UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

(FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRABAJO DE INTEGRACIÓN CURRICULAR

TEMA:

"INQUIRY-BASED LEARNING TO ENHANCE STUDENTS' READING COMPREHENSION IN SECOND LEVEL ENGLISH MAJOR STUDENTS AT UNIVERSIDAD TÉCNICA DEL NORTE"

Trabajo de titulación previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés.

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas.

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Ibarra-Ecuador 2026

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TÍTULO:	Inquiry-Based Learning to Enhance Students' Reading Comprehension in Second Level English Major Students at Universidad Técnica del Norte.
AUTOR (ES):	Aguilar Báez Mikaela Estefanía
FECHA: DD/MM/AAAA	28/08/2026
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	[X] **PREGRADO** [ ] **POSGRADO**
TITULO POR EL QUE OPTA:	Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros, con mención en inglés.
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DEDICATION

"Life's a climb, but the view is great"

First and foremost, I give thanks to God for guiding me, walking beside me, and granting me the wisdom and strength to make every decision that has led me to this achievement. Thank You for listening to my prayers every day, for helping me move forward even during the most difficult moments, and for constantly reminding me that I am precious in your eyes. Above all, thank you for your endless love, which has helped me learn, grow, and keep moving forward.

This work is dedicating to my parents Hernán and Adriana, for believing in me and giving me the opportunity to pursue my dreams, even when it meant letting me leave home. Dad, thank you for your daily sacrifices and hard work. You have always been an example of responsibility, perseverance, and dedication. Thank you for teaching me that dreams are worth fighting for and that giving up should never be an option. Mom, thank you for the unconditional love, kindness, and devotion you have always shown to our family. Because of you, I have learned the values that guide me today and will continue to guide me throughout my life. I am certain that God will one day allow me the privilege of giving back, everything you have done for me. This achievement is not mine alone; it belongs to both of you; it reflects all you have given me over the years.

To my beloved sisters, Karen and Joselyn, thank you for growing up alongside me and for being my lifelong companions through laughter, mischief, unforgettable memories, and even those moments when we got into trouble together. A part of this achievement belongs to you as well. Your determination, kindness, sweetness, and the love you put into everything you do have constantly inspired me to become a better person. I know that your future will be as bright and successful as you dare to dream.

Throughout this journey, I met incredible people who taught me the true meaning of friendship, love, and kindness. Thank you for sharing classes, laughter, challenges, and unforgettable moments with me. Those memories will always have a special place in my heart. To my dear friend Victor, thank you for teaching me that true friendship goes far beyond this earthly life. Thank you for every hug, and every moment of encouragement when I needed it most. You taught me that problems only become bigger when we allow them to grow. I miss you deeply.

To my grandparents, my uncles, aunts, and cousins, thank you for your love, which gave me the strength to keep moving forward. Thank you for always caring for me, supporting me, and staying close to me despite the distance.

I cannot forget my beloved pets, Samy, Emy, and Lissy, for staying by my side during long nights of studying and completing assignments, and for filling my days with tenderness and love.

Finally, no number of words could ever fully express my gratitude to everyone who, in one way or another, contributed to this journey. Thank you from the bottom of my heart.

Mikaela Estefanía Aguilar Báez

ACKNOWLEDGMENTS

I would like to express my sincere gratitude to the Universidad Técnica del Norte for being my home of learning and for opening its doors to me throughout these years. I am deeply thankful to all the professors of the National and Foreign Languages Pedagogy Major, who, in one way or another, contributed to my academic and personal growth and to the development of this research. I will always remember each of you with great appreciation and admiration.

I would especially like to thank my thesis supervisor, José Obando, for his guidance, patience, and unwavering support throughout this journey. Thank you for believing in me, in my dreams, and in my abilities. Beyond fulfilling your role as a professor, you taught me that teaching goes far beyond the act of sharing knowledge; it is the art of inspiring others, shaping lives, and leaving a lasting impact that endures forever. Thank you for turning your vocation into an unforgettable legacy.

I would also like to express my heartfelt gratitude to my thesis advisor, Marlen Congo, for all the knowledge and guidance she shared with me throughout these years. Above all, thank you for teaching me that education is also built through kindness, understanding, and resilience, even during the most challenging moments.

RESUMEN

Aprender inglés como lengua extranjera puede representar un desafío para los estudiantes, especialmente al desarrollar habilidades de comprensión lectora. El presente estudio tuvo como objetivo proponer un enfoque basado en el aprendizaje basado en la indagación para mejorar las habilidades de comprensión lectora de los estudiantes de segundo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte, Ecuador. Se empleó un enfoque de métodos mixtos, combinando técnicas cualitativas y cuantitativas. Los datos se recopilaron mediante encuestas aplicadas a 30 estudiantes y entrevistas realizadas a docentes de inglés, con el propósito de identificar las dificultades de los estudiantes en la comprensión lectora y conocer la percepción de los docentes sobre el uso del aprendizaje basado en la indagación en la enseñanza de la lectura. Los resultados evidenciaron que el aprendizaje basado en la indagación, a través del cuestionamiento, la investigación, la colaboración y la reflexión, puede contribuir al desarrollo de las habilidades de comprensión lectora y, al mismo tiempo, incrementar el compromiso y la participación de los estudiantes en el proceso de aprendizaje. Estos hallazgos sirvieron como base para el desarrollo de una guía didáctica denominada "Our Amazing Ecuador", como una propuesta pedagógica para apoyar a los docentes de inglés en la implementación de actividades basadas en la indagación que fortalezcan la comprensión lectora de los estudiantes en contextos de inglés como lengua extranjera.

Palabras clave: Aprendizaje basado en la indagación, lectura comprensiva, inglés como lengua extranjera, aprendizaje activo.

ABSTRACT

Learning English as a Foreign Language (EFL) can be challenging for students especially when developing reading comprehension skills. The present study aimed to propose an Inquiry-Based Learning (IBL) approach to improve the reading comprehension skills of second level English major students at the Universidad Técnica del Norte, Ecuador. A mixed methods approach was used, combining qualitative and quantitative techniques. Data were gathered through survey questionnaires to 30 students and interviews to English teachers to determine learners' reading difficulties and teachers' perception on the use of Inquiry-Based Learning in reading instruction. The results showed that Inquiry-Based Learning through questioning, investigation, collaboration and reflection can contribute to the development of reading comprehension skills and at the same time increase students' engagement and participation in the learning process. These findings served as the basis for the development of a didactic booklet called "Our Amazing Ecuador", as a pedagogical proposal in support of English teachers in the implementation of inquiry-based activities to strengthen students' reading comprehension in EFL contexts.

Keywords: Inquiry-Based Learning (IBL), reading comprehension, EFL, active learning.

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INTRODUCTION

Language is one of the most essential tools for human communication, allowing individuals to interact with and exchange information across the world. In every corner of the planet there are different territories that have adopted their own language over time. Due to globalization, English has become one of the most widely spoken languages worldwide, increasing its importance in education, business, and international communication. (Niyozova Aziza Ilyosovna, 2020), states that "More than 350 million people around the world speaking English as a first language and more than 430 million speaking it as a second language, there are English speakers in most countries around the world" (p. 23), as a result learning English is essential for many purposes.

Recognizing the growing importance of English worldwide, Ecuador has incorporated this language to its study system, with the objective of promoting the learning of this language and in this way leaving an open door to its citizens to find better opportunities in different areas through the acquisition of this language.

Developing reading skills has become a significant challenge for the Ecuadorian population. For the Ecuadorian population, the development of reading skills has become a big challenge. According to data reported by Crespo (2024) and released by the Ministry of Culture and Heritage, the Organization of Ibero-American States (OEI), the National Institute of Statistics and Census (INEC), Institute the Latin American Faculty of Social Sciences (FLACSO) found that Ecuadorian read an average of one full book and two partially books per year, as per a national survey in 2022. This indicates the limited reading culture and lack of regular reading habits in the country. This finding also applies to students of English as a Foreign Language (EFL) for whom reading comprehension skill to acquire. Student´s ability to comprehend, analyze, and interpret the texts may be compromised by poor reading habits, limited vocabulary, low motivation, and the application of traditional teaching methods. Therefore, we need to implement innovative instructional methodologies that actively involve students and promote the development of reading comprehension skills.

In response to these challenges this study proposes the use of inquiry-based learning (IBL) to improve reading comprehension among second level English major students at UTN. It examines the development of student-centered learning, the promotion of critical thinking, and the implementation of activities that involve collaboration, exploration, and discussion among students. The research seeks to analyze the effectiveness of the proposed teaching method (IBL) to make reading a more dynamic and easily acquired skill for students. In this way, if students begin to engage in activities that attract their attention, such as the use of interesting stories related to Ecuador wildlife, gastronomy and culture, through investigation, analysis, interpretation and reflection. They can develop the ability to read fluently, with comprehension, and motivation. Subsequently, the teacher would oversee guiding the students, providing feedback, promoting collaboration, guiding discussions and being present in the learning process.

In addition, the research provides some innovative ideas aimed at teachers who seek to encourage their students to read.

Research Problem

Despite the growing importance of English and the efforts of educational institutions, several challenges remain in the development of language skills, especially reading comprehension. According to (Raj Dangal, 2023), English has emerged as the global language of communication, transcending borders and cultures. Its influence and impact on society are far-reaching, shaping the way people interact, learn, and communicate with the rest of the world. For the teaching and learning of this language it is necessary to deepen in four of the necessary skills, reading, writing, speaking and listening. In such a way that a learning process can be achieved and people can communicate effectively and actively.

Reading, one of the two receptive language skills, provides students with information that will later in the process be transformed into spoken expression. Reading is the first process a learner faces to learn any language. Because it takes time to learn words, grammar and the structure of sentences to understand a text (Dorothe Kienhues, 2023). Despite the importance of reading, there are a lot of students that do not have developed those skills. The habit of reading is one of the most indispensable in the learning process. According to (Juan Daniel Ayazo, 2021), the habit of reading can enrich knowledge, stimulate the imagination, improve reading comprehension, and foster information acquisition and critical thinking. Based on the importance of reading, the development of good reading habits is crucial for acquisition of all language skills.

However, although reading is considered important, there are still great challenges in the English levels in Ecuador. According to Education First (EF, 2024), a global organization specializing in language training and education, Ecuador ranked 82nd out of 100 countries evaluated in the English Proficiency Index. This result highlights the challenges Ecuadorian learners face in developing English language skills and underscores the need for more effective teaching and learning strategies. Furthermore, there are many university students who still do not have the skill fully developed. Even if they already have a B1 certification (Lilian Calle, 2021).

The same situation is true for higher education. Many university students find it difficult to develop reading comprehension skills in English. In this case, the English major students of second level from Universidad Técnica del Norte (UTN) usually present problems regarding vocabulary acquisition, text interpretation, critical analysis and active participation in reading activities. This situation requires exploring innovative teaching approaches that promote meaningful learning and enhance students' reading performance.

The problem in the process of acquiring good reading comprehension includes many external and internal factors surrounding that may affect the student learning process. The most common ones can be low motivation, lack of reading habits, lack of

vocabulary, lack of reading comprehension skills, lack of proper use of materials, lack of innovative materials or problems with memorization.

The prevalence of traditional teaching methods, which often limit the active participation of students in the learning process, could be one of the reasons for these difficulties. The most authentic reading materials to teach are reading textbooks, reading roads, workbooks or chalkboards reading advanced academic material. The problem is not that the materials are not good enough. The problem is that those are not applied in the correct way.

Effective teaching requires the teacher to properly guide the students. It is very important that the teacher uses appropriate methods and materials to facilitate the learning process. Without proper teaching, students may have difficulty understanding the subject matter, leading to an unsuccessful outcome. Therefore, it is vital that the teacher focuses on both content and methodology to ensure that students can acquire knowledge and develop their skills effectively. Nevertheless, many factors affect the development of reading comprehension that may hinder the students' learning processes.

Research Questions

- How does Inquiry-Based Learning (IBL) enhance the reading comprehension of second-level English major students?

- How can IBL help students develop reading skills?

- What are the advantages of using IBL to the development of reading comprehension skills in the English language?

Justification

Learning a new language has become important today, as it is believed that learning a new language brings personal, social, academic and work-related benefits. Several studies have shown that "there are cognitive benefits to learning a new language, it has been proven that bilinguals tend to be people with a better receptive memory, are creative and are better problem solvers" (Axatovna, 2022). Therefore, with these cognitive and educational advantages, it is important to investigate effective teaching techniques that promote language learning and skill development in the EFL students.

In this context, this research aims to discover and implement the Inquiry-based learning approach to improving the reading comprehension of young students in Ecuador, where English is taught as a foreign language and is not commonly spoken and practiced. Reading is crucial in the early stages of learning a first and second language and is regarded as a fundamental communication skill. Therefore, it is necessary to analyze methodological foundations to comprehend the purpose of this study. In the same way, the presented research questions and proposed answers will be resolved by using some pedagogical aspects that directly influence the process of learning. Nevertheless, reading comprehension difficulties are often influenced by multiple factors, including limited vocabulary, insufficient reading habits, low

motivation, and the use of traditional teaching approaches; for that reason, it is necessary to analyze the methodological foundations that support the purpose of this study.

Among the different language skills, reading plays a particularly significant role in language acquisition and academic success. According to Okasha (2020), reading is considered one of the most important skills in teaching English as a foreign language. Some studies look at this skill as a receptive and productive skill, as students receive and understand the content of a text to later produce their opinions and suggestions to interact with it. Reading helps students think, evaluate, judge and solve problems. Reading is a crucial part of the learning process but, at the same time, is an extremely complex activity. It is important that learners become active during the process because the early difficulties in reading may directly influence the way they learn throughout the rest of their lives. That is why it is effective to use learning strategies to construct meaning. Consequently, it is critical to choose an appropriate instructional approach to help students develop these reading strategies effectively. Those strategies can be diverse, such as summarizing information, drawing inferences, using literature resources, generating questions, pre-reading, initial reading, finding the main idea and monitoring comprehension.

