

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES**



INQUIRY-BASED INSTRUCTION IN ENGLISH LANGUAGE TEACHING

THESIS

Sevil GÖZDE

Department of English Language and Literature

English Language and Literature Program

Thesis advisor: Assist Prof.Dr Hülya YUMRU

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ONAY FORMU

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ



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DECLARATION

I hereby declare that all information in this thesis document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results, which are not original to this thesis.

Sevil GÖZDE

FOREWORD

“The most important attitude that can be formed is that of desire to go on learning.”

-John Dewey (1997, p. 48)

This study has been a wonderful journey which has transformed me and helped me gain a totally different understanding of education. First, and foremost, I would like to thank to my supervisor, Assist. Prof. Dr. Hülya YUMRU, for her valuable time and effort in giving useful and inspiring advices, encouragement and great support during the whole period of my thesis. Had you not taken the time to mentor, provide positive feedback, and calm me down, this would not have been possible.

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ABBREVIATIONS

EFL : English as a Foreign Language

IBI : Inquiry-Based Instruction

KWL : Know-Want to Learn- Learn Interactive

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INQUIRY-BASED INSTRUCTION IN ENGLISH LANGUAGE TEACHING

ABSTRACT

The effects of Inquiry-Based Instruction in English language teaching have been discussed for many years. This action research study was an attempt to implement Inquiry-Based Instruction in teaching English to young learners in order to teach English using a student-centred, inquiry-based approach which helps learners take the responsibility of their learning and become life-long learners in a long process. The purpose of my action research was threefold. The first purpose was to identify the students' views regarding the benefits of Inquiry-based Instruction. Secondly, it aimed to find out the difficulties the students and the teacher experience in Inquiry-based Instruction. The study was conducted in the second term of 2018-2019 academic year at a private primary school in İstanbul, Turkey. The participants of this study were 16 second grade students at average age 8 with different abilities and level of competence but basically in beginners' level. The data collection instruments used for the present study were the researcher's diary, semi-structured interviews, self-assessment rubrics for learners and assessment rubrics. The findings of the study revealed that the implementation of Inquiry-Based Instruction in English language teaching facilitates the learners' ability to acquire the new language and to direct their learning. The findings also revealed that Inquiry-Based Instruction engages the learners in meaningful learning, so that they can get involved actively in acquiring English language based on their interests, attitudes, expectations, abilities and needs. The students learned how to ask meaningful questions in order to inquire and construct new understandings. They got involved actively in pair work and group work activities in centers, learned from their peers and taught their peers. Although they had beginner level English language proficiency, their participation in the activities that were planned based on their interests increased considerably. The results of my study also revealed that the students had difficulties in working collaboratively with their classmates. They didn't know how to communicate with each other even in their mother tongue as they lack the communication skills which are vital for our social lives. However, with the help of grouping strategies, and the center group studies, their attitudes changed positively. They enjoyed working in groups and creating something together. I observed that the learning environment I prepared for them was so peaceful and safe that they felt comfortable while sharing an idea or using the target language. Even the shy learners who didn't want to say even a word in English, was making sentences and do presentations voluntarily in the eighth week. The results showed that the language teacher may have difficulties in the stage of planning and crafting the lessons. The effectiveness of the Inquiry-Based Instructed teaching is only possible with a good planning. It may take long hours to plan, organize and prepare the materials for a single lesson. The results also revealed that teaching

English using Inquiry-Based Instruction might be difficult to implement even for the most experienced teachers as it requires a lot of reading, preparation, material development and hours of planning. It also revealed that as it requires teachers to shift from teaching to facilitators who encourages curiosity and the need to know in their classrooms, teachers who are used to traditional way of teaching may find it difficult to change their perspective.

Key Words: *Inquiry-based instruction, teaching English to young learners, approaches in language teaching*

İNGİLİZCE ÖĞRETİMİNDE SORGULAMA TABANLI ÖĞRETİM MODELİ

ÖZET

Sorgulama-Tabanlı öğretim modelinin İngilizce öğrenme üzerindeki etkileri uzun süredir tartışılmaktadır. Bu tez, sorgulama-tabanlı öğretim yaklaşımının İngilizce öğrenme üzerindeki etkilerini araştıran bir eylem araştırmasıdır. Çalışmanın asıl amacı, öğrencilerin İngilizce öğrenirken, öğrenme sürecine katılmalarını sağlamak ve öğrenmenin sorumluluğunu alan ve sorgulama tekniğini sosyal hayatında kullanabilen, hayat boyu öğrenmeyi prensip edinmiş bireyler olarak gelişmelerine yardımcı olmaktır. Çalışmanın ilk amacı öğrencilerin, sorgulama tabanlı dil öğretiminin olumlu etkilerine olan yaklaşımlarını belirlemektir. İkinci olarak ise, sorgulama tabanlı öğretim modelinin uygulanmasında öğretmenlerin ve öğrencilerin karşılaştığı zorlukları belirlemek amaçlanmıştır. Çalışma, 2018-2019 akademik eğitim yılında İstanbul'da özel bir kolejın ilköğretim bölümünde gerçekleştirilmiştir. Katılımcı öğrenciler, yaş ortalaması 8 olan, İngilizce dil seviyeleri genel olarak başlangıç düzeyinde olan 16 öğrenciden oluşmaktadır. Veri toplama aracı olarak, araştırmacı günlüğü, yarı yapılandırılmış görüşmeler ve öz değerlendirme yönergeleri kullanılmıştır. Çalışma sonuçları, sorgulama tabanlı öğretim yaklaşımının öğrencilerin İngilizce dilini edinimine katkıda bulunduğunu göstermiştir. Bulgular ayrıca sorgulama tabanlı öğretim yaklaşımının öğrencilerin anlamlı öğrenimine, böylece ilgi alanları, beklentileri, yetenekleri ve ihtiyaçları baz alınarak hazırlanmış aktivitelerle İngilizce ediniminde aktif şekilde katılım sağlamalarına katkıda bulunduğunu göstermiştir. Öğrenciler, yeni bilgi oluşturabilmek için anlamlı ve ucu açık sorular sormayı öğrenmişler, aktif bir şekilde grup çalışmalarına katılarak birbirlerinden öğrenme ve birbirlerine öğretme deneyimi yaşamışlardır. Öğrencilerin, hedef dildeki yetersizliklerine rağmen, ilgi alanlarına göre planlanan dersler sayesinde derslere katılımları büyük ölçüde artmıştır. Çalışmanın sonuçları, öğrencilerin birtakım konularda zorluk yaşadığını da göstermiştir. Bunlar, ilk olarak öğrencilerin sınıf arkadaşlarıyla işbirliği yaparak çalışmasında görülmüştür. Öğrencilerin, kişisel hayatlarında oldukça gerekli olan iletişim becerilerine sahip olmadıkları, ana dillerinde dahi birbirleriyle iletişim kurmakta zorlandıkları, dolayısıyla İngilizce dilinde de aynı zorluğu yaşadıkları görülmüştür. Fakat, gruplama stratejilerinin ve çalışma istasyonlarında yapılan grup çalışmalarının yardımı ile, öğrencilerin çoğunun bu tutumu olumlu bir şekilde değişiklik göstermiştir. Öğrenciler, grup çalışmasını ve birlikte bir şeyler üretebilmeyi sevmişlerdir. Gözlemlerime dayanarak, öğrenciler için hazırladığım öğrenme ortamının barışçıl ve güvenli oluşu öğrencilerin, hedef dili kullanırken ve fikirlerini paylaşırken kendilerini rahat ve özgüvenli hissetmelerini sağlamıştır. İngilizce dilini kullanmada sorun yaşayan en utangaç ve iletişime kapalı öğrencilerde dahi, programın son haftasında kayda değer olumlu değişiklikler gözlenmiştir. Bu sonuçlara ek olarak, İngilizce

öğretmenin de dersleri planlama konusunda zorluklar yaşayabildiği görülmüştür. Sorgulama tabanlı öğretim modelinin etkinliği ancak iyi bir planlama ile mümkündür. Tek bir İngilizce dersinin planlanması, organize edilmesi ve materyallerinin hazırlanması uzun saatler alabilmektedir. Araştırma sonuçları, sorgulama tabanlı öğretim modelinin en deneyimli öğretmenler için dahi zorluk yaratabileceğini göstermiştir. Sonuçlar ayrıca, öğretmenlerin rolünün öğretmekten ziyade, rehberlik etmek olması gerektiğini öğretmenlerin, sınıflarında merak duygusunu teşvik eden rol modeller olmaları gerektiğini, dolayısıyla geleneksel yöntemleri kullanan öğretmenlerin bu anlayışı benimsemekte zorluklar yaşayabildiğini göstermiştir.

Anahtar Kelimeler: *Sorgulama-tabanlı öğretim modeli, çocuklara İngilizce öğretimi, dil öğretiminde yaklaşımlar*

1. INTRODUCTION

This chapter presents the background of the study, the statement of the problem and the research questions.

1.1 The Background to the Study

In most of the state schools and private schools in Turkey, language teachers rely solely on textbooks as a guide to teach English. As an experienced teacher, I observed that language teachers focus on the mastery of content in a book which is usually grammar instead of giving attention to the students' background, interests and different learning styles. As a result, the students don't feel that they are involved in the learning process as they have no choice or responsibility in their learning. Furthermore, language teachers usually aren't aware of the importance of development of language skills and nurturing thinking skills. Teachers usually tend to give what is known instead of fostering the students' curiosity. As we all know, children love to ask questions and it gives us a great opportunity to construct knowledge through their inquiry. Inquiry-based learning is based on questions that are interesting to students. We need to bring in concepts from real life situations to the classroom that foster the students' curiosity and make them ask questions (Murdoch, 2015; Barell, 2008). As an experienced English language teacher with 12 years in teaching, I strongly believe that my very first aim must be to prepare our students to the world outside and to teach them how to learn. For this to happen, the best way to create a fruitful, discussion-based environment is making reading and inquiring as the center of our teaching. Reading is the only way for the students to be familiar with concepts, ask questions, make predictions and talk about them (Murdoch & Wilson, 2008).

Inquiry-based Instruction (IBI) in language teaching gives opportunities to students to think. They come up with questions and make connections with their own lives. This helps them gain a deep understanding and prepare them for the

real life outside. To make significant changes in our classrooms, we need to create a concept-based learning environment with the help of literature which equip students to involve learning environment actively (Murdoch, 2015). In today's world, how to learn and make sense of the data mess around students is more important than memorizing facts. A shift from the transfer of data from the teacher to the student, to a deeper understanding is needed. The emphasis is needed to be more on what students know than how students learn. In this regard, Inquiry-based Instruction puts the learners at the heart of an active process of learning (Exline, 2004). Inquiry-Based Instruction can be conducted in many disciplines. Using Inquiry-Based Instruction helps learners become active, independent, autonomous life-long learners who can deal with problems in their lives. Inquiry-Based also helps learners to develop a range of transdisciplinary skills that they will need throughout their lives (Clyde & Hicks, 2008). These skills can be sequenced as communication skills, social skills, self-management skills, research skills and critical thinking skills (Alberta Education, 2010). Inquiry-Based Instruction promotes learner autonomy and student-centeredness. EFL teachers ask open ended questions to foster curiosity, therefore research. Teachers act as facilitators who change roles as students or guides from time to time (Hamston & Murdoch, 1996). Researchers claim that inquiry and problem-solving give opportunities to learners to gain metacognitive strategies. Brown (1994) has noted that learning through inquiry help students be better language learners (as cited in Arauz, 2013).

1.2 Statement of the Problem

The students who I work with are bilingual students with different abilities and level of competence. The majority of the students lack critical thinking, communication and collaborative working skills and the qualities of an autonomous learner. The most important thing is that the students lack curiosity and interest in learning English. They got used to be in a learning environment where learning happens through memorization and isolated tasks. Wells (2011) claims that creating an environment for a student where he/she poses questions, face problems and seek for solutions is the most effective way of making

learning happen (as cited in Moreno & Jenneth, 2008). Accordingly, the purpose of this study was to integrate inquiry-based instruction into English lessons to make the students take on the responsibility for their own learning and in the long term become autonomous learners.

1.3 The Purpose of the Study and the Research Questions

The purpose of my action research was threefold. The first purpose was to identify the students' views regarding the benefits of Inquiry-based Instruction. Secondly, it aimed to find out the difficulties the students and the teacher experience in Inquiry-based Instruction. The overriding purpose of this study was to help my students learn how to learn through inquiry and take on the responsibility of their learning journey and in the long term become autonomous learners. The following research questions constituted the basis for the study:

- What are the students' views regarding the benefits of Inquiry-based Instruction?
- What difficulties do the students experience in Inquiry-based Instruction?
- What challenges does a teacher experience in Inquiry-Based Instruction?

1.4 The significance of the Study

This action research was believed to provide important insights into how to integrate Inquiry-based Instruction into English language teaching. Moreover, it aimed to serve as a guide for other schools or institutions in Turkey which are aware of the inefficiency of current English teaching methods and looking for an innovative change in English language teaching.

2. LITERATURE REVIEW

The important thing is not to stop questioning. Curiosity has its own reason for existing.

Albert Einstein.

The purpose of this literature review is to synthesize the published research on the area of Inquiry-based Instruction in K-5 schools. It aims to address the research question of whether Inquiry-based Instruction is effective for the students' achievement in learning English. The literature review starts with the theoretical framework of Constructivism; Dewey and Vygotsky's ideas on Social Learning Theory, Bloom's Taxonomy and Gardner's Multiple Intelligences that Inquiry-Based Instruction (IBI) is grounded on. The literature review mainly reviews the benefits and challenges in the process of the implementation of Inquiry-Based Instruction in teaching English. In addition to that, the environment of an Inquiry-Based classroom, the role of not only the teacher but also the student in a classroom where IBI is conducted are considered and discussed in detail.

2.1 Introduction

Questions have always made human beings eager to learn throughout the history. Learning happens when we wonder, think on it and start to ask questions. Murdoch points out the vitality of curiosity claiming that wondering is the fuel of learning (Murdoch, 2015; Neises, 2011). Nowadays, education is more about how to learn rather than what to learn. It is necessary to prepare students to become 21st century critical thinkers. Noam Chomsky answers the question of "What it means to be truly educated?" as to be in a position to inquire and ask questions and formulate answers, so as to develop an understanding of the challenges that the world presents to us. He argues that the most important requirement of being a human is the competence to inquire and

construct knowledge autonomously without any help from outside (On being truly educated, 2015).

In today's world where all of us can reach information with just one click or literally "googling it", learning to learn matters rather than what to learn. It is necessary to give students the right skills that they need for their daily lives out of school to be prepared for their future. It's important to teach students the things that have relevance and applicability in their lives. It's also important to help them be global citizens who can help make the world a better place (Erickson, 2008).

