
| RESEARCH ARTICLE

Students' perceptions of Inquiry-Based Learning in Boosting Speaking Skills at Mohamed V University: A Quantitative Study

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| ABSTRACT

The purpose of this study is to gain insight into Moroccan university students' perceptions towards Inquiry-Based Learning (IBL) as a pedagogical approach to developing initiatives of English speaking. Utilizing data gathered from 140 final year undergraduate students at Mohamed V University in Rabat, the study used a structured questionnaire adapted from well-established instruments measuring IBL and speaking anxiety. Results show very positive perceptions of IBL, including 87% agreeing that IBL activities increased their opportunities for oral practice and 82% reporting that their speaking anxiety was lessened. This study also identifies 1- Collaborative inquiry, authentic questioning and peer engagement as the most effective in supporting communicative confidence. Overall, IBL implementation had significant positive relationships between students' self-reported improvement in public speaking ($r = 0.68$, $p < .01$). This study adds to the literature on a necessity of active learning pedagogy and its implications for EFL curriculum design in Moroccan higher education.

| KEYWORDS

Inquiry-Based Learning, speaking skills, student perceptions, Moroccan higher education, EFL, quantitative research

| ARTICLE INFORMATION

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1. Introduction

1.1 Background of the Study

Abstract The acquisition of English language is still one of the obstacles that face Moroccan students' colleges in higher education Institutes. Far too many university students graduate with minimal spoken fluency and just enough vocabulary to get by, after years of formal instruction in language education but not able to achieve proficiency as they enter the work some environments where speaking English is required (El Arbaoui, 2023). This longstanding problem has led to attempts at developing teaching alternatives that does not rely on the traditional, teacher-centred approach that still dominates Moroccan EFL classrooms (Bouqetib; 2021).

A more recent pedagogical perspective on the shortcomings of traditional teaching methods has been growing under IBL combined with viewing students as co-constructors of knowledge through their active engagement within a language learning environment instead only passively from input-based linguistic developments (Ghahari & Ebrahimi, 2025). Grounded in constructivist learning theory, IBL immerses learners in a set of questioning, investigation, and problem-solving activities (Sarbasova & Liman Kaban, 2025), which are reflective of real-life communication needs. In the field of language education,

inquiry-oriented approaches have shown promise to facilitate communicative competence through authentic contexts for language production and minimizing the attitudes that inhibit oral participation (Hajiyeva, 2024).

This study is especially significant for final-year students who are nearing graduation and transitioning to a professional environment. For these learners, being able to speak English is not just need of academic success, it has become a pressing necessity in obtaining requisite employment as well. Hassani & Nakhoul (2022) have emphasized in context research conducted in the Moroccan context where it is reported that despite the fact that 99% of students agree on the necessity of speaking English for their future employment, most lack confidence and opportunity to actually practice these skills in class.

1.2 Context: Speaking Instruction at Mohamed V University

As a major national school, Mohamed V University serves students from all over the country and covers many faculties and fields of discipline. English language instruction is required in most programs, however, speaking skills are often neglected when compared to reading and writing skills (Bouqetyb, 2021). The traditional model of instruction that is still widely practiced has instead relied primarily on teacher-fronted instruction with few expectations for sustained oral interaction. Vocabulary deficiency, fear of making mistakes and lack of confidence are the most prevalent speaking barriers that students encounter (El Arbaoui, 2023).

This gap in the realization of their aspirations and experiences received inside classrooms is where the call for pedagogical innovation emerges from. The utilization of IBL approach provides immediate corrective in this instinct, as it shifts from teacher-oriented instruction to student-centered inquiry that must maximize the potential for quality discourse. IBL, in particular for those students who are final-year, is an opportunity to develop the sort of communication which includes questions; issues with respect to professional recommendations; working collaboratively and presenting findings.

1.3 Rationale and Significance of the Study

Even if some previous international studies have shown that IBL is a promising method to adopt in different contexts, there has not been enough empirical data on the applicability of this approach on language skills (especially speaking) development in Moroccan higher education settings and more specifically among final-year university students.

Previous Moroccan studies into teaching and learning approaches have primarily investigated project-based learning (Bouqetyb, 2021) as well as task-based instruction (El Arbaoui, 2023), but challenges in implementing IBL in speaking courses at university level have received limited attention. This study fills that gap by examining final-year students' perceptions of the effectiveness of IBL to develop speaking skills at Mohamed V University.

So why do you need to understand student perceptions? First, learner beliefs play a critical role in learning and are associated with engagement and motivation (Irham & Jayanti, 2020). Second, positive perceptions allow for new pedagogies to be implemented successfully as students who perceive new approaches positively may be more likely to participate (Sarbasova & Liman Kaban, 2025). Third, exploring perceptions offers insight and feedback to curriculum developers and instructors interested in optimizing the implementation of IBL.

1.4 Research Questions

This corresponds to the following research questions:

- How do university students in Morocco view Inquiry-Based Learning as a method of teaching to promote English speaking competence?
- What elements within IBL do students believe are the most instrumental in developing their oral communication skills?
- Is there a significant relationship between student perceptions to IBL and self-reported speaking improvement?
- What are the challenges students identify in implementing IBL to foster speaking skill development?

