



## **The Effectiveness of a Teacher-Led Inquiry-Based Learning Approach in Enhancing Listening Comprehension Skills of Intermediate-Level ESL Learners in a Language Laboratory**

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### **Abstract:**

The objective of this research is to evaluate the efficacy of an instructional method called teacher-led Inquiry-Based learning in enhancing the acquisition of listening comprehension abilities. An experimental design was employed, and data were collected through tests, brainstorming discourse, and self-reflection logs from 58 first-year engineering students selected via simple random sampling. Both the experimental and control groups received inquiry-based instruction to enhance their listening comprehension skills, with the experimental group receiving additional treatment in a language laboratory. The quantitative analysis for this study involved conducting independent samples t-tests and examining descriptive statistics, while the qualitative data underwent thematic analysis. The findings revealed a notable disparity in listening comprehension performance between the control and experimental groups. The influence of the language laboratory played a vital role in their significant improvement. Additionally, the inquiry-based learning approach heightened students' motivation levels, leading to improved performance even in the control group from pre-test to post-test. Consequently, this study suggests that researchers, teachers, and students should carefully consider adopting the inquiry-based learning approach to enhance their listening skills, utilizing language laboratories throughout their academic journey.

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### **Introduction**

Inquiry-based learning (IBL) has been established as a successful approach to teaching and learning, including in the field of language learning. IBL encourages students to explore and investigate phenomena, develop questions, make observations, construct explanations, and communicate their findings (NSTA, 2006; Koshy, 2005). Research indicates that IBL is more effective than traditional grammar-based or listening-based approaches in enhancing language skills, including writing and critical thinking (Lee & Lai, 2011; Wu & Marek, 2014; Zhang, 2016; Zhang & Cheng, 2017).

However, there is a paucity of research on the effectiveness of IBL in enhancing listening comprehension skills among intermediate-level ESL learners in a language laboratory setting.

Zhang's (2016) study found that a teacher-led IBL approach was effective in improving the listening comprehension skills of EFL learners in China. Learners generated questions related to the listening materials, discussed and presented their findings in groups, and achieved significant improvement in their listening comprehension skills compared to a traditional listening-based approach. Similarly, Zhang and Cheng (2017) investigated the effectiveness of a teacher-led IBL approach in enhancing the listening comprehension skills of intermediate-level EFL learners in a language laboratory in China. The experimental group that received IBL instruction performed significantly better in post-test listening comprehension than the control group that received traditional listening-based instruction.

This research also supports the effectiveness of a teacher-led IBL approach in enhancing listening comprehension skills among intermediate-level ESL learners in a language laboratory setting. IBL engages learners in generating their questions, seeking answers through inquiry, promoting critical thinking, and enhancing their understanding of the listening materials. Further research is needed to explore the effectiveness of IBL in enhancing other language skills and to identify the factors that influence its effectiveness in different contexts.

## **Literature Review**

### **The necessity of adopting an Inquiry-based learning approach.**

Adopting an inquiry-based learning approach has become increasingly necessary in education to foster student-centered learning through active engagement, investigation, and discovery. According to a study by Li and Lin (2021), inquiry-based learning enhances student learning outcomes by promoting critical thinking and problem-solving skills, as well as increasing motivation and engagement. The research outcomes indicated a noteworthy positive impact of inquiry-based learning on students' learning results, encompassing academic achievement and the retention of knowledge. In addition, research by Kuo and Chen (2018) highlights the benefits of inquiry-based learning in promoting higher-order thinking skills and creativity, which are essential for preparing students for the demands of the 21st-century workforce. Besides, a recent study by Saban and Kocakaya (2022) examined the implementation of inquiry-based learning in science education and found that it significantly improved students' scientific literacy skills. Overall, the literature supports the necessity of adopting an inquiry-based learning approach to enhance student learning outcomes, promote higher-order thinking skills, and prepare students for the demands of the modern workforce. Inquiry-Based Learning (IBL) in various fields of education, including language learning. The necessity of adopting IBL is due to the need to better prepare students for the rapidly changing demands of the modern world, promote student engagement and motivation in the learning process, and improve student learning outcomes. However, the adoption of IBL requires skilled and trained teachers and appropriate resources and infrastructure.

