To what extent does the use of facilitation affect students' motivation in the subject of English and are there differences in learners' attitudes toward different teaching styles?

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Abstract

The research project was conducted to explore how motivation of pupils, in the subject of English, in a primary school in Sri Lanka, is affected by different teaching styles. Looking closely at facilitation as one of the major factors that could help improve motivation. Through researching motivation via a questionnaire and observations, it was clear to see how the problems facing my students' motivation could in theory be improved by intrinsically motivating them, deciding what motivational goals are the most appropriate, increasing their self-belief and control, and by allowing them the chance to reflect on what they have learnt. All of these factors were relevant to the role of the teacher and how I interacted with the class. The original research design had to be adapted due to Covid-19, as students were not able to come to school. The lessons for that reason, had to be restructured for online learning. I was able to conduct the three lessons that were the focus of the research project with most of my students participating. The results showed that there was a difference in learners' attitudes towards different teaching styles, illustrating that teachers need to provide some guidance and direction within the lesson in order to motivate students.

Introduction

As teachers, it is always important to be continuing to develop and expand upon one's own understanding of the students' needs and requirements throughout their learning process. Through planning, conducting and reviewing lessons, the teacher is able to reflect on what is the most appropriate method of teaching for their specific students being taught. There are many areas which the teacher should consider when reflecting on their practice. Shulman (e.g. 1986, 1987) has suggested categories that are essential for teachers to continually develop upon. Each category could affect different students in different ways, depending on which area the teacher might focus on the most.

It is also important to determine the context of one's own teaching. For myself, I am currently an English primary school teacher within Sri Lanka where I teach 3 classes of over 30 students within a private international school. My pupils are between the ages of 9 and 11 and come from a range of different cultural backgrounds and from various countries around the world. Many other factors such as EAL students and students with learning difficulties are addressed when I plan, administer and evaluate lessons. Taking an active role is important to me and through reflection on my time within the school, I have found that one of the main areas of reflection I tend to focus on the most, is within Shulman's category of Pedagogical Content Knowledge, where one focuses on the communication of specific content, to help students understand it more easily. This is because, traditionally, in my role as a teacher, I would take a more teacher centred approach (TCA), where my main focus would be to determine what is right and wrong and also govern what and how my students

learn. Whilst teaching in this manner, I realised that students can become disinterested in the subject and become unmotivated to finish their work. This intrigued me into looking further into this field and seeing whether the methodology of teaching used, can also have an impact on how students learn.

This then led me to take on my own practitioner research, where I could focus on advancing my knowledge in the field of education (McLeod, 1999). My main aims for the project were to address the important issues that I had encountered within my practice, specifically the lack of motivation my students had to complete work within their lessons. Taking on an action-research project would allow me to find a resolution, which would result in aiding me in improving upon my own teaching and practice.

Literature

Motivation is considered an internal process, that not only assists achievement but also performance and well-being. For that reason, as a teacher, it is important to understand what motivation is and how we can harness it within our students. Motivation can be defined simply as an enthusiasm for doing something. This can be for one's self or environment. Reeve, (2018) suggests that motivation is what allows the person to interact with the environment in a flexible, continuous and analytical way.

One of the main issues that I have with my students, is the lack of motivation they have to complete work within their lessons. From reviewing my previous studies, the main area of concern with regards to students' involvement, was heavily impacted by 'the role of the teacher'. I discovered that teachers who take on a variety of roles that allow them to interact and care for their students, yield the best results in a number of areas including motivation (Crow, 2004). My current 'role', involves controlling the content and process of learning by defining the situation and the procedures. I am also very specific on what is right and what is wrong, by explaining to my students what makes an answer correct (by giving examples) and if their answers are incorrect. This method doesn't allow the students to experience any trial and error and they don't get a chance to research and explore the subject on their own. Some students may not even bother at all and wait for answers to be given.

My current approach also heavily relies on extrinsic motivation, as this method relies on external rewards such as grades and the fear of external punishment. As Csikszentmihalyi (1975) mentioned, this form of motivation can actually have a negative impact on the students. They might become less interested in the work and it might become less meaningful or rewarding for them. It might be more beneficial for the students to be motivated intrinsically. Without an obvious external reward, students might simply just take it upon themselves to learn, explore and enjoy an activity (Coon & Mitterer, 2010). This might empower the students and give them the freedom to explore areas of a subject that they wouldn't have been able to explore through a more traditional teaching style.