The study will use the Inquiry-Based Learning (IBL) approach, which is a student-centered and teacher-guided instructional approach that engages students in investigating real-world questions (Rahmasari, 2020). There are many benefits to applying this approach, as the students can feel free to use their knowledge gaps and the way in which they want to address them. Students can also set their own goals and objectives and be aware of how to achieve them. Besides, it is flexible for students, and it´s highly motivating. Therefore, students have an active role, as they must discover answers. Conversely, teachers are responsible for fostering curiosity and interest in students, which in turn promotes critical thinking and understanding. Teachers should enhance students' ability to ask questions and keep their interest in the learning process, guiding them in how to structure their knowledge. Considering these pedagogical benefits, the implementation of IBL could result in significant benefits for the target population of this study.

This research effort will be advantageous to second-level English major students at UTN in Ibarra. These students will strengthen their critical thinking, problem-solving, and reading comprehension skills by putting IBL principles into practice. These abilities should assist them in their academic endeavors and empower them to overcome barriers in their academic pursuits as well as obstacles in their future professional lives. In addition, to the direct benefits for students, other parties involved may also benefit from the findings of this study. Educators, students, and the college Universidad Técnica del Norte will benefit indirectly from this project. The findings of this study will help to create improved teaching approaches by using the IBL to enhance reading comprehension. Meanwhile, it will improve the UTN´s standing as a university focused on advanced and promoting student-centered learning. With

respect to its institutional implications, this research may be useful to the educational community at large, as well as to the field of educational research.

The outcomes of this study may be useful to the university community and the larger field of educational research by providing evidence of the efficacy of inquiry-based learning in enhancing reading comprehension. The result of this study aims to help EFL students improve their outcomes and reading comprehension through a unique approach. Additionally, it can be an example to encourage more investigation by future students in which they can debate and discuss the use of inquiry-based learning in multiple educational settings.

Furthermore, the availability of the necessary resources and institutional conditions for the implementation of this study also supports its feasibility. The availability of resources that are needed, including institutional support, technological resources such as computers, internet connection, and people resources investigators, students, and teachers, supports the project's viability. The study will be finished in a fair amount of time, enabling the research question to be thoroughly examined.

Objectives

General Objective:

-Analyze the Inquiry-based learning to enhance reading comprehension in second level English major students at Universidad Técnica del Norte.

Specific Objectives

- To conduct document research that allows setting the theoretical foundations about IBL in EFL contexts

-To design a didactic booklet with innovative activities using the inquiry-based learning to strengthen reading skills in second students at English Major.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Language Learning Theories

1.1.1 What is a Learning theory?

Learning theories are conceptual and systematic frameworks that are helpful for understanding how humans acquire, process and retain knowledge. They assist teachers to have a clearer vision about the numerous aspects that influence learning to construct and design lesson plans according to students´ requirements and preferences. Learning theories play an important role in language education as they provide theoretical foundations to search for teaching methods, tactics, approaches and evaluation procedures. Learning theories highlight the processes of cognition, the social and environmental factors that play a part in the development of knowledge and the active involvement of learners in the processes of meaning-making. In this regard, Students learn best when they interact with content, engage in questioning, cooperate with others and relate new knowledge to earlier experiences (Le & Nguyen, 2024).

Based on these theoretical perspectives learning theories are important during this research as it provides theoretical foundations. Inquiry-based learning is built on the basis that students will learn meaningfully via active engagement and collaboration. As noted earlier, this study is looking for enhanced reading comprehension; knowing how learning occurs. It's important to have a clearer view of how individuals acquire information and how the learning process works. Therefore, these theoretical views provide the basis for understanding the constructivism concepts that support Inquiry-Based-Learning and their use in reading instruction.

1.1.2 Components of learning theories

It is important to consider the main components involved in the learning process to better understand how knowledge is acquired. The learning process is explained by numerous basic components in learning theories. These components are the learner, previous experience, the learning environment, social interaction, motivation, and the learning process itself. These components together offer a complete framework for understanding how people learn and how knowledge is built in educational settings.

Among these components, some are critical to facilitating meaningful learning experiences and supporting students' cognitive development. Firstly, learners have established experience and background knowledge that influence the interpretation of incoming information. Secondly, the learning environment is important because it allows students to share and discuss ideas with their peers. Finally, motivation affects students' readiness to participate (Ahmed Abdel-Al Ibrahim et al., 2023). These components work together to produce meaningful learning experiences, encouraging active participation and construction of knowledge.

In addition, it is important to understand these components, especially in the context of the present study, as these support the implementation of inquiry-based

learning in EFL classrooms. Inquiry activities require students to be engaged, collaborate, ask questions, examine knowledge, and reflect on their personal thoughts as well as the ideas of their peers. Similarly, it is important that pupils can connect new information from the text to their own prior knowledge and experiences for reading comprehension. In the context of the present study, learning theories directly contributes to the acquisition of reading comprehension skills. Therefore, these components offer a theoretical foundation to explore the role of IBL in facilitating active engagement and improving reading comprehension for EFL learners.

1.1.3 Constructivism

Based on the discussion of learning theories, constructivism is one of the most important perspectives for understand how learners acquire and construct knowledge. Indeed, this approach is one of the oldest and most fundamental theories of learning in education. Since students build their own knowledge, they act as active learners; they are not passive recipients of information from teachers. According to Piaget (1968, as cited in Chand et al., 2026), constructivism perceives learners as active agents who organize, interpret, and integrate experiences into existing mental structures and reshape understanding through interaction with the environment. These principles are the foundation for understanding the active role of learners in the educational process.

Building on this foundation, according to Pan et al. (2024), constructivism is a learner-centered approach that demands learners be active, think critically, and solve problems. This means that students learn best when they can explore, ask questions and actively participate, rather than being given knowledge. In this sense, constructivist learning environments promote students´ ownership of their learning process.

Furthermore, current research also suggests that constructivist classrooms enhance cognitive engagement by allowing students to link new information with their prior knowledge. Questioning, conversation, and reflection on learning enhance higher-order thinking skills and understanding of their knowledge (Sun et al., 2024). These results support the importance of constructivist principles in generating meaningful learning experiences in the field of language education.

Therefore, this theory represents one of the main theoretical foundations of present research. Inquiry-based learning is based on constructivist ideas wherein students are asked to explore issues, gain knowledge, analyze evidence and construct their own understanding. Consequently, inquiry-based activities can be an opportunity for students to enhance their interaction with reading materials and improve their reading comprehension. To conclude, constructivism provides the theoretical foundation needed to understand why IBL is regarded as an effective instructional strategy to improve EFL learners´ reading comprehension.

1.1.4 Social Constructivism

A significant theoretical foundation of the present study is social constructivism, a key development of constructivist theory. Social constructivism is a development of

constructivist theory and is closely associated with the work of Lev Vygotsky. Constructivism is how an individual constructs knowledge, and social constructivism is social interaction, social learning, social collaboration, and cultural context in learning. The principles emphasize that learning is not a personal act but a collaborative experience that is shaped by interaction with others. The principles emphasize that learning is not a personal act but a collaborative experience that it shaped by interaction with others.

According to recent studies, social constructivism considers learning as a social process of constructing knowledge through interaction with others. Learner knowledge was enhanced by discussion, questioning, negotiating meaning, and problem-solving together more than they may have achieved alone (Ahmed Abdel-Al Ibrahim et al., 2023). Moreover, the tactics have also demonstrated the efficiency of social constructivism approaches such as questioning activities and collaborative discussion for fostering critical thinking in EFL reading classroom. Evidence has shown that social connection is a key factor in enhancing reading comprehension (Abdelshaheed, 2023). These findings indicate the value of collaborative learning environments in increasing students´ reading comprehension and cognitive development.

Subsequently, social constructivism is closely related to Inquiry-Based Learning, being linked with collaborative discovery, discussion, and reflection. Inquiry-based activities allow students to work together to look at texts, ask questions, and share interpretations and inferences. Therefore, social constructivism is a valid theoretical basis for the use of this approach as a strategy to enhance reading comprehension in second-level English major students at UTN. In other words, the principles of social constructivism provide a strong theoretical rationale for the use of Inquiry-based Learning as a teaching approach to enhance reading comprehension in EFL contexts.

1.2 Language Teaching Methods

1.2.1 Methods in Language Education

After considering the theoretical basis for learning, it is important to know how these principles are put into practice in the teaching of languages. In language education, a method refers to a systematic approach to teaching language that is based ontheories of language and learning. Therefore, teaching methods provide the practical means through which learning theories are implemented in classroom instruction.

Methods help teachers choose objectives, classroom activities, instructional materials, and assessment techniques. During the history of language teaching, several methods have been developed to suit new ideas about the optimal way to learn languages. As theories of education developed, so did methods of teaching to reflect new understandings of how languages are effectively learned. Language education developed that resulted in the development of conceptions of language acquisition and the students´ engagement in the learning process. Consequently, language teaching methods have progressively evolved towards approaches that promote active learning and student participation.

From this perspective, teaching methods can be understood as the practical application of educational theories in classroom practice. These can be considered pragmatic instantiations of theoretical assumptions regarding language and language development. Methods are the practical application of educational theories through classroom practices by means of the design of objectives, procedures and instructional experiences and learning that guide the students to enhance the language (Richards & Rodgers, 2022). Current methods promote learner autonomy, communication, cooperation, and active participation, rather than passive reception knowledge. These features explain why learner-centered approaches have become increasingly relevant in contemporary language education.

Having a clear understanding of methods is important for this research. Inquiry-Based Learning is an educational approach that shifts traditional teaching methods to more active student-centered experiences. Reading comprehension is an active process that involves interaction between learners and texts, such that meaningful comprehension and interpretation depend on the selection of an appropriate method. Therefore, understanding language teaching methods provides the foundation for examining IBL as an effective instructional approach.

1.2.2 Components of a Language Teaching Method: Approach, Design and Procedure

After comprehending what a language teaching method is, it is important to look at the component that determines how it is organized and implemented in educational practice. Richards and Rodgers (2022), explains that language teaching methods consist of three components; approach, design, and procedure. These components provide a systematic way to think about the theory behind a method and how we organize the learning experiences and classroom activities by which we teach. Understanding these components is essential as it helps to design teachers' lessons, select of instructional resources, structure activities and support meaningful student learning. These three elements work together to ensure that methods of language teaching are based in theory and delivered effectively in classroom practice.

-Approach

An approach constitutes the theoretical foundation of any language teaching method; an approach refers to the theoretical notions on the nature of language and the process of language learning. It represents the intellectual foundation of educational processes. In other words, an approach answers the question: "How do learners acquire a language?

An approach is a theory of the nature of language and of language learning that guides the process of teaching and learning. These assumptions influence the aims of education, the roles of the teacher, the learners, and the types of learning experiences that occur in the classroom (Richards & Rodgers, 2022). Furthermore, recent research indicates that constructivist and sociocultural theories are gaining recognition in current language teaching approaches, where learning is considered active participation, social connection and co-construction of knowledge through authentic experiences (Le & Nguyen, 2024). As a result, students are more actively engaged in the learning process of

the subject and acquire language skills and higher-order thinking skills (Fakuda et al., 2024).

The concept of approach is particularly relevant to this study as, the intervention provided is founded on the understanding that students learn best when they are actively questioning and engaging with texts in meaningful ways. Therefore, it is important to implement an appropriate instructional approach to provide meaningful learning experiences and to support the implementation of inquiry-based learning.

-Design

After establishing the theoretical foundations of a method, the next step is to determine how to incorporate those principles into instructional planning. Design serves as the bridge between theory and practice. In this stage planning and organization of the teaching process, involve translating theoretical assumptions into practice.

Recent work in higher education has argued that excellent learning design is a function of the consistency between instructional goals, learning activities and evaluation techniques; well-designed learning experiences promote deeper cognitive engagement and foster critical thinking skills (Conole, 2023). As a result, effective instructional design results in learning environments that allow for inquiry, for collaboration, and for the meaningful construction of knowledge.

The findings imply that reading training should be carefully tailored to allow for inquiry, discussion and study. Consequently, instructional design is important for the implementation of Inquiry-Based Learning as it affects the design of reading activities that enhance engagement, knowledge, and meaningful learning.

-Procedure

Finally, determining the theoretical rationale and instructional design of a method, the next step is to consider how they are put into practice in the classroom. “Procedure” refers to the specific classroom practices, procedures, and sequences of activities through which a method is taught. The method provides the theoretical basis, the design determines the pedagogical elements, and the procedures describe how the learning will occur in the classroom. Classroom tasks, interactions, questioning strategies, and learning activities meet the instructional objectives.

Recent literature suggests that the instructional procedures should foster learners´ active engagement in knowledge construction. Through activities like questioning, discussion, exploration, and collaborative problem-solving, students can acquire a better level of critical thinking and develop higher-order thinking abilities (OECD, 2023). Procedures are the concrete steps when learners interact with knowledge and take part in the learning process. Effective procedures provide opportunities for students to apply knowledge, work with peers, solve difficulties, and reflect on their understanding (Prince, 2023). Procedure is one of the most significant components in inquiry-based learning since the inquiry is done via a series of activities and not through direct instruction. Typically, inquiry procedures consist of asking questions, gathering information, drawing conclusions, and reflecting on what they have learned. These tactics encourage a more active role of students as knowledge constructors and a higher degree of autonomy in the

learning process. To conclude, well-structured procedures help students to actively construct knowledge, making inquiry-based learning an effective method to improve reading comprehension.

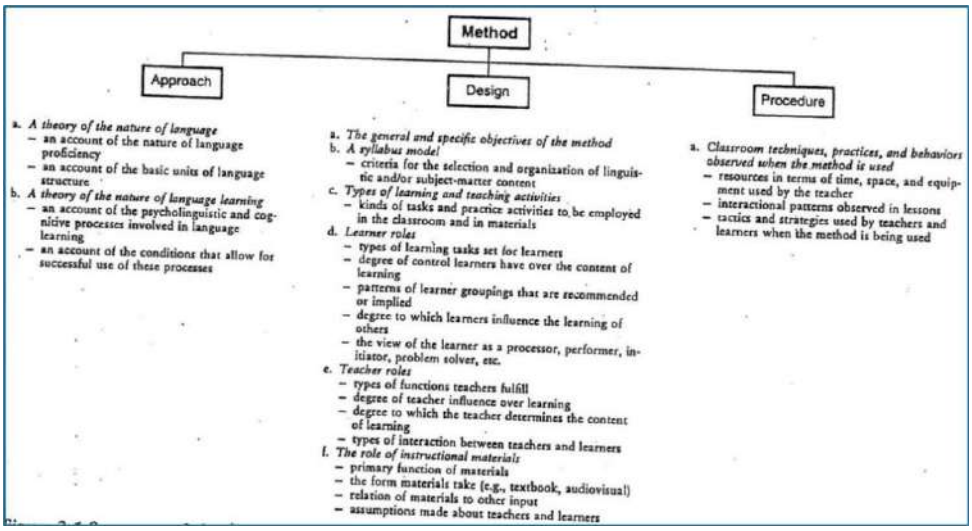


Illustration 1. Approaches and Methods in Language Teaching by Jack C. Richards y Theodore S. Rodgers.

