**Introduction**

In the twenty-first century, the foremost aim of education is to equip the students to be critical thinkers, not just to impart knowledge. Language evolved from this innate urge for communication, which is instinctive in nature. We live in a world where language is everywhere, thus it helps and improves our ability to think and understand. In the process of creating meaning, it is also essential. In addition to giving students a sense of empowerment, language offers them a conceptual foundation that fosters critical thinking. Inquiry-based language learning has become an established approach for language acquisition that promotes more efficient and effective communication. Inquiry-based language learning is becoming more and more common. More precisely, utilizing an inquiry-based approach while teaching literature or English as a second language helps students become more proficient in the target language.

**Defining Inquiry-Based Approach**

Inquiry-based learning is a learner-centred approach which enables the learner to indulge in the process of exploring the subject and coming up with responses. They improve their verbal and critical thinking skills. Both learning and decision-making include active participation from the learner.

The process of acquiring new information and abilities by posing inquiries is called inquiry-based learning. Through observation, questioning, gathering, analyzing, interpreting, and synthesizing data, students propose answers, explanations, and predictions. They also communicate findings through discussion and reflection, apply findings to real-world situations, and follow up on new questions that may come up during the process. This is a discovery method of learning. ~~Pupils'~~ Students’ capacity to analyze, probe, and investigate diverse viewpoints and ideas of the real world is emphasized by inquiry-based learning. It occurs in a student-centered learning environment when the instructor guides and supports learning rather of than imparting information and facts. This encourages students to explore, inquire about, and explain their surroundings.

Inquiry-based approach drives students to look into real-world issues and pose questions. Learners can explore their innate interests and participate actively in the learning process in this kind of learning environment.

There is more to inquiry-based learning than just asking students what they would want to know. Its goal is to arouse interest. Furthermore, piqueing a student's curiosity is a considerably more complicated and significant objective than merely imparting knowledge.

Learning something new is the goal of inciting inquiry, yet inciting curiosity is no easy task. It requires demonstrating interest, and even if we are learning something new about material we have studied for years, it still excites us to learn new things.

Asking questions is a part of the inquiry process. Using this innate propensity is how inquiry-based learning operates. Asking questions, gathering data, applying knowledge in novel ways, synthesizing their results, and drawing well-reasoned conclusions are all necessary for students to master. Inquiry-based teachers foster in their students pupils a lifelong curiosity that will help them in their quest for knowledge.

Inquiry-based learning and Communicative Language Teaching share certain common ground where ~~in that~~ both approaches emphasize communicative proficiency over structural mastery in order to build learners' communicative competence. Hence, inquiry-based learning is a type of communicative language teaching that emphasizes inquiry and discovery in language classrooms while dissecting the fundamentals of the communicative method.

**NEP 2020 and Inquiry-Based Approach**

In accordance with NEP 2020, the focus is currently on encouraging children to learn through inquiry-based, discovery-based, discussion-based, and analysis-based approaches. This will boost children's motivation to study as well as their engagement in the classroom. "Enhanced comprehension of curriculum topics, the development of transferable skills, and a deeper appreciation of the intrinsic benefits of learning are some of the strategies for implementing integrated learning." It highlights the significance of providing opportunities for experiential, hands-on learning that enable students to apply their knowledge in real-life situations. The method also emphasizes the value of inquiry-based learning, which entails probing, examining, and researching complicated subjects and challenges. It motivates teachers to create educational opportunities that foster students' curiosity, critical thinking, and problem-solving abilities. In conclusion, the NEP 2020 acknowledges that inquiry-based learning and experiential learning are critical components of education that help students meet the difficulties of a world that is becoming more complicated and changing at a rapid pace. In order to create a generation of learners capable of successfully navigating the uncertainties and complexities of their environment, the policy places a strong emphasis on the development of practical skills, critical thinking, and problem-solving ability.

**Why to Use Inquiry-Based Approach?**

In the field of language acquisition, a wide variety of methods are employed, but not all of them are ideal for every student. With inquiry-based approach, students can choose the learning paths that best fit their aptitudes and areas of interest.   
Because it is so adaptable, it can be applied to any situation. It is a multimodal strategy that provides many opportunities for learning in various ways when correctly executed. It brings language learning to life.

Because inquiry-based learning is not limited to a predetermined set of tasks, it enables us to center the activities around the unique skills of the learners. Depending on the level and nature of the inquiry, it can be completed in a single class or over the course of the entire term.

