

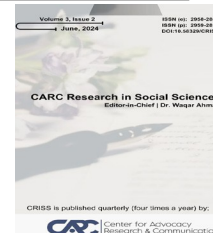
CARC Research in Social Sciences 4(2) (2025) 35-44



Content list available at:
<https://journals.carc.com.pk/index.php/CRISS/issue/view/17>

CARC Research in Social Sciences

Journal homepage : journals.carc.com.pk



INQUIRY BASED TEACHING: REDRESSING LEARNING LOSS IN ENGLISH LISTENING SKILLS AMONG PUBLIC PRIMARY SCHOOL STUDENTS

Qaisar Abbas*, PhD Scholar, Institute of Education, University of Sargodha, Sargodha, Pakistan.

Email: qaisarabbas.edu@gmail.com

Muhammad Farooq Javed, PhD Scholar, Gomal University, D.I.Khan, Kyber Pakhtunkhwa, Pakistan.

Email: fjaved664@gmail.com

Abdul Rehman, PhD Scholar, Gomal University, D.I.Khan, Kyber Pakhtunkhwa, Pakistan.

Email: gps80tda@gmail.com

Abstract: A learning loss in English listening skills is a loss in learning that a student faces due to breaks in regular learning activities. The study focuses on the remediation of learning loss among public primary school students in English listening skills, mainly in light of the educational challenges resulting from the COVID-19 pandemic, flood disaster in 2025, and smog in 2023 in Punjab, Pakistan. In Pakistan, English is frequently taught using the traditional teaching method in public primary schools. The current study in Punjab tested the effectiveness of Inquiry-Based Teaching (IBT) in the favor of remediating learning loss in English listening skills among public primary school students. The study involved 135 students, with the experimental group taught using IBT and the control group taught using traditional method. The results showed that IBT was more effective than traditional teaching method in addressing learning losses in English listening skills. The study recommends teachers may use IBT to overcome learning loss for remedial learning in English listening skills.

Keywords: Learning Loss, Inquiry Based Teaching, Public Primary School Students, English Listening Skills

INTRODUCTION

Breaks in normal learning activities result in the learning loss, which is loss of knowledge and skills a student has to contend with. Loss of learning makes it hard to achieve and brings disparities in academic outcome between groups of students. The more extensive the learning losses are the longer are the closures. The losses in learning affect the disadvantaged students more compared to the privileged students (Engzell, Frey, and Verhagen, 2021). Prolonged interruption of academic performance may be the source of considerable learning losses, including students falling behind in the context of their academic performance. In the majority of cases, disadvantaged students are exposed to greater degrees of failure in acquiring learning at the primary level and learning outcomes are further hurt by the inequality in education. Spending a long period at home without a classroom can also lead to a drop in motivation and engagement of students in the learning process (Patrinos, 2022). To solve these problems, UNICEF (2020)

developed a recovery program, which includes various catch-up programs, more learning material, more session time, summer camping, and individualized learning to counteract learning losses.

Learning loss in the area of English listening can also be minimized using specific learning programs. These programs could comprise various listening programs, one-on-one tutoring and custom learning plans. Research has revealed that summer learning programs in summer vacation can minimize learning loss in English literacy skills in extended school absences (Kim and Quinn, 2013). Learning loss can be mitigated by using technology, including educational applications and web-based material during the long breaks. Moreover, formative assessment is capable of closing the learning gap and making adjustments due to the opportunities to use instructional technology and make appropriate adjustments (Swaffield and Rawi, 2022). It is also important that parents are involved in the teaching and learning process; when parents are given a task of supporting homework, they can assist their children in completing academic tasks and minimizing learning loss (Yavich and Davidovitch, 2020). Loss in teaching English listening skills can also be alleviated by different teaching strategies in students. The studies have established that inquiry based instruction is effective in enhancing student attitude to the English language and English listening. Student-centered methods motivate students in a more effective way (Alqassab, Strijbos, Panadero, Ruiz, Warrens, and To, 2023). Inquiry-based approach has been reported to make students more motivated and interested in learning a language (Herro, Quigley, Andrews, and Delacruz, 2018). When students engage in discussing an issue and take ownership of the process of learning, they feel more engaged and they notice the significance of the real-life use of the English language in the learning process (Ayish and Deveci, 2019).

The present research is on learning loss remedies in the English listening skills of Pr-school children in Punjab, Pakistan, especially in the face of the educational problems of COVID-19 pandemic, 2025 whose floods and 2023 smog crisis. School closures, remote learning, and access to educational resources has created significant learning gaps and academic regressions among students, most of whom were unable to access technological devices such as laptops, tablets, and the internet due to financial conditions or distance.