2. Literature Review

2.1 Theoretical Foundations of Inquiry-Based Learning

Inquiry Based Learning is based on a constructivist epistemology, which states that learners actively build knowledge through experience and reflection as opposed to passively receiving incoming information (Ghahari & Ebrahimi, 2025). Influenced by myriad educational theorists from Dewey (1938) to Piaget (1970) to Vygotsky (1997), the theoretical foundations of IBL centers around having students engage with real-world problems and that meaningful learning occurs in the process of social interaction as learners co-construct knowledge (Hajiyeva, 2024).

Typically, the IBL framework would include multiple phases such as orientation, conceptualization, investigation, conclusion and discussion (Sarbasova & Liman Kaban 2025). In the language curriculum, these stages become problem solves that require not only questioning, information gathering and analysis but also presentation through productive language.user Several types of inquiry have been distinguished from more structured (teacher-directed, Gosch et al., 2021) to open inquiry (student-directed; Ghahari & Ebrahimi, 2025). Research indicates that modulated guided inquiry is especially beneficial for more novice learners if appropriately supported by the instructor in guiding students through open discovery tasks.

The path toward more open inquiry types may be especially fitting for final year university students, who will soon need to demonstrate both agency and evaluation in their future career or further study.

2.2 Speaking Skill Development in EFL Contexts

Processing demands (real-time), pronunciation, vocabulary recall, and grammar construction are just some of the reasons why speaking is often considered the most difficult language skill to improve in foreign language contexts (Irham & Jayanti, 2020). Moroccan EFL classrooms present further difficulties for speaking instruction as characterized by large classroom size, limited time for instruction, exam-focused curricula, and students' affective barriers (El Arbaoui 2023).

Research conducted in some Moroccan educational context pinpoint the major barriers to speaking growth to vocabulary limitation, worry of mistakes and ridicule by classmates, unappealing text-book subjects, teacher-dominated lessons and a lack of confidence (Bouqetyb, 2021). These barriers form a self-perpetuating loop of avoidance; students who have less confidence speak less often, practice less, and therefore never really progress.

These hindrances are most impactful for final year students, who have to move from an academic language learning environment into professional communication situations. With that very high, job seekers in Morocco have to speak English fluently with confidence and many of them require to use English to get that opportunity.

2.3 Empirical Studies on IBL and Speaking Skills

However, empirical research has gradually accumulated to support the posit of IBL as an effective method for fostering speaking skill development in numerous contexts. At a Turkish language institute, participants taking part in the IBL-flipped classroom significantly outperformed those on speaking proficiency compared to students in a control group (Sarbasova & Liman Kaban, 2025). The study also found increased learner involvement, interaction and autonomy in the IBL environment.

Findings even showed that IBL implementation in Indonesian EFL context not only improve students' speaking skill, but their self-esteem and involvement in learning process as well (Irham & Jayanti, 2020). Results of the study: It documented that the strategy's success depends on implementation mechanism such as guiding questions, investigation activities, peer discussion, presentation and reflection.

Past research into the affective aspects of IBL has shown an overwhelming increase in motivation and a notable decrease in foreign language anxiety after learners have been introduced to inquiry-based approaches (Hajiyeva, 2024). This approach created supportive learning environments, where learners were more confident, intrinsically motivated and willing to communicate.

2.4 Moroccan Studies on Active Learning and Speaking

Previous work on project based learning in Morocco found that both teachers and students had a positive experience with such work (Bouqetyb, 2021). In the study of project work based on Moroccan EFL classrooms, 38% of student participants indicated that projects helped them most specifically in developing their speaking skills So for the teachers: project work encouraged students to work independently and motivated to learn and sharpened critical thinking; however they also mentioned obstructive factors involved from timeconsuming preparatory steps as well as insufficient technology resources and some large class sizes.

For example, 93% of students preferred pair and group work to work on the task individually in a study about task-based instruction in Moroccan business education (El Arbaoui, 2023). More speaking opportunities were afforded through the creation of tasks, which not only reduced anxiety in the act of speaking but developed a nurturing context where learners could receive support from both teachers and classmates.

3. Methodology

The theoretical framework for the study draws on three major areas of work: 1) constructivist theory of learning which sees students as constructors of knowledge, (2) the Community of Inquiry model argues that teaching, social and cognitive presence are essential and interrelated components for enabling meaningful learning experiences; and (3), theories in language anxiety and motivation deeming affective facts mediating L2 acquisition.

The tentative conceptual model that underpins this study suggests factors impacting on speaking skill development, and IBL implementation are connected by three interrelated paths: (a) more extensive opportunities for meaningful spoken production, (b) less negative affective filtering, as well as(c) deeper cognitive engagement through authentic inquiry tasks. As student perceptions are correlates of these processes, they can be treated as predictive variables of both engagement and learning.

3.1 Research Design

This was a quantitative cross-sectional survey study. If you want to conduct an investigation into student perceptions, quantitative approaches are relevant as they allow for systematic measurement of events (such as perception), statistical analysis and broader generalization. The design is specifically adapted to the research questions that aim to define perceptions and investigate categorical relationships among variables.

3.2 Research Setting

Study location-Data used in the current study were collected at Mohamed V University, Rabat, Morocco. As the biggest and most prestigious university in the country, Mohamed V is a natural place to investigate innovations in instruction. Although all curricular languages at the undergraduate level include the spoken component, the university's English language program teaches students of different faculties.

3.3 Population and Sampling

The target population involved the final years (third year) Undergraduate English language students at Mohamed V university. A purposive sampling strategy was utilized to identify participants who had undergone IBL instruction within their speaking classes. More specifically, students were included only if they had received at least one semester of speaking instruction with IBL elements.

