Postmethod Principles and Inquiry-based Language Teaching and Learning: A Critical Perspective

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Abstract – The aim of the present study is to evaluate and critique the inquiry-based language teaching and learning approach regarding to Kumaravadivelu's (2001) principles of postmethod language teaching i.e. particularity, practicality, and possibility in a particular EFL context. As the evidential bases to critique, the teachers' attitudes towards and learners' feedback on inquiry-based language teaching and learning approach were used, because these are very important factors of language teaching, and also play the main role in teaching and learning process. The participants were selected from an Iranian private institute. The instruments were two questionnaires: The McGill Strategic Demands of Inquiry Questionnaire (MSDIQ) Teacher Version developed by Shore et al (2012) for collecting information from the teachers, and Lee's (2014) Questionnaire on Inquiry-Based Teaching for getting information related to the students. Results from descriptive statistics obtained from MSDIQ data showed that the teachers had strong attitudes towards building a creative and interactive environment, and keep the learner's mind open, and paying attention to encourage the learners to ask questions as much as possible. Students, as the other side of the coin, reported that they were interested in to have interaction and participate in communications build when inquiry approach were applied. They also expressed that they were more motivated to learn and understand. Comparing the results to the trinary principles of postmethod era showed that the approach covered the principles well in this particular context.

*Keywords***:** post method era, inquiry, EFL, TEFL

1. INTRODUCTION

New generation of students should be prepared for living in a new era in which we are living. Nowadays learning perspectives and learner's attitudes toward learning have been changed. Today we see a changing winds and shifting sands of perspectives to learning. Teachers, learners, parents, policy makers and educationalists have to change their vista about learning and teaching process. Language learning, particularly, second or foreign language learning is not an exception. It means that this new post-modern era approves changes in language learning process. Because learners, their needs, their glance at the world and life, their biological and physical aspects have been changed. Since all the things have been altered, the process of language learning and teaching have to be changed. It is not time for the teachers to be monologic models for learners to learn the target language as they have been. It's time

to prepare language learners for finding and using a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue (Kuhlthau, Maniotes, & Caspari, 2007). Today, learners should learn through an inquiry-based environment in the classroom. Kuhlthau, Maniotes, and Caspari, (2007) assert that

> It (inquiry learning) requires more of them than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. Inquiry does not stand alone; it engages, interests, and challenges students to connect their world with the curriculum. Although it is often thought of as an individual pursuit, it is enhanced by involvement with a community of learners, each learning from the other in social interaction. However, without some guidance it can be daunting (p. 2).

According to what mentioned above language learners for being inquiry learners need to be social communicators and interactors. When we say that language learners communicate we mean that the teachers and other stakeholders have to look at them as human beings who have minds and their minds will be constructed through interaction with the world, and specifically with the other human beings. This century is based upon dialogical tradition in second language acquisition and learning. When we talk about dialogical tradition for SLA studies we have to refer to Vygotsky's (1978) sociocultural theory. Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. So the major theoretical foundation of inquiry-based language teaching and learning is what Vygotsky (1978) called "mind in society". It considers how people think and how their thinking affects their behaviour and their performance in the environment. In language classes, our people are the learners and teacher, and the environment is the classroom. So the learners' minds will be constructed in the environment of the classroom through interactions take place between people who are in the classroom. Inquiry-based language teaching and learning approach can be applied to encourage and increase social interactions in the classroom. Thus, the learners will be more successful in the language learning process. However, the approaches and methods should be evaluated in different contexts with different groups of learners. For instance, CLT has failed in Vietnam because its principles were appropriate to other contexts in which the learners, the teachers, learning environments, textbooks and assessment system were quite different. So one of the challenging contexts for new approaches and methods are EFL contexts in which the learners want to be good language learners and achieve a good level of proficiency. So in EFL contexts like Iran the new approaches and methods should be evaluated and critiqued. This is Kumaravadivelu's (2012) point of view. He believes that in postmethod ear three parameters are synergistic having symbiotic relationships: a) particularity, b) practicality, and c) possibility. So in order to critique we need to gather evidential bases such as teachers' attitudes and learners' feedback. The present study carried out with the aim of encouraging language teachers to apply inquiry-based teaching approach in their classes and then understanding their attitudes and beliefs about such approach. Also it was about to realize the learners' feedback on inquiry-based teaching and learning. These factors can help us to critique the practicality and appropriateness of such an approach.