Review of Literature

Learning Loss in English Literacy Skills

Education systems were badly impacted by the COVID-19 pandemic, and primary education was not the least affected (Donnelly and Patrinos, 2022). The shutdown of schools and the immediate transition to distance learning resulted in significant learning losses in various subject fields and, in particular, in literacy, particularly in the areas with low levels of digital access (Learning Loss during COVID-19: An Early Systematic Review, 2022). There is empirical evidence that indicates that the loss of learning has been disproportionately higher in students with disadvantaged backgrounds, creating even greater disparities (Engzell, Frey, and Verhagen, 2021). Furthermore, academic performance decreases also occurred with prolonged periods of not being taught in a classroom setting (such as during vacations or natural disasters); interruptions after hurricanes or floods also depicted quantifiable decreases in the academic performance of students, particularly in disadvantaged groups (The Effect of School Services Disruptions on Educational Outcomes, 2024).

Additional negative correlates of academic achievement are environmental factors such as air pollution and smog, which puts even more strains on student learning (Grineski, 2023). Such cumulative upheavals highlight the importance of responding with effective educational responses to recover such learning loss, especially language-based skills such as English literacy, and to prioritise responses to learners with low-income backgrounds and who are most at risk of lagging behind.

Learning Loss in English Listening Skills

Loss learning in English language learning is an issue that stakeholders in the education sector have been concerned about, more so following the disruptions occasioned by the COVID-19. Among significant determinants of the degree to which the students suffer are socio-economic differences, prolonged school closures, teacher efficacies and the prior language proficiency of the learners (Donnelly and Patrinos, 2022; Pakistan Technical Note, 2021). Stakeholders are to cooperate to create and introduce interventions aimed at improvement of English listening among students since their academic success in English medium instruction is highly predicted by the fluency in listening (Exploring the role of English proficiency, self-efficacy, and motivation in listening, 2023).

Listening abilities are impacted in proportion (when there are gaps in standard classroom speaking and listening) which can be because of vacation or other disruptions or even closures (Learning loss evidence, Malawi / World Bank, 2022). Low socio-economic learners are even more affected because they are not always provided with resources, home support, or consistent learning environments (Language Disparities Related to Maternal Education, 2021; Influence of parental socio-economic status and e-learning, 2020). Listening skills weaknesses can be addressed by interactive teaching techniques which includes dialogic instruction and involvement of the students. Similarly, effective combination of technology and online learning is able to contribute to closing the lost ground especially in the case of availability of digital tools and their well-organized approach (Frontiers study on listening teaching, 2023). It is also possible to compensate learning loss and reinforce the ability to listen with time using extracurricular exposure, i.e. listening to English audio materials, language extracurricular activities beyond school, or media consumption in English (EFL listening strategies literature, 2022; Academic listening strategies review, 2022).

Addressing learning loss in English literacy skills through instruction

Achieving instructional remedies to learning losses has to involve planning and managing the process of instruction to address the needs of the individual student. Students who are lagging behind because of different challenges can be assisted by equity-based instruction. It has been demonstrated that the implementation of focused reading activities, in particular, phonics-based programs, have a significant positive impact on reading status and decoding which are prerequisites to literacy recovery (Murphy, 2021). Interventions that build vocabulary are also helpful in building comprehension: students with strong vocabulary instruction are found to have better comprehension of passages that contain words they have learned (Grade 6 RVI study) (Smith and Jones, 2019; see also the meta-analysis of the same group) (Source on vocabulary intervention, 2022). Resource-based settings have identified ICT and technology-supported reading interventions to be effective in primary learning settings, where students can get access to reading and listening materials despite limited classroom time (Dean, Pascoe, and Le Roux, 2021).

Interactive education, peer-tutoring and extra-curricular exposure (such as listening to English audio, watching English media) is also part of literacy recovery, particularly listening and comprehension ability. The frequent formative assessments allow educators to identify areas of weaknesses especially in listening and listening then make changes to the instructional plans. Libraries with good resources or reading materials version also contribute to reading interest which contributes to reading and listening skills.

