

Hebron University

College of Graduate Studies

Department of English



The Impact of Using Inquiry-Based Learning on Developing Ninth Grade Students' Pragmatic Awareness (A Case Study)

By:

Sarah Nabeel Zalloum

Supervised by:

Dr. Mohammed Farrah

This thesis is submitted in partial fulfillment of the requirements for the Degree of Master of Applied Linguistics and the Teaching of English Language, College of Graduate Studies, Hebron University, Palestine.

January, 2018

Hebron University

College of Graduate Studies

**The Impact of Using Inquiry-Based Learning on Developing Ninth Grade Students'
Pragmatic Awareness (A Case Study)**

By:

Sarah Nabeel Zalloum

This thesis was successfully defended on January 11th, 2018 and approved by:

Committee Members:

Dr. Mohammed A A Farrah

Dr. Nadia Fayez Al-Qawasmi

Dr. Nimer Ali Abuzahra

Signature:

Supervisor:



External Examiner:



Internal Examiner:



I

Dedication

This thesis is dedicated to:

To my father who enlightens the darkness of this world by candles of hope.

To my mother for her endless love and care.

To my brothers and sisters whose attention and support make this work possible.

II

Acknowledgements

First and foremost, I would like to express my sincere gratitude and appreciation to my supervisor Dr. Mohammed Farrah for his deep insights, critical comments and advanced guidance from the earliest stages of this research to the latest. This wouldn't satisfy his encouragement and assistance throughout this research and others who contribute to grow me up professionally.

I would like to express my grateful thanks to Dr. Nadia Al-Qawasmi, the external examiner, for her fruitful notes and suggestions. I would also like to express my sincerest gratitude and appreciation to Dr. Nimer Abuzahra, the external examiner, for his help, advice, and valuable and constructive comments.

All English words are restricted to express my appreciation to my professors at Hebron University for their dedicated efforts that promoted me to stand firmly to achieve my aspirations. My special thanks are also for my colleagues at Directorate of Education in Hebron for their constant support during this graduate program.

III

Table of Contents

	Contents	Page
	Dedication	I
	Acknowledgments	II
	Table of contents	III-IV
	List of Tables	IV
	List of Figures	V
	Abstract	VI
	Abstract in Arabic	VII
	Chapter One: Introduction	
1.1	Introduction	1
1.2	The statement of the Problem	4
1.3	The Significance of the Study	4
1.4	Purposes of the Study	5
1.5	Questions of the Study	6
1.6	Limitation of the Study	7
1.7	Definition of Key Terms	7
	Chapter Two: Literature Review	
2.1	Introduction	10
2.2.1	Theoretical Background of Inquiry-Based Learning	10
2.2.1.1	Student-Centeredness	10
2.2.1.2	Constructivism	12
2.2.1.3	Social Constructivism	14
2.2.1.3.1	Assumptions of Social Constructivism	16
2.2.2	Definitions of Inquiry-Based Learning	17
2.2.3	What is Inquiry-Based Learning?	18
2.2.4	Why Inquiry-Based Learning?	19
2.2.5	Types of Inquiry-Based Learning	21
2.2.6	The Characteristics of Inquiry-Based Learning	22
2.2.7	Forms of Inquiry-Based Learning	24
2.2.8	Inquiry-Based Learning and Language Instruction	24
2.2.9	Advantages and Limitations of Inquiry-Based Learning	26
2.3	Pragmatics in the Classroom	28
2.3.1	Politeness in the Classroom	30
2.3.2	The Power of Politeness in the Classroom	31
2.3.3	Brown and Levinson's Theory of Politeness	33
2.3.4	Rising Students' Pragmatic Awareness	36
2.3.5	Implicature and Pragmatic Awareness	37
2.3.6	Grice's Implicature and Co-operative Principle	38
2.4	Previous Studies	41
2.4.1	Previous Studies related to Inquiry-Based Learning	41
2.4.2	Previous Studies related to Implicature in the Classroom	44

IV

2.5	Summary	45
Chapter Three: Methodology		
3.1	Introduction	47
3.2.	Research Design	47
3.2.1	Triangulation	47
3.3	Participants	48
3.1	Data Collection	49
3.5	Procedures	50
3.5.1	Teacher's Training	52
3.6	Instrumentation	54
3.6.1	The Tests	55
3.6.2	The Questionnaire	55
3.6.3	The Interview	56
3.7	Data Analysis	57
3.7.1	Statistical Analysis	57
3.7.2	Content Analysis	58
3.8	Research Objectivity	61
3.9	Validity and Reliability	62
3.10	Conclusion	63
Chapter Four: Results and Discussion		
4.1	Introduction	64
4.2	Tests Results	64
4.2.1	Discussion of Tests Results	66
4.3	Questionnaire Results	68
4.3.1	Discussion of Questionnaire Results	74
4.3.1.1	Students' Attitude towards Inquiry-Based Learning	74
4.4	Interview Results	76
4.4.1	Discussion of Teachers' Interview	77
4.5	Politeness in Inquiry-Based Classroom	84
4.5.1	Positive Politeness Strategies	86
4.5.2	Negative Politeness Strategies	87
4.6	Implicature in Inquiry-Based Classroom	89
Chapter Five: Conclusion		
5.1	Conclusion	95
5.2	Recommendation	98
	References	100-114
	Appendices	
	Appendix (A): Pre-Test	
	Appendix (B): Post-Test	
	Appendix (C): Questionnaire	
	Appendix (D): Interview	
	Appendix (E): Transcription of Inquiry-Based Classroom Recordings	

List of Tables:

Table (1):	Comparison of Forms of Inquiry based Learning	24
Table (2):	Bald on-Record Strategy	34
Table (3):	Positive Politeness Strategy	35
Table (4):	Negative Politeness Strategy	35
Table (5):	Off-Record Strategy	36
Table (6):	T-Test Results of Equality of Means in Pre-Test	65
Table (7):	The Results of ANCOVA Examination for Tests	65
Table (8):	The Results of ANCOVA Examination for Language Skills	65
Table (9):	T-Test Results of Equality of Means in Pre-Questionnaire	68
Table (10):	The Results of ANCOVA Examination for the Questionnaire	69
Table (11):	The Results of ANCOVA Examination for the First Domain of the Questionnaire	69
Table (12):	The Percentages of Experimental Students' Responses towards the First Domain in Post-Questionnaire	69
Table (13):	The Results of ANCOVA Examination for the Second Domain of the Questionnaire	71
Table (14):	The Percentages of Experimental Students' Responses towards The Second Domain in Post-Questionnaire	71
Table (15):	The Results of ANCOVA Examination for the Third Domain of the Questionnaire	72
Table (16):	The Percentages of Experimental Students' Responses towards the Third Domain in Post-Questionnaire	73
Table (17):	Positive Politeness Strategies Used in Inquiry-Based Learning Classes	85
Table (18):	Negative Politeness Strategies Used in Inquiry-Based Learning Classes	85
Table (19):	Times of Frequency of Students' Violations of Grice Maxims in Inquiry-Based Learning Classes	92

List of Figures

Figure (1):	Brown and Levinson's Politeness Strategies	34
-------------	--	----

VI

Abstract:

Since traditional learning is no longer satisfying intended pedagogical goals of the 21st century, Inquiry-based learning is proposed to support learners' acquisition of new competencies and skills to enable them to tackle with the challenges accompanied by the 21st century (Barron & Darling-Hammond, 2008). This study aims to investigate the effects of Inquiry-based learning on Palestinian students' language skills achievement, attitude and pragmatic awareness towards English as a foreign language. Given emphasis to the interaction in language classroom, the study also examines the politeness strategies emerge in teacher-student interaction in Inquiry class. Quantitative and qualitative methods are adopted to collect data. One hundred and twenty ninth-grade female students from Rushdya Almohtaseb and Al-Mazinya basic schools are selected to set for pre- and post-tests and to fill a pre- and post-questionnaire. As for the qualitative data, the researcher observed and recorded four language classes to critically analyze teacher's politeness strategies and students' pragmatic awareness. Also, twenty language teachers are selected to be interviewed. The study reveals that Inquiry-based learning transforms language classroom towards to a social-constructivist setting. The process of Inquiry doesn't only create a joyful and interesting learning setting for the students, but it also develops their pragmatic awareness and language skills. Students' investigation skills in Inquiry-based learning could develop their ability to implicitly address their thoughts and messages. Positive and negative politeness strategies are adopted in order to maintain students' motivation and engagement. Although many challenges have been encountered in Inquiry classes, but still teachers could provide their students with complex learning skills.

VII

Abstract in Arabic

ملخص الدراسة

أثر التعلّم بالاستقصاء على تطوير الوعي البراغماتي لطلبة الصف التاسع (دراسة حالة)

بما أن التعلّم التقليدي لم يعد يحقق الأهداف التربويّة المرجوة في القرن الحادي والعشرين، تم اقتراح التعلّم القائم على الاستقصاء لدعم الطلبة في اكتساب كفايات ومهارات جديدة تمكنهم من مواجهة التحديات التي رافقت القرن الحادي والعشرين (بارون ودارلينج هاموند، 2008). تهدف هذه الدراسة إلى قياس أثر التعلّم بالاستقصاء على تحصيل الطلبة الفلسطينيين في مهارات اللغة الإنجليزية كلغة أجنبية، ومواقفهم تجاه التعلّم بالاستقصاء، وأثر ذلك على وعيهم البراغماتي للغة المستخدمة في سياقها الاجتماعي، وبالتركيز على التفاعل الصفي خلال تعلّم اللغة الإنجليزية بالاستقصاء، تتحرى الدراسة عن أسلوب التأدّب المتبع خلال تفاعل بين المعلّمة والطالبات، فتبنت الباحثة الأسلوبين: الكمي والوصفي لجمع البيانات، فقد تم اختيار عينة من مئة وعشرين طالبة من الصف التاسع في مدرستي رشدية المحتسب والمازنية الأساسيتين للبنات؛ لأداء اختبار قبل تنفيذ التجربة وبعدها، وكذلك لتعبئة استبانة قبلية وبعديّة، أما بالنسبة للبيانات الوصفية فقد حضرت الباحثة أربع حصص صفية التي وظفت المعلّمة فيها أسلوب التعلّم بالاستقصاء لمادة اللغة الإنجليزية وقامت الباحثة بتسجيلها. وقد تم اختيار عشرين معلّماً لمقابلتهم، ورصد مواقفهم تجاه التعلّم بالاستقصاء، وقد بينت الدراسة أن التعلّم بالاستقصاء قد حوّل البيئة الصفية إلى محيط اجتماعي بنائي، فلم تستطع منهجية التعلّم بالاستقصاء خلق بيئة ممتعة وجاذبة للاهتمام فحسب، بل تمكّنت هذه المنهجية التعليمية من رفع وعي الطلبة البراغماتي حول اللغة المستخدمة في سياقها الاجتماعي، وتطوير مهارات اللغة الإنجليزية. فقد مكن التعلّم بالاستقصاء من تطوير المهارات التي اكتسبوها واستخدامها في التعبير ضمناً عن أفكارهم، وتقديم رسائل ضمنية، وقد كانت ردود فعل الطلبة واستجاباتهم لتلك الرسائل والأفكار متناسبة ثقافياً ومتلائمة مع السياق، وقد بينت الدراسة أن المعلّمة قد قام بتبني أسلوب التادّب الإيجابي والسلبى للمحافظة على دافعية الطلبة، واندماجهم في الحصّة الصفية. بالرغم من المعوقات التي يواجهها المعلمون خلال استخدام أسلوب التعلّم القائم على الاستقصاء، فهم قادرين على تعليم الطلبة مهارات تعليمية معقّدة.

Chapter One

Introduction

1.1 Introduction:

Teachers are facing a challenge in getting their students involved in a learning context, so that students will have the skills and knowledge needed. The traditional methods of teaching were effective in the beginnings of 20th century; however, nowadays a new thinking about what promotes a dynamic learning involvement with the explosion of “knowledge society”. Traditional teaching approach with current knowledge doesn't recently meet the 21st century pedagogical requirements (Barron & Darling-Hammond, 2008). Learning had become incapable of serving world's knowledge that's what is able to work with knowledge in different settings.

World's knowledge in 21st century subscribes much thinking of problem solving skills which is the vital purpose of Education for sustainable development, especially when English language has become essential for cultural communication and community development (Eaton, 2010). English language has been utilized in different forms of developmental schemes, mainly, in the Language skills which are needed nowadays to be developed to enable learners to utilize linguistic knowledge and skills to serve local community requirements (Wells, 1999). These skills can be taught and enhanced through Inquiry-Based Learning (IBL) (Barron & Darling-Hammond, 2008).

The Chinese old adage “Tell me and I forget, show me and I remember, involve me and I understand” characterizes the essence of inquiry-based learning. The power of Inquiry-Based Learning is its potentially to increase engagement and construct profound understanding through

making interconnection with knowledge constructions. It also provides opportunities for both teachers and students to cooperatively build test and reflect on their learning and experience (Bateman, 1990).

Inquiry-based learning is a student-centered approach that emphasizes higher order thinking skills. That starts by questioning and discover a proper answer of a question in both classroom and the community. The process of investigation includes analysis, problem solving, exploring, discussing, searching and reflecting. Inquiry is also enhanced by engagement with a community of learners within a social interaction. Students through Inquiry are responsible for processing the data to reach their own conclusions (Savignon, 2001).

Dewey (1929) (as cited in Alberta learning, 2004) reinforces the importance of allowing students to explore subjects which corresponds with their own questions as an essential stage of inquiry. Thus, from these formulated questions, inquiry will be a tool that connects the curriculum and their interest, abilities and habits.

According to Wells (1999) Inquiry is defined as “Pursuing significant questions through using questions and ways of researching from a range of knowledge systems” (p.19). This definition emphasizes the ability of inquiry to bridge the gap between curriculum and research and to connect students' known knowledge to the unknown concepts. The purpose of L2 learning and teaching is to construct an appropriate interaction with people of target language in real social setting.

Inquiry transforms the roles and the relationships between teacher and students through the teaching process in the classroom. For example, Students will get the power over what is being

learned, whereas teachers monitor class instead of providing traditional instructions as it is used to be teacher-centered learning in the schools (Myers, 2001).

Inquiry centers students' questions in the learning curriculum and poses much value on discovery learning process which empowers cognitive and metacognitive skills (Bateman, 1990). Unlike conventional models of direct instruction, Inquiry-Based Approach develops “habit of minds” that characterized by long-life skills. Students don't have to depend on memorization of the text material; instead, they have to develop their skills of questioning, investigation, exploration, solving problems, searching and reflecting (Beach & Myers, 2001). These skills don't have limited portion of application on language learning only, but they are also applicable to students' social lives and future employment in the future. It enhances students' intrinsic motivation (Wells, 1999).

Inquiry correlates student's social life and curriculum content. Students get better understanding when they combine texts for the same issue which actually goes within their social lives. Learners are encouraged to discover knowledge and to generate underlying rules based on posing critical questions and follow sequential skills that end up by applying discovered rules and knowledge to everyday life situation (Myers, 2001).

The application of Inquiry-Based Learning in second or foreign language learning is beneficial to language development and instruction in different aspects. Inquiry is applied to increase students' vocabulary, to discover syntactic structures, engage negotiation of meaning and to explore cultural implications. That increases the students attention and keeps L2 learning experience active and dynamic (Yi Lee, 2014).

The discourse of inquiry in the classroom is designed to enhance interaction among students themselves and with the teacher. Students' engagement in inquiry activities allows participants to verbally share ideas, discuss knowledge, and negotiate meaning. The verbal discourse practices accompanied by inquiry reflect a cultural aspect of the society. Students tend to make use of questioning and discussion in order to get the answer. That includes different strategies of politeness which are inverted in the language classroom (Bourdieu, 1983).

1.2 Statement of Problem:

Teaching English language as a foreign language in the Palestinian context faces many challenges that allowed educators to think of new methodologies to suit Palestinian learning needs. The Palestinian Ministry of Education has spent much effort to operate students-centered learning in the classroom; instead of, being passive throughout listening to the teachers exclusively. However, still students are not completely involved to learning material, and many teachers depend on traditional teaching techniques. The responsibility getting students' involved and improving students' language performance material in a language learning contexts lies upon teachers. New teaching mechanisms are required to build up students' language skills in the Palestinian context. Palestinian students lack the essential language skills and confidence to flexibly communicate using English. Inquiry- based learning provides students with a support to become thoughtful, motivated, collaborative learners and capable of involving their own inquiries to the social setting.

1.3 Significance of the Study:

This study combined between IBL as a pedagogical method and a socio-cultural aspect of the Palestinian learning context. This study highlighted on the power of politeness that enhances

collaboration among students in inquiry groups. Since it is supposed that politeness promotes an effective interaction in the language context by creating a lively and friendly atmosphere (Jiang, 2010), the study investigated politeness strategies that students utilize throughout the process of investigation. These codes used in Inquiry classrooms reflect perspectives of Palestinian culture that other teachers can build on to elevate learning in Palestinian contexts. On the other hand, the study examines the effects of IBL on students' language skills and if it affects students pragmatic awareness. Although many studies discuss the effectiveness of implementing IBL in teaching, few studies are conducted to investigate its effect on language classroom –to the best knowledge of the researcher.

1.4 Objectives of the Study:

Although Inquiry-Based Learning (IBL) has much replaced the Instructional approach of language teaching in the classroom, few studies are conducted to investigate IBL effects on English language performance and students' level of achievement. Inquiry based learning has been largely implemented on scientific subjects; however, the core concept of question-answer mechanism is equally-suited to language classroom. This study aimed to investigate the effects of Inquiry- Based Learning on students' language skills.

Moreover, Inquiry-Based Learning reinforces the students' interaction with their teacher and other students who work in the same area of Inquiry. While the processes of investigation, exploration, negotiation and reflection take place, students contribute ideas within collaborative Inquiry group. Some students may ask questions to illustrate fellows' responses; the others make connection between ideas. Students may ask the teacher to clarify questions, and finally they share knowledge with their teachers and mates in the classroom. The research also aimed to

investigate teacher-student politeness strategies. In addition to that, it aims to investigate if a pragmatic awareness will be achieved when students are engaged in IBL learning context.

In summary, this study aimed to investigate the followings:

- If Inquiry-based learning (IBL) causes a statistical difference in students' performance in language skills between the experimental and the control groups based on pre-and post-tests results.
- If there is a statistical difference in students' attitudes towards using IBL between the experimental and the control groups based on the results of pre-and post-questionnaire.
- Students' attitude towards using IBL from teachers' perspective.
- Analyze politeness strategies emerge in teacher-student interaction in inquiry classroom.
- If Inquiry-based learning (IBL) affects students pragmatic awareness.

1.4 Questions of the Study:

1. Are there any statistically significant differences in performance between the experimental and control groups based on students' general performance in the pre and posttests in writing, reading, listening and speaking due to Inquiry Based Learning?
2. Are there any statistically significant differences in students' attitudes towards Inquiry Based Learning in the experimental and control groups between the pre and post questionnaires?
3. What is the general attitude of the respondents within the experimental group towards Inquiry Based Learning?
4. What are the politeness strategies emerged in teacher-student interaction in inquiry classroom?

5. Does Inquiry-Based Learning affect students' pragmatic awareness of English language?

1.6 Limitation of the Study:

The results of this study should be carefully exercised or even referred to in further investigations due to the followings:

- Regardless the fact that (120) students are selected to be the participants of this study is, the sample is limited since it includes only female ninth grade students.
- The participants of the study are all from Hebron.
- The experiment of Inquiry-based Learning lasted only for three and half a month.
- Palestinian teachers who utilize Inquiry-based learning in language classroom are few.
- The teacher who implements the study is newly trained on how to effectively teach students by Inquiry.

However, the study aims to arrive to satisfactory conclusions that exactly answer the research questions.

1.7 Definition of Terms:

- 1. Inquiry-Based Learning:** Minner et al. (2010), define IBL as “a cluster of strongly student-centered approaches to learning and teaching that are driven by inquiry or research”.
- 2. Constructivist:** "It refers to the idea that learners construct knowledge for themselves- each learner individually and socially constructs meaning as he or she learns. Constructing meaning is learning; there is no other kind." (Hein, 1991)

3. **Motivation:** "It refers to reasons that underlie behavior that is characterized by willingness and volition. Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions" (Lai, 2011).
4. **Triangulation:** Adopting two or more than one method of data collection to have a comprehensive result for a study. Although the affix "tri" means three, it is used in research to refer to the use of more than one method of data collection (Burns, 2010).
5. **Academic achievement:** "It refers to a student's performance in academic areas such as reading, language arts, math, science and history as measured by achievement tests... Academic achievement also depends on a child's circumstances and situations, the quality of schools and teachers, and many other factors"(Cunningham, 2012)
6. **Pragmatics:** It is field of linguistics which deals with the utterances beyond their literal meanings by which speakers implicitly code messages and his intention go far than exact references of words (Yule, 1996).
7. **Politeness:** "Politeness is one of the constraints on human interaction, whose purpose is to consider others' feelings, establish levels of mutual comfort, and promotes rapport" (Hill et al. 1986).
8. **Co-operative Principle:** It is a matter of one's required contribution to a discourse as it occurs. It focuses on mutual communication among interlocutors by accepting and understanding speeches of one another (Grice, 1975).

- 9. Implicature:** “It refers to what is suggested in an utterance, even though neither expressed nor strictly implied by the utterance” (Grice, 1975). It is a process in which the speaker implies messages and the addressee infers.
- 10. Power:** It is the possession of influential dominance, control, authority, over others (Van Dijk, 2001).
- 11. Critical Thinking:** Edward Glaser (1941) defines critical thinking as “The ability to think critically, as conceived in this volume, involves three things: (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skill in applying those methods” (p.16).
- 12. Cognition:** Nussbaum (2001) defines cognition as “being concerned with receiving and processing information” (p.23).
- 13. Metacognition:** Hennessey (1999) defines metacognition as “Awareness of one’s own thinking, awareness of the content of one’s conceptions, an active monitoring of one’s cognitive processes, an attempt to regulate one’s cognitive processes in relationship to further learning, and an application of a set of heuristics as an effective device for helping people organize their methods of attack on problems in general” (p. 3).

Chapter Two

Literature Review

2.1 Introduction:

This chapter presents comprehensive view about Inquiry-Based Learning that is divided into two main parts. The first one deals with Inquiry-Based Learning as a method of instruction by providing clarifications under eleven sub-categories. In order to have more comprehensive view about the context of Inquiry-Based Learning, the researcher introduces a background about the pragmatic aspect of the study, mainly, politeness and pragmatic awareness in the classroom. The pragmatic aspect addresses eight sub-categories

2.2.1 Theoretical Background of Inquiry-Based Learning:

2.2.1.1 Student-Centeredness:

Student-centered learning involves the methods of instruction that shifts the center of learning towards students rather than teacher as being used in traditional learning (Jones, 2007). Theorists like John Dewey (1929) (as cited in Alberta learning, 2004), Jean Piaget (1973) and Lev Vygotsky (1987), whose collective work focused on how students learn, have informed the move to student-centered learning. Also, Rogers' (1983) concept about the individual construction of knowledge contributed to student-centered learning. Rogers (1983) wrote that "the only learning which significantly influences behavior and education is self- discovered". Montessori (1948) was also a forerunner of student-centered learning, that primarily focused on independent

learning of preschool stage through which children are independent self-directed to interaction with some formerly presented activities.

Originally, student centered learning aims at improving learners' independent and autonomous learning by centering students in the process of learning and motivating them to handle the responsibility of independent knowledge construction (Jones, 2007). Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving (Pedersen, & Liu, 2003). Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience (wright, 2011).

In contrast with traditional learning, student-centered learning puts students' interest and experience first. They can choose topics and subjects of their interest and how they can learn and assess knowledge. In traditional learning students used to be passive recipient who mainly depend on teachers' selection of what they should learn, how should they learn and how they can be assessed (Johnson, 2013).

Usage of the term "student-centered learning" may refer to learning instructions that characterize the role of individuality and self-discovery (Johnson, 2013). In this sense students' interest, tendencies, abilities, learning styles, towards learning are intensifies. This strategy decreases teachers' intrusion in the classroom shifting their role form being the center of learning process to facilitating knowledge construction.

