

## **Teachers' Challenges in Using Inquiry-based Strategy in Teaching English in Jordan**

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**ABSTRACT** This study presents the findings of challenges that face teachers of English as a Foreign Language from using inquiry-based strategy in Jordan. The quantitative study is undertaken using a survey methodology where teachers in private education institutions in Amman are sampled. The sample consisted of a sample of 50 teachers. Findings indicated that the teachers are aware of the effectiveness of inquiry-based learning as a tool for enhancing the outcomes of the students. The strategy is cited as being effective in promoting critical thinking, pragmatics, and general acquisition of English language competence. Availability of appropriate reading texts and development of the relevant materials are significant challenges identified in this study.