## **Inquiry-based Learning approach in both experimental and traditional classroom:**

### **Experimental Classroom**

In experimental classrooms, Inquiry-Based Learning (IBL) has been found to be highly effective. Kuhn et al. (2017) found that IBL improved students' critical thinking skills, creativity, and motivation to learn, while Bransford et al. (2000) found that students who learned through IBL scored significantly higher on a science test than those who learned through traditional methods. Additionally, Ho et al. (2018) found that IBL was effective in promoting students' social and emotional skills, including empathy, self-awareness, and social responsibility.

### **Traditional Classroom**

In traditional classroom settings, Inquiry-Based Learning (IBL) has been found to be less effective. Ma et al. (2016) found that IBL was effective in improving conceptual understanding but not procedural fluency in mathematics. Chen et al. (2018) found that IBL improved critical thinking skills but not content knowledge as effectively as traditional teaching. However, a blended learning approach combining IBL and traditional teaching, as shown in a study by Kim et al. (2018), can be highly effective in improving students' motivation, engagement, and academic achievement.

Inquiry-based learning has been found to be effective in improving students' critical thinking skills, creativity, motivation, and social and emotional skills in experimental classroom settings. In traditional classroom settings, IBL has been found to be less effective in improving content knowledge and procedural fluency, but a combination of IBL and traditional teaching can be highly effective. Further research is needed to explore the optimal ways to incorporate IBL into traditional teaching methods to maximize student learning outcomes.

### **The need for inquiry-based approach for listening comprehension skills:**

Inquiry-based learning is an instructional approach that focuses on student-centered learning through active engagement, investigation, and discovery. This approach has been shown to be effective in improving listening comprehension skills.

According to a study by Yang (2017), inquiry-based learning can enhance students' listening comprehension by fostering the development of metacognitive strategies, which enable learners to monitor their understanding and identify areas of difficulty. The study found that students who participated in inquiry-based learning activities demonstrated better listening comprehension skills than those who received traditional instruction.

Similarly, in a study by Sari and Yildirim (2019), inquiry-based learning was found to be an effective approach for improving the listening comprehension skills of EFL (English as a Foreign Language) students. The study found that students who engaged in inquiry-based

learning activities demonstrated significant improvement in their listening comprehension skills, as well as in their motivation and interest in learning English.

Furthermore, research by Vandergrift and Goh (2012) suggests that inquiry-based learning can improve listening comprehension by providing students with opportunities to interact with authentic listening materials, engage in critical thinking and problem-solving, and collaborate with peers. This type of learning environment allows students to develop their listening comprehension skills in a meaningful and contextualized way.

### **The importance of language laboratory in inquiry-based learning approach**

Inquiry-based learning is an instructional approach that prioritizes active engagement, investigation, and discovery as central components of the teaching and learning process. A language laboratory can be an essential tool for supporting inquiry-based learning in language education. The following literature review highlights the importance of the language laboratory in the inquiry-based learning approach.

According to studies by Kim and Lee (2013) and Wu and Lee (2018), the language laboratory provides an environment that is conducive to inquiry-based learning in language education. The laboratory setting enables students to engage in authentic listening and speaking activities, using technology to access authentic materials, and providing opportunities for student-centered learning. According to Guo's (2016) research findings, the language laboratory was found to be beneficial for fostering critical thinking skills within language education. Inquiry-based learning enables students to participate in activities that encourage the analysis, synthesis, and evaluation of language materials. As a result, students gain a deeper comprehension of language structures, functions, and usage.

Additionally, studies by Zhang (2017) and Wang and Chen (2019) highlight the benefits of using the language laboratory to support collaborative learning in language education. The laboratory can provide opportunities for students to work together in pairs or small groups, engaging in inquiry-based activities that promote communication, cooperation, and problem-solving.

### **Utilizing inquiry-based learning in the language laboratory to improve listening skills.**

The literature review focuses on the utilization of inquiry-based learning within the language laboratory to enhance listening skills. Inquiry-based learning is an instructional approach that emphasizes student-centered learning through active engagement, investigation, and discovery. This approach can be effectively implemented in language education, with the language laboratory serving as a valuable tool to facilitate the process.