Student-centered learning enhanced peer to peer-interaction and collaborative thinking that increasingly place the teacher in a closer position to peer level benefiting the overall classroom not only in knowledge construction but also by decreasing the level of anxiety (Jones, 2007). According to Vygotsky's theory (1987) of the zone of proximal development (ZPD), students can

learn indirectly through one another. Students in such type of learning can scaffold knowledge cooperatively and foster building independent learning skills. Vygotsky proclaims, "Learning which is oriented toward developmental levels that have already been reached is ineffective from the viewpoint of the child's overall development. It does not aim for a new stage of the developmental process but rather lags behind this process" (p. 162).

2.2.1.2 Constructivism:

Dewey (1929) (as cited in Alberta learning, 2004), Piaget (1973), and Vygotsky (1978) developed theories that forms Inquiry-Based Learning IBL bases. All of these theories introduce learning as active and collaborative.

Dewey (1929) (as cited in Alberta learning, 2004) describes learning as an action where knowledge and ideas are promoted by interaction with other learners in a social context. So that, they would draw conclusions by connecting their previous experiences which has significance and a sense with that knowledge they get while investigating. Dewey (1929) (as cited in Alberta learning, 2004) believed that a child's cognitive development is enhanced through social interaction in a community. He also believed that a child is by nature motivated to learn actively, and the education he gets facilitates learning and makes it more possible. To illustrate Dewey's theory, he instituted a laboratory school at the University of Chicago where students are reinforced to participate actively in group work context, such as playhouse building to learn geometry and the principles of measurements. In other words, Dewey believed that children should be involved in collaborative learning activities in order to gain meaningful understanding of numerous situations (Berding, 2000).

Unlike Dewey, Piaget (1973) didn't call for educational reforms. However, his theory, basically, tackles a child's understanding that is interrelated to education. Piaget (1973) theorized that understanding is produced by discovery. Unless an individual understands he will mainly depend on repetition so, he would lose innovation and productivity. Piaget was first who introduced that children are permanently testing their understanding of the world. He believed that children don't own logic thinking as the adults do.

Piaget (1973), the founder of the constructivism, argues in his theory that humans can generate their knowledge and meaning by interaction between their own experiences and ideas. When an individual is exposed to new experience, he/ she filters the concepts through a mental structural process (Schemata) which correlates an individual's previous knowledge, perspectives or beliefs with new concepts he gets (Bruner, 1973).

Piaget's constructivist perspective is basically built upon his view of children's psychological development which asserts that discovery is the foundation of his theory. Piaget (1973) argues that to comprehend implies to reconstruct by possibilities of rediscovery. He discusses that children accepting or refusing or later changing ideas through a sequential stages. Therefore, understanding is successively established step by step within active engagement and participation. As a result, learners throughout all steps can't be considered as passive but active participant in learning process.

Vygotsky's (as cited in: Rice & Wilson, 1999) sociocultural theory possibly gives the most credence at the children's cultural background and their interactions with peers which probably has its significance on the child's overall cognitive development (ZPD). He believed that cultural and social perspectives have an influence on the child's mental development. Vygotsky presented the concept of the zone of proximal development which mainly focuses on the

difference of child's capability of accomplishment tasks in isolation than that which can be accomplished with assistance. To illustrate more, a child has better ability to solve and dissect complicated structures at a particular age of mental development if he gets an assistant from teachers, peers or parents than that he can do separately (Rice & Wilson, 1999).

A thoughtful example of this theory that is a kindergarten child who was exposed to variety of cultural experiences with accompany of his parents. The child obtains larger amount of vocabulary, gains ability to relate to many contents presented in the classroom and child becomes more eager to learn. Although that child has an average IQ, he looks bright at the age of five years old. The child has an amount of experiences upon which he can replicate or build new information. Vygotsky introduces the importance of determination where the child can develop his/her ability to build up experiences, so many discoveries will emerge and further enhancement to classroom instruction he will get (Rice & Wilson, 1999).

2.2.1.3 Social Constructivism:

Social constructivism intensifies the role of culture and understanding a social context in constructing knowledge (Derry, 1999; McMahon, 1997). This perception is closely correlated with contemporary theories, considerable developmental theories suggested by Vygotsky and Bruner, and Bandura's social cognitive theory (Shunk, 2000).

The social constructivist theory is developed by Vygotsky in (1978). It focuses on the significance of culture, social context and collaborative activities throughout language learning. Many linguists came after Vygotsky and developed their views based on Vygotsky's perspectives which stress the importance of social interaction, language and culture (Woo &

Reeves, 2007). In other words, basically socio-cultural context and collaborative learning are fundamentals knowledge construction.

Derry (1999) and McMahon (1997) (as cited in Kim, 2001) pointed out that "the social constructivism asserts the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding". In other words, constructivism is a lively process for teaching and learning that promotes teaching and learning skills. Depending on the cognitive approach, students may selectively pick information to construct meaning of a status from real life.

The constructivist theory emphasizes the use of authentic activities in meaningful contexts. In constructivist theory, Derry (1999) states that "Understanding the meanings of real-life situations does not come from reality itself, but it comes from the interaction between subjects and objects" (p.519).

Thus, the students can construct their knowledge actively through this process. Brooks and Brooks (1999) stated that: "As long as there were people asking each other questions, we have had constructivist classrooms. Constructivism, the study of learning, is about how we all make sense of our world, and that really hasn't changed" (p.76).

Constructivism believes that learner's perception of knowledge is basically promoted from meaning-making search in which learners construct individual understanding of everyday practices. Throughout the process of questioning, examining and analyzing activities to construct knowledge would probably yield to correlated or external realities that actually learner gains while experiencing everyday life. However, much of constructed knowledge is filtered through social negotiation or distributed cognition (Brown, et.al, 1995).

Cook (1992) focuses on the importance of negotiation which generates meaning in the curriculum. When learners ask questions, negotiate and try to find answers themselves, they will get more meaningful learning and better understanding of intended curriculum. Learners, as a result, will have a sense of ownership and commitment to the curriculum they learn.

Burner (1986) describes negotiating the curriculum as a deliberately planned process to encourage students to add and to contribute to the learning process in the classroom. It is an opportunity for investing both learning sequential stages and preferable outcomes. Additionally, negotiation allows making explicit and after that confronting the restrictions of learning situation and other non-negotiable requirements that are applied.

In addition to the positive effects of negotiation as an important aspect of constructivist classroom on learning, it also connects teachers and students in a mutual purpose. Smith (2010) asserts that negotiating curriculum means "custom-building classes every day to fit the individuals who attend"(p. 10). Bruner (1973) confirms that a teacher to students' discussion about constraints and negotiations must be openly occur.

2.2.1.3.1 Assumptions of Social Constructivism:

Social constructivism is primarily based on particular assumptions about reality, knowledge and learning. That can be clarified as follows (Kim, 2001):

It is necessary to know the perspectives that underline each assumption before applying the instruction models that are deeply rooted with the premises of social constructivists (Kim, 2006).

Reality: It is constructed through everyday social activities which are characterized by complexity. Human interaction in a social context procedure composes the features of the world (Kukla, 2000).

Knowledge: According to constructivist view, knowledge is human product that is socially and culturally constructed (Ernest, 1999; Gredler, 1997). Meaningful negotiation may be taken place among participants interacting in a context.

Learning: From a constructivist point of view, learning is a social process that occurs within active interaction without being passive. Significant learning takes place when they are involved in social activities, (McMahon, 1997).

2.2.2 Definitions of IBL:

Several definitions have been proposed by scholars and researchers about Inquiry-Based Learning. It is a complex process which exceeds the traditional view of question-answer process (Spronken-Smith et al., 2007). Earl and Katz (2002) describe it as a “habit of mind”. They consider inquiry as a dynamic and coherent process that is interconnected with permanent feedback to arrange concepts as steps forward to have closer understanding and to draw conclusions.

On the other hand, (Justice et al. 2007; Spronken-Smith et al 2007.; Prince & Felder,2007; Oliver, 2008) described Inquiry-Based Learning in the realm of inductive learning in which students are engaged in the center an investigating process to real-world problems. They all intensify the importance of engaging students in a collaborative active learning context that enhance them to understand.

Moreover, Inquiry-Based Learning is defined as a process of discovering relative relations among concepts and exploring conclusions by making observations (Pedaste et al. 2012). IBL is viewed as a teaching approach that is conceptualized to solve problems (Pedaste & Sarapuu, 2006). Inquiry-Based Learning intensifies the learner’s responsibility to search for related

concepts and build up knowledge throughout active participation (de Jong & van Joolingen, 1998).

Although the definitions above share common themes of IBL that are question- or problem-oriented, IBL comprises students' investigations that are addressed by question or a challenge that needs to be analyzed and solved. Also, the formality of IBL as an active learning that embarks by asking questions is enormous to include further pedagogical activities (Aditomo et al., 2013). These activities exceed the traditional concept of question-answer activity to encompass other more complex cognitive skills that concerned with explication the content.

2.2.3 What is Inquiry-Based Learning?

“Inquiry is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world” (Galileo Educational Network, 2008).

Inquiry can be also described as, "A seeking for truth, information or knowledge-seeking information by questioning" (Bateman, 1990). It indicates that an individual search about a topic resulted from series of questions. Inquiry-Based Learning is an approach that encompasses the process of exploration world's knowledge. Inquiry process is usually driven by a question that enhances a learner's curiosity to realize a fact, an observation or an actual fact. The process starts by noticing a phenomenon, questioning, making predications, searching, testing a hypothesis, discussing, and constructing knowledge.

Asking questions maps the concepts which would be included in the learning material. The questions formulated by students or enhanced by the teacher highlight central concepts of the content material. Teacher usually plays the role of facilitator who develops main concepts and engage the students to learning atmosphere in the classroom, while the power of learning and

constructing knowledge lies upon the students who is being learned deductively. The following steps describe the process of inquiry according to (Bateman, 1990):

- Asking questions that matters, either they are formulated by a teacher or a student.
- Group Organization.
- Investigation and gathering data for the questions are through research.
- Create-shaping the new knowledge discovered into a product (paper, presentation, video...etc).
- Discussion and sharing the discovery with others.
- Reflection and looking for students insights and asking what they learned, what they have accomplished and what new issues they like to discover in further classes.

Inquiry-Based Learning is generated from analysis of teaching strategies that are utilized by a number of teachers in different domains. The study revealed that expert teachers tend to employ strategic principles of discovery, inquiry or Socratic approach (Ye Lee, 2014).

Learners through Inquiry usually make sense in relationship to the learner's prior experience actual knowledge. As long as the learner interacts with others, makes observation, evaluate and compare knowledge, a profound understanding would be actually emerged (Bateman, 1990). Creating meaning from experience requires intermittent reflection, discussion and comparison of results with others. Understanding knowledge and applying new concepts construct a new mental framework (Alberta, 2004).

2.2.4 Why Inquiry Based-Learning?

According to (Bateman, 1990) Inquiry-Based Learning is more than a model for learning. It is a step towards life that encompasses student's engagement to create strategic solutions for realistic problems they face and search for. The model of Inquiry-Based Learning requires to

think critically and systematically to search for reasonable solutions. It is a student focus learning that promotes collaborative work among students. Some important characteristics of IBL are:

- It encourages the development of critical thinking.
- It allows an active participation of students in the acquisition of knowledge.
- It facilitates problem solving skills.
- It guides students to form and express concepts through a series of questions

The opening tool of Inquiry-Based Learning; questioning, doesn't only encourage challenging learning experience and excitement, but it also motivates students to start the discovery which encompasses sequential steps. The process of questioning, investigation, searching, discussion, analysis and reflecting possibly develop complex and order thinking skills which assist self-regulated learning and future learning transfer (Alberta, 2004).

Although traditional approaches had influenced English language teaching for foreign learners for decades ago, Inquiry-Based Learning proved its potentiality to enable students improve students' acquisition of vocabulary, to govern syntactic rules, to engage in the negotiation of meaning and to discover the embedded cultural perspective (Ye Lee, 2014).

The application of inquiry-Based Learning signifies second language teaching in all aspects. It assists to keep classroom orderly and controlled when students attain the opportunity to participate and employ their linguist knowledge in a collaborative learning context. Language participation and practicing unfortunately wasn't permitted in the classical form of classroom teaching. Students are also given the opportunity to correct errors they commit by coming across authentic texts or by peer feedback they get through discussion. The teacher would be able to evaluate teaching outcomes, after the students ask questions. So that teacher can recognize pattern of errors they commit and classify students levels (Bonwell, 1998). Moreover, Inquiry-

Based Learning promotes students linguistic and communicative competence, because Students will incorporate numerous types of questions into a meaningful context in a natural discourse (Ye Lee, 2014).

Throughout this model teachers' role oppositely change. The learning process becomes student-centered by which students need to investigate and search for their questions, while teacher facilitates students' participation in an investigation process to eventually come out by reasonable conclusions. They introduce different tools and strategies based on the content of the learning subject. They constantly become part of the group by observing their collaborative work by talking to them, proposing suggestions, asking questions (Arauz, 2013).

2.2.5. Types of Inquiry-Based Learning:

Heather Banchi and Randy Bell (2008) suggest four types of IBL in education that become structured to suit different classroom situations. The types are as follows:

- **Conformity Inquiry:** This type typically starts by teacher's initiates to develop a question and involve students in an activity to end by results that are already known. This type is used to reinforce students' knowledge they learned and enhances their capacities to embark in further investigations.
- **Structured Inquiry:** In structured inquiry, the teacher develops a question and outlines procedures to be followed. Students throughout collaborative group work are asked to test, explain and analyze data with referring back to evidence.
- **Guided Inquiry:** The teacher provides the students with an open research question. Students will be responsible of formulating procedures and introducing sources of data collection by themselves.

- **Open Inquiry:** This type is a student-dependent investigation in which students formulate their own questions, shape procedures, select methods of collecting data and eventually present their results for discussion and expansion.

2.2.6 The Characteristics of Inquiry-based Learning:

There are seven characteristics of Inquiry-Based Learning that appears when transforming learning environment to suit the IBL strategy (Galileo Educational Network, 2008). The features of IBL are as follows:

- **Authentic:** Authentic work needed in 21st century is purely original which is characterized by knowledge building not consumed or regurgitated.
- **Academic Rigour:** The academic rigour in IBL context is established when students are intellectually engaged to challenge tasks which need seriousness, discipline and active participation. In IBL learning context, children are found more capable than adult learners in challenging tasks. However, little evidence of research proved that both adults and children are reacting similarly when community of inquiry is established. The context of inquiry is an affective which influences students' developments.
- **Learning in the World:** Students introduce questions about learning material in the curriculum and they relate these concepts on their surrounding world. After that they need to project knowledge building, searching process and presenting conclusions. That practice needs group communication, applying management skills with little guidance of the teacher. In open inquiry, students are involved in a task that their teacher undertakes.

- **Digital Technologies:** Convenient and meaningful integration of technology in IBL context stimulates students to think for steps of investigation and knowledge building. Exposing students to varied typed of technology such as (video conferencing, simulation, databases, multimedia and hypermedia software) not only associate them for building plans of exploration, but it also helps them to select an appropriate technological application to communicate.
- **Active Exploration:** Active exploration with reference to rigour inquiries requires to getting students involved in different possible means of authentic investigations by using construction, fieldwork, interviews and studio work. IBL allows students to avoid traditional instruction by active participation in knowledge building that enhances students to be engaged in the community to search for authentic knowledge.
- **Connecting with Experts:** It is necessary to encourage students to communicate in experts of the subjects that they are seeking to construct knowledge about. This supports students to get original and authentic knowledge and allows having a comprehensive picture relevant to topical explorations.
- **Assessment for Learning:** Students themselves or with little guidance of the teacher develop clear criteria of assessment that permanently revisited and extended throughout inquiry. Throughout frequent involvement in the assessment process students will become self-reflective and critical thinker of their explorations. Students also should be exposed to ongoing evaluations such as; formative assessment, peer feedback or diagnostic assessment.

2.2.7 Forms of Inquiry-Based Learning:

Many learning approaches have been originated from a theory of constructivism. Although they have some mutual features of IBL, differences emerges in terms of structure, process and pedagogical emphasis as follows (Prince & Felder, (2007); Savery, (2006); Helle, Tynjala, & Olkinuora, (2006); Mills & Treagust (2003); as cited in Anindito et al, 2013)

Table (1): Comparison of Forms of Inquiry-Based Learning

Aspect	Problem-based learning	Project-based learning	Case-based teaching
What provides structure	Starts with a real world problem which is unstructured, open ended, and thus needs to be refined before it	can be addressed. Starts with clear specification of an end-product that is usually tangible.	Starts with (usually) real case narratives that are written to exemplify how concepts/theories can be applied.
Typical process	Responsible for refining the problem, and also identifying what they need to know and how to bridge any Knowledge-gaps.	In working to produce the desired product, students encounter 'mini-problems' which need to be solved.	Students are Students usually discuss cases in groups. They analyze cases and answer questions already composed by the teachers.
Pedagogical emphasis and purpose	Emphasis is on the process of solving the problem; the main purpose is to acquire new knowledge.	Emphasis is on the product of the activity; the main purpose is to practice applying knowledge.	Emphasis on process of analyzing cases; the main purpose is to acquire new knowledge.

2.2.8 Inquiry based-Learning and Language Instruction:

Recently, education has been placed differently from the previous perspective of learning students by providing students with the essential information. It is positioned in the 21st century

in a higher rank that is mainly concerned by preparing learners to be critical thinkers with intensity on the role of communication (UNESCO, 1998). Learning, nowadays, starts to satisfy the needs of the 21st century by modeling new learning frameworks to enhance effective communication (Pinker, 1996; Stegmaier, 2011).

Language supports and enhances critical thinking since it shapes our ability for knowledge construction (International Baccalaureate Organization, 2011). Language empowers learners' intellectual ability that supports them to develop conceptuality and critical thinking. "To acquire language, learning through inquiry has emerged as a means that allows for smoother and more effective communication" (International Baccalaureate Organization, 2011). Inquiry-Based Learning in language classroom is increasingly being widespread. In other words, utilizing the framework of IBL in language classroom facilitates learners' acquisition of new language (Beach & Myers, 2001).

Wells (1999) defines teaching language by inquiry as "Pursuing significant questions through using questions and ways of researching from a range of knowledge systems" (p. 264). The definition represents the focus of inquiry that is enhanced by making connection between the surrounding social context and the questions proposed for investigations. Engaging students in the inquiry cycle depends on the age, abilities, and interests of learners, the amount of time available, other resources available, how it needs to be structured for a specific classroom, and the desired outcomes, products, and learning as Wells (1999) suggests. Learning language by inquiry puts the "essence" of investigations on pedagogical learning goals, allowing students to have the choice of topics they eager to explore. Therefore, they dependently or with little guidance of their teacher undertake the process of investigation and final presentations of their conclusions and reflections (Pinker, 1996).

Sadler (1989) illustrates that when using the type of open-inquiry, the teacher stimulates students to use different methods to construct knowledge either individually or in groups. Thus, the context of inquiry is not just the educators are concerned with but it also the cultural and linguistic world. Sadler (1989) also highlights that Inquiry-Based Learning doesn't only teach students, but also they teach how to impact the world.

It is intended that teaching language throughout IBL framework will introduce learner' needs of and expectations of language that are arranged into three main standers: oral communication, written communication and visual communication. These communications are sub-categorized under having command on language skills; speaking, reading writing listening including other skills of presenting and viewing (Pinker, 1996).

2.2.9 Advantages and Limitations of Inquiry-Based Learning:

Inquiry- Based Learning enable learners to achieve many advantages through their academic experiences, in addition to others that goes beyond the classroom and remain throughout daily life practices, as follows :

Inquiry-Based Learning (IBL) has a significant effect on student's motivation in the classroom. The model of IBL offers the students the opportunity to satisfy their curiosity of seeking the knowledge required. It also enables students to discover their own desires and consequently getting engaged to learning atmosphere. Learners through their experience of Inquiry may come across with different aspects of knowledge that they may never thought about (Schank & Cleary, 1994).

Additionally, inquiry and problem solving have been proposed by many researchers because they have significance in helping students to build meta-cognitive skills. According to Brown (1994), students who are able to use these skills can learn language better. Inquiry-Based

Learning involves' students in untraditional classroom which arouses their capabilities to centralize the learning process. Students' role in IBL classes is not limited into passive sitting that specifies their function into note taking only, on the contrary, students have an active role in selecting topics they are learning and developing till they finally produce outcomes for their investigations. This stimulates students to have more close attention in the classroom. Students, as a result, become more interested to use the target language because they feel that they have control upon more appropriate language level (Arauz, 2013).

Because Inquiry-Based Learning allows students to propose the topics they are interested to investigate about and generate questions to solve problems they seek for, students have much opportunity to develop their knowledge of forming questions and real practice of figuring out questions. Teachers can utilize students' question to teach corresponding structures of appropriate questions, not only from the perspective of the content but also from a syntactic view (Alberta, 2004).

Also, the process of Inquiry-Based Learning encourages more written and oral communication in the classroom. That is because students need to discuss their findings with peers through collaborative inquiry groups, and have to write reports about their results and realizations. Many questions are formed throughout Inquiry to go deeper into a required investigation. As a result, students get enhanced to develop both written and oral forms of target language in meaningful context (Arauz, 2013).

Furthermore, Inquiry-Based Learning has the possibility to increase information retention of a learner. Students who are involved in the Inquiry learning recall the activity that they practice with peers and the steps they shift to. The possibility of Inquiry learner to report knowledge results from the fact that they experience seeking knowledge themselves and participate with

peers after they get engaged to the learning material. Alleman and Brophy (1992) assure the ability of IBL of information retention when they asked kindergarten and college students to recall information of an IBL experiment they employed in a mathematics and language classroom. Both adults and children were able to quickly recall information they were asked about.

Research suggests that implementation of Inquiry-Based Learning doesn't only help ordinary students to become more innovative, more positive and more independent, but it also concludes that students with special needs, who need special care and individual attention throughout learning process, have also developed these skills (Kühne, 1995).

Inquiry-Based Learning enables students to increase their academic achievement. When students are engaged to the learning material and asked to talk about experience they will develop their cognitive and meta-cognitive abilities that remain throughout everyday experiences. That's because IBL allows students to connect their prior experience to the learning activities. Students can also construct their knowledge through searching, synthesis, analysis and reorganizing information they get. All these factors offered significant effects on students' language performance and academic achievements and life experiences (Schank & Cleary, 1994).

2.3. Pragmatics in Language Classroom:

Pragmatic Competence can be referred to the ability of an individual to use the target language appropriately in different social situations. Pragmatic competence includes the capability to understand language and employ the target language in different contexts (Bialystok, 1993). That encompasses speaker's ability to employ proper use of linguistic items for different purposes such as greeting, requesting, informing, demanding and so on. As for the

second language learning SLA, Kasper (1997) defines Interlanguage pragmatics as the following: "it is the study of non-native speakers' use and acquisition of L2 pragmatic knowledge".

Second language learners, usually, face a challenge to acquire develop or use language appropriately in different contextual situations. This question has been raised upon the teaching approaches utilized in the language classroom and practicing English in authentic atmosphere. This research examines the potentiality of Inquiry-Based Learning as a communicative teaching approach to enable second language learners in the Palestinian context to develop pragmatic competence.

Despite the fact that teacher-centered methodology of teaching increases the linguistic in-pup in a language classroom, it is well-documented that teacher-centered discourse design for language classroom through which teachers basically depend on oral instruction, decreases the opportunity for students to practice communicative skills, mainly, speaking (Chaudron,1988).

In the classical classroom learning context, if the communicative activities and language pragmatic competence of non-native speakers they eager to gain for good language communication outside the classroom are mapped against each other , it is obviously concluded that the classical language classroom form doesn't serve students to get the required pragmatic competences for language productivity (Long, 1976).

When teacher-centered teaching approach was compared to student-centered methodology of teaching in language classroom over 20 years ago, it was concluded that students active participation had been gradually grown up when student-center had been applied (Long, 1976). Student-centered activities award students the opportunity to extend interaction where they discuss, negotiate and reflect their linguistic knowledge with peers. Turning the point to

linguistic pragmatic abilities, student-centered classroom organization needed to develop pragmatic competence (Nunan, 1989).

