Teaching 1st Year Students by Using Inquiry Method (Case Study, Memorial International School of Tirana)

Isa Erbas

PhD, Kolegji Universitar Bedër
MA. Vjollca Hysa

Memorial International School of Tirana

Abstract

This study reveals the impact of Inquiry-based learning method with the 1st year students at MIST (Memorial International School of Tirana) and shows how this method of teaching can improve their learning. The aim of the study is to show the importance of Inquiry and present the main activities of teaching. To have a wider understanding about the topic, a survey was conducted about three months in one of the 1st classes of this school. The study was completed using primary data which were the questionnaires, book analysis, observations, and the secondary data which were books, articles and different websites. The study is focused on 1st year students and shows the impact of Inquiry based-learning on teaching English language. This study provides important information about teaching English. This method makes students more active, positive and independent in their learning.

Keywords: Impact of Inquiry based-learning, Teaching, Learning process.

1. Introduction

This thesis analyzes the importance that Inquiry based learning has to the primary students. The survey was conducted to the 1st year children who study on "Memorial International School of Tirana".

Many books, online articles and websites are taken in consideration. The information obtained from them is mostly focused on the effectiveness of this method of teaching, how children learn better through inquiry based, how children can improve their communication skills, how can make them more confident in their ideas and stronger to share the creativity in the classroom. In the end of this study there will be included results obtained from questionnaires, observation and book analysis which are a very helpful resource.Inquiry based learning can motivate students to learn and advance their problem solving and critical thinking skills.

1.2. Purpose statement

The purpose of this study is to help students understand better and create a problem solving to reach a conclusion. Inquiry based learning can help students to involve in the construction of knowledge through being active.

1.3. Significance of the study

This study aims to show real life teaching that teachers use in the classroom which are discovered by reading the questionnaire answers and by the observation held during 3 months in the 1st year class.

1.4. Hypothesis

Inquiry based learning can motivate students to learn and advance their problem solving and critical thinking skills.

1.5. Research questions

The study is focused on three research questions:

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- Why is Inquiry method of learning effective?
- Do children learn better by Inquiry based?
- How inquiry- based activities can motivate students to learn?

1.6. Abbreviations

MIST- Memorial International School of Tirana

I.B.L- Inquiry-based learning

2. LITERATURE REVIEW

2.1. Inquiry based-learning

There are a lot of articles and books in which you can read about the inquiry based learning. Different authors have conducted their studies related to this teaching approach. Let's take a look of what they state about it.

On Education Development Center, tit is stated: "Inquiry-based learning is one of many terms used to describe educational approaches that are driven more by a learner's questions than by a teacher's lessons." (Education Development Center, 2016). So we understand that the focus of this approach are students, they are allowed to ask questions more than the teacher does. If it can be said differently, students are in the center, inquiry approach is mainly students centered. When using this approach "learning involves ongoing, active processes of inquiry, engagement and participation in the world around us."(John D.Bransford, 2000). So, by asking questions they can engage better into the lesson and feel free to express their feelings, thoughts and ideas related to a certain topic. As (Carol C. Kuhlthau, 2007) stress, the aim of inquiry learning is to not simply find facts but to interpret and synthesis them in order to construct new ideas and deep understanding, thus preparing students for lifelong learning. This proves what is written above.

In her study, Betty- Lou Ayers, cites from Kuhne's that researchers suggest using inquiry-based learning can help students be "more creative, positive and independent" (Ayers, 2010). This is true, because at the moment that students are given the permission to answer questions and speak, they can be creative while thinking and answering. This shows even independence. This can be a way on how to organize the approach in the classroom environment: "the teacher provides the initial question and learners decide how to approach it. Having designed their own method of inquiry, with the guidance of the teacher, students will collect, analyze and present their results." (Meehan, 2018). On her research Betty uses another source from GLEF which writes that "inquiry-based learning improves student achievement". (Ayers, 2010). Moreover "having skills is not the same as using skills or doing something with skills. There is more to learning than *what* they learn; there are the *why* and the *how* of learning." (Virginia L. Wallace, 2011). This means that learning is not superficial, it is deeper, and when students learn something they need to know the reason why and how something happens.