IBT and Basic English listening Skills

Various studies have also demonstrated that inquiry-based teaching (IBT) can enhance elements of English language learning, especially listening and comprehension although not all evidence has been consistent across contexts. To take an example, a comparative study of online and traditional learning methods with EFL students in Najran

University (Saudi Arabia) has identified that a student with experimental (non-traditional) learning mode scored significantly better than one in a traditional class on tests of listening skills. Likewise, a study carried out in China concerning flipped listening instruction showed that flipping the classroom (i.e. providing lecture content out of class through the use of technology and using classroom time on interactive tasks) not only enhanced listening performance but also decreased listening anxiety. Beyond: meta-analytic and quasi-experimental studies about inquiry-based learning demonstrate that it is efficient in acquiring reading and making an inference-based comprehension as well as closely related skills such as listening comprehension particularly when students actively engage in questioning, discussing, and exploring reading. As an example, in the study by Ermawati (2022), *The Role of Inquiry Based Learning to Improve Reading Comprehension of EFL students*, a quasi-experimental analysis involving control and experimental groups revealed that students experiencing IBL significantly increased in reading comprehensions than their control group.

IBT and Basic English listening Skills Regarding Gender

Inquiry-Based Teaching (IBT) has been demonstrated to enhance the acquisition of the English language skills by promoting the interactive and student-centered learning. Research in Pakistan and other countries indicates that inquiry-based methods improve literacy, vocabulary, and communication, which directly affect the listening comprehension (Rawat, 2023; Rafiq and Arif, 2019). South Asian evidence also indicates that the structured IBT models offer fair benefits to both boys and girls and minimise gender differences in classroom attendance and performance (Rahman and Akter, 2021).

The literature review of listening difficulties in Pakistani schools indicates that interactive and peer-based learning and frequent exposure to real-life audio resources can help to enhance listening comprehension to a significant degree (Ahmed and Malik, 2022). It can be, therefore, stated that IBT is a successful and fair instructional method to be used in enhancing listening in English in the public school situation.

IBT and Basic English listening Skills Regarding Locality

Inquiry-Based Teaching (IBT) enhances English listening skills in the situations where the traditional teaching methods are not as efficient as possible. There is evidence that IBT is particularly suitable among students who represent various localities because it offers an equal chance to participate and be a part of the learning process. It is a culturally inclusive approach to teaching because it encourages students to exchange, discuss, and make sense of their thoughts regarding other cultures (Lazonder and Harmsen, 2016).

IBT in English listening competence lessens the cultural distinctions between students representing the various regions and social fairness in language classrooms since learners are urged to comprehend each other despite different backgrounds (Lazonder and Harmsen, 2016). It has also been demonstrated that IBT enhances listening skills of students in disadvantaged communities with poor resources (Abdi, 2014). Because learning is heavily influenced by social and cultural differences, it is worth adopting socially and culturally responsive learning styles like IBT to overcome these issues (Tafazoli and Dara, 2013).

Objectives of the Study

- To compare the inquiry based teaching method and traditional teaching method for remediation of learning losses in English listening skills of public primary school students
- To compare the inquiry based teaching method and traditional teaching method for remediation of learning losses in English listening skills of public primary school students' w.r.t gender

- To compare the inquiry based teaching method and traditional teaching method for remediation of learning losses in English listening skills of public primary school students' w.r.t Locality

Research Hypothesis

H01: There is no difference in mean score between experimental group taught through inquiry based teaching method and control group taught through traditional teaching method in the acquisition of students' English listening skills on post-test.

H02: There is no difference in mean score between experimental group taught through inquiry based teaching method and control group taught through traditional teaching method in the acquisition of students' English listening skills w.r.t gender on post-test.

H03: There is no difference in mean score between experimental group taught through inquiry based teaching method and control group taught through traditional teaching method in the acquisition of students' English listening skills w.r.t locality on post-test.

Research Method and Design

In this research the researcher manipulated the core content related to Basic English listening Skills through Inquiry Based Teaching Method (IBTM) and Traditional Teaching Method (TTM) as an independent variable to explain the impact of treatment on remediation of learning loss in English listening Skills. The researcher applied non-equivalent (pretest-posttest) control group design. This design is suitable for this study because the effects of treatment were investigated by comparing pretest and posttest.

The Government Model Elementary School Chah Chmni Bhakkar was selected for the experiment. There were three sections of class 5th of the school in each section 45 students were enrolled. The intact group technique of sampling was used to select the sample. The treatment group A taught through inquiry based teaching (IBT) and treatment group B taught through traditional teaching method. Control group C also taught through traditional teaching method (Grammar translation Method). The total 135 students of grade 5 were selected from Government Model Elementary School Chah Chmni Bhakkar as sample.

A Self-constructed Basic English literacy test (BELT) was used that consists of English listening skills. The teacher took listening test through a simple paragraph to listen that is consist of five simple sentences. The researcher collected the data through the Basic English Literacy Test (BELT). The Basic English Literacy Test (BELT) assessment tool was used in pre-test and post-test for collection of data.

Study Delimitation

1. The current study was delimited to Basic English listening skills.
2. The only grade fifth students from the public sector.
3. Study is delimited to district Bhakkar.