When students are organized for collaborative group work, an alternative interaction discourse between speaker and hearer takes place. Collaborative activities may engage students in variable speech events and communicative actions, so that students would gain the opportunity to practice language skills after they discuss activity components and with peer (Crookes & Gass, 1993).

2.3.1 Politeness in the Classroom:

Foreign language learning mainly aims to enable learner to communicate. Learners must improve foreign language skills attain communicative competence which doesn't only include linguistic competence, but it also equalizes socio-cultural, interactional, formulaic and strategic competence. The former refers to the speaker's pragmatic knowledge (Celce-Murcia, 2007).

Kasper defines pragmatic knowledge (1997) as “knowledge of communicative action and how to carry it out” and “the ability to use language appropriately according to context”.

Language classroom can be described as sociolinguistic environment in which interlocutors of distinct backgrounds interact. Foreign language teaching in the classroom must include pragmatic aspects of social interaction which would be beneficial for learners. Being aware of the concept of politeness is necessary in language classroom, because it influences the classroom interaction. Politeness mechanisms which used by a teacher or among peers in the class can have a vital role in learning and teaching process (Kasper, 1997).

2.3.2 The Power of Politeness in the Classroom:

Politeness is not only considered as a desirable valued virtue, but is also precious for tactful preferable communication. Politeness is valuable in everyday communication that exceeds speakers' faculty to negotiate, cooperate or minimize conflicts it penetrates classrooms' interaction affecting students' knowledge construction. Politeness is important in the classroom discourse due to tow basic reasons. Utilizing politeness in the classroom enables teachers to create a lively respectful atmosphere that enhances congenial collaboration that motivates students to learn and response appropriately towards learning (Šubertová,2013). In polite such contexts, students don't only feel unthreatened or discomfited by making mistakes, but sense of belongings and affiliation motivates them to participate or excel in doing tasks. Thus, students get engaged in the learning process facilitating their teachers' work (Allwright, & Bailey 1991)

On the top of that, students don't only learn subjects, but most importantly they adopt teachers' strategies and implicitly re-express these in commutative situations. As ALFattah (2010) formulates it: "Learning a foreign language involves not only knowing how to speak and write, but also how to behave linguistically; therefore, the speakers and users of the language must be equipped with politeness formulas in speaking and must be aware of how to use politeness in different communicative acts in their daily life." (p.137) Although teachers attempt to help students understand politeness by adopting explicit and implicit teaching strategies, the classroom which is an informative discourse is given a very little attention as Lakoff (1989) claims.

On the other hand, Garcés-Conejos & Torreblanca-López (1996) and Garcés-Conejos and Torreblanca-López (1997) in their experiment of diagnosing aspect of politeness in the classroom concluded that "involvement strategies in positive evaluations and mainly

independence strategies in negative evaluations, and relate these findings with the effort teachers make to lower the affective filter and promote participation and language learning”. Bou-Franch and Garcés (2003) observe that in the classroom context positive and negative strategies are found to establish a tactful communication. They state “Didactic communication involves the use of positive and negative politeness at all levels (verbal, non-verbal and para-verbal) concerning the interaction teacher-student”(p.16).

In the current study, the researcher attempts to understand what the politeness strategies are used in the classroom discourse that affect students involvement, participation, and knowledge construction in the context of inquiry.

2.3.3 Brown and Levinson’s Theory of Politeness:

Brown & Levinson (1987) had developed the concept of politeness as one of the earliest attempts to clarify how politeness works among interlocutors in communicative communication contexts. Brown and Levinson's define the concept of face and present politeness strategies emerged by interlocutors to mitigate face threatening acts FATs.

Brown and Levinson (1987) describe the notion of face as "something that is emotionally invested, and can be lost, maintained, or enhanced"(p.66). They assume that each participation is endowed with what they call face that can be presented into Negative/Positive face. One's negative face damages the face of the addressee or the speaker by acting in opposition to desires of the other. It includes claims to territories, to freedom of action and freedom from imposition. While one’s positive face is defined as: “the want of every member that his wants be desirable to at least some others executors” (Brown and Levinson, 1987, p.61). That can involve the needs for social approval, or the want to be considered desirable by at least some others.

The purpose of politeness strategy that speakers tend to use through interaction mainly is concerned by the strategy of protecting face. Speakers usually select speech acts that assist them to possibly maximize positivity, and minimize the aspects that may avoid them from face losing. These situations are generally based on four notions: cost and benefit, dispraise and praise, disagreement and agreement, and sympathy and antipathy (Renkema, 1993).

Brown and Levinson explained that in order to evaluate the seriousness of an FTA, three factors should be taken onto account: a) the social distance (D) between the speaker and the hearer, b) the relative power (P) attained by both of them, and c) the ranking of imposition (R) in a given context, as shown in the formula blow:

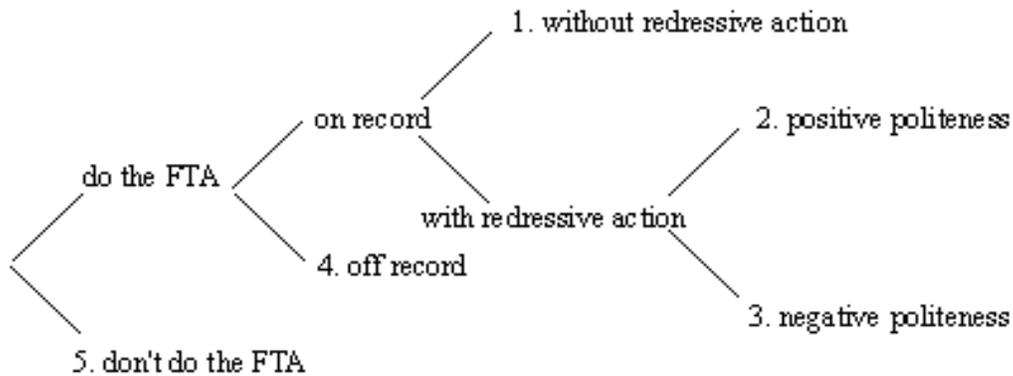
$$\text{FTA Weightiness} = D(S,H) + P(H,S) + R$$

Brown and Levinson's politeness theory (1987) classifies four strategies:

- To follow what it says, bald on record
- Perform speech acts using positive politeness (refers to the positive face),
- Perform speech acts using negative politeness (refers to the face of a negative),
- Indirect speech act (off the record)

In connection with this politeness strategy, here are the possible strategies for doing FTAs followed by tables of illustrations:

Figure (1): Brown and Levinson's Politeness Strategies (1987, p.69)



Politeness strategies are used to save the (H) hearer’s positive face when FTAs are likely and preferable. Based on Brown and Levinson’s theory of politeness (1987), the researcher in the next following tables summarizes the four politeness strategies in terms of use, situations and examples:

Table (2): Bald on –record strategy (Brown & Levinson’s, 1987, p.74):

Use and Explanation	Situation and context	Examples
<ul style="list-style-type: none"> -It is emerged if the purpose of the communication is known to interlocutors. -It doesn’t mitigate the hearer’s positive face. -It may be use within close relationships. -It is used when response is immediately in need. 	<ul style="list-style-type: none"> -Urgency or desperation -When efficiency is necessary -Task-oriented -Little or no desire to maintain someone's face -Doing the face-threatening act is in the interest of the hearer -Situations where the threat is minimized implicitly -Welcomes -Offers 	<ul style="list-style-type: none"> -Watch out! -Hear me out... -Pass me the hammer -Don't forget to clean the blinds! -Your headlights are on! -Come in -Leave it, I'll clean it up later. -Eat!

However, speakers indicate preform "redressive" FTAs in order to show that there is no intention or damage hearers’ Face. Therefore, they use on of the following strategies:

Table (3): Positive Politeness Strategy (Brown & Levinson's, 1987, p.72):

Use and Explanation	Situation and context	Examples
<p>-It is used when the speaker (S) intends to show belongings and closeness towards the hearer (H).</p> <p>-It is used to represent respect.</p>	<p>-Attend to the hearer's interests, needs, wants</p> <p>-Use solidarity in-group identity markers</p> <p>-Be optimistic</p> <p>-Include both speaker (S) and hearer (H) in activity</p> <p>-Offer or promise</p> <p>-Exaggerate interest in H and his interests</p> <p>-Avoid Disagreement</p> <p>-Joke</p>	<p>-You look sad. Can I do anything?</p> <p>-Heh, mate, can you lend me a dollar?</p> <p>-I'll just come along, if you don't mind.</p> <p>-If we help each other, I guess, we'll both sink or swim in this course.</p> <p>-If you wash the dishes, I'll vacuum the floor.</p> <p>-That's a nice haircut you got; where did you get it?</p> <p>-Yes, it's rather long; not short certainly.</p>

Table (4): Negative Politeness Strategy (Brown & Levinson's, 1987, p.72):

Use and Explanation	Situation and context	Examples
<p>-It is used to by speaker (S) in non-imposing way on the hearer (H)</p> <p>-It shows that the speaker (S) realized the hearer's (H) negative face.</p> <p>-it minimizes the use of FTAs.</p>	<p>- Be indirect</p> <p>-Use hedges or questions</p> <p>-Be pessimistic</p> <p>-Minimize the imposition</p> <p>-Use obviating structures, like nominalizations, passives, or statements of general rules</p> <p>-Apologetic</p> <p>-Use plural pronouns</p>	<p>-Would you know where Oxford Street is?</p> <p>-Perhaps, he might have taken it, maybe.</p> <p>-Could you please pass the rice?</p> <p>-You couldn't find your way to lending me a thousand dollars, could you?</p> <p>-So I suppose some help is out of the question, then?</p> <p>-It's not too much out of your way, just a couple of blocks.</p>

Table (5): Off –record Strategy (Brown & Levinson’s, 1987, p.70):

Use and Explanation	Situation and context	Examples
<p>-It is used to allow speaker escapes from any potential imposition.</p> <p>-The speaker (S) indirectly expresses an idea or specific request.</p>	<p>-Relies on implication</p>	<p>-Wow, it's getting cold in here.</p>

Inquiry-Based Learning reinforces the social interaction between learners through the inquiry process. It is also enhanced by a social interaction with the community. While learners seek for knowledge, they ask, search, investigate, discuss and share their constructed knowledge with others. Inquiry classroom includes variable teacher- student and student-student discussions. The mechanism of ask-answer and discussion in Inquiry collaborative group work encompasses different politeness strategy used that the researcher attempt to examine for understanding the Inquiry context.

2.3.4 Rising Students’ Pragmatic Awareness:

Pragmatic awareness can be achieved if students are involved to regularly practice language authentic activities that are designed to fill the gap between language use and students’ understanding (McCarthy, 1998). Tudor (2001) believes that the nature of English language teaching which is characterized by complexity and negotiability requires constructing meaningful tasks. Teachers’ task must redirect roles towards constructivist learning in which students undertake the responsibility of knowledge building while the teacher facilitates their job. He describes teachers task as “more one of helping students to find a sense of personal

meaningfulness in the learning process in a context which is often shaped by perceptions, goals, and priorities of a variety of other participants” (p.207)

Several learning techniques can be adopted to rise up students’ pragmatic awareness. According to Kasper (1997), two main teaching techniques are commonly used: First, teachers’ presentation and discussion of research findings on different aspects of pragmatics. Presentation/discussion techniques intensify the value of research findings about issues of language that must be discussed either inductively (from data to rules) or deductively (from rules to data). Second, Kasper (1997) explains the role of student-discovery procedure in which students build up pragmatic knowledge throughout observations, questionnaires, and/or interviews. In a discovery procedure the students are involved in authentic exploration of aspects of language by setting out questions, collecting data through possible means and analyzing.

2.3.5 Implicature and Pragmatic Awareness:

In everyday communication, we speak what we think without coding utterances. Our purposive intention is reflected throughout our linguistic choices. Thus, in order to decode messages we should think beyond the linguistic selections taking into consideration the context which we are involved in. More importantly, when literal meaning of our speech doesn’t correspond with our intentions, the addressee must rely on strategies to conclude implicit messages. Bouton (1994) states that “Given the pervasiveness of this inferencing process, which Grice coined conversational implicature, in our daily interaction it is undeniable that this strategy is highly significant in interpreting and conveying a message in a conversation.” (p.91). There is no doubt that English language learners are exposed to little target-language input or have little opportunity to practice language outside the classroom in comparison of those who are immersed in the target language context (Rose & Kasper, 2001). Thus, the role of instruction is very

important to develop students' pragmatic perception. The research in field of interlanguage pragmatics is concerned by language production rather judgement and perception. Pragmatic instruction doesn't emphasize on learning the teaching content rather than raising students' awareness of pragmatic knowledge by encouraging them to use what they already know (Rose & Kasper, 2001).

The importance of instruction validates Schmidt's (1993) Noticing Hypothesis which assumes that raising students' pragmatic awareness helps to transfer input to an intake (Takahashi, 2001). That means linguistic features will be transferred into intake if they were non-concisely observed by students (Rose & Kasper, 2001). As Bardovi-Harlig (2001) states: "Without input, acquisition cannot take place...we owe it to learners to help them interpret indirect speech acts as in the case of implicatures" (p. 31).

Since classroom is an ideal environment to help learners to comprehend language use in context. Language instruction can help learners to interrupt functions of linguistic choices. The present study aimed at investigating if IBL can rise up students' pragmatic awareness after they are exposed to various authentic learning materials throughout the experiment. The researcher analyzes students' ability to produce implicatures.

2.3.6 Grice's Implicature and Cooperative Principle:

Grice's (1975) is well-known theory of Cooperative Principle. Cooperative principle describes how an effective conversational communication can be attained in a social context. It focuses on the necessity of cooperative communication and mutual performance through which interlocutors accept one another to be understood. Paul Grice (1975) introduces the concept of cooperative principle by emphasizing on performing adequate speech for particular context. Grice states that

speakers should "Make contribution such as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (p. 76).

However, if the speaker violates the cooperative principle by uttering insufficient speech for a specific context, the listener understands that the speaker is convey messages beyond the literal level. Hence, the speakers' utterances that disobey with accepted truthful, sufficient, relevance and clear words and extend exact speech in a context, it is called "implicature". Implicature "refers to what is suggested in an utterance, even though neither expressed nor strictly implied (that is, entailed) by the utterance" (Grice, 1975). Implicature is intentionally deduced that requires the listener to abide certain maxims of conversational communication to comprehend codes uttered by the speaker (Mey, 2001). Grice (1975) recognizes four main maxims of conversation as follows (p. 183-98):

Maxim of Quantity: it focuses on speaker's informative speech that doesn't exceed required utterances and no more. The speaker requires giving sufficient information not more than needed. For Example:

A: What time do you work tomorrow?

B: Tomorrow I work at 2pm.

In the given example above, (B) responds adequately to A's question without adding other information. In other words, speaker A strictly follows the cooperative principle, whereas the following example violates the maxim of quantity:

A: Do you have school tomorrow?

B: I have classes all day but I must go to the doctor when I'm finished.

In the example, B violates the maxim because too much information, rather than providing a yes or no answer.

Maxim of Quality: it requires that the speaker produce truthful utterances by avoiding giving false information without a supported indication, the following examples clarify the concept given:

A: Why were you late last night?

B: My car broke down.

In the example, B gives truthful information that the car broke down and that's why they were late.

However, the following example violates the maxim of quality:

A: Is Reno in Mexico?

B: Sure, and Philadelphia is in Florida.

In the example, B provides incorrect information to A, violating the maxim.

Maxim of Relevance: it requires speakers' pertinent speech to the situation. A Speaker needs to avoid irrelevant information in a discussion, For example:

A: How is the weather today?

B: It is rainy and cloudy.

In the example, B provides accurate information that is relevant to A's question.

However, the speaker in the following example violates maxim of relevance:

A: Where is my Halloween candy?

B: Mine is missing too.

In the example, B does not provide a relevant answer to A's question, instead something completely unrelated is said.

Maxim of Manner: it requires the speaker to be clear, brief, and as orderly as one can in what they say, and where by avoiding expression of ambiguity. For example:

A: Where was the professor when class ended?

B: She left class and went to her office.

In the example, B responds with orderly information to the question posed by A.

However, the following example violates the rule:

A: How is Kate today?

B: She's the usual.

In the example, B violates the maxim by responding with a statement that is ambiguous; the 2 perceptions of Kate could be different.

As many studies have evidenced, that comprehension and applications of implicatures in everyday conversation is a difficult task for the majority of EFL learners despite the fact that they are widespread and known (Garci, 2004; Boxer & pickering, 1995). The present study attempts to examine if IBL has the efficiency to affect students' perceptions of implecature that indicates students' pragmatic awareness.

2.4 Previous Studies

2.4.1 Previous Studies related to Inquiry-Based Learning:

An IBL experiment is prepared to check the students' understanding based upon asking authentic questions rather than examining what students already knew. The study indicated that students have learned more. More than hundred patterns of questions during English language classes were asked by the teacher to eighth and ninth grades in schools at Wisconsin and Illinois. Test of literacy performance indicates that there is a distinct difference in student's language performance by the end of the year. Variety of classroom discussion activities has significantly improved students' level of achievement. Over that year, authentic questions permanently enhanced open discussion. The whole class discourse dedicated to fixable exchange of ideas and knowledge between "uptakes" in which the teacher's question constructed on student's previous comments (Nystrand & Gamoran, 1991)

Over 1400 students with different socioeconomic status, gender and ethnic background are involved in a study that investigates the effectiveness of IBL methodology on students' language performance. The study concluded that IBL allows both low- and high achieving students to score academic gains. Sixty four classrooms in California, Florida, New York, Texas, and Wisconsin were observed during this experience of inquiry. The study found IBL approach was effective across variable distinct social backgrounds and situations for students of dissimilar levels (Applebee et al., 2003).

A comparative study is conducted to investigate whether activity-based approach, Inquiry-Based Approach or textbook approach has more influence over the other on student's academic achievement. Twenty-six junior high school students with learning disabilities were exposed to a pre-and post-tests, after they studied two science units via IBL learning approaches. The experiment revealed that students learned by Inquiry more than what they learned by traditional methods. Students learned more indirect methods and they remembered more clues and ideas.

The research also revealed that students greatly preferred hands-on scientific activities over textbooks activities. The research also found that 96% of students enjoyed the Inquiry approach more, while over 80% considered the activities more facilitative and motivating (Scruggs & Mastropieri, 1993).

Another study concluded that applications of Inquiry-Based Approach to science with English language learners (ELLs) in a school district in California enable students gain greater proficiency not only science, but also English language, reading , and math. The research found that Fourth and sixth grade ELLs skills has been improved as a result of hands-on activities that allows the learners to evolve positive attitude towards learning, construct their knowledge and involve in authentic group discussion (Amaral, et al, 2002).

Moreover, thoughtful implementation of Inquiry-Based Approach has its significance over the gap between home and school culture in Navajo reservation. Teachers at a school in Arizona overcome the problem of students' adaptation to lessons and students' cultural norms of speaking. The school engaged the students to collaborative work in inquiry projects rather than depending on class-lecturing and whole discussion. A distinct change took place in students' participation, discussion and on their ability of drawing connections. Students tend to make connections between the content of textbook and social, economic and cultural realities of their society. Students who were formerly passive and silent became gradually active participants in the classroom (McCarty & et al, 1991).

Alameddine and Ahwal (2016) investigated the effects of Inquiry-Based Learning on students' achievement in literature classroom. The research results showed that the use of IBL enabled students to have better achievement. Students perform better in the post-test. The language students used is characterized by depth and intensity.

IBL has also significant effects on developing students' critical thinking skills. Duran & Dökme, (2016) reported that IBL positively affects students' ability to think critically in science and technology classroom. Post-test results showed that student who were engaged in IBL experiment were able to answer complicated questions.

Based on the existing literature, it is obvious that IBL framework has a significant effect on students' academic achievement, critical thinking and other learning skills. Regarding, language instruction throughout Inquiry-Based Learning little studies are conducted to investigate its effect, however, studies proved its considerable effects on language development.

2.4.2 Previous Studies related to Implicatures in the Classroom:

Bouton (1994) found that there is a meaningful correspondence between students' results in English language placement test EPT and evaluations of IMPLC test. Non-native speakers of English students involved in the study taught to use implicature with little or no direct instruction. Bouton is considered as a pioneer in developing a test of implicature knowledge (Derakhshan, 2014).

Also, Taguchi (2011) investigated if study-abroad experience influences second language learners' pragmatic capability to comprehend nonconventional implicatures. The research analysis revealed that studying abroad doesn't only positively affect students' proficiency in English language but there is significant impact on performing implectures. Moreover, Taguchi (2002) used relevance theory to second language research to examine its impact on students' inferential ability to understand conversational implicatures. The qualitative analysis revealed that low-achievers who were involved in the study could similarly comprehend inferential codes based on communicative contexts. Significantly, both groups of students' high- and low-achievers comprehended 70% or more of the implicature items.

However, Garcia (2004) concluded that high-proficiency students outperformed low-proficiency students in pragmatic comprehension, comprehension of speech acts and conversational implicatures. The study included 16 advanced and 19 beginning English language learners.

Although implicatures are a part of everyday interaction, and knowledge of the target culture is needed to comprehend utterances (Bouton, 1994a, 1994b; Kasper & Rose, 2002), still the textbooks conversations don't adequately satisfy learners' sufficient pragmatic knowledge (Gilmore, 2004; Bardovi-Harlig et al, 1991). However, using authentic materials such as; videotapes stimulate learners' capability to comprehend and perform pragmatic utterances because it includes real life practices that bring the closes approximation authentic situations (Birjandi & Derakhshan, 2014; Stempleski & Tomalin, 1990).

2.5 Summary:

To summarize, this chapter presents recognizable information about Inquiry-Based Learning through theoretical background, definitions of IBL, advantages and limitations of IBL, types and characteristics of IBL. In addition to that the chapter illustrates some pragmatic aspects that are used to display more vivid and comprehensive view of IBL class. The researcher introduces Brown and Levinson's theory of politeness that utilized to analyze teacher-student interaction in IBL class. In addition, Grice's Implicature is presented to examine students' pragmatic awareness in IBL classroom which shows if students can address their messages in different situations. The existing literature confirms the efficiency of using IBL to motivate students, direct students to become autonomous and develop lifelong learning skills. On the other hand, previous studies shows different learning strategies used to develop leaners' use if implicature.

However, IBL has not been used to develop students' pragmatic awareness-to the best knowledge of the researcher.

Chapter Three

Methodology

3.1 Introduction:

This chapter describes the research process adopted for data collection and analysis. It includes the research design, selected sample and participants. The chapter also clarifies data collection and procedures followed in building research instruments and tools. Furthermore, it discusses the study variables, reliability, and validity of the study instruments.

3.2 Research Design:

Both quantitative and qualitative methods of data collection and analysis were employed in this study. The researcher built up quantitative and qualitative inquiries along within the study to have comprehensive focus on IBL classroom. Integrating quantitative and qualitative data produced reliable and valid results.

3.2.1 Triangulation:

Triangulation method multiplies conformity of concluded results by bridging data from different resources to mutual ground on which each assessment of a utilized instrument assures the others. Combining evaluations of research tools deepens understanding of the context. The researcher in this study established triangulation throughout the following data collection techniques:

1. Questionnaire.
2. Tests.
3. Interviews.

4. Content-coding analysis.

Triangulation method of data analysis minimizes individuality and inadequacy of concluded results since it matches common themes found in angels of exploration such as the test, interview and the questionnaire. In the present study, triangulation interconnects the advantages of qualitative and quantitative research methods that are established in a multi-faceted way. The quantitative data is collected from the students' questionnaire and the test is triangulated with a form of qualitative data throughout teachers' interview to investigate the effects of IBL on students' language skills and other learning skills. On the other hand, the current study qualitatively analyzes Grice maxims in students' speeches emerged in collaborative groups of inquiry which are attached by quantitative analysis for these maxims to investigate if IBL affects students' pragmatic awareness. Using multiple research techniques mainly qualitative and quantitative methods in investigating same area of inquiry aims to increase the credibility of the study (Jick, 1979). This results in a better research design that is characterized by valid and reliable conclusions. Creswell and Miller (2000) described triangulation as “a validity procedure where researchers look for convergence among multiple and different sources of information to form themes or categories in a study”.