1.2.3 Historical Overview of Language Teaching Methods

In consideration of the elements of language teaching methods, it is necessary to look at some of the main methods that have influenced language education today. Language teaching methods changed considerably throughout time, reflecting developments in educational philosophies and cultural demands. The next part provides a brief summary of several key methods that have affected modern language instruction and are relevant to present investigation.

- Communicative Language Teaching (CLT):

One of the most influential approaches is CLT. It views communication as both the means and the purpose of language development. This method promotes the use of authentic language in meaningful real-world communication. Studies maintain that CLT improves students´ communication competence because it offers opportunities for students to express their ideas and communicate with others (Richards & Rodgers, 2022). These features have made CLT one of the foundations of learner-centered language teaching.

-Task-Based Language Teaching (TBLT):

Another important student-centered method is TBLT. This method is based on the idea that students learn language by participating in real-world tasks involving communication, problem-solving and teamwork. In this approach, language is a way for learners to achieve meaningful goals (Rod et al., 2019). For this reason, TBLT encourages students to develop language skills through authentic and purposeful communication.

-Content-Based Instruction (CBI):

Additionally, CBI has gained considerable attention. According to Zairjonovna (2023), CBI is a method of language teaching where students learn language through meaningful themes rather than study language structures. It promotes the integration of language education, which allows students to increase language competency and knowledge of relevant topics. It was recently found that content-based instruction is a great way to increase learner engagement by providing students with real resources and academically relevant topics. However, the successful implementation depends on sufficient language support, adequate resources, and appropriate selection of resources that match students' language proficiency levels (Ding & Wang, 2026). Consequently, CBI provides students with meaningful contexts for acquiring language proficiency and content knowledge at the same time.

-Problem-Based Learning (PBL):

Finally, PBL is another student-centered approach closely aligned with inquiry processes. It is a student-centered instructional paradigm that starts with a real-world problem or challenge. For this method, students explore challenges, collect evidence, analyze content, and provide answers through cooperation. It influences students´ critical thinking, as it increases their curiosity in learning when they are required to identify difficulties, ask questions, and support their beliefs (Guo et al., 2024). These characteristics demonstrate why PBL is considered a valuable method for fostering inquiry, collaboration, and critical thinking.

This historical overview suggests that modern language teaching has moved towards more active, meaningful, and collaborative approaches. These developments provide effictive theoretical support for using inquiry-based learning in the study.

1.2.4 Student- Centered Approach in Language Teaching

One of the most dominant views in modern language education is the student-centered approach, which was developed with the new ways of language instruction. It is an educational strategy that focuses on the active participation of learners in the process of knowledge acquisition. Student-centered learning has been connected with better learner engagement, motivation, autonomy and academic accomplishment (Le & Nguyen, 2024). Student-centered learning environment promotes cooperation, inquiry, reflection and critical thinking for greater learning outcomes. Recent research in EFL contexts, however, have shown that this strategy increases reading comprehension when students are engaged in the active interaction with the texts through questions and interpretation. These actions enable learners to obtain greater knowledge and strengthen their reading skills (Fakuda et al., 2024). Student-centered approaches therefore foster an educational context in which learners are active constructors of knowledge and developers of higher order thinking skills, which makes them especially beneficial for language learning.

Inquiry-Based Learning one of the main ideas of student-centered learning. The purpose of this research is to improve reading comprehension by asking questions and analyzing facts. It is an activity oriented towards inquiry that encourages students´ independence and collaboration. Therefore, knowing the concepts of student-centered

learning provides a suitable foundation to explore inquiry-based learning as a teaching strategy to improve reading comprehension.

1.3 Inquiry Based Learning

1.3.1 Definition of Inquiry-Based Learning

Inquiry-based learning is an instructional approach that has developed from the concepts of student-centered learning. It involves students in the active construction of knowledge through exploration and inquiry. "Inquiry-Based Learning (IBL) is a student-centered method that fosters active learning through inquiry, investigation, critical thinking and knowledge production" (Urdanivia Alarcon et al., 2023). This definition emphasizes that learning occurs through active exploration and participation. Students are interested in exploring information and solving problems, this positions learners as active participants to learn while teachers act as facilitators to guide and support astudents throughout the learning process. Inquiry-Based learning has been regarded as a successful approach to enhance learning since it encourages learners´ active engagement in inquiry, investigation and reflection. It enables students to develop deeper understanding and critical thinking to become more able to link academic topics and real-world situations. (Urdanivia Alarcon et al., 2023). For this reason, inquiry-based learning enhances meaningful learning by motivating students to actively construct knowledge through questioning, exploration and reflection.

The concept of Inquiry-Based Learning is relevant to this research, as it shifts from teacher-led learning to student-driven learning. In many EFL classrooms, reading typically means just reading a text and answering comprehension questions. As a result, most of the time students have limited opportunities to explore texts and construct their own interpretations. This method can limit children's ability to think critically, question and be involved in their reading. These limitations suggest a need for instructional approaches that actively engage students in the reading process.

Moreover, the idea and characteristics of IBL also provide a strong theoretical basis for the intervention presented, as this study aims to analyze the effect of Inquiry-Based Learning in improving reading comprehension. IBL techniques foster active involvement with texts and help to develop students´ reading comprehension, as well as the higher-order thinking, and analytical skills necessary to read English successfully as a foreign language. As a result, inquiry-based learning serves as the study´s reading comprehension through meaningful engagement with texts and active inquiry.

1.3.2 Origins and Founders of Inquiry-Based Learning

Once reviewed the definition of Inquiry-based learning, it is important to examine the different educational theories that laid the foundation for this instructional approach. Inquiry-Based Learning is a widely adopted educational approach, although its theoretical roots may be traced back to work of educational thinkers like John Dewey, Jerome Bruner, and Lev Vygotsky. Their theoretical contributions continue to inform current research on student-centered learning and reading comprehension, extending the influence of current instructional practices.

-John Dewey

According to John Dewey (1983), education should be based on experience, reflection, and problem-solving. Dewey argued that children learned best when they were actively engaged in real settings rather than passively absorbing knowledge from teachers. He believed that curiosity and inquiry were vital for effective learning because they encouraged the learners to learn through engagement with real-life environments.

Recent studies have supported Dewey's beliefs by demonstrating that inquiry-based learning environments encourage active engagement, critical thinking, and deeper cognitive engagement. Such features are very aligned to Dewey's notion that education is a matter of discovery and introspection, not content memorization (Al-Khamaiseh, Hadeel Saleh, 2023). These principles offer a strong foundation for inquiry-based learning to encourage students to explore real problems and actively build knowledge.

-Jerome Bruner

Jerome Bruner (1961) proposed that learners develop understanding by actively exploring topics and how they relate to each other. Bruner held that discovery learning is more effective than receiving information straight from teachers. This helps learners to develop, think, encounter difficulties, and construct their understanding. Recent research in education has proven that learners acquire knowledge and conceptual understanding in discovery-based learning contexts. Collaborative learning based on discovery and learning for its own sake had a positive impact on students' academic performance. This improvement is due to students' active participation in discovering concepts, regulating the learning process, and accumulating knowledge through research (Balazinec et al., 2024).

Bruner's approach is particularly appropriate for reading comprehension since the making of inferences, the making of connections between concepts, and the development of meaning from textual content are crucial to reading a text. Inquiry-Based Learning activities allow students to analyze texts, ask questions, and evaluate evidence, leading to deeper comprehension.

-Lev Vygotsky

Lev Vygotsky stressed the importance of social interaction in cognitive development. Vygotsky views learning as a collaborative and dialogic process in which more knowledgeable individuals guide and support the learner throughout the learning process. In addition, his concept of Zone of Proximal Development refers to the idea that learners can achieve higher levels of understanding given sufficient scaffolding.

Today, Vygotsky concepts remain influential in inquiry-based instructional approaches in modern educational literature, notably those that highlight cooperation, discussion, and directed learning (Ahmed Abdel-Al Ibrahim et al., 2023). Besides, learners acquire knowledge through interaction with peers and teachers, thus increasing students' engagement, motivation, and understanding through collaborative learning and scaffolding techniques. Vygotsky´s sociocultural perspective supports the collaborative nature of inquiry-based learning and reinforces the value of IBL in developing reading comprehension through interaction and guided inquiry.

1.3.3 Inquiry-Based Learning Process

After addressing the theoretical foundations of IBL, it is necessary to consider the stages that this method of instruction goes through in its practical implementation in education. Inquiry Based Learning is a generally circular process guiding learners from curiosity and questioning through discovery, interpretation and reflection. Each stage contributes to the development of inquiry skills while promoting meaningful learning and active participation.

-Orientation-Engagement

The Inquiry process starts with an orientation phase where learners are presented with a topic, event or scenario that captures attention and encourages additional exploration (Pedaste et al., 2015). During this stage the students activate their prior knowledge, identify areas of interest, and they participate in the learning process. This stage establishes connections between previous experiences and new learning context. As a result, the orientation stage increases curiosity and direction necessary for the inquiry process to begin.

-Questioning

Questioning is one of the most essential components of IBL as it promotes curiosity, critical thinking, and active engagement (Urdanivia Alarcon et al., 2023). Effective questions make learners think critically and explore issues more deeply. Meanwhile, well-formulated questions guide students´ investigations and engagement.

-Investigation

During the inquiry phase, learners conduct research, acquire resources and gather evidence to answer their questions. In this phase the learner is constructing knowledge and observing, testing and examining multiple sources of information to encourage inquiry (Pedaste et al., 2015). It has been demonstrated that investigation leads to active learning as students must explore, assess, analyze and organize information. Also, investigation stage enables learners to develop research skills while developing constructing knowledge.

-Analysis and Interpretation

Recent studies have emphasized the importance of this stage for the development of higher-order thinking skills, as students need to assess data, draw conclusions, contrast ideas and defend their judgements (Urdanivia Alarcon et al., 2023). It is one of the essential pillars of effective learning and meaningful knowledge construction. Notably, during this stage learners start to compare evidence, evaluate perspectives and create conclusions using prior information. In this way, analysis and interpretation strengthen students ´critical reading.

-Conclusion-Extension

The extension stage is when the learners transfer the knowledge they have gained to diverse circumstances and conditions (Kapici, 2025). During this stage, learners apply concepts, resolve theoretical challenges and relate their learning to real-world situations. Consequently, students transmit knowledge beyond the classroom and apply it in different contexts.

-Discussion and Reflection

Recent studies highlight the importance of reflection in education for the development of self-regulated learning and metacognitive awareness (Urdanivia Alarcon et al., 2023). It has been established that through reflection, learners can analyze their learning, reflect on their learning practices and become more independent learners. Ultimately, reflection consolidates learning and prepares students to apply their knowledge and skills in future learning situations.

1.3.4 Inquiry-Based Learning Techniques and Strategies

Once the stages that conform to the IBL process have been understood, it is important to examine the instructional techniques and strategies that support its implementation. Inquiry-Based Learning is implemented through instructional strategies and learning techniques which include active involvement, critical thinking, collaboration and knowledge production. These approaches allow students to become active investigators instead of passive recipients of knowledge.

-Questioning

Questions are the starting point of inquiry, and they help learners to explore information more deeply. Inquiry-Based learning is founded on the assumption that students learn meaningfully when they ask questions, generate responses and develop knowledge for themselves. The use of effective questions helps to encourage curiosity, critical thinking and active engagement with learning materials (Urdanivia Alarcon et al., 2023). During reading activities, questioning is fundamental to students as it allows them to analyze texts, interpret ideas and contrast information.

-Problem Solving

Students are expected to examine problems, assess data and propose solutions supported by evidence. The students are given activities in problem solving. They learn by doing, implementing what they have learned in the actual world. As a result, this methodology promotes the development of analytical reasoning, decision making and critical thinking skills (Urdanivia Alarcon et al., 2023). Therefore, problem-solving enhance students to apply inquiry skills to develop independent and critical thinking.

-Collaborative Learning

Collaborative learning is a teaching-learning technique where students work together to solve a problem, share ideas and construct knowledge, collaboratively. Collaborative inquiry activities are useful to improve student participation, motivation and academic performance. A recent study indicated that EFL learners´ reading comprehension and learning motivation improved significantly by scaffolded instruction in collaborative learning (Ahmed Abdel-Al Ibrahim et al., 2023). Subsequently, researchers believe that peer interaction plays a significant role in expanding knowledge and improving understanding of academic themes.

-Project Work

This consists of giving learners the opportunity to explore real-world topics to gather information and develop meaningful products over a period. Inquiry-Based

Learning brings students the opportunity to apply inquiry skills such as questioning, investigation, analysis and presentation (Arega y Hunde, 2025). This method also promotes independence, creativity and problem-solving skills. To conclude, project work promote meaningful learning by connecting classroom with authentic experiences.

-Reflection Activities

Reflection activities help learners to examine their experiences, track their learning, and highlight what needs to be improved (Urdanivia Alarcon et al., 2023). Reflection allows students an opportunity to think critically about what they learned, how they learned it, and how they will be able to use it in future situations. Ultimately, these activities encourage students to become more independent and self-regulated learners.

1.3.5 Advantages and Challenges of Inquiry-Based Learning

After reviewing the most relevant instructional strategies of IBL. It is important to continue analyzing both its advantages and the challenges associated with its implementation in educational settings.