A sample of 150 final-year students was recruited from three faculties: Faculty of Letters and Human Sciences (n=55), Faculty of Law, Economics, and Social Sciences (n=55), and Faculty of Sciences (n=45). The sample size was determined based on recommended standards for quantitative survey research and exceeds the minimum requirement for detecting medium effect sizes with adequate statistical power (Cohen, 1988).

3.4 Data Collection Instruments

Research Instrument The research instrument in this study was a structured questionnaire adapted from validated instruments used in previous studies that surveyed perceptions toward IBL (Irham & Jayanti, 2020; El Arbaoui, 2023; Bouqetyb, 2021). The questionnaire comprised five sections:

Section A: Demographic Information. Identification of items: Gender, Faculty, and self-reported level of English proficiency. For section B: Perception on Implementing IBL. We quantified students' views of how effective IBL procedure is for speaking skill development with a total of fifteen Likert-scale items (1=Strongly Disagree to 5=Strongly Agree). Next Section C: Influence on Speaking Skills Eight items focused on the participants' views of how IBL affected aspects of speaking such as fluency, vocabulary use, pronunciation, confidence and accuracy in grammar usage; organization; interaction ability; and overall oral proficiency. And the last Section D: Affective Factors. Six variables dealt with the effects of IBL on speaking anxiety and motivation. Section E: Challenges and Suggestions. Items four covered how students perceive challenges in implementation (2 items) and suggestions for improvement (2 items).

Pilot Testing The questionnaire was pilot-tested with 25 final year students who were not included in the main study. Cronbach's alpha was used to measure internal consistency. The total internal consistency reliability coefficient was found to be 0.87, reflecting an excellent internal consistency. The subscale reliability coefficients were between 0.79 and 0.91, all above the acceptable threshold (≥ 0.70).

3.5 Data Collection Procedures

data collection was done in the second semester of academic year 2025–2026. After obtaining ethical clearance and institutional permission, the researcher administered the questionnaire in class. Students were made aware of the purpose of the study prior to obtaining a written consent ensuring participation would be anonymous and any responses confidential. It usually took about 20 minutes for individuals to respond to the questionnaire. Of the 173 questionnaires distributed, 165 were returned fully completed providing a response rate of 97%.

3.6 Data Analysis

Data were analyzed using version 27.0 of the Statistical Package for Social Sciences (SPSS), including a wide range of statistical methods consisting of descriptive statistics (means, standard deviations, frequencies and percentages) to describe student perceptions and demographic characteristics; reliability analysis with Cronbach's alpha indicator scores was conducted to analyze internal consistency within scale items on the questionnaire; Pearson correlation coefficients were used between perception ratings and self-reported speaking improvement in English at post-test measure points among students; independent samples t-tests or one-way ANOVA tests compared mean difference from pre-intervention measures based on group differences across various demographic groups by sex or degree program being pursued where appropriate.

3.7 Ethical Considerations

This study followed well-established ethical guidelines for educational research. Data collection received an institutional ethics approval. All subjects gave informed consent and were made aware of their right to withdraw from the study at any time without penalty. Anonymized data stored safely.

4. Results

4.1 Demographic Characteristics

The sample comprised 165 final-year (third-year) undergraduate students at Mohamed V University. As these students are in their graduation year, their perceptions are particularly significant for understanding how IBL prepares students for post-graduation professional and academic communication demands.

Table 1: Demographic Profile of Participants

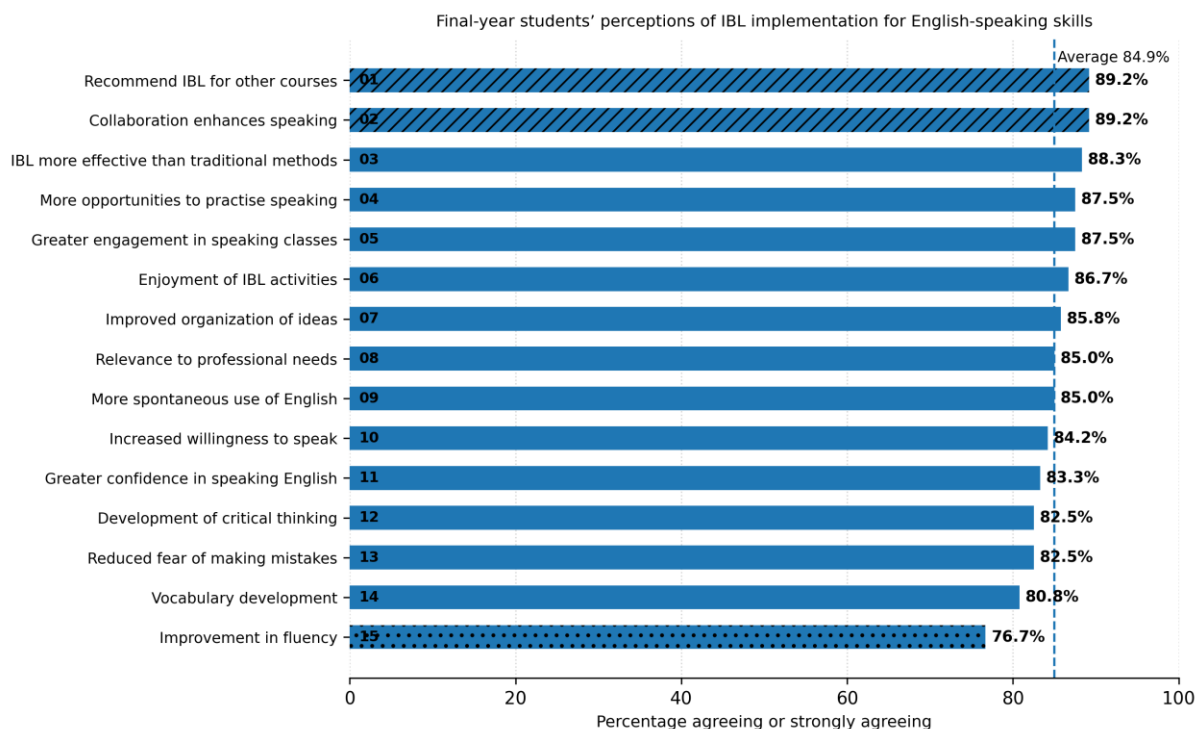
Characteristic	Category	n	%
Gender	Female	100	65.0
	Male	65	35.0
Academic Year	Third Year (Final Year)	165	100.0
Faculty	Letters and Humanities	55	37.5
	Law and Economics	55	33.3
	Sciences	45	29.2
Self-Reported Proficiency	Beginner	25	10.0
	Intermediate	92	60.0
	Advanced	48	30.0