2. LITERATURE REVIEW

The basis of inquiry-based teaching is Vygotsky's sociocultural theory. Vygotsky's theory provides a possible framework for research in SLA by acknowledging the social origin of the human mind and the dialectic interaction that converts social processes into unique and creative internal processes that, in turn, transform social realities. This framework is not just about mind, nor just about the externally specifiable stimulus-response relations. It is about the dialectic between the inter- and intra-psychological and the transformations of one into another. Vygotsky (1978) believes everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. He mentions:

> Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals (Vygotsky, 1978, p.57).

So inquiry-based language teaching is an approach to teaching that involves students in the collaborative construction of meaning and is characterized by shared control over the key aspects of classroom discourse (Billings & Fitzgerald, 2002). Lee (2014, p. 1236) asserts that "it is the consensus among language educators that the objectives of teaching a second/foreign language (L2) put stress on the enhancement of students' communication skills and advocate the importance of interaction in the classroom". In addition to theories and methods exclusively dedicated to language instruction, inquiry-based teaching, a cognitive approach, can be easily and effectively integrated into the L2 classroom which echoes the concerns and needs in L2 education. Inquiry teaching is characterized by its question-answer interactive information exchanges. Instead of learning passively, it stimulates students to actively engage in cognitive and discovery learning activities. It is assumed that this active, discovery teaching approach promotes the dynamics in class, draws and maintains students' attention, reinforces meaningful communication, deepens and expands intellectual capacity, and facilitates learning transfer. Most importantly, it supports the development of learner's cognitive and metacognitive strategies.

To achieve the aim of inquiry-based teaching Syer, Chichekian, Shore, and Aulls (2013) argue that teachers must engage in discourse about teaching and learning through inquiry so that they may learn from others as well as collaboratively engage in inquiry. However, researchers have not agreed on how best to teach through inquiry (Anderson, 2002). In addition, more research is needed on teacher's attitudes toward inquiry-based teaching, as a teacher's beliefs and values are integral to the teaching and learning process (Haddock, 2014). The demands on new teachers from technical, political, and cultural perspectives play a significant role in the enactment of inquiry teaching strategies (Anderson, 2002). Regarding to these points we can say that the teachers have to be knowledgeable and informed in inquiry-based teaching.

However, it is essential to evaluate and critique the approach in different contexts. Kumaravadivelu (2001) introduces three principles of postmethod era. They are depicted in the following figure adopted from Kumaravadivelu (2012, p. 12).
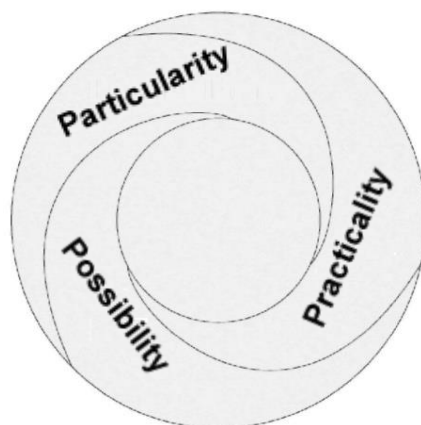
Figure 1. Principles of postmethod pedagogy

He believes that these principles interweave and interact with each other and they have "the potential to offer the necessary conceptualization and contextualization based on the educational, cultural, social, and political imperatives of language learning, teaching, and teacher education" (Kumaravadivelu, 2001, p. 557). He asserts that language pedagogy "must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu" (Kumaravadivelu, 2001, p. 538). This is the focus of the principle of particularity.

The principle of the practicality "aims to break the established division of labor between the theorist and the teacher, between the producer and consumer of knowledge" (Kumaravadivelu, 2012, p. 13). The focus of this principle is the teacher. So the role of the teacher is bold, and in critique of the approaches we should consider the role of the teacher as the linguist to theorize and practitioner to practice based upon his/her knowledge, skills and attitudes.