Liu and Peng (2019) conducted a study that examined how inquiry-based learning can be implemented in the language laboratory to improve listening skills. The study found that inquiry-based learning activities in the laboratory improved students' listening skills by promoting active engagement and collaboration. Moreover, the study found that the use of technology, such as video and audio recordings, provided opportunities for students to engage

in authentic listening activities and receive immediate feedback. Similarly, Zhang et al. (2020) conducted a study that centered around implementing inquiry-based instruction in the language laboratory with the goal of enhancing the listening comprehension skills of EFL (English as a Foreign Language) students. The findings revealed that the inquiry-based learning approach in the laboratory positively impacted students' listening skills. It provided them with opportunities to interact with authentic listening materials and engage in collaborative and interactive activities, ultimately improving their listening comprehension.

Tseng et al. (2019) conducted a study that highlighted the advantages of utilizing inquiry-based learning in the language laboratory to enhance critical thinking skills. The research indicated that inquiry-based learning activities within the laboratory setting fostered critical thinking among students, encouraging them to analyze, synthesize, and evaluate listening materials. Alternatively, Kim et al. (2021) examined the impact of inquiry-based learning in the language laboratory on the listening skills of Korean EFL students. The findings demonstrated that the inquiry-based learning approach implemented in the laboratory effectively enhanced students' listening skills through active engagement, promotion of critical thinking, and facilitation of collaboration among the students.

In conclusion, the study revealed that incorporating the inquiry-based learning approach in language education yields improvements in students' motivation and performance. Moreover, the study recognized the language laboratory as a valuable asset in effectively supporting this approach. The implications for researchers, teachers, and students were discussed, emphasizing the importance of incorporating the language laboratory into teaching practices to enhance listening skills and promote critical thinking and collaborative learning. Overall, the literature supports the implementation of inquiry-based learning in the language laboratory to improve listening skills in language education.

The literature review revealed some limitations and gaps in studies on the inquiry-based learning approach in the language laboratory to enhance listening skills. Some of the limitations include a lack of consistency in the definition and implementation of the inquiry-based learning approach, as well as the use of different assessment tools and procedures, which makes it difficult to compare the results of different studies. Another limitation is the small sample size in some studies, which may affect the generalizability of the findings. Additionally, the duration and frequency of the intervention varied across studies, which makes it challenging to determine the optimal conditions for the inquiry-based learning approach to be effective in improving listening skills. Finally, there is a need for more research to investigate the transferability of the listening skills acquired through the inquiry-based learning approach to real-world situations.

To address this gap in research, the current study seeks to examine the impact of a Teacher-Led Inquiry-Based Learning Approach on improving the listening comprehension skills of intermediate-level ESL learners in a language laboratory environment.

***The research question that the study aimed to address is:*** "What is the impact of a Teacher-Led Inquiry-Based Learning Approach on the improvement of listening comprehension skills in intermediate-level ESL learners within a language laboratory?"

## **Materials and methods**

### **Research Design**

The study utilized an experimental research design that involved pre-tests and post-tests for both the experimental and control groups. The participants consisted of two groups of first-year engineering students, randomly assigned as the experimental group and the control group. Prior to the intervention, both groups underwent a pre-test to assess their initial listening comprehension skills. Following the intervention, which involved the teacher-led inquiry-based learning approach, the experimental group received instruction aimed at developing their listening comprehension skills in the language laboratory. On the other hand, the control group was taught using a conventional method. Subsequently, a post-test was administered to both groups to evaluate the impact of the interventions.

### **Participants**

The study consisted of first-year engineering students who were enrolled as participants, selected through a simple random sampling method. These students were then randomly allocated to either the experimental or control group. The sample size for both groups was 58, with an equal division of 29 students in each group.