This is easier said than done and can be considered as an unrealistic goal. This is because the entire school is currently focused on external motivations. Students expect to get rewarded for their efforts and to change to a method, with no rewards, could mean that some students could become less interested in finishing their work. However, studies have shown

that reward systems are often not enduring and can be considered an unhealthy approach to behavioural change (Deci, Koestner, & Ryan, 1999). Froiland et al (2012), suggest that if behavioural techniques are to be used, the primary motivator should be authentic and enthusiastic praise. For now, it will be interesting to see if the lack of external rewards will have an effect on student's motivation and whether intrinsically motivating students, with praise, will be enough to encourage them to finish their work. If the results show that intrinsic motivation is effective, further implementation within my school would require full collaboration between students, parents and teachers, perhaps through training and the introduction of a program such as the 'Caring School Community' would aid the school to enhance and maintain intrinsic motivation throughout the students.

Another key area to explore in motivation is the concept of motivational goals. Ames (1992), suggests that there are two types of goal motivation, 'mastery' and 'performance'. Performance goals are centred around students' aiming for higher grades and avoiding failure or being perceived as incapable (Dweck, 1988). Mastery goals, on the other hand, focus more on the topic and allow students to fully understand provided materials comprehensively (Somuncuoglu & Yildirim, 1999). Performance goals, therefore, generally result in less deep learning (Elliot, 1999). Applying this to the context of my teaching, my more traditional teaching method heavily focuses on the performance motivational goal. It is interesting to see that comparing to others and the heavily incentivised target of high grades could actually be putting some of my students off from completing work or even becoming a 'master' or lifelong learner.

There is however, evidence to suggest that students within primary schools are more likely to favour task orientated learning (Beishuizen et al 2001). This is because in order to become a 'master', or desire to become one, one must have an adequate basic understanding of the subject first. A base level as such, in order to propel from. A study exploring the changes towards student-centred methods within primary schools in Ethiopia, showed that there were two main factors that hindered the effectiveness of student-centred methods. The first being class sizes, classes with more than 25 students were less likely to be engaged in the activity. The second factor being the qualification of the teacher. Teachers with a diploma, were more likely to engage their students (Frost & Little, 2014). Taking this into account, it seems that I could have issues implementing a more student-centred approach, as I have 30+ students. Perhaps I should motivate my students to 'perform', which is what I have been doing. Although, there could be some aspects of 'master' motivational goal in which I could integrate within my lessons, such as not heavily incentivising grades over the student's own desire to learn.

Motivation is also linked to the student's own self-belief and control. Do my student feel that they are in control of their own learning? Without believing in oneself or feeling that one has control over their achievements, motivation is severely reduced. Also, if students believe that they are not at the required level of proficiency required to complete a task, they may believe that they cannot succeed (Taylor, 2012). This also links to disadvantaged students. Learners from low socio-economic backgrounds are at a disadvantage, as their sense of self-belief and control is lower than among students from a higher socio-economic background. Comparing this to the context of my teaching, I don't have an issue with students being disadvantaged, as they all attend a private school and are from higher socio-economic backgrounds, yet, I still understand that they might feel as if they are not in control of their own learning. But by changing the teaching method that I use; I could

actually help the students change their perception on control and help them believe more in themselves and their work.

Taking a look at a case study from Kazakhstan, Sokolova & Donkova, (2016), discuss the problem and the necessity of the construction of students' positive motivation within foreign language learning from the very beginning. The most effective approach they achieved was through the organization of learning activities for each unit or topic, which consisted of three stages: motivational, operational-educational and reflective-evaluative. Within the first stage, the teachers needed to set a message, setting out the main objectives of the training program and why these were chosen. The second stage, focuses on the actions of the teacher, which made the students want to cooperate. To do this, they created 'situations of nature': intellectual, entertainment and emotional. The third stage, students are shown how to analyse their own learning activities and evaluate their results. This case study is quite relevant to my context of teaching. My students, although they only speak and use English within the school, have English as their second language. As an English teacher reading these three stages of approach, they link back to what I have previously discovered. The motivational stage ties into Self-belief and control. Do the students understand why they are learning the content and how it can affect them and their lives? The second stage being operational and the actions of the teacher. This is linked to teaching methods and whether the students are being motivated intrinsically and are the students able to explore, learn, and actualize their potentials. The third stage being reflective evaluation. Do the students have the ability to analyse and reflect upon their own learning? With the more traditional teaching methods that I use, I often do not give students the chance to learn in their own way and allow them to conceptualise and reflect upon their gained experiences.