Teachers in the principle of possibility see classroom reality as socially constructed and historically determined. This principle is also treating the experiences gained from the language classroom as resources for individual identity formation (Kumaravadivelu, 2012).

Some studies have been done in the scope of inquiry-based teaching in SL/FL classes that some of them will be introduced briefly in the following paragraphs.

Haddock (2014) carried out a study focusing on determining the difference between inquiry-based teaching strategies and student achievement. Additionally, the researcher investigated the origin of inquiry based teaching knowledge and International Baccalaureate Primary Years Programme (IBPYP) affiliation. IBPYP affiliation was studied due to the nature of the IBPYP as an inquiry based philosophy of teaching. The McGill Strategic Demands of Inquiry Questionnaire (MSDIQ) was used to determine teachers' beliefs of inquiry based teaching strategies. Student achievement was measured using Florida Comprehensive Achievement Test 2.0 (FCAT 2.0) levels. Results from the MSDIQ indicated

strong beliefs among participants of inquiry-based teaching indicators within three domains: planning, enactment, and reflection.

Lee (2014) worked on a questionnaire was administered in a Chinese as a second language class to assess students' feedback on the effectiveness and preference of this approach and favourable findings were revealed. Students expressed enthusiasm on inquiry-based teaching and indicated that this approach reinforced their learning and understanding of the course material. Qualitative data also shows that inquiry-based teaching enhanced students' classroom engagement and fostered an effective and meaningful learning experience.

Syer et al. (2013) researched teacher perception of inquiry teaching strategies among pre-service teachers in the first and fourth year of their university elementary programs. They also studied the conceptualization of inquiry teaching strategies in physiology students in the fourth year of their programs. Use of the Strategic Demands of Inquiry Questionnaire (X-SDIQ), the same instrument used in this research, resulted in a difference in the importance of the elements of planning, enactment and reflection between pre-service teachers in year one and year four. Students in year four placed greater importance on inquiry processes than students in year one. The researchers concluded that explicit teaching of inquiry-based teaching strategies probably impacted the student responses.

3. METHODOLOGY

3.1 Participants

In this research 5 teachers teaching at a private institute in Eghlid, Fars, Iran participated. They were teaching English to high-intermediate level learners. Also 32 learners studying English in high-intermediate level took part. They were in the age of 16-20. Both of the teachers and learners were at Mehr Language Institute of Eghlid.

To carry out the present study the population was all English teachers and learners who were teaching and learning high-intermediate level at private institutes in Eghlid. The sample of the study was selected through a nonprobability sampling method i.e. convenience sampling.

3.2 Instruments

This study is a survey research. In order to carry out the investigation the researchers utilized two types of questionnaires. The first questionnaire was used for getting information about teachers' knowledge, beliefs and attitudes towards inquiry-based teaching. This standardized questionnaire was developed by Shore et al (2012) and is known as The McGill Strategic Demands of Inquiry Questionnaire (MSDIQ) Teacher Version. Shore et al (2012) assert that this 79-items instrument contains three inquiry domains which assess the value respondents place on each item in the context of inquiry-based teaching: planning, enactment, and reflection, and uses Likert Scale of 0-10. Within the three domains are 14 highly inter-

correlated factors that demonstrate the skills evident in the inquiry literature: time and task organization, setting the task in context, co-construction, planning to solve the problem, taking into account students' interests and needs, linking ideas including view of the future, students' entering knowledge and affect, skills for collecting data and analyzing data, defining the problem space in terms of data characteristics, social context of solving the problem, communication of results, expanding the data or information search, explanation, reflection and evaluation, and questioning the results and follow-up questions. It is essential to mention that the reliability of the instrument is Cronbach Alfa > .81. This shows a high level of reliability.

The second questionnaire was a 16-items researcher-made questionnaire with 5 Likert Scale from 1-5 developed by Lee (2014). It contained 16 statements in regard to aspects such as attentiveness, motivation, anxiety, class interaction, the use of visuals as well as general thoughts on inquiry-based teaching approach.