### **Instruments**

To collect data regarding the effectiveness of the teacher-led inquiry-based learning approach in enhancing listening comprehension skills, the study employed various methods including tests, brainstorming discourse, and self-reflection logs. These data collection techniques were utilized to gather comprehensive information on the progress and outcomes of the intervention. The test contains both pre-test and post-test, and was used to obtain data before and after intervention on the students' listening comprehension skills. For the pre-test the experimental group got to listen to an audio created for this research study and instructed to fill the multiple-choice questionnaire, whereas for the control group the audio transcript was read loud by the teacher and also instructed to take multiple choice questionnaire. Likewise, other comparable but not identical listening post-test was given to the group in the aftermath of the intervention to establish whether it made a difference on students' listening comprehension skills. To minimize the potential influence of the repetition effect on students' test scores between the pre-test and post-test, a 6-week intervention process was implemented. Following the intervention, a post-test was conducted, which had similarities with the pre-test but was not identical. Students were informed about this variation to reduce the impact of the repetition effect between the two tests. Consequently, the pre-test and post-test were administered before and after the intervention, and then evaluated by two experienced university ELT professors to compare the results and make decisions about the

improvement of the students' listening comprehension skills. Additionally, the evaluators utilized task descriptors that incorporated comprehension, discrimination, memory, interpretation, and evaluation to assess the students' listening comprehension skill (Kin & wang and chan 2018).

### **Procedure**

Prior to collecting the actual data, a learning material was created based on existing literature, following a teacher-led approach to Inquiry-based learning specifically targeting listening comprehension skills. The instructional materials were developed to encourage active student participation in a range of inquiry-based activities, including making observations, asking questions, collecting and synthesizing data, formulating answers, explaining and predicting, engaging in discussions and reflection, applying their findings to real-world contexts, and pursuing additional questions that emerge throughout the learning process. These activities closely align with the fundamental principles of the inquiry-based learning approach. Additionally, the learning materials were created to augment students' proficiency in accomplishing their assigned tasks., coherence and cohesion, practicing selective listening, responding to specific topics, and utilizing correct grammar, and grammatical range and accuracy. By considering these aspects, the instructional material aimed to support students in effectively demonstrating their comprehension and language skills. Also, the instructional material was carefully crafted to align with the principles of inquiry-based learning and to address the specific needs of developing listening skills. It incorporated a range of inquiry-focused activities and also provided support for key language competencies, reflecting a comprehensive approach to fostering listening comprehension abilities.

After the preparation of the learning material, an initial pre-test was administered to both the experimental and control groups. In the experimental group, students listened to a responsive listening audio file twice, while in the control group, the audio transcript was read aloud by the teacher. Following this, multiple-choice questions were answered to evaluate their initial listening comprehension skills. Subsequently, a six-week intervention took place, during which the experimental group received instruction using an inquiry-based learning approach with the specific objective of improving their listening comprehension abilities. This approach involved various listening comprehension tasks, such as focusing on the audio, identifying key points, interpreting information accurately, and making inferences or predictions based on the content. Students in the experimental group were required to respond to questions that involved multiple-choice answers, fill-ups, and short answers, demonstrating their understanding of the audio material. Active engagement in these tasks resulted in improved overall listening skills, language comprehension, and the ability to apply understanding in real-life situations.

In contrast, the control group followed a conventional teaching method. While they were provided with the same teaching material, the audio file was replaced with the teacher reading the transcript aloud. The control group engaged in activities that aligned with the conventional approach, such as participating in peer-reviewed discussion forums, taking

notes, and summarizing the read-aloud material. Unlike the experimental group, the control group did not have the individualized laboratory situation, and their tasks were more focused on group discussions and note-taking.

Tutorial classes were provided to the control group students after the data collection phase to address potential educational inequities between the control and experimental groups. These classes aimed to offer them comparable support and instruction to the experimental group during the intervention period. The goal was to create a fairer learning environment and enhance the validity of the study's results. In order to enhance students' listening comprehension skills, an inquiry-based learning approach was implemented during a six-week intervention. The experimental group received instruction based on this approach, while the control group followed a different instructional method. Prior to the intervention, both groups underwent a pre-test involving listening to a responsive audio file and answering multiple-choice questions. Throughout the intervention, self-reflection logs were collected from students to facilitate ongoing assessment and reflection. These self-reflection logs served as a means for students to document their learning progress and insights. Following the intervention, a post-test with a similar format was administered to evaluate the impact of the inquiry-based learning approach on the experimental group's listening comprehension skills.

In addition, a group discussion was conducted with the experimental group to collect their viewpoints and opinions regarding the effectiveness of the Teacher-Led Inquiry-Based Learning Approach. This comprehensive methodology allowed for continuous assessment, comparison between groups, and the inclusion of student feedback to gauge the success of the intervention.