One factor that keeps recurring through researching motivation is the importance of the role that the teacher takes. As stated before, a variety of roles are useful in motivating students. But to get the general consensus, we can explore national policies that give us well researched and practised standards. In the UK, the National Teacher's Standards specifies that teachers' first concern should always be the education of their pupils. They go on further to express that the teacher is in fact accountable for the student achieving their highest standard possible within their work and conduct (GOV.UK, 2001). Ergo, one should understand that the role of the teacher can heavily affect their students' motivation. The way in which they choose to teach the content and how they interact with their students can either have a positive or negative effect on motivation. Bentham & Hutchins, (2012) suggest that in order to motivate students to engage with the lesson, teachers should take note of the way they treat, talk to, respond and explain to students. They also suggest that a teaching assistant can also help direct and energise students and through collaboration can work together to help motivate pupils. This is again appropriate for my teaching practice. I have a T/A with whom I work and the issue that has arisen in my field also affects them.

Understanding the impact that the role of the teacher has, has shown me that the teaching method which I am using is clearly not effective in motivating my students. Perhaps there is a more appropriate method which to use? A highly recommended method is that of facilitator. The idea of a facilitator is to be a leader who can guide discussions, aid students to learn for themselves and help them understand how to use what they have learnt within their own lives (Cano, J. 2003). This approach is quite different to the teacher-centred approach (TCA) I usually use. Still, facilitation continues to be one of the most promoted

approaches within languages. Three approaches that heavily rely on facilitation are: Inquiry Based Learning, Problem Based Learning and Project Based Learning. All of which involve authentic 'real world' learning, collaboration, inquiry and personal experiences (Pearlman qtd. in Boss, 2011). All three learning strategies also only offer aid on a 'just-in-time basis' (Hmelo-Silver, Duncan, & Chinn, 2007, p. 101), which allows the students to self-manage their progress and become active independent learners. An investigation conducted by Brown showed that facilitating IBL within her lessons, improved her students' marks, increased their level of involvement and their overall motivation (Brown, 2004).

Looking back at all of the aspects involved with motivation, it is now clear to see some areas that affect my students' motivation. The problems facing my students' motivation could in theory be improved by intrinsically motivating them, deciding what motivational goals are the most appropriate, increasing their self-belief and control and by allowing them the chance to reflect on what they have learnt. All of these factors come down to the role of the teacher and how I interact/control the class. Through changing my teaching method, I should be able to see whether or not I can impact my pupil's motivation in a positive way. For my research, I want to explore the question: 'To what extent does the use of facilitation affect students' motivation in the subject of English?' and go even further to ask 'Are there differences in learners' attitudes toward different teaching styles?'. Through researching these questions, I will be able to determine the impact of the teaching method has on my students' motivation.

Methodology

As the issue of motivation became more prevalent within my teaching, it was clear that I needed to explore this area even further and through action research I could delve into and conclude reasons for my students' loss of motivation in completing their work during lessons. Action research will allow me, the researcher, to focus on a single situation and through experience and research findings, I will be able to clarify the issue/s and be able to improve upon them. This is essential with regard to my research, as I personally want to be able to improve upon my own practice in a way that is specific to my own teaching methods and within my field. My aim is to not only improve upon my own practice, but to also improve upon my own knowledge and understanding of teaching. I aim to use what I have learnt from my action research and change/resolve the situation (Griffiths, 1993).

As stated earlier, one of the main areas of reflection I have taken as a teacher is within Shulman's category of Pedagogical Content Knowledge. The proposed research questions will help me find out the most appropriate approach I can take to help me improve as a teacher and help improve upon my skills to become more communicative and help enable my learners to learn and overall advance my knowledge in the field of education (McLeod, 1999). A study by Elena & Sidenko, (2018) showed that motivation has the largest effect on student achievement and that the teaching method is an aspect that has the second largest impact on student achievement. Through researching my proposed questions, I hope to bring together these two variables and hopefully find a way of helping my students achieve at the highest level possible.