-Advantages

Enhancement of Critical Thinking and Deep Learning: It enhances critical thinking and deeper learning since students are involved in active inquiry, critically analyzing evidence and constructing knowledge through inquiry rather than isolated learning (Ramaila, 2024). Hence, students can develop a deeper understanding of English texts through inquiry-based activities.

Improvement of Problem-Solving Skills and Motivation: Dah et al. (2024) identified inquiry-based learning as an approach to develop problem-solving skills, understanding of themes and motivation towards learning. In reading activities, these abilities are valuable as they require interpretation and reflection.

Promotion of Student-Centered Learning: It is one of the most common student-centered teaching methods. It puts the learner at the core of the educational process. Students are encouraged to evaluate, examine problems, work with others, and engage in knowledge construction (Goodwin, 2024). Consequently, students become more independent readers and critical thinkers

-Challenges of Inquiry-Based Learning

Despite these multiple educational benefits, the implementation of IBL also presents several challenges that should be considered during the development of it.

High Demands on teacher preparation: Talavera Mendoza et al. (2024) states that inquiry-based learning can only be effective if teachers are competent in facilitation skills, can help students in their investigations and have experience in facilitating meaningful learning. Without appropriate preparation, there is the possibility that teachers may encounter difficulties guiding students effectively during this process.

Need for resources and instructional support: The successful application of inquiry learning depends on the availability of instructional materials, technology tools, and the support of the institution. Conversely, limiting access to these materials may limit

opportunities to have a significant inquiry experience (Hinostroza et al., 2024). Therefore, institutional support is crucial for the implementation of IBL.

Time Requirement for Inquiry Activities: Inquiry-based learning is generally characterized by the time demands of inquiry activities, as they require a large amount of time for research, debate, reflection and presenting findings. This can provide challenges for teachers in balancing curriculum mandates with inquiry-based teaching practices (Kausar et al., 2024). As a result, effective planning is necessary to balance inquiry activities with curriculum requirements.

1.4 Reading Comprehension

1.4.1 What is Reading?

Reading is a sophisticated cognitive process of decoding symbols to derive meaning. It can be defined as the readers' linguistic knowledge, cognitive skills and prior experiences, reading is more than saying words. Learners process information, make sense of written information, and connect ideas in a text, reading is an essential skill for the student's academic development since it allows them access to academic knowledge and active involvement in learning activities (Hoover, 2023). Reading has a special significance to EFL students. Students become familiar with vocabulary and grammar structures. It provides a basis for developing higher-order thinking. Moreover, regular exposure to authentic texts also helps learners to increase their vocabulary, their knowledge of grammar and their language proficiency in general. For this reason, this skill is one of the most fundamental in foreign language education

Juhkam (2023) argues that "reading is seen as an active meaning-making process, when learners actively engage with text, develop interpretations and assess information, rather than passively absorb knowledge" (p.3). Subsequently, this perspective highlights that readers analyze, interpret and evaluate information, to their previous knowledge. Meanwhile, reading is very closely tied to Inquiry-Based Learning in which students are expected to interact with text through inquiry, research and reflection. The reader not only knows what is clearly written but also participates actively in the process of meaning-making from what is being read. Therefore, it is necessary to understand reading as an active and constructive process to lay the foundation for the study of how students develop their reading comprehension in the EFL context.

1.4.2 What is Reading Comprehension?

Since reading is an active cognitive process, it is important to consider reading comprehension. Research conducted by Juhkam (2023) indicates that reading comprehension can be defined as the ability to grasp, evaluate, analyze, and construct meaning from written texts by integrating textual information with the reader´s prior knowledge and experiences. Several recent studies have described that reading is not only the decoding of written symbols but also the understanding of the overall meaning of words, phrases, and sentences, giving the words the content that the author wanted and distinguishing the main ideas from supporting details (Alba Inuca, 2023). Hence, effective understanding requires readers to be able to identify concepts that create connections between ideas, draw conclusions, and critically evaluate textual information. Reading comprehension is not simply the ability to answer questions correctly after

reading a text. It requires a deeper understanding of the author´s message and the ability to apply the information obtained in new situations. Moreover, reading comprehension is not only about understanding what is written but also about interpreting and applying ideas in a correct context.

Bouknify (2023) explains that the development of reading comprehension is achieved through active evaluation of learners´ comprehension in the process of reading: before, during, and after reading. These tools allow learners to assess their comprehension, locate areas where they lack understanding, and modify their reading processes as necessary. Cognitive and metacognitive strategies are used to overcome comprehension difficulties. This perspective supports the adoption of Inquiry-Based Learning activities where students are expected to ask questions, seek evidence, and reflect on their learning. The processes of comprehension are naturally employed by students when constructing knowledge in texts, leading to deeper learning outcomes. Consequently, the knowledge of cognitive processes in reading comprehension offers the basis for exploring the tactics and pedagogical practices that promote successful insight.

1.4.3 Reading Subskills

After defining reading comprehension, it is important to examine some of the most fundamental reading subskills that enable learners to understand and analyze written texts adequately. When students study a language, it is vital to develop reading skills. That is why it is fundamental to comprehend and analyze the different reading subskills. As noted by Andrade Suárez (2023), "Knowing the reading subskills allows the students to identify the content and the keywords, predict the topic, and draw a conclusion. In addition, it will allow students to retain the information that is required later" (p. 16). All these subskills relate to successful reading comprehension and can be improved by appropriate instructional strategies.

-Skimming

Several recent studies define skimming as the skill of quickly identify the main idea or purpose of a text without paying attention to every detail. This competence enables the readers to receive a broad overview of the text efficiently (Alam & Lampung Bandar, 2023). In addition, this skill helps students to activate prior knowledge and make predictions before reading.

-Scanning

This focuses on quick reading of a text in order to look for specific information such as dates, names, meanings, and facts (Alam & Lampung Bandar, 2023). Scanning is particularly useful when learners need to locate evidence before analyzing a text. Therefore, this subskill is valuable for inquiry tasks, because students have to seek evidence and solve problems.

-Identifying Main Ideas

It is the process of determining the key message or the most important idea that the author wants to convey in the text. For instance, it is the ability to recognize the main concepts through careful reading since the students can differentiate essential information from secondary elements (Alam & Lampung Bandar, 2023). This skill enables learners

to discern between important information and less relevant elements, leading to a greater understanding.

-Identifying Supporting Details

It refers to the information that explains, clarifies, or provides evidence for the main idea offered in a text (Serrano Mendizabal et al., 2023). Inquiry activities help students to critically assess supporting details while evaluating evidence for their inquiry questions.

-Making inferences:

The reader must use hints in the text and previous knowledge to bring out meanings that are not explicitly stated in the text (Serrano Mendizabal et al., 2023). Moreover, this subskill is significant as students are often required to make interpretations, draw inferences, and justify their ideas. Inference-making encourages critical interpretation and provides a basis for more engaged reading of written texts.

-Predicting:

With this strategy, it is possible to predict what is going to happen in a text; it is a connection between prior knowledge and new knowledge, and the readers´ predictions will be answered as they read (León Molina, 2024). Prediction motivates students to participate actively in the text and to verify or alter their ideas as they read.

-Understanding Vocabulary in Context

Vocabulary in context is the ability to guess the meaning of unknown words by using the information in the surrounding text rather than relying solely on dictionaries (Vásquez González et al., 2024). This skill is important to EFL learners since it helps them to keep understanding even when they meet unfamiliar language. "Vocabulary is divided into two groups, such as active and passive vocabulary, to distinguish between words a person can actively use in communication and words they can understand but not necessarily use actively" (Sopa Tigse y Vallejo Narváez, 2023, p. 9). A wide vocabulary repertoire helps understanding as it allows learners to understand ideas more accurately and quickly. Therefore, the development of vocabulary in context is an important factor for successful reading comprehension in EFL contexts.

These reading subskills work together to make reading comprehension effective. Their methodical development allows learners to understand texts critically, discover pertinent information, and construct meaning, which makes them an integral part of reading education in EFL settings.

1.4.4 Factors affecting reading comprehension

Reading comprehension is affected by several cognitive, linguistic, and affective aspects that govern the efficiency with which learners generate meaning from written texts. These elements are important in understanding the conditions that promote effective reading, especially in EFL settings.

-Vocabulary Knowledge

Vocabulary knowledge is one of the strongest predictors of reading comprehension, as readers need to understand the meaning of words for them to interpret texts effectively (Hoover, 2023). Students with wider vocabulary are more effective at processing text and can participate in higher-order comprehension tasks. As such, vocabulary knowledge provides the linguistic basis needed to develop efficient reading comprehension.

-Background Knowledge

It is well known to play an important role in reading comprehension as readers use their previous experiences and beliefs to interpret new material (Juhkam et al., 2023). Readers who can relate new material to what they already know are more likely to develop understanding and to remember the information.

-Motivation

Motivated students are more engaged in reading, persist longer, and have better reading comprehension outcomes (Ayaz et al., 2025). Additionally, motivated learners are generally more willing to exert more effort in reading activities and apply more effective comprehension strategies.

-Reading strategies

The application of cognitive and metacognitive reading strategies is advantageous since it allows learners to track their understanding and identify comprehension difficulties while reading (Bouknify, 2023). The correct application of reading techniques assists learners in controlling their comprehension and in problem-solving during the reading process.

-Language proficiency

Hoover (2023) believes that language competency influences reading comprehension since learners need to have sufficient knowledge of grammar, vocabulary, and language structures to comprehend texts effectively. Learners may not be able to understand terminology, grammatical structures, and implicit meanings in a text due to limited language skills.

In sum, reading comprehension is a function of the interaction of many factors and not a single ability. Vocabulary knowledge, background knowledge, motivation, reading strategies, and language proficiency all contribute to facilitating a learner´s understanding and interpretation of written texts.

1.4.5 Strategies to enhance reading comprehension

Having discussed the factors influencing reading comprehension. It is now appropriate to turn into instructional practices that can effectively improve reading comprehension.

Metacognitive strategies such as planning, monitoring, questioning, summarizing and evaluating have a positive effect on reading comprehension of EFL learners (Bouknify, 2023). These strategies develop students´ independence as readers who are aware of their own reading process. Studies have also demonstrated that the

implementation of collaborative and IBL strategies leads to deeper understanding as students engage in active knowledge construction through discussion and problem-solving (Abbood, 2023). Hence, the use of active and collaborative teaching methodologies offers significant opportunities for the development of students´ reading comprehension skills.

As stated by Abbood (2023), the implementation of cooperative inquiry-based approaches can play an important role in enhancing the reading comprehension of academic students by increasing their engagement, reflective thinking and independent learning. It facilitates the implementation of Inquiry-based learning in English language classes and proves its capacity to increase reading comprehension. The results suggest that educational techniques advocating active participation and collaborative inquiry provide an enabling context for engaging in meaningful reading activities

1.4.6 Reading Descriptors for A2 learners according to the CEFR

It is essential to consider the reading competencies expected of learners at the A2 level according to the Common European Framework of Reference for Languages (CEFR), which is a standard for testing language skills, particularly reading. In this regard, the features specify the exact competencies, expected of A2-level language learners in reading comprehension.

From this perspective, according to the CEFR (2020), A2 learners can understand simple texts on known topics, follow simple directions in writing, and grasp the main ideas of brief texts with high-frequency terms. The reading assignments should be structured to improve learners´ skills to locate relevant information, to interpret language in context, and to make simple inferences. These descriptors provide explicit direction for creating reading activities to support learners´ incremental improvement in reading comprehension skills.

Furthermore, the A2 level learners are expected to be able to identify predictable information in simple texts, understand brief narratives, and determine the aim of familiar written material. (Common European Framework of Reference for Languages (CEFR), 2020). Inquiry-Based Learning can assist students in fulfilling these criteria by means of suitable reading assignments. Learners engage in inquiry processes and practice many of the reading habits recommended by the CEFR. Thus, linking IBL activities to CEFR A2 reading descriptors promotes the development of meaningful reading comprehension abilities.

1.5 Brief Summary of the Theoretical Framework

Based on the literature reviewed, the literature reviewed in this chapter indicates that the process of reading comprehension is multidimensional and is affected by cognitive, linguistic and motivational aspects. Furthermore, reading subskills such as skimming, scanning, determining main ideas, predicting and inferences play a fundamental role in helping learners construct and achieve effective reading comprehension. Additionally, all the studies reviewed highlight the need for learner-centered instructional approaches that engage the students actively in the reading process through exploration, collaboration, and critical reflection. Therefore, the use of Inquiry-Based Learning represents a valuable pedagogy to enhance reading comprehension

through active engagement, strategic reading practices, and critical thinking skills. As a result, this theoretical framework provides a strong foundation for present research and justifies the selection of reading comprehension as the dependent variable.

CHAPTER II: METHODOLOGY

2.1 Description of the study area

The present research was conducted at the Universidad Técnica del Norte, located in the city of Ibarra in the province of Imbabura. The university has a public education program and was founded on July 18, 1986. This educational center has around 12,500 students. The university has undergraduate and postgraduate courses. However, the students who were involved in this study are the second level English Major Students at UTN.

2.2 Research Type

2.2.1 Mixed Approach

This study adopted a mixed research method. Specifically, it uses both qualitative and quantitative methods of data collection and analysis, providing a more comprehensive understanding of the problem presented in this study.

The mixed approach has been extensively acknowledged in educational research for its capacity to combine diverse types of information. As Creswell and Creswell (2023) highlighted, mixed-methods research is the practice of employing multiple quantitative and qualitative methods in one study to obtain a better understanding of a topic than each method alone may. Generally, researchers employ quantitative data and participant voices to explore educational problems from multiple perspectives. Furthermore, mixed-methods approaches have become more prominent in current educational research because they can produce statistical data as well as rich descriptions of participants´ experiences and perspectives. In addition, this combination supports a perspective of educational processes and instructional practices (Costa, 2024).

To better understand the mixed approach, it is important to examine its quantitative component. Further, Pregoner (2024) states that quantitative research is therefore defined as the gathering and analysis of numerical data to identify patterns, correlations, and trends in a population. This strategy delivers objective data to the researchers. Mixed methods of research are commonly used with quantitative data in many current studies in educational environments to provide measurable evidence of students´ learning experiences and academic development (Soicher et al., 2024).