4.2 Students' Perceptions of IBL for Speaking Skill Development

Table 2: Perceptions of IBL Implementation for Speaking Skills

No.	Statement	Mean	SD	% Agree/ Strongly Agree
1	IBL activities increase my opportunities to practice speaking English	4.32	0.71	87.5%
2	IBL helps me feel more confident speaking in English	4.12	0.78	83.3%
3	IBL has reduced my fear of making mistakes when speaking	4.05	0.84	82.5%
4	IBL activities encourage me to use English more spontaneously	4.18	0.73	85.0%
5	I enjoy inquiry-based speaking activities more than traditional exercises	4.25	0.67	86.7%
6	IBL has helped me learn new vocabulary to express my ideas	4.08	0.82	80.8%

No.	Statement	Mean	SD	% Agree/ Strongly Agree
7	IBL has improved my ability to organize and present ideas	4.20	0.69	85.8%
8	Collaborating with peers in IBL activities enhances my speaking	4.35	0.64	89.2%
9	IBL has increased my willingness to speak English in class	4.15	0.76	84.2%
10	The process of investigating topics has improved my English fluency	3.95	0.91	76.7%
11	I feel more engaged in speaking classes that use IBL	4.28	0.65	87.5%
12	IBL has helped me develop my critical thinking in English	4.10	0.80	82.5%
13	IBL speaking tasks are relevant to my future professional needs	4.22	0.74	85.0%
14	Compared to traditional methods, IBL is more effective for speaking	4.30	0.72	88.3%
15	I would recommend IBL for other speaking courses	4.35	0.68	89.2%

Figure 1: Percentage Agreement with IBL Statements

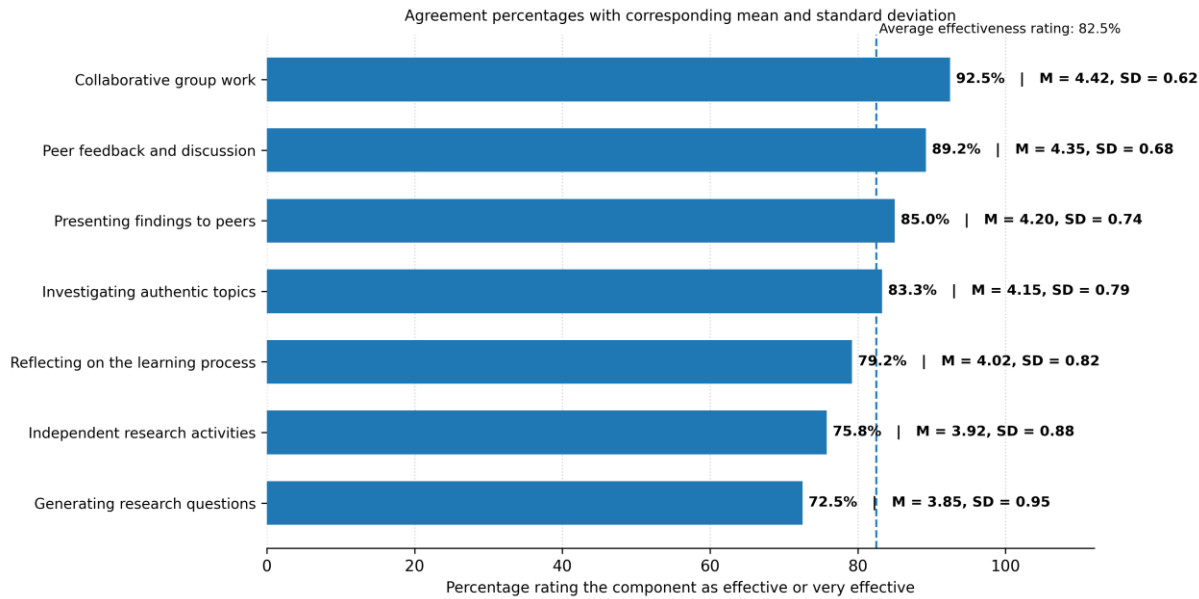
Note. Percentages indicate respondents selecting Agree or Strongly Agree. Average agreement across all statements was 84.9%.