The two main research methods that will be used within my action research are questionnaires and observations. Questionnaires allow me to gather information from a

wide selection of students. As I have over 100 students, it would be very time consuming to interview each one. Instead the questionnaire offers a solution and allows me to ask important questions to a large sample of people. My project can also be considered as an ethnographic study; ergo, I have also chosen to use observational approaches within the classroom during the study. As the ethnographer, I would watch what happens within the classroom by listening and asking questions. The observations need to be in 'natural' settings and my presence in the classroom and school require some inevitable degree of intervention. Fortunately for me, as an 'insider', this allows me to have easy access into the social situation and therefore gain participants' trust and cooperation much easier (Bonner & Tolhurst, 2002).

Methods and Approaches to Data Analysis

Once the research methods have been chosen, we can determine the type of data that will be collected. Through the questionnaire, students were asked a selection of questions to which they had an option of three answers for every question (agree, somewhat agree, disagree). This allowed me to collate the responses into a numerical figure and facilitated a quantitative analysis of the data. Collecting the results from 3 different classes (3 different teaching methods with 3 different classes), also means the data is categorical. This is because I can compare the results from the three different classes with each other. This form of data analysis allowed me to understand if there were any differences or similarities between the three classes and I was able to display the results using bar charts. With the use of a questionnaire; I wanted to find out the different effects of various teaching styles on student motivation. The questionnaire allowed me to find out these variations and consequently provide valid results. My other form of data collection was in the form of observations. This research method results in qualitative data, triangulating these with the results collected from the questionnaires. This has the potential to enhance the accuracy of my findings and also strengthens their validity by confirming the results through two different methods. This overall process involves constant attention to self-awareness and self-criticism on the part of the researcher (me).

Ethical Considerations

The results collected will be used to help myself within my own teaching practice. Nevertheless, the research does involve others who need to be considered. As a researcher I must make sure that I am not putting anyone in harm's way. As participants of the study were children, both participants and parents received an information sheet explaining the aims of the study and what was required of the participants. Both participants and parents taking part was voluntary, and, in agreeing to take part, participants and parents signed a consent form. Confidentiality was stressed and participants were able to withdraw at any point of the study. All the results collected were anonymous and no names are mentioned within the study. Once the research was completed, the forms were either returned or destroyed. I also had to minimise power imbalances wherever possible, ensuring the questionnaire was appropriate for the age group, summarising the discussion at various points, and being aware of power relationships, trying to address them (Troyna, 1994).

Analysis and Findings

Originally, the research process was to be set across three different classes, in the normal classroom setting. Each class would be taught the same lesson, but with a different teaching method. The main aim of the lesson was to give the students the opportunity to practice non-fictional writing in the form of instructions. The first class would be taught using a more traditional approach (Teacher Centred Approach). The second class would be taught with a facilitation approach (Inquiry Based Learning) and the third class would be taught with limited input from the teacher (No Input). However, due to the Covid-19 situation, students were not able to come to school. The lessons for that reason, had to be restructured for online learning. I was able to conduct the three lessons on online with most of my students participating. The lesson didn't have to change that much, as I could still demonstrate and converse instantly with the pupils.

Lesson 1, being heavily focused on facilitation by the teacher, meant that students were encouraged to work by themselves as much as possible. The lesson started with an introduction and recap of the topic. For the main activity, the students were given a demonstration on how to make a paper plane. Then, students were given some time to research different methods of making a paper plane online (they could ask for help during this time). They were also encouraged to experiment with different paper sizes and patterns. They also had the option of decorating their planes. After the set time a small discussion took place, where students had the chance to share their ideas. Following this, students then had to create a set of numbered instructions (with diagrams) on how to make their plane. They were reminded that their work would **not** be graded. Finally, the lesson was recapped at the end, discussing the use of diagrams.