In addition, the qualitative component plays a fundamental role in mixed-methods studies. The qualitative method is highly essential in research since it allows the researcher to investigate the complexity of the educational environment via the experience, beliefs, and interpretations of the participants. Quantitative approaches seek to measure and quantify, while qualitative approaches seek to understand how people make sense of their educational experiences and relationships (Mantula et al., 2024). As claimed by Aguayo Hernández et al. (2024), qualitative research allows researchers to gain detailed and contextualized descriptions of educational activities. With the passage of time, mixed-method design is becoming increasingly popular as it makes it possible to

compare and validate findings using different instruments (Gierus et al., 2025). Therefore, the mixed-methods approach was considered the most suitable research design for this study because it allowed for a holistic understanding of the research problem by combining both quantitative and qualitative data.

2.3 Research Methods

The present study was conducted using descriptive and explanatory research methods to obtain a comprehensive understanding of the relationship between Inquiry-Based Learning and reading comprehension. With these methods, the researcher was able to identify existing conditions related to reading comprehension and describe how inquiry-based practices could help improve students' reading skills.

Recent educational research has pointed to the need to combine descriptive and explanatory methods to better understand educational phenomena by first identifying their characteristics and then examining the factors that influence them (Pandey, 2025). This is a particularly useful combination of methods in educational settings, where it is necessary not only to observe phenomena but also to understand the relationships between variables.

Firstly, the descriptive method was used to identify and describe the current state of reading comprehension and the perceptions of classroom learning experiences of second-level English Major students. Descriptive methods are especially valuable for collecting information about students' perceptions, learning styles, academic needs, and classroom experiences. Surveys, questionnaires and similar instruments enable researchers to detect patterns and trends that help in understanding the educational reality under investigation (Morales Astudillo et al., 2024). This study used descriptive approach to determine the students´ challenges in reading comprehension and their perceptions of the learning experiences they had in the classroom.

Secondly, the explanatory method was used to analyze and interpret the relationship between Inquiry-Based Learning and the development of reading comprehension. According to Da (2025), researchers employ explanatory approaches to identify factors that influence student performance and to provide evidence-based explanations of educational processes. The researcher used instruments such as surveys and interviews to collect information that supported the interpretation of the relationship between Inquiry-Based Learning and reading comprehension. Thus, the explanatory method played a part in interpreting the findings and establishing meaningful conclusion regarding the relationship between the study variables.

2.4 Research Procedure and Tools

The research tools were selected differently depending on the objectives and the mixed-method approach to collecting the information needed for this study. With the help of these instruments, it was possible to collect quantitative and qualitative data, which gave a thorough comprehension of the educational context, and the relationship between the variables of the study.

2.4.1 Survey

According to Costa (2024), surveys are one of the most widely used data collection methods for large groups of participants because they allow researchers to collect information related to attitudes, perceptions, behaviors, and educational experiences. Surveys are especially valuable in language education research for investigating learners´ preferences, difficulties, and attitudes towards teaching methods since they facilitate collecting data directly from students in relatively efficient way (Mohammadi et al., 2023). This study was conducted on the second-level English Major students´ survey to know their opinions, the learning demands and the reading comprehension problems.

2.4.2 Interview

Qualitative data were gathered through semi-structured interviews with English language teachers of the English major to know more about their experiences, perspectives and observations related to reading comprehension. Recent investigations suggest that interviews allow researchers to explore participants´ opinions, beliefs and experiences. Semi-structured interviews are especially useful as they allow participants to elaborate on their responses flexibly while keeping the discussion remains focused on the predetermined research themes (Creswell & Creswell, 2023). The interviews gave additional data to the results of the surveys and helped to identify the elements that influence students´ reading comprehension and the application of IBL.

2.5 Research Questions

- How does Inquiry-Based Learning (IBL) enhance the reading comprehension of second-level English major students?
- How can IBL help students develop reading skills?
- What are the advantages of using IBL to the development of reading comprehension skills in the English language?

2.6 Participants

This investigation was carried out at Universidad Técnica del Norte, located in Ibarra city, the participants were 30 students of the English Major at the second level. Recent educational research points out the importance of the inclusion of students´ voices in the field of educational research because students are the first source of information related to learning experiences, difficulties and perceptions. Their perspectives point to educational needs and opportunities for improvement (Wright et al., 2024). On the other hand, Yan and Pourdavood (2024), stated that teachers are major contributors to educational innovation, as their instructional decisions, experiences and perceptions influence the implementation of teaching methodologies.

2.7 Research Procedure

The methodological process takes several stages ensuring systematic data collection and analysis. First, getting identification of the educational problem and review of the relevant literature related to IBL and reading comprehension. Then, in second stage the designing of the survey for students and semi-structured interview for teachers. Later, it was necessary the application of the instruments at the Universidad Técnica del Norte. Next, the analysis and interpretation of the information obtained through the instruments was necessary. Finally, the last stage was to conclude the findings and make recommendations for educational practices and for further research.

CHAPTER III: RESULTS AND DISCUSSION

During this chapter, the results were obtained through the data collection instruments. This chapter presents the results obtained from the data collection instruments: a student's survey and teacher interviews. Two professors who teach reading classes in the English major were interviewed. The interview consists of 9 open-ended questions, which were designed to explore and learn about the different perspectives, methods, and approaches they use to promote reading comprehension. Likewise, the survey was administered to 30 students in the second level of the English major at the Universidad Técnica del Norte. Its objective was to learn their opinions, interests and preferences regarding reading in English. This tool consisted of 9 multiple choices. The survey was applied online in the same classroom. The instruments have the aim of capturing the perceptions of educators and the perspective of learners. In the following section are the outputs obtained.

3.1 Result of teacher´s interview

3.1.1 Question 1: What teaching approaches do you currently use to teach reading comprehension and why do you prefer them?

Marco: What I do is, I use the interactional teaching approach because it allows me to develop this communicative competence, which is what we expect from our students"

Javier: Well, when we are talking about reading comprehension, this is one of them maybe the most interesting skills for students. And consequently, if you want your students to learn something about that, you're going to maybe increase some kind of skills or sub skills in order to let them maybe gain interest using them and try to get a better effort in order to learn it.

Analysis:

In accordance with question 1, as for the teaching approaches used by the teachers who participated in the study, they have different perspectives. Initially, teacher Marco mentioned that he has decided to use the interactional learning theory as it "allows me to develop this communicative competence, which actually is what we expect from our students". Teacher Javier, on his hand, did not explicitly refer to one or another approach, but mentions that when talking about teaching reading, he devotes time to developing sub skills that may contribute to developing text comprehension. It can be inferred that even when the participants did not directly answer they use the IBL approach, what they use is somehow aligned to it. In terms such as observing, developing ideas to create hypotheses, sharing and discussing ideas in the classroom, learning to investigate and explore (Al-Khamaiseh, Hadeel Saleh, 2023). It may also be inferred that the students are familiar with the items mentioned above which may facilitate the implementation of IBL. To let them maybe gain interest using them and trying to make a better effort to learn it.

3.1.2 Question 2: Is there a specific teaching method that guides you reading instruction?

Marco: Well, as a method, no, but what I do is I use a framework, the PDP, and then I use some strategies and techniques that are part of this communicative language teaching, which is more an approach than a method"

Javier: Maybe. Well, according to the groups. Consequently, as you know, we apply some specific techniques or maybe another kind of technique. When I'm reading, I try to get knowledge by means of contextual, using the contextual method. In this case, they are going to read, and they are going to analyze all the words in context, and they are going to get approaches nowadays.

Analysis:

Based on question 2, which refers to the use of a specific teaching method, the teachers share some similarities but at the same time differ in some respects. Teacher Marco expressed that he does not adopt a specific teaching method, instead of "I use a framework, the PDP, and then I use some strategies and techniques that are part of this communicative language teaching". Which emphasizes communication and interaction. While teacher Javier highlighted the use of different techniques and strategies according to students' needs. Also, he mentioned the use of the contextual method that relies more on contextual understanding of the language through reading activities. Although their answers are different, they adapt their strategies that demonstrate their interest in generating meaningful learning and students' participation. Therefore, implementing the IBL approach can be beneficial as it involves the student-centered approach where students receive instruction tailored to their individual interests and needs, while actively learning and generating their own knowledge (Ghafar, 2023). As a result, the IBL approach can provide a better understanding of the reading comprehension skills.

3.1.3 Questions 3: Do you use a teaching framework for reading lessons specifically?

Marco: Yes, the PDP framework is the one that I have been using during my classes.

Javier: Not in this case. When I'm teaching reading, maybe this is in order to let the students choose maybe what kind of reading they are going to learn or what kind of reading they want to learn. And consequently, as you know, the students are going to have a lot of choices and maybe if we are going to teach them reading, we are going to have more opportunities when they choose the material they want to read.

Analysis:

As for question 3, which is related to the teaching framework used in reading lessons, the interviewees differ in their responses. At first, teacher Marco explained the

use of the PDP framework. Norhayati & Din (2023) states that "PDP is a framework that can be used to teach the receptive skills, listening and reading. Regarding reading, it helps in building learners' reading skills as well as their reading comprehension" (p.3). This helps teachers create more organized plan activities where students can be able to understand the texts to practice, analyze and apply what they learn. In contrast, teacher Javier indicates the importance of students' interests now to read texts, emphasizing autonomy during the process to generate motivation where students can incline their interest to read using material that they prefer. Despite the different findings in the answers, there are two important aspects to consider; the first is to apply structured guidance also to the students participating now to choose what they want to read. Therefore, implementing Inquiry-Based Learning may improve the use of a structured, dynamic and clear framework that involves student active participation. Using activities such as designing tasks to investigate or research, collecting relevant sources of information, exploring ideas through questioning, which could generate engagement with the reading materials (Seam, THE EFFECT OF INQUIRY-BASED LEARNING ON READING PERCEPTION TO ELEMENTARY STUDENTS, 2025).

3.1.4 Question 4: What types of reading materials do you currently use with your students?

Marco: Well, I use two different kinds of materials, One for intensive reading and one for extensive reading. The career asks us to use is a course book, which is Prism. In this case, for second level, it is Prism 1 reading and writing. The two skills are integrated. That goes for intensive reading. As for extensive reading, what I do is use graded readers. And depending on the group, what I also do is give them additional material to read. Like real material from newspapers like the New York Times or sometimes the Voice of America or sometimes even the BBC"

Javier: The material we use is according to the framework we have in our schedule. This refers to material that we have, for example, in books like in this case, this is the National Geographic textbooks that have a lot of good material for reading. They have maybe knowledge about the material they are going to read, and they can use that kind of material in order to have classes to teach their students.

Analysis:

The findings on question 4, evidence that teachers view that using different textbooks is the most frequent reading materials during their classes. Teacher Marco says that he uses ones for intensive and extensive reading. For the intensive one, he uses the Prism Reading and Writing coursebook which is the one that the English Major Carrer requires in the syllabus. In addition, he includes some authentic materials such as newspapers from the New York Times, Voice of America and BBC for extensive reading. Javier points out similarities, such as following the institutional framework and the use of textbooks like the ones from National Geographic that are useful and engage the student's interest. According to Nabijanova et al. (2021) "All these books cater the needs of language teachers and learners, as the level is appropriate, the activities are meaningful,

and the materials are helpful for the students to reach the desired objectives…." (p.4). It is possible to convert those authentic materials into something more innovative to students. Integrate the IBL into reading guidelines could be advantageous as it can enhance the use of authentic material by transforming in material that supports an active exploration, communication and discussion, where students are not mainly focus on reading text on the contrary, to reflex, formulate and analyze information constructing their own understanding.

3.1.5 Question 5: Do the reading materials aligned with institutional or international standards?

Marco: Sure. Yeah. The coursebook is aligned to the curriculum first to the curricular grid we have here in the career. For that group of students, we use books that match the A2 in concordance with a Common European Framework. As for the readers, as I mentioned before, for extensive reading, what I do is take readers that are just one level higher than the level they are to give them the chance to grasp material that can help them move to the intermediate plateau"

Javier**:** Yeah, they are aligned with the institutional standards and with the international ones because all of them are given to teachers and given for students in upper levels. You know.

Analysis:

As for question 5, data indicates that both teachers confirm that the reading materials that they use are aligned with institutional and international standards. To start with, teacher Marco shows that those are related to the curricular grid and the CEFR level A2. Likewise, Teacher Javier states that the materials follow the standards and are provided by the institution to use in different levels. Council of Europe (2020) explains that students in A2 level should develop reading comprehension in the following aspects:

> "Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language"
>
> "Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items" (p.54)

Which points out that using materials that are standardized proficiency levels boosts students to be in contact with tools that have linguistics objectives according to their needs. Besides that, teacher Marco says that in some cases he uses graded readers above their students' level to give them the chance to acquire new challenges while they develop new vocabulary and reading fluency.

To conclude, these findings are useful for the study as the material that are apply to students in the English major are adequate in terms of proficiency and curricular alignment. The aspect to consider is how these materials are used for students. IBL could enhance the authentic materials by transforming those in an active way promoting deeper comprehension and exploration.

3.1.6 Question 6: Do the reading materials related to students´ interest and preferences?

Marco: Probably, that is one of the big issues with language teachers. Teach, teach in a country where English is not the language one, the mother tongue. And sometimes it seems to me that actually, even though the topics somehow are designed considering usual interests of people of those ages, I do feel that actually we could use material or we could design material that is more like content based, content based in terms of content first and also context based in terms of the place where students' study. In this case, Ecuador.

Javier: The material students want to learn or want to read is some kind of material refer to music, refer to adventures, refer to maybe some topics that are for their own age.

Analysis:

Regarding question 6, data suggests that one of the main aspects when students develop reading skill is their preferences as it motivates them to keep attention and read with a purpose. At first, Teacher Marco expresses that from his point of view teach in Ecuador turns into something difficult as English is not the mother tongue. Then he says that the materials contain the most common interests to students even though he suggests that incorporate content based in context terms considering the place where the students come from could be beneficial. Incorporating local context of learners could be a great idea to generate awareness into students. It is important to consider student participation during the process of exploring different genres and variety that allows them to break out of an academic mold. Instead, they can choose to delve into topics that capture their curiosity and become an adventure that captivates their reading preferences (Dougherty et al., 2022). Teacher Javier emphasizes that learners tend to be interested in topics according to their age like music or adventures. The answers provided by both teachers indicate that they are aware of students' interests including contextual relevance in the different materials. This may facilitate the implementation of IBL in students, by generating texts that relate to their interest in their cultural and social context.