Communication is vital for human beings. Language, as a means, serves for that need. It can be argued that language is a verbal form of people's thinking. It functions as a facilitator to construct meaning for learners. Cook (2008) explains that language plays a central role in our lives. According to Cook, learning a language is vital for people's future lives and for their identities as well.

Since many years, educational researchers have suggested many language teaching theories. Acquiring language through inquiry has been one of those learning theories which was originated by Socrates. Murdoch (2015) points out that Socrates was the first man to use inquiry in teaching in history leading students questioning for a deeper understanding. Murdoch uses the term "Socratic questioning" as a routine to guide students while exploring a deeper thinking (Murdoch, 2015, p. 65).

2.2 Inquiry-Based Instruction

Inquiry can be defined as an active learning process of being curious about the world around us and getting to find the answers and develop a deeper understanding of the world (Galileo Educational Network, 2004). Freire defines inquiry as a term which reflects both developing problem statements and solutions (Freire, 1985, as cited in Short & Burke, 1996, p.100). Another definition is that inquiry is a process which aims to enhance learning, remove uncertainty and substitute a solution (Wikipedia, as cited in Harvey & Daniels, 2009). Lastly, International Baccalaureate Organization defines Inquiry as a

process owned both by the learner and the teacher which helps the learner start with his/her prior knowledge and create a new and deeper understanding (International Baccalaureate Organization, 2007). Inquiry-Based Instruction is an approach that leads learners to think critically and find their own solutions for the problems they face. Learners take the responsibility of their own learning and take part in the learning actively, rather than listening to the teacher passively and memorizing the information given. Inquiry-Based Instruction is a learner-centered theory and it supports collaboration in the class (Murdoch, 2015; Coffman, 2017).

Inquiry-Based Instruction is defined by Exline (2004) as a method to be used to develop for processing the data and skills for creating solutions to questions. According to Exline, Inquiry-Based teaching and learning is such a method that makes learning easy and fun for students. He adds that students create their understanding on their own with the help of the teacher's guidance and the interesting subject or concept.

Kahn & O'Rourke (2005) describe Inquiry-Based Instruction as "a broad umbrella term to describe the learning approaches driven by the process of inquiry" (p.2). Inquiry-Based Instruction gives high importance to the "habits of mind" which defines learning a lifetime. With Inquiry-Based Instruction, students learn how to ask good questions and they become motivated to find knowledge throughout their lives. They also become responsible people who own their learning. The most important side of Inquiry-Based Instruction is that it helps students make connections between the academic content taught in schools and their lives, thus their learning becomes meaningful (Centre for Inspired Teacher, 2008; Dewey, 1997).

2.3 Inquiry-Based Instruction in Teaching a Foreign Language

Inquiry-Based Instruction has been used for teaching and learning Science formerly. It has started to be used in the field of English language teaching and learning recently. It has been found that this approach helps students develop their main four English language skills (Kampa & Vilina, 2016). For many years, researchers claimed that inquiry help learners gain metacognitive skills such as self-evaluating, planning, goal setting, self-reflection etc. According to

Brown (1994), students who can use metacognitive skills that are used in Inquiry-Based teaching develop their language learning and become better in language learning (Brown, 1994, as cited in Arauz, 2013).

English language learning can be Inquiry-based. As Yang (2003) believes, students can do inquiries in English language. As she has noted, kids who are curious and who ask many questions can learn anything including a foreign language. Students in an inquiry classroom, with their limited grammar structures and vocabulary, ask questions that they want to know, and develop the language they acquire day by day. When students have a purpose and interest for language learning, they are encouraged to ask questions in the target language and they are involved in collaboration and interaction, then learning becomes successful. This is what exactly inquiry-based teaching offers to learners (Yang, 2003; Murdoch, 2015).

2.4 Foundations of Inquiry-Based Instruction in Historical Context

Numerous teaching theories and approaches have been suggested by educational researchers throughout the centuries. The search for a better education for future generations is still unclear. However, there is one point that most educational researchers agree on which is education should be student-centered rather than being teacher-centered. According to UNESCO, in our day, the ultimate goal of education is to help learners to get ready for the real world outside, rather than giving the information directly (UNESCO, 2010).

In most schools in Turkey, English language teachers spend all their time trying to convey grammar to students through memorization. The classes are oriented and ruled by the teacher solely and the students don't even have a voice. These traditional approaches that don't answer the purpose need to be reconsidered and ways of exploring students interests and engaging their curiosity in English classes are needed to be used. As an experienced English language teacher, I have enough experience on the difficulties to engage the students with traditional teacher-centered approaches. This problem arises from the disconnection of the students from their own lives. According to Beach and Myers (2001), learners become more interested in English when they build connections with their personal experiences.

As a teacher, my heartfelt belief is that curiosity is the cornerstone in learning. Curious children become more destined for success. Curiosity makes a child motivated to ask questions, to find answers to those questions and use those answers in his/her life experiences. Curious children start to wonder and think (Lynch-Brown, Tomlinson, Short, 2014). Thinking is the heart of learning. Learning starts with inquiry and thinking. Inquiry is a means for deep and diverse thinking (Jackman, 2001). As Clyde and Hicks (2008) wrote, authentic inquiry is derived from innate curiosity.

National Science Foundation (2000) emphasizes the importance of inquiry in our lives as human beings. Beginning as infants, human beings tend to quest for a meaning of the world around them. Born as curious creatures, human beings wonder how the world works. They begin to ask questions, find answers and construct explanations and therefore develop an understanding of the world around them (Mackenzie & Bathurst-Hunt, 2018).

According to National Science Foundation, curiosity is the core of inquiry and has always been a fundamental trait of human mind for us to survive as a species. Looking back to history of humanity reveals that in the societies where curiosity and inquiry developed, civilization developed in direct proportion (National Science Foundation, 2000). For centuries, inquiry became popular as a teaching and learning method and first started supported by Socrates. According to Dow (2000), Socrates was an “indefatigable inquirer” who challenged his students to wonder and ask questions for a deeper understanding and to discover the unsolved questions of the natural world (Dow, National Science Foundation, 2000).

For many years, Inquiry-Based Instruction was influenced by many theorists like Dewey, Bruner, Piaget and Vygotsky. These theorists contributed to shape Inquiry-Based Instruction a lot. Inquiry-based Instruction has its roots from John Dewey’s approach of Constructivism (1938, cited in Farrell & Jacobs, 2010). He believed that people only can learn when they are interested in and search for answers to their questions (Dewey, 1938, cited in Farrell & Jacobs, 2010). As Farrell and Jacobs (2010) have noted, the philosophical foundations for Inquiry-Based Teaching and Learning lay in Constructivism.

2.4.1 Constructivism

Constructivism is a theory of knowledge acquisition of people. It argues that human beings link their experiences with their existing knowledge and construct meaning accordingly. As an educational theorist, John Dewey is the initiator of this theory (Exline, 2004). Constructivism deals with how human beings learn. Constructivist theory argues that people construct meaning by combining their previous data with the new experiences they get (Exline, 2004). Constructivism supports the ideas in Inquiry-Based Instruction that students construct meaning and learn by exploration through inquiry, presenting courage to ask questions for a deeper understanding, by connecting new knowledge with their lives (Alberta Learning, 2004).

In a constructivist classroom, learning becomes active, engaging, inquiry-based, reflective and collaborative. Students construct their knowledge of the world by building on their prior experiences. They ask questions, search for answers and build new knowledge. They become the creators of their own knowledge. As Hansen (2006) has noted, through cooperation and exchanging ideas, students shift from being a “meaning-maker”, rather than a “meaning-taker”. According to constructivism, foreign language becomes more effective if the learning environment is in an authentic context.

Constructivism changes the role of the student from a passive absorber of knowledge to an active, responsible creator of knowledge in the process of learning. Students learn not only “what”, but also “how”. They can transfer what they learn into their real lives. Constructivism drives curiosity of the students and let them ask questions, do experiments, learn to learn. In constructivist classrooms, collaboration plays a crucial role in learning. Students learn from each other as they learn by themselves. They exchange their ideas with others and give feedback in a good manner (Hamston & Murdoch, 1996). In a constructivist classroom, teacher functions as a facilitator who helps students construct meaning rather than transferring the new knowledge directly into their brains (Exline, 2004).

Constructivism changes the education of today into a meaning-construction area where knowledge is built on existing knowledge. Theorists such as Dewey, Piaget, Bruner, Vygotsky, Gardner and so on attributed to the theory of

Constructivism. According to these theorists, constructivism is basically the idea that learning happens through active involvement and development (Exline, 2004; Hansen, 2006; Alberta Learning, 2004).

2.4.2 John Dewey (1859-1952)

Being an educational theorist, John Dewey is the initiator of Constructivism. Even in early 1930s, he realized the nonsense of rote memorization in education and saw the need for a student-centered and lifelong learning. He was against the traditional teaching where teachers transferred the knowledge directly to students and students acted as passive receivers. As Hansen has noted, Dewey didn't take education as a way "that is done to students instead of with them" (Hansen, 2006, p. 44).

In "Experience and Education", Dewey pointed out that prior knowledge lays at the centre of building new knowledge. Dewey always believed that education system involves communication, collaboration, inquiry, real world experiences, student-centeredness and lifelong learning (as cited in Hansen, 2006). Constructivism is grounded in several angles of Piaget's and Vygotsky's views of cognition. Piaget supported Cognitive Constructivism whereas Vygotsky worked on Social Constructivism. Both theorists defended meaning constructed, active learning rather than learning memorizing the knowledge given readily.

2.4.3 Jean Piaget (1896-1980)

Piaget is another theorist who pioneered Constructivism. As Pritchard and Woolard (2010) wrote, the beginning of Constructivism is assumed to have been initiated by Jean Piaget. Being a Swiss Psychologist and a genetic epistemologist, Piaget (1936) is the developer of the theory of cognitive development. He dealt with the question "How is knowledge built?" (Cherry, 2019).

It's well known that Constructivism is divided into two forms: Social Constructivism and Cognitive Constructivism. The theory which Piaget developed is about cognitive constructivism. According to Piaget, knowledge is absorbed by learners. He notes that learners add the new experiences to the prior knowledge and construct a new understanding. Piaget supports Inquiry-based

Instruction arguing that the most important mission of education is to create curious people equipped with the various sets of skills that needed for today's world. (Cherry, 2019). As Piaget has noted in his book, understanding happens when we ask questions, discover answers and construct knowledge. He underlines that it's needed to educate student as creative individuals, not simple receivers (Piaget, 2005).

2.4.4 Lev Vygotsky (1896-1934)

Social Constructivists like Vygotsky laid stress on the social side of learning. Being the main figure of social constructivism, Vygotsky proposed that the development of children is highly affected by their cultural past, social interaction and the language they use (Exline, 2004).

Vygotsky who was a teacher and a psychologist was a contemporary of Jean Piaget. He was on the same side with Piaget on the view that knowledge is constructed by learners and learners are involved in the learning process (Pinter, 2006). He argued that learning happens through social interactions and thinking critically. Vygotsky's focus was on social communities affecting the process of learning. Vygotsky believed that learning happens when students work in small groups, interact with each other; they learn best from each other (Vygotsky, 1979). As a result, Vygotsky argued that students are needed to be exposed to group works, cooperation and reflection in their learning environment (Neff, Learning Theories Website).

The "zone of the proximal development" concept that was developed by Vygotsky. Vygotsky proposes that when students cannot learn a new information, they can make sense of it with the assistance of a more capable partner or an adult (Spronken-Smith, 2012). He argued that this is an active process. Vygotsky described Inquiry-Based Instruction as "an integral part of creating a social constructivist classroom" (Powell & Kalina, p.244, as cited in Wells, 2011, p.2). To sum up, Vygotsky believed that social interaction is a prominent figure in learning and cannot be excluded. His beliefs shaped the Inquiry-Based Instruction approach (Langford, 2005).

2.4.5 Bruner

Jerome Bruner was an American psychologist. He was interested in the theories of cognitive development. Bruner supported Constructivism through his ideas on cognitive development. He, as Vygotsky and Piaget, argued that learning is a dynamic process which is based on constructing new knowledge linking existing experiences with the new ones. Bruner suggested a theory of cognitive development which focuses on the learner's active involvement in learning (Exline, 2004). Bruner proposed the term "scaffolding" in 1976, taking the theories of Piaget and Vygotsky a step forward. Scaffolding is a strategy which means that the learner can take the responsibility of the learning and can complete the task when s/he gets the support where needed (Pinter, 2006).

Bruner examined on the theory of discovery learning. Discovery learning is much alike Inquiry-Based Instruction. According to Discovery Learning, students learn through assumptions (Bruner,1999). Bruner supported that learning requires active "restructuring". Thus, the learner owns his/her learning process making choices and decisions, building hypotheses and constructing knowledge. The teacher's main role is to work in collaboration with the learner, to direct the learner as a facilitator (Bartlett & Burton, 2007). With his words that are "filling those seven slots of memory with gold", Bruner implies that it is vital to guide students for a deeper understanding instead of rote memorization (Dow, National Science Foundation, p.7).

2.4.6 Gardner's multiple intelligence

Gardner is an Education Professor. He developed the theory of multiple intelligences (1983, 1999). This theory is considered as to be a huge contribution to the cognitive science. Gardner suggested eight different intelligences to reveal the potential of individuals. These are: Linguistic intelligence ("word smart"), Logical-Mathematical intelligence ("number smart"), Spatial intelligence ("picture smart"), Bodily-Kinaesthetic intelligence ("body smart"), Musical intelligence ("music smart"), Interpersonal intelligence ("people smart"), Intrapersonal intelligence ("self-smart") and Naturalist intelligence ("nature smart") (Armstrong, Institute4learning.com).

According to Gardner, educators in schools place more emphasis on the first two intelligences, but there are six more intelligences needed to be placed equal emphasis on (Gardner, 1999). According to Gardner, each individual is unique, thus their way of learning is different than one another. Gardner's theory constitutes a student-centered approach (Arnold & Fonseca, 2004).

According to this theory, teachers need to prepare a learning environment where students can work collaboratively or individually, use music, art, drama or technology. Gardner's theory argues that each student must have the opportunity to learn according to their strengths. Moreover, this theory stands against the rote teaching through textbooks or worksheets (Armstrong, institute4learning.com). According to Skehan (1998), Gardner's Multiple Intelligences is an effective way in language learning (Skehan, as cited in Arnold & Fonseca, 2004). In brief, Gardner's theory of Multiple Intelligences constitutes a basis for Inquiry-Based Instruction. Gardner's theory addresses to student differentiation similar to Inquiry-Based Instruction. In inquiry classrooms, language learning tasks are built around Gardner's Multiple Intelligences.