Lesson 2 being 'no input' meant there was limited input from the teacher. The differences compared to the IBL lesson were: For the main activity, the students were **not** given a demonstration on how to make a paper plane. Instead, the students were told to spend some time to research different methods of making a paper plane online (They were not allowed to ask for help during this time) and then after the set time **no** discussion took place.

Lesson 3, being heavily focused on the more traditional approach, meant that students were told what to do and were discouraged from researching for themselves. The differences compared with the IBL lesson were: After the demonstration, the students were then given some time to see if they could recreate the plane that was demonstrated and think about what kind of diagrams and how many would be appropriate for a set of instructions. They were **not** allowed to research online or change material for their planes.

Even though the lessons were changed to online sessions, the main content was still able to be shown and understood by the pupils. There were a few issues that arose, some of the communication was more challenging and students found it difficult to join the lesson, hear, or connect their microphones and this could have impacted their experience in a negative way. It also meant that some time was spent troubleshooting instead of teaching. I noted that all of the students did manage to sort out their issues before the main activity started. Another issue that arose was that as the teacher, it became quite difficult to see everyone making their planes. As most students were using webcams on their laptops, the camera was either facing them or the video quality was not sufficient. On the contrary, it was

possible for students to share their screens. This really helped students show what kind of research they found online and other students could also comment or add what they had also found. It was a really great tool that worked perfectly with the lesson.

Following all three lessons, all of the students were given a pupil questionnaire. The pupil questionnaire consisted of 17 questions relating to the lesson in which they had just taken part and they could also share a comment. The students were advised to be as honest as possible. For each question, the students had to choose an answer from three options: Agree, somewhat agree or disagree.

Once I collected the pupil questionnaires, I was able to compile a table of the raw data, which shows the number of votes cast (for either agree, somewhat agree and disagree) for each question and is split into 3 tables (one for each lesson). 17 students allowed their answers to be used in the study for the IBL lesson, 14 for the TCA and 19 for the No Input lesson. Once the data was collected, I was able to produce a bar chart for each question. Using the bar charts, we can clearly see the different choices made by the students for each lesson. This is important as this can help identify any differences in opinions between the classes.
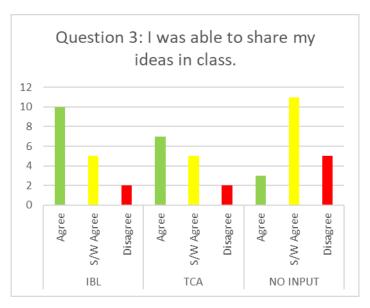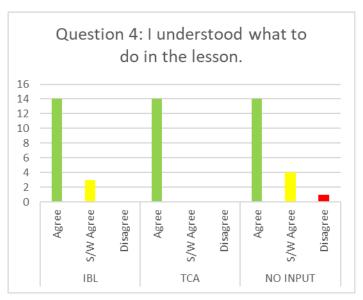

Figure 4: Chart 3, 'Question 3: I was able to share my ideas in class.

By reviewing the charts, comments and observations made during the lessons, I discovered some interesting correlations between the data and the lessons taught. It was clear that all three classes enjoyed their lesson, many students commented that they had fun. E.g. 'It was fun and entertaining to me, so I would like to have more lessons like this'. One area which the students disagreed on, was with how easily they were able to share their ideas within the class. This was a lot more significant with the No Input class, where only 3 students out of 19 agreed that they were able to share their ideas. 5 disagreed and 11 somewhat agreed. This was a large proportion of the class and they clearly had an issue with this. 'I am not sure if Sir can see me because I put my hand up to tell the answer or ask a question and I am never chosen.'. This was most likely due to the lack of mini plenary. But it was clearly an issue throughout all three classes. The reason behind this is because of the number of students I have in each class and it would take too long for everyone to share their ideas.
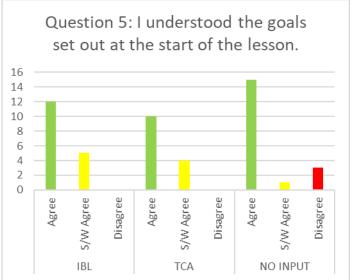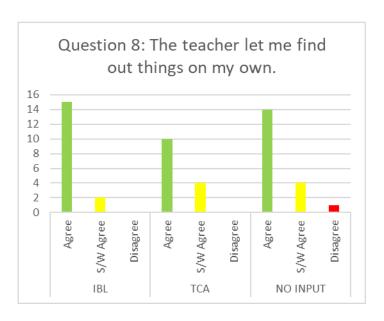
Figure 5: Chart 4 & 5, 'Question 4: I understand what to do in the lesson. Question 5: I understood the goals set out at the start of the lesson.