3.1.7 Question 7: How would you describe your student's confidence level when reading in English?

Marco: Well, what I've noticed is that they perform well in reading. They don't have problems reading. And it is probably because some of the students come from high schools in which they have a good approach to teaching reading. Even though there are like a few of them who struggle with some reading activities. So, in summary, most of them are good at reading at that level. With the readings that are read at that level. When I give them some material that is a bit higher, they sometimes begin to struggle.

Javier: In this level we have many students that are really interested in learning how to read in English. But we have some kind of troubles they face because maybe they feel shy or maybe they are not secure in order to read or maybe they have a very big obstacle that is reading in front of others and consequently they are going to feel not so secure in order to pronounce in order to get maybe the correct responses or something like that.

Analysis:

As for question 7, EFL students are expose to some aspects when reading in English, confidence is one of those. Teacher Marco and Teacher Javier describe their students' confidence from different perspectives. The first teacher highlighted that most of his students demonstrate a good level in the different reading tasks, he attributed that with the fact that most of them come from schools where English was main part of the syllabus.

Furthermore, Teacher Javier gives a different vision to the question, emphasizing more on the affective factors that influence students' confidence. He states that sometimes students can feel shy or insecure to read aloud or interact with their classmates. Developing attitudes that promote creativity, participation, and motivation in students is important so that students can lower their anxiety levels and have a better academic progress (Yousefabadi et al., 2022). For that reason, it is important to consider those factors when teaching, academic progress is linked with affective factors, both allow students to be successful. Therefore, incorporating IBL strategies may support students' confidence by promoting activities in a more interactive and student-centered environment given the chance to analyze ideas, discuss tasks in groups and engage with reading. Promoting a space to be heard, respected and included.

3.1.8 Question 8: Are you familiar with Inquiry-Based Learning?

Marco: Not that much. I've heard about it; I've been learning about it. I read something about it, but I don't use it

Javier: No, I'm not. I didn't have any idea about what it is.

Analysis:

Regarding question 8, Teacher Marco mentions that he has heard about the approach and read some information about it, even so he does not use it in his teaching lessons. In the same way, teacher Javier expresses that he does not know anything about the approach mentioned. This question is essential to know as it brings a better view about teachers' knowledge in terms of familiarity with the approach to be applied in this case, the IBL. The collected data aims to explore and implement Inquiry-Based learning strategies to provide teachers with breakthrough pedagogical tools, to foster meaningful learning. This will benefit teachers by helping them acquire a new approach with a new vision, while also benefiting students by helping them acquire this way of learning.

3.1.9 Question 9: Do you think that a didactic booklet based on Inquiry based learning techniques would help students to strengthen their reading comprehension skills?

Marco**:** Sure, it will do. Because what I've noticed is that proposes this idea of using essential questions and the use of essential questions intrinsically demands from students to do some research. And in doing so, it's not like simply giving them an extract or, or, or an article or an essay to read. It is like reading different materials. And within that process

of reading, it is certain that students will develop some skills. But in addition to that, it is like students developing some other skills that not necessarily are linguistic but metalinguistic. So that is what calls my attention to this inquiry based. It is because students may have the chance to do two things at the same time. Two or three things. The first thing, of course, is developing reading skills because they are presented to different materials. In addition to that, they are developing research skills. And in addition to that they are also developing critical skills. Therefore, a guide that uses IBL could be useful

Javier**:** Yeah. You know, if we have any kind of material that's going to be according to the level of our students and if they if this material is nice, we're going to apply or we are going to use it with them.

Analysis:

Based on question 9, both teachers responded with a favorable attitude toward the use of a didactic booklet based on Inquiry-Based Learning to boost students' reading comprehension. Teacher Marco provides some important information about the IBL as how it helps students to develop reading comprehension skills, research but also critical thinking abilities. Although Teacher Javier does not explicitly answer the question, he showed disposition using new materials if they are appropriate for the student's level. Therefore, developing a guide based on Inquiry Based Learning could support students to strengthen their reading comprehension but also teachers with practical tools to generate student-centered reading tasks and lessons.

3.2 Results from students' survey

3.2.1 Question 1 Do you read in English outside class hours (at home, in a library, in a park)?

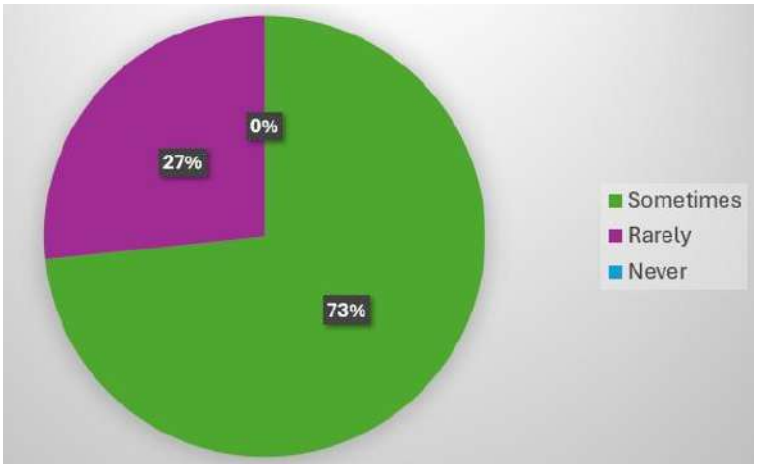


Illustration 2. Results from students' survey Question 1

Analysis:

Figure 1 shows data related to students' reading habits outside class. The findings suggest that most students indicate they are exposed to reading activities from time to time rather than regularly, which is positive as it indicates that students are interested in reading outside classroom. On the other hand, a small group show limited habits when it comes to reading in English outside the classroom. Finally, none of the students reported that they never read. The results showed that most of the students have a good level of exposure and interest in reading in English it could be short texts or stories according to their preferences; however, their engagement is not consistent, it is important to generate a habit of reading on them.

The interest in reading arises from stimulus, internal and external. Internal stimuli stem from specific interests, such as cultural, religious, or personal interests, among others. External stimuli, on the other hand, comes from the reader's surroundings such as their family, school, social life, and other environments that encourage interaction and foster a love of reading. If both types of stimuli are present on a regular basis, they will help develop a reading habit that benefits the reader by stimulating their interest and enhancing their reading skills (Robinson, 2021, as cited in Saepurokhman et al., 2023).

Therefore, the implementation of Inquiry-Based Learning could be beneficial. (Hendriarto et al., 2020) exposing that IBL allows students to build their knowledge and learning experiences from a different perspective according to their preferences based on active investigation, deeper observation, continued dialogue and exploration.

3.2.2 How difficult do you find understanding the English reading texts used in your classes?

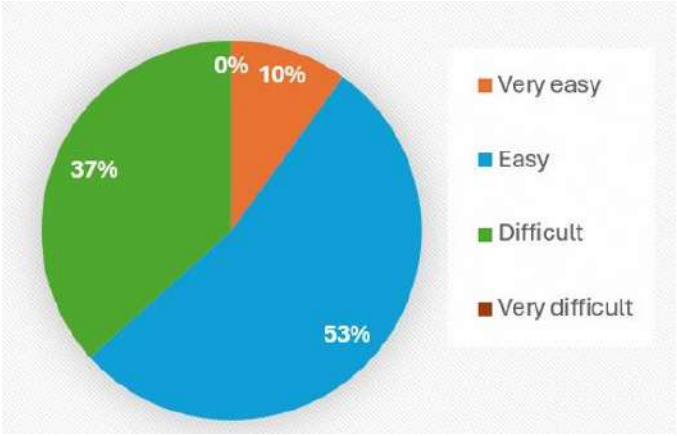


Illustration 3. Results from students' survey Question 2

Analysis:

Figure 2 shows data about how difficult it is to find the reading texts used in their classes. The results are presented as follows: the majority of students feel comfortable and manageable while reading in English following with another group that find them very easy, it can be inferred that a significant portion of students do not struggle with the reading texts, so they present that they have a good level of the reading comprehension ability. In addition, based on the preview interview with teachers, it has sense because one of them exposed that the level of confidence of their students and comprehension of the reading text is good because of their academic formation in high school. On the

contrary, one-third of the students presents difficulty during the reading of the texts used in the English major, suggesting the implementation of new strategies that improve their critical thinking.

Furthermore, It is important to consider that the development of critical thinking during the development and understanding in reading exercises is crucial. Recent studies indicate that analyzing information sporadically, constructing arguments that express support, structure and produce meaningful knowledge are essentials components to develop supportive critical thinking (Badmus, 2025). Providing students with a better understanding of texts, stories, magazines, reports and more.

In this context, the data collected points out that the implementation of Inquiry-Based Learning is acceptable. This approach beyond develops activities where students can explore and discuss, furthermore, "promotes metacognition, where readers assess their comprehension, biases, and reasoning processes" (Badmus, 2025, p. 3)

3.2.3 Which aspects of reading comprehension do you find the most challenging?

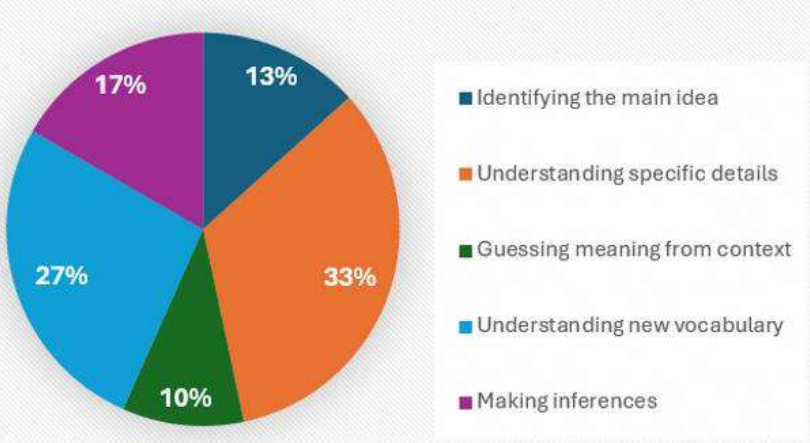


Illustration 4. Results from students' survey Question 3

Analysis:

Figure 3 provides information about which aspect of reading comprehension they find most challenging to read comprehension. The results are presented as follows: one third of the participants find it difficult to understand specific details in a text, maybe they can read in a general way, but they do not analyze the important information into. Later, over one-quarter of them report difficulties with new vocabulary, it can be inferred as a great problem as if the students do not know the meaning of new words, probably they stop to understand the whole text. student's vocabulary is essential for understanding a text and, at the same time, has a significant impact on their comprehension at all levels (Binhomran y Altalhab, 2023). Next, about one-sixth of the group presents struggles making inferences, the ability to "read between the lines" is an important aspect of reading comprehension, the data show that they present a weak critical thinking skill. To continue, about one-eighth of the group lead identifying the main idea and one-tenth guessing meaning from context. The results suggest that most of the students face challenges in

two aspects: first understanding explicit information and developing higher-order reading skills.

3.2.4 How many hours per week do you spend reading in English?

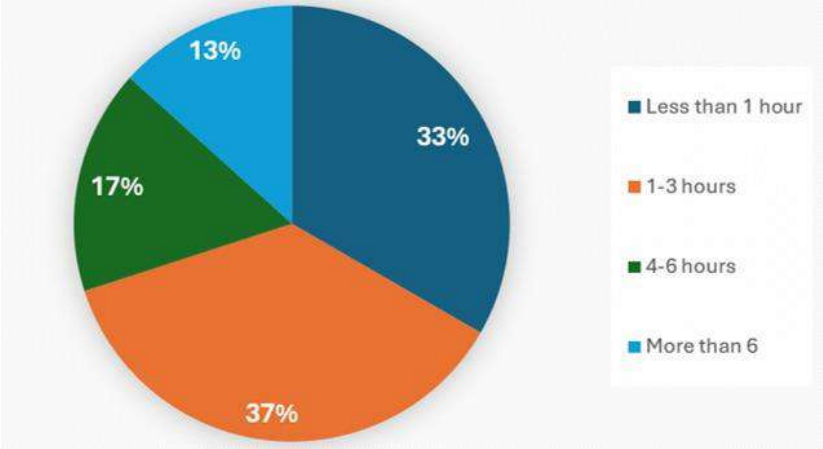


Illustration 5. Results from students' survey Question 4

Analysis:

Figure 4 shows how much time students spend reading in English. The results are presented as follows: more than one-third of the students read between 1 and 3 hours, this amount is good but is not enough to improve reading comprehension skills. Although, about one-third of students read less than 1 hour per week, it suggests that a significant portion of students are not expose to English reading, which is alarming. Only about one-sixth and one-eighth read in longer periods of time, it can be inferred that a minority of students have been developing strong reading habits. After analyzing these results, it can be concluded that students are not interested or engaged in reading activities outside classroom, it represents a barrier to developing their reading comprehension skills.