3.3 Participants:

One hundred and twenty (120) female students from two schools belong to the Directorate of Education in Hebron were the selected as subjects of this study. Students selected enrolled in ninth grades at Rushdia Al-Mutaseb Primary school and Al-Mazinya Primary school. Four sections are selected to present the experimental and the control groups. Fifty students who were involved in both sections (A/B) at Rushdiya AL-Muhtaseb were exposed to the experiment of Inquiry-Based Learning IBL. The results of the experimental group in Rushdiya AL-Muhtaseb

were compared to other seventy peers' from Al-Mazinya school whose teacher remained same teaching instruction. Both control and experimental students sat for language exam, in addition to questionnaire filling. However, speeches of twenty students at Rushdya Al-Muhtaseb primary school were recorded and analyzed qualitatively and quantitatively to examine if IBL affects students' pragmatic awareness. Although, control and experimental groups are selected from distinct schools, both are situated in the same area and they are about two kilometers far away. This means that students have similar conditions since they belong to the same community. They are intentionally selected to be two different schools in order to promote experimental group encouragement and to avoid sensitivity among students who will not be exposed to IBL experiment if they were selected from same school.

On the other hand, the study included twenty English language teachers who completely or partially follow IBL method of instruction to be interviewed. The study included all language teachers who implement IBL approach in schools of Hebron regardless the fact that that if IBL is fully-adopted in their language classes or partially.

3.4 Data Collection:

Qualitative and quantitative data was collected to answer the research questions. As for the quantitative data, all students will be exposed to an academic achievement pre- and post-tests which are adopted from the content of the Palestinian English curriculum for the Ninth Grade. Also, Questionnaires were also filled by all selected students who reflected their own evaluation of IBL as an approach on their English language and other learning skills before and after the experiment. Regarding students' pragmatic awareness, calculations of implicatures found in students' speeches were take place.

As for the qualitative data, language teachers were also asked to set for a semi-structured interview to collect data upon their reflections of Inquiry-Based teaching experiences. Also, the researcher recorded authentic four classes of teacher-students who are selected to investigate the politeness strategies used in inquiry classroom. the recording also included students speeches in collaborative groups to examine if pragmatic awareness arises in the light of Inquiry-Based Learning.

3.5 Procedures:

The experiment of IBL is basically targeted ninth graders who were involved in two schools of Hebron. Students in both schools were exposed to similar material of the Palestinian English curriculum for ninth grade. Four unites were taught to each group. The control group was exposed to traditional teaching methods, whereas the experimental group was exposed to Inquiry-Based Learning context where they are going to be engaged to the leaning material, enhanced to pose questions, and gathered in groups to start their investigations. Students in collaborative inquiry groups discussed their ideas to construct their knowledge. Finally students shared constructed rules or knowledge with other groups.

The teacher's role in IBL focuses on facilitation and monitoring the classroom interaction. The teacher helps students in doing textbook activities which involve the four skills: listening, speaking, reading, and writing. The teacher encourages the students and supports them to investigate for the required knowledge. A permanent feedback is introduced for students to have effective group participations.

To illustrate more, the researcher approached the participants of the study throughout the followings:

- **Setting for Pre-test:** Both experimental control and students were asked to set for doing a pre-diagnostic test in the beginnings of February, 2016. This test is designed to make sure that both groups have identical level of language achievement before actual use of IBL.
- **Filling pre-questionnaire:** Both experimental control and students were asked to fill a questionnaire before beginning the Inquiry experience.
- **Setting for post-test:** Both experimental control and students were asked to set for doing post- test which is equivalent to the pre-test to investigate if there is a statistical significance in the results of the experimental group compared to the control. The post-test had been held in half of May, 2016.
- **Filling post-questionnaire:** Both experimental control and students were asked to fill the same questionnaire they filled out before the experiment to examine if there is a statistical difference in experimental students' responses towards IBL after finalizing the experiment. That would be compared to the results of the control group's.
- **Setting for an Interview:** Selected language teachers had been asked to set for an interview to investigate their perspectives towards IBL.
- **Content-coding Analysis:** Authentic speeches of teacher-students and student-student interaction throughout collaborative group work had been recorded and transcribed four times. Two times at the beginning use of IBL and the other two times at the ending of the experiment. These recordings had been exposed to content-coding analysis in the light of Brown and Levinson's theory of "Politeness" (1987) and Grice's "Implicature" (1975).

3.5.1 Teacher's Training:

Before an inquiry mechanisms start, the teacher of the experimental group was trained about how to implement the method of IBL in the classroom, modeling community of inquiry (COI), the four types of IBL as well as, steps of IBL should be presented and explained to students.

Three months of training focused on primarily Modeling a community of inquiry (COI) in the classroom is the first step that the teacher should take into an account before start the experiment of Inquiry to prepare students to openly communicate and build shared understanding. It depends on the teachers' skillful abilities to promote their presence, social and cognitive factors (Andresen, 2009). The followings can be helpful to establish a community of Inquiry:

- Model social presence: "To increase social presence, the instructor can model social cues, such as being more personal or maintaining social norms, which can encourage students to follow suit" (Bassani, 2011; Molseed, 2011).
- Promoting social presence in Inquiry-Based classrooms may support an atmosphere that stimulates maximizing cognitive presence.
- Select a topic of discussion that promotes interaction and critical thinking.
- "Provide prompt but modest feedback. Expert facilitation is often necessary to elicit higher levels of cognitive presence" (Pawan et al., 2003; Yang et al., 2005).
- Facilitate Purposefully: "Specific techniques, such as questioning and assuming a challenging stance, were found to stimulate critical thinking" (Pawan et al., 2003; Yang et al., 2005).
- Encourage peers to facilitate: "The act of facilitation does not have to be solely assumed by the instructor. Peer facilitation appears to stimulate discussion among the group" (Rourke & Anderson, 2002).

On the other hand, the training centered the teacher on mission of the teacher is to engage students to the learning material by offering them a help to combine the text material with their social settings. While the involvement emerges in the classroom, students are encouraged to produce their questions. The teacher may enhance students to question by asking opening questions that let them critically pose their own which will center the core concepts of the learning material. Also, The researcher depended on analyzing some YouTube videos that included actual language classes of Inquiry-Based Learning, the teacher was trained on how to implement some activities of IBL such as designing mind maps of questions, internet research techniques, making interviews, scaffolding textbook material into subjects and after all into questions, ideas of engaging students to reflect their knowledge by presentations, posters, or paragraphs, enhancing students on eliciting knowledge through means of digital media and sharing stories through collaborative groups.

As for the next step, the teacher trained on how to implement the stages of using IBL. The followings are going to be implemented sequentially according to (Bateman, 1990):

- Asking questions that matters, either they are formulated by a teacher or a student.
- Group Organization: students will be clustered in six groups for each experimental class. Each group consists of five students. The teacher must pay much attention to the students' level of proficiency. Each group should include different levels of language performance "high, intermediate, low". An explanation of group-work rules would be highlighted, mainly, works distribution among group members which must be equally divided.
- Investigation and gathering data for the questions are through research.

- Create-shaping the new knowledge discovered into a product (paper, presentation, video...etc).
- Discussion and sharing the conclusions with others.
- Reflection and looking for students insights and asking what they learned, what they have accomplished and what new issues they like to discover in further classes.

3.6 Instrumentation:

The present study investigated the effects of IBL on students' language skills, other learning skills, performance and attitudes towards IBL. To achieve the purposes of the study tools and instruments were built upon these purposes and they were refereed by professors and specialists in the fields of language and education. Students sat to do pre-test before the actual implementation of the IBL method and they were asked to do post-test after three and half months of IBL experience. The test results of the experimental group were compared to the control's throughout ANCOVA statistical test. Simultaneously, all participants were asked to fill pre-and post-questionnaire to achieve the purposes of the study mentioned. Quantitative results of the test and the questionnaire were compared to qualitative analysis of a teachers' interview that was made by face to face meetings. Regarding the interaction in the context of Inquiry, authentic speeches of twenty participants and their teacher's facilitation were recoded four times and analyzed in the light of Brown and Levinson's theory of Politeness. These recordings were also analyzed to investigate if IBL can develop students' pragmatic competence by calculating Grice maxims emerged in students' speeches before and after the experiment. In addition to that, maxims were qualitatively analyzed.

3.6.1 The Tests:

Before starting actual experience of IBL, a diagnostic test involved both experimental and control groups who participated in IBL experiment in order to make sure that both groups have same level of achievement in language skills (listening, reading, writing and speaking). The pre-test consisted of four sections each diagnosed students' achievement in each language skill. The sections are also equally-marked by 10 points for each that wholly-totaled by 40 points in the final marking calculation of the test. The questions of the test are all adopted from the Palestinian English Curriculum for Ninth Grade (see Appendix A). These questions are chosen from the units determined by the Palestinian Ministry of Education to be studied during the first academic semester. Students are informed that the test results will not be included in the final results in their certificates of academic achievements. However, they are asked to do their best in the exam to reflect their actual level and to provide the researcher with appropriate information that can be helpful in further steps. Equivalent to the pre-test, a post-test is similarly designed for experimental and control groups to examine if there is a significant difference in students' academic achievement compared to the previous assessment. The post-test has an identical structure of the pre-test in terms of aims, source, marking and evaluation. Although the questions are adopted from the Palestinian English curriculum and have mutual aims and characteristics, the questions are taken from units that dedicated to the second academic semester according to the Ministry's regulations (see Appendix B).

3.6.2 The Questionnaire:

The students' questionnaire was developed to investigate the effects of IBL, from students' perspectives, on language and learning skills, interaction in the classroom and their own

responses towards IBL (see Appendix C). Questionnaire is the most common method of data collection for examining opinions and perspectives of a large group of participants (Mackey & Gass, 2005). In the current study, it included thirty two items distributed in three main domains which were designed to answer the questions of the study and achieve its purposes. Results of the questionnaire will be also compared to test statistical examination and teachers' interview. So, triangulation technique of analyzing data will be promoted. The first-twelve item domain was developed to examine the effects of IBL on students' language and learning skills. This domain was associated to answer the first two research questions. The results of this domain were also designed to be compared to the statistical results of tests and teachers' interview that reflects their perceptions towards IBL. The second domain was composed of ten items that prepared to reflect students' attitudes towards IBL experience. Items of domain two will be compared to teachers' evaluations of their students' attitudes in inquiry classes, while, the third domain was constructed to understand the interaction in inquiry context. It also aims to provide the researcher with further knowledge about students' attitudes towards the experience of inquiry.

Students can respond to items by putting a (✓) into the scale that appeals to them. It is a five Likert scale which includes the following evaluations: (strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1) options) and they are graded from one point (1) to five points (5), as appears above. The participant can give the highest or lowest point to each item that represents their satisfactions towards.

3.6.3 The Interview:

A semi-structured interview was designed to investigate the effects of IBL on students' language and learning skills from the perspectives of English teachers. It was also prepared to

reflect teachers' responses towards IBL strategy in terms of their teaching style, challenges, changes in the classroom, students' reflections and achievement (see Appendix D). The interview consisted of seven questions that typically started by asking teachers to describe their way of using IBL to understand the reality of implementing IBL in their classes and to make sure that IBL had been correctly utilized. This question was initially asked to help the researcher to build on while analyzing further responses and details of IBL experiences, while the next five following questions were destined to analyze changes escorted by IBL method including teaching instruction, students' learning abilities and role taking in the classroom. To illustrate more, questions two and three were included to examine if teachers changed language instruction and to provide the researcher by details about these changes accompanied by. On the other hand, the following three questions were asked to analyze teachers' responses and satisfaction of students' learning capabilities, involvement and perspectives in IBL classrooms. Finally, the interview ended up by highlighting teachers' recommendations and changes to decrease current challenges that obstructed better use of IBL in language classroom.

3.7 Data Analysis

3.7.1 Statistical Analysis:

Statistical analysis for the tests and the questionnaires were performed by exposing quantitative data to Statistical Package for Social Science (SPSS), mainly, ANCOVA examination. ANCOVA was selected due to the fact that it is statistically powerful examination and it is used to increase the statistical power "the ability to find a significant difference between groups when one exists by reducing the within-group error variance" (Tabachnick & Fidell, 2007). In addition to the significance it tested, ANCOVA calculated the mean, standard deviation upper and lower percentages for the control and experimental groups has been extracted.

In addition to that, T-test examination is prepared in order to make sure that means of the pre-test and pre-questionnaire for both groups are equal. The effect of any new method of teaching can be recognized if both groups have equal level of proficiency before starting any experiment (Sawilowsky, Blair, 1992).

3.7.2 Content Analysis:

The researcher analyzed qualitative data which is collected throughout teachers' interview and transcriptions of teacher-students interaction in inquiry collaborative group work distinctly. As for the teachers' interview inductive approach had been adopted to analyze their perspectives towards using IBL. According to (Burnard, Gill, Stewart, Treasure, & Chadwick, 2008, p. 429) inductive approach involves "analyzing data with little or no predetermined theory, structure or framework and uses the actual data itself to derive the structure of analysis". Although data will be categorized under the themes of interview that are; description of IBL approach adopted, changes affected students and teachers teaching instructions, students responses towards, challenges and recommendations accompanied by IBL, there will be no reference to any theoretical background in thematic analysis of the interview. Aspects of interpretations, categories of themes and areas of inquiries will develop the qualitative analysis of teachers' perspectives. As for the scope of thematic content analysis, "it is oriented to the reductive processes formulated within the psychology of text processing" (Ballstead, et al, 1981; Dijk, 1980).

Regarding the pragmatic aspect of the present study, qualitative content coding analysis which is theoretically-dependent technique was adopted. Based on Brown and Levinson's theory of politeness, the researcher analyzed transcriptions of interactions in four inquiry classes to examine politeness strategies used in teacher-student interaction. Also, students' pragmatic

awareness in inquiry classes was examined in the light of Grice maxims. Qualitative content coding analysis adopted took place by following these steps (Berg, 2001):

- **Preparation of data:** In this step the researcher transcribed the data literally.
- **Defining the unit or theme of analysis:** Unit or theme of analysis means classifying the content into themes which can be a word, phrase or a sentence.
- **Developing categories and coding scheme:** in this step the researcher developed sub-categories and coding scheme for the analysis based on the theory adopted. In this research of codes are categorized in the light of Brown and Levinson's theory of politeness and Grice maxims that disobeys cooperative principle.
- **Coding the text:** After the coding consistency in the previous stage, it is important to apply the coding process to the data.
- **Drawing inferences on the basis of coding or themes:** In this step, one has to draw inferences on the basis of codes and categories generated.
- **Presentation of results:** Finally the researcher, present the results under each theme with conclusions supported by authentic quotes or quantitative calculations from the developed codes.

Later on, it is decided to include the Brown and Levinson's (1987) theory of politeness for better interpretation of IBL context. First of all, politeness is determined by power which is in the classroom has dominant effect on knowledge construction. Second, politeness shapes students' interaction that will not only determined by the borders of the language classroom but it also will be inseparable other classes and during daily life practices. Therefore, teachers' critical observation for students' interaction is valuable. Teachers also should be affect students behavior and speech during their trails in establishing a community of inquiry.

As for enhancing students' abilities to be life-long lasted and not restricted to the borders of the classroom, Inquiry based learning was originated also to develop social skills and interaction. Understanding the conversational implicatures and the ability to perform language functions appropriately in social contexts indicates students' pragmatic competence that will be reflected in every day experience. As Bardovi-Harlig (2001) states: "Without input, acquisition cannot take place...we owe it to learners to help them interpret indirect speech acts as in the case of implicatures" (p. 31). Students' ability to decode their messages and hide intention using maxims reflects their complexity in using target language and consciences of their functions. Grice's conversational implicatures (1975) will be utilized in order to check students' pragmatic awareness after being exposed to the strategy of IBL.

This study integrates Inquiry-Based Learning, politeness in teacher-student interaction and pragmatic awareness not only to focus on the Inquiry classroom to make it more comprehensive for teachers and researchers but also due to the followings:

First, modeling a community of inquiry (COI) in the classroom is the first step that the teacher should take into an account before start the experiment of Inquiry to prepare students to openly communicate and build shared understanding. It depends on the teachers' skillful abilities to promote their cognitive social presence (Andresen, 2009). Considering the steps mentioned in the teachers' training above the cognitive presence depends basically teachers pedagogical techniques that appears on students' development of language skills achievement while teacher's social presence can be examined throughout analysis of teacher-student interaction.

On the other hand, the researcher examined the students' pragmatic awareness in this study due to the fact that linguistic competence alone is not enough for learners of a language to be competent in that language (Krasner, 1999). That is, learners need to be aware of the culturally

appropriate ways to address people, disagree with someone, express gratitude or make requests (Peterson and Coltrane, 2003).

Therefore, taking an action to awareness-raising makes learners more sensitive to cultural differences and language use (Kondo, 2004), especially, when 21st century learning skills are needed to be promoted. Promotion of the 21st century skills basically depends on communication, in which students' ability to understand and interpret messages is recognizable. Exchanging messages in a communication requires utilizing several pragmatic functions (Eaton, 2010).

Students ability to address and interpret their messages are essential to achieve the skills of 21st century by transferring linguistic knowledge into conversations through which pragmatic functions are utilized (Eaton, 2010).

3.8 Research Objectivity:

Regardless the fact that, there is no definite technique to achieve valid qualitative analysis, the researcher tried to propose objective results and to avoid bias by peer reviews, clearly, English supervisors and language teachers. English supervisors involved, have good experience in classroom contexts and language issues. Other insights proposed by English supervisors were taken into account when analyzing qualitative data. Moreover, an English supervisor attended classes for experimental group when students presented final reflections of their investigations. Further perspectives redirects the researcher towards better implementation by highlighting some important remarks on students' performance and the use of IBL. On the other hand, tests done by the experimental group had been corrected by the teacher of the experimental group at Al-

Mazinya school. Similarly, English language teacher at Rushdya Al-Muhtaseb School corrected control group's tests.

3.9 Validity and Reliability:

The validity of research tools had been established throughout checking out the adequacy of the designed instruments to the purposes of the study. Tests, questionnaire and the interview had been presented to four professors who teach at Palestinian Universities and further three English supervisors who finished MA. Studies in the field of language and literature and they currently work at Directorate of Education at Hebron. Adjustments and modifications had been made based on the referees' suggestions and recommendations. Therefore, instruments would appropriately associate to achieve the purposes of the study. In addition to that, triangulation research design that combines quantitative and qualitative data techniques constructs valid and reliable results since common themes are correlated and compared to draw a comprehensive conclusion (Jick, 1979; Creswell & Miller 2000). Also, Mason (2002:190) opined the value of triangulation, "Encourages the researcher to approach their research questions from different angles and to explore their intellectual problems in a more rounded, multi-faceted way".

On the other hand, tests had been exposed to Cronbach's Alpha test to examine the internal consistency which calculates the extraction reliability coefficient. The results show that reliability coefficient in this study equals (0.80). That indicates that this tool is characterized by a considerable reliability for the research.

Referees List:

1.	Dr. Hazem Bader	Faculty of Arts/ Hebron University
2.	Dr. Mohammed Tamimi	Language Center/ Palestine Polytechnic University
3.	Dr. Nabil Al-Jondi	Faculty of Education/ Hebron University

4.	Dr. Manal Abu-Munshar	Faculty of Education/ Hebron University
5.	Miss. Shireen Mujahed	English Supervisor/ Directorate of Education at Hebron
6.	Mr. Nidal Katebeh Bader	English Supervisor/ Directorate of Education at Hebron
7.	Mr. Hasan Karableyeh	English Supervisor/ Directorate of Education at Hebron

3.10 Conclusion:

In brief, this section explained the every detail of methods of data collection and analysis. Triangulation research design has been found to be the best to combine common themes of IBL context. A comprehensive-vivid image about the experiment of inquiry would be portrayed. Qualitative and qualitative analysis of research tools would help to answer the research questions and achieve the aims proposed. In addition to the results of the tests, questionnaire and interview that examined effects of IBL on language achievement, learning skills and attitude, further qualitative analysis was used to understand the learning context of inquiry and to examine if students acquire pragmatic awareness. Since many experimental studies ignored the development of students' pragmatic competence, the experience of IBL included this element by testing students' authentic speeches on the bases of Grice's implicatures. Not only, the instructional method of teaching has an effect on students' interlanguage development, but also power of politeness has a dominant power on students' knowledge construction. The theoretical framework Brown and Levinson's "politeness" is utilized to examine strategies found in verbal communication.

Chapter Four

Results and Discussion

4.1 Introduction:

This chapter presents the results of the study followed by detailed discussion. The chapter starts by presenting the statistical analysis of quantitative data brought by the test and the questionnaire. After that the research introduces the analysis of the interview. Regarding the pragmatic aspect, the researcher moves to present the qualitative analysis of the teacher-student interaction and the implicature used by the students. Some quantitative calculations are made to support the qualitative analysis of implicatures.

4.2 Tests Results:

In reference to the first research question *“Are there any statistically significant differences in performance between the experimental and control groups based on students’ general performance in the pre and posttests in writing, reading, listening and speaking due to Inquiry Based Learning?”*, test results answers the first research question.

To investigate the effects of IBL on students’ language achievement, ANCOVA statistical analysis is used for pre-and post-tests results of both groups. Students’ level in the pre-test must be similar to measure the difference that takes place in the results of experimental participants compared to their control peers. To ensure that both groups have similar level of achievement, the pre-test is conducted. Means of both groups are not distinctly different. No significant difference appears in the students’ level before starting the experiment. But after finalizing the experiment vast observable difference appears as it is illustrated below.

Table (6): The Results of T-Test Examination for Pre-Test

Group	N	M	SD	d.f	Sig.
Experimental	70	24.69	7.13	122	.256
Control	50	23.12	6.11		

The pre-test results show equality of means between control and experimental group that are enrolled before starting the experiment. This means that both experimental and control groups have similar language level.

Table (7): The Results of ANCOVA Examination for the Tests

Group	N	M	SD	d.f	Sig.
Experimental	70	30.85	6.11	-5.752-	0.01
Control	50	23.64	7.77		

The researcher investigated if there is a significant difference between control and experimental groups after finalizing the experiment. Table (7) reveals that there is a significant difference between control and experimental groups in favor of the experimental. The significance equals (0.01) which is considered as good because it is less than (0.05). Table (7) generally answers the first research question as mentioned above. However, detailed analysis for language skills is required to fully-answer the research question number (1). For that purpose, the following table is established in reference to the post examination of the results.

Table (8): The Results of ANCOVA Examination for Language Skills

	Group	N	M	SD	d.f	Sig.
Listening	Experimental	50	8.01	1.36	1	0.00
	Control	70	6.30	1.99		
Reading	Experimental	50	7.95	1.30	1	0.00
	Control	70	6.08	1.94		
Speaking	Experimental	50	7.58	1.52	1	0.00
	Control	70	5.71	1.94		
Writing	Experimental	50	7.46	1.56	1	0.00
	Control	70	5.56	2.00		

Table (8) reveals that there is a significant difference in all language skills. This means that Inquiry-Based Learning has positively affected students' language skills. Although it is obvious that the student have better improved in receptive skills due to the highest two means that they scored. Students' record (8.01) in listening which is the highest mean scored. In reference to reading, students mean is (7.95) which is a little bit lower than the listening's. Regardless the fact that means presented in table two are somehow similar, it seems to be that the students need a lot of practice to produce appropriate language forms.

4.2.1 Discussion of Tests' Results:

The results of the study indicate that majority of the students have performed well in the skill-based. Similarly, the statistical analysis of the questionnaire concludes that most of the students reveal that IBL can develop their language skills and other learning skills. Although there are no currently conducted studies to investigate the effect of IBL on language skills and achievement – to the best knowledge of the researcher, other confirmed that IBL improved students' achievement in science classroom This supports (Alameddine & Ahwal, 2016; Applebee, 2003; White et al, 1999; Scrugges & Mastropier, 1993) conclusions in their empirical studies they conducted

To illustrate more, students' achievement in the pre-and post-tests was significantly different in favor of the experimental group. Although both groups have somehow similar means before the experiment started, experimental students vastly exceed the levels of their control peers. In the pre-test, the mean of the control group equals (23.1) and it equals (24.6) for the experimental. This means that participants have similar level of achievement but, after the experiential students were exposed to IBL instruction, a great difference in achievement papers. Although, instruction for the control group remains traditional, their level is slightly improved after they set for post-

test. Control group mean is (23.6). It is expected to develop slightly because they keep instructed, regardless the fact that they are traditionally taught, but larger opportunity of time is given to practice English. However, experimental students scored a great higher mean that equals (29.9). The significant difference between students score is (0.01). This indicates that the instruction of IBL is sufficient to cause change.