### **Data analysis methods**

The collected data from the tests were subjected to statistical analysis using the independent samples T-test in the SPSS Statistic version 29 software program. This analysis aimed to investigate any variations in the listening comprehension skill scores between the experimental and control groups of students. Furthermore, the qualitative data, including transcripts from discussions with the experimental group and students' self-reflection logs, underwent thematic analysis to identify common themes and patterns. This process involved a meticulous examination of the data to identify recurring themes, topics, ideas, and meaningful patterns. The analysis specifically concentrated on themes that were indicative of crucial elements in listening skill performance, such as task achievement, coherence and cohesion, selective listening, response to specific topics, and grammar usage, range, and accuracy. The qualitative findings were then presented coherently, organized according to these key themes that reflected various aspects of listening skill performance. Result and discussion



### **Student's Listening Comprehension skill development**

This section presents the results of the investigation into the efficacy of employing an inquiry-based learning approach to enhance the listening comprehension skills of first-year engineering students. The data for this study were collected using pre-test and post-test assessments conducted prior to and following the intervention, respectively. Furthermore, qualitative data were gathered through examinations, brainstorming discussions, and self-reflection logs. The focus of this section is to provide an overview of the results obtained from implementing the inquiry-based learning approach in a language laboratory setting.

Table 1 presents the results of this analysis. Based on the table, the pre-test scores for both the control and experimental groups indicated similar levels of listening skills. The control group obtained a mean score of 40.58, while the experimental group achieved a mean score of 43.31. Although there was a slight difference in the mean scores between the two groups, the information states that this difference was not statistically significant. Therefore, it can be concluded that the students in both groups had similar listening comprehension skills before any intervention was introduced.

**Table 1** *Descriptive Statistics of Control Group and Experimental Group.*

<b>Participants</b>	<b>Test</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Control Group	Pre-test	29	40.58	4.3467
	Post-test	29	50.48	4.2141
Experimental Group	Pre-test	29	43.31	4.2435
	Post-test	29	57.03	1.4263

The post-test results demonstrated a significant differentiation in the listening scores between the experimental and control groups, indicating that the intervention had a considerable influence on the performance of the experimental group. The post-test scores of the students indicated that the implementation of the inquiry-based learning approach resulted in a greater enhancement of their listening comprehension skills in both groups. Particularly, the utilization of the Language laboratory approach exhibited higher efficacy in the experimental group compared to the control group. In the post-test, the control group achieved a mean score of 50.48, whereas the experimental group obtained a mean score of 57.03.

The analysis of the data reveals that both groups of students showed improvement in their listening skills; however, the experimental group displayed a more substantial enhancement. During the experimental group discussion, the students confirmed that their listening comprehension abilities had progressed in various aspects, such as understanding the content, maintaining coherence, practicing selective listening, responding to specific topics, and utilizing correct grammar. Additionally, the students documented in their self-reflection logs that they successfully provided responses that mirrored their comprehension of the speaker's

message. They utilized techniques like summarizing to ensure accurate understanding and paraphrasing to actively engage in the conversation. These findings reinforce the effectiveness of the inquiry-based learning approach in fostering the development of listening skills among students. The students' ability to comprehend and respond appropriately to the speaker's message, as substantiated by the experimental group discussion and self-reflection logs, underscores the positive impact of this approach on their overall listening proficiency.

As part of the data analysis, a comparison of group statistics between the control and experimental groups was conducted using an independent t-test. The results, as shown in Table 2, indicate that the experimental group of students ( $M = 57.0345$ ,  $SD = 1.42635$ ) attained higher scores on the test compared to the control group of students ( $M = 50.4828$ ,  $SD = 4.21410$ ). Notably, the mean score for the experimental group is significantly higher, suggesting that the implementation of the inquiry-based learning approach with this group positively influenced their performance on the test. In addition, the standard deviation values provide information about the dispersion of scores within each group, with the experimental group showing less variability in their test results compared to the control group.

Hence, the findings indicate that students in the experimental group, who underwent the inquiry-based learning approach, exhibited significantly greater enhancement in their listening skills when compared to students in the conventional learning group. Furthermore, the results obtained from the discussion with the experimental group revealed that the integration of inquiry-based learning approach provided students with several benefits and opportunities. They were able to generate ideas, identify and refine listening topics, conduct research on relevant information, articulate their findings, and expand their thinking by applying their understanding to real-world situations.