3.2.5 Do you like the topics of reading texts used in class?

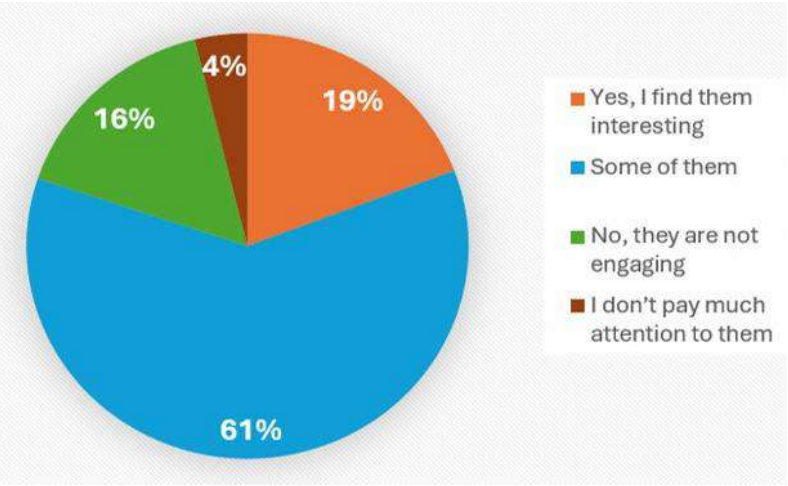


Illustration 6. Results from students' survey Question 5

Analysis:

Figure 5 shows students' opinions about topics of reading used in the textbooks used in classes. The results are presented as follows: around three-fifths of students reports that they like some of the topics in the text indicated that they are interested but also not fully engaging. Only about one-fifth of the participants find the topics clearly interesting, which emphasize their motivation to develop the activities during classes also to be interested in learning and reading the topics. Conversely, around one sixth of students find the topics not engaging following a small group that do not pay attention at all. The findings suggest that the topics in the textbooks are interesting but do not fully capture students' interest, which may be negative for their motivation.

Recent research indicates that as reading is one of the most critical skills to acquire when learning a new language, motivation is crucial as it increases the desire to pay attention and be engaged in class, it encourages people to recall certain actions (Ibhar, 2022). As a result, generating topics and activities that catch students' attention is important part. Therefore, the implementation of Inquiry-Based Learning can be a practical strategy to implement as it brings students to be active and as it offers students the opportunity to actively participate and engage in ongoing discussion throughout the process, given the chance to explore and find their own way to create their knowledge.

3.2.6 What kind of books do you like to read?

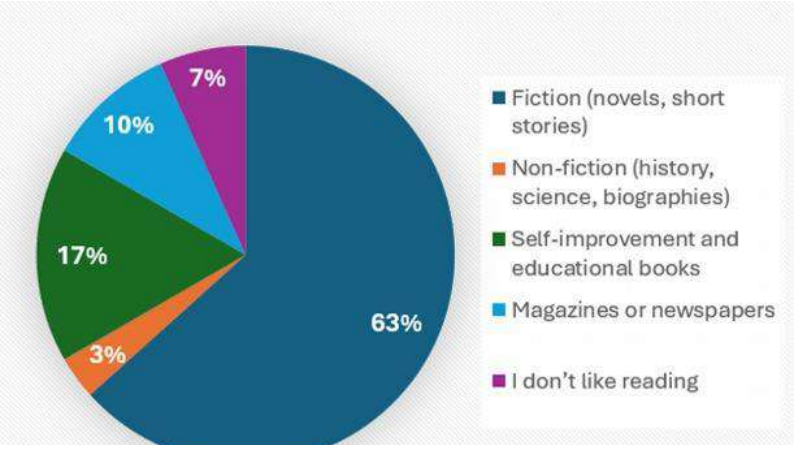


Illustration 7. Results from students' survey Question 6

Analysis:

Figure 6 provides information about students' preferences to read. The results are presented as follows: around two-thirds of the students report their preference to read fiction texts, it can be deduced that they are motivated by imagination, narrative content and creative texts. On the contrary, a small group prefers non-fiction materials, which indicate their preference to read material regarding academic purposes, like articles, scientific journals, history textbooks and more. On the other hand, around one-sixth of the participants show their interest in self-improvement and educational books, it suggests that the students have interest in knowing more about material that brings information about personal self-esteem and about the educational field. While about one-tenth prefer

magazines and newspapers the final group, approximately one-fourteenth, report that they do not like reading at all.

Consequently, the results indicate that most students prefer to read engaging narrative texts that are imaginative but also include stories about everyday life, such as those found in novels or short stories.

3.2.7 Would you like new material to be used in your English classes?

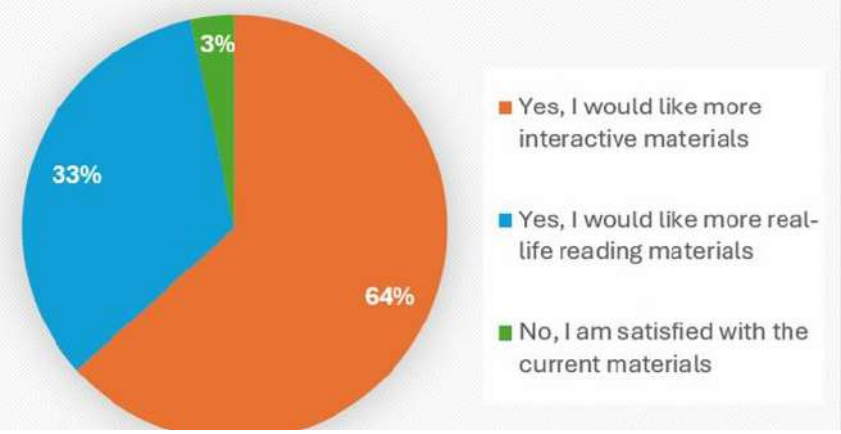


Illustration 8. Results from students' survey Question 7

Analysis:

Figure 7, present information about students' needs and preferences according to the materials that are used in English classes. The data is presented as follows: around two-thirds of students report their interest in interactive materials where participation and dynamic activities are present to develop their active learning. In the meantime, about one-third prefer real-life reading materials suggest that they want to read material that include practical content and real-world relevance that brings the chance to connect with their daily lives. Finally, a minority of students are satisfied with the current materials. After analyzing the different findings, it can be inferred that the materials that are used in classroom do not fully engage students learning preferences.

Therefore, the implementation of Inquiry-Based Learning can be appropriate to address this, as it promotes interactive learning experiences incorporating real-life content which allows students to be exposed to materials that are according to their preferences and connected with the environment where they develop their learning. Enhances their motivation and participation.

3.2.8 From the following list of activities, which one does your teacher do?

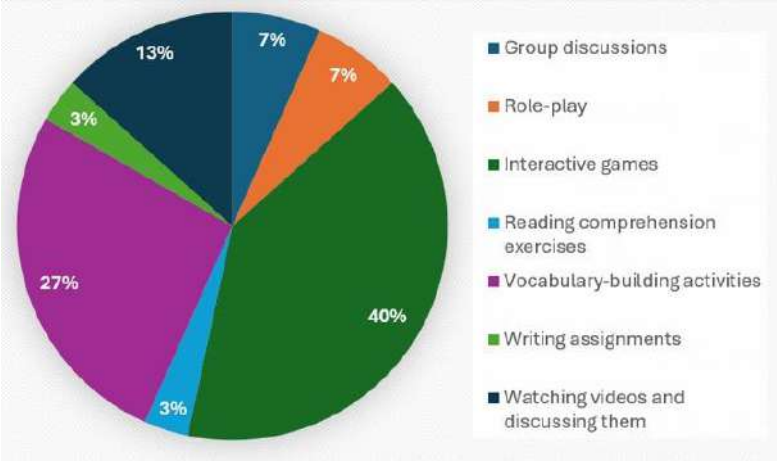


Illustration 9. Results from students' survey Question 8

Analysis:

Figure 8 indicates a set of activities that teachers develop during their classes. The data is present as follows: just one-quarter of the students indicates the use of group discussions, which is good as it indicates that teachers prioritize the constant dialogue between classmates is crucial as it conforms to an important part of reading. To continue, about one-fourth select the use of reading comprehension exercises, that reflect that teachers use different exercises to practice and acquire reading comprehension. Additionally, one-sixth mentioned Interactive games indicates that teachers apply some engagement and dynamic games during classes. While approximately one-eighth of the people mentioned vocabulary-building activities, it can be inferred that teachers try to implement vocabulary exercises in their lessons plans but it is not so common. Furthermore, about one-tenth of the participants named role-play and writing assignments. Finally, none of the students mentioned the use of videos and discussing it.

The results suggest that even when some interactive activities are implemented during classes, their use is limited. Therefore, the implementation of Inquiry-Based Learning is beneficial, as it promotes interactive learning activities that foster students' participation and active exploration.

3.2.9 From the following list of activities, which ones would you like your teacher to use?

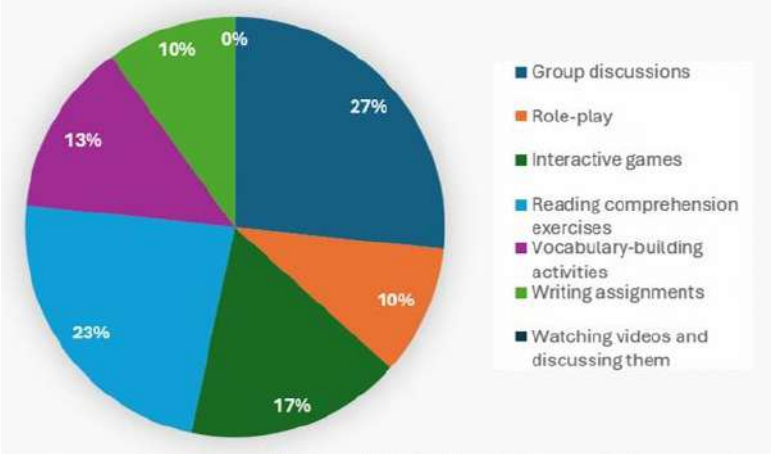


Illustration 10. Results from students' survey Question 9

Analysis:

Figure 9 shows students' interest in activities that teachers could incorporate in their classes. The data is presented as follows: about two-fifths of the students would like interactive games. It can be inferred that students are interested in dynamic learning that include participation promoting active involvement. Additionally, one-quarter prefer vocabulary-building activities that indicate that students are aware of increasing their vocabulary. Furthermore, one-eighth would like to watch videos and discuss them reflecting that students value visual input and probably that include real-life context. In contrast, one-fourteenth prefer group discussions and role-play, indicating that the students are less motivated using traditional methods and passive learning. Finally, only about one-thirtieth selected reading comprehension exercises and writing assignments. The results suggest that there is a contradiction between the activities that students prefer and the activities currently used in the classroom.

Consequently, the execution of Inquiry-Based Learning could be beneficial as it was mentioned before, it incorporates student-centered, interactive and engagement activities that supply the needs of students promoting the motivation and interest to acquire reading comprehension.

3.3 Discussion

Survey

The findings of the survey gave useful information about students' preferences and different perceptions about reading and comprehension skills. It is evident that, although students have been exposed to a variety of learning strategies, they tend to prefer those that take a playful, participatory, and comprehensive approach. To better understand these preferences, it is necessary to consider the types of activities that are currently implemented in the classroom.

As for the activities teachers typically carry out in class, it was found that the most common ones are exercises focused on reading comprehension and vocabulary. While it is true that these activities contribute to the development of reading and comprehension skills, students noted that they find them monotonous and uninspiring in terms of capturing their attention. They pointed out that the teaching practices currently in use may not be fully meeting students' need to learn through meaningful experiences. Students talked about wanting more interactive and collaborative learning experiences unlike these traditional practices.

Similarly, it became clear that students prefer activities focused on discussion, group work, and games that allow for teamwork. These interactive activities encourage active student participation through asking questions and reflecting on the texts. These findings suggest that the construction of knowledge, rather than the reception of information, is more likely to lead to meaningful learning by students.

The results also showed that students have very clear difficulties with reading comprehension, especially when new words arise that do not allow them to understand a text completely or partially. Again, this emphasizes the importance of adding strategies that go beyond simple reading and that allow for a deeper, more meaningful analysis.

Furthermore, the difficulties observed in reading comprehension seem to be strongly connected to the insufficient use of student-centered learning approaches. The students' responses indicated that they prefer learning approaches based on exploration, questioning, and collaboration. However, the results revealed that these strategies are not implemented in the classroom. As a result, students demonstrate a lack of learning, interest, and motivation to develop their critical thinking skills and, consequently, their comprehension of the texts.

Taken together these findings provide valuable insights into students' learning needs and preferences. In conclusion, the survey of students yielded results of great importance for better understanding their perspectives and opinions. It was observed that there are differences between the strategies and practices teachers use in their classrooms and students' preferences for more innovative strategies. Furthermore, the results suggest that the issue is not merely a matter of effort, but that it is also necessary to incorporate a strategy that meets students' needs. Therefore, considering the students' preferences and the challenges identified, Inquiry-Based Learning seems to be a suitable pedagogical approach as it encourages exploration, questioning, collaboration and active participation, all of which were mentioned by students as preferred learning experiences.

-Interview

The data collected through the interview for teachers suggests important information about how they perceive their students' level and confidence regarding reading comprehension. In addition, one important point is how they design their lessons plans to improve their reading skills to get a better understanding about their strategies and knowledge about other strategies. This result is crucial as it indicates that some traditional methods continue in nowadays classrooms. These findings become particularly relevant when compared with recent literature on Inquiry-Based Learning.

According to Al-Khamaiseh (2023), the implementation of Inquiry Based Learning promotes a significant impact in students, it helps to construct knowledge and retain information, through exploration, participation and discussion. In the context of reading comprehension, it enhances the way in which students can internalize and interact with the readings through formulate questions, reflect their own ideas and propose new perspectives.

Findings from the interview also indicated classroom practices that were in line with some key principles of Inquiry-Based Learning. The survey results showed that the most common activity that teachers develop during classes is group discussions. Recent studies have demonstrated that inquiry-based learning is advantageous for students that present reading difficulties, as it enhances students 'ability through problem solving, critical thinking and active participation among students (Al-Khamaiseh, Hadeel Saleh,

2023). This information is relevant as discussion is part of collaborative learning which is a key component of IBL.

However, although some collaborative practices existed, the results showed important limitations in the use of other interactive strategies. The results also highlighted the limited use of interactive strategies, such as role-playing, watching videos and subsequent discussion, it indicates a lack of opportunities for experiential learning. Inquiry-based learning directly influences students in many ways, such as motivation, participation, and problem-solving skills, while also fostering their creativity, through interactive tasks which gives them the opportunity to improve not only their understanding but also their communication skills (Seam , Chanthoul, 2025). Considering this information, it is important to take this information into account when designing and incorporating activities and strategies in which students feel included and heard, so that peer-to-peer communication can lead to meaningful learning.