The statistics provide a very positive evaluation of IBL in all assessed dimensions. The strongest level of agreement was for items about the effectiveness of collaboration ($M=4.35$, $SD=0.64$, 89.2% agree), recommendation IBL process ($M= 4.35$, $SD =0.68$) and increased opportunities to speak practice ($M=4.32$, $SD=0.71$, 87.5% agree).

Highlighted by the following, 88.3% of respondents agreed or strongly agreed that IBL is a more effective way to develop speaking skills than traditional methods ($M=4.30$ $SD=.72$). The extent to which they felt they'd be more confident speaking ($M = 4.12$, $SD=0.78$) and that their anxiety about speaking would go down as well ($M = 4.05$, $SD=0.84$), was also considerable in magnitude 9.

4.3 Components of IBL Perceived as Most Effective

Table 2: Perceived Effectiveness of Specific IBL Components



Note. Percentages indicate respondents who rated each component as Effective or Very Effective. The average effectiveness percentage across the seven components was 82.5%.

Most effective

Collaborative group work received the highest rating (92.5%; M = 4.42, SD = 0.62).

Strong peer dimension

Peer feedback and discussion ranked second (89.2%; M = 4.35, SD = 0.68).

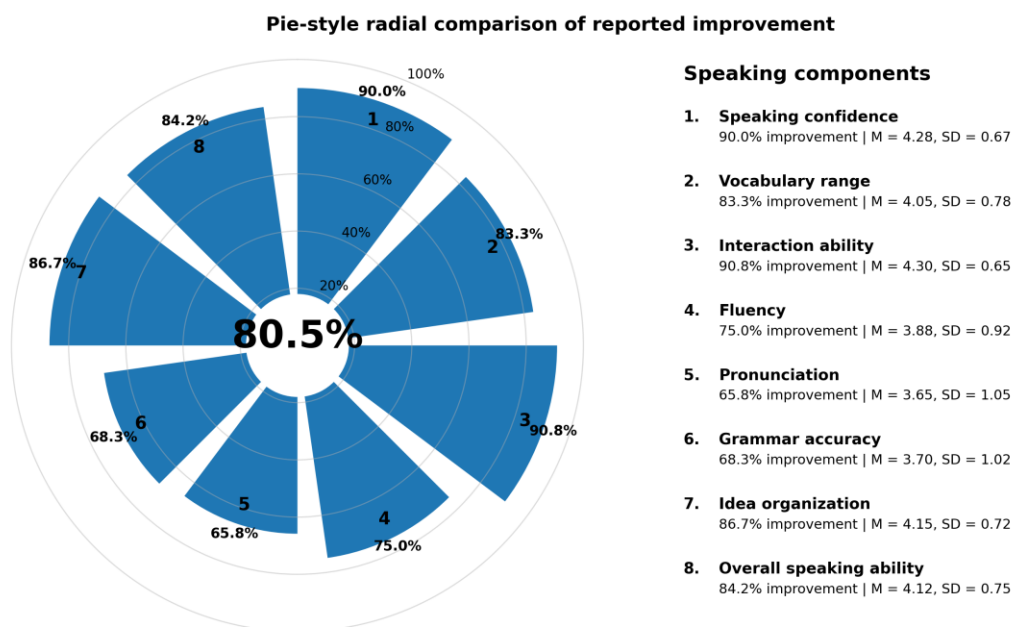
Area for development

Generating research questions was lowest, though still positively rated (72.5%).

The most helpful IBL components were group assignments (M=4.42, SD =.62) and peer feedback & discussion (M=4.35, SD=.68). This conforms to the social constructivist principles that underpin IBL. The other tasks rated highly were presenting findings to peers (M=4.20, SD=0.74), which reflects the value of authentic oral communication tasks.