Students ~~are~~ ~~conducting~~ conduct study on the subjects in which they have genuine interest. They discover fresh knowledge through the inquiry that they were previously unaware of. ~~thanks to the language they acquire.~~ Students ~~Pupils~~ can use variety of resources like ~~many~~ ~~media, including~~ text, audio, video, and artwork, to access knowledge. ~~in a variety of resources~~. The investigation may also be conducted in pairs ~~couples~~, small groups, one-on-one, or with the entire class.

**Significance of Teaching and Learning through Inquiry-Based Approach**

Inquiry-based learning can help students develop adaptable skills that they can use in other aspects of their lives, in addition to supporting academic objectives in the classroom.

* Teachers can use inquiry-based learning to boost student engagement.
* Most pupils have a natural curiosity. By asking the questions ~~they want to ask~~ and experimenting with multiple answers, inquiry-based learning allows students to realize that there isn't always a single right answer or road to knowledge.
* Projects centred around inquiry-based learning align well with all areas of the English proficiency including listening, speaking, reading and writing skills. Furthermore, this approach fosters research skills, collaborative learning, abstract thinking, and personal responsibility for self-learning.
* Solving open-ended problems or questions is the main goal of an inquiry-based approach. In order to draw a conclusion and support their findings, students must apply critical thinking and reasoning techniques. This implies that they will have to consider their issue from fresh angles and devise solutions that others may not have thought of.
* Through inquiry-based learning, students are made to consider a subject in great detail. They then begin to brainstorm various approaches to a problem. They develop novel strategies by applying critical thinking and creativity. When a method doesn't work, they have to try something different. This encourages them to keep coming up with new ideas and possible strategies to get the solutions they need.
* Students can make connections between what they are trying to learn and their previous knowledge. ~~they already possess when they are fully engaged in their studies.~~
* Students that work in an inquiry-based learning environment get more independent and passionate about learning. Students build the lessons they learn based on their own curiosity rather than just following along with a lesson, which enables them to develop into independent thinkers and problem solvers.

Differentiation occurs naturally when students participate in inquiry-based learning. Students ~~Pupils~~ may choose to work in small groups or alone. There are many different places they could look for the knowledge they need, including books, movies, websites, and forums. Students ~~Pupils~~ obtain information and apply it to their problem at their own pace. They also decide how ~~best~~ to present their findings in the best way, be it via a PowerPoint Presentation, written report, or demonstration.

**Components of Inquiry Based Learning**

The following are the five common components ofInquiry Based Learning:

* **Questioning**

Typically, learning starts with an introduction question that piques students' interest or inspires them to be remarkable individuals. Students ~~Pupils~~ are given the chance to ask questions, which are meant to serve as direction for the main problem that they must address. Teachers also present students with the main problems or questions that they must answer. Thus, teachers allow students to ask some questions that are meant to be answered by them.

* **Student’s engagement**

Students' active participation in the inquiry method is essential, and the teacher's role is that of a ~~passive~~ facilitator. Instead of writing responses to questions found in the field or at the conclusion of a book chapter, the students intend to pursue the creation of a product that demonstrates their grasp of the topics being studied or the conduct of an inquiry.

* **Cooperative interaction**

Students must interact with one another, work in groups or in pairs, and have discussions about a variety of topics. The student isn't competing right now in this instance. The solution—which is most likely the right one—to the issues that the teachers have raised can take many different shapes. Thus, cooperative interaction allows students to engage in groups or pairs to strengthen their communication skills while discussing various points of view.

* **Presenting the work**

In order to respond to the questions/project, students are typically required to produce a product that explains their understanding of the subject matter being addressed. This output may be in form ~~take the shape~~ of writings, charts, posters, slide shows, and more.

* **Variety of resources**

A wide range of educational materials are available to the pupils which they can use ~~to~~ during the inquiry based learning including books, multimedia, posters, expert interviews, etc. ~~and more~~.

**Steps of Teaching English Language through Inquiry-Based Approach**

By following the steps listed below, teachers can become the side guides while attempting to include students in active learning of English Language through the use of an inquiry-based approach.

* **Creating a problem statement**

Students formulate inquiries that they are eager to respond to: They can be asked to create a problem statement that calls for them to present their idea with a well-thought-out answer, additional research, and citation.

* **Research and learning**

The next step is the research and learning phase, which can be seamlessly integrated into any language curriculum because it offers grade-and skill-appropriate mini-lessons on prejudice, good research methodologies, gathering and documenting sources, etc. ~~A~~ class time should be used to conduct research on the subject. A portion of this needs to be completed in class so that students can interact with the teacher in the room.  
In addition to providing guidance on how to ~~properly~~ document material and sources properly, teachers might set limits for their students on the quantity and kinds of sources that are acceptable for their projects. Instructors might provide students with a brief handout to assist in organizing their knowledge and supporting them in citing sources.   
Teachers ought to meet with students once again, helping them locate and assess sources. Teachers should mentor and provide consistent research approaches to the pupils.