2.2. Inquiry-based learning domains

There are some domains or characteristics that students gain or should have while teacher uses this kind of activity. The first one according to Sharon Friesen:

2.2.1. Engaged Thinker:

The student should be an engaged thinker which means one "who thinks critically and makes discoveries; who uses technology to learn, innovate, communicate, and discover; who works with multiple perspectives and disciplines to identify problems and find the best solutions; who communicates these ideas to others; and who, as a life-long learner, adapts to change with an attitude of optimism and hope for the future." (Sharon Friesen, 2015).These are all the characteristics that an engaged thinker should have, it must be said that innovation, communication and optimism are some very important features, which can even prepare students for their future life.

2.2.2. Critical thinking

Foundation for Critical Thinking has posted a study from Edward M. Glaser related to critical thinking, according to his study, critical thinking:

"requires ability to recognize problems, to find workable means for meeting those problems, to gather and marshal pertinent information, to recognize unstated assumptions and values, to comprehend and use language with accuracy, clarity, and

discrimination, to interpret data, to appraise evidence and evaluate arguments, to recognize the existence (or non-existence) of logical relationships between propositions, to draw warranted conclusions and generalizations, to put to test the conclusions and generalizations at which one arrives, to reconstruct one's patterns of beliefs on the basis of wider experience, and to render accurate judgments about specific things and qualities in everyday life." (Foundation for Critical Thinking, 2019)

So as we can read, students have a lot of benefits from critical thinking. Several authors write about it. This research is based even on some other author's thoughts and studies, for example Cottrell states that "critical thinking helps you identify the obvious and the hidden messages more accurately, and understand the process by which an argument is constructed (Cottrell, 2005, p. 2). Despite of critical thinking he is also focused on critical reasoning, for which he says that it "usually involves considering other people's reasoning." (Cottrell, 2005, p. 3). This means that every time students develop a critical thinking about a certain topic they should even find a reason about it, they should give an answer not only to the question how something happens, but even why that thing happens. "Critical thinking is the art of analyzing and evaluating thinking with a view to improving it." (Dr. Richard Paul, 2006, p. 4). "It allows you to form your own opinions and engage with material beyond a superficial level. This is essential to crafting a great essay and having an intelligent discussion with your professors or classmates." (Patterson, 2017).

2.2.3. Flexibility

"Flexibility is the thinking skill that focuses on a child's ability to adapt to new situations, improvise, and shift strategies to meet different types of challenges." (Learning works for kids, 2019). This information was written in an online article from Learning works for kids, they also write that "a student who struggles with flexibility may have a hard time adjusting to these changes, which can often impact classroom performance." (Learning works for kids, 2019). We can agree with the fact that not all students are the same learners, sometimes some of them cannot feel comfortable or do not have the same skills like the other students, but it is important that they develop a certain skill during the year. And adapting to new situations as mentioned above, it will also serve them a lot for any real life situations too.

2.2.4. Independence

"Ask most teachers today what they believe to be a key goal of their work and they will often reply that it is to help students become effective, independent learners." (Kath Murdoch, 2006, p. 43). That is definitely true, being independent learners students can learn better, can share ideas with each other and can ask questions. "Being able to think and act independently remains one of the most important skills that a student can learn." (Gershon, 2014, p. 4). Teachers play an important role in making students become independent learners. According to Mullings "encouraging students to be independent learners, not only has huge benefits for them, but it's also a proven high impact, low cost way to improve progress. Making discoveries from a task the teacher sets that they are genuinely interested in and find challenging, and the feeling they gain from self-direction, is wonderfully rewarding for learners as well as an incredible life tool." Bill Meyer agrees on that, he claims that "successful independent learning depends on a number of external and internal factors. External factors involve the creation of a strong relationship between teachers and students and the establishment of an 'enabling environment'." (Bill Meyer, 2008)

How can teachers encourage students, what kind of methods they can use? An article on The Highly Effective Teacher website gives some great suggestions and tips on this. He claims that "in much the same way, teachers provide an environment conducive to independent learning by setting up the routines that encourage independence and self-reliance." (The Highly Effective Teacher, 2019).