2.4.7 Bloom's taxonomy

Bloom was an educational psychologist who created Bloom's Taxonomy in 1956. With his design, he introduced "higher forms of thinking in education". He placed emphasis on thinking rather than memorizing information. Those forms were: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation (Clark, 1999).

After many years, Bloom's Taxonomy was reformed by Anderson and Krathwohl. That new taxonomy was called as "Revised Bloom's Taxonomy". In this revised version, "synthesis" was removed and "creation" was added on the top level (Heick, 2018, retrieved from <https://www.teachthought.com/learning/what-is-blooms-taxonomy-a-definition-for-teachers/>)

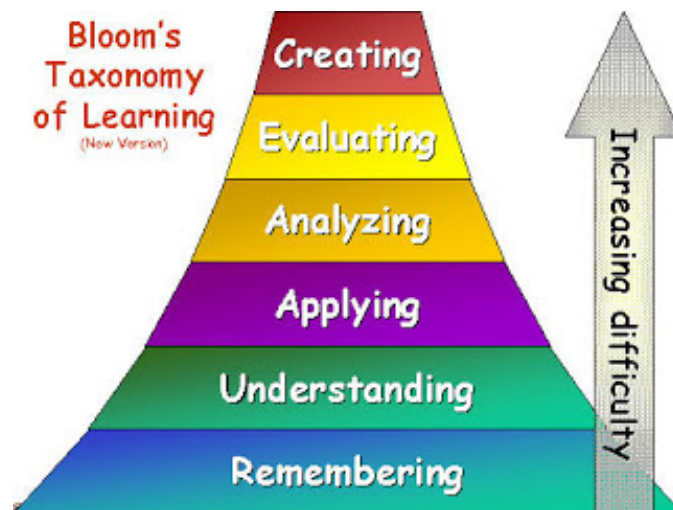


Figure 2.1: Revised Bloom’s Taxonomy

Bloom’s taxonomy help state and classify good questions for learning. These six cognitive levels above which are sequenced from “lower to higher order thinking” help teachers integrate Inquiry-Based Instruction in their language teaching. This allow teachers move beyond the main cognitive skills that are Knowledge and Comprehension to higher order skills such as Analyzing, Evaluating and Creating. In inquiry language lessons, students find the opportunity to inquire, analyze, evaluate and create substantial concepts in learning, by asking good questions. Thus, they develop deeper understanding and critical thinking skills (Cremin, 2009). As Ana Tudor wrote, this discovery of concepts gives opportunities to learners to develop different points of understandings and think critically in order to construct a model (Tudor, 2011).

2.5 Key Principles of Inquiry-Based Instruction

In Inquiry-Based Teaching and Learning, both teacher and student act as learners. They involve actively in the inquiry process.

2.5.1 Teacher’s role

Teachers’ position in an Inquiry-Based Instructed class is quite different from a traditional teacher-oriented classroom. In a traditional classroom the teacher’s aim is to direct teaching, that is to transfer the knowledge or grammatic rules directly to students to memorize. In an Inquiry-Based classroom, the teacher acts as extremely active and dynamic guide. S/he does modeling, facilitating,

observing, orchestrating and constantly assessing (Murdoch, 2015; Barell, 2003).

First of all, the teacher is a model for all learners. S/he models behaviors in the classroom.

Also, the teacher models how to ask questions in the target language and then teaches how to ask good questions. S/he creates a suitable learning environment in which learners can ask questions, make choices, exchange ideas, and construct understandings democratically (Erickson, Lanning and French, 2017). The teacher walks around the classroom, becomes available for every learner, quite different from a traditional teacher who sits at the front and cannot be reached. The teacher asks questions to direct the learning and encourage thinking forward and s/he shares ideas to get the learner talk (National Science Foundation, 2000; Stacey, 2019).

Another role of the teacher is to give the skills and strategies to students to use in learning such as collaboration, inquiring, brainstorming, making predictions, reflection, self-assessment and so on. The teacher crafts lessons as suitable for students to learn a strategy each week until students internalize them and work without assistance (Barell, 2003).

Knowing how learners process learning is a very important skill for a teacher to have. An inquiry teacher guides the learner step by step to take responsibility in their learning journey. In other words, responsibility shifts from the teacher to the learner gradually (Ash, National Science Foundation, 2000). Lastly, being an inquiry English teacher requires very well- organized planning, material development, responsibility and creativity.

Besides these, the language teacher needs to be constantly in collaboration and interaction with homeroom teachers and single subject teachers (Kai Wah Chu, Reynolds, Tavares, Notari, Wing Yi Lee, 2017; Wallace & Husid, 2017). This collaboration helps teachers be on the same track. In addition to that, the school needs to have a language policy which supports learners providing opportunities for interaction, exposing learners with input of spoken and written target language. Teachers also need to involve parents in students' learning process (Collins, 2003). In essence, the teacher is the key for a successful inquiry

student-centered learning to happen. If a teacher is successful, then the learning becomes successful.

2.5.2 Student's role

In an inquiry-based learning environment, students have the opportunity to use the knowledge they learn beyond the school. They take the whole responsibility of their learning. They become the controllers of their learning journey. Students cooperate with the teacher in each step of the learning process (Exline, 2004). With inquiry-Based Instruction, students become problem-solvers, risk takers, collaborators, co-operators, researchers, contributors and life-long learners (Bruner, 1983).

2.5.3 Learning environment

In order for learning to be successful, the environment is necessary to be suitable both physically and emotionally. The teacher must create an environment in which learners feel safe and free to share ideas and give feedback respectfully as they work in groups or involve in activities (National Science Foundation, 2000; Murdoch & Wilson, 2008).

It is of high necessity to create a suitable learning environment in Inquiry-Based Instruction. The environment of Inquiry-Based classroom is quite different than the traditional teacher-centred classroom. First of all, the inquiry classroom must be dynamic and materials must be available everywhere. Learners' products must be presented on all the walls, so that learners can see and practice what they learn. Secondly, the classroom must provide a supportive physical environment for learners to be able to work in pairs, in groups and to interact easily. There must be different centers in different parts of the classroom for group work. There must be a carpet for whole class teaching. There must be 5-6 round tables for learners' group working (Barclay,2018).

On the other hand, the classroom must provide a supportive emotional environment for learners to be able to share their thinking freely and respectfully. The learners must be able to feel safe, comfortable and encouraged to express their ideas. The learners must be able to feel the cooperation of the teacher, so that they can take the responsibility in learning and they involve in

learning process. Moreover, the teacher must give learners the objectives of the lesson and why they are learning (National Science Foundation, 2000). The most important goal is to make learners talk, therefore a lot of talking must be done in the classroom. As learners affect one another's thinking, interaction is the key element in an inquiry classroom (Kutnick & Blatchford, 2014; Maiers & Sandvold, 2018).

2.5.4 Assessment

Assessment of learning is the high spot of teaching and learning to see how effective the teaching is and it helps teachers to plan their lessons accordingly. Assessment is also considered as a good tool for developing students' motivation and engagement (Farrell & Jacobs, 2010).

According to Harlen (2014), assessment is the procedure of assessing how effective learning is. Learning develops in situations where learners are given the opportunity to present their learning. Annamaria Pinter defines assessment as "the process of data analysis that the teachers use to get evidence about their learners' performance and progress in English" (Pinter, 2006, p.131).

Farrell and Jacobs (2010) also propose that traditional assessment tools such as multiple-choice tests, pop quizzes, true-false or filling the blanks serves as a guide to show students' progress in language learning. According to Farrell and Jacobs, alternative assessment is as important as those traditional assessment tools. Because the goal of Alternative assessment is to teach rather than to assess (Barell, 2012). On the other hand, traditional assessment tools are considered to be problematic for young children. The reason is that these isolated exercises or tests fail to demonstrate what learners can do with self-reliance. In addition to that, the stress of tests may have a negative effect on children's motivation to learn English (Pinter, 2006).

Since the process is as important as the final product, in inquiry-Based teaching and learning classrooms, ongoing (Alternative) assessment is used. Learners can be assessed in each step of learning that they learn various skills. As Pinter (2006) has noted, the aim of Alternative assessment is to "inform and improve teaching" (p.132).

As Farrell and Jacobs discuss, Alternative Assessment includes various topics that motivate and engage students. Students take the responsibility of their learning and they collaborate with the teacher in their assessment. Peer and self-assessment are integral parts of Alternative Assessment. Teachers need to craft their lessons using various forms of Alternative Assessment when designing Inquiry-Based lessons. Some Alternative assessment techniques are Anecdotal Records, Portfolios, Self-Reports, Self-Assessment, Peer-Assessment, Attitude Scales and so on. These types of Assessment are effective tools for a deeper understanding and learning (Farrell & Jacobs, 2010).

In conclusion, alternative assessment is an ongoing process instead of various isolated exercises. It puts equal emphasis on process and product. Using Alternative Assessment in teaching gives opportunities for learners to go back to their work and revise it, thus improve their learning. Students also are provided an opportunity to cooperate with teachers setting their criteria and evaluating their products or performances, so that students get to know what are expected from them (Alberta Learning, 2003; Pinter, 2006).

2.6 Inquiry-Based Strategies

2.6.1 K-W-L chart

K-W-L (Know, what to learn, learn) was created by Donna Ogle in 1986. It was first used for as a learning strategy for weak students who had difficulties in understanding a topic. Today, many teachers use it as a learning strategy to promote critical thinking skills. K-W-L indicates what we know, what we want to learn and what we've learned. It helps students reveal their background knowledge, think about what they really want to learn and see the distance they made. It also helps students be curious about the topic, and it encourages deep thinking (Bilsborough, 2018).

2.6.2 Choice boards

Making choices in life is a very important skill that all students must acquire. Letting students make choices in choosing their center for group tasks help them experience that all their choices have a consequence. Thus, they learn how to own the responsibility of their choices and accept the consequences. This

strategy is easy to adapt to the classroom routines and is highly effective. A choice board includes a number of task choices for learners to pick and carry out (Bilsborough, 2018).

After the third week of implementation, I used this strategy in giving choices for group work tasks and also for homework at the end of each week.

2.6.3 Visualization

Visualizing refers creating a mental picture of events, concepts or texts. This strategy helps learners connect their thoughts into the mental visual pictures, thus make meaning of a text or concept deeply and learn permanently (Melber & Hunter, 2010).

2.6.4 Anchor chart

Anchor charts serve as the reminders of what have been learned in previous lessons. They help students remember the words, skills, concepts or processes. If they have learned new words, anchor charts help students remember when they see those words on the chart which are used in contexts. This promotes a deeper level of understanding. Anchor charts are the records of the learning journeys of students to see and review. As Alday (2016) has noted, anchor charts may become a second teacher in the classroom. In an inquiry-based learning classroom, the walls are covered with anchor charts as if they are talking with learners.

2.6.5 Picture walk

Picture walk is a reading strategy which is considered as an effective tool used with young learners. The teacher points out the pictures of the book and asks questions in order to foster learners' curiosities and activate their prior experiences before reading. This strategy helps learners develop curiosity about the next step and get them thinking while making connections and predictions. Learners connect their experiences with the text, thus their background knowledge gets activated. Therefore, they understand the text better and deeper. During a picture walk, the teacher asks many questions to learners. This question asking serves as a kind of formative assessment. In inquiry-Based classrooms, teachers use literature when introducing a new concept, topic or

process. And they always use picture walk strategy to get learners engaged in learning (Strategies for students, 2015).

2.7 Summary

This chapter begins with the definition of Inquiry, Inquiry-based Instruction in English language teaching. The literature indicates the historical context of Inquiry-Based Instruction. The research highlights the key principles of Inquiry-Based Instruction, such as teacher and student's roles, learning environment and assessment. The next chapter begins with presenting the methodology for this study.

3. METHODOLOGY

3.1 Introduction

The main aim of this study was to learn how to integrate Inquiry-Based Instruction in English Language Teaching of second grade Private School EFL learners. This section is about the information on the research design, the data collection instruments, the participants of the study and the data analysis.

3.2 Research Design

The first aim of this study was to identify the students' views regarding the benefits of Inquiry-based Instruction. The second aim was to find out the difficulties the students and the teacher experience in Inquiry-based Instruction. On the macro level, it aimed to encourage learners to be actively involved in the learning process and foster a love of learning English throughout their lives. This is an action research study. Action Research (AR) is defined as an attempt "to identify a 'problematic' situation or issue that the participants- who may include teachers, students, managers, administrators, or even parents- consider worth looking into more deeply and systematically" (Burns, 2010, p.2). Burns states that action research is "a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students" (p.2).

3.3 The Context and the Participants of the Study

The study was conducted in the second term of 2018-2019 academic year in İyi Dersler Private School in Istanbul, Turkey. The participants of the study were 16 second graders who have different abilities and levels of competence. These students take 8 hours of English in a week and their English language proficiency level is beginner.

3.4 Data Collection Instruments

In this study, qualitative data collection instruments were used. These included the researcher's diary, semi-structured interviews conducted with the participant students (Appendix 7), video recorded lessons and student self-assessment rubrics (Appendix 5 and 6). These tools were quite helpful to see where I am and how I should craft my next lessons. The feedbacks of my students and the video recordings of my lessons helped me to see what was happening in the classroom and what I needed to do to work on my weaknesses as a teacher.

3.4.1 Self-Assessment rubrics

The first data collection instrument was self-assessment rubrics. The researcher used this tool in order to record the participants' reflections. In his detailed work, Boud defines self-assessment as "the involvement of students in identifying standards and its criteria to apply to their work and making judgements about the extent to which they have met those criteria and standards" (Boud,1991, p.5, as cited in Boud, 1995 p. 12). He states that self-assessment is an ongoing process which allows participants to make judgements about their performance (1995).

3.4.2 Researcher's Diary

The second data collection instrument was the researcher's diary. The aim for the researcher's keeping a weekly diary was to record all her observations, thoughts, ideas, feelings and reflections about her lesson and her students when they were learning English through Inquiry-Based Instruction. As Burns stated, keeping a diary is a useful method to record all the events in lessons in an "ongoing way" (2010, p. 89).

3.4.3 Semi-structured interviews

The third instrument for data collection was semi-structured interviews. The researcher interviewed two randomly chosen participant students after each lesson in order to get a deeper understanding of their reflections on their eight weeks experience of Inquiry-based English learning. The interview was designed as semi-structured interview. Burns reveals the efficiency of semi-

structured interview stating that with this tool, the researcher can find out whether participants see things the same way as the researcher (2010). Burgess defines semi-structured interview as a “conversation with a purpose” (Burgess,1984 as cited in Yang, 2003).

