themes. Instructors might engage students in discussions and reflections following listening exercises to enhance understanding and promote analytical thinking regarding the material. English must be employed as the medium of instruction, particularly within the context of the English class both for teacher and students. It operates with greater efficacy than translating into a second language.

Listening: An ELT educator should promote the active engagement of students with diverse audio resources, including podcasts, music, and dialogues. This exposure facilitates a deeper comprehension of various accents and contexts. Encouraging students to employ effective note-taking strategies during listening activities can facilitate their ability to capture significant information and overarching themes. Instructors may engage students in discussions following listening exercises to enhance understanding and promote analytical thinking regarding the material.

6. ELT Teachers' attribute for IBLT - ELT Teachers should exhibit a remarkable degree of adaptability in employing various pedagogical approaches that facilitate student engagement through thoughtful discussions, rigorous debates, and experiential learning activities. Self-directed learning is essential and cultivating a habit of inquiry is imperative for the English Language Teaching professional. It is essential to cultivate a sense of curiosity among students, prompting them to delve into exploration, inquiry, and profound engagement with the subject matter. Educators in English Language Teaching should embrace diverse viewpoints and engage in critical self-reflection regarding their methodologies. Educators ought to possess a profound understanding of their disciplines, while simultaneously engaging in reflective practices that enable them to consistently evaluate and enhance their pedagogical approaches.

7. CPD-Continuous professional development (In working institution/ personal)

8. Experts in the field of English Language Teaching from around the globe exchange their insights, pedagogical challenges, recommendations, and preliminary solutions to various issues, as well as new knowledge and learning, through social media platforms like LinkedIn and Facebook, in addition to contributing to blogs and websites. ELT educators may find considerable advantages in engaging with communities that allow for exploration and inspiration, enhancing their ongoing teaching and learning experiences.

5.3. Recommendations

Further research can be proceeded to address challenges linked to language teaching and learning in IB PYP schools. Additional empirical investigation is needed to expand the student survey findings in term of effectiveness due to application. Future research may also focus on:

- Discovering if English Language Arts (ELA) is considered as EAL or EFL or ESL in Bangladesh IB continuum schools: An explorative study
- Using of IBL contemporary teaching strategies in general English Language in Bangladesh: Participatory Action research
- How does the Unit of Inquiry foster autonomous self-learning in students? The process
- Assessment of IB learners: formatives, summative, and e-assessment
- Is the IB continuum school aligned with its mission and vision or grounded in capitalism?
- The curriculums in IB continuum schools and the syllabus design in Bangladeshi context
- An extensive examination of educators' beliefs, traits and actual practices in International Baccalaureate classrooms in Bangladesh.
- Practicing International Mindedness and learner profile in Bangladeshi IB continuum schools

- Elite International Baccalaureate: A Comprehensive Overview of Emerging World-Class Education

- Constructivism within International Baccalaureate education

5.4. Conclusion

Within this chapter, a comprehensive analysis of the data is discovered. A concise summary of the outcomes is provided based on efficiency, as well as information on the essential actions that must be made in accordance with the IB PYP requirements. Within the framework of the International Baccalaureate Primary Years Programme (IB PYP), this case study has elaborated on the ways in which the beliefs and practices of teachers, their principles are either supported or challenged in inquiry-based classrooms. This study examined the utilization of the inquiry-based framework by educators in English as medium of instruction at an IB PYP continuum School in capital of Bangladesh. The study indicated that educators employed several pedagogical and specialized strand tactics for reading and viewing, writing and creating, speaking and listening. The use and regularity of each instructional strategy were not consistent across all grade levels. This is due to their need for enhanced skill in cultivating their technical pedagogical topic knowledge, coupled with a deficiency in knowledge interchange across various grade levels.

Additionally, other problems like using excessive print only resources to facilitate ELT classes hindered the implementation of the inquiry-based method. Moreover, this paper has discussed how these beliefs and practices are affected by the professional experience and academic knowledge of teachers significantly. This was accomplished by analysing the interview of teacher participants, their class observations, and the documents. A review is conducted of the structural, agentive, and cultural school factors that have an impact on English learning and teaching. Lastly, some suggestions are given while keeping in mind that both English as a Second Language (ESL) and English as Foreign Language (EFL) instructors from different curricula can gain significantly from the data and the discussion of

data that is presented in this case study. This case study has identified potential areas for future research as well in order to gain a more in-depth understanding of the other factors and aspects that are included in the IB Primary Years Programme (PYP), given that the IB is intertwined with each of its factors.

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APPENDIX A: INTERVIEW QUESTIONNAIRE FOR TEACHER PARTICIPANTS

1. Please describe your educational background briefly (childhood-adulthood), and experience in English Language Teaching? For how many years you are teaching in IB?
2. What was your first job? What motivated you to adopt inquiry-based learning in your teaching practice?
3. How do you define inquiry-based learning, and what are its key components? Are you instructed to follow any specific learning model for inquiry –based teaching?
4. In your opinion, what are the benefits of using an inquiry-based approach in language education? What is the negativity of IBLT? Did you find any?

5. Can you provide examples of how you have integrated inquiry-based learning into your English lessons? Please share some teaching techniques that you use specifically for reading/ writing/ listening/ speaking.
6. What do this school consider English for teaching as IB continuum school? What's the Language teaching learning policy? English as medium of language or English as an Additional Language?
7. Do you have any specific guidelines for English from IB as continuum school?
8. Can you statically follow that? Or sometimes need to complete the classes according to learners' learning pace?
9. What types of inquiry-based activities do you find most effective for English language acquisition?
10. Can you provide examples of collaborative activities that promote peer interaction?
11. How do you select contents for inquiry that resonate with your students in Language convention and literacy?
12. How do you assess student engagement during inquiry-based activities and what indicators do you look for to determine their understanding?
13. Do you follow any specific strategy/ record keeping class wise for gradual development of reading/ writing?
14. How do you assess student engagement during inquiry-based activities?
15. What observable changes have you noticed in students' language skills as a result of using inquiry-based learning? Is it always positive or have experienced any exceptional case? If so, how did you overcome the challenge?
16. Do you receive any specific training to enhance your teaching learning process? What resources or training have you found helpful in developing your skills in inquiry-based teaching?
17. How do you stay updated on best practices related to inquiry-based learning in English?