3.4. Data collection procedure

Gathering data was in person. It means that the researchers handed out the questionnaires and then collected them.

To carry out the present study the researcher informed the teacher about how to conduct language classes through inquiry-based approach, as Kuhlthau, Maniotes, and Caspari, (2007, p.2) assert that "without some guidance it can be daunting". Then the teachers taught English using this approach for one term i.e. 20 sessions. After that the questionnaires were distributed.

3.5. Data analysis method

Quantitative data obtained from the questionnaires were entered into SPSS version 25 software. Then data analyzed through descriptive statistics i.e. Mean (M), Variance (V), and Standard Deviation (SD), and then the results interpreted by the researchers.

4. RESULTS AND FINDINGS

After gathering data through survey instruments the data were entered into SPSS software and the results were obtained. The first domain of the study was to identify the teacher's beliefs and attitudes towards inquiry-based language teaching. The following tables depict the findings. Descriptive statistics were used to get the results: Mean (M), Variance, and Standard Deviation (SD).

Table 1. *McGill Strategic Demands of Inquiry Questionnaire: Planning*

N.	Item	M	Variance	SD
	How important is it in inquiry-based learning and teaching…			
1	For the teacher to provide a mentor	4.40	.800	.894
2	For the student to make a concept map or web or cluster	6.40	1.300	1.140
3	For the student to have back up plans at the end should the project stall	4.20	.700	.837
4	For the student and teacher to have coownership of the question	6.00	1.000	1.000
5	For the student and teacher to share construction of the curriculum	4.60	1.300	1.140
6	For the student and teacher to share decision-making	8.20	.700	.837
7	For the teacher to explore his or her interest	9.20	.700	.837
8	For the student to have previous experience with similar activities	9.60	.300	.548
9	For the student to have different plans in advance to accomplish the task	9.60	.300	.548
10	For the student to foresee possible outcomes of the activity	8.20	.700	.837
11	For the teacher to listen as much as he or she speaks	8.60	.300	.548
12	For the student to divide the task into a coherent sequence of doable steps	9.00	.500	.707
13	For the student to organize time and space	7.00	.500	.707
14	For the student to make a plan	7.80	.700	.837
15	For the teacher to address his or her needs and student's needs	6.60	.800	.894
16	For the student to set aside preparation time	4.40	.300	.548
17	For the student to understand key concepts	9.20	.700	.837
18	For the student to brainstorm his or her ideas	8.60	.300	.548
19	For the teacher to model skills needed for the inquiry	7.60	.300	.548
20	For the student to understand the goal of the task	7.00	1.000	1.000
21	For the student to extend inquiry beyond the classroom	4.60	1.300	1.140
22	For the teacher to encourage honest criticism of idea	2.80	.700	.837
23	For the student to describe his or her own problem-solving strategies	5.60	.800	.894
24	For the student to understand instructions	9.80	.200	.447
25	For the student to work in a nurturing and creative environment	9.80	.200	.447
26	For the teacher to tap into the student's and his or her own interests	5.00	.500	.707
27	For the student to connect old and new knowledge	8.20	.200	.447
28	For the teacher to encourage creative risk-taking	9.80	.200	.447
29	For the teacher to give the amount of time needed, be flexible with time	3.80	.700	.837

Table 1 demonstrated the frequency statistics of planning domain. The respondents reported that the items "For the student to understand instructions, for the student to work in a nurturing and creative environment, and For the teacher to encourage creative risk-taking" with the Mean of (M=9.80) were the three most important factors in planning domain of inquiry-based language teaching and learning. The participants reported that they consider the following three factors as the least important factors in planning scope: "For the teacher to give the amount of time needed, be flexible with time, For the student to have back up plans

at the end should the project stall, and for the teacher to provide a mentor" with the Mean of (M=3.80, 4.20, and 4.40), respectively.