Moreover, the post-test mean scores in language skills; listening, speaking reading and writing are notable in the post-test. Improvements in favor of the experimental students occur since they scored higher means than the controls' as follows:

Regarding the receptive skills

- Means of listening are (8.01) & (6.30) and the significance is (0.01)
- Means in reading are (7.95) & (6.08) and the significance is (0.01).

Regarding the productive skills

- Means of speaking are (7.58) & (5.71) and the significance is (0.01)
- Means of writing are (7.46) & (5.56) and the significance is (0.01)

It is quiet notable that the experimental group exceled their control peers in all language skills. Receptive skills are better improved than productive skills. That is because the students' exposure to digital learning tools in the classroom and reading from different resources enabled them to develop receptive skills. The opportunity provided for students to read and listen in- and out the classroom is larger than that opened for them to present their findings in written or oral forms due to limited time available, although all participated in the reflection stage.

IBL as a student-centered approach in which the student themselves undertake the responsibility of learning throughout a process of investigation. Students search for information, use order thinking skills making it more suitable for high- and middle- achievers to construct

knowledge by their own. However, low-achievers are participating in group work by sharing their peers doing some simple jobs like preparing power point presentation, taking photos, preparing work schedules etc. they may encounter a difficulty in doing complex tasks that needs high-order thinking skills. Zohar and Dori (2003) have stated that teachers may face challenging problems when order thinking skills are required to build knowledge or achieve pedagogical goals. So, teachers need to implement new teaching strategies for long period of time is necessarily must be adopted. In reference to (Kahle et al, 2000) investigation that conducted to examine the effects of IBL on low-and middle achieving student in science and math classes, IBL could fill the gap between students' level and develop students' level after a considerable attention taken for students especially those who achieve low scores.

4.3 Questionnaire Results:

In reference to the second research question, *“Are there any statistically significant differences in students’ attitudes towards Inquiry Based Learning in the experimental and control groups between the pre and post questionnaires?”* questionnaire results will answer this question.

Table (9): T-Test Result of Equality of Means in Pre-Questionnaire

Group	N	M	SD	d.f	Sig.
Experimental	70	3.91	.392	4	2
Control	50	3.72	.388		

As resented in table (9), the results pre-questionnaire show that both control and experimental group have similar attitude towards using IBL in the language classroom. This result reveals their attitude before starting the experiment. The results of pre-questionnaire are compared to the ANCOVA test results of the questionnaire as seen in table (10).

Table (10): The Results of ANCOVA Examination for the Questionnaire

Group	N	M	SD	d.f	Sig.
Experimental	70	4.173	.284	1	0.01
Control	50	3.872	.613		

This table shows that there is a significant difference in the attitudes of control and experimental after the experiment has finished. There is a significant difference in favor of the experimental group. Similarly, the significance equals (0.01) which is considered as a good value since it doesn't exceed (0.05). However, the following tables (6,7,8,9,10,11) present illustrative results of the post-questionnaire.

Table (11): The Results of ANCOVA Examination for the First Domain of the Questionnaire

Group	N	M	SD	d.f	Sig.
Experimental	70	4.168	.317	1	0.01
Control	50	3.907	.622		

With reference to the first Domain, "*Students' perspectives towards the influence of IBL on language skills and other learning skills*". It is obvious that students generally agreed that IBL positively impacts their language and leaning skills. Table (12) illustrates skills development emerged after the use of IBL.

Table (12): The Percentages of Experimental Students' Responses towards The First Domain in Post- Questionnaire

	Inquiry-based learning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	<i>improves</i> my reading comprehension skills.	0.0%	0.0%	6.4%	61.7%	31.9%
2.	<i>improves</i> my speaking skills.	0.0%	6.4%	12.8%	53.2%	27.7%
3.	<i>improves</i> my listening skills.	0.0%	0.0%	21.3%	36.2%	42.6%
4.	<i>improves</i> my writing skills.	0.0%	2.1%	6.4%	59.6%	31.9%
5.	<i>improves</i> my ability to use grammatical structures correctly.	0.0%	2.1%	14.9%	48.9%	34.0%
6.	<i>enables</i> me to use words in	0.0%	8.5%	23.4%	57.4%	10.6%

	context.					
7.	<i>develops</i> my critical thinking skills.	2.1%	2.1%	17.0%	53.2%	25.5%
8.	<i>develops</i> my ability to ask questions.	0.0%	0.0%	21.3%	51.1%	27.7%
9.	<i>enhances</i> my ability of making connections between textbook content and daily life experiences..	0.0%	6.4%	27.7%	40.4%	25.5%
10.	<i>improves</i> my research skills.	0.0%	6.4%	25.5%	57.4%	10.6%
11.	<i>enables</i> me to construct knowledge with little guidance of my teacher.	0.0%	2.1%	31.9%	55.3%	10.6%
12.	<i>develops</i> my ability of gain meaningful knowledge.	0.0%	4.3%	21.3%	53.2%	21.3%

Regarding students' perspectives' towards their skills' development, it is clear enough that the experimental student agree that IBL improve their language skills and other leaning skills that students utilize in the process of inquiry. In terms of the receptive skills, (42.6%) percent of students strongly agree that IBL has improved listening skills, whereas (31.9%) percent of students strongly agree that reading is developed throughout IBL. In the other hand, (31.9%) percent of students strongly agree that students' ability to write. Also, other hand, (27.7%) of students strongly agrees that their speaking skills have been better improved. On other words, both productive and receptive skills are improved.

Complex skills of Inquiry-Based Learning have been also developed through considerable practice. It is clear that students have developed their abilities to think critically, to make connections between learning text book and surrounding context, to improve research skills and to ask questions. Significantly, students reveal that they become able to learn in a student-centered environment (55.3%) percent of students confirm that they get able to construct knowledge with little guidance of their teacher and further (10.6%) of students agree on that.

In conclusion, It is obvious that experimental students pointed out that they there is a notable correlation between the use of IBL and development of students' language and learning skills.

IBL as a type of instruction statistically prove its efficiency to positively influence students language skills, complex practical skills and replacing classroom setting to student-centered.

Table (13): The Results of ANCOVA Examination for the Second Domain of the Questionnaire

Group	N	M	SD	d.f	Sig.
Experimental	70	4.202	.359	1	0.04
Control	50	3.873	.698		

In response to the second Domain, “*Students’ general perspectives towards (IBL)*”, ANCOVA post results for the second domain show that the students are generally positive towards this method of instruction. The significance difference equals (0.04) which is considered as a good on that doesn’t exceed (0.05).

Table (14): The Percentages of Experimental Students’ Responses towards The Second Domain in Post- Questionnaire

	Inquiry-based learning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13.	is an <i>effective</i> way to learn foreign languages.	0.0%	0.0%	12.8%	53.2%	34.0%
14.	<i>enhances</i> motivation for learning	4.3%	0.0%	10.6%	51.1%	34.0%
15.	makes me more <i>engaged</i> in language classroom.	0.0%	2.1%	29.8%	25.5%	42.6%
16.	compared with other learning approaches, Inquiry-based learning functions better in drawing my <i>attention</i> .	2.1%	0.0%	17.0%	48.9%	31.9%
17.	<i>integrates</i> learning with fun and excitement.	0.0%	2.1%	10.6%	53.2%	34.0%
18.	is the most <i>suitable</i> approach among learning approaches for learning language topics.	0.0%	4.3%	10.6%	44.7%	40.4%
19.	<i>maintains</i> participation in language classroom.	0.0%	12.8%	17.0%	44.7%	25.5%
20.	<i>reinforces</i> my learning and understanding.	17.0%	27.7%	36.2%	8.5%	10.6%
21.	I don’t <i>like</i> the teacher using the inquiry teaching method in the	42.6%	19.1%	17.0%	12.8%	8.5%

	language class.					
22.	<i>decreases</i> my anxiety level in language classroom.	0.0%	0.0%	12.8%	53.2%	34.0%

It appears that the students feel that use of the IBL influences the levels of interest, enjoyment and efficiency for the experimental group. The followings generally summarize students' attitude towards the use of IBL in language classroom:

- Interest and Enjoyment: it appears that students' interest towards learning English throughout IBL is ultimate positive since more than half of the student respond by agreement towards items (14,15,17,21) which all indicate that IBL increases students' interest, enjoyment, and involvement.

- Efficiency: In response to items (13,16,18,19,22), students revealed IBL is efficient method that attracts their attention, promotes better understanding of language issues and most importantly students show their preference towards using IBL in the language classroom compared to other learning approaches. They also reveal that they like their teacher more when IBL is implemented in language class. However, it seems to be that the student miscomprehend item (20), because they responded to all items positively except that one.

Table (15): The Results of ANCOVA Examination for the Third Domain of the Questionnaire

Group	N	M	SD	d.f	Sig.
Experimental	70	4.214	.339	1	0.00
Control	50	3.828	.653		

Table (15) reveals that the students show their preference to interact with each other in IBL learning context. The statistical result of domain (3) "*Students' perspectives towards the influence (IBL) on interaction in the classroom*" shows a significant difference in favor of the experimental group.

Table (16): The Percentages of Experimental Students' Responses towards The Third Domain in Post- Questionnaire

	Inquiry-based learning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23.	<i>enhances</i> collaborative work.	0.0%	0.0%	12.8%	53.2%	34.0%
24.	<i>enhances</i> interaction in class.	4.3%	0.0%	10.6%	51.1%	34.0%
25.	<i>stimulates</i> students' discussion.	0.0%	2.1%	29.8%	25.5%	42.6%
26.	<i>improves</i> peer's ability to develop common knowledge.	2.1%	0.0%	17.0%	48.9%	31.9%
27.	allows me to <i>share</i> knowledge with peers.	0.0%	2.1%	10.6%	53.2%	34.0%
28.	allows me to <i>reflect</i> on what I learnt.	0.0%	4.3%	10.6%	44.7%	40.4%
29.	in language classroom enhances <i>self-investigation</i> .	0.0%	12.8%	17.0%	44.7%	25.5%
30.	includes <i>polite</i> discussions with peers.	4.0%	4.5%	36.2%	22.6%	27.7%
31.	causes <i>harassments</i> among peers.	12.8%	8.5%	17.0%	42.6%	19.1%
32.	<i>I don't like</i> the inquiry learning and I prefer the teacher to deliver instruction by giving lectures instead asking questions.	0.0%	0.0%	12.8%	53.2%	34.0%
	<i>The overall percentages for items</i>	2.8%	4.5%	17.9%	45.1%	29.7%

IBL satisfies intended students' interaction in Inquiry-Based classroom. Table (16) reveals that students' collaboration after finalizing the experiment of inquiry is enhanced through IBL. Collaboration is an important step of IBL process which has scored the percent of (57.8 %) reflecting favorable agreement towards. In the presence of appropriate politeness in the inquiry context, harassment among participants is decreased. Students' interaction in the inquiry groups can stimulate group discussion, peer ability to develop common knowledge, sharing and reflecting on investigations since more than (60%) percent is scored for these items. It is obvious that the students don't only improve communication and interactional skills, as presented above, but also more than (65%) percent is scored for item (29) that focuses on students' individual ability to make self-investigation.

4.3.1 Discussion of Questionnaire Results:

Regarding the third research question *“What is the general attitude of the respondents within the experimental group towards Inquiry Based Learning”*, discussion of the questionnaire’s results, as well as, teachers’ interview will answer this question. The following part quantitatively analyzes students’ attitudes from their own perspective.

4.3.1.2 Students’ Attitude towards Using Inquiry-Based Learning:

The finding of this study reveals that the attitudes of students involved in the experiment of inquiry are dominantly positive. Aside from favorable, joyful and motivating learning, students engagement and interest towards language classroom allow them to gain further complex learning skills that are considered as long life ones. Students’ attitude towards learning English language is increasingly becoming positive. The statistical analysis of students’ contribution of IBL instruction to learning process is of great pedagogical value, particularly, on language skills that have scored considerable significance for all language skills (reading, writing, listening and speaking). In addition to that, students’ ability to produce grammatical sentences that include appropriate expressions has been better improved.

Based on the statistical analysis, the use of IBL pushes students steps forwards to attain the 21st century skills. Among the central skills of 21st is that the students could build their ability to become autonomous learners. It appears that learning by inquiry supports the acquisition of these skills in various ways throughout the process of investigation. These skills are preciously promoted when students are motivated to build individual reflections, as well as, throughout interactional activities in which participants behave politely. Students could develop personal and interactional skills. Most of the students reveal that they are able to critically think and making connections between their every-day experiences and leaning material and research skills

to develop meaningful knowledge. The Partnership for 21st Century Skills (<http://www.p21.org/>) enhanced this point: ‘when students realize the connection between what they are learning and real world issues that matter to them, their motivation soars, and so does their learning’ (p. 3).

On the other hand, students’ positive reactions towards collaboration in IBL classes promote the success of the experiment. With reference to Leadbeater (2008), collaboration is the best teaching technique that can be adopted “learning is best done with people rather than to or for them. It is more effective when learners are participants rather than merely recipients’ (p. 19). Learners in collaborative groups work of inquiry are not only responsible for handling a process of questioning, setting procedures, collecting data, analyzing and reflecting on, but they are also responsible for each-others’ leaning as well as their owns. According to (Srinivas, cited in Laal, Laal and Khattami-Kermanshahi, 2012), there is a notable evidence that collaboration in Inquiry-Based Learning contributes for individual and collective knowledge growth. In contrast to traditional-based classes, students’ engagement in Inquiry-Based Learning can develop content knowledge and gradually learn complex skills of the 21st century skills, such as questioning, reapplying knowledge to similar social contexts and critical thinking (Barron & Darling-Hammond, 2008).

However, if the collaboration in this study is not taking place in polite and engaging setting, teaching pedagogical goals will no longer be achieved. Students’ responses towards polite interaction and collaboration are obviously positive since more that (60%) percent is scored for these aspects in inquiry classroom. It can be concluded that politeness is complementary for proper interaction or collaboration. The power of politeness in the classroom exceeds our needs of being respected and accepted, it is a monitoring tool for helping students building a meaningful knowledge. Benceze (2009) throughout his investigation about “Polite directiveness”

in science inquiry, stresses on the vital function of politeness in inquiry classroom states that “uses of polite discourse practices for facilitating students’ science inquiry activities has many strengths. The summer institute that emphasized relationships between teacher discourse practices and student engagement in science inquiry activities did appear to be effective, particularly for a teacher whose use of politeness in interactions with students appeared to be associated with their relatively low level of engagement”.

Healthy relationships in inquiry class room offers opportunities for students to get motivated, engaged to participate in the classroom and co-creating new knowledge. Leadbeater (2008) states that “individuals learn best when they are supported by the right set of relationships that motivate, engage, care about and reward them” (p.22). Relationships in the classroom is definitely critical because it don’t only affect the process of learning, it establishes their identities.

4.4 The Interview Results:

The qualitative analysis of the teacher’s interview provides further details about how IBL takes place in the language classroom and explores aspects of influence regarding students’ language performance, attitude and changes accompanied by IBL. It ends up by teachers’ recommendations and challenges they encounter throughout their attempts to appropriately implement IBL method. The qualitative analysis of the interview is triangulated with the questionnaire to combine themes of investigation. This section, supports the statistical analysis of the tests and the questionnaire, additionally, it presents some specifications. The analysis below answers the third research question which is concerned by the students’ general attitude towards IBL from the teachers’ perspectives. It also supports the results of the first and second research questions by providing some details about areas of development and expanding knowledge about

IBL learning context. The following part qualitatively analyzes students' attitudes from their teacher's view.

4.4.1 Discussion of the Teachers' Interview Results:

1. Regarding the first research question; "Describe how you are typically using (IBL) in your classroom". It is obvious that more than half of the teachers don't know how IBL method can be used in the language classroom appropriately. Fifty five percent (55%) of teachers reveal that they are partially using the method of IBL due to their lack of adequate knowledge about the way that this method can be utilized. However, personal attempts of expanding their proficiency in teaching and the desire to improve students' language performance motivated them to search for further methods. Compared to those who partially use IBL in their classes, only forty five percent (45%) of teachers involved in the study are fully-aware of the proper use IBL method.

Most of the teachers adopt the type of the structured-inquiry in which they themselves formulate questions and draw orienting guidelines that can be followed throughout the process of investigation. Only two teachers reveal that they adopt the open-inquiry technique which is a purely a student-dependent type through which students undertake the responsibility of setting plans, questions, procedures and reflection. Students who are involved in open-inquiry are eager to have authentic knowledge by making empirical visits, interviews and by using YouTube videos that match themes of inquiry. One of the teachers expresses that "my students keep thinking of learning outdoors, they like to visit sites and specialist. For example, they could handle critical interviews with specialist in Palestinian heritage whom they meet in a visit to one of the Palestinian museums". Other three teachers followed the strategy of guided-inquiry that focuses on teachers' opening questions followed by students' formulation of procedures, methods, plans and finally present their conclusions and reflections. Teachers who follow this

type reveal that their students need to be properly engaged in learning by enhancing them to express their experiences towards themes presented in their text book and cooperatively work after the teacher himself/herself formulate an open question, so they can ask secondary questions based on their every-day experiences. However, more than half of the teachers involved, mix between the traditional cooperative learning and Inquiry-Based Learning. They think that giving students the opportunity to discuss textbook exercises in groups is IBL. Students are not involved in a cycle of investigation by setting plans, strategies or methods of inquiry.

2. Regarding teachers' answers for the second question "Has the way you are doing inquiry instruction changes since last semesters". All teachers involved in the study, have confirmed that the way they teach English has been gradually changed. In comparison with their method of instruction in the previous semester they feel that their ability to provide skills and learning tools for the students affects students motivation and preference to practice language skills mainly, speaking. Other teachers agreed that their use of Inquiry-Based Learning has been a good opportunity to help students to increase their input by authentic use of words and expressions.

3. In terms of changing roles in IBL classroom as stated in question three "Have there been changes in your classroom role as a teacher/ describe".

All teachers assure that classroom is moving steps towards student-centered setting. Teachers who practice structured-inquiry reveal that their role is increasingly shifting from imparting knowledge forwards facilitating a process of investigation by giving frequent feedback, discussing steps of investigations and evaluating final products. However, a few teachers reveal that they face difficulties with low-achievers through their frequent trails to engage them properly in student-centered learning. Low-achievers are highly-dependent on teachers' written notes that they rewrite on their notebooks and try to memorize with little or no comprehension.

Low-achievers can only produce short written unstructured sentences with no actual participation in classroom activities. When they are involved in IBL context and as result of students' negotiation of meanings, little advancement is documented throughout reading and vocabulary questions which are included in English exams throughout previous semester. But, still they need a lot of language practice and notable engagement.

On the other hand, in open-inquiry classes teachers become "learning coaches". In the context of inquiry, Learning coaches try to develop students' skills by providing them with some guidelines that vary from one student to another depending on their actual level and skills. Teachers reinforce students' intellectual ability of criticizing, solving problems and most importantly constructing meaningful and authentic knowledge. Learning coaches in open-ended inquiry are surprised by students' language performance by the end of the semester. They don't only score quite-better marks in the final exam, but they can critically reflect on themes and handle considerable investigations.

4. Regarding question four, "Since you began using an inquiry, have there been changes in the way students work together?"

Teachers emphasize on the quality of learning and teaching that are promoted by powerful relationships. In inquiry-based learning classes teachers try to create healthy atmosphere that is characterized by respect, trust and belongingness to enable students to share and construct knowledge. Most of the teachers excelled in preparing fruitful learning community of inquiry. However, Forty percent (40%) of teachers encountered refusal from high-achievers at the early beginnings of IBL application in their classes. Teachers' permanent trails to develop a sense of belongings fail to satisfy students desire to be the best of. High-achieving students are arrogant to share their knowledge with competitive peers who all like to be the first in the class, especially,

when they meet at the same group. Thus, teachers attempt to allow these students handle more complex investigation that imposes them to think of further interactional strategies to share knowledge. These students feel incompetent to present considerable conclusion alone. They feel that they need to communicate well with their competitive peers to accomplish the activity. Hence, students get prepared for real investigations.

5. As for teachers' answers for question five, "Since you began Inquiry-Based Learning, have you noticed any changes in students' attitude towards learning English?"

All teachers confirm that their students show their positive reactions in inquiry classes. IBL learning increases in-class participation and explode the desire to take an active role via steps of inquiry, regardless of their actual level. Although some teacher complains that low achieving students don't satisfy their expectation and negatively respond to instruction by inquiry. By permeant attention to these students they increasingly show interest towards language class. These students are usually asked to rewrite questions on paper, distribute roles for group member, control time, help peers to search for some short videos and finally low achievers become able to introduce the group when conclusions are ready to be presented. Teachers who use open-inquiry type are amazed by their students' conclusion, reflection and field activities they handle. Student ability to establish meaningful knowledge as one of them describe is competitive to peers in other countries. English language teacher of one of participating schools won the ISA International School Award after the teacher involve students in Inquiry-Based activities. In other words, IBL gradually change students' attitude towards English class. It seems to be that using IBL in language classroom is favorable, active, joyful and lively.

6. Regarding "Has Inquiry-Based Learning affected the quality of students' learning? If so, in what aspects?"

Teachers reveal that deeper learning is supported by actual practice. Teachers say that ‘doing and applying knowledge simultaneously emphasize students’ in the center of learning’. Students get motivated throughout highly participative and dynamic learning activities in inquiry classes. Inquiry-Based Learning maximizes opportunities for teachers and students to meet, discuss and share knowledge. Teachers agree that IBL can definitely develop students’ learning complex skills and language skills, mainly, listening and speaking. Teachers reveal that IBL develop listening and speaking skills because they used to watch and bring short videos. Students tend to imitate some words and expressions used in the videos and represent in their reflections. The possibility to maintain using authentic material to IBL classroom that corresponds to the textbook’s content and using the digital literacy in the classroom assist thinking out doors. This adds to the unique results of IBL instruction in two different ways. First, by providing students with the opportunity that allows them to make self-investigation based on the questions they themselves proposed. Second, by enhancing students to have greater focus and concentration on learning preferable ways of expressing themselves in different situation. That usually takes place by imitating speeches included and employing these in similar contexts.

7. In response to the final question, “Are there any external factors that are influencing the implementations of (IBL), such as major changes in school or district?”

The researcher documented four main challenges that prevent engaging students in meaningful process of inquiry; these are as follows:

First of all, although Inquiry-Based Learning creates compelling learning opportunities, students sometimes lack the appropriate background knowledge about topics of inquiry. Thus, teachers spend much time and effort to get them prepared for the steps inquiry by using other resources, such as, videos, cartoons and post cards. Some teachers ask students to watch or read

some related material to the topics presented in textbooks before the class time. But, some students don't have accessible technological research instruments. They depend on computer labs at their schools which are not sometimes available before English classes.

Second, students don't have accessible research methods or techniques. Students are not well-prepared to use the methods of research such as collecting data or making interviews. However, it is not required for students to be accurately knowledgeable of scientific research methods. Little or basic knowledge is indeed which is intended to be developed throughout actual practice of IBL. This needs more classes and training students about how to handle these issues in an investigation. In addition to that, availability of technological resources undermines students' motivation compared to other peers who own various technological devices and tools. The teachers' attempts to equally compromise students' opportunities for having adequate access to technology by using school computer labs doesn't satisfy students' needs in some cases due to insufficient technological readiness to assimilate these students.

Third, students lack the properly needed management skills to expand activities in ultimate open-ended inquiry. Students' ability to organize and plan for complex process of investigation requires to be prepared for coordination to accomplish activities, manage resources and present final products. Students are not used to expand complex activities due to frequent traditional arrangement they are involved in throughout typical learning activities. According to one of the teachers "Changing traditional methods of teaching to more social-based ones needs rebuilding the system of scholastic activities".

Finally, large-sized classes and conflicting available time are the most frequently-mentioned obstacles among teachers who are involved in the interview. Managing complex activities in inquiry classes that are characterized by large number of students needs much exceeding time

than that determined to equally open opportunities for students to present their reflection and conclusions. A failure to work with actual learning class context by fitting with time schedule and number of students cause practical constrains that doom to failure.