The teacher should:

1. Provide visual prompts for learning tasks so students can easily be reminded of work processes. For example, 'Steps for how to write a procedure'."

2. Establish clear processes to access teacher or peer assistance.

3. Devise a system for students to get help when they need it and what to do when they are waiting.

4. Devise procedures for submitting work.

5. Fast finishers activities. What can students do when they have completed their work?

6. Develop autonomy by giving students choice in where, how and with whom they work.

7. Teach students simple cooperative learning strategies that you can use in a variety of settings and across curriculum.

8. Develop effective ways to mark students work like peer marking, teacher/student conferencing and self-assessment. (The Highly Effective Teacher, 2019)

2.2.5. Problem-solving

Problem solving is an important skill too, Jennifer Pearson writes that "problem-solving skills empower children to think about themselves and others, and encourage them to develop an understanding of self in the bigger picture of society." (Jennifer Pearson, 2008, p. 32), and "for a child this is an important life skill they will need to develop if they are to go on to have a bright future, where they are able to make healthy decisions for themselves." (Kumon, 2019). So problem solving not only serves them for the part of the activities in the classroom, but even for their future or real life situations.

2.2.6. Creative thinking

What does creative thinking mean? "Creative thinking means looking at something in a new way. It is the very definition of thinking outside the box." (Doyle, 2019). "This creative process allows you to explore connections, meet new challenges and seek solutions that are unusual, original and fresh." (Zorana, 2016). Furthermore we should admit the fact that "creativity is important in every area – science, maths, language, business, social enterprise – wherever your child's interests lie, being confident creators will help them succeed" (Cassie, 2017). As we can read, creativity is essential in every field. In addition, "creative power increases a young child's desire to learn and supports intellectual development. When we encourage divergent thinking, we help to maintain children's motivation and passion for in-depth learning. Encouraging children to keep on generating new ideas fosters their creative-thinking abilities." (Alice Sterling Honig, 2019). Even in this case, the teachers or parents` encouragement plays an important role.

2.3. The Role of the Teacher in IBL (Inquiry based learning)

As it is related to the questions that teachers can do to students, an article on Wnet Education writes that "when the teacher poses questions in an inquiry classroom, the questions are more reflective in nature. Appropriate questioning techniques are important in an inquiry classroom - especially in the lower grades where guided inquiry serves as a base for later, self-initiated questioning." (Wnet Education, 2004). It is on the teachers hand to "Create conditions and means for collaboration; identify areas for revision, reflect back on entire process (i.e., "how we get to this point")" (Heick, 2019). Teacher should make students think and reflect.

2.3.1 Facilitation

Teacher's most important role on inquiry based approach is being a facilitator."Teaching is an activity which is helping the student in learning. Instead of to help the students in learning or facilitate the students in learning is a quite fascinating and gentle concept. If a teacher thinks that every student should be sound in his/her subject is his duty than teaching-learning process become innovative, active and interesting. Teachers should become mentors and they should make students learn. Teaching means teacher is doing the act of teaching. Learning means students are doing the act of learning." (Prakash Jagtap, 2016).

It is important to keep in mind that "when we say the teacher has to play the role of a facilitator in the classroom, this means that the teacher should not be the king who controls the activities of the learners. He /she should grant the learners some space to let the spirits of creativity and innovation." (British Council). Again creativity is an important feature or domain of inquiry approach. Two article writers give their opinions on teacher's role as a facilitator. The first one says that "the teacher's main role is as a facilitator – there to offer support and advice when needed, and to provide the necessary scaffolding and teaching of skills when necessary." (Tout, 2016). On the other hand it is written that "the teacher must create a learning environment that facilitates learning activities that in turn make the students achieve the desired learning outcomes." (Bye, 2017). So all in all, based on articles and different writers' thoughts, teacher's role in the class is being a facilitator.