3.5 Data Analysis

The data of this study was analyzed using descriptive analysis. Nassaji states that “the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation tools are often used to gather data” (Nassaji, 2015, p.129).

Descriptive research methods procedures which are commonly used for conducting research in disciplines such as education and social sciences. Descriptive research methods involve naturalistic data. That is, they attempt to study language learning and teaching in their naturally occurring settings without any intervention or manipulation of variables (Nassaji, 2015; Creswell, 2014).

3.6 Data Collection Procedure

An action research study was carried out in eight weeks. The researcher is an experienced English teacher with twelve years of English language teaching experience. The overriding purpose of this study was to help my students learn how to learn English through inquiry and take on the responsibility of their learning journey and in the long term become autonomous learners. One way to achieve this purpose was to conduct an eight weeks strategy training and explicitly teach the right strategies and techniques to foster the students’ learning.

The planning stage was completed, all 8 weeks plans were prepared, all the tasks related to the Inquiry-based instruction were prepared.

During the action process, I used some Inquiry strategies and whole brain teaching strategies proposed by Murdoch (2015) and Short (1996). In addition to that, I thought that keeping a researcher diary would help me to observe my

students' performances and the strong and weak sides of the procedures I used in my lessons.

During the observation process, my aim was to observe and find out what worked well and what did not work in Inquiry-Based Instructed English teaching. I conducted self-assessment rubrics and semi-structured interviews with two randomly selected students after each class during 8 weeks. I presented the data that emerged from these data collection instruments using descriptive analysis.

During the reflection process, I identified the effectiveness of my activities used in lessons through my observations in my diary and the feedback of my students in interviews. My research also attempted to determine the students' views regarding the benefits of Inquiry-based Instruction. In addition to finding out the difficulties the students and the teacher experience in Inquiry-based Instruction.

3.7 An Eight-Week Inquiry-Based English Language Teaching Instruction

This eight-week implementation of Inquiry-based instruction in English language learning aimed to help the students learn English through Inquiry easier and more effectively.

I carried on my study by teaching in a second grade during eight weeks. It covered two lesson hours a week and totally eight weeks. The lessons were in eighty minutes format which means we had two lessons back to back. The aim of having block lessons was not to interrupt the ongoing inquiry in my classroom. The classroom contained sixteen students with different abilities and levels of competence.

Eight different strategies were taught to the students during these eight weeks. Those were: *inquiring, making predictions, brainstorming, retelling, storyboarding, making connections, visualization* and *reflection*. The definitions of those strategies above are presented and discussed in detail in the procedure below:

- Introducing the classroom agreements using *Whole Brain Teaching Strategies* (Biffle, 2013) together with the learners, introducing the *Prediction* strategy

using the story (Picture walk, cover reading), Brainstorming and defining new concepts by drawing a concept map in a whole class conference. Focusing on the sub-concept “Me”. Introducing am/is/are implicitly in mini lessons.

- Introducing the story by fostering the students’ receptive thinking and speaking skills. Encouraging the students get curious and ask questions. Brainstorming and defining new concepts by drawing a concept map in a whole class conference. Focusing on the concept “Family”. Introducing have/has implicitly in mini lessons. Teaching the learners to make choices and work in small groups.
- Introducing some Group Work Strategies to respond to literature. Introducing how to ask open-ended questions. Brainstorming and defining new concepts by drawing a concept map in a whole class conference. Focusing on the concept “Friendship”. Introducing some adjectives and likes/dislikes implicitly. Introducing group work centres. Working in small groups for a deeper understanding of the concept. Assessing the learning.
- Think aloud statement, a simple discussion to foster learners’ thinking skills. Brainstorming and reaching new concepts drawing a concept map in a whole class conference. Focusing on the concept “Location” and teaching parts of the house implicitly.
- Introducing a grouping strategy which is Visualization. Guiding learners into deeper inquiry using the reader “Me on the map”. Introducing group work centres, working in small groups. Assessing learning.
- Reaching the concept of “Location” with the whole class. Working on the sub-concept of neighborhood. Teaching the words about neighborhood. Encouraging learners making connections with the book. Making an anchor chart using the same book. Working in small groups in centres giving choices to learners using Choice Board Strategy.
- Brainstorming and defining new concepts by drawing a concept map in a whole class conference. Focusing on the concept of “Responsibility” and talking about the rules in our city. Teaching the words about the topic and the concept “Responsibility” and teaching should/shouldn’t implicitly in mini lesson. Letting learners choose a centre to work in using choice board strategy

Working in small groups in centres. Sharing and reflecting with others. Assessing learning.

- Brainstorming and defining new concepts by drawing a concept map in a whole class conference. Focusing on the concept “Problems and Solutions” and talking about the Earth using the story book “Me on the Map”. Getting learners inquire the problems of the Earth. Making an anchor chart. Introducing the centres using choices board. Working in small groups in centres. Sharing and reflecting with others. Assessing learning.
- Revision. Thinking, sharing, reflecting. Assessment of learning.

Materials: “Me on the Map” by Sweeney (1995), “Where do I live?” by Chesanow (1995). The genre is realistic fiction. The stories consisted of the concepts on the transdisciplinary unit “Who we are” and were helpful for students for deeper thinking and understanding.

The data collection process used in this study for eight weeks is presented and described as below:

3.7.1 Week 1

Aims of the week:

- Gathering information about the students, building a relationship among individuals.
- Building an emotional learning environment where the students feel safe and comfortable.
- Introducing some of the classroom agreements.
- Pre-assessing the learners’ linguistic competence and knowing more about them using a “Heart Map”.

Materials used: The reading book named “Me on the Map” (Sweeney,1996), a box of materials belong to the teacher, the little white board, carpet, journals.

Concept: Me, Relationships.

Strategies: Inquiry, making predictions, heart mapping.

Assessment: Self-assessment checklist, heart map, the researcher’s diary, semi-structured interviews.

Procedures followed:

In the first lesson of the week, some strategies were used in order to build an emotional relationship with learners. It is important to find out about the learners' backgrounds, their interests, their fears, likes and dislikes, the reaction towards English language and so on.

A warm up song was played as a whole class activity in order to prepare the learners for the lesson. Freeze and move strategy was used. In this activity, all of the learners gathered on the carpet. They were encouraged to talk about the weather and what they did the day before after school to establish an emotional bridge with kids.

In a normal lesson plan, we divide the days of the week into oral day, speaking day, reading day, writing day and skills day. The lessons are crafted according to these skills. However, in this eight-week lesson plan, I didn't have enough time to apply this format.

The objectives for this class were set together with the learners using Gesture Aim Program. We always use the gestures while talking about something. Gesture Aim Program is a unique, multi-faceted program in that it uses gestures; a specifically researched "pared down" language; stories and music to rapidly develop the students' fluency. It's a multi-sensory approach and considers all the multiple intelligences in its use of visual, musical, math/logic, kinaesthetic, etc. intelligences to make the language accessible for all types of learners. The students need to know the objectives, in other words what is expected from them to learn, so that they would be able to take the responsibility for their own learning.

First three Essential Classroom Agreements were introduced to the learners. These rules were determined by the learners. They inquired and then came to a conclusion and set some rules to be followed in the school democratically. One of the learners said that we must keep our classroom clean. Another student said that we must listen to our teacher. A third student said that we must raise our hand for permission to speak. The other students shared their ideas and we decided on these three agreements.

I used Whole Brain Teaching (Biffle, 2013) strategies in my classes. These strategies are effective for classroom management. Biffle (2013) claims that “The Big Seven” is an effective way of classroom management. It involves “Class-Yes, Five Classroom Rules, Teach-Okay, The Scoreboard, Hands and Eyes, Switch and Mirror” techniques.

However, I narrowed it down and used only Class-yes, Teach-ok, Hands and eyes, and Mirror techniques.

“Class-Yes” is an effective strategy for gaining the students’ attentions quickly. I used the script below in order to teach class-yes strategy:

Teacher: When I say Class, you will say yes! Class

Students: Yes!

Teacher: However, I say class class, you say yes yes! Class Class!

Students: yes yes!

Teacher: (in a silent voice) claaaas

Students: (in a silent voice) yeeees

Teacher: Classity class!

Students: Yessity yes!

After I instructed this strategy, I used it anytime the students got messy and noisy.

I introduced another strategy which is called as “Teach-ok”. This strategy works well when the learners teach each other. I strongly believe that young learners love teaching each other and they learn best from each other. When I said “teach”, all my learners said “ok” and they turned their bodies completely toward their peers and started to repeat what they learned to each other. Repetition and making this as a routine is vital for these strategies, so I used teach-ok strategy whenever possible.

I introduced “mirror” learning technique to learners. I say “mirror”, they say “mirror” and they hold their hands up ready to mimic my gestures. I used this strategy when telling a story, giving directions or demonstrating a process. As

learners mimic my gestures, the memory area of their brains automatically become engaged (Biffle, 2013).

Another technique I used is called as “Hands and Eyes”. I say “hands and eyes”, learners repeat after me, then they fold their hands and stare at me. I used this with my learners for eight weeks whenever I wanted to make a big point. This worked really well. It was quite effective when I wanted to gain their attention, even the challenging kids.

Predictions: “Me on the Map” (Sweeney, 1995) story book was shared with the students as part of a wider inquiry into relationships. I displayed the cover of the storybook and modeled the concept of prediction asking some questions. I used the “picture walk” technique to foster the learners’ curiosity. Picture walks are shared activities for reading. The teacher “walks” through the text along with the students as a way to introduce it before reading. Picture walks help a learner make connections, predictions or set a purpose better (spellreadingstrategies.weebly.com, 2015).

In the second lesson, I went over the strategies and the agreements. Then I began to walk through the story, wrote the clues on the board “what helped you predict what happened next?” I prepared little thinking bubbles before the lesson for the learners to write and put in their journals. I didn’t finish the story. I gave the permission to three students to share their ideas and then made sure everyone understood the concept of predicting. Students went off to work with their partners, sharing the model: “Now, I’m predicting that... I’m looking at the pictures and I’m thinking...”

Using Cover Reading strategy: I showed the learners a photo of my room and asked them questions so that the learners could make connections with themselves (*Text to Self -Strategy*). My aim was to activate their own experience with the belief that children need to be able to share what they already do in their real lives to predict.

I introduced the story to the class just touching the story by Picture Walk Strategy. I asked the learners to make a heart map. A heart map is an effective strategy to learn about a student. It is a visual reminder of all a learner loves and cares. With this strategy, learners go beyond the daily topics and move to a

deeper side of themselves. Then, they share it with their friends (Mana, 2011). I used Heart Map as a pre-assessment tool in order to evaluate the learners' linguistic competence, their speaking skills. In addition to that, my aim was to set an emotional bridge with my students getting to know more about them. After they finished their maps, all of the learners had a talk about what they love and care. The learners were not very good at speaking, so I encouraged them to talk giving them support. After they had completed their heart maps, I gave them choices to share their maps with each other. Doing so, I aimed to build an emotional bridge among the students. The reason for that is the kids communicate more when they feel they know and care each other.

In order to introduce how to self-assess themselves, I used an easy self-assessment rubric for the learners to fill at the end of the lesson. This helped them to be aware of the responsibility of their learning. After the lesson, three voluntary learners were invited to be interviewed with. My aim was to get their impressions about the lesson and their thoughts about the strategies used in lesson.

3.7.2 Week 2

Aim of the week: Introducing the story by fostering the students' thinking and speaking skills. Making predictions and inquiring.

Materials used: The book named "Me on The Map" by Sweeney (1996), white board, butcher paper, colored pencils, a bunch of readers in a box on the concept of family.

Concept: Relationships, Family.

Strategies: Inquiry, prediction.

Assessment: Group work rubric, researcher's diary, semi-structured interviews.

Procedures followed:

Warm up activities were conducted for getting the class ready. The other three Essential Classroom Agreements were introduced and practiced in practiced and used in lesson: "Class-yes," "Teach-ok" and "Mirror."

The objectives were set as a whole class in our mini lesson. I read aloud the reader, stopped on the page about family. I wrote each new word on the white board and stuck the flashcard next to the word. As the learners are young kids, they need to see the pictures of the target words for understanding. I encouraged the learners to make connections with themselves and to ask questions. As the students don't have the habit of interacting and brainstorming, I did the modelling and used simple structures. Doing a brainstorming in a whole class conference, we reached the concept "Family" and "Relationships". I acted as a model talking about my family members using their photos. I wrote each family member word on the board and wrote simple sentence structures such as "I have a sister". The language structure *have/has* was used in the sentences and written on our anchor chart in order to go back and refer later on. Then, I gave "teach-ok" instruction to them, they turned to their partners and talked about their family members. I observed them while they were on task and I supported some weak ones. Most of the learners talked word by word using basic structures.

I introduced some of the grouping strategies such as peer reading, silent reading and word hunting. This helped the learners know what to do in their group work centres. I did read aloud, introducing the new vocabulary using the gestures and Rebus strategy. Using Teach-Ok strategy, the learners had the opportunity to use the new vocabulary. With this strategy, the learners learned from each other instead of learning directly from me.

I wrote the three centres on the board and asked the learners to make smart choices and choose their centre. The choices that they were offered were: peer reading, silent reading or word hunting. Most of them chose to be in silent reading centre. In my opinion, the reason for that was the cozy reading environment that I prepared for my learners. As they are used to rote learning in sitting still on desks, they were quite excited about the reading centre. In peer reading, the students read each page one by one and they shared what they understood. They used gestures and they had a chance to use the language. In silent reading, the students chose a book and read it silently. Then, they chose a partner and shared their ideas about the book. Good readers always ask questions. With asking question strategy, my learners chose a book, read it and wrote their questions on post-its and left them on the page so that they could

return to find the answer later on. In word hunting, the learners get a little board and board markers, they scan some readers about the concept “Relationships”, find the new vocabulary and write them on their boards. After they finish hunting, they share those words with their partners, use those words in sentences. I was available for them all the time. I took notes in my researcher’s diary. I also observed their behaviors in group work.

Reflection time: After the group work in centres, I gathered them on the carpet in a circle. They reflected on what they had learned. I did “teach-ok”, then they taught what they learned today to their peers.

After the lesson, I interviewed with three voluntary students to elicit their thoughts about the lesson and the group work centres. In addition to that, I encouraged them to talk about their impressions about the centres, the group work and the materials used. They talked about how they felt in their groups, and how it went.

3.7.3 Week 3

Aim of the week: Working in groups to foster students’ thinking skills, speaking skills and reading skills.

Materials used: Group work materials prepared by the teacher, the book of “Me on the Map” Sweeney (1996), a box of books about family concept, the white board and colored pencils.

Concept: Relationships, Friendship.

Strategies: Inquiry, retelling, choice board.