Procedure of the experimental study

1. The Basic English Literacy Test (BELT) was taken from the control group and the experimental groups before starting the experiment.
2. The experiment involved 24 planned lessons for experimental groups, focusing on English listening skills.
3. In the control group, a traditional teaching method was employed.

4. The experimental group A was taught through inquiry-based teaching (IBT) methodology and experimental group B and C was taught through traditional teaching methodology. The researcher took two experimental groups to check whether traditional teaching method is sufficient to overcome learning losses or inquiry based teaching method is better than traditional methods for remediation of learning loss.
5. After closing the treatment the post-test on Basic English literacy test was taken from control group and experimental groups.

Results

For data analysis descriptive and inferential statistics was used. The tools for descriptive statistical data analysis mean and standard deviation were used. The inferential statistic tool; one-way ANOVA to compare the mean score of three groups (A, B, and C), and further Post Hoc Multiple Comparison Test (Tukey) was applied to compare the mean score of said groups if the difference was significant. The independent sample t-test was applied to compare mean scores with respect to gender (girls and boys) and locality (urban and rural) on pretest and posttest. The paired sample t-test was applied to compare the score of pretest and posttest of each group.

Table 1

ANOVA among Three Groups on English Listening Skills in post Test

Group	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	100.370	2	50.185	25.922	.000
Within Groups	255.556	132	1.936		
Total	355.926	134			

According to Table 1 regarding English Listening skills in the posttest, there was a significant difference measured ($F=25.922$ & $p=0.000$ where $p < 0.05$) among the three groups participating in the study (Control Group C, Experimental Group B, and Experimental Group A). This means that the inquiry-based method of teaching and the traditional teaching method have different impacts on the remediation of students' learning loss in English listening skills.

Table 2

Multiple Comparisons of Groups on English Listening Skills in post-test

Groups	Control and Experimental	Mean Difference	Std. Error	Sig.
A (Experimental)	B (Experimental)	1.11111*	.29334	.001
	C (Control)	2.11111*	.29334	.000
B (Experimental)	A (Experimental)	-1.11111*	.29334	.001
	C (Control)	1.00000*	.29334	.002
C (Control)	A (Experimental)	-2.11111*	.29334	.000
	B (Experimental)	1.11111*	.29334	.001

According to Table 2 regarding English Listening skills in the posttest, there was a significant difference measured ($MD=1.1111$ & $p=0.001$ where $p < 0.05$) between the Treatment Group A and Treatment Group B and there was also a significant difference measured ($MD= 2.1111$ & $p=0.000$ where $p < 0.05$) between the Treatment Group A and Control Group C. There was a significant difference measured ($MD=-1.1111$ & $p=0.001$ where $p < 0.05$) between

Treatment Group B and Treatment Group A and there was also a significant difference measured ($MD=1.0000$ & $p=0.002$ where $p < 0.05$) between the Treatment Group B and Control Group C. There was a significant difference measured ($MD=-2.1111$ & $p=0.000$ where $p < 0.05$) between the Control Group C and Treatment Group A and there was also a significant difference measured ($MD=1.1111$ & $p=0.001$ where $p < 0.05$) between the Control Group C and Treatment Group B. It means that there is a significant difference in the mean score of the three groups concerning each other. IBTM and TTM have different impacts on the remediation of learning loss in English listening skills.

Table 3

Comparison of Pre-Test and Post-Test on English Listening Skills

Group	Pre-test		Post-test		<i>t</i> (89)	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
A	1.911	1.831	4.333	1.552	7.882	0.000
B	2.681	1.253	3.181	1.385	-2.028	0.051
C	2.222	1.203	2.755	0.773	-2.359	0.023

According to Table 3 regarding English Listening skills in Experimental Group A; there were significant differences measured ($t=7.882$ & $p=0.000$ where $p > 0.05$) between the pretest ($M=1.991$)and posttest ($M=4.33$). In the Experimental Group, there was no significant difference measured ($t=-2.028$ & $p=0.051$ where $p > 0.05$) between the pretest ($M=1.253$ and the posttest ($M=3.181$). In the Control Group, there was a significant difference measured ($t=0.773$ & $p=0.023$ where $p > 0.05$) between the pretest ($M=2.222$)and posttest ($M=2.755$). It means that the IBT is the most suitable methodology for remediation of learning loss in English listening skills because mean of the group A is the highest among the three groups.