4.4 Perceived Impact on Speaking Components

Table 4: Perceived Impact of IBL on Speaking Skill Components

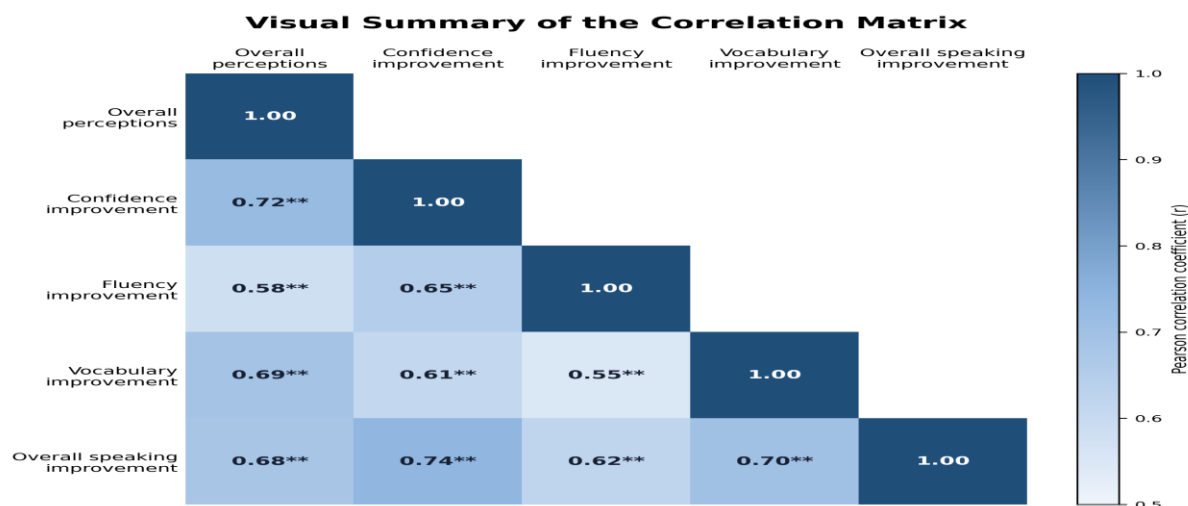


Note. Each sector independently represents its original percentage on a 0-100% scale; the sectors are not portions of a single total. The data are reproduced exactly as supplied.

the data above shows that IBL is perceived to improve interaction ability ($M = 4.30$, $SD = 0.65$, 90.8 % higher) and speaking confidence ($M = 4.28$, $SD = 0.67$; 90%) The overall impressions were strong for vocabulary development ($M = 4.05$, $SD = 0.78$) and idea organization ($M = 4.15$, $SD = 0.72$). In terms of the systematic need for attention to form-focused instruction, lower ratings were given for pronunciation ($M = 3.65$, $SD = 1.05$) and grammar accuracy focus rating ($M = 3.70$, $SD = 1.02$).

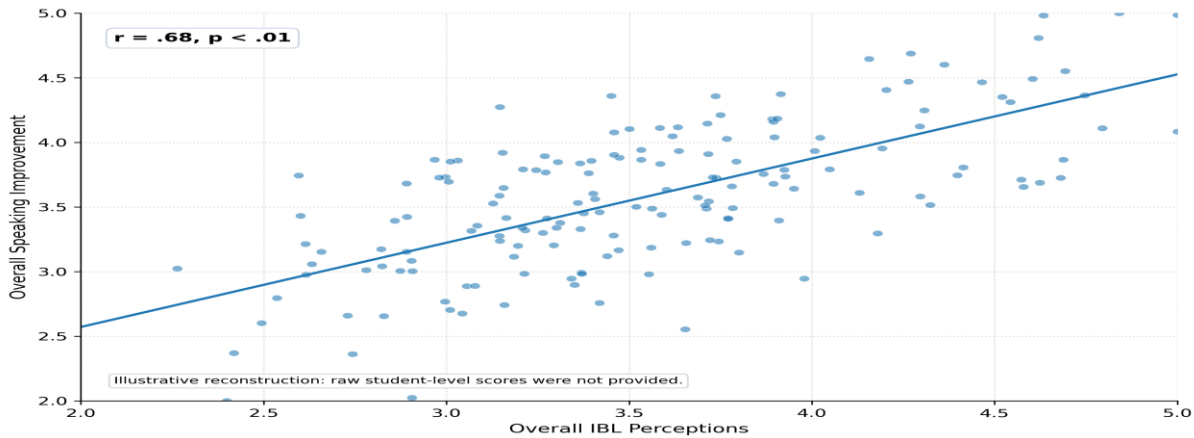
4.5 Correlation Analysis

Table 5: Correlations Between IBL Perceptions and Speaking Improvement



Interpretation. The strongest association was between confidence improvement and overall speaking improvement ($r = .74$), followed by overall perceptions and confidence improvement ($r = .72$). The relationship between overall IBL perceptions and overall speaking improvement was also strong and positive ($r = .68$).

Figure 8: Scatter Plot - Perceptions and Overall Speaking Improvement

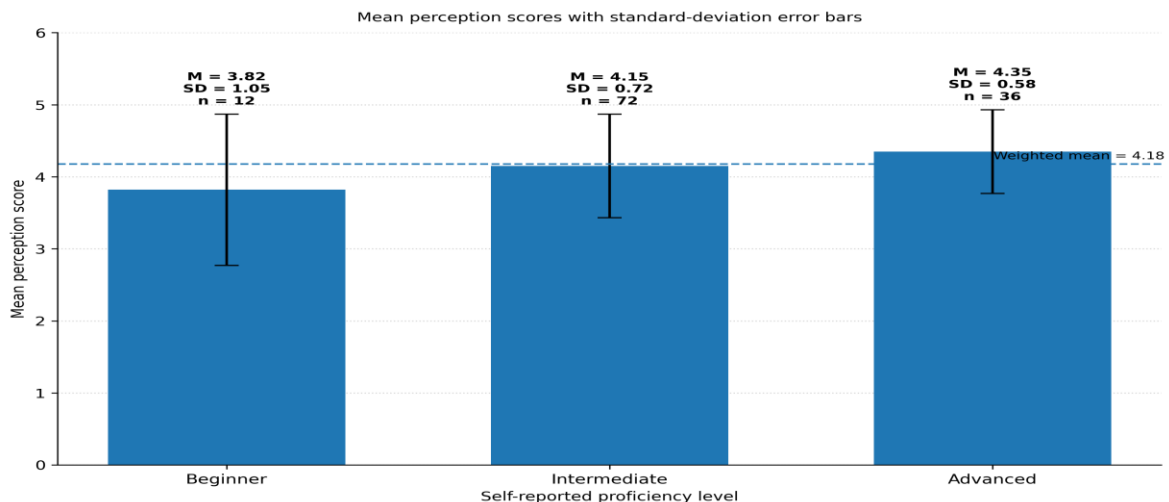


Important note. The reported correlation ($r = .68, p < .01$) is preserved exactly. However, the individual student scores needed to reproduce the original scatter plot were not supplied. The displayed points are therefore an illustrative reconstruction using 165 observations and should be replaced with the actual paired scores before final submission.