Assessment: Group work self-assessment rubric, researcher’s diary, video recordings, semi-structured interviews.

Procedures followed:

The lesson started with the whole brain teaching strategies routine. The learners gathered on the carpet. We set the objectives of this lesson together and wrote them on the white board. Before reading, the teacher always checks in with the students as to what their prior knowledge is about the concept or subject. The

teacher must set up the inquiry, think it through and be planned with the materials for the inquiry to go in many directions.

I read aloud the story and stopped on the relationships. I asked them questions to guide them through the concept of friendship. They were asked to talk about what they knew about friends, relationship with friends. I introduced the new vocabulary using them in sentences and writing them on our anchor chart.

Then I introduced them the other grouping strategies: *Storyboard*, *Retelling*, *Composing songs* and *Drama*. These strategies help the students respond to literature. “Class-yes,” “Teach-ok” and “Mirror” learning techniques were practiced and used in the lesson.

I did a mini inquiry into the strategies of retelling and storyboarding. I modeled the strategies to be used. On each centre, there is a sign such as a green triangle, a red square or a blue circle. This is an easy way to send the learners to the centres. The students have their own choice to choose which centre to work in; e.g. they may want to be in the red circle centre. On all centre desks, there is a group work box which includes the materials in it. There is an instruction paper stuck on it explained with pictures. This helps the learners to remember what they are required to do in the centre. The learners made their choices with the use of the choices board strategy. Most of the students wanted to be in storyboarding centre. I observed that their lack of linguistic competence led them choose illustration, an easier way to respond to literature.

I monitored the groups as a facilitator, had conference with the students and assessed the students according to group work rubric. I made myself available for them all the time. Due to their lack of linguistic competence, I helped them more than often. I took notes in my diary. At the end of the group work, I gave them self-assessment group work checklist to be filled in. Then, they stuck their checklist into their notebooks.

Reflection time: After the group work in the centres, I gathered them on the carpet in a circle. They reflected on what they had learned. I did “teach-ok”, then they taught what they learned that day to their peers.

At the end of the lesson, I interviewed with two volunteer students. They were asked to talk about their weaknesses and their strengths in their centres.

3.7.4 Week 4

Aims of the week:

- Brainstorming for the concepts and making connections with their own lives.
- Introducing the concept “Location” and eliciting the target words about the parts of a house.
- Guiding the learners into a deeper inquiry, teaching them how to ask deeper questions.

Materials used: Anchor chart, colored pencils, the story book and the white board.

Strategies: Inquiry, brainstorming and making connections.

Assessment: Teacher diary and self-assessment rubric.

Procedures followed:

The lesson started with warm-up activities to foster the learners’ attention and the Whole Brain Teaching strategies routine. Then, all of the learners were gathered on the carpet in auditorium style. They were guided to talk about what they did yesterday, how they felt, what the weather was like, so on. I started to read aloud the book. Brainstorming was made together with the learners about the concepts that are in the story and they drew a concept map. They were guided to the concept of “Location” and the parts of their houses. I showed them the photo of my house, and the parts of my house. While talking about my house, I used the language structure have/has and wrote them on our anchor chart. I also wrote the new words on the board. Then I encouraged them to talk about their houses. It was difficult for them to make long sentences because of the lack of language competence, but they tried to make sentences about their houses. I did “teach-ok” and they shared their sentences with their peers. Then I showed them the houses around the world, aiming to widen their intercultural understanding. One of shy learners said “Miss Gözde, I’ve been to the Philipinnes before and seen the tree houses”. This made it clear that learners could make connections with themselves and this showed me that they were learning.

The centre work was introduced to the learners one by one and written on the board. Those were: my dream house activity, new word building, house building using materials. With the choices board strategy, the learners were to choose the centres that they would work in.

I observed them, gave support to the weak ones in one-to-one conferences and took notes in my diary. After the group work, the learners gathered on the carpet. They reflected on what they had learned in the lesson using “Teach-ok” strategy.

At the end of the lesson, I interviewed two volunteer learners about their overall impressions about the lesson and how they felt about the activities that were put into practice.

3.7.5 Week 5

Aim of the week: Doing a mini inquiry on visualization strategy.

Materials used: Anchor chart, the white board, colored pencils, papers and a reader chosen by the teacher.

Strategies: Inquiry, visualization.

Concept: Location, My Neighborhood.

Assessment: Video recording, researcher’s diary, group work rubric, self-assessment and checklist.

Procedures followed:

The lesson started with warm up activities and the routine strategies. In the mini lesson, the objectives were set as “Today we are going to learn....” I read aloud the reader and let the learners make predictions while-reading. The learners activated their own experiences in their real lives. New vocabulary was introduced at the same time. We set a mini field trip in our school in order to teach them the neighborhood. I took the learners to the information desk, then to the director’s room, to the cafeteria, to the library and so on. They tried to interact with the people in English. This activity would work better in a classroom where linguistic competence of learners is high. However, it helped

the learners to learn about their neighborhood and the concept of “neighborhood”.

As we always teach from the self to the world, in the second lesson, I showed to the learners the map of the world and different types of people from different countries. I set a mini inquiry into the concept of Empathy. I modeled how to do visualization. Visualizing is creating mental pictures. When we read, we make pictures or movies in our minds to help us to understand what we are reading. I introduced the visualization using a simple text. I asked to the learners to close their eyes and to think about what I read and that I was going to say “talk to your partner about what you saw in your mind”. This was the signal for them. I read the text and let the learners see the mental pictures in their minds, then I gave the signal to them, they turned to their partners and asked “What did you see in your mind?” As the learners don’t have the habit of asking questions, I wrote the question on the board beforehand to guide them. They talked about the mental pictures in their minds. Then I asked them to draw the visualization on a paper. All of the learners loved this strategy. They drew lovely pictures. Each picture was different from the other. They shared their pictures with their peers using basic structures. Then we created an anchor chart about the strategy of visualization sticking the learners’ illustrations on it. This chart became a reference for the learners. They would be able to read and review the chart when needed.

When the task was completed, all of the students shared what they had learned on that day with their peers using “Teach-ok” strategy.

At the end of the lesson, I interviewed two volunteer students about their feelings on visualization and their overall impressions about the lesson.

3.7.6 Week 6

Aims of the week:

- to teach the concept “Responsibility,”
- To be able to talk about the rules we should follow in our neighborhood,
- To be able to make sentences using should/shouldn’t.

Materials used: The reading book named “Me on the Map” by Sweeney (1995), a box of books about the concept of responsibility, papers, colored pencils, and the white board.

Concept: Responsibility.

Strategies: Inquiry, brainstorming.

Assessment: Researcher’s diary, video recording, speaking rubric, semi-structured interviews.

Procedures followed:

The lesson started with warm up activities to engage the learners’ attention, the strategies and the classroom agreements routine. Gathering on the carpet in a circle, we defined the objectives together with the learners in the mini lesson. I did Picture walk through and let the learners make predictions. I asked some questions on how they behave in a community they live and what rules they follow. One of the successful learners said “Traffic lights”. I wrote the structure “We should follow traffic lights”. I guided the learners to make sentences using should and shouldn’t. We added these sentences on our anchor chart. I used a reader about responsibility and read it aloud. I made a concept map on responsibility with the students. I made sure that everybody understood the concept. I gave them the instructions to make a mini book about their neighborhood and the responsibilities that they should take. This was a whole class activity in order for the learners to understand the concept better. After they had finished their tasks, they shared their products with their peers using the structures we learned. This was a kind of evidence which revealed the linguistic achievement of the learners. While they were sharing their products, I assessed their speaking levels using the speaking rubric. I gave support to the weak learners and encouraged them to speak. After they finished, they stuck their products onto the anchor chart.

At the end of the lesson, I interviewed two of the learners and asked them what they thought about the lesson and how they felt. Moreover, I asked them to assess themselves in relation to their mini book work.

3.7.7 Week 7

Aims of the week:

- making connections with the two books “Me on the Map” by Sweeney (1996) and “Where do I live” by Chesnow (1995).
- focusing on the concept “Problems and Solutions.”
- being able to talk about the problems of the world and the solutions using the structure should/shouldn’t.

Materials used: The white board, colored pencils, KWL chart from butcher paper, globe, and the pictures of the Earth.

Concept: Problems and Solutions.

Strategies: Inquiring, predicting, making connections, KWL chart.

Assessment: Researcher’s diary, video recording, semi-structured interviews.

Procedures followed:

The lesson started with warm up activities and the routine strategies. I gathered the learners on the carpet for the mini lesson. We set the objectives of what we were to learn and wrote them on the board. Then the learners were told that all people live on the same planet. I prepared an “earth hat” beforehand and wore it while discussing the topic with the students. I asked them “How do we call this planet?” They were expected to say “The Earth”, but my learners couldn’t give that answer. One of them was very close saying “the world”. So, I wrote “The Earth” on the board. Then I showed them a globe, explaining that all living things such as people, animals, plants live together on this planet. I had them watch an educational video about the Earth. Then I introduced them the KWL(Know-Wonder-Learn) chart and how to use it. I guided them asking questions to uncover their prior knowledge. I wrote all of the answers on the “Know” column of the KWL chart. Then I handed each learner a post-it to write what they want to know about the Earth. I gave them time to think. They wrote their questions and stuck them on the “Wonder” column of the KWL chart. Due to my learners’ low level of language proficiency, most of them wrote only words rather than sentences.

WHAT WE KNOW	WHAT WE WANT TO KNOW	WHAT WE'VE LEARNED

Figure 3.1: KWL Chart

Source: (Ogle,1986)

I gave them the list of group work centres and let them choose the centre that they wanted to work in. Meanwhile I took notes in my diary, observing the learners' participation and their attitudes towards the activities. When the time was over, we gathered on the carpet for the reflection time. Using "Teach-ok" strategy, they shared what they had learned and how they felt that day.

In the second lesson, after completing all of the warm up activities and the class routines, the learners gathered on the carpet for the mini lesson. We set our objectives for this lesson and I revised the vocabulary items that were taught in the previous lesson. Then I asked them "Who is the smartest creature on Earth?". They answered "people". So, I guided them to think that we needed to take care of the Earth. I used some pictures of a clean Earth and a dirty Earth. I guided them to inquire about what we could do to help the Earth. The learners wrote their questions on the Wonder Wall which I prepared for them before the lesson. I did read aloud with the story book of Sweeney (1998). I encouraged them to make predictions, share their ideas, make connections. Then the learners were given the list of group work centres to work in. They chose their groups and worked in for 10 minutes. When the time was up, I used "class-yes" strategy and asked them to switch their centres in clockwise so that they had a chance to practice what they had learned in different group works.

After the centre work, all of the learners gathered on the carpet for the reflection time. I asked them to write what they had learned on post-it this time and stick them onto the "Learn" column of our KWL chart. I needed to work on the concept "Responsibility", but I didn't have time to conduct it in my lesson.

3.7.8 Week 8

Aims of the week

- Evaluating what learners have learned so far starting with specific to the general.
- Getting learners know how to share their work and reflect on. Learning how to do peer assessment asking questions to one another.

Materials used: Students' products and the white board.

Strategies: Inquiry, Reflection.

Assessment: Discussion rubric, the researcher's diary, video recordings, self-assessment checklist, semi-structured interviews.

Procedures followed:

The lesson started with warm up activities. Then all of the learners gathered on the carpet. We set our objective which was "Today we are going to learn how to give feedback and how to reflect on what we have learned". Then I introduced "Three stars and a wish" technique to the class. It's a feedback technique which allows you to give three positive comments and a negative one as an advice. I modeled how to share our work and give feedback. I used some patterns such as "If I were you I would ..., I like it because ..., you can". I kept these structures simple according to their language proficiency level. I invited two learners in the middle of the carpet to practice the technique. I repeated this with two more pairs.

The next lesson was a kind of portfolio presentation. All of the learners kept their products that they had done so far in their portfolios. I invited all of the language teachers in the classroom and the learners picked some of their products of their own choice and presented them to the teachers or to their partners. I made one-to-one conferences with them and gave quick feedback. I observed them and took notes in my diary. I also used speaking rubric for assessment. At the end of their presentations, I handed all my learners a self-assessment rubric. They graded their performances.

At the end of the lesson, I interviewed three volunteer students and asked them about their impressions about all this Inquiry-Based English learning process.

4. FINDINGS AND DISCUSSIONS

4.1 Introduction

This section presents the findings of my attempt to integrate Inquiry-Based Instruction into my English lessons. It reports the experience I have gained through the implementation of Inquiry-based Instruction in teaching English. In addition, it reports my students' attitudes and the challenges experienced towards the use of Inquiry-Based Instruction in English lessons. The findings presented in this section are based on the data gathered from the researcher's diary, the semi-structured interviews that were conducted weekly and the rubrics the researcher used during the implementation program.

The findings presented below includes "Findings on the learners' views regarding the benefits of Inquiry-Based Instruction" (Section 4.2), "Findings on the difficulties the learners experience in Inquiry-Based Instruction" (Section 4.3) and "Findings on the challenges a teacher experiences in Inquiry-Based Instruction" (Section 4.4).

4.2 Findings on the learners' views regarding the benefits of Inquiry-Based Instruction

During this eight-week program, I observed that implementing Inquiry-Based Instruction increased the learners' motivation and eagerness to learn English. The extract below supports this finding:

Student A: Before I met you, I didn't like English lessons and didn't want to learn at all. I always listened to my teacher and fulfilled my duties such as copying the board to my notebook, doing my homework. Now, I wonder about some words in English, so I look up the dictionary and learn them. Learning English is fun and easy.

Student B (the one with lower language proficiency level): I didn't understand even a word. Now I can understand some words while playing computer games

or watching a movie. I like it! English learning is not difficult as I thought before.

As I noted in my researcher diary, most of the learners were eager to learn English with the use of Inquiry-Based Instruction. As I set our classroom agreements and learning objectives together with the learners, they started to have a voice in the classroom. They felt that they were a part of the learning process when I gave them the space for making their own choices. Therefore, they started to take the responsibility of their learning. Each week they learned a new strategy and had the chance to implement it in the lesson. As the weeks passed, all of the learners developed a positive attitude towards this program.

In the first week, I introduced them the strategy of making predictions. They learned the basic structures on making predictions such as I think...; I predict that...; I feel... They learned how to make connections between their lives and the material used (e. g the reader or a picture used). During the first week, they also learned how to assess themselves objectively. They learned to think about their work and assess their work in a fair way. They also found out that they can learn from each other. They learned the “Teach-ok” technique to reflect on.