2.4. Why Inquiry based learning?

There are several reasons why inquiry based learning is effective and teachers can use it. First of all "it increases their motivation and engagement. By being engaged in their learning, children are more likely to be more motivated to continue learning new information and skills. It fortifies the importance of asking questions. Good questions can open their minds and help develop children into creative thinkers. When children are encouraged to ask questions, it opens them up to a deeper understanding of their interests and the confidence to continue researching them." (Bartram academy, 2018). Second one "enhances team work skills. With this teaching style, students are taught to engage with one another, work in groups, and tackle problems together. This leads to greater teamwork skills something that proves useful in most areas of life." (Stanford, 2018). Third, "focuses on investigating an open question or problem. They must use evidence-based reasoning and creative problem-solving to reach a conclusion, which they must defend or present." (Guido, 2017). Fourth, "encourages your preschooler to use their voice when problem solving. They feel as if their mind is respected and their choices are valid." (Ruben, 2017). Finally "When students are able to exercise autonomy over their learning process, they become more engaged, which helps develop a passion for exploration and learning on a higher level." (Wabisabi Learning, 2019). These are the reasons why inquiry based learning can be effective are based on different studies from different authors.

3. METHODOLOGY

To conduct the study there are used both methods of research, qualitative and quantitative one. The methodology will be mostly focused on observations and questionnaires. The case study of this study is the 1st year students of Memorial International School, it was chosen only one class with 15 students and it was observed for 3 months. Since the focus of the study was one method of teaching, then the observation will give information and it will show examples of real life situations during the class, how the teacher deals with this kind of method, what activities he uses to teach it in a way that it can be understood by everyone. After the observation, there was included even questionnaires which was sent to the primary teachers of Memorial International School via email, so they had to submit their answers.

To conclude with, the English book, Oxford International English "Student Anthology"was analyzed. The teacher uses this book to teach to 1st year children, for the international classroom. In this book, students can read stories and poetry, which are accompanied by pictures and exercises. New vocabulary is illustrated in the form of a cloud in the end of each story or poetry. The book gives students opportunity to practice reading comprehension skills, speaking and writing through the exercises which require a written answer that make learning easier for the students.

3.1 Observation as a way of data collection

Observation is one type of research method that it is used to collect information related to the topic. The type of observation used is participant observation, which "involves the observer being a member of the setting in which they are collecting data" (Bryant). Observation is a very helpful tool to touch the reality, because being part of the classroom gives you the opportunity to write down everything that happens and so it is a great contribution to the study. Specifically in this case, the author was the observer and the class observed is Year 1 of primary, on Memorial International School. The observation lasted 3 months, during all these 3 months there was taken notes about everything, how the teacher and students deal with the Inquiry-based learning, what kind of activities he uses in the classroom to teach them and how often.

3.2. Questionnaire as a tool of data collection

Questionnaires are a helpful tool to have a deeper view of the case. Beside the observation where the author could see everything, the questionnaires are focused on teachers' opinions and suggestions. They reflect their views about the topic. The questionnaires are handled to some primary teachers at MIST. They are free to share their opinions and suggestions. In total there are 5 questions, there are 4 open ended questions and there is only one closed ended question.

The 1st question teachers are asked to write the difference between Inquiry lesson and the traditional approach.Then in the 2nd question they are asked to write for the role of the teacher in the classroom.The 3rd question is about the kind of thinking that is involved in Inquiry-based learning.The 4th question is about advantages and disadvantages of Inquiry-based learning.The 5th question is a closed question which requires teacher's opinion if they do recommend Inquiry-based learning to other teachers, yes or no.

3.3. Book analysis

The book analyzed is Oxford International English "Student Anthology" compiled by Sarah Snashall. Teacher uses this book to teach to 1st year students, for the international classroom. In this book, students can read stories and poetry, which are accompanied by pictures and exercises. New vocabulary is illustrated in the form of a cloud in the end of each story or poetry. The book gives students opportunity to practice reading comprehension skills, speaking and writing, through the exercises which require a written answer.