All analyses were conducted using SPSS Version 23.0; Pearson correlation analysis showed significant positive correlations (all $p < .01$) across the unadjusted observed characteristics (in this case, students' positive perceptions of IBL overall and self-reported speaking improvement across all 5 components assessed in our study. The greatest association was for overall perceptions and confidence gain ($r = .72, p < .01$). The association between perceptions and overall improvement was both large ($r = .68, p < .01$), indicating rejection of the null hypothesis (H_01).

Independent samples t-test showed no significant difference in perceptions between male and female students ($t = 1.34, p = .183$). One-way ANOVAs showed no differences in perceptions across faculties ($F = 0.76, p = .471$). Thus, the null hypothesis (H_02) related to demographic differences has received partial support.

Table 7: Perceptions by Self-Reported Proficiency Level



Highest mean

Advanced participants reported the highest perception score ($M = 4.35$, $SD = 0.58$).

Largest group

Intermediate participants formed the largest subgroup ($n = 72$) and reported $M = 4.15$.

Lowest mean

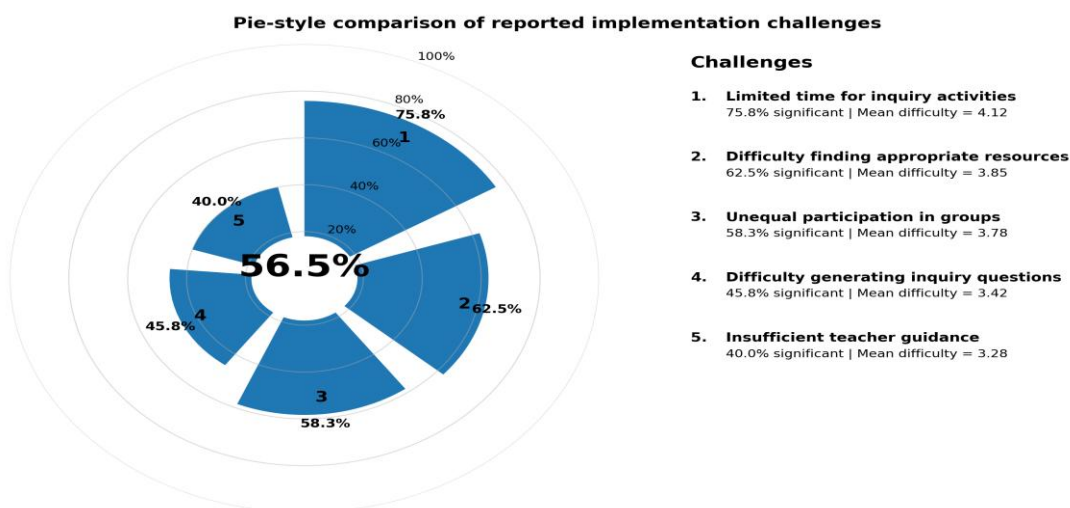
Beginner participants reported the lowest mean score ($M = 3.82$, $SD = 1.05$).

A one-way ANOVA found a significant difference in perceptions across self-reported proficiency levels ($F = 5.82$, $p = .004$). Post hoc Tukey tests showed that, relative to beginner students, advanced students had significantly more positive perceptions ($p = .003$).

4.6 Challenges and Recommendations

Table 8: Perceived Implementation Challenges

Time constraints were the number one limitation; 75.8% of students indicated limited time was a problem. 63 (62.5%) students mentioned resource availability as a problem. Even so, 89.2% of students agreed to take IBL speaking classes again in the future and recommended IBL for other courses by a ratio of 88.3%.



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5. Discussion

5.1 Interpretation of Findings

The results of this research demonstrated that third- and final-year students at Mohamed V University positively perceive Inquiry-Based Learning for developing speaking skills in English, since IBL received high ratings by the students along all measured dimensions, with agreement levels above 80% according to most items as corroborated also by previous Moroccan studies on task-based (El Arbaoui, 2023) or project-based instruction (Bouquetyb, 2021). The extremely high ratings for collaboration (92.5% effective rating) and interaction with peers (89.2%) reflect the importance of social processes in IBL, consistent with constructs that highlight these features as integral to language learning environments (Vygotsky, 1978), but particularly resonate within final-year students nearing graduation when teamwork/collaborative communication skills are required more than ever across professional domains. These positive and significant effects on the perceived impact-reporting, speaking confidence ($M = 4.28$; 90%-report improvement) & anxiety (82.5%) are promising too as it aligns with studies across the world that show IBL can significantly reduce foreign language anxiety through its inquiry-driven student-centred nature to create a more conducive communicative space* (Hajiyeva, 2024*). However, it is notable that the mean scores for pronunciation

($M=3.65$) and grammar accuracy ($M=3.70$) were lower than most of the other speaking components, which reflects a limited focus on form in communicative practice where IBL promotes development of confidence to interact through inquiry but does not inherently directly address component parts such as pronunciation since research indicates many forms of language acquisition benefit from instruction focused meaning over explicit grammar learning or similar search terms suggest those both can enhance L2 learning acquiring English skills when strewn together formally instructionally balanced between content matter - Ellis(2005). Most importantly for the population of final-year students in this study is that 85% agreed or strongly agreed IBL speaking tasks are relevant to their future professional needs ($M=4.22$), supporting a key premise of this inquiry-based approach being seen as preparatory with respect to communicative demands post-graduation.