Table 4

Comparison of Mean Score on Posttest Regarding English Listening Skills w.r.t Gender

Group	Gender	N	Mean	SD	t-value	Sig(2-tailed)
A	Boys	33	4.393	1.412	0.430	0.669
	Girls	12	4.166	1.946		
B	Boys	33	3.166	1.533	-0.374	0.710
	Girls	12	3.333	1.112		
C	Boys	33	2.666	0.792	-1.568	0.124
	Girls	12	3.111	0.600		

According to Table 4 regarding English Listening skills in Experimental Group A; there were no significant differences measured ($t=0.430$ & $p=0.669$ where $p > 0.05$) between the boys ($M=4.393$) and girls ($M=4.166$) students on posttest. In Experimental Group B; there were no statistically significant differences measured ($t=-0.374$ & $p=0.710$ where $p > 0.05$) between the boys ($M=3.166$) and girls ($M=3.333$) students on posttest. In Control Group C there were no significant differences measured ($t=-1.568$ & $p=0.124$ where $p > 0.05$) between the boys ($M=2.666$)and girls ($M=3.111$) students on posttest. It means that the IBT methodology is suitable for boys and girls students for remediation of learning loss in English listening skills of public primary school students.

Table 5

Comparison of Mean Score on Posttest Regarding English Listening Skills w.r.t Locality

Group	Locality	N	Mean	SD	t-value	Sig(2-tailed)
A	Urban	30	4.573	1.819	-3.010	0.060
	Rural	15	4.423	1.357		
B	Urban	30	3.366	1.449	0.981	0.332
	Rural	15	2.933	1.279		
C	Urban	30	2.866	0.776	1.377	0.176
	Rural	15	2.533	0.743		

According to Table 5 regarding English Listening skills in Experimental Group A; there was no significant difference measured ($t=-3.010$ & $p=0.060$ where $p > 0.05$) between the urban ($M=4.573$) and rural ($M=4.423$) students on the posttest. In Experimental Group B; there were no significant differences measured ($t=0.981$ & $p=0.332$ where $p > 0.05$) between the urban ($M=3.366$) and rural ($M=2.933$) students on the posttest. In Control Group C; there were no statistically significant differences measured ($t=1.377$ & $p=0.176$ where $p > 0.05$) between the urban ($M=2.866$) and rural ($M=2.533$) students on posttest. It means that the IBT methodology is suitable for urban and rural students for remediation of learning loss of public primary school students in English listening skills.

Finding of the study

1. According to table 1 regarding English Listening skills in posttest there was significant difference measured ($F=25.922$ & $p=0.000$ where $p < 0.05$) among the three groups participating in the study (Control Group C, Experimental Group B, and Experimental Group A). It means that the inquiry based method of teaching and traditional teaching method has different impact on remediation of students learning loss in English listening skills.
2. According to table 2 regarding English Listening skills in posttest there was significant difference measured ($MD=1.1111$ & $p=0.001$ where $p < 0.05$) between the Treatment Group A and Treatment Group B and there was also significant difference measured ($MD=2.1111$ & $p=0.000$ where $p < 0.05$) between the Treatment Group A and Control Group C. There was significant difference measured ($MD=-1.1111$ & $p=0.001$ where $p < 0.05$) between the Treatment Group B and Treatment Group A and there was also significant difference measured ($MD=1.0000$ & $p=0.002$ where $p < 0.05$) between the Treatment Group B and Control Group C. There was significant difference measured ($MD=-2.1111$ & $p=0.000$ where $p < 0.05$) between the Control Group C and Treatment Group A and there was also significant difference measured ($MD=1.1111$ & $p=0.001$ where $p < 0.05$) between the Control Group C and Treatment Group B. It means that there is significant difference in the mean score of three groups with respect to each other. IBTM and TTM have different impacts on remediation of learning loss in English listening skills.
3. According to table 3 regarding English Listening skills in Experimental Group A; there was significant differences measured ($t=7.882$ & $p=0.000$ where $p > 0.05$) between the pretest ($M=1.991$) and posttest ($M=4.33$). In Experimental Group B there was no significant difference measured ($t=-2.028$ & $p=0.051$ where $p > 0.05$) between the pretest ($M=1.253$) and posttest ($M=3.181$). In Control Group C there was significant difference measured ($t=0.773$ & $p=0.023$ where $p > 0.05$) between the pretest ($M=2.222$) and posttest ($M=2.755$). It means that the IBT is most suitable methodology for remediation of learning loss in English listening skills because mean of the group A is highest among three groups.