4. PRESENTATION OF DATA ANALYSIS

4.1. The results obtained from observation.

The observation was very helpful to get informed of ways how the teacher handles with Inquiry based learning, how he uses this method of teaching, and what kind of activities he uses to the students. As explained before, the observation was held at Memorial International School of Tirana, the class observed is the 1st year of primary school. There were 15 students. Observation lasted for a considerable period of time, 3 months, which means one school semester and during all these 3 months children have developed their learning a lot. The teacher comes from America, and Inquiry based learning usually is used by native teachers. So, since the beginning students were learning without using translation. At this class, there were Turkish and Albanian students, and the rule is not use Albanian or Turkish at all. They should only speak English. The teacher that was observed during three months followed four cornerstones: procedures, student ownership, positive reinforcement, and growth mindset.

4.1.1. Procedures

The students have to be in charge of their learning but the responsibility falls to the teacher. Students do better when they know what to expect and especially when the environment is calm, relaxed, and welcoming. The teacher spent the first week of school with the main priority: teaching procedures. On the first day of the school, when students arrived, the first thing he did is meet them in the hallway, greet them, and politely ask them to stop talking. Then he taught them that scholars have to stop talking in the corridors because it interferes with the learning of others. As we mentioned before, the children arrived calmly and quietly, unpacked school bag of items they would need during the day, they form a line, and wait to be welcomed into class by the teacher and then silently begin bell work. The class then carried on to practice the procedure the teacher had just explained. If they got it wrong, that's fine. They can stop and do it again. They will do it as many times as it takes to get it right.

4.1.2. Student ownership

After the environment in the classroom is calm, warm, and welcoming, it's time to help the students begin to understand that. While the teacher has high expectations, he also respects the fact that this is their learning, not his learning, and they are in charge of it. It's up to the students to fill that container in whatever way is going to help them grow as scholars. On the first day, after they overcome their arrival procedure and they move on from bell work, they will have a meeting where students discuss what kind of expectations they have of teacher and of each other. As a class they will write a list of agreements. This gives them a sense of control, ownership, authority and power from the beginning. It also sets the expectations from the very beginning that the classroom is one of combination; nobody is going to be sitting back and letting others do the thinking for them. They will then begin, as a class, to discuss and decide democratically on a number of issues such as: morning song, where to post various learning tools/posters, what the class name will be. This spirit of student ownership should be allowed to be present in as many decisions as possible throughout the school year. Groups should be allowed to organize themselves democratically for group based tasks, students should be consulted on what works gets displayed and where it goes, and difficult situations should be brought to the class to be processed and a plan of action reached as much as is appropriate and possible. When students feel that this is their class, they are naturally invested in its success.

4.1.3. Positive Reinforcement

There is some times when students choose not to follow the agreements they've made. It is important for the teacher to choose a method of dealing with that. The best method teachers find to keep positive focus is The Nurtured Heart Approach. This is a relationship- focused on helping children build their Inner Wealth and is proven in every child who is challenged behaviorally, socially and academically. This is only one method, and there are many, but the point is that the focus be on

learners support their behavior with the positive agreements they themselves have made. The teacher thinks the focus is on what they should be doing, not what they shouldn't. In the class there are arguments for and against classroom economies, but teachers find it to be most useful in involving and investing students in the running of the class. In most classroom economies, students all have classroom jobs and receive pay in some form for completing those jobs. In the class that I was observing, students do earn "Feedback Funs" (pay) to buy privileges, but only a small amount of this is through their job. Most Feedback Funds are given by their peers. Twice a day, students do quick feedback where each student gives positive feedback to others accompanied by a Feedback Fund point. Students know that they should be paying attention to each other during the day. While they are doing feedback they use words like: "see, feel, think" statements to positively engage with their peers around the agreements. For example, if Leo notices Ira helping a peer with a difficult task, during feedback time he might say to Ira, "I saw you helping Amaris with that maths problem. I think you did a nice job. It is through this kind of peer feedback that most Feedback Funds are earned. This invests learners, in being successful themselves and in encouraging good choices in each other.