In the second week, I encouraged the learners to ask questions on what they are curious about. They learned how to ask simple questions in the target language. In this week, they learned the class routines such as gathering on the carpet, the classroom agreements, what to do in the mini lessons, etc. They learned guided inquiry. They also learned the new vocabulary about family and relationships. They learned how to do brainstorming. I introduced them the group work strategies. This was new to them to accept. Therefore, it was difficult for me to teach them how to work independently in centers. Some of the learners used this time for a free time to talk with friends, or mess around. However, in time, all of the learners started to take the responsibility and complete their work in their centers. Most of them started to take on their responsibility after eight weeks-time.

In the third week, they practiced inquiring through the story book named “Me on the Map” (Sweeney,1995). They also learned the new vocabulary about friendship. They shared their background knowledge using these words and the structure learnt. They were also introduced to make an anchor chart which

involves the learners' products, the objectives of the lesson, the information learnt. They made the anchor chart in collaboration with their peers and hung it on the wall so that they would go back and refer to it when needed. They learned the strategy of storyboarding and retelling. They practiced how to sequence the plot in a story. During this week, they also learned how to do reflection at the end of the lesson. They shared with their peers what they have learned in the lesson.

In the fourth week, they learned the concept "Location" and made connections from their lives. They were introduced to the new vocabulary about parts of a house. They did deeper inquiry about the different houses around the world to get a global understanding. At the end of the week, each learner had the ability to talk about their houses and different types of houses around the world using basic sentence structures. At the end of the week, two of the learners' impressions about the lessons supported my thoughts:

Student C: I can talk about my room and my house. I did a presentation to my parents at home. I know English more than my mum now. I'm so happy.

Student D: I was curious about the igloos so I searched on the internet about them and I've learned that they are so comfortable to live in. I like English very much.

Student D's taking learning outside the classroom was impressive. She couldn't wait sharing with me what she learned about igloos, so she waited in front of the teachers' room for a long time to tell me what she had found out. This supports my ideas about the effectiveness of Inquiry-based Instruction in English language learning.

In the fifth week, I introduced them the strategy of visualization. They learned how to draw mental pictures in their minds and activate their already known knowledge. They practiced this strategy throughout the week. I observed that starting with the "known" is an effective way of increasing the learners' engagement and involvement. With this strategy, the learners were more confident and motivated than the other activities. Thinking about something and putting it into drawing made them excited. I used a text while modelling the process. After the learners listened to me, they all drew different pictures from

one another. This shows that each of us has different background knowledge and experiences, therefore we construct the knowledge in a unique way.

In the sixth week, with the inquiry into the concept “Responsibility”, the learners moved to a deeper thinking. Making connections with their lives, they found out their responsibilities at home, at school and in the neighborhood. They reflected on their experiences about responsibility using the structure learned in the lesson. They learned how to prepare a mini book and present it using the language structures that were learned. Most of them were confident and they enjoyed presenting their work. Two of them were shy, but they could present their work even though they used a simple word by word structure. In time, they got so used to the lesson routines that they asked me if we were going to add our products on our anchor chart or not. Displaying an anchor chart in the classroom helps the learners remember and provides them opportunities to practice what they had learned. The following quotation taken from one of the learners’ interview supports the finding above:

Student D: I was trying to remember making sentence using the structure “My favorite”, then I looked at our anchor chart in recess time and I remembered it quickly. I felt happy.

In seventh week, they learned and talked about the concept “Problems and Solutions”. They had an idea on thinking globally while talking about the Earth and how to take care of it. I introduced KWL chart and how to use it. This helped them learn to see the learning journey starting from the known and ending with the learned. This strategy helped them define a goal for learning. They loved sticking their ideas on the chart and it motivated them to learn more about the topic.

In the last week, they learned how to present their products in their portfolios. They also learned the “Three stars and a wish” technique to assess their partners objectively. All of the learners were excited to present their work. During their presentations in front of their classmates and the other teachers, I observed that they took a big step, they improved their speaking skills, communication skills and self-reliance. They also enjoyed giving feedback to their peers using “three stars and a wish technique”. Using self-assessment checklists (Appendix 3) during these weeks, helped them develop a habit of observing their learning and

assessing themselves. In other words, self-assessment helped my learners to own their learning and take the responsibility of it.

4.3 Findings on the difficulties the learners experience in Inquiry-Based Instruction

This section presents the findings on the difficulties the learners experienced in Inquiry-Based Instruction using the data gathered from the researcher's diary, rubrics, self-assessment checklists and the semi-structured interviews conducted on weekly basis.

On analyzing the data that were collected from the Heart Map (Appendix 2), the student observation rubrics (Appendix 1) and the researcher's diary, I realized that the students' level of English language proficiency was highly low at the beginning of the study. I observed that they didn't have the habit of communication with each other. They even didn't know anything about their classmates, so it was almost impossible for them to interact with their classmates even in their native language. Using the Heart Map for learning about their background and more about deep inside their heart was highly effective, because I found out that one of my learners had lost her father six months ago. Finding out this helped me to be more careful about her while teaching the concept "Family".

In the first week of my teaching, the learners had difficulties in using the target language. It was difficult for them to display their performances in speaking parts of the lessons as they didn't have the confidence and enough knowledge about English language. I also realized that the students' level of reading skills and the vocabulary knowledge was low. They didn't have the habit of wondering something and thinking on it and asking questions to learn beyond. I also noted in my research diary that in the first week, the learners didn't accept the new style of English language teaching. It was difficult for me to set a new, safe learning environment and get them to use the target language and get used to the Inquiry-Based Approach. They were used to the traditional method of language learning that includes rote learning and sitting still and copying the information directly to their minds. They had never gone beyond memorizing the facts. I also noted that they had a very limited vocabulary knowledge to use for

communication. I had also three challenging learners who resisted to use the target language. I allowed them to use their mother tongue in the first week in order to gain their attention. In the following weeks, I realized that they started to get engaged and use English language word by word. Even this was a big step for them. I saw the sparkle of curiosity in their eyes. As the lessons went by, their negative attitudes towards the lesson changed considerably. At the end of eighth week, I observed that those three students' level of English language had a considerable increase. I believe from my heart that, giving a little joy of learning English to a learner changes his/her life totally, because as they get to know how to learn, you know for sure that they will never give up their eagerness to learn more. It's assumed that learning happens only in schools. However, school education is just one side of learning. Learning can happen anywhere, at all times as long as the learner is eager to learn. It's a voluntary process (Longworth, 2003).

4.4 Findings on the challenges a teacher experiences in Inquiry-Based Instruction

First of all, teaching English in Inquiry-Based Instruction might be difficult for an English language teacher. Because it requires lots of work, lots of planning and many hours of preparation. The success of Inquiry-Based Instruction in a class is in direct proportion with the effort of the teacher. For the beginning, a teacher needs to read a great deal of literature about the method, watch how Inquiry-Based Instructed lessons look like and be like and be patient about the development of his/her learners.

As a teacher, the biggest challenge for me at the school where I conducted my study was the school policy. As it was not an IB school where Inquiry-Based Instruction is promoted and the environment for teaching and learning is set accordingly. I had difficulties in setting a suitable environment for my learners. I could set appropriate physical and emotional environment in the classroom, but when all of the learners got outside for recess, they faced the traditional methods of education which made them confused. Since they were not prepared for such a method, they had difficulties in accepting learning through Inquiry-Based

Instruction. I believe that we need to use every inch of the school as a learning area, but I couldn't apply my belief in this setting.

My aim was to move my learners into deeper inquiries about the world around them. I tried to teach them to ask effective and open questions. However, as their language proficiency was highly low, I needed to assist them and guide them with my questions. In an Inquiry-based Instructed classroom, all of the concepts are found by learners and all of the good questions are asked by learners again. The eight-week time was not enough for me to teach them acquire the skills needed. Even though, all learners did their best in this process.

4.5 Summary

In short, the findings above revealed that the implementation of Inquiry-Based Instruction into English language teaching was successful in enhancing the 2nd graders' English language skills, motivating them to be eager to learn English and becoming self-directed learners. From the beginning to the end of the implementation program, their attitudes changed considerably in a positive way. According to the results extracted from semi-structured interviews, this approach increased their motivation and eagerness to learn English. Their words indicate that they liked this way of learning English rather than memorizing facts passively. It also shows that all of them felt that they could do, and this feeling is worthy of note.

5. CONCLUSION

5.1 Introduction

This section presents the summary and the conclusions of my action research study. Moreover, it highlights some suggestions for further studies.

5.2 Summary of the Study

The goal of this study was to establish an Inquiry-Based English teaching program to facilitate the learners' ability of acquiring English language. The study aimed to achieve three goals. The first aim was to examine the students' attitudes regarding the benefits of Inquiry-Based Instruction. The second aim was to examine possible difficulties the students experienced in Inquiry-Based Instruction. The third aim was to examine the possible challenges the teacher experienced in Inquiry-Based Instruction.

This study was conducted with 16 second grade students with different abilities. The study was conducted at Private İyi Dersler Primary School in İstanbul, Turkey. The data collection instruments used for the data included the researcher's diary, semi-structured interviews (Appendix 7), self-assessment checklist (Appendix 5 and Appendix 6) and assessment rubrics (Appendix 1, 3 and 4) were carried out with the participant students.

5.3 Conclusions

Inquiry-Based Instructed English teaching and learning has a long history. It was initiated with the work of Dewey (1938) and continued with Bruner (1966), Gardner and Vygotsky (1978). A great number of research findings have revealed that inquiry-based approach to teaching and learning a foreign language facilitates the learners' ability to develop a deeper understanding of the world through concepts and develop skills that will help them to become autonomous life-long learners. Dewey (1980) argues that the mankind's

tomorrow rests on the “widening spread and deepening hold of the inquiring mind” (as cited in Murdoch, 2015, p.11). Inquiry-Based Instruction provides opportunities for learners to:

- Develop essential skills which they will need for the world individuals live, communicate and work.
- Learn to deal with problems and find solutions
- Cope with changes and challenges to new understandings
- Shape their search for answers, today and in their future lives (Alberta Learning, 2004).

Therefore, this study was based on the belief that the students become autonomous learners

by inquiring, summarizing, questioning, predicting, clarifying rather than rote learning and memorization. In the light of this, students are taught using different inquiry-based strategies to help them acquire these essential skills through certain concepts decided in lessons. Following the argument above, the case study that I conducted indicated that Inquiry-Based Instructed teaching strengthened the participant learners in many ways. Their engagement in learning English increased considerably. As Murdoch (2015) argues, Inquiry-based Instruction is a methodology that engages learners in meaningful learning, so that they can get involved actively in acquiring English language based on their interests, attitudes, expectations, abilities, reflections, needs and so on. After the first week of the program, I crafted my lessons according to the learners’ needs, interests, abilities. Therefore, the learners’ engagement aroused because leaving the choices to them and letting them have a voice in *the* lessons made them feel responsible for their learning journey and feel valued and happy.

At the end of the program, the participant learners took the control of their own learning. As the lessons were student-centered and the tasks were crafted based on the learners’ interests and needs, they became more eager to learn English through collaboration, co-operation and interaction just as Short (1996) states that Inquiry-Based Instruction is a student-centered approach that puts the collaboration among students in the center of learning.

It's been proven long ago that learners internalize the target language when they learn actively, and by doing just the way they acquire their mother tongue. This old saw supports this belief: "Tell me I'll forget, show me I'll remember, involve me, I understand". As Richard, Church and Morrison (2011) state, thinking starts with wondering and asking questions, therefore learning happens through deep thinking. In my research, Inquiry-Based Instruction helped *the* learners start to think deeply through asking good questions without any worries and fears.

At the beginning of the study, I conducted the student observation rubric to all learners and *the* semi-structured interviews with three voluntary learners. The results of these instruments revealed that not only the learners had an emotional barrier towards learning English but also they lacked the thinking skills and the language skills needed for learning a language. As Erickson, Lanning and French (2017) have noted, we live in a time when we are faced with complex problems; so that we need to acquire *the* abilities to analyze, problem solving, evaluate, collaborate, plan and act responsibly. Therefore, in schools, young generation is required to learn these essential skills for twenty-first century living. The findings of this study show that Inquiry-Based Instruction helps *the* learners develop these skills not only in learning English but also in learning other disciplines or in their daily lives.

During the interviews, the learners told that they always memorized isolated words, wrote them down hundreds of times, but never thought about them to understand and learn permanently. At the end of the study, the results showed that the learners loved seeking for the answers and finding out the information themselves rather than memorizing words and structures. As Murdoch (2015) points out, in inquiry-Based Instructed lessons, learners are let to find out the answers rather than giving answers directly to them.

The results achieved from the interviews during the implementation of the study showed that the Inquiry-Based Instructed English lessons helped the learners find out the learners' weak and strong sides in learning English and empowered them to improve their weaknesses. The most profound finding was that this implementation fueled the love for learning and wonder deep inside

their heart. As Kabat-Zinn says, “the spirit of inquiry is fundamental to living mindfully” (Kabat-Zinn, 2005, as cited in Murdoch, 2015).

In the second week, the learners didn't want to work collaboratively with their classmates. They didn't know how to communicate with each other even in their mother tongue as they lack the communication skills which are vital for our social lives. From the third week on, with the help of grouping strategies, and the center group studies, their attitudes changed positively. They enjoyed working in groups and creating something together. I observed that the learning environment I prepared for them was so peaceful and safe that they felt comfortable while sharing an idea or using the target language. Even the shy learners who didn't want to say even a word in English, was making sentences and do presentations voluntarily in the eighth week.

Guido (2017) argues that there are four types of inquiry which are Confirmation, Guided, Structured and Open inquiry. During the program, I focused on just one type of inquiry that is guided inquiry. The reasons for that are the learners' low level of language proficiency and the time restriction.

A great deal of authentic contexts and activities were used in the program. This helped the learners to see how learning applies to real life which is quite different than the use of random worksheet exercises such as fill-in-the-blanks texts. Murdoch (2015) also states that “learning happens best when situated in real contexts and authentic purposes” (p.19). The learners in the program had the opportunity to read books, making connections with their lives, making predictions and practice the target language using those real-life contexts.

The action plan was completed according to the timeline. The activities and the resources were appropriate with the learners' needs and interests. However, I couldn't conduct a deeper inquiry with the class, due to the students' limited vocabulary knowledge and low level of language proficiency. I also admit that the eight weeks-time for getting the learners used to a learning approach which is totally different from the one they were used to was not enough. Nonetheless, it was a good beginning for getting them to think and ask questions to learn beyond the facts. There were 16 students in the lessons and each of them had a different ability, background and level of language competence. During the eight-week implementation of Inquiry-Based Instruction, all of them learned

many vocabulary items, concepts and structures which they would be able to use in their future lives and gained skills that they could apply to other disciplines.

