



شبكة المعلومات الجامعية
التوثيق الإلكتروني والميكروفيلم

بسم الله الرحمن الرحيم



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جامعة عين شمس

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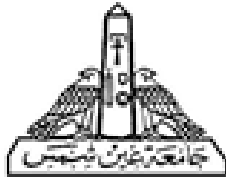


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Developing University English Instructors' Teaching Performance through Using the Inquiry Approach

A thesis submitted in partial fulfillment of the requirements for
the master's degree in education
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ABSTRACT

This study aimed to develop Al-Azhar University English language instructors to investigate how a proposed program based on the inquiry approach affected their inquiry-based teaching performance. The study utilized a list of the inquiry-based teaching performance skills, based on which an observation checklist was developed to assess participants' inquiry-based teaching performance. Furthermore, the results of the quantitative analysis of the observation processes were obtained from semi-structured interviews. 16 university English language instructors at the Faculty of Education in Al-Azhar university participated in the study and were trained on the inquiry approach with its five Es model. The results of the study showed the positive effects of using the 5E model on the participants' inquiry-based teaching performance in terms of questioning, presentation, engagement, and assessment. The use of the inquiry approach improved the university English instructors' inquiry-based teaching performance as demonstrated by the qualitative analysis of the interviews and results of the observation checklist.

Keywords: University Staff, Teaching Assistants, Inquiry-based teaching performance, Inquiry-based Approach, 5E Model

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CHAPTER ONE

BACKGROUND OF THE STUDY

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BACKGROUND OF THE STUDY

1.1 Introduction

In a dynamic teaching and learning context where technology is rapidly developing, it has become essential for university English language instructors to continually improve their knowledge and skills and acquire new effective approaches to support their students' learning; in broader terms, developing instructors' performance would improve the quality of university education.

Moreover, the success of university education is closely related to its members' effective inquiry-based teaching performance. To this end, in-service training is essential to improve the effectiveness of the instructor's inquiry-based teaching performance, and generally includes new trends and knowledge intended to ultimately improve the quality of the students' learning (Jahangir et al., 2012). This training provides means to increase the ability of instructors to be more systematic and logical in their teaching style. In-service training, for example, may help instructors perform more effectively in relation to their teaching methods, subject knowledge, classroom management, and evaluation of students (Ekpoh et al., 2013). This indicates that in-service training positively correlates with the university instructors' efficient performance (Ekpoh et al., 2013; Jahangir et al., 2012).

The literature of English language teaching has called for the integration of inquiry processes to enhance inquiry-based teaching performance. Galileo Educational Network (2015) defines the word "inquiry" as "the dynamic process of being open to wonder and puzzlements and understand the world". This approach

focuses on the trainees' questions, ideas, and observations. In this process, learners come to understand that ideas can be improved upon and move from a position of merely wondering to a position of understanding and further questioning (Scardamalia & Bereiter, 2006).

Furthermore, learning through discovery instead of instruction is the primary basis of inquiry-based instruction (Levy et al., 2009). To facilitate this process, the educator might have a group of learners work together on a research task or aim and allow them to set the parameters of the investigation, which is likely to allow the application of this process on an individual basis. Meanwhile, the teacher is there to guide rather than to dictate learners what to do; learners in this sense are active participants, rather than passive recipients and the actual owners of the inquiry or investigation. In this sense, the literature has shown that the inquiry approach can be applied to most academic disciplines (Jenkins & Breen, 2003; Justice et al., 2007; Oliver, McConney, & Woods-McConney, 2019). Its proponents believe that it can help with the integration of teaching and research.

Many universities employ the inquiry-based approach in their teaching' an example is McMaster University in Canada. McMaster University's social sciences inquiry instructors have been awarded "The Alan Blizzard Award - a national level teaching award" (Justice et al., 2007) as a result of the success of their use of the inquiry-based approach. For more than twenty years, McMaster University has taught inquiry in elite programs and professional schools, and more recently it has offered this approach to first-year students, as well as follow-up courses in subsequent years (McMaster University, 2018). Other universities like Hampshire University, Amherst, Massachusetts dedicate an active inquiry institution to enhance and support inquiry-based investigations and projects. This may have increased pressure on other universities to prepare instructors who integrate inquiry-based