4.1.4. Growth Mindset

The teacher starts to use Growth Mindset activities in the first week. When a student says something like, "I can't do this" peers are likely to remind them, "…yet. You can't do it yet". Students begin to learn that making mistakes are absolutely essential if one is to grow as a scholar. So, the teacher is likely to find himself with much more time and energy to plan and deliver lessons and to give accurate, specific feedback on students' efforts. Procedures allow creating a proper environment for thinking, collaborating and growing. Student ownership invests all the students in its success. Positive reinforcement keeps the focus on what matters, and grow mindset gives students practical tools to better deal with the challenges.
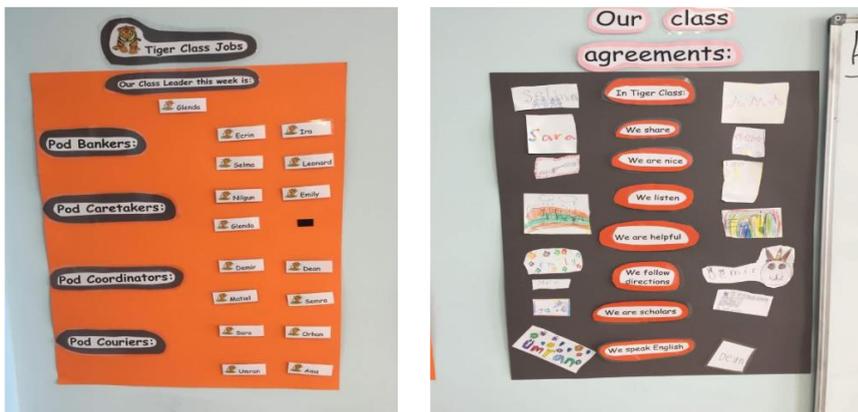
4.2. The results obtained from questionnaires.

Participants of this questionnaire are some primary teachers of Memorial International School.The purpose of the questionnaire is to get information on how frequently is Inquiry based- learning used nowadays to teach primary students, how much do teachers rely on it. According to the survey in the 1st question the major part of the teachers answered that students are engaged in directing their learning, asking questions and making observations. It is about presenting problems and teaching strategies to solve those problems. They mentioned that Inquiry-based learning encourages creative thinking, problem solving and active learning. Traditional method of teaching doesn't really. The 2nd question requires about the role of the teacher in Inquiry-based learning. Most of them said that the teacher plays the role as facilitator, guide and instructor, but not telling. The teacher role is to help them, find answers by themselves. The 3rd question is about the kind of thinking that was involved in Inquiry- based learning. The responses were: critical thinking, creative thinking and deductive thinking. How and why instead of just what. Students should be actively engaged. The 4th question presents some advantages and disadvantages of Inquiry-based learning.

Advantages	Disadvantages
Student engagement/interest	More time consuming
Ownership of learning	It takes practice
Encourages experimenting	Teacher must know material
Creative/ analytical thinking	Teacher must be well planned

The 5th and last question gives some recommendations from the teachers if they would recommend Inquiry to other teachers. They are expressed in this way:

All the teachers will recommend this method because it is modern research- based and very appropriate in a school for all subjects. These were all the answers of teachers, and majority of them use Inquiry method which is very helpful for students to learn better.