Murdoch defines inquiry learning as “an approach that demands higher order thinking which challenges the student continually and where tasks are designed to prompt students to question, predict, gather, analyze and reflect” (Murdoch, 2015, p.15). The results of my study revealed that the participant learners’ thinking has moved to a higher level and they reached the answers through asking questions, making predictions and connections.

The results of my study also proved that Inquiry-Based Instruction empower EFL learners in different ways, just as Short and Burke (1996) and Murdoch (2015) claim. As *the* lessons are more student-centered and crafted according to their needs and interests in real life situations, they can find the opportunity to make connections with the world and take the control and *the* responsibility of their learning. As Murdoch (2015) states, in inquiry-based Instruction, learning happens through “investigation which in itself is driven by powerful questions often framed by authentic context and real-life problems and purposes” (p. 15). Vygotsky supports the idea to develop self-regulated learners who can take the responsibility of their own learning and thinking in today’s world (Neff, 2019).

Inquiry-based Instruction allows an active participation of students in acquiring the language (Cook, 2008). In the light of the data collected from the students, it can be concluded that learning happens when the students participate in *the* lessons actively and collaborate with others, learn from one another and improve the ability to think related to their own thoughts.

Memorizing words and structures are not important skills of today’s world. What is needed is to give the right skills to *the* students to be able to use the language for communication in the world where individuals live, learn, communicate and work.

To conclude, I observed the positive effects of Inquiry-Based Instruction on the learners’ attitudes towards English language learning.

5.4 Limitations of the Study

This study could be carried out over a longer period of time, that is a term or an academic year. It would have been more effective if this study had been conducted in an IB (International Baccalaureate) program that include inquiry lessons in their curriculum. As those kinds of schools didn't accept this training program to be conducted in their school, I had to conduct this study at a school where a traditional way of teaching is applied. Setting the learning environment according to the requirements of Inquiry-Based Instruction was quite difficult. Due to the limitation of time for the study, I couldn't focus on improving *the* learners' writing skills in my lessons which takes time to acquire.

5.5 Suggestions for Further Research

I have read lots of works from different scholars and learned a great deal about Inquiry-Based Instruction and its implementation in English Language teaching. However, further studies might examine the effects of such implementations on learner's achievement in acquiring English language. I hope that the results of this study can be a guideline for the current literature and also for further study into Inquiry-Based Instruction.

Teaching English using Inquiry-Based Instruction might be difficult to implement even for the most experienced teachers as it requires a lot of reading, preparation, material development and hours of planning. It's difficult to teach the specific learning skills to become self-directed learners. It also requires a shift in teacher roles. That is, teachers need to consider themselves as facilitators who encourage curiosity and the need to know in their classrooms. My recommendation for the teachers would be that they need to be a guide for the learners in their learning journey and lead by examples, be a model for them in order to see their success. As Sugata Mitra has noted, the curriculum of today's education needs to be of "big questions, free from fear and focused on the magic of children's innate quest for information and understanding" (as cited in Murdoch, 2015, p.47).

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APPENDICES

Appendix 1: Student Observation Rubric (week 1 and week 8)

Appendix 2: Heart Map

Appendix 3: Listening Rubric

Appendix 4: Oral Communication Rubric

Appendix 5: Behaviour Self-Assessment Rubric

Appendix 6: Self-Assessment Checklist for Group Work

Appendix 7: Semi-Structured Interview Questions

Appendix 8: Story Book Named “Me on the Map” by Joan Sweeney (1995)

Appendix 9: Story Book named “Where do I live?” by Neil Chesnow (1998)

Appendix 10: Anchor Charts (Products from our lessons)

Appendix 11: Ethic Approval Form

Appendix 1: Student Observation Rubric (week 1 and week 8)

Student's Name:

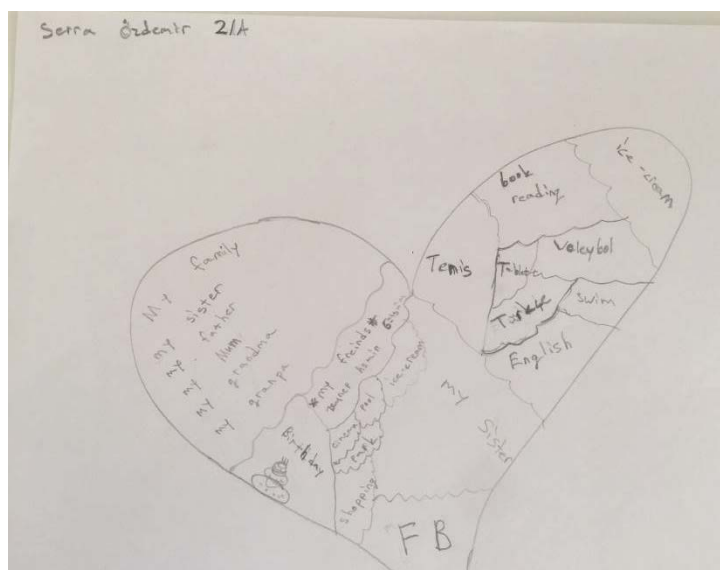
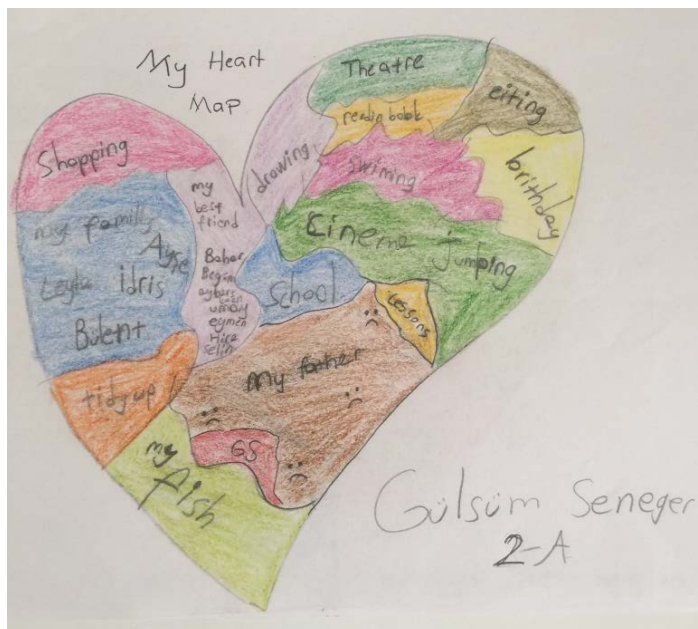
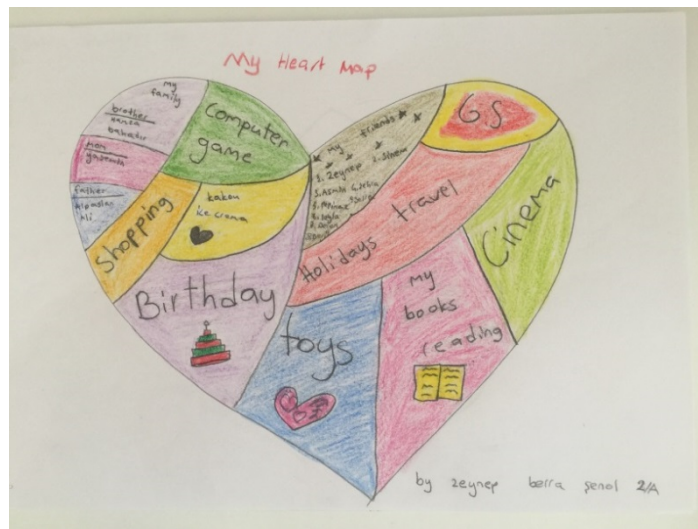
	1	2	3	4	5	Points
Behavior	Does not follow adult directions and ignores classroom rules. Frequently needs corrective action to reduce the incidence of poor behavior.	Rarely behaves properly in and out of the classroom and rarely without supervision. Rarely serves as a role model of behavior.	Sometimes behaves properly in and out of the classroom and sometimes without supervision. Sometimes serves as a good role model of behavior.	Usually behaves properly in and out of the classroom even without supervision. Usually serves as a good role model of behavior.	Consistently behaves properly in and out of the classroom even without supervision. Serves as a good role model of behavior.	
Peer relations	Does not get along with peers. Does not show leadership. Is never proactive or decisive. Does not show flexibility or congeniality.	Rarely gets along well with peers. Rarely shows leadership. Is rarely proactive and decisive. Rarely shows flexibility and congeniality.	Sometimes gets along well with peers. Sometimes shows leadership. Is sometimes proactive and decisive. Sometimes shows flexibility and congeniality.	Gets along well with peers. Shows leadership. Is proactive and decisive. Often shows flexibility and congeniality.	Gets along exceedingly well with peers. Shows outstanding leadership. Is highly proactive and decisive. Shows flexibility and congeniality.	
Working in groups	Is not able to work cooperatively in a group. Is rarely listening to others, discussing ideas, asking questions, sharing materials,	Rarely works cooperatively in a group. Is rarely listening to others, discussing ideas, asking questions, sharing materials,	Sometimes works cooperatively in a group. Is sometimes listening to others, discussing ideas, asking questions, sharing	Usually works cooperatively in a group. Is usually listening to others, discussing ideas, asking questions, sharing	Works cooperatively in a group. Listens to others, discusses ideas, asks questions, shares materials,	

	taking turns.	taking turns.	materials, taking turns.	materials, taking turns.	takes turns.	
Working independently	Unable or unwilling to work independently. Requires constant supervision to stay on task.	Rarely willing to work independently requires frequent supervision to stay on task.	Sometimes works well on own and seeks assistance occasionally when needed.	Usually works well on own and seeks assistance appropriately only when needed.	Consistently works well on own and seeks assistance appropriately only when needed.	
Interest in learning	Does not demonstrate curiosity and interest in learning. Approaches new tasks with a negative attitude.	Rarely demonstrates curiosity and interest in learning. Approaches new tasks with a negative or indifferent attitude.	Sometimes demonstrates curiosity and interest in learning. Sometimes approaches new tasks with a positive attitude.	Usually demonstrates curiosity and interest in learning. Usually approaches new tasks with a positive attitude.	Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude.	

Teacher's Comments :

Teacher's Name: _____

Appendix 2: Heart Map



Appendix 3: Listening Rubric

Listening Rubric

	Poor 1 pts	Fair 2 pts	Good 3 pts
Listening Process	Poor	Fair	Good
	Student is having a hard time receiving, attending, and assigning meaning to words spoken.	Student is receiving information, but is having a hard time attending to it and assigning meaning.	Student is comprehending what is being said because they are receiving, attending, and assigning meaning to what they hear.
Listening Types	Poor	Fair	Good
	Student is struggling to develop discriminative, aesthetic, efferent, and critical listening.	Student is demonstrating an eagerness to listen, for he or she is aesthetically and/or efferently listening.	Student is fully engaged in listening in everything that's being taught and said.
Remembering Info.	Poor	Fair	Good
	Student is struggling to remember what was said or taught because of their lack of listening strategies.	Student uses strategies to enhance listening abilities, but lacks difference in efferent and aesthetic listening.	Student listens critically, therefore is able to evaluate and comprehend all information.

Appendix 4: Oral Communication Rubric

Expectation	Below level1 < 50%	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
1.1 Identifying Purpose: identify the appropriate purpose(s) for listening and adapt focus to suit specific learning task	unable to identify the purpose for listening and adapt focus to suit the learning task	demonstrates limited ability to identify the purpose for listening and adapt focus to suit the learning task	demonstrates some ability to identify the purpose for listening and adapt focus to suit the learning task	demonstrates considerable ability to identify the purpose for listening and adapt focus to suit the learning task	demonstrates a high degree of ability to identify the purpose for listening and adapt focus to suit the learning task
1.2 Active Listening Strategies: use active listening strategies to participate in a variety of situations	unable to use active listening strategies to participate in situations	demonstrates limited ability to use active listening strategies to participate in situations	demonstrates some ability to use active listening strategies to participate in situationsalmost meeting expectations	demonstrates considerable ability to use active listening strategies to participate in situations meeting expectations	uses active listening strategies with a high degree of effectiveness to participate in situationsexceeding expectations
1.3 Comprehension Strategies: identify a variety of listening comprehension strategies and use them appropriately before, during and after listening in order to understand and clarify the meaning of oral texts	unable to identify and use a variety of listening comprehension strategies to clarify the meaning of oral texts	demonstrates a limited ability to identify and use a variety of listening comprehension strategies to clarify the meaning of oral texts	demonstrates some ability to identify and use a variety of listening comprehension strategies to clarify the meaning of oral texts almost meeting expectations	demonstrates considerable ability to identify and use a variety of listening comprehension strategies to clarify the meaning of oral texts meeting expectations	effectively identifies and uses a variety of listening comprehension strategies to clarify the meaning of oral texts exceeding expectations.
1.4 Demonstrating Understanding	Unable to demonstrate an understanding	Limited ability to demonstrate an	Some ability to demonstrate an understanding	Considerable ability to demonstrate an	Thorough ability to demonstrate an understanding of ideas

of Content: demonstrates an understanding of the information and ideas in oral texts in a variety of ways.	of ideas and information in oral texts	understanding of ideas and information in oral texts	of ideas and information in oral texts almost meeting expectations	understanding of ideas and information in oral texts meeting expectations	and information in oral texts exceeding expectations
1.5 Interpreting Texts: develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations	unable to develop and explain interpretations of oral texts	limited ability to develop and explain interpretations of oral texts and support their interpretations	some ability to develop and explain interpretations of oral texts and support their interpretations almost meeting expectations	considerable ability to develop and explain interpretations of oral texts and support their interpretations meeting expectations	a high degree of ability to develop and explain interpretations of oral texts and support their interpretations exceeding expectations
1.6 Extending Understanding of Texts: extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts and to the world around them.	Unable to extend understanding of oral texts through connecting, comparing, and contrasting ideas and information to their own knowledge, experience, and insights; to other texts, including print and visual texts and to the world around them.	Limited ability to extend understanding of oral texts through connecting, comparing, and contrasting ideas and information to their own knowledge, experience, and insights; to other texts, including print and visual texts and to the world around them.	Some ability to extend understanding of oral texts through connecting, comparing, and contrasting ideas and information to their own knowledge, experience, and insights; to other texts, including print and visual texts and to the world around them. Almost meeting expectations.	Considerable ability to extend understanding of oral texts through connecting, comparing, and contrasting ideas and information to their own knowledge, experience, and insights; to other texts, including print and visual texts and to the world around them. Meets expectations	Effectively extends understanding of oral texts through connecting, comparing, and contrasting ideas and information to their own knowledge, experience, and insights; to other texts, including print and visual texts and to the world around them. Exceeds expectations.
1.7 Analysing Texts: analyse a variety of oral	Unable to analyse texts and explain how	Demonstrates a limited ability to	Demonstrates some ability to analyse texts	Demonstrates considerable ability to analyse	Demonstrates with a high degree of effectiveness the

texts and explain how the various elements are used to create meaning and influence the viewer/listener's response.	various elements are used to create meaning and influence the viewer/listener's response.	analyse texts and explain how various elements are used to create meaning and influence the viewer/listener's response	and explain how various elements are used to create meaning and influence the viewer/listener's response. Almost meeting expectations	texts and explain how various elements are used to create meaning and influence the viewer/listener's response. Meeting expectations	ability to analyse texts and explain how various elements are used to create meaning and influence the viewer/listener's response. Exceeding expectations
1.8 Critical Literacy: use critical literacy skills to understand the content, tone and point of view of oral texts	Unable to use critical literacy skills to understand the content, tone and point of view of oral texts	Demonstrates limited ability to use critical literacy skills to understand the content, tone and point of view of oral texts	Demonstrates some ability to use critical literacy skills to understand the content, tone and point of view of oral texts almost meeting expectations	Demonstrates considerable ability to use critical literacy skills to understand the content, tone and point of view of oral texts meeting expectations	Demonstrates a high degree of ability to use critical literacy skills to understand the content, tone and point of view of oral textsexceeding expectations
1.9 Understanding Presentation Strategies: evaluate the presentation strategies used in oral texts, and suggest other strategies that would be effective	Unable to evaluate the presentation strategies used in oral texts, and suggest other strategies that would be effective	Demonstrates limited ability to evaluate the presentation strategies used in oral texts, and suggest other strategies that would be effective	Demonstrates some ability to evaluate the presentation strategies used in oral texts, and suggest other strategies that would be effective almost meets expectations	Demonstrates considerable ability to evaluate the presentation strategies used in oral texts, and suggest other strategies that would be effective meets expectations	Demonstrates a high degree of ability to evaluate the presentation strategies used in oral texts, and suggest other strategies that would be effective exceeds expectations