4. According to table 4 regarding English Listening skills in Experimental Group A; there were no significant differences measured ($t=0.430$ & $p=0.669$ where $p > 0.05$) between the boys ($M=4.393$) and girls ($M=4.166$) students on posttest. In Experimental Group B; there were no statistically significant differences measured ($t=-0.374$ & $p=0.710$ where $p > 0.05$) between the boys ($M=3.166$) and girls ($M=3.333$) students on posttest. In Control Group C there were no significant differences measured ($t=-1.568$ & $p=0.124$ where $p > 0.05$) between the boys ($M=2.666$) and girls ($M=3.111$) students on posttest. It means that the IBT methodology is suitable for boys and girls students for remediation of learning loss in English listening skills of public primary school students.
5. According to table 5 regarding English Listening skills in Experimental Group A; there was no significant difference measured ($t=-3.010$ & $p=0.060$ where $p > 0.05$) between the urban ($M=4.573$) and rural ($M=4.423$) students on posttest. In Experimental Group B; there were no significant differences measured ($t=0.981$ & $p=0.332$ where $p > 0.05$) between the urban ($M=3.366$) and rural ($M=2.933$) students on posttest. In Control Group C; there were no statistically significant differences measured ($t=1.377$ & $p=0.176$ where $p > 0.05$) between the urban ($M=2.866$) and girls ($M=2.533$) students on posttest. It means that the IBT methodology is suitable for urban and rural students for remediation of learning loss of public primary school students in English listening skills.

Discussion

The interactive and discovery character of Inquiry-Based Teaching (IBT) improves interaction and exploration among students; thus, aiding in improved comprehension of the studied material. Consequently, students can retain and use knowledge in a better way. The results presented in the present research coincide with previously conducted studies that compared the effectiveness of IBT with conventional teaching interventions that also showed the positive influence of IBT on the student performance (Abdi, 2014). Equally, the findings are comparable to those of Mthethwa-Sommers (2010), who demonstrated in a meta-analysis that IBT is more effective and generates more literacy results and overcomes learning losses than the conventional approach.

The existing results also demonstrate that IBT can also be effective in both boys and girls. This is in accordance to Clark et al. (2016) who found that the effectiveness of IBT is not dependent on gender differences. In addition, the findings show that IBT can equally be applied to students in cities and towns. Such results are consistent with those of Greenleaf et al. (2018), who revealed that IBT is applicable in a wide variety of settings and can be used to minimize learning losses irrespective of the locality of the students. In particular, the present research shows that IBT is applicable to learning losses in English listening skills recovery. The results have been corroborated by Tekin and Muştu (2021), which stated that the students have significantly developed English listening skills when IBT is employed to teach them language (as opposed to conventional teaching).

Moreover, there was no statistically significant difference between the mean scores between boys and girls, which confirms the previous results of Sperandio and Kagoda (2008) that IBT is not gender-specific. In the same manner, urban and rural learners did not differ significantly, which is also aligned with Lazonder and Harmsen (2016), who stressed that IBT has an equal influence on socio-economically diverse contexts. Generally, IBT can thus be seen as a fair and efficient approach to solving the losses in learning in the case of English English listening skills in both gender and locality.

Conclusion

According to the findings regarding English Listening Skills in posttest there was significant difference measured among the three groups participating in the study (Control Group C, Experimental Group B, and Experimental Group A). It means that the intervention for remediation of learning loss has an impact. The mean score of A group; who taught through Inquiry Based Teaching (IBT) was highest among three groups. It means that the inquiry Based Teaching Method is most suitable for implementing the material for remediation of learning loss in listening skills. There was no statistically significant difference measured between the mean score of boys and girls students. It can be concluded that this methodology is suitable for both boys and girls students. There was no statistically significant difference measured in urban and rural students in posttest; it means that the IBT is suitable for remediation of learning loss for urban and rural students.