There was also a difference between the classes' answers when they were asked if they agreed that they understood what to do in the lesson and if they understood the set goals. From the results, it was clear that the students in the No Input class found it more challenging to understand what needed to be done within the lesson (see charts 4 and 5 above). The TCA students did not have any problem understanding what to do. The IBL students had some difficulty but not as much as those in the No input class. This is understandable, as the students in the TCA class had a lot more guidance from the teacher (*see Figure 6*).
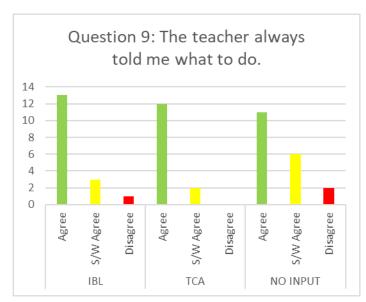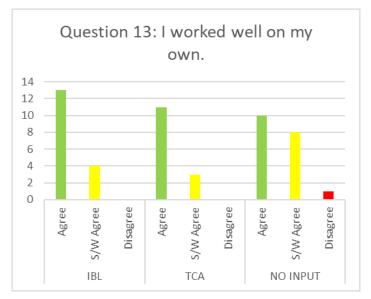

Figure 6: Chart 8 & 9, 'Question 8: The teacher let me find out things on my own. Question 9: The teacher always told me what to do.

While the students in the No Input and IBL classes were given far more freedom to find out information on their own. The charts do suggest that the teacher input was definitely higher in the TCA lesson, but suggest that the No Input students felt that they had less freedom compared to that of IBL and TCA students. The students' level of confidence also differed between the three lessons (*see Figure 7*). The students in the No Input lesson felt the least confident in both the lesson and themselves. Some suggested that they needed more help from the teachers, 'Fun lesson but needed help.' In both the TCA and IBL lessons, the students were similarly confident.
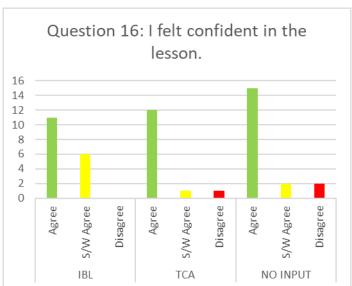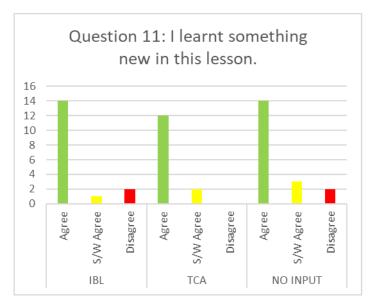

Figure 7: Chart 13 & 16, 'Question13: I worked well on my own. Question 16: I felt confident in the lesson.

The final area of concern for me, was with my students' sense of achievement. Did they feel as though they had done well within their lesson? *(see Figure 8).* It was clear to see that in all three lessons most students did feel as though they had learnt something. However, there were no students who disagreed with this statement in the TCA class. This might be because within the IBL and No Input lessons, it was up to the students themselves to explore and find information. Students who found this concept challenging, might find they didn't achieve much within the lesson.
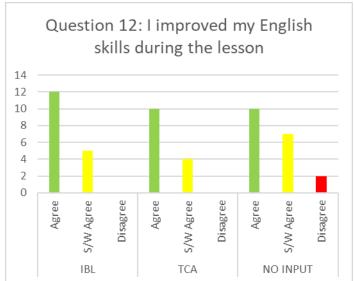
Figure 8: Chart 11 & 12, 'Question 11: I learnt something new in this lesson. Question 12: I improved my English skills this lesson.