	<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Total Results	Control Group	29	50.4828	4.21410	.78254
	Experimental Group	29	57.0345	1.42635	.26487

**Table 2** *Group Statistics of Control and Experimental Groups*

Lastly, an independent samples t-test was performed to compare the test outcomes of the control group and experimental group students. Table 3 presents the analysis, which involved examining two independent samples using Levene's test for equality of variances and a t-test for equality of means. The samples are labeled as "Pre-test" and "Post-tests."

The findings of a study comparing pre-test and post-test scores, as well as post-test scores between two groups. The analysis reveals noteworthy results. Initially, the pre-test scores displayed a mean difference of 2.72414, with a standard error difference of 1.12804. This discrepancy between means was found to be statistically significant, as indicated by a t-value

of 2.415 and a p-value of 0.019. Moreover, the effect size (Cohen's d) was determined to be 4.29543, indicating a substantial practical significance.

Moving on to the post-test scores, the analysis yielded intriguing outcomes. The mean difference between post-test scores was 6.55172, with a standard error difference of 0.82615. This disparity was found to be highly significant, as reflected by a t-value of 7.930 and a p-value of less than 0.001. The effect size for the post-test scores was determined to be 3.14588, which signifies a considerable practical significance.

The comparison between the post-test scores of two groups revealed significant differences. The p-values were less than 0.001, emphasizing a substantial divergence between the means of the groups. The t-values were 6.55172, signifying a notable difference, while the standard error difference was 0.82615. Also, the statistical analysis indicates substantial variations in both the pre-test and post-test scores, as well as between the post-test scores of different groups. These findings are supported by significant p-values, large effect sizes, and notable t-values, highlighting both statistical and practical significance in the observed differences.

**Table 3** *Independent Sample T test of Control and Experimental Groups*

	<b>Mean Difference</b>	<b>Std. Error Difference</b>	<b>T</b>	<b>df</b>	<b>P</b>	<b>Cohen's d</b>
Pre-test	2.72414	1.12804	2.415	56	.019	4.29543
Post-test	6.55172	.82615	7.930	56	<.001	3.14588

The findings demonstrate that students who engaged in the inquiry-based learning approach in the language laboratory demonstrated a higher level of proficiency in their listening comprehension skills. This enhancement was corroborated by the data collected from experimental group discussions with the students. According to their feedback, the incorporation of the inquiry-based learning approach in the language laboratory had a positive influence on their growth in listening comprehension skills.

During the experimental group discussions, students commonly expressed that they noticed a visible improvement in their listening abilities. They acknowledged that prior to the intervention, listening in real-life situations posed a challenge for them. However, after learning through the inquiry-based learning approach, they reported feeling more adept at naturally responding to real-life listening circumstances. These observations from the students' own experiences and reflections provide additional support for the effectiveness of inquiry-based learning in enhancing listening comprehension skills. The students' feedback indicates that the approach helped them overcome difficulties in real-life listening situations and facilitated their ability to comprehend and respond to spoken language more effectively.

The students' self-reflection logs revealed that the inquiry-based learning approach had significantly improved their listening comprehension skills. They appreciated the method of instruction as it allowed them to take responsibility for selective and responsive tasks, guiding them to produce meaningful responses using abundant data. One student highlighted the effectiveness of this approach in fostering their curiosity and encouraging information searching. The language laboratory setting further enhanced their listening skills development and provided a sense of individual attention. Another student mentioned the increased responsibility and assurance they felt in a computer-based learning environment. Overall, the inquiry-based approach stimulated brainstorming and active engagement among the students, leading to a positive perception of their language learning progress. In summary, the students who participated in the experimental group discussion and self-log entries reported significant improvements when utilizing the inquiry-based learning approach in their listening activities. They demonstrated effective selective listening, responded to specific topics, and employed correct grammar. Moreover, the students confirmed experiencing clearer communication, enhanced understanding, and increased empathy as a result of this approach. The data provides compelling evidence that implementing inquiry-based learning in the language laboratory significantly contributed to the improvement of students' listening comprehension skills.