Table 2. *McGill Strategic Demands of Inquiry Questionnaire: Enactment*

N.	Item	M	Variance	SD
	How important is it in inquiry based learning and teaching…			
1	For the student to win a prize	2.40	.800	.894
2	For the student to get a high grade	3.40	.300	.548
3	For the student to present data in tables and graphs	9.00	.500	.707
4	For the student to anticipate and respond to arguments in opposition to one's view	5.00	.500	.707
5	For the student to address doubts directly	3.00	2.500	1.581
6	For the student to classify data	4.60	.800	.894
7	For the student to develop expectations of what will happen next	8.80	.700	.837
8	For the student to recognize hidden meanings in data	3.20	.200	.447
9	For the student to consider diverse means of communication	4.20	.700	.837
10	For the student to value personal judgment	5.80	.700	.837
11	For the student to record methods, results, and conclusions	2.00	.500	.707
12	For the student to offer hypotheses about outcomes	3.20	1.700	1.304
13	For the student to find patterns in data	2.00	.500	.707
14	For the student to organize the presentation of the project	7.60	1.300	1.140
15	For the student to restate or reformat the problem	4.20	.700	.837
16	For the student to identify where to obtain data	6.00	2.500	1.581
17	For the student to verify data or information	5.20	.700	.837
18	For the student to record data	1.60	.300	.548
19	For the student to understand how preconceptions affect learning	4.20	.200	.447
20	For the student to be aware of how the inquiry event affects him or her personally	5.40	.800	.894
21	For the student to assist others to make observations	3.60	.300	.548
22	For the student to compare and contrast data with someone else's	4.60	.800	.894
23	For the student to seek different viewpoints	4.40	.800	.894
24	For the student to have a mental representation of the task	5.20	.700	.837
25	For the student to make careful observations	7.00	1.000	1.000
26	For the student to construct new knowledge	8.80	.700	.837
27	For the student to use vocabulary appropriate to the audience and topic	9.60	.300	.548
28	For the student to search for resources beyond textbooks	7.60	1.300	1.140
29	For the student to feel free to use imagination	9.40	.300	.548
30	For the student to have self motivation	7.00	1.000	1.000
31	For the student to apply new knowledge to future experiences	5.60	1.300	1.140

32	For the student to make suggestions	8.00	.500	.707
33	For the student to share emotions, feelings, ideas, and opinions	9.60	.300	.548
34	For the student to keep an open mind to change	9.80	.200	.447
35	For the student to test ideas and hypotheses	6.20	1.200	1.095
36	For the student to interact with or manipulate his or her surroundings	9.60	.300	.548
37	For the student to search the internet and world wide web	8.60	.300	.548
38	For the student to separate relevant and irrelevant information	6.80	1.700	1.304
39	For the student to accept that more than one solution might be appropriate	6.60	.800	.894
40	For the student to keep motivated	10.00	.000	.000
41	For the teacher to give sensitive feedback, positive reinforcement, praise for persistence	10.00	.000	.000
42	For the student to apply previous knowledge to new concepts	8.60	.300	.548
43	For the student to ask questions	9.60	.300	.548
44	For the student to communicate one's learning with others	5.20	.700	.837

As revealed in Table 2, the factors "For the student to keep motivated, For the teacher to give sensitive feedback, positive reinforcement, praise for persistence, For the student to keep an open mind to change" having the Means of (M= 10.00, and 9.80), respectively, were the most important ones reported by the participants as the three most important factors in enactment scope of inquiry-based language teaching and learning. The respondents reported that the items "For the student to record data, For the student to record methods, results, and conclusions, and For the student to find patterns in data" with the Mean of (M=1.60, and 2.00) were the three least important factors in enactment domain of inquiry-based language teaching and learning.

Table 3. *McGill Strategic Demands of Inquiry Questionnaire: Reflection*

N.	Item	M	Variance	SD
	How important is it in inquiry based learning and teaching…			
1	For the student to follow-up the project with a new set of questions	9.40	.300	.548
2	For the student to evaluate the inquiry experience	9.80	.200	.447
3	For the student to discuss what has been learned compared to what was known before	7.20	.700	.837
4	For the student to question the findings	6.00	.500	.707
5	For the student to reflect upon his or her inquiry experience	7.60	.300	.548
6	For the student to explain the results	6.20	.700	.837

As shown in Table 3, the participants considered the following factors as the most important ones in the scope of reflection: "For the student to evaluate the inquiry experience, and For the student to follow-up the project with a new set of questions" with the Mean of

(M=9.80, and 9.40), respectively. "For the student to question the findings, and For the student to explain the results" with the Mean of (M=6.00, and 6.20) were reported by the respondents as the least important factors in the scope of reflection.