Although, many challenges have impeded teachers' use of IBL, they show their preference to follow the process of inquiry in language classroom rather than adopting traditional teaching approaches. Teachers grantee proper implementation of IBL if the following recommendations are taken into account:

- Phasing activities: Phasing activities help students to adopt proper investigation techniques which help them to build up background knowledge about themes of inquiry.
- Building up social scholastics activities: Since IBL requires students to use and develop complex social skills, the typical scholastic activities needs to be changed to ones that suit the process of inquiry. The scholastic activities that students get regularly involved don't need practicing complex skills. In most cases school activities can be individually achieved or with little guidance of teachers. Involving students in collaborative activities prepares them to handle sophisticated work that requires good management, coordination and planning.
- Minimizing textbook materials: Since most of the teachers complain from workload originated from increasing number of students, they recommend minimizing the text book material, so they can follow-up and evaluate students' productions.
- Managing meaningful technological predispositions: Headmasters/mistresses need to accommodate technological resources to embark an inquiry. Meeting the needs

of technology in inquiry schools is a critical consideration that needs much care. Expanding computer labs by increasing their numbers and by doing sufficient technological rehabilitation permanently creates good learning environment that decreases practical obstacles.

In reference to the questionnaire results, both teachers and students confirm that IBL has the faculty to develop language skills, learning skills and collaboration. Although IBL classes increases motivation, engagement and participation in the classroom, still many pedagogical challenges hinder IBL context.

4.5 Politeness in Inquiry-Based Classroom:

Regarding the fourth research question “*What are the politeness strategies used in teacher-student interaction in Inquiry classroom?*”, this section answers this question.

Language classroom in EFL context is a special setting for application of politeness strategies emerge in teachers’ use of language. Senowarsito (2013) confirms that the classroom interaction is vastly dominated by teachers. Students’ responses towards teachers’ instruction are overpowered by language selections of their teachers. Teachers control their classes by giving instruction, providing clarifications, managing classroom activities, evaluating students’ production and encouraging students. To understand how the teacher conducts inquiry-based language classroom, the researcher collects the data of teacher-student interaction by decoding recordings of language classes into written forms.

With reference to Brown and Levinson’s Politeness (1987), although there are four main politeness strategies emerge in communication as mentioned in the previous chapter, in Inquiry-based classroom only positive and negative politeness strategies are found throughout teacher-student interaction. Language teacher alters negative and positive politeness strategies based on

students' responses to motivate them and to maintain concentration and engagement. Based on the frequency of situations used to accommodate the learning setting, the researcher calculates the times of frequency emerged. The researcher also classifies politeness aspects emerged in the Inquiry-Based classroom into four main categories. These four main categories are: 1) Classroom Instruction 2) Enhancing Motivation 3) Reflecting on students' investigations 4) Facilitating collaborative group work. Table (17) illustrates positive politeness strategies adopted by language teacher while Table (18) clarifies teachers' negative politeness utterances found.

Table (17): Positive Politeness Strategies Used in IBL Classes

	Situation	Authentic Examples extracted form IBL context
1.	Classroom Instruction.	1. Today we will learn about wild life in danger. 2. Who would like to start reading? 3. let us begin our lesson for today. 4. Who would like to write it on the board?
2.	Enhancing Motivation.	1. You can do it Leen. 2. You did a brilliant job in previous task. You can do it.
3.	Reflecting on students' Investigations.	1. You are wonderful group members. Thank you. 3. Brilliant! 4. Well-done! 5. Keep the hard work. Thank you.
4.	Facilitating Collaborative Group Work.	1. You have a good idea. Write down. 2. Time is over. Would you please prepare yourself for collecting data. 3. Now it is a time for group discussion.

Table (18): Negative Politeness Strategies Used in IBL Classes

	Situation	Authentic Examples extracted form IBL context
1.	Classroom Instruction	1. Now look at the blackboard and think about questions here. 2. I appreciate that you are doing well, but try to be on time. 3. That's all for task one. Now I want you to talk about you experience.
2.	Enhancing Motivation	1. Shymaa' please. Tell us about your experience. 2. I'm thinking, perhaps, you can try.
3.	Reflecting on Students' Investigations	1. Well-done. You are a great student.
4.	Facilitating Collaborative Group Work	1. Now please discuss Lana in this point. 2. Can you prepare a poster about it? 3. Can you write a list of questions?

4.5.1 Positive Politeness Strategy in Inquiry Classroom:

Regarding Brown and Levinson (1987) positive politeness can be achieved when efforts meet persons' positive face wants and by minimizing face-threatening acts to one's positive face in order to keep on interacting. The study reveal that positive politeness strategies followed by the teacher to keep students' encouragement and involvement to learn. The following are the most frequently occurring situations:

The teacher's perception of the student-centered classroom setting influences students' responses towards language instruction since teacher's predisposition to embark such a learning strategy is dominated by his/her attention of using appropriate politeness strategy (Senowarsito, 2013). In Inquiry-Based Learning students endure the responsibility of their learning by themselves to construct knowledge throughout a process of investigation. Student, as a result, needs a teacher's permanent facilitation and supervision. The teacher uses, in Inquiry-Based classes, positive politeness strategy in different situations to allow student feel trusted that they can establish meaningful knowledge. Although, the teacher attempts to minimize the gap between herself and the students, still she is placed as respected older person and the only authorized power in the classroom. The findings reveal that the power of the teacher in Inquiry-Based instruction is quietly decreased, but still the students' show obvious respect for their teacher. For example:

Teacher: Any other questions?

Student: (no response)

Teacher: Are you sure my Dear?

Student: No. Thank you my teacher.

Calling students with the phrase "my dear" instead of students' name or even ignore their names completely is another politeness strategy that the teacher frequently uses. The teacher

doesn't position herself in a powerful situation or keeps her in a far distance from students. This strategy minimizes students' negative face by avoiding face threatening acts (FTA). Although the teacher extracted her own power to empower students to keep them involved in, she is still respected. The phrase "my dear" creates closeness, trust and belongingness.

Teacher: Can you start reading my dear?

Student: Yes.

Teacher: Thank you my dear.

In introductory part of inquiry class in which teacher stimulates students to make connection between their every-day experiences and content material, the teacher gives weight to students' participation by allowing them to express ideas, talk about life practices and give opinions. The teacher wants students to get engaged and participate to let them ask questions to start an investigation. Such activity may reduce the power of the teacher, but students would keep engaged:

Teacher: My dears let us talk about your experiences in visiting gardens?

Student: (no response) students look hesitant to talk about.

Teacher: You can talk about the one we did last year?

Student: (Surprisingly). Yes.

4.5.2 Negative Politeness Strategies in Inquiry Classroom:

Negative politeness strategies are intended to avoid acts that threat others by avoiding the use of offensive words. These strategies include questioning, hedging, and presenting disagreements as opinions (Brown and Levinson, 1987). The following are the most frequently occurring situations:

In the following situation, the teacher uses negative politeness strategy to maintain speaker's and addressee's involvement in the classroom. The teacher compromises the gap between

students in collaborative group discussion between students to keep both engaged in the class by modifying politeness marker using the expression “please” as follows:

Student (A): we don't need to save our time.

Student (B): But this idea deserves more searching.

Teacher: (speaks quietly) please. Please discuss with other peers your priority.

The teacher tries to use direct expressions in order to motivate students who are feeling reluctant to participate in the classroom. She avoids putting imposition on students by using the word “little” and implicitly express that the student are not asked to do very much. For example:

Teacher: Before we start our lesson for today.

We would like to start by allowing you to review little of your experiences.

Little experiences.

Student: Yes.

Teacher-student interaction in the final stage of inquiry is characterized by patience and tactfulness. Reflecting on students' investigation is a critical stage that all students keep thinking of how they can save their face throughout that time. The Teacher shows enough awareness towards this sensitive phase, because students are not used to be instructed by inquiry before. The teacher keeps shifting between positive and negative politeness strategies throughout evaluating students' products to maintain their motivation and engagement. For example:

Teacher: Group A it is you turn?

Students: We distributed slides for all of us.

Teacher: Very good you can start.

Student A: (Look hesitant).

Teacher: My dear you have the potential to do it.

Student: Good mourning. I will tell you about animal in danger. (she stopped). I don't remember.

Teacher: My dear you can have you seat until you are well prepared.

Another example:

Teacher: It is your turn.

Student: (performed well but with little mistakes) ... the animals is in danger in Palestine ..

Palestine is our homes. We needs to keep it clean and beautiful...

Teacher: Well done! You are a great student.

In conclusion, classroom interaction in Inquiry-Based Learning is dominated by teachers' support and trails to get students engaged. The teacher is switching politeness strategies depending on students' response and interaction in inquiry classroom. Although the teacher minimizes her power by using some technical terms such as "please" "my dear" and other expressions, but she redirects her power to empower students' capacity to participate and keep up with the inquiry groups.

4.6 Implicature in Inquiry-Based Classroom:

Regarding the fifth research question "*Does Inquiry-Based Learning affect students' pragmatic awareness of English language?*" this section answers the fifth research question.

As English becomes an international language and was learnt as a tool to communicate with non-native speakers (Jenkins, 2003). Grice contribution to language pragmatics by proposing maxims of speech in every-day communication offered an opportunity to look at conversations beyond the literal level. The awareness of the target of using and interpreting implicature in different culture requires close attention in future EFL classrooms and interpreting cooperative principle will be called for (Bouton, 1999).

Data analysis revealed that Palestinian students have good pragmatic awareness. That means that they are aware of implicatures throughout their communication in Inquiry-Based Learning classes. However, students' speeches don't include many Grecian maxims. Kasper (2001) states that understanding implicature is an intellectually complex cognitive process that needs to be referred to the target structure and culture. In addition to that implicature needs to be referred to the context and textual information. Taking this into account, understanding the indirect meaning requires discovering skills and being more complex than merely choosing correct interpretation.

In Inquiry-Based language learning, students need to develop and use complex skills of analyzing, synthesizing, negotiating meaning and drawing meaningful conclusions.

Compared to students' use of maxims before the experiment, students' speeches don't include many maxims. But after finalizing the experiment of Inquiry all they produce implicit messages and language codes. This means that Inquiry-Based Learning enable learners to sophisticate their speeches and language use.

Maxim of quantity is the most violated in Inquiry-Based Learning classroom. Students after three and half a month of being instructed by inquiry, they become able to understand each other more and are able to infer what peer means if she utters little words less than required. May be that takes place because of frequent collaboration that takes place in the classroom. However, students are able to understand peer messages and respond positively. For example:

A: hmmm

B: what you are thinking of?

A: Photos.

B: Photos for presentation are ready. They are copied on the flash memory.

C: They are clear and beautiful.

A: I searched for them several times to insert to the presentation.

D: Yes. It is time to make presentation.

E: let us do it.

Student (B) interprets student's (A) need of inserting photos , although student (A) uttered only one word "photos". Speaker (B) interprets what (A) means.

Students' violation of maxim of relevance comes at the second rank. In Inquiry-Based Learning classes the addressee responds irrelatively to the speaker's utterances. The student wants by violating the maxim of relevance to show an importance of accomplishing a specific task over the other. Although sometimes the speaker may lose face, students' relationship is characterized by closeness. For example:

- A: Are these photos good for wild life in danger?
 B: This webpage is valuable. It has a lot of information.
 C: Yes. It is valuable.
 A: Yes, the page includes different types of animals.

Student (B) utterances were not relevant to student's (A). Student (A) wants to show that looking at this web page is more important than searching for good photos for the presentation. Although, student's (A) response is critical to student (B), (B) positively responded and confirms that the webpage includes a lot of information. This indicates that they students have good relationship.

Furthermore, students violate the maxim of quality to express their feelings or attitudes towards certain tasks or situation, so peers respond appropriately to the situation. Students often make use of similes and metaphors to express their feeling towards. For example:

- C: hhh..It is a piece of cake.
 D: Yes our preparing for the presentation is easy.
 E: Well done for all of us.

Student (D) comprehends student (C) message by commenting that preparing for the presentation is easy. However, it is not true that that process is a piece of cake. But the metaphor introduced in the idiom definitely means that the job was easy.

However, students' speeches don't include any violation to the maxim of manner throughout the experiment. Table (1) presents quantitative calculations of students' speech emerge in inquiry classes.

Table (19): Times of Frequency of Students' Violations of Grice Maxims in Inquiry-based Learning Class

	Maxim	Frequency of maxims before using IBL	Frequency of maxims before using IBL
1.	Maxim of Quantity	1 time	5 times
2.	Maxim of Quality	1 time	3 times

3.	Maxim of Manner	0	0
4.	Maxim of Relevance	1 time	5 times
	Total times of maxims' violation.	3 times	13 times

Although implicature is an important tool for interpreting codes, messages and meaning in every-day communication, Palestinian students as EFL learners have restricted opportunities to use the target language outside the classroom. Therefore, further authentic tasks should be included in the classroom to analyze interlocutor's speech and indirect messages used in contexts. With reference to the results presented in the Table (19) students' use of implicatures is improved. Students' development in interpreting and using implicatures in the classroom is basically resulted from the improvement of their research skills that they utilized throughout IBL. In the previous analysis of students' test, questionnaire and teachers' interview, students learning abilities and language skills have been developed throughout IBL. Their skills of analyzing and drawing conclusion help them to analyze speech and comprehend messages. Students' responses in the classroom interaction don't include any unacceptable responses culturally, although they exposed to the target language. Palestinian students prepare their priorities and do works based on its importance since they violated the maxim of quantity and relevance. They were the most violated one among others which show that Palestinian sets their goals and priorities and produce irrelevant utterances to focus on the importance of doing a job over the other. Rose and Kasper (2001) confirms that language testing affect the teachers' style and method of instruction. Taking this into consideration, we believe that they type of instruction should more effective if the subjects have been told that the L2 structure will be included in tests so that they would be motivated to learn. For foreign learners of English who are not immersed in the target culture it is important to equip them by an appropriate tool for speech analysis.

Moreover, authenticity of Inquiry-Based Learning that emerges when students search for knowledge throughout exploring authentic resources of the target culture, mainly, YouTube video, has some merits over traditional exposure to language. Many researchers have assured the effectiveness of naturally occurring language resources to raise students' pragmatic awareness (Bardovi-Harlig et al., 1991; Boxer & Pickering, 1995; Myers Scotten & Bernsten, 1988). (Derakhshan et al, 2014) states that "videotapes offer more contextual information in a more efficient manner than do textbooks". They bring more comprehensive view about naturalistic setting of the target culture that appears when interlocutors observe para-linguistic features such as setting, posture, gestures all of which lead to politeness in interactions (Gass & Houck, 1999; Stempleksi & Tomalin, 1990). In addition to para-linguistic features found in authentic videos, in Inquiry-Based learning setting students' need to analyze linguistic expression and use these in presenting their reflections. Building authentic knowledge by being exposed to authentic resources for Palestinian students who never experienced the target culture and whose opportunity to practice English in naturalistic setting is restricted, can minimize the gap between language use in naturalistic setting and students' existing pragmatic knowledge.

Based on the discussion above, the researcher believes that Inquiry-Based Learning can rise up students' pragmatic awareness due to two main reasons: (a) discovery process and inquiry process have mutual steps and methods of collecting data. (b) discovery learning is a form of inquiry based learning, regardless of some distinct features, that both shares similar theoretical background that is "constructivism" (Bruner, 2009) . However, research doesn't prove the effectiveness of IBL in rising up students' pragmatic awareness—to the best knowledge of the researcher.

In summary, Inquiry-Based Learning as a student-centered approach can make a difference in students' ability to comprehend indirect meaning of the implicatures. Learners' demonstration of authentic language material throughout a process of investigation that focuses on social interaction in the classroom or with target figures in the Palestinian community considerably improved students' inferring indirect messages. Since the video include naturalistic interaction between subjects and the skills needed to accomplish inquiry tasks, students' acquisition of the target pragmatic awareness is promoted, although interpreting implicatures is culturally inherited. "We were to consider the fact that the same utterance in the same context could be interpreted differently in different cultures" (Keenan 1976, Bouton 1994b). Student could relate speech to their existing culture.

Chapter Five

Conclusion and Recommendations

5.1 Conclusion:

Since calls of global movement focuses on originating a new model that adapts with learning and teaching in the 21st century, it has been argued that reforms for formal education is urgently in need to accommodate with real-life problems of this century. The new models of learning such as, inquiry-Based Learning, is used to enable learners to tackle with complex global issues. What the learner needs is rethinking of new learning approaches that enhance critical thinking and communication skills. Transforming towards the pedagogy of inquiry-Based Learning in the Palestinian context could support students to better acquire language skills needed to communicate and other complex learning skills.

Inquiry-Based Learning is a profitable learning model to inductively teach students the skills of 21st century by focusing on researching and being autonomous learners. Using this IBL method properly allows teachers to achieve the intended pedagogical goals that enable learners to deal with problems of the 21st century (Barron & Darling-Hammond, 2008). In this study, quantitative and qualitative data analysis reveals that inquiry based learning could make a significant difference in various aspects.

Students are positive in Inquiry-Based language instruction. Teachers and students responses towards IBL as a model for language teaching and learning manifest that this method of Socratic teaching is valid and efficacious. Students' choices of appropriate questions and the sachem of presenting final conclusions require employment of vocabulary, grammar, writing and speaking skills, after a process of investigation in which the learner utilizes reading and listing skills to elicit proper knowledge. A natural and meaningful knowledge exchange is likely take place if

the teacher facilitates students' organization by generating students to search for knowledge using selective polite expression and words. The power of politeness in inquiry classroom exceeds our expectation of showing respect for participants to generate considerable trust that students can construct knowledge by themselves. Politeness is dominating variable affect students' significant results of this study; successful implementation of IBL in the selected context includes collaborative students and teachers' ability to establish respectful, relaxed and pleasant setting. Teachers' shifting between positive and negative politeness strategies throughout IBL classes encouraged students to get engaged properly in the process of inquiry, although that reduces teacher's power in some cases. If the teacher maintains the power of authority in the classroom, students feel coerced as a result of this dominating power.

In addition to that, teachers' observation of students' logical arrangement of data and proposed questions sequences students' productions of relevant formats to contextual and personal experiences' learning by inquiry offers the students' the opportunity to have better insights towards target language and mother tongue language. Thus, students' would activate their metacognitive skills.

Students throughout IBL manage a process of planning, monitoring and evaluating understanding in two main stages. First, students in collaborative group work evaluate one another's ideas before drawing meaningful conclusions that will be shared and discussed with other peers. Second, students' will receive another assessment and comments from their teacher and other group member. This creates metacognition. It is simply 'thinking about one's thinking' and it reflects an individual's critical awareness of how they think and learn, and their assessment of themselves as a thinker and learner (Leadbeater, 2008).

Furthermore, utilizing digital educational tools such as, videos, cartoons, flash-based lessons and other multimedia programs is not only favorable feature for students, but it is also an authentic resource of target language that helps them to raising up awareness towards language in social use. Students' awareness towards pragmatic aspect of language can be enhanced by a process of investigation in which the students negotiate meaning, search for knowledge analyze and build knowledge. Palestinian students show their capacity to develop their pragmatic awareness. Students can decode meaning from messages and respond appropriately. Their responses are culturally accepted by their peers. It seems to that Palestinian student arrange their responsibilities and focus on the important issues and try to ignore minor jobs till appropriate time.

To sum up, appropriate application of Inquiry-Based Learning in language classroom enables teachers to achieve language learning goals that are focused on stimulating students' communication skills and advocating the interaction in the classroom. IBL as constructivist approach can be incorporated to the language classroom that echoes the concerns and needs of the 21st century requirements. Since Inquiry-Based Learning is characterized by question-answer investigations in interactive knowledge exchange, it encourages students to actively be involved in a social and cognitive process that aims at knowledge construction. The qualitative and quantitative results of the study confirms Socratic assumption that active teaching process promotes dynamics in class, deepens learner's understanding, attracts students' attention, reinforces meaningful communication and facilitates learner's transfer (Savignon, 2001).

Further favorable findings are approved, the qualitative and quantitative analysis indicates that students' show their preference to be enrolled in IBL classrooms. They expressed their

enthusiasm to learn English throughout IBL which indicates that this method of instruction reinforces language learning and fosters meaningful learning experience.

5.2 Recommendations:

Based on the current study, the researcher proposes a number of recommendations for teachers, Ministry of Education and other researchers:

As for teachers, to achieve the pedagogical goals of raising students' ability to better communication the 21st century, you can adopt the following:

- Before you start Inquiry-Based instruction, It is important to create a Community of Inquiry with cooperation with headmasters/mistress by taking care of cognitive factors, social factors and teachers' presence in the classroom.
- It is helpful to prepare database of lessons and visual aids that include authentic language material and to feed this data with latest update regularly.
- It is considerable to make a record on accumulated Inquiry-Based products that may be helpful for further inquiry generations.
- It is important to create an inquiry context that characterized by sense of belongingness, respect and trust.
- It is important to be selective of your expression when you address politeness strategies in the classroom by reducing your power to enhance the power of politeness in the classroom.
- It is valuable to use or direct students towards utilizing authentic language learning resource as a step to contribute for rising their pragmatic awareness.
- Going steps towards beyond-constructivism in the 21st century, establish a blog or any other appropriate application of social media to follow up students' work and products.

As for the Ministry of Education, the followings are recommended:

- It is important to train teachers to properly utilize IBL learning.
- It is considerable to equip schools by means of the 21st century technological tools such as, establishing computer lab with adequate number of computers, integrating “Interactive Whiteboards”, providing digital cameras and iPads.
- It is valuable to minimize textbook material to give teachers the opportunity to teach students language skills so that they can practice English and reinforce their ability to communicate.
- It is important to include pragmatic aspects in school textbooks.
- It is important to rebuild the system of school activities to more constructivist one.

From a research perspective, it is important to continue to examine the various aspects of IBL to have further clarifications about Inquiry-Based Learning, the followings can be investigated:

- The impact of establishing community of inquiry (COI) for language classes in the Palestinian schools.
- Politeness strategies emerge in student-student interaction throughout the process of Inquiry-Based Learning.
- Speech acts used by language teachers in Palestinian Community of Inquiry.
- The role of 21st technology used in Inquiry-Based Learning.
- Integrate Palestinian male schools to study the impact of Inquiry-Based Learning on language skills.
- Using Inquiry-Based Learning to teach Palestinian students the 21st century skills. That can be conducted with reference to the “Four Cs” model of “Skills of the 21st Century”.