In summary, the students who participated in the experimental group discussion and self-log entries reported significant improvements when utilizing the inquiry-based learning approach in their listening activities. The students showcased proficient selective listening skills, effectively addressing specific topics, and employing accurate grammar during their utilization of the inquiry-based learning approach. Moreover, the students confirmed experiencing clearer communication, enhanced understanding, and increased empathy as a result of this approach. The data provides compelling evidence that implementing inquiry-based learning in the language laboratory significantly contributed to the improvement of students' listening comprehension skills. By actively engaging in their own learning process, they were able to discover their listening capacity, seek out relevant information, and effectively communicate in real-life situations.

In conclusion, the outcomes derived from the tests and experimental group discussions indicate that the inquiry-based learning approach implemented in the language laboratory successfully enhanced the listening comprehension skills of the students in the experimental group. Specifically, these students demonstrated improved performance in completing listening tasks. These results highlight the effectiveness of the inquiry-based learning approach in developing listening comprehension abilities among students. It is encouraging to see the positive impact of innovative teaching methods such as this, and further exploration and implementation of such approaches can contribute to effective language learning outcomes.

Contrarily, the control group students demonstrated proficiency in certain aspects of effective listening, such as task achievement, coherence and cohesion, and practicing selective

listening. However, they struggled with responding to specific topics and utilizing correct grammar, as well as maintaining grammatical range and accuracy. It is important to note that the control group's listening comprehension skills were developed through the traditional classroom approach, rather than the inquiry-based learning approach used in the language laboratory.

Nevertheless, the results indicate that the control group made noticeable improvements in their listening skills and their overall listening level increased compared to their previous level. This suggests that even in a traditional classroom setting, the integration of an inquiry-based learning approach has the potential to enhance students' listening abilities. These findings provide evidence that utilizing an inquiry-based learning approach can be beneficial for skill development, even within conventional educational environments.

This suggests that the enhancements observed in the experimental group can be attributed to the implementation of an inquiry-based learning approach in the language laboratory, which emphasized active engagement, investigation, and discovery.

1. *Engagement* focused on actively involving students in the listening process by capturing their interest and motivation. It aims to create a meaningful and immersive listening experience. Strategies for engagement might include using engaging audio materials, real-world contexts, or thought-provoking questions to spark students' curiosity and encourage their active participation. The goal is to make listening an enjoyable and engaging activity.
2. *Investigation* emphasized the exploration and investigation of the listening material or topic. Students are encouraged to delve deeper into the content, analyze it critically, and develop a comprehensive understanding. They may engage in activities such as analyzing audio clips, identifying main ideas, recognizing key details, and inferring meaning. This investigation phase allows students to develop their analytical and critical thinking skills while developing a deeper understanding of the listening material.
3. *Discovery* focused on promoting active discovery and self-directed learning. Students are encouraged to make connections, draw conclusions, and develop insights based on their investigations. They may discover patterns, identify relationships, or uncover underlying concepts. This process allows students to construct their own knowledge and develop a sense of ownership over their learning. It also encourages them to think independently and develop problem-solving skills, contributing to a more meaningful and impactful listening experience.

As part of the teacher-led inquiry-based learning approach, students actively participated in assessing their own learning and engaging in reflection within the language laboratory.

Throughout the learning process, the teacher took on the role of a facilitator, providing valuable guidance and assistance to the students. This was achieved through various strategies such as closely observing their progress, asking thought-provoking questions, and offering direction when needed. The teacher played a crucial role in fostering a deeper understanding of listening skills through inquiry by introducing relevant concepts, principles, and theories. By doing so, the teacher helped students connect theoretical knowledge with practical application, enabling them to develop a comprehensive grasp of the subject matter. The teachers' steadfast support made the engagement, investigation, and discovery processes integral parts of the students' learning journey. Through active engagement, students were encouraged to explore and delve into various aspects of listening comprehension. This process involved investigating different sources, discovering new ideas, and connecting them to their existing knowledge base.

The assessment and reflection processes also played significant roles in student improvement. By continually assessing their learning, students were able to identify areas of strengths and weaknesses, allowing them to make necessary adjustments and improvements. Reflection provided an opportunity for students to evaluate their progress, identify their learning preferences, and set goals for further development. Thus, this study highlights the effectiveness of the inquiry-based learning approach in enhancing students' listening comprehension skills. By encouraging students to go beyond the confines of the classroom and language laboratory, this approach nurtures their ability to think critically, solve problems independently, take ownership of their learning, and become lifelong learners.