Appendix 5: Behaviour Self-Assessment Rubric

Behavior	Always	Usually	Sometimes	Never
I listened to the teacher				
I did my work by myself				
I finished my work on time				
I disturbed other people (talking, pushing)				
I spoke in English				
I spoke in Turkish				
I tried my best				
I followed directions				
I took turns				
I was not nice to others (hitting, pushing, throwing)				
I kept my notebook tidy				
I wrote neatly				
I was respectful to my teacher				
I shared with others.				
I left my place tidy.				
I did all of my homework myself				
I took care of my belongings (notebook and files)				
I fooled around in class.				
I sat nicely				

This past week I.....

Appendix 6: Self-Assessment Checklist for Group Work

<p>Date:</p> <p>Student Name:</p> <p>Grade:</p>	<p>SELF ASSESSMENT</p>	<p>RATE YOURSELF (Colour one of the numbers)</p>
	<p>I participated in group work.</p>	<p>① ②</p>
	<p>I used my low voice.</p>	<p>① ②</p>
	<p>I worked with my friends.</p>	<p>① ②</p>

Appendix 7: Semi-Structured Interview Questions

SEMI-STRUCTURED INTERVIEW QUESTIONS:

Week 1:

- 1- How did the lesson make you feel?
- 2- Did you complete your work?
- 3- Do you think it was hard or easy for you to make predictions? How did you find it? Was it difficult?
- 4- How did you find doing heart mapping? Did you make connections with your life?

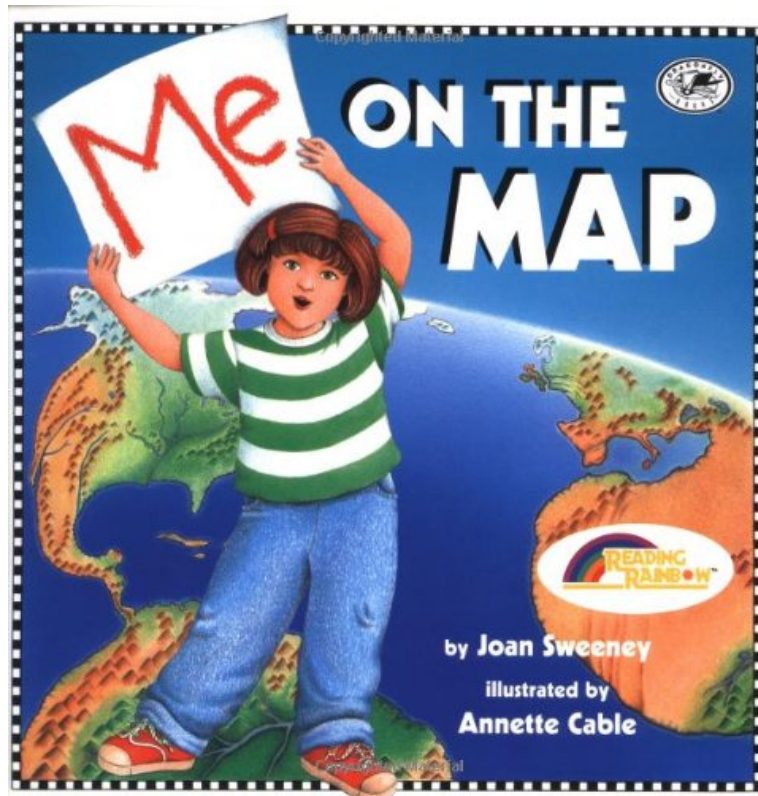
Weeks 2-3-4-5-6:

- 1- What did you like most about inquiry lesson? Why? Why not?
- 2- What did this week change about you?
- 3- Did you collaborate with your classmates?
- 4- Did you teach your peer? Did you learn something from your peer? If so, what?

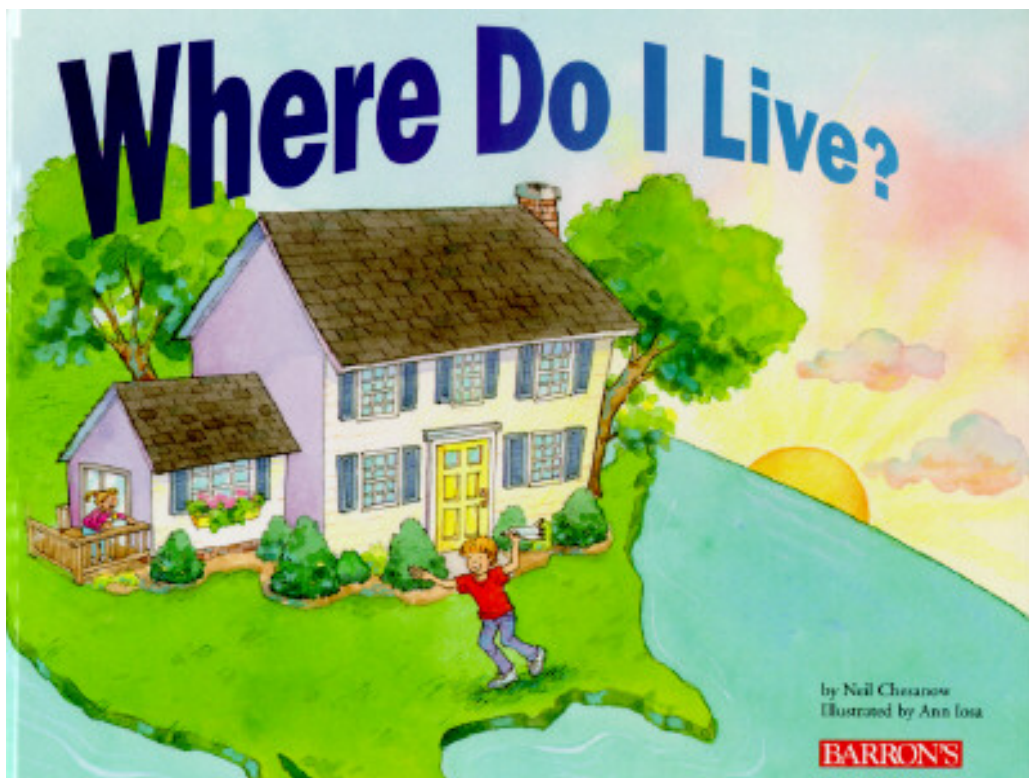
Weeks 7-8:

- 5- What do you think about being a part of learning? How does it make you feel?
- 6- What do you think about the strategies?
- 7- Did these strategies help you improve your language skills?
- 8- How did you feel about getting feedback from your classmates?

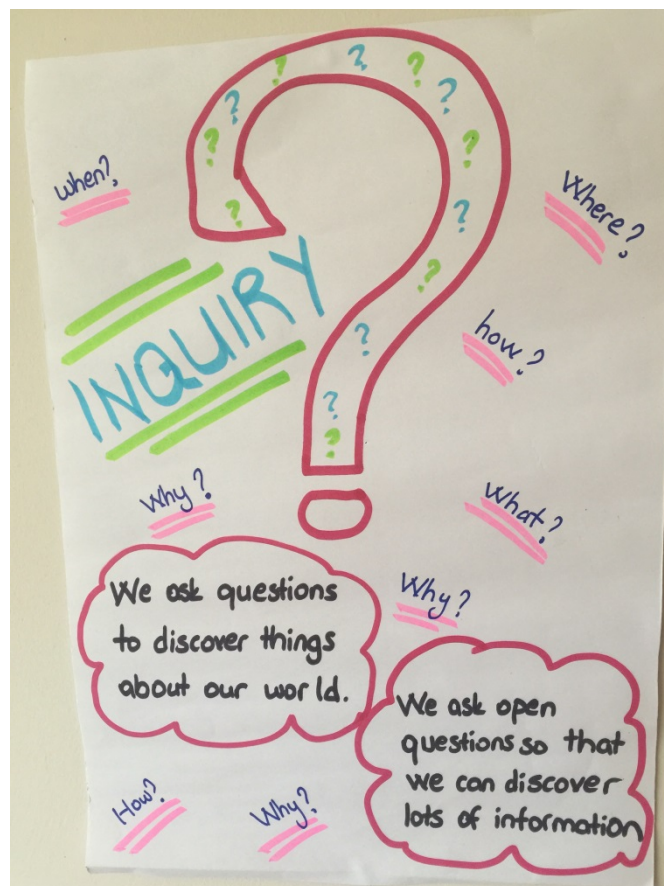
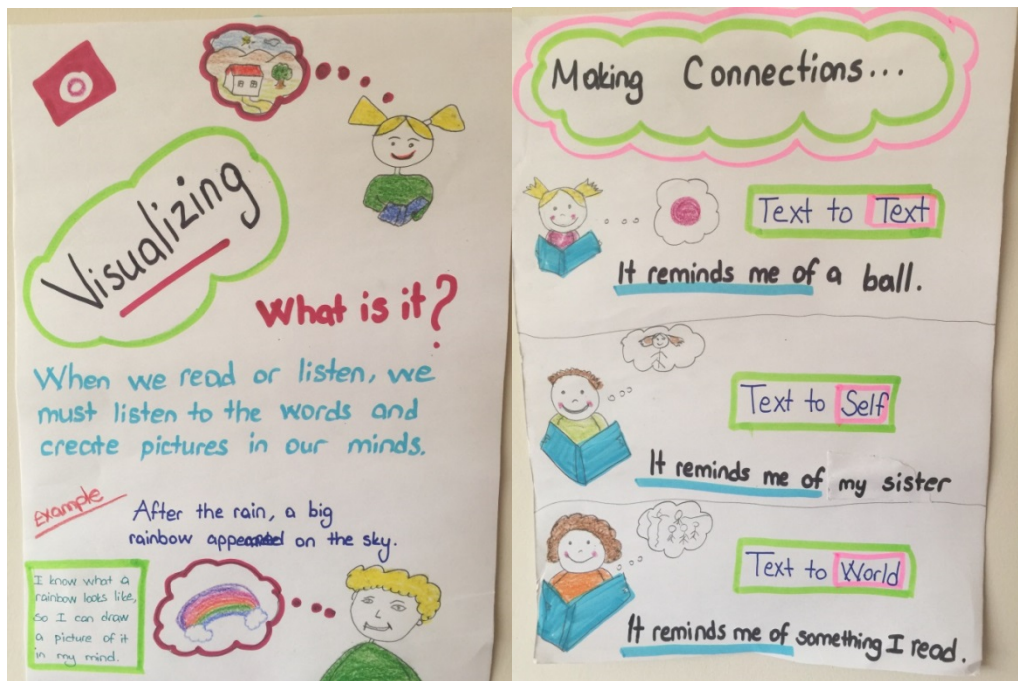
Appendix 8: Story Book Named “Me on the Map” by Joan Sweeney (1995)



Appendix 9: Story Book named “Where do I live?” by Neil Chesnow (1998)



Appendix 10: Anchor Charts (Products from our lessons)



Appendix 11: Ethic Approval Form

Evrak Tarih ve Sayısı: 27/03/2019-1816



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal Bilimler Enstitüsü Müdürlüğü

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Konu : Sevil GÖZDE'nin Etik Onayı Hk.

Sayın Sevil GÖZDE

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 11.03.2019 tarihli ve 2019/04 sayılı kararıyla uygun bulunmuştur.

Bilgilerinize rica ederim.

e-imzalıdır
Prof. Dr. Ragıp Kutay KARACA
Müdür

Evrakı Doğrulamak İçin : <https://evrakdogrula.aydin.edu.tr/enVision.Dogrula/BelgeDogrulama.aspx?V=BE8AYVYY>

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Unvan: Enstitü Sekreteri



Bu belge 5070 sayılı Elektronik İmza Kanununa göre Güvenli Elektronik İmza ile imzalanmıştır

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Education:

2002-2006 Istanbul University-American Language and Literature Department

2005-2006 Marmara University- Pedagogical Formation in English Language Teaching

2016-2019 İstanbul Aydın University-MA, English Language and Literature Department

2016-present Istanbul University- Sociology Department (Distant Education Program)

Work Experience:

April 2019- present	Secondary School Language Coordinator	Bilnet Schools
May 2018- February 2019	Cambridge Exams Manager	Dünya Education Exam Centre
2017-2018	Project Coordinator	Dünya Education
2017-2018	Material Developer	Macenta (Depp Project)
September 2016- 2017	English Teacher	Bilfen Florya Primary School
September 2014- 2016	English teacher	Private Mürüvvet Evyap Schools (Concept Based Teaching in Grade 1)
September 2011 - 2014	English Teacher	Private ATA Schools
September 2006 – June 2010	English Teacher	Private Sadabad School

Languages:

-Turkish: Native Language

-English: Advanced

Skills:

-Communication, Collaboration, Teamwork, Problem Solving, Flexibility, Creativity, Material Development,

- Computer skills (Microsoft Office, Powerpoint, Excel) and others