References

- Aditomo, A., Goodyear, P. Bliuc, A.M., & Ellis, R.A., (2013). Inquiry-based learning in higher education: principal forms, educational objectives, and disciplinary variations, *Studies in Higher Education*, 38:9, 1239-1258, DOI: 10.1080/03075079.2011.616584
- Alameddinea, M.M, Ahwal, H.W. (2016). Inquiry-based learning in Literature Classroom. *Procedia - Social and Behavioral Sciences*, 232 (2016): 332 – 337
- Alberta Learning. (2004). Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-Based Learning. ERIC number: ED491498. <http://files.eric.ed.gov/fulltext/ED491498.pdf> .
- ALFattah, M. H. A.(2010). Pragmatic Analysis of Politeness Theory. *Language in India*, 10 (2), : 183-207.
- Alleman, J. & Brophy, J. (1992). College students' reports of learning activities experienced in elementary school social studies. *EDRS Clearinghouse*. ED365583.
- Allwright, D. & Bailey K. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge: Cambridge University Press.
- Alford, R. (1998). *The Craft of Inquiry: Theories, Methods and Evidence*. New York: Oxford University Press.
- Amaral, Olga., Garrison, Leslie. & Klentschy. Michael, (2002). Helping English learners increase achievement through inquiry-based science instruction. *Bilingual Research Journal*, 26 (2): 225-234.
- Andresen, M. A. (2009). Asynchronous online discussions: Success factors, outcomes, assessments, and limitations. *Educational Technology & Society*, 12(1), 249-257.
Retrieved from http://www.ifets.info/journals/12_1/19.pdf
- Applebee, Arthur N., Langer, Judith A., Nystrand, Martin. & Adam Gamoran. (2003). *Discussion-Based Approaches to Developing Understanding: Classroom*

- Instruction and Student Performance in Middle and High School English. *American Educational Research Journal*, 40 (3): 685-730.
- Arauze, P.Z. (2013). Inquiry-Based Learning in an English as a Foreign Language Class: A Proposal. *Revista de Lenguas Modernas*, 19: (2013), 479-485
- Bailystok, E. (1993). Symbolic Representation and Attention Control in Pragmatic Competence. *Interlanguage pragmatics*. New York: Oxford University Press.
- Ballstaedt, S.-P.; Mandl, H.; Schnotz, W. & Tergan, S.-O. (1981). *Texte verstehen, Texte gestalten*. München: Urban & Schwarzenberg.
- Banchi, H. & Bell, R. (2008). The Many Levels of Inquiry. *Science and Children*, 46(2), 26-29.
- Bardovi-Harlig, K. (2001) Evaluating the empirical evidence: Grounds for instruction in pragmatics? In K. Rose & G. Kasper (Eds.). *Pragmatics in Language Teaching*. (pp. 13-32). Cambridge: Cambridge University Press.
- Bardovi-Harlig, K., Hartford, B.A.S., Mahan-Taylor, R., Morgan, M.J., & Reynolds, D.W. (1991). Developing pragmatic awareness: Closing the conversation. *ELT Journal*, 45, 4-15.
- Barron, B., & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning (PDF). *Powerful Learning: What We Know About Teaching for Understanding*. San Francisco, CA: Jossey-Bass.
- Bassani, P. B. (2011). Interpersonal exchanges in discussion forums: A study of learning communities in distance learning settings. *Computers & Education*, 56(4), 931-938.
doi:10.1016/j.compedu.2010.11.009
- Bateman, W. (1990). *Open to Question: The Art of Teaching and Learning by Inquiry*. San Francisco: Jossey-Bass.
- Beach, R., & Myers, J. (2001). *Inquiry-based English instruction: Engaging students in life and literature*. New York: Teachers College Press.
- Bell, T.; Urhahne, D.; Schanze, S.; Ploetzner, R. (2010). Collaborative inquiry learning: Models,

- tools, and challenges. *International Journal of Science Education*, 3 (1): 349–377.
- Bencze, J.L. (2009). “Polite directiveness” in science inquiry: A contradiction in terms? *Cultural Studies of Science Education*, 4, 855–864
- Berding, J. W. A. (2000). John Dewey’s participatory philosophy of education: Education, experience and curriculum [Online]. Available: <http://www.socsci.kun.nl/ped/whp/histeduc/dewey01.html>.
- Bereiter, C. (2002). *Education and mind in the knowledge age*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Berg, B.L. (2001). *Qualitative Research Methods for the Social Sciences*. Boston: Allyn and Bacon.
- Bialystok, E. (1993). Symbolic representation and attentional control in pragmatic competence. In Kasper, G., & Blum-Kulka, S. (Eds.) *Interlanguage Pragmatics* (pp. 43-57). Oxford: Oxford University Press.
- Birjandi, P., & Derakhshan, A. (2014). Pragmatic comprehension of apology, request, and refusal: An investigation on the effect of consciousness-raising video-driven prompts. *Applied Research on English Language*, 3(1), 67-85.
- Bonwell, C. C. (1998). *Active Learning: Energizing the Classroom*. Green Mountain Falls, CO: Active Learning Workshops.
- Bou-Franch, P. & Garcés-Conejos, P. (2003) “Teaching linguistic politeness: A methodological proposal.” *IRAL: international review of applied linguistics in language teaching*. Heidelberg: Julius Groos Verlag, 41, (2003): 1 - 24.
- Bourdieu, P. (1983). The forms of capital. In J. G. Richardson (Ed.), *Handbook of theory and research for the sociology of education*. New York: Greenwood
- Bouton, L.F. (1999) ‘Developing non-native speaker skills in interpreting conversational

- Implicatures in English: Explicit teaching can ease the process'. In Hinkel, E. (ed.) *Culture in Second Language Teaching and Learning*. Cambridge: University of Cambridge.
- Bouton, L F. (1994a). Can NNS skill in Interpreting Implicature in American English be Improved Through Explicit Instruction? a pilot study. *Pragmatics and Language Learning*, 5, 89-109.
- Boxer, D., & Pickering, L. (1995). Problems in the presentation of speech acts in ELT materials: The case of complaints. *ELT Journal*, 49, 44-58.
- Bransford, J. D. Brown A.L. & Rodney R. Cocking. (2000). *How People Learn: Brain, Mind, Experience and School*. Washington D.C.: National Academy Press. pp. 3-23.
- Brew, A. (2003). Teaching and research: New relationships and their implications for inquiry-based teaching and learning in higher education. *Higher Education Research and Development* 22, 3-18.
- Brown, D.H. (1994). *Principles of language learning and teaching*. USA: Prentice Hall.
- Brown, P., & Levinson, S. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Brown AL, Ash D, Rutherford M, Nakagawa K, Gordon A & Campione JC. (1995). Distributed expertise in the classroom. In G. Salomon (Ed.), *Distributed cognitions*. New York: Cambridge University Press.
- Brown, P., & Levinson, S. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Brooks, M. G., & Brooks, J. G. (1999). The courage to be constructivist. *Educational Leadership*, 57(3). Retrieved October 2, 2015 from: <https://eric.ed.gov/?id=EJ597075>
- Bruner J. (1973). *Going Beyond the Information Given*. New York: Norton.

- Bruner, J. (1986). *Actual Minds, Possible Worlds*. Cambridge, MA: Harvard University Press.
- Bruner, J. S. (2009). *The process of education*. Harvard University Press.
- Bruner JS. (1966). *Toward a theory of instruction*. Cambridge, MA: The Belknap Press of Harvard University Press.
- Burnard, P. Gill, P. Stewart, K. Treasure E, Chadwick, B. (2008). Analysing and presenting qualitative data. *British dental journal official journal of the British Dental Association: BDJ online*, 204(8):429-32
- Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York, NY: Routledge.
- Celce-Murica, M. (2007). Rethinking the Role of Communicative Competence in the Language Teaching. *Intercultural language use and language learning*. Cambridge: Cambridge University press.
- Chaudron, C.(1988). *Second Language Classrooms*. Cambridge: Cambridge University Press.
- Cook J. (1992). Negotiating the curriculum: Programming for learning. *Negotiating the curriculum: educating for the 21st century*, 15-31.
- Creswell, J. W. & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, 39(3), 124-131.
- Crookes, G. & Gass, S.M. (1993). *Tasks and Language Learning*. Clevedon, UK: Multilingual Matters.
- Cunningham, J. (2012). Student achievement. Retrieved from:
<http://www.ncsl.org/documents/educ/CharterSchoolStudentAchievement.pdf>
- de Jong, T. & van Joolingen, W. R. (1998). Scientific discovery learning with computer simulations of conceptual domains. *Review of Educational Research*, 68(2), 179-201.

- Derakhshan, A. (2014). *The effect of consciousness-raising video-driven prompts on the comprehension of implicatures and speech acts*. Unpublished PhD dissertation. Allameh Tabataba'i University, Tehran, Iran.
- Derry SJ. (1999). A fish called peer learning: Searching for common themes. *Cognitive perspectives on peer learning*, 197-211.
- Dewey, J. (1929). *The quest for certainty*. New York: Minton.
- Dijk van, T.A. (1980). *Macrostructures*. Hillsdale, N.J.: Erlbaum.
- Disney Learning Partnership. *Inquiry-based Learning*. Retrieved October 6, 2015, From: <http://www.thirteen.org/edonline/concept2class/inquiry/>
- Duran, M. & Dökme, I.(2016). The effect of the inquiry-based learning approach on student's critical-thinking skills. *Eurasia Journal of Mathematics, Science & Technology Education*. 12(12), 2887-2908.
- Earl, L., & Katz, S. (2002). Leading Schools in a Data Rich World. *The Second International Handbook of Educational Leadership and Administration*. Dordrecht, Netherlands: Kluwer
- Eaton, S.E. (2010). *Global Trends in Language Learning in the Twenty-first Century*. Calgary: Onate Press.
- Edward M. Glaser. (1941). *An Experiment in the Development of Critical Thinking*, Teacher's College, Columbia University.
- Ernest, P. (1999). Social Constructivism as a Philosophy of Mathematics: Radical Constructivism. Retrieved from: <http://www.ex.ac.uk/~PErnest/soccon.htm>
- Galileo Educational Network Association (2008). Retrieved from: <http://www.galileo.org/research/publications/rubric.pdf>
- Garcia, P. (2004). Pragmatic comprehension of high and low level language learners. *TESL-EJ*,

8(2), 1-15.

Garcés Conejos, P. & Torreblanca López, M. M.(1996). "La clase de inglés como L2: ¿Discurso interactivo o informativo?. Una aproximación desde la teoría de la cortesía lingüística", *BABEL* 3: 123- 145.

Garcés Conejos, P. & Torreblanca López M. (1997). "Estrategias de énfasis y mitigación en el discurso del profesor de inglés como L2." en M. Martínez Vázquez (ed) *Gramática y Pragmática. Huelva*: Servicio de Publicaciones de la Universidad de Huelva

Gilmore, A. (2004). A comparison of textbooks and authentic interactions. *ELT Journal*, 58, 362-374.

Gredler, M. E. (1997). *Learning and Instruction: Theory into practice*. Upper Saddle River, NJ: Prentice-Hall.

Grice, H.P. (1975). "*Logic and Conversation*," *Syntax and Semantics*. Academic Press. Reprinted as ch.2 of Grice 1989, 22–40.

Hein, G. E. (1991). *Constructivist learning theory* [Electronic version]. Paper presented at the meeting of the International Committee of Museum Educators, Jerusalem.

Helle, L., P. Tynjala, & E. Olkinuora. (2006). Project-based learning in post-secondary education – Theory, practice and rubber sling shots. *Higher Educatio*, 51: 287–314.

Hennessey, M. G. (1999). Probing the dimensions of metacognition: Implications for conceptual change teaching-learning. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston, MA.

Hill,B., S., Ide,s. Ikuta, A.kawaski and Togino (1986) . “Universals of linguistic politeness: Quantitative evidence from Japanese and American English”. *Journal of Pragmatics*.(10).347-171

- International Baccalaureate Organization. (2011). *Primary Years Programme, Middle Years Programme and Diploma Programme Language and learning in IB programmes*. UK: International Baccalaureate Organization. Retrieved from:
<https://msturnerealforum.wikispaces.com/file/view/LanguageandlearninginIBprogrammes.pdf>
- Jenkins, J. (2003) *World Englishes: A resource book for students*. London: Routledge.
- Jiang, X. (2010). A Case Study of Teacher's Politeness in EFL Class. *Journal of Language Teaching and Research*, 1(5), 651-655.
- Jick, T.D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly*, 24, 602-611.
- Jones, Leo. (2007). *The Student-Centered Classroom*. Cambridge University Press.
- Justice, C., J. Rice, W. Warry, S. Inglis, S. Miller, & S. Sammon. 2007. Inquiry in higher education: Reflections and directions on course design and teaching methods. *Innovation in Higher Education*, 31: 201–14.
- Kahle, J.B., Meece, J., & Scantlebury, K. (2000). Urban African-American middle school science students: Does standards-based teaching make a difference? *Journal of Research in Science Teaching*, 37, 1019–1041.
- Kasper, G., & Rose, K.R. (2002). *Pragmatic development in a second language*. Malden: Blackwell Publishers.
- Kasper, G. (2001) Classroom research on interlanguage pragmatics. In K. Rose & G. Kasper (Eds.), *Pragmatics in language teaching*. Cambridge: Cambridge University Press.
- Kasper, G. (1997). *The Role of Pragmatics in Language Teacher Education*. New York: McGraw. Hill company.
- Keenan, Edward L. 1976. Towards a universal definition of subject. *Subject and Topic*, ed. by Charles N. Li, 303–333. New York: Academic Press.

- Kennedy, A., and Navey-Davis, S. (2004). Inquiry-guided learning and the foreign language classroom. In V. S. Lee (Ed.) *Teaching and Learning Through Inquiry: A Guidebook for Institutions and Instructors*. Sterling, Virginia: Stylus, pp. 71-80.
- Kim, B. (2006). Social Constructivism. Retrieved from <http://www.coe.uga.edu/epltt/SocialConstructivism.htm> at 16/11/2014
- Kim, B. (2001). Social constructivism. *Emerging perspectives on learning, teaching and technology*, In M. Orey (Ed.).
- Kondo, S. (2004). Raising pragmatic awareness in the EFL context. *Sophia Junior College Faculty Bulletin*, 24, 49-72.
- Krasner, I. (1999). The role of culture in language teaching. *Dialog on Language Instruction*, 13(1-2), 79-88.
- Kühne, B. (1995). The Barkestorp project: Investigating school library use. *School Libraries Worldwide*, 1(1), 13–27.
- Kukla, A. (2000). *Social Constructivism and the Philosophy of Science*. New York: Routledge.
- Laal, M., & Khattami-Kermanshahi, Zh. (2012). 21st century learning; learning in collaboration. *Journal of Procedia-Social and Behavioral Sciences*, 47, 1696-1701.
- Lai, E. R. (2011). *Motivation: A literature Review*. Retrieved from Pearson's Research Reports:http://images.pearsonassessments.com/images/tmrs/Motivation_Review_final.pdf
- Lakoff, R. (1989).The limits of politeness. Therapeutic and court room discourse. *Multilingua*, 8 (2/3): 101-129.
- Leadbeater, C. (2008). *What's Next? 21 Ideas for 21st Century Learning*. London, The Innovation Unit. www.innovationunit.org/sites/default/files/What's%20Next%20-%2021%20ideas%20for%2021st%20century%20learning.pdf (Accessed 20 October, 2017).

- Long, M. H. (1976). *Doing Things with Words - Verbal Interaction in Lockstep and Small Group Classroom Situations*. Washington, DC: TESOL.
- Mackey, A. & Gass, S. M. *Second Language Research: Methodology and Design*. Mahwah, NJ: Lawrence Erlbaum, 2005.
- Mason, J. (2002) 'Qualitative Interviews: Asking, Listening and Interpreting' in T. May (ed.) *Qualitative Research in Action*, London: Sage.
- McMahon, M. (1997). Social Constructivism and the World Wide Web - A Paradigm for Learning. *Paper presented at the ASCILITE conference*. Perth, Australia.
- Mey, Jacob. (2001). *Pragmatics: An Introduction*. Blackwell.
- McCarthy, M. (1998). *Spoken language and applied linguistics*. Cambridge: Cambridge University Press.
- McCarty, T.L., Lynch, R.H., Wallace, Stephen. & Benally, AnCita. (1991). Classroom Inquiry and Navajo Learning Styles: A Call for Reassessment. *Anthropology and Education Quarterly*, 22 (1):42-59.
- McMahon M. (1997). Social Constructivism and the World Wide Web - A Paradigm for Learning. *Paper presented at the ASCILITE conference*. Perth, Australia.
- Mills, J.E., & D.F. Treagust. (2003). Engineering education – Is problem-based or project-based learning the answer? *Australasian Journal of Engineering Education* .http://www.aeee.com.au/journal/2003/mills_treagust03.pdf.
- Minner, D. D., Levy, A. J. & Century, J. (2010), Inquiry-based science instruction—what is it and does it matter? Results from a research synthesis years 1984 to 2002. *Journal of research in science teaching*, 47: 474–496.
- Molseed, T. (2011). An analysis of peer review response types in threaded discussions of an online graduate class. *American Journal of Distance Education*, 25(4), 254-267.

doi:10.1080/08923647.2011.618401.

Montessori, M. (1948). *The Discovery of the Child*. Madras: Kalkshetra Publications Press

Myers, J.(2001).*Inquiry-Based English Instruction*. New York, New York: Teachers college press.

Myers Scotten, C., & Bernsten, J. (1988). Natural conversations as a model for textbook dialog. *Applied Linguistics*, 9, 372–384.

Nelson, J.R., Morgan, R.L., Marchand-Marlella, N.E. (2013). Experimental Designs. *Understanding and interpreting Educational Research*. The Guilford Press.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

Nussbaum, Martha C. (2001). *Upheavals of Thought: The Intelligence of Emotions*. Cambridge: Cambridge University Press.

Nystrand, Martin. & Adam Gamoran. (1991). Instructional Discourse, Student Engagement, and Literature Achievement. *Research in the Teaching of English*, 25: 261–290.

Oliver, R. 2008. Engaging first year students using a web-supported inquiry-based learning setting. *Higher Education*, 55: 285–301.

Pawan, F., Paulus, T. M., Yalcin, S., & Chang, C.-F. (2003). Online learning: Patterns of engagement and interaction among in-service teachers. *Language Learning & Technology*, 7(3), 119-140. Retrieved from <http://llt.msu.edu/vol7num3/pawan/default.html>

Pedaste M., Mäeots M., Leijen Ä., Sarapuu S. (2012), Improving students' inquiry skills through reflection and self-regulation scaffolds. *Technology, Instruction, Cognition and Learning*, pp. 81-95

Pedaste M., Sarapuu T. (2006) Developing an effective support system for inquiry learning in a Web-based environment. *Journal of Computer Assisted Learning*, 22 (1); 47-62.

- Pedersen, S., & Liu, M. (2003). Teachers' beliefs about issues in the implementation of a student-centered learning environment. *Educational Technology Research and Development*, 51(2), 57-76
- Peterson, E., & Coltrane, B. (2003). Culture in Second Language Teaching. *ERIC Clearinghouse on Languages and Linguistics*, EDO-FL-03-09.
- Piaget, J. (1973). *To Understand is to Invent*. New York: Grossman.
- Pinker, S. (1996). Language is a human instinct. In J. Brickman, *The third culture*. USA: Simon & Schuster. Pp 223-238.
- Prince, M., & R. Felder. (2007). The many faces of inductive teaching and learning. *Journal of College Science Teaching*, 36 (5): 14–20.
- Renkema, J. (1993). *Discourse studies: An introductory textbook*. Amsterdam: John Benjamins Publishing Company.
- Rice, M. L. & Wilson, E. K. (1999). *Constructivism in the Social Studies Classroom*. Social Studies. New York: Grossman.
- Rogers, C. R. (1983). *Freedom to Learn for the 80's*. New York: Charles E. Merrill Publishing Company, A Bell & Howell Company.
- Rose, K., & Kasper, G. (2001). *Pragmatics in Language Teaching*. Cambridge: Cambridge University Press.
- Rourke, L., & Anderson, T. (2002). Using peer teams to lead online discussions. *Journal of Interactive Media in Education*, 2002(1). Retrieved from <http://jime.open.ac.uk/article/2002>
- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional science*, 18(2): 119-144.
- Savery, J.R. (2006). Overview of problem-based learning: Definitions and distinctions. *The Interdisciplinary Journal of Problem-based Learning*, 1 (1): 9–20

- Savignon, S. J. (2001). Communicative Language Teaching for the Twenty-First Century. In M. Celce-Murcia (ed.), *Teaching English as a second or foreign language*. Boston.
- Sawilowsky, S.S. & Blair, R.C. (1992). "A More Realistic Look at the Robustness and Type II Error Properties of the t Test to Departures From Population Normality". *Psychological Bulletin*. 111 (2): 352–360. doi:10.1037/0033-2909.111.2.352
- Schank, R. & Cleary, C. (1994). *Engines for Education* [Online]. Available: http://www.ils.nwu.edu/~e_for_e/nodes/I-M-INTRO-ZOOMER-pg.html.
- Schmidt, R. (1993). Consciousness, learning and interlanguage pragmatics. In G. Kasper & S. Blum-Kulka (Eds.), *Interlanguage pragmatics* (pp. 21-42). New York: Oxford University Press.
- Scruggs, T. E. & M.A. Mastropieri. (1993). Reading Versus Doing: The Relative Effects of Textbook Based and Inquiry-Oriented Approaches to Science Learning in Special Education Classrooms. *Journal of Special Education*, 27 (1):1-15.
- Senowarsito, S. (2013). Politeness Strategies in Teacher-Student Interaction in an EFL Classroom Context. *TEFLIN Journal*, 24, 82-96.
- Shunk DH. (2000). *Learning theories: An educational perspective (3rd ed)*. Upper Saddle River, NJ: Prentice-Hall.
- Šubertová, A. (2013). *Aspects of Politeness in Classroom of English as a Second Language*. (Diploma Thesis). Retrieved from: <https://is.cuni.cz/webapps/zzp/detail/132051?lang=en>
- Smith C. (2010). *What is a person?: Rethinking humanity, social life, and the moral good from the person up*. University of Chicago Press.
- Spronken-Smith, R., T. Angelo, H. Matthews, B. O’Steen, & J. Robertson. (2007). How effective is inquiry-based learning in linking teaching and learning. *Paper presented at the*

International Colloquium on International Policies and Practices for Academic Enquiry,
April 19–21, in Marwell, Winchester, UK.

Stegmaier, W. (2011). Fearless findings, instinct and language in book V of the *Gay Science*. In J. Canstancio & M.J.M Branco (eds.) *Nietzsche on instinct and language*. Berlin: Hubert & Co. GmbH. Pp 185-202.

Stempleski, S., & Tomalin, B. (1990). *Video in action: Recipes for using video in language teaching*. New York: Prentice-Hall.

Tabachnick, B. G.; Fidell, L. S. (2007). *Using Multivariate Statistics*. Boston: Pearson Education.

Taguchi, N. (2002). An application of Relevance Theory to the analysis of L2 interpretation processes: The comprehension of indirect replies. *International Review of Applied Linguistics*, 40, 151-176.

Taguchi, N. (2011). The effect of L2 proficiency and study-abroad experience in pragmatic comprehension. *Language Learning*, 61, 904-939.

Takahashi, S. (2001). The role of input enhancement in developing pragmatic competence. In K. Rose & G. Kasper (Eds.). *Pragmatics in Language Teaching*. Cambridge: Cambridge University Press.

The Partnership of the 21st Century Skills. Retrieved October 15, 2017, from:

<http://www.p21.org/>

Tudor, I. (2001). *The Dynamics of the Language Classroom*. Cambridge: Cambridge University Press.

UNESCO. (1998). Challenges and tasks for the twenty-first century, viewed in the light of the regional conferences. *TOWARDS AN AGENDA 21 FOR HIGHER EDUCATION*. Paris.

Retrieved from <http://www.unesco.org/education/educprog/wche/principal/ag-21-e.html>

Van Dijk, T. (2001). Critical discourse analysis. In D. Schiffrin, D. Tannen, & H.

- Hamilton (Eds.), *The handbook of discourse analysis* (pp.352-364). Massachusetts: Blackwell Publisher Inc.
- Vygotsky, L.S. (1978). *Mind in society*. Cambridge: Harvard University Press.
- Wells, Gordon. (1999). *Dialogic Inquiry*, Cambridge, United Kingdom: Cambridge University Press.
- Wright, G. B. (2011). Student-Centered Learning in Higher Education. *International Journal of Teaching and Learning in Higher Education*, 23 (3): 93–94.
- Woo, Y. and Reeves, T.C. (2007). Meaningful interaction in web-based learning: A social constructivist interpretation. *Internet Higher Education Journal*, 10: 15-25 DOI: 10.1016/j.jiheduc.2006.10.005.3
- Zohar, A., & Dori, Y. J. (2003). Higher Order Thinking Skills and Low Achieving Students: Are They Mutually Exclusive? *Journal of the Learning Sciences*, 12, 145-181.
- Yang, Y. C., Newby, T. J., & Bill, R. L. (2005). Using Socratic questioning to promote critical thinking skills through asynchronous discussion forums in distance learning environments. *American Journal of Distance Education*, 19(3), 163-181.
- Yi Lee, Horng. (2014). Inquiry-Based Learning Teaching in Second and Foreign Language Pedagogy. *Journal of Language Teaching and Research*, 5 (6): 1236-1244.
- Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

Appendix (A): Pre-Test

This test is prepared to measure students' English language level before the researcher start implementing the strategy of inquiry-based learning in Ninth Grades in schools of Hebron. Please read the questions below carefully and answers sections (1) , (2) and (3). Your answers will be kept strictly confidential and anonymous.