References

- Abbas, J., Aman, J., Nurunnabi, M., & Bano, S. (2019). The impact of social media on learning behavior for sustainable education: Evidence of students from selected universities in Pakistan. *Sustainability*, 11(6), 1683. <https://doi.org/10.3390/su11061683>
- Alqassab, M., Strijbos, J. W., Panadero, E., Ruiz, M. P., Warrens, M. J., & To, Y. M. (2023). Inquiry-based teaching and its impact on students' attitudes toward English as a foreign language. *Educational Research Review*, 38, 100498. <https://doi.org/10.1016/j.edurev.2022.100498>
- Ayish, N., & Deveci, T. (2019). Inquiry-based learning in an English as a foreign language classroom: Teacher perspectives. *International Journal of Learning, Teaching and Educational Research*, 18(9), 1–17. <https://doi.org/10.26803/ijlter.18.9.1>
- Engzell, P., Frey, A., & Verhagen, M. (2021). Learning loss due to school closures during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences*, 118(17), e2022376118. <https://doi.org/10.1073/pnas.2022376118>
- Herro, D., Quigley, C., Andrews, J., & Delacruz, G. (2018). Co-teaching inquiry-based instruction: A teacher professional development model. *Teaching Education*, 29(2), 187–201. <https://doi.org/10.1080/10476210.2017.1366975>
- Kim, J. S., & Quinn, D. M. (2013). The effects of summer reading on low-income children's literacy achievement from Kindergarten to Grade 8: A meta-analysis of classroom and home interventions. *Review of Educational Research*, 83(3), 386–431. <https://doi.org/10.3102/0034654313483906>
- Patrinis, H. A. (2022). Learning loss and learning recovery: The state of the evidence. *International Journal of Educational Development*, 94, 102659. <https://doi.org/10.1016/j.ijedudev.2022.102659>
- Swaffield, S., & Rawi, A. (2022). Using formative assessment to close the learning gap. *Assessment in Education: Principles, Policy & Practice*, 29(1), 54–71. <https://doi.org/10.1080/0969594X.2021.1895319>
- UNICEF. (2020). *COVID-19: Addressing learning loss and building back better*. United Nations Children's Fund. <https://www.unicef.org/reports/covid-19-addressing-learning-loss>
- Yavich, R., & Davidovitch, N. (2020). Parents' involvement in education: Attitudes and practices. *World Journal of Education*, 10(3), 20–30. <https://doi.org/10.5430/wje.v10n3p20>
- Donnelly, R., & Patrinos, H. (2022). *Learning loss during Covid-19: An early systematic review*. *Prospects*, 51, 601–609. <https://doi.org/10.1007/s11125-021-09582-6>
- Engzell, P., Frey, A., & Verhagen, M. (2021). Learning loss due to school closures during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences*, 118(17). <https://doi.org/10.1073/pnas.2022376118>
- Grineski, S. (2023). Environmental influences on academic proficiency: The effects of air pollution, noise, and disaster exposure. *[Journal / Report]*. (PMC article) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC12338336/>
- Learning Loss during COVID-19: An Early Systematic Review. (2022). *Prospects*. (Also available via PMC) <https://pmc.ncbi.nlm.nih.gov/articles/PMC8579897/>
- The Effect of School Services Disruptions on Educational Outcomes After Consecutive Disasters in Puerto Rico. (2024). *Hazards & Disaster Research / Public Health-Disaster Research Center*. <https://hazards.colorado.edu/public-health-disaster-research/the-effect-of-school-services-disruptions-on-educational-outcomes-after-consecutive-disasters-in-puerto-rico>
- Donnelly, R., & Patrinos, H. A. (2022). *Learning loss during COVID-19: An early systematic review*. *Prospects*. <https://doi.org/10.1007/s11125-021-09582-6>