18. Reflecting on your experience, how has your teaching philosophy evolved with the incorporation of inquiry-based learning?
19. What English Teaching learning components of IBLT methodology may be utilized in the other curriculum by getting inspired by IB PYP English Language learning?
20. What future developments or changes would you like to see in the implementation of inquiry-based learning within the IB framework?

APPENDIX B: INTERVIEW QUESTIONNAIRE FOR PRINCIPAL

1. What's your professional background?
2. How long are you working in leadership role?
3. What's your thought on the blend of WACE and IB in this school? What is the effectiveness you have seen as a PYP program leader?

APPENDIX C: CLASS OBSERVATION CHECKLIST

Teacher participant's No:		
Designation		
Age		Is IB certified? Yes/ No
Date:		Years of working in the participant institution:
Class/Grade Level:		
Learners' level	Intermediate/ pre-intermediate/ advanced/ mixed- ability	
Lesson Topic/ content:		
Learning Objective Written / Not written on the DG board		

Planning and Preparation: (Class overview)	How T developed conceptual understanding?
Inquiry Questions: By students/teacher	
Is ss' prior knowledge checked?	Yes/ No
How prior knowledge is checked?	
T's intonation	
Body gesture	
Materials and Resources that are used for the topic/ content	Whiteboard, marker/ Digital board? Books/ Diary entry/ journal/ articles/digital media/ worksheet? Others:
Teaching techniques that are used	Guided IBLT/ Semi-guided IBLT/ differentiated learning/ peer teaching/
Did T immediately fix the mistake?	
Assessing style	Peer checking/ self-checking/summative/formative/Verbal feedback Others:
The classroom setup- ss' engagement style	peer-to-peer interaction- collaboration- Individual learning? Yes/ No ss' discussion- pair, or group?- hands on activities-
How does this content fall under trans disciplinary unit?	

How T dealt with low paced ss?		
Ss/ T used IB vocabulary		Yes/No
Teacher shared		Experience/ Lectures?
Presence of Teacher's attributes:		• International Mindedness/ • commitment to unit of inquiry/ • Adaptability and Flexibility for one type or, mixed ability learners/ • Collaborative Planning- integrates multiple perspectives and disciplines/ • Articulated ideas through strong verbal & written communication skills (Instruction) • Encouraged student agency (Independent learning/ reflective) by allowing learners to take ownership of their learning processes • Empathy/ Strict to rules? / Mixed?

APPENDIX D: DOCUMENT ANALYSIS CHECKLIST

Document Analysis Checklist (Class___)

Reading

Writing

Listening	Speaking

APPENDIX E: ETHICAL CONSENT FORM FOR SCHOOL AUTHORITY

To,
The Principal,
[Redacted] International School
Joarshahara, Khilkhet Dhaka-1229,
300 Feet Bashundhara- Purbachal Link Rd, Dhaka 1212
Date: 27.11.2024

Subject: Request for Permission to Conduct Data Collection for Thesis Research

Respected Sir,

I hope this message finds you well. My name is Nushrat Jahan Urmey and I am currently pursuing a Master's degree in TESOL at BRAC University. I am writing to seek your permission to conduct data collection for my thesis titled

"Inquiry based learning approach by the ELT teacher educators in IB Primary Years Programme".

The objective of my research is to investigate how English Language Teaching (ELT) teacher educators implement inquiry based learning (IBL) strategies within the framework of

APPENDIX F: ETHICAL CONSENT FOR CLASS OBSERVATION FROM TEACHER PARTICIPANTS

Class schedule for observation:

	Year 1	Year 2	Year 3f	Year 4A+B	Year 5A+B
Sunday	8.50-10.10	<u>✓ 9.30-9.70</u>	9.35-10.05	10.30-11.10 ① <u>10.25-11.05</u>	<u>✓ 8.55-9.35</u>
Monday	9.30-10.10	<u>✓ 10.30-11.10</u>	<u>✓ 9.35-10.05</u>	Period before lunch 10.20-11.10 9.35-10.05	<u>✓ 11.05-11.45</u>
Tuesday	<u>✓ 8.50-9.30</u> 8.30	1.15-1.55	<u>✓ 9.35-10.05</u>	8.	<u>✓ 11.05-12.25</u>
Wednesday	<u>✓ 8.30-9.30</u>	9.30-10.10	11.45-12.25	② 8.50- <u>9.30-10.05</u>	<u>✓ 9.35-10.05</u>
Thursday	8.50-9.30	1.15-1.55	10.25-11.45 (2 classes)		<u>✓ 8.55-9.35</u>

APPENDIX G: RESEARCH SUPPORT LETTER

BRAC UNIVERSITY



To whom it may concern

It is my pleasure to inform you that Nushrat Jahan Urmy, ID-23377012 is studying MA in TESOL course TSL510: Dissertation under the supervision of John Paul Shimanto Sarkar, Senior Lecturer, at the BRAC Institute of Languages (BIL), BRAC University. The student is currently in the data collection stage. The preliminary title of the ongoing thesis is **Inquiry-based learning approach by the ELT teacher educators in IB Primary Years Program**. To collect data for the thesis, this student needs to interview teachers, conduct focus group discussions, observe a few classes, and