Ninth Grade / Section: (A / B)

School: (Rushdeya Al-Muhtaseb / Al Mazinyah)

Section (1) : Listening (10 Points)

Listen to the followings, then add new words from the box and make any changes needed.

battle defeat die God
peace prophet respect

- 1) A. We need a leader who will be honest and fair to everyone.
B. Yes, all of us will _____ a leader like that and support him in every way.
- 2) A. The _____ Mohammad (PBUH) brought the world the message of Islam.
B. All Muslims believe that there is just one _____ .
- 3) A. The _____ went on for about 200 years, but what were they about?
B. The _____ wanted to take Jerusalem from the Muslims.
- 4) A. They certainly fought a lot of terrible _____. What happened in the end?
B. The Muslims _____ the crusaders, and the crusaders went home.
- 5) A. Salah Al-Din was a great _____ in bringing the Muslim World together, wasn't he?
B. Yes, and he also _____ that Jerusalem should not be in crusader hands.
- 6) A.. I've read that he defeated the crusaders in a battle and _____ the city.
B. That's right, and Jerusalem remained _____ for a long time after that.

Section (2) : Reading (10 Points)

Read the following reading passage then answer the questions below:

Salah Al-Din (1138–1193): a leader ahead of his time

1 After Salah Al-Din had brought together large parts of the Muslim World, he turned to Jerusalem. The city had been in crusader hands all his life, and from
5 1182 he started preparing to free it from them. As a strong believer in God and the Prophet (ﷺ) (pbuh), he believed that he must do this.

He prepared well, and in summer 1187,
10 he defeated them at the Battle of Hittin. Weeks later, Jerusalem fell. For Muslims everywhere, this was a great moment.

It was the opposite in Europe, and a new crusade began in 1189. But things
15 went badly for the crusaders: by summer 1192, most had died or left Palestine.

Only 2,000 men under King Richard of England turned east from the Mediterranean to attack Jerusalem. Then Richard became sick, and this has given us a famous story. Salah Al-Din did not attack, and instead, he sent Richard fruit, snow to make cool water, and even his personal doctor.

20 Stories like this show a leader who behaved fairly and generously, as well as one who was brave and intelligent. They show us a leader who was ahead of his time.

Salah Al-Din and Richard never met, but they respected each other greatly, and they made peace in 1192. Jerusalem remained in Muslim hands, but people of both religions could travel there freely.

This was almost Salah Al-Din's last important act. He died in Damascus in 1193.

25 Today, in another dangerous age, we must hope that there will soon be peace again, and that Jerusalem will again be open to all.



1. Read and mark the statements true (✓) or false (✗). (4 Points)

1. Until almost the end of Salah Al-Din's life, Jerusalem had remained under Muslim control. ()
2. Salah Al-Din took Jerusalem soon after he and his men had defeated the crusaders at the Battle of Hittin. ()
3. A new crusade began immediately after Jerusalem had fallen. ()
4. In the end, the peace between Salah Al-Din and King Richard gave each side something

important. ()

2. Read again and complete the history notes. Add the dates. (2 Points)

- _____ Started preparing to free Jerusalem.
- _____ Salah Al-Din won the Battle of Hittin.
- _____ He took Jerusalem.
- _____ The next crusade began.

3. Now say what the underlined words and phrases mean. (4 Points)

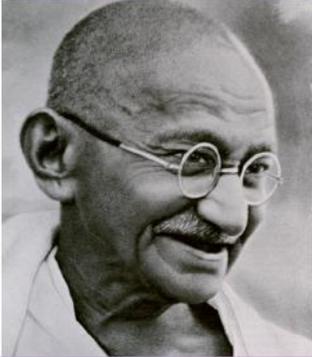
1. Line 3: ..., he turned to Jerusalem.
2. Line 11: Weeks later, Jerusalem fell.
3. Line 13: It was the opposite in Europe, ...
4. Line 23: ... Jerusalem remained in Muslim hands, ...

Section (3): Writing (10 Points)

1. Match the pieces of information. (3 Points)

Given names	Family names	Dates (Lived from ... to ...)	Countries
Mahatma	Arafat	1918–2013	India
Nelson	Gandhi	1929–2004	Palestine
Yasser	Mandela	1869–1948	South Africa

2. Agree on the words you will use. Then write the captions. (3 Points)

		
<p>Mahatma Gandhi (1869-1948), the brave and leader of the people of</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3. Write a short paragraph about your favorite leader. (4 Points)

Section (4): Speaking (10Points)

Talk about your favorite leader.

Who is your favorite leader?

What makes him/her a good leader?

What are the most distinguished achievements he/she makes?

Appendix (B): Post-Test

This test is prepared to measure students' English language level after the researcher start implementing the strategy of inquiry-based learning in Ninth Grades in schools of Hebron. Please read the questions below carefully and answers sections (1) , (2) and (3). Your answers will be kept strictly confidential and anonymous.

Ninth Grade / Section: (A / B)

School: (Rushdeya Al-Muhtaseb / Al Mazinyah)

Section (1) : Listening (10Points)

Listen to the followings, then add new words from the box and make any changes needed.

a bit close duty fridge grow up in trouble
look after piece simple though

1 Read. Add new words from the box. Make any changes needed.

1. A) I'd like a _____ of cheese to put on my bread.

B) No problem. Go to the _____ , and you'll find some on the top shelf.

2. A) It's freezing now, and I think those people on the mountain are _____

_____ .

B) Yes, and I'm a mountain guide, so it's my _____ to go and find them.

3. A) Tell me, are you and your brothers and sisters _____?

B) Yes, we did everything together while we were _____ , and we're still great friends now, too.

4. A) In my new job, I do the housework, and I also cook _____

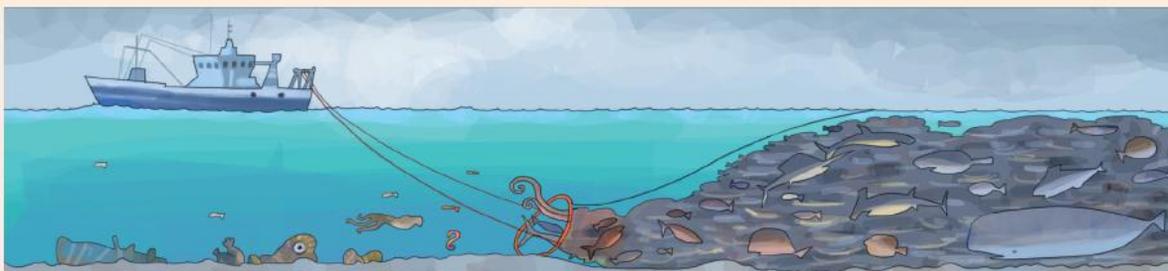
_____ .

Section (2) : Reading (10 Points)

Read the following reading passage then answer the questions below:

Will the oceans live or die?

1 Fish and many other kinds of life, like coral, are disappearing from the oceans fast. There are sad changes everywhere. Near the coast, they are often caused by pollution. Farther out, the cause is often over-fishing. Fishing boats with huge nets catch and kill everything. We risk a terrible man-made disaster – the death of the oceans.



5 But could our recent action to save the whales give us hope? Two centuries ago, whales were already being caught for their oil and meat. By the 1940s, the job was being made easier by modern technology. From the 1950s to the 1980s, they were being caught everywhere and numbers were collapsing. Whole species of whales were quickly being destroyed, and they were not being protected anywhere.

10 Finally, the world took action. In 1985, almost every country agreed to stop catching whales. This means that whale populations are slowly rising again.

Could the same thing happen with fish and fishing? Sadly, almost certainly not. In Europe, people are required to catch smaller quantities now, but almost everywhere else they go on fishing freely – though it is getting harder. They cannot stop: too many hungry people need to eat.

15 Perhaps the only way to save the oceans is the one that our ancestors discovered long ago: farming. There are already many fish farms, and perhaps there will soon be many more along the world's coasts. People say the fish do not taste as good as wild fish. However, that is still much better than losing all the fish in the world.

1. Read and mark the statements true (✓) or false (✗). (5 Points)

- A) Many forms of life in the oceans are in danger. ()
- B) Fishing is the only cause of the problem. ()
- C) Only a few countries agreed to stop catching whales. ()
- D) Whale numbers are now rising, but quantities of fish are still falling. ()
- E) The writer thinks that fish farms will soon cover the land near the coasts. ()

2. Say what the underlined words refer to. (5 Points)

- 1) Line 2: ..., they are often caused by pollution.

- 2) Line 2: Farther out, the cause ...
- 3) Line 6: ... the job was being made easier ...
- 4) Line 12: Sadly, almost certainly not.
- 5) Line 10: Finally, the world took action.

Section (3): Writing (10 Points)

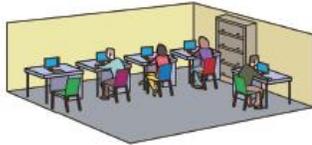
Your school won some money for a special project and your head teacher wants the students to help choose the project. (4 Points)

1. Which facility of followings do you think that your school urgently need?

.....

2. Which facility of followings do you think that your school don't need? why?

.....



a new computer room



a new science lab



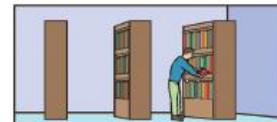
a new art room



a new mini-bus



a new sports hall



a new library



some bigger classrooms

Appendix (C): Students' Questionnaire

التعلم بالاستقصاء بالمدراس الفلسطينية : دراسة اجتماعية وثقافية للصف التاسع

قام الباحث بإعداد هذه الاستبانة للتحري عن مواقف الطلبة اتجاه تطبيق استراتيجية التعلم بالاستقصاء وذلك استكمالاً لرسالة الماجستير التي يعدها الباحث. تتكون الاستبانة من جزئين ، لذا يرجى منك عزيزتي الطالبة قراءة البيانات بدقة والإجابة عليها مع العلم أن إجابتك ستبقى سرية ومجهولة.

الجزء الأول: المدرسة: رشدية المحتسب – المازنية المستوى الأكاديمي: الصف التاسع (أ) - (ب)

الجنس: أنثى

الجزء الثاني: يجري التحري عن أثر تطبيق استراتيجية التعلم بالاستقصاء في هذه الاستبانة ضمن ثلاثة محاور رئيسية وهي كالتالي:

المحور الأول: وجهات نظر الطلبة نحو أثر استراتيجية التعلم بالاستقصاء على مهارات اللغة الإنجليزية الأربعة ومهارات تعليمية أخرى.

المحور الثاني: وجهات نظر ومواقف (عامة) الطلبة نحو تطبيق استراتيجية التعلم بالاستقصاء .

المحور الثالث: وجهات نظر الطلبة نحو تطبيق استراتيجية التعلم بالاستقصاء على التفاعل بالغرفة الصفية.

Students' Questionnaire:

The purpose of this questionnaire is to measure students' attitude towards Inquiry-based learning. Please read the statements carefully and answer PARTS 1 and PART II. Your answers will be kept strictly confidential and anonymous.

PART ONE:

Gender: Females

Academic Level: 9th Grade

School: _____

PART TWO:

To what extent do you agree with the following statements? Put (✓) next the statement that applies to you

إلى أي درجة تتفق مع العبارات التالية ، يرجى منك وضع إشارة (✓) تحت الدرجة التي تمثل قبولك للعبارات :

This questionnaire consists of three main Domains:

Domain (1): Students' perspectives towards the influence of IBL on language skills and other learning skills.

Domain (2): Students' perspectives towards (IBL).

Domain (3): Students' perspectives towards the influence (IBL) on interaction in the classroom.

المحور الأول : وجهات نظر الطلبة نحو أثر استراتيجيات التعلم بالاستقصاء على مهارات اللغة الإنجليزية الأربعة ومهارات تعليمية أخرى.					
غير موافق بشدة	غير موافق	محايد	أوافق	أوافق بشدة	التعلم القائم على الاستقصاء
					1. يحسن من مهاراتي بالقراءة والاستيعاب. <i>improves my reading comprehension skills.</i>
					2. يحسن مهاراتي بالمحاضرة. <i>improves my speaking skills.</i>
					3. يحسن مهاراتي بالاستماع. <i>improves my listening skills.</i>
					4. يحسن مهاراتي بالكتابة. <i>improves my writing skills.</i>
					5. يحسن مهاراتي في استخدام التراكيب النحوية بشكل صحيح. <i>improves my ability to use grammatical structures correctly.</i>
					6. يمكنني من استخدام المفردات بسياقها الصحيح. <i>enables me to use words in context.</i>
					7. يطور مهارات التفكير النقدي لدي. <i>develops my critical thinking skills.</i>
					8. يحسن قدرتي بطرح الأسئلة. <i>develops my ability to ask questions.</i>
					9. يحسن من قدرتي على الربط بين محتوى المقرر الدراسي والخبرات الحياتية اليومية. <i>enhances my ability of making connections between textbook content and daily life experiences.</i>
					10. يحسن من مهاراتي بالبحث العلمي. <i>improves my research skills.</i>
					11. يمكنني من بناء المعرفة بتوجيه قليل من معلمتي. <i>enables me to construct knowledge with little guidance of my teacher.</i>
					12. يطور قدرتي لاكتساب معرفة ذات مغزى. <i>develops my ability of gain meaningful knowledge.</i>
المحور الثاني : وجهات نظر ومواقف (عامة) الطلبة نحو تطبيق استراتيجيات التعلم بالاستقصاء .					
غير موافق بشدة	غير موافق	محايد	أوافق	أوافق بشدة	التعلم القائم على الاستقصاء
					13. هو وسيلة فعالة لتعلم اللغات الأجنبية؟ <i>is an effective way to learn foreign languages.</i>
					14. يعزز من الدافعية نحو التعلم <i>enhances motivation for learning</i>
					15. يجعلني أكثر انخراطاً في درس اللغة . <i>makes me more engaged in language classroom.</i>

					16. مقارنة بمنهج تعليمية أخرى ، يجذب التعلم المبني على الاستقصاء انتباهي بشكل أكبر. compared with other learning approaches, inquiry-based learning functions better in drawing my <i>attention</i> .
					17. يدمج بين التعلم والتسلية والمتعة. <i>integrates</i> learning with fun and excitement.
					18. هو أفضل منهج تعليمي لتعلم موضوعات لغوية. is the most suitable approach among learning approaches for learning language topics.
					19. يحافظ على المشاركة الصفية maintains participation in language classroom.
					20. يعزز التعلم والفهم لدي. <i>reinforces</i> my learning and understanding.
					21. يقلل من مستوى القلق لدي في درس اللغة الإنجليزية. <i>decreases</i> my anxiety level in language classroom.
					22. لا احب معلمي عندما توظف اسلوب التعلم بالتحري (الاستقصاء) في حصة اللغة الإنجليزية. I <i>like</i> the teacher using the inquiry teaching method in the language class.
المحور الثالث : وجهات نظر الطلبة نحو تطبيق استراتيجيات التعلم بالاستقصاء على التفاعل بالغرفة الصفية.					
					التعلم القائم على الاستقصاء
غير موافق بشدة	غير موافق	محايد	أوافق	أوافق بشدة	
					23. يعزز التعلم التعاوني <i>enhances</i> cooperative work.
					24. يعزز المشاركة في الغرفة الصفية <i>enhances</i> interaction in class.
					25. يحفز مناقشة الطلبة <i>stimulates</i> students' discussion.
					26. يطور قدرة الزملاء لتطوير معرفة مشتركة <i>improves</i> peer's ability to develop common knowledge.
					27. يتيح لي الفرصة لتبادل المعرفة مع زميلاتي allows me to <i>share</i> knowledge with peers.
					28. يسمح لي بالتفكير والتأمل فيما تعلمته allows me to <i>reflect</i> on what I learnt.
					29. يعزز قدرتي على الاكتشاف الذاتي في درس اللغة الإنجليزية in language classroom enhances <i>self-investigation</i> .
					30. يتضمن مناقشات مهذبة بين الزملاء includes <i>polite</i> discussions with peers.
					31. يسبب مضايقات بين الزملاء causes <i>harassments</i> among peers.
					32. انا لا احب طريقة التعلم المبني على الاستقصاء، وأفضل أن تلقي المعلمة محاضرة بدلاً من طرح الأسئلة I <i>don't like</i> the inquiry learning and I prefer the teacher to deliver instruction by giving lectures instead asking questions.

شكراً لتعاونكم

Appendix (D): Teacher's Interview

Learning by Inquiry in Palestinian Schools; 9th Grade as a Socio-Cultural Study

Questions for Teachers:

1. Describe how you are typically using (IBL) in your classroom.
2. Has the way you are doing inquiry instruction changes since last semesters.
3. Have there been changes in your classroom role as a teacher/ describe.
4. Since you began using an inquiry, have there been changes in the way students work together?
5. Since you began inquiry-based learning, have you noticed any changes in students' attitude towards learning English?
6. Has inquiry-based learning affected the quality of students' learning? If so , in what aspects?
7. Are there any external factors that are influencing the implementations of (IBL) , such as major changes in school or district?

Appendix (E): Transcription of Inquiry-Based Classroom Recordings

Class One and Two (these classes are following each others):

Teacher: Good mourning my Dears.

Students : Good mourning teacher.

Teacher: How are you?

Students: Fine thank you.

Teacher: Thank you sit down.

Teacher: Let us begin our lesson for today. Today we will continue about helping hands. Would you like to tell us about your experiences about? Yes please my dear you can start.

Teacher: Before we start our lesson for today.

We would like to start by allowing you to review little of your experiences.
Little experiences.

Student: Yes.

Student A: it was time of examinations. But my friend didn't have time to eat due to studying. I bought some food for her. She was happy.

Teacher: Thank you. What would you do if you have further friends like yours?

Student: mmmmm ... ii want to talk to the headmistress.

Teacher: Wonderful my dear. Another experience. (Looking at a student who is reluctant to speak) Yes Shyma you can do it.

Student B: I have a lot of experiences about voluntary work in Hebron. Once upon a time, I moved to Hebron hospital where many patients are waiting for their turns. I helped the employee to hand patients their numbers. They were very ill. They can't get it. They were like weak trees who needs water. I wonder my teacher how can we help patient people more? They need a lot of care.

Teacher: Yes my dear. This is a very good question that you can insert in you investigation. You can discuss that with peers. Who wants to talk any more my dears?

Student C: I remember one day that we cleaned all classes of our school. It was tiring but very nice.

Teacher: Well-done my dear. That is a good issue. How can we support our school? Or in other words how we help our staff at school?

Student C: can wwe discus those in groups?

Student A: let us arrange our duties.

Student B: what about questions?

Student A: let us make questions.

Student D: voluntary work at school.

Student D: how can we help school staff?

Student A: Arranging and cleaning classes.

Student B: drawing.

Student C: let me write down.

Student D: arranging for medical day.

Student B: but these are our ideas how we can build investigations.

Teacher: you can discuss that with partner.

Student E: let us look at the book.

Student D: woo.. in the web we have other related videos Let us watch.

Student B: we will ask the teacher for that.

Student C: To go to the lab in the break is better. We need to save time.

Student A: yes .. let us draw our map of roles

Student D: first, watching video.

Student B: second, discussion and drawing maps of questions..

Student E: third, writing five short paragraphs each will do one.

Student C: fourth, looking for photos

Student A: and videos .. I will do the job

Student D: then, arranging data.

Student B: why to keep searching for data at home and send ideas on Face.

Student E: at four o'clock?

Student C: yes good time.

Student D: and each will have time to speak out.

Teacher: time for group discussion is finished. I hope that you continue your work at break to get reading for the presentations next week. Now I will give you this work sheet to try to do in pairs.

Student spent time for doing exercises in the work sheet.

Teacher: time is over my dears. Meet you tomorrow.

Class Three and Four: (these classes are following each others)

Teacher: Good mourning my Dears.

Students: Good mourning teacher.

Teacher: How are you?

Students: Fine thank you.

Teacher: Thank you sit down.

Teacher: Let us begin our lesson for today. Today we will continue about wild life. Would you like to tell us about your experiences about. Yes please my dear you can start

Student A: it was Friday I was watching national geography. It was about lions. A big lion look for something to eat and found a rabbit there but he couldn't catch it. The lion found a lot of lions there who look for food.

Teacher: Thank you. will you write down on the board some key words about that. My dear. Another experience. (looking at a student who is reluctant to speak) Yes Leen you can do it.

Student: Iiiii want to talk about .. I am not ready now my teacher ...

Teacher: Ok Leen.. Can you read task one please.

Student B: reads. Teacher can I answer?

Teacher: Yes my dear.

Student B: answers correctly.

Teacher: Can you start reading next question my dear? (looking to a quiet student)

Student: Yes. (she read and answered correctly)

Teacher: Thank you my dear.

Teacher: Well-done you are a great student. Who wants to continue to question 3. I'm thinking that perhaps you can (looking at a student who doesn't participating)

Student C: No.. sorry I cant

Teacher: Try my dear.

Student: Are there any other animals in danger in Palestine? Gazelle (reads slowly and reluctantly but could finally answer)

Teacher: You have a good answer. Write it down please.

Teacher: Please my dears try to answer the rest of the questions in pairs.

Teacher: after the time to pair work, the teacher asked the students to write their answers on papers to correct. That is all about task one let us talk about you experiences. Can you shyma? I guess you can

Student D: when I was at Cairo. I visited the zoo. It was wonderful. I saw tigers, chimpanzee, giraffe, birds and many of these. But why we don't save others in the zoo my teacher?

Teacher: Thank you it is a good question you can write it down and investigate about. Looking at another student wants to talk. Yes my dear you can.

Student: teacher why don't we have a zoo in Palestine? We have a lot of animals that we can reserve?

Teacher: This is a brilliant question. You can manage to do that by talking about the importance of having that in Palestine in your investigation and why?

Student: ok .. I will

Teacher: Can you prepare a poster about after you finish?

Student: Yes I will.

Teacher: My dears let us talk about your experiences in visiting gardens?

Student: (no response) students look hesitant to talk about.

Teacher: You can talk about the one we did last year?

Student: (Surprisingly). Yes.

Student C: We went to Dura garden last year its name was "Rozana". We found some animals there .. it is a wonderful place .. we played and eat delicious food (the student makes mistakes and doesn't speak in sequence)

Teacher: I appreciate that you are doing well but we need more elaborations. Any way my dear. Now it is a group discussion time.

Student A: hmmm

Student B: what you are thinking of?

Student A: Photos.

Student B: Photos for presentation are ready. They are copied on the flash memory.

Student C: They are clear and beautiful.

Student A: I searched for them several times to insert to the presentation.

Student D: Yes. It is time to make presentation.

Student E: let us do it.

Student A: let us continue our work. Are these photos good for wild life in danger?

Student B: This webpage is valuable. It has a lot of information.

Student C: Yes. It is valuable.

Student A: Yes, the page includes different types of animals.

Student D: what about our names they are not listed

Student C: distribution is due.

Student D: ohhh... that is right

Student A: I want to present conclusion

Student B: who wants to present the group?

Student C: let us think about roles in sequence.

Student D: yes ... (they distributed works finally)

Student B: oh... not good photos

Student C: let me see.

Student D: you can use the Photoshop to make all clear.

Student D: I will do never mind. Think of your speech

Student C: what about the poster?

Student A: I need to color the animals only.

Student D: our names?

Student B: they are presented well.

Student A: our list of questions?

Student E: they are in slide 4.

Student A: Well done.

Teacher: let us start presenting your data.

Teacher: Group A it is your turn?

Students: We distributed slides for all of us.

Teacher: Very good you can start.

Student A: (Look hesitant).

Teacher: My dear you have the potential to do it.

Student: Good morning. I will tell you about animal in danger. (She stopped). I don't remember.

Teacher: My dear you can have your seat until you are well prepared.

Teacher: It is your turn.

Student: (performed well but with little mistakes) ... the animals is in danger in Palestine..

Palestine is our homes. We need to keep it clean and beautiful...

Teacher: Well done! You are a great student.

Student C: hhh..It is a piece of cake.

Student D: Yes our preparing for the presentation is easy.

Student E: Well done for all of us we were sweet roses.

Student F: sweet roses with the royal perfume

Students laugh.

Student C: (looking at the teacher) can we use posters next times?

Teacher: why not? .. But, in addition to that I prefer videos.

Student C: Yes.

Silence.

Teacher: Any other questions?

Student: (no response)

Teacher: Are you sure my Dear?

Student: No. Thank you my teacher.

Teacher: time is finished now we will finish next class. Thanks a lot for wonderful trials.