4.3. Book analysis
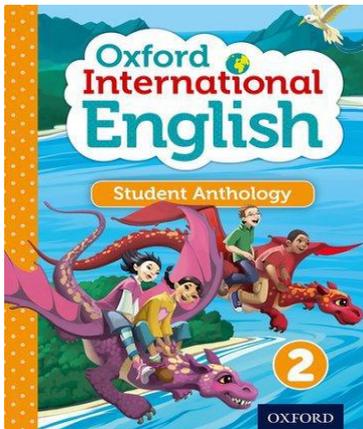
The book is "Oxford International English", Student Anthology, written by Sarah Snashall and illustrated by Michael Morpurgo, Valerie Bloom, Roger McGough and Bashabi Fraser. This is the second book that 1st year students get to learn a world full of stories and poems. Through the book students can learn reading comprehension, writing and speaking and listening skills. There are 6 books like this but in this study. It will be analyzed only the second book. The topics of this book allow students to bring their own experiences into their enjoyment of reading. In the cover page of the book there is an illustration too that help students understand better what is the story about. Let's pass to a story, "How Bear Lost His Tail, "a tale from North America retold by Sarah Snashall. (Snashall, 2009, p. 36) The story is about a bear's beautiful tail which had frozen in the water and broken off when he tried to pull it out. Groaning, bear yelled at fox. Bear was angry because he lost his tail through fox's trick. ... To this day, bear continues to have a short tail, and still does not like fox.

But, how the teacher deals with Inquiry in English lesson class is to be their guide and the students are the ones who do the asking. One lesson can last from three to five days. First of all they read the targets on the smart board that the teacher had prepare for them.

The targets are: (students read the targets with loud voices)

1. I can compare world stories.

2. I can tell you why I know a story is from a different time and place.

3. I can identify evidence for a different time and place.

4. I can make a description interesting using adjectives.

On the first day, the objective in this story is to identify and describe story settings and characters, and recognizing that they may be from different times and places. The teacher reads the story and the main teaching is to identify the literary elements, which are: title, author, illustrator, characters and settings.

After that, the teacher guides them to compare this story with the last one that they had, (especially illustrations looking at cultural differences). Their task is to make some predictions and then to compare in groups and listen to their peers predictions. They have to discuss and share with each other. Next day the teacher assigns each pod group a page of the story and they should become experts at re-telling and acting out their page. Students' first group read their portion of the story, than plan a retelling skit of their part of the story. After that, students act out their parts in order. In the end they discuss on how the pieces of the story fit together. After that day, their task is to re-examine the story to find specific words/sentences/details that indicate a different time and place. The teacher gives 10 minutes to discuss in groups and later they have to share findings with the group and board.

The objective for next day might be to write in clear sentences using capital letters, full stops and question marks. The teacher informs students that they have another story in that unit called "Yoshi and the Stonecutter" and asks them to find out what it is and where it's from, while he displays world map in the smart board. He instructs students to make predictions about the story and also he instructs them to listen for evidence that this story is from a different time and place than the other story. Teacher reads, students listen and think. They think about and share their ideas on the questions presented. Then, they write their evidence in their notebooks and share. After that, they discuss looking for evidence, what strategies do they use to find it (key words, illustrations, memory...). Next day the objective is to build and use collections of interesting and significant words. They have to choose interesting words and phrases, e.g. in describing people. The teacher board the sentence: There was a girl. The students have to think in pairs and to share on how to make this sentence more interesting. The main teaching is to teach that most sentences have nouns (person, place, thing), and he has to teach that we can make sentences more interesting by telling more details about the nouns.

Students' task is to identify nouns in the room and use the sentence as a starting point: "there was a ...." The groups then discuss and choose the best adjective to make it more interesting. Then students find interesting sentences in Yoshi story and identify noun (red) and adjective (green) by underlining. In the end they share their findings. So, this is the way how the teacher deals with Inquiry method in this book. He keeps guiding principles in mind, demonstrates to students how to participate, doesn't wait for the perfect question but allows students to be actively involved in their own learning.

5. DISCUSSION

This study is focused in one hypothesis and three research questions: Inquiry based learning can motivate students to learn and advance their problem solving and critical thinking skills. This hypothesis is important because students learn what they want to learn in a way that resonates for them. Instead of just waiting from the teacher, they prefer to learn by asking questions through experiences and explorations. Based on the first research question, inquiry is effective method of learning because it can help students construct their own knowledge, but is important to mention that depends on the guidance provided from the teacher. Despite the students' ability to learn new things, a thing that the literatures review deals too, is the importance of inquiry. Different authors have given their opinions about this and they arrive to a conclusion that inquiry is very important. When using this approach "learning involves ongoing, active processes of inquiry, engagement and participation in the world around us."(John D.Bransford.)