The above tables demonstrated the data obtained from teachers who completed The McGill Strategic Demands of Inquiry Questionnaire (MSDIQ) Teacher Version. It means that the first part of the study i.e. teachers' beliefs and attitudes toward inquiry-based language teaching and learning have been covered by such survey. But the following table depicts the other side of the coin i.e. learner's feedback on inquiry-based language teaching and learning.

Table 4. *Students' Questionnaire on Inquiry-Based Teaching*

N.	Item	M	Variance	SD
1	I think the inquiry teaching method is an effective way to teach foreign languages.	4.50	.516	.718
2	Inquiry teaching enhances my learning motivation in language learning.	4.31	.609	.780
3	Inquiry teaching increases my anxiety level in the language classroom.	1.69	.609	.780
4	Inquiry teaching makes me nervous in the language classroom.	1.69	.544	.738
5	Inquiry teaching makes me more alert or attentive in the language classroom.	4.38	.565	.751
6	Compared with other teaching techniques, the inquiry teaching method functions better in drawing my attention.	3.97	.676	.822
7	I think the inquiry teaching approach reinforces my learning and understanding.	4.03	.612	.782
8	Inquiry teaching increases the interaction in class.	4.94	.060	.246
9	Inquiry teaching encourages students' participation in class.	4.84	.136	.369
10	Inquiry teaching is a good method to initiate interaction in class.	4.72	.402	.634
11	Inquiry teaching is a good method to maintain interaction in class.	4.81	.157	.397
12	The use of visual aids (such as realia, pictures, PowerPoint) helps a lot in the inquiry teaching mode.	4.62	.435	.660
13	Previewing course material is important when the inquiry teaching method is adopted.	3.84	.717	.847
14	The inquiry teaching method makes foreign language teaching and learning more meaningful.	4.22	.499	.706
15	I like the teacher using the inquiry teaching method in the language class (discovery learning	4.69	.286	.535
16	I don't like the inquiry teaching method. I don't think this works on me. I prefer the teacher to deliver instruction by giving lectures instead of by asking questions.	1.28	.338	.581

As Table 4 revealed, the EFL learners reported that the inquiry teaching increases the interaction, encourages students' participation, and is a good method to maintain interaction in class (M=4.94, 4.84, and 4.81, respectively) as the most important reasons to have a positive feedback on inquiry-based teaching and learning approach. According to Item. 16, in an overall look, the participants reported that they like such method of teaching and they believed that it works on them because they reported the negative item with the low mean of

(M= 1.280). "Inquiry teaching increases my anxiety level in the language classroom (M=1.69), Inquiry teaching makes me nervous in the language classroom (M=1.69), and Previewing course material is important when the inquiry teaching method is adopted (M=3.84)" were the bottom items reported by the participants.

5. CONCLUSION

"Teaching is never about 'getting it right.' It's about inquiry: using children as our curricular informants to continue to grow and learn as professionals" (Short, 1996, p. 4). Nowadays, in the scope of second language acquisition (SLA), the language learners are not considered as lonely cacti who construct their language learning alone. However, they are seen as trees in a raining forest in which they are exposed to a huge bulk of language through social interactions. And the teacher's role is to conduct his/her classroom in an interactive atmosphere. It means that language teachers are not lectures or material presenters, but they are participators and facilitators for the learners to get prosperity in the process of language learning. The teachers should help the learners to be prepared to ask questions in the classroom. To achieve this objective, it is essential for the teachers to make an inquiry atmosphere in the classroom in which the learners are able to find the solutions for their problems through asking questions, interacting to other learns and the teacher as Vygotsky (1978) sociocultural theory claims that learning should take place through social interactions. Vygotsky (1978) believes that one's mind will be constructed by the society through social interactions. We all know that the classroom is a unique community. Swales (1990) asserts that if we think of a discourse community as a group of people who share many things – a considerable body of knowledge, a specific group culture, an acceptable code of behavior, a common language, a common physical environment, and perhaps a common goal or interest – we can easily see how the language classroom is a unique discourse community. When we talk about a unique discourse community we have to emphasis on social interactions. So in the social atmosphere of language classroom the learners' mind should be constructed. According to the social and interactive nature of the inquiry-based language teaching and learning, it is a good means to achieve this goal. On the other hand, regarding to the principles of postmethod era language teaching introduced by Kumaravadivelu (2001), the approaches must be evaluated and critiqued in specific contexts to see whether they work or not. So to do this there should be some evidences as the critique's criteria. Because two major parts of a language class are teacher and learners. Their attitudes towards and feedback on the phenomena exist in the classroom are so important to lead to the ultimate achievement of the language curriculum, and then, to critique the approach upon which the curriculum based in a specific context.