During the lessons, I was also observing how the students were doing and seeing if there were any issues and how they followed the lesson structure. I observed a lot of frustrated students within the No input lesson. Many had their hands up multiple times, being the point of the lesson, I did not interact with them. I felt as though a lot of students were stumped and hit dead ends multiple times. Most of the students did not finish the work during the lesson and had to complete the work for homework. During the TCA approach, students were very calm and comfortable. Fewer questions were asked and the lesson ran very smoothly. All the students knew what they had to do for the writing task. Most of the work was completed within the lesson. During the IBL lesson, students were not as calm as the TCA students. Many questions were asked and quite a lot of time was taken up explaining the research process. The students really enjoyed the freedom of researching online by themselves. They became quite competitive with me as they wanted to make a better paper plane. Stopping at various points also helped the students follow/catch up to where we were in the lesson. About half of the class managed to finish the work by the end of the lesson. This was mainly due to time management, as the students spent too long researching.

Looking at all the data, we can determine whether each lesson motivated the students or not. We can do this by seeing if each lesson intrinsically motivated the students, what motivational goals were used, if the lessons increased student self-belief and control and if the students were able to reflect on what they had learnt. The TCA lesson used extrinsic motivation and personal motivational goals. The data suggests that the TCA students felt in control and had self-belief. Students were able to reflect on what was taught, however. they couldn't reflect on their own findings and understandings. The No Input lessons used intrinsic motivations, mastery motivation goal and the students were able to reflect on what they had discovered on their own, although these students lacked self-belief and control. The IBL students were intrinsically motivated, had a mastery motivation goal, had good self-belief and control and were able to reflect on their own research. Out of the three lessons, the TCA and IBL students seemed to have similar levels of motivation, with the No input students having the least motivation.

Conclusion and Discussion

The results definitely show that there was a difference in learners' attitudes towards different teaching styles. Many students had a negative view on the No input lesson, students found this approach challenging and felt that they didn't achieve highly. The TCA and IBL lessons were highly valued by the students. They felt confident in the lessons and also felt as though they achieved highly. So, it is clear to say that the teacher definitely needs to provide some guidance and direction within the lesson in order to motivate students. As for the main research question, the answer is not a clear one. This is because the results for the TCA and the IBL lesson were very similar. This is not what I had predicted, which was that the IBL class, in theory, should motivate the students more than the TCA class. There are many factors that could have resulted in the similar results. For example, students were unfamiliar with the IBL approach and therefore feel less confident and less in control. Perhaps with more IBL lessons, they could become more accustomed to the approach. Students who participated within the IBL lesson, however, did get the chance to delve into various different paths of exploration and discovery compared to the TCA students. I do believe that this approach is much more beneficial to the students, as they can reflect and review on a wider range of skills, processes and concepts from the lesson. They also get to 'figure it out for themselves' which is an important life skill.

Although the study went well and enough data was collected, there were some limitations with this study. The main issue was that the study was undertaken through online lessons. Not only was this more challenging to observe it also meant that the results were not as reliable as they could have been. Joppe, (2000) states that for results to be reliable, an accurate representation of the total population under study must be taken. The problem with the online lessons, was that they didn't represent an accurate lesson. The lesson was too different from the normal classroom environment. Another factor affecting the results was that I had a poor student-to-staff ratio, which became more of an issue with online lessons as it was harder to communicate with each student individually and to see what they are doing. Online lessons tend to be better suited more for 'highly qualified individuals' and are not as effective for younger learners who need more direction/input (Morris, 2020).

I do believe further research would benefit my research goals. I would like to explore the case study by Sokolova & Donkova, (2016) further. My research heavily relies on the second stage. It would be interesting to explore the first and third stages with my students. If I were to conduct further research, it would take place within the classroom to keep the data as reliable as possible. I would also alter the questionnaire. The colours and questions were too confusing and some students identified the green smiley face as having a positive response instead of just the word agree. I would instead have just the words agree and disagree. I would also tackle the power issue that the questionnaire faced. I feel as though some students were not honest and instead wanted to 'help me' by just agreeing to everything (Sikes, Measor & Woods, 1985). Despite there being no set policy on teaching methods in Sri Lanka, I can understand the benefits of students learning through inquiry. I will definitely be using aspects of inquiry methods within my future teaching and I will be making sure my students get a chance to participate and share their ideas and allow them to reflect and analyse what they have learnt. So that my students can truly be positively motivated and achieve at their highest.

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