* **Producing or carrying out**

This is where traditional research projects and inquiry-based projects diverge. Students should be asked to apply what they have learned through discovery, experience, or action. It is a process that perfectly embodies several English language standards, including documenting and evaluating research materials, writing, listening, reading, and summarizing.

* **Reflection**

Students are encouraged to reflect on their research, approaches, actions, and next steps throughout this step. There are several ways in which this process can occur. Have students consider the aspects of the process that went well and poorly. The key is to reflect. Students can be given a variety of questions as part of their reflective process, regardless of the communication medium they choose to use. To name a few:

* Talk about the problem statement you chose and the reasons it was meaningful to you as a student.
* Examine your focus on question-related research and the most noteworthy or intriguing items you discovered.
* Describe the method by which you created the action or experience, its outcome, and how you used your research to inform it.
* Consider if you thought your project was a success and what, if anything, you would have done differently.
* What are you going to do next with this project?

Furthermore, it goes beyond simply asking them to reflect on their past opinions on the subject. It is all about thinking back on the actual procedure. Students should concentrate on both what they learnt and how.

**Sharing and Exchange of Ideas**

Ask pupils to share what they've discovered. It is expected of students to produce and showcase a final product. Sharing the entire project with their teacher and peers is the last phase. Once more, students can complete this step of sharing the project overview through writing (a written report), media (a video or infographic), oral communication (conferencing with their teacher), or a combination of all three (a multimedia project overview), depending on the age or skill level of the students and the needs of the teacher regarding assessments.

**Objectives of the Supplementary Book**

This Supplementary Book has been developed for the student-teachers of D.El.Ed 1st year by keeping the following objectives into consideration:

* To provide practical insights to the student-teachers using inquiry and constructive pedagogy to aid the student-teachers in grasping English content with more ease, clarity and interest.
* To align with the NEP 2020 and D.EL.ED curriculum and serve as a valuable resource that complements the standard textbooks of English.
* To nurture lifelong learning in the student-teachers.
* To make them proactive learners.
* To enable the student-teachers to acquire English content more comprehensively and effectively which will aid them in applying theory to actual classroom settings especially during their SEP.
* To stimulate research skills and reflective practice among student-teachers.
* To provide a better platform to the student-teachers to hone their English communication skills.
* To enhance student-teachers' proficiency and competency in English language (LSRW skills) using a variety of innovative teaching techniques including role-plays, storytelling, creative writing, oral expressions, collaborative learning, peer learning, project work and so on.
* To enable the student-teachers to interlink and integrate English content with other disciplines.
* To contribute to the professional development of student-teachers, fostering a lifelong learning attitude.
* To equip the student-teachers with classroom management techniques, disciplinary strategies, and effective teaching methods.
* To provide student-teachers with comprehensive and updated content knowledge in the field of elementary education.

**Thought behind the Supplementary Book**

Most of the topics covered in "Language Education-English" are entirely novel for ~~the~~ 1st year student-teachers and most of them primarily come from Hindi medium. As per my teaching experience, most of them find it difficult to grasp the content. This supplementary book will not only help them to understand the content with more ease but it will extend their knowledge too. Furthermore, the goal of education is to foster lifelong learning rather than merely helping students get good grades by cramming or rote memorisation.

**About the Supplementary Book**

In this supplementary book, D.El.Ed student teachers of 1st year will be given an opportunity to develop self-learning by exploring the content ~~by~~ on their own while working individually or in group leading to the development of critical thinking skills.

**Inquiry Based Approach and Role of a Teacher**

When teachers apply the inquiry-based method effectively, they take on the role of facilitators rather than teachers or instructors. Throughout the activity, teachers assist the students ~~pupils~~. They help them with their inquiries, and teachers monitor their language use while the students are working on the task. Depending on the routine that has been established with their class, teachers may provide feedback immediately or at a later time.

Activities that are inquiry-based require careful planning. The schedule, the formation of matched pairs and groups, the selection of team leaders, the establishment of guidelines on the use of smartphones, online dictionaries, and other resources for research, and the preparation or provision of worksheets and other materials, like posterboard, are all responsibilities of the teacher.

**Learning Outcomes**

* A deeper understanding of the content and the development of creativity in presenting the information in engaging and informative ways.
* Developing a better ability to convey ideas, concepts, and information.
* Development of research skills, including information gathering and fact checking.
* Sstrengthening and sharpening of English language skills.
* Correlating the learning of lesson with other subjects
* A surge in the student-teachers' level of engagement and involvement

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