- Exploring the role of English proficiency, self-efficacy, and motivation in listening for learners transitioning to an English-medium transnational university in China. (2023). *System*, 113, 102998. <https://doi.org/10.1016/j.system.2023.102998>
- Influence of parental socio-economic status and e-learning education in the COVID-19 pandemic era. (2020). *The Colloquium*, 8(1). (AJOL). <https://www.ajol.info/index.php/colloq/article/view/238753>
- Language Disparities Related to Maternal Education Emerge by Two Years in a Low-Income Sample. (2021). *Maternal and Child Health Journal*, 24(11). <https://doi.org/10.1007/s10995-020-02973-9>
- Learning loss from COVID-19 in Sub-Saharan Africa: Evidence from Malawi. (2022, April 19). World Bank Blog. <https://blogs.worldbank.org/en/education/learning-loss-covid-sub-saharan-africa-evidence-malawi>
- Frontiers in Education. (2023). *Enhancing college English teaching models through the application of cognitive psychology: A focus on listening processes*. Frontiers. <https://doi.org/10.3389/feduc.2023.1092674>
- Academic Listening Strategies Review (IJLTER, 2022). *EFL students' academic listening challenges and strategies* (Vol. 21, No. 11). <https://doi.org/10.26803/ijlter.21.11.9>
- Pakistan Technical Note. (2021). *Learning Losses in Pakistan Due to COVID-19 School Closures: A Technical Note on Simulation Results*. World Bank. <https://documents.worldbank.org/curated/en/515601602051102483/pdf/Learning-Losses-in-Pakistan-Due-to-COVID-19-School-Closures-A-Technical-Note-on-Simulation-Results.pdf>
- Dean, J., Pascoe, M., & Le Roux, J. (2021). Information and communication technology reading interventions: A scoping review. *Reading & Writing*, 12(1), Article a294. <https://doi.org/10.4102/rw.v12i1.294>
- Meta-analysis: Phonological Awareness and/or Phonics Instruction. (2021). A meta-analysis of the effect of phonological awareness and/or phonics instruction on word and pseudo-word reading of English as an L2. *SAGE Open*. <https://doi.org/10.1177/21582440211059168>
- Robust Vocabulary Instruction Study. (2022). The effect of vocabulary intervention on text comprehension: Who benefits? *Reading & Writing Journal*. (Grade 6) <https://doi.org/10.1111/1467-9817-12345>
- Ermawati. (2022). The Role of Inquiry Based Learning to Improve Reading Comprehension of EFL Students. *ELS Journal on Interdisciplinary Studies in Humanities*, 1(1). <https://doi.org/10.34050/els-jish.v1i1.4192>
- Qiu, Y., & Luo, W. (2022). Investigation of the effect of flipped listening instruction on the listening performance and listening anxiety of Chinese EFL students. *Frontiers in Psychology*, 13, Article 1043004. <https://doi.org/10.3389/fpsyg.2022.1043004>
- Meta-analysis: The Effect of Inquiry-Based Learning on Academic Success. (2022). *International Journal of Education and Literacy Studies*, 9(2), Article 15. <https://doi.org/10.7575/aiac.ijels.v9n.2p.15>
- Ahmed, S., & Malik, A. (2022). *Investigating listening comprehension difficulties of ESL learners in Pakistan*. *International Journal of English Language Teaching*, 10(3), 45–58. <https://doi.org/10.5430/ijelt.v10n3p45>
- Rahman, M., & Akter, S. (2021). *Equity and inclusion through inquiry-based learning: Evidence from primary classrooms in Bangladesh*. *Asia-Pacific Education Researcher*, 30(5), 467–482. <https://doi.org/10.1007/s40299-021-00579-2>
- Rafiq, M., & Arif, M. (2019). *Impact of inquiry-based learning on students' communication and literacy skills: Evidence from Pakistan*. *Bulletin of Education and Research*, 41(2), 25–40.
- Rawat, A. (2023). *Effectiveness of inquiry-based teaching on student achievement in English at secondary level in Pakistan*. *Journal of Education and Practice*, 14(1), 112–125. <https://doi.org/10.7176/JEP/14-1-12>
- Abdi, A. (2014). The effect of inquiry-based learning method on students' academic achievement in science course. *Universal Journal of Educational Research*, 2(1), 37–41. <https://doi.org/10.13189/ujer.2014.020104>

- Lazonder, A. W., & Harmsen, R. (2016). Meta-analysis of inquiry-based learning: Effects of guidance. *Review of Educational Research*, 86(3), 681–718. <https://doi.org/10.3102/0034654315627366>
- Tafazoli, D., & Dara, R. A. (2013). Technology-enhanced language learning tools in Iran. *Procedia - Social and Behavioral Sciences*, 103, 572–580. <https://doi.org/10.1016/j.sbspro.2013.10.373>
- Abdi, A. (2014). The effect of inquiry-based learning method on students' academic achievement in science course. *Universal Journal of Educational Research*, 2(1), 37–41. <https://doi.org/10.13189/ujer.2014.020104>
- Clark, D. B., Tanner-Smith, E. E., & Killingsworth, S. S. (2016). Digital games, design, and learning: A systematic review and meta-analysis. *Review of Educational Research*, 86(1), 79–122. <https://doi.org/10.3102/0034654315582065>
- Greenleaf, C., Litman, C., Hanson, T., Rosen, R., Boscardin, C. K., Herman, J., & Jones, B. (2018). Integrating literacy and inquiry for science education: Evidence from the Reading Apprenticeship Academic Literacy Course. *American Educational Research Journal*, 55(4), 833–878. <https://doi.org/10.3102/0002831218759976>
- Lazonder, A. W., & Harmsen, R. (2016). Meta-analysis of inquiry-based learning: Effects of guidance. *Review of Educational Research*, 86(3), 681–718. <https://doi.org/10.3102/0034654315627366>
- Mthethwa-Sommers, S. (2010). Inquiry-based instruction: A conceptual and practical framework. *Journal of Alternative Perspectives in the Social Sciences*, 2(1), 234–257.
- Sperandio, J., & Kagoda, A. M. (2008). Advancing women into educational leadership in developing countries: The case of Uganda. *Advancing Women in Leadership*, 28(1), 1–14.
- Tekin, M., & Muştu, B. (2021). The effect of inquiry-based learning on the listening skills of secondary school students in English classes. *Journal of Language and Linguistic Studies*, 17(2), 646–660. <https://doi.org/10.17263/jlls.904159>