The second research question was if children learn better by inquiry, and I can say yes, they can learn better by inquiry because this method engages students directly to the topic. Students get more information when they are active on doing something. They can take control of their learning and they can learn in a way that works for them. Students are engaged in directing their learning- asking questions, making observations. It encourages creative thinking, problem- solving and active learning.

The third research question was about how inquiry activities motivate students to learn. In fact there is always an evidence for students to learn and advance their critical thinking and problem solving. Problem solving is an important skill too, Jennifer Pearson writes that "problem-solving skills empower children to think about themselves and others, and encourage them to develop an understanding of self in the bigger picture of society." (Jennifer Pearson) and "for a child this is an important life skill they will need to develop if they are to go on to have a bright future, where they are able to make healthy decisions for themselves." (Kumon, 2019). So problem solving not only serves them for the part of the activities in the

classroom, but even for their future or real life situations.The teacher wants students to own their learning, to remain curiosity, to be the best students. So they need to have something like inquiry. So they learn how to ask great questions, find the answers and share their results. "Critical thinking is the art of analyzing and evaluating thinking with a view to improving it." (Richard Paul).

Based on all the literature review studies, it arrives to a conclusion that students can learn better through inquiry based learning, they have the ability to learn so many things and this method really give results, challenge and motivate students to learn better and of course, they are entertaining.

Through the observation on year 1 of "Memorial International School", it is arrived to the conclusion that, when the teacher used inquiry based learning, they resulted to be successful. And in this way, it is proved the study hypothesis that students learn better through this method of learning. Whereas the book is one tool that teachers use to teach vocabulary, and according to the analysis of it, it results that books contain a lot of pictures, actions and fun activities which make learning and teaching easy and entertaining too. Whereas, the questionnaire that was handled to the teachers, asks their opinion about the topic. When the teachers were asked if the students learn better by using inquiry, the majority of the teachers said yes. As a conclusion, if a comparison between literature review and methodology part of the study is made, they are coherent with each other, they claim the same things and they arrive to the same conclusions, proving in this way the hypotheses

CONCLUSION

As a conclusion, Inquiry based learning can be a great method for teaching students on early years. And this is proven from the questionnaire answers and observations done. Their results are a proof that, yes, children can learn better through this method and even the majority part of teachers admit this fact.

According to the literature review which is based on different studies, books and online articles, when it comes to teach early year students, inquiry based learning is very effective method, because students can own their learning, remain curiosity, learn how to make great questions, find answers and share their results with their peers.

The data collected by observations shows the Inquiry method that teacher on that classroom uses for teaching students. The directions of the teacher take the content, so the teacher's resource comes with the opportunity to explore things students are interested in, with that kind of Inquiry. The teacher allows students do the research and make the connection. Inquiry based learning make them think. Despite this, they really had fun while learning because they want to talk about their learning. Students do things that really matter to them and they are so excited and passionate. They are inspired and reflective the struggle. That is a true education and this is great for the teacher too; it is a pleasure when students enjoy learning.

According to the majority of teachers, they prefer Inquiry based learning more than traditional approach because IBL is focused on process rather than product. It is about presenting problems and teaching strategies to solve those problems. Students develop critical thinking and deductive researching skills. They gain content knowledge on the way, but the overall goals are broader than that. They all would recommend this method to other teachers.

Through the book analysis it is seen how students can learn stories and poems and how the teacher deals with Inquiry method. The teacher keeps guiding principles in mind, demonstrates to students how to participate, doesn't wait for the perfect question but allows students to be actively involved in their own learning.

So, as a conclusion it must be said that IBL is really effective method of teaching nowadays, especially to early year students.

Recommendations

Teachers should definitely use Inquiry based learning if they teach on primary school.

Teachers should make learning enjoyable and fun for the students.

Teachers should let students be critical thinkers and problem solvers.

Teachers should create a supportive learning environment.

Teachers should be creative and use their imagination.

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