This research discovery aligns with previous studies that have suggested the efficacy of inquiry-based learning in enhancing students' listening comprehension abilities within a language laboratory setting. Chen and Chang (2017) conducted a research study in a language laboratory to examine the effectiveness of incorporating inquiry-based learning in improving students' listening comprehension skills. The study involved intermediate-level language learners, with one group receiving inquiry-based instruction and a control group receiving traditional instruction. Results indicated significant improvements in the listening comprehension skills of the experiment group compared to the control group. The approach fostered active engagement, the ability to connect different language components, and the development of effective comprehension strategies. In a meta-analysis by Li et al. (2018), various studies on inquiry-based learning and listening comprehension were reviewed, consistently demonstrating its effectiveness. The approach promoted critical thinking, active engagement, and independent exploration of listening materials, resulting in enhanced comprehension abilities, including better understanding of main ideas, identification of supporting details, and inference-making skills. In a language laboratory setting, Johnson and Smith (2019) conducted a research study that examined the impacts of inquiry-based learning on listening comprehension. Advanced language learners participating in an inquiry-based learning program showed significant improvements in listening comprehension, including understanding complex passages, improved vocabulary acquisition, and increased ability to

infer meaning from context. In a longitudinal study by Park and Lee (2020), the impact of inquiry-based learning on listening comprehension was examined over an extended period. Elementary school students who engaged in inquiry-based learning consistently outperformed their traditionally instructed peers in listening comprehension skills. The inquiry-based approach facilitated the development of listening strategies, metacognitive awareness, and critical thinking skills, leading to sustained improvements in listening comprehension abilities.

### **Conclusion and Implications**

The findings of this study highlight the significant improvement in students' listening comprehension skills through the implementation of the inquiry-based learning approach, particularly within the language laboratory. The experimental group, exposed to this approach, displayed substantial advancements in their ability to comprehend and respond to spoken language. Their feedback, experimental group discussions, and self-reflection logs consistently emphasized the positive impact of the inquiry-based learning approach, including increased confidence, improved selective listening skills, better understanding of specific topics, and enhanced grammar usage. In contrast, the control group, receiving traditional classroom instruction, faced limitations in responding to specific topics, utilizing correct grammar, and maintaining grammatical range and accuracy. These notable differences emphasize the clear advantages of incorporating the inquiry-based learning approach, which promotes critical thinking, problem-solving, and metacognitive skills essential for effective language learning. The study underscores the importance of innovative teaching methods that foster active engagement, investigation, and discovery to significantly enhance language learning outcomes. By integrating the inquiry-based learning approach, students in the experimental group were better equipped to handle real-life listening situations with confidence and proficiency, making the language laboratory a valuable setting for their enhanced listening skills development.

Therefore, the inquiry-based learning approach, particularly when implemented in the language laboratory, has been found to significantly enhance students' listening comprehension skills. This approach, known for its focus on activity-based learning, logical reasoning, and collaborative work, offers a valuable opportunity for students to actively participate in the process of seeking, gathering, analyzing, synthesizing, and evaluating information based on their individual interests. By utilizing the inquiry-based learning approach in listening classes within the language laboratory, students' listening skills performance is promoted, and they are empowered to become active, autonomous problem solvers and lifelong learners.

Teachers are encouraged to incorporate the inquiry-based learning approach into their listening sessions to effectively improve students' listening skills. Likewise, developers of listening teaching materials should consider the principles of inquiry-based learning when designing instructional resources, ensuring that students have the opportunity to improve their

listening abilities. Moreover, students themselves should adopt the inquiry-based learning approach to achieve effective listening and cultivate a lifelong learning mindset.

While it is important to note that this study had limitations in terms of the number of participants and intervention duration, the findings still hold significance as the selected participants share similarities with other students. Furthermore, the extensive practice of the inquiry-based learning approach by the experimental group supports its effectiveness. However, future research endeavors should aim to include a larger sample size and allocate more time to the intervention to strengthen the findings. Additionally, exploring the application of the inquiry-based learning approach to other English language skills would further contribute to the expansion and utilization of this approach within the language laboratory setting.

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