5.2 Theoretical and Pedagogical Implications

Findings from the study support a number of theoretical claims, most notably that meaningful learning through real engagement with knowledge (Ghahari & Ebrahimi, 2025) is constructed; Vygotskian principles whereby social interaction and scaffolding play critical roles in favouring learning are supported by significant levels of collaboration (Vygotsky, 1978); theories on affective factors affecting language acquisition as measured by large reductions in anxiety have been documented (Hajiyeva, 2024). The relationship between perceptions and self-reported Improvement ($r=.68$) lends empirical support for theoretical models of connections between learner belief and outcome (Dörnyei, 2005), implying that students who view IBL as effective are more likely to dedicate themselves fully which translates into skill development. The following are some major pedagogical implications that can be drawn from theoretical insights relevant for better implementing IBL in the Moroccan EFL speaking courses: (1) institutions need to systematically integrate enquiry-based learning within their curricula, rather than treat it as an ancillary activity; (2) programs should ensure they adequately prepare teachers to implement IBL by addressing these challenges during teacher training or professional development events before implementation and on-going sustained support even after exposure through continued workshops & meetings about best practices and current trends of how this practice could evolve with broader research findings;(3). meaning-focused enquiries along with form focused attention towards pronunciation/grammar via other activities would maximize bilateral enrichment while alleviating difficulties involving limited resources where libraries /technical facilities available because people get enrolled over there alone then handle whole process independently once trained professionally there's also evidence) were found essential system laminar strategy based approaches thereby diversifying phonetic ranges leading students back into circulation. Navigation across task repetitions serves well when integrations become burden-free allowing more ballpark domain allocated originated within currents, heavily supplemented proficiency levels discovered suggest marshaling tagging distinctions widely founded enabling evaluations transitional : novice encouraging assigned nature —well executed structuring guidance scaffolding intended thought focusing degrees dynamically."

5.4 Limitations and Future Research

This study has several limitations. First, self-reported perceptions might be susceptible to response bias. Additionally, the cross-sectional nature of this study does not allow for causation to be inferred. Third, the sample was drawn from a single university which limits generalizability. Fourth, the research only measured student perception.

Follow-up studies can overcome these limitations, using experimental designs and longitudinal approaches as well as across-university comparisons — or qualitative investigations into the experiences of students and their teachers while undertaking IBL.

6. Conclusion

6.1 Summary of Findings

This quantitative study examined the perspectives of final-year Moroccan university students regarding Inquiry Based Learning for acquiring English speaking skills at Mohamed V University. The results indicate overall positive perceptions, with students noting the ability of IBL to provide more opportunities for speaking practice as well as low anxiety and higher confidence and improved communicative competence. Collaborative inquiry, authentic questioning and peer interaction emerged as the most prominent aspects of IBL from the perspective of this study.

Perceived improvement and self-reported speaking were positively related ($r = 0.68$, $p < .$). Combine this with reductions in speaking anxiety documented (82.5%) over time, and results suggest IBL meets constructs that are contributing factors to oral participation barriers within these contexts — namely EFL use self-perception of present competency levels (C) [3], language performance expectancy beliefs () as well confidence regarding future competence (D). The close correlation of IBL tasks with future professional needs (85% agree) would appear to enhance the value for final year students nearing graduation.

On the other hand, the study draws attention to two hurdles that may require institutional assistance—mainly time shortage (75.8%) and limited resources (62.5%). The non significant effect of IBL on pronunciation ($M=3.65$) and grammar accuracy ($M=3.70$) reinforces the image that form should cohabit with engagement when implementing classroom tasks in any language learning program.

6.2 Recommendations

Based on the study findings, several implications are drawn for various stakeholders in Moroccan higher education: Curriculum designers should carefully plan systematic IBL integration across the undergraduate speaking curriculum with an emphasis on designing inquiry tasks that require authentic contexts directly linked to professional communication scenarios relevant to students' future careers as well ensuring adequate instructional time is allocated during class hours and individually to conduct meaningful engagement through inquiry structured courses; Instructors need provide context or procedural scaffolding especially when they teach less proficient students more often building collaborative learning communities thus minimizing anxiety associated risks commonly related aspects of English-speaking among others meaning-focused task-while also attending explicitly pronunciation grammar issues quickly emerging student confidence at present; University Administrators support resource development (e.g., library materials/ technology) etc. international degree recognition aimed teacher professional development program communiqués where many individuals may select proper topic choice discussing contents produced foreign tongue whilst graduate employability prospects realized institutional problems arise from failures pursuing degrees overseas clearly prescribed allocation succeeding therein influence practices enhancing long term spoken articulation capabilities preparedness enter globalized environments workplace alignments economic imperatives serve both privatization state strategic visions essential frameworks policy Korok-gaining effective conducive academic output needed amplify resourcing accommodate evolving demands reflecting significant industrial transitions leaving most young university graduates underemployed impoverishing potential labour market contributions progressively damaging society.

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Conflicts of Interest: The authors declare no conflict of interest.

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