The present study put its consideration to teachers' attitudes towards and learners' feedback on inquiry-based language teaching and learning approach as the evidential bases and criteria to critique the approach. The instruments were two questionnaires, The McGill Strategic Demands of Inquiry Questionnaire (MSDIQ) Teacher Version developed by Shore et al (2012) for gathering data related to the teachers, and Lee's (2014) Questionnaire on Inquiry-Based Teaching for getting information related to the students. The results revealed that the inquiry-based teaching approach increased the learner's motivation. They also

showed that they all interact with other persons in the classroom and the approach were able to maintain interaction in the classroom. We saw that the participation of the learners increased in the classroom, because the learners reported this. It means that we can engage the learners in the process of language teaching by the means of using inquiry-based teaching approach. When we say the learners are engaged in teaching and learning we mean that they interact with each other and the teacher and eventually they construct each other's minds, what Vygotsky (1978) introduced as mind in society. Here the society is limited as a small community or context. According to Swales (1990), as mentioned above, language classroom is a unique community because it has all the features that all communities have. For instance, Swales (1990) introduces some characteristics of unique communities such as "A discourse community has mechanisms of intercommunication among its members." uses its participatory mechanisms primarily to provide information and feedback, and broadly agreed set of common public goals. All of these characteristics show that language classroom is a place where some people i.e. leaners and teachers interact and have communication to achieve a predetermined and prefabricated end which is called language learning. So it is essential for teachers to pay attention to this and change their classrooms to an interactive environment where a huge bulk of communication takes place. One of the solutions is provision of an inquiry atmosphere for the students for having opportunities to learn language through asking questions, interaction, and discussions. By the means of inquiry-based language teaching and learning approach we can prepare learners for being mastered and use the target language out of the classroom communicatively to quench their needs and also to construct more number of people interacting them. It means that we will achieve the major goal of language learning i.e. communication and utilizing language as the only means of communication. So it can be said that evidential bases of the study showed that principles of practicality, particularity and possibility paid attention to. It means that inquiry-based approach work in a particular context with a particular group of learners. Also, the teacher as the theorist and practitioner achieved the goal of practicality. Because his own method of leading the learners through the path of inquiry make a social atmosphere in the classroom, and they learnt using such approach. We say they learnt more and got prosperity in their learning process, because their feedback was strongly positive. Because this study was context-sensitive and the teacher used his own experience resulted from hiving an open mind for a true understanding of learning environment and linguistic and social particularities we can say that the approach in this particular context covered the principle of possibility.

The last point is that for building an inquiry atmosphere other components of learning process, particularly, textbooks should be designed to facilitate inquiry, because textbooks are the most important part of all curricula, as Riazi (2003) asserts that textbooks play a very crucial role in the realm of language teaching and learning. Also many scholars (Cunningsworth, 1995; Sheldon, 1988; Ur, 1996; to name just a few) emphasize the very importance of the textbooks in the process of language teaching and learning for both teachers and learners. They note that textbooks are the primary agents conveying knowledge to learners. Hutchinson and Torres (1994) argue that any textbook has a very important and positive part to play in teaching and learning English. So based upon Kumaravadivelu's

(2001) principles it is essential for the teachers to take part in preparing textbooks considering the principles of postmethod era.

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