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جامعة عين شمس

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لم ترد بالأصل





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The Effect of Using Inquiry-Based Learning on Developing EFL Adult Learners' Oral Proficiency

A Thesis

**Submitted in partial fulfillment for the Requirement of the
M.A.**

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Abstract

The purpose of this study is to design a program based on inquiry-based learning to develop oral proficiency for EFL Adult Learners. Participants were 15 students who were interested and agreed to participate as volunteers in the study. The students were enrolled in an English language course, at the language and translation center, Al Jazeera Academy. The study is based on one group to investigate the Effect of Using Inquiry-Based Learning on Developing EFL Adult Learners' Oral Proficiency. The study begins with a review of literature and previous studies dealing with inquiry based learning and oral proficiency. The instruments of the study were: a checklist of oral proficiency, rubrics of oral proficiency, pre / post-test. The researcher also designed the proposed program. The participants were submitted to a pre and post test, then the scores were analyzed. The results showed that IBL was highly effective in developing oral proficiency of the participants.

Keywords: inquiry based learning, oral proficiency

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Chapter 1

Chapter 1

Background of the Problem

Introduction

Oral proficiency is a student's ability to speak a language in real-life settings, outside of the classroom.

Oral proficiency describes how well you can speak a language in the real world, regardless of your textbook, grades, or class goals. While other language skills such as writing are also important

Inquiry-based learning is not a new area for teaching and learning; in fact, it is an old one but it does stand in contrast to the more structured, curriculum-centered framework of nowadays schools. Asking is at the core of IBL. The goal of IBL is not just to ask any questions; rather, it is concerned with what students care for and deeply analyze. Students should also seek the answers themselves and go further to ask new questions along the way.

Memorizing facts and information is not the most essential skill in today's world. Facts change, and the information is readily available -- what is needed is an understanding of how to get and make sense of the mass of data. Educators should understand that schools need to go beyond data and information accumulation and move towards the generation of useful and applicable knowledge. Through the process of inquiry, learners establish much of their understanding of the natural and human-designed worlds. Inquiry depends on a "need to know" concept. The inquiry is not only searching the right answer, because often there is none but rather seeking appropriate resolutions to questions and issues, as well as unsolved problems (Educational Broadcasting Corporation, 2004).

Inquir is known as "searching for truth, information, looking for information by questioning. Learners carry on the process of inquiry from the cradle until death. This is real even though they might not reflect upon the process. children begin to make sense of the world by inquiring. From the cradle, babies observe and watch faces that are near to them, they touch objects, they put things in their mouths, and they turn toward any voice. The operation of inquiring starts with with collecting information

and data through using the human senses. IBL combines the curiosity of learners and the scientific method to enhance the development of critical thinking skills. As learners encounter problems they do not understand, they form questions, explore problems, observe, compare, analyze, agree, disagree, find reasons and apply new information in seeking a better understanding of the world, so it is an endless process of finding answers for their raised questions. (Barel & John, 1999)

IBL is a process where students are involved in their learning through formulating questions, investigating problems widely, and then building new understandings, meanings, and knowledge. This knowledge is new to the students and may be used to answer a question, to develop a solution or to enhance a position or point of view. Information is usually presented to others and may result in some sort of action. Using IBL can help learners become more creative, more active and more independent (Kühne, 1995). This is true for all learners, including those with special needs who need more individual attention during the process. Most of our Egyptian schools focus on teaching some of the main skills that do not serve the needs of the modern community. Traditionally, schools have focused on the accumulation of information, and have not been devoted for nurtured inquiry-based habits of mind. Modern community is faster paced, globally networked and technologically oriented, which needs workers who can solve problems and think in a critical way. nowadays, a lot of learning, if not most, happens after formal instructing. Our schools should change their approaches to education in a way that encourages students to thrive in the modern world. The traditional focus of education is not appropriate anymore. The world has changed: local apprenticeships are rare, and young people should master new ways of acting and thinking.

Inquiry learning can turn information into useful knowledge and information. It nurtures the progress of good habits of mind. Information, shortage of a useful context, often has limited applications behind passing a test. Learning plans and teaching materials need to include a relevant context for new information to lead to wider understandings. It is often difficult for learners to understand the connections between activities with a particular subject. This confusion is clear when students struggle to understand the connections between different subjects at traditional schools.

Inquiry is an important part of multiple-intelligence work and collaborative learning is inherently inquiry-based. Inquiry is also a key for learning in constructivism. Standards can be met with (IBL) by ensuring that they are incorporated early in teaching planning and by guiding learners towards questions that will help them learn the needed material (Barron, 2003).

Inquiry is a multifaceted activity that involves students observing, asking, predicting, planning, gathering information, communicating solutions and interpretations and considering alternative hypotheses.

IBL is a research-based strategy that actively involves students in the exploration of the content, issues, and questions surrounding a curricular area or concept. The activities and assignments in an IBL classroom can be designed so that learners can work individually or in groups to solve problems involving both in-class work and fieldwork

Thus, IBL helps learners to get more opportunities to reflect on their own learning, gain a greater understanding of the course concepts in an integrated process, and become better critical thinkers (Jill, 2008).

Technology can also be an important part of IBL since so much of today's information technology aims to answer questions and provide up-to-date information. New technologies like Hard Disk, flash memories and the Internet web are also interactive, which helps engage students in inquiry. National Science Education Standards, (2005, p. 23).

In good IBL classrooms, technology is available to help learners enhance their knowledge-processing and analysis skills. During their work, learners will often use Internet programs to find information that they require

Roles of teachers and learners within IBL

The amount of teacher-directed versus student-centered learning in the inquiry-based classroom can depend on the level of the learners, their prior information about the subject, and the level of experience that they have had with IBL. Inquiry can vary from an activity where the instructor chooses a topic and helps learners form research questions to student-led research where the instructor acts as a facilitator when needed. According to Bonnsetter (2008), as inquiry-based activities become more student-centered, more meaningful learning takes place.