Overall, the interview findings suggest that teachers are already implementing some practices related to the principles of Inquiry-Based Learning, but there is a lot of room for greater integration of the approach. Based on the results obtained, it is evident that there are several important practices currently used by teachers that are related to key elements of inquiry-based learning. At the same time, it may be helpful for teachers to put this approach into practice and gain a new perspective on the activities and methods they can apply in their classrooms. Integrating these various IBL-based activities and techniques could significantly improve students' learning and reading comprehension.

When analyzing the findings from both the survey and the interviews, a common pattern emerges. Students preferred interactive, collaborative, and inquiry-based learning experiences, and teachers recognized the value of meaningful classroom activities to foster reading comprehension. Some of the current practices in the classroom are in line with the principles of Inquiry-Based Learning, but the results indicate that this method has not been fully integrated into the teaching process. Thus, implementing IBL can be an effective strategy to bridge the gap between the learning preferences of the students and current instructional practices which ultimately improve reading comprehension and student engagement.

CHAPTER IV: PROPOSAL

4.1. Title

"Our Amazing Ecuador"

4.2. General Objective

The general objective of this study is to design and implement Inquiry-Based Learning (IBL) strategies, based on exploration, participation, and reflection, in order to enhance reading comprehension skills among second-level English major students at Universidad Técnica del Norte.

4.3 Methodology of the proposal

This pedagogical proposal was created following the principles of Inquiry-Based Learning (IBL) to improve the reading comprehension skills of second-level students of English majors at Universidad Técnica del Norte. The present instructional proposal is divided into three lessons units, each one designed to promote inquiry, critical thinking and active participation of the students.

In this sense, each unit has a learning sequence that is consistent with the IBL approach: Engagement, Questioning, Investigation, Analysis and Interpretation, Conclusion, and Reflection. The stages are structured to lead students through a progression of learning, where they construct knowledge actively through exploration and engagement with texts.

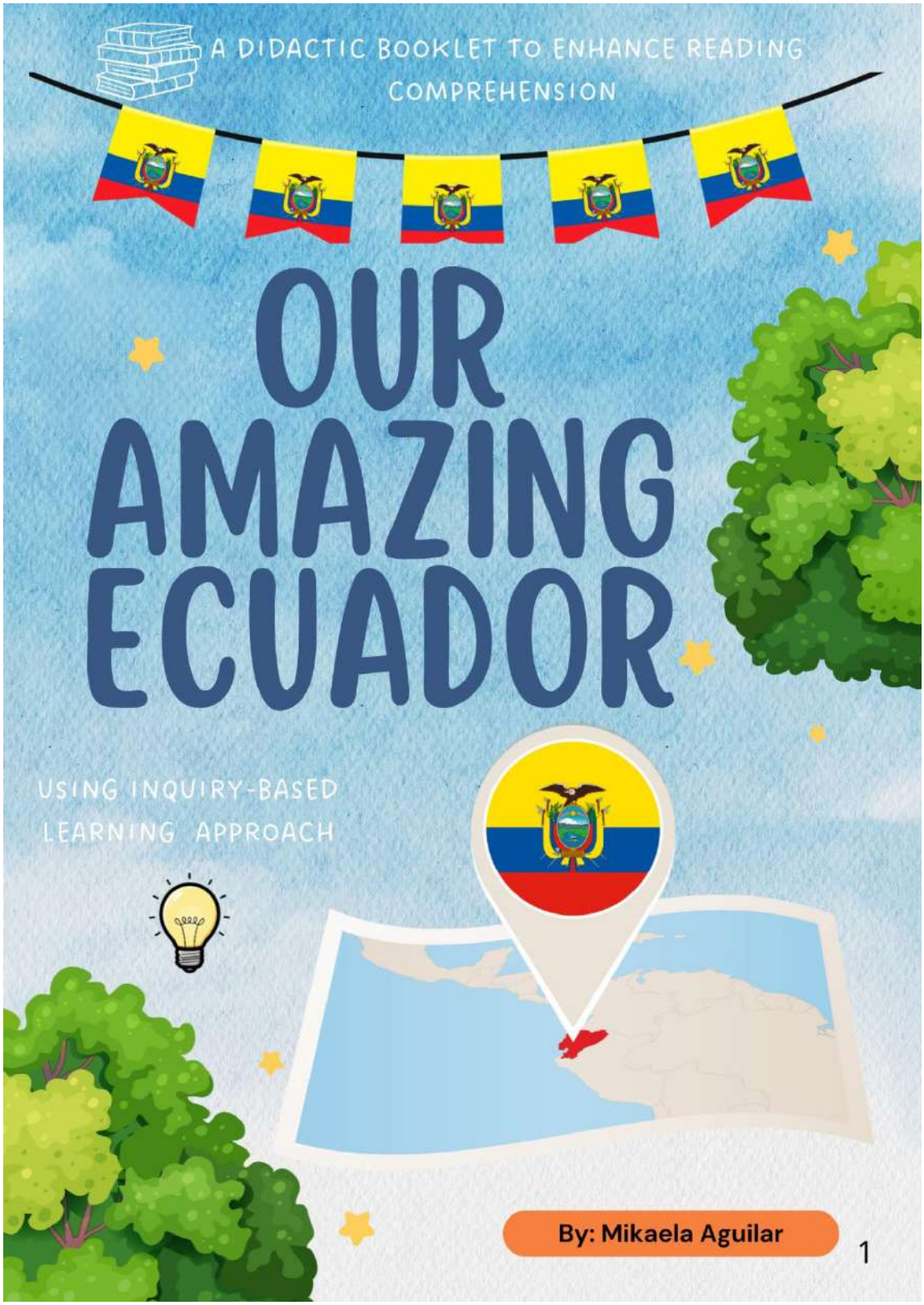
Furthermore, the suggested activities are designed to build critical reading comprehension sub-skills, such as determining main ideas, finding specific information, drawing inferences, understanding vocabulary in context, and interpreting the meaning of text. In addition, collaborative work, problem-solving tasks and guided discussions are included to promote active engagement and meaningful learning experiences.

In general, this proposal pretends to be a didactic tool for learning English language, promoting the development of reading comprehension through inquiry-based and student-centered learning experiences.

4.4 Development

Link Access:

https://canva.link/fa61ykzzz2lxwhn


A DIDACTIC BOOKLET TO ENHANCE READING COMPREHENSION
OUR AMAZING ECUADOR
USING INQUIRY-BASED LEARNING APPROACH
By: Mikaela Aguilar
1



Inquiry-Based Learning: An Approach to Meaningful Learning



This booklet was designed using the principles of Inquiry-Based Learning (IBL), an educational approach that encourages students to explore, question, analyze, and construct knowledge through active participation. Instead of focusing only on memorization. Inquiry-Based Learning promotes curiosity, critical thinking, collaboration, and real-world connections.

The origins of this approach can be traced to the ideas of John Dewey, one of the main precursors of experiential and student-centered learning during the early twentieth century. Dewey believed that education should be based on students' experiences, questions, and interactions with the world around them. Later, educators such as Jerome Bruner contributed to the development of discovery learning, which became an important foundation for Inquiry-Based Learning.





This methodology has had a significant impact on reading comprehension because it transforms students from passive readers into active learners. Through questioning, interpreting information, comparing ideas, and reflecting on texts, learners develop deeper comprehension skills and greater engagement with reading activities. Inquiry-Based Learning also helps students connect prior knowledge with new information, improving understanding, vocabulary acquisition, and critical analysis.



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UNIT 1

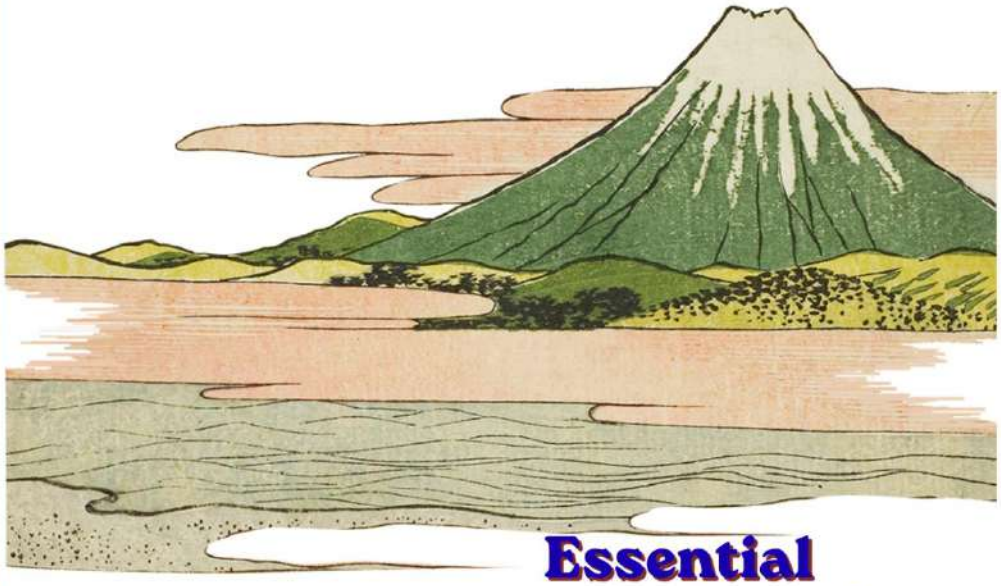
NATURE THAT AMAZES THE WORLD



4

LESSON A

"THE SLEEPING GIANT OF ECUADOR"



Essential Questions

- How do people and nature interact in Chimborazo related to tourism?
- Why is Chimborazo one of the most special mountains in the world in terms of elevation?
- What can we learn from Chimborazo about Ecuador's natural beauty and power?

5

"THE SLEEPING GIANT OF ECUADOR"

OBJECTIVE:

By the end of the lesson, students will be able to demonstrate understanding of a text about Chimborazo by correctly answering two-three essential questions:

-What can we learn from Chimborazo about Ecuador's natural beauty and power?
-Why is Chimborazo one of the most special mountains in the world in terms of elevation?
-How do people and nature interact in Chimborazo related to tourism?

MATERIALS



- Video
- Mentimeter QR to access
- Cambridge Dictionary QR
- Game QR
- Computer or smarphone
- Pictures
- Readings





"Your curiosity is the starting point of meaningful learning."

6

1) ENGAGEMENT

THE MYSTERY BOX →

Activity 1:
You will watch a short, 50-second clip pay attention and internalize the information.
You can take notes in your notebook!



Now, think about this questions:

- Is this mountain closer to the sun? Why?
- Is it higher than Everest?

Time to reflect!
If this mountain could speak, what story would it tell us today?"

Use the following QR where you can answer can answer that question.

7

Activity 3:

-Look at the following KWL chart and complete it. This is gonna be helpful to activate your prior knowledge, set research goals, and summarize new information.

KWL CHART

K What I know?	W What I want to know?	L What I have learned?

2)QUESTIONING

QUESTION STORM →

Work in pairs and create 2–3 questions about "The Closest Point to the Sun on Earth" take into account the following aspects:

- Climate and landscape
- Connection with Earth's shape (equator)

8

3)INVESTIGATION

CHECK THE ACTIVITIES BELOW AND READ THE TEXT

READING 1

When you hear the word Chimborazo, it may be something unknown to you, but when you hear the word Everest, you know exactly what we are talking about: the highest mountain in the world. I will tell you that Chimborazo is the highest mountain in the world if measured from the center of the earth, therefore it is the closest point to the sun due to its proximity to the equatorial line, while Everest is the highest mountain in the world measured from sea level.







Chimborazo is located in the Andes Mountains and is the highest volcano in the northern Andes in Ecuador at 6,263 m.a.s.l. Its name comes from one of the Amerindian languages spoken in America before the Spanish colonization, which is Kiwchua. In this language, Chimborazo has some translations into Spanish, such as: "the ice that is on the other side" or as an "ice woman", among others.

This natural beauty is part of the 98 volcanoes of Ecuador, of which 31 are active and thus, according to the ranking of the Smithsonian Institution records, Ecuador is the thirteenth country with the greatest number of volcanoes on the planet .

Chimborazo is a potentially active volcano; according to historical data, its last eruption was around 550 AD. Its surface is completely covered by glaciers that descend to 4,600 m above sea level. When the Andean landscapes are in all their splendor, the imposing Chimborazo captures your attention. Without a doubt, for those who love trekking, nature and photography, it is the perfect place to visit. Every year it hosts tourists from all over the world, where they practice: mountaineering, mountain biking, rock climbing, hiking, and it also has 2 shelters where mountaineers can carry out the acclimatization process before ascending to the summit. 9

STARTING OFF

-Read quickly the text and select with one is the perfect title to the provided text

1)Closer Than Everest?

2)The Sun's Favorite Mountain

3)Chimborazo: The Hidden Giant"

COMPREHENSION

-Scan the text quickly and answer the following questions:

- Where is Chimborazo located?

_____

_____

- Why is it closest to the sun?

_____

_____

- What activities can people do?

_____

_____





10

VOCABULARY HUNT

Highlight 5 or 10 words that you do not know and write on the paper the correct meaning:

NUMBER	UNKNOWN WORD
1	
2	
3	
4	
5	
6	
7	

CORRECT MEANING

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)

-Search on the following QR the meaning of the words and write on the paper

11

READING 2

An Andean Colossus with History



Chimborazo has been a spiritual and cultural reference for Andean indigenous communities since ancient times. In indigenous cosmovision, this volcano is sacred and represents the home of gds and spirits of nature. According to ancient beliefs, Chimborazo was revered as a powerful deity and, along with other mountains in the Andes, was part of an interconnected system of sacred places.

During colonial times, Chimborazo attracted the interest of European explorers and scientists. In 1802, the famous German geographer and naturalist Alexander von Humboldt attempted to climb it. Although he didn't reach the summit, Humboldt conducted important geographical and climatic studies that would influence scientific research in the region. His expedition marked the beginning of a series of scientific explorations to the Andean peaks.





STARTING OFF

-Match Column A with Column B:

A	B
Indigenous communities	German scientist
Chimborazo	Sacred mountain
Alexander von Humboldt	Spiritual reference
Expedition	Scientific exploration

COMPREHENSION

-Complete the sentences

- Chimborazo is important for indigenous communities because it is _____.
- In indigenous beliefs, Chimborazo is the home of _____.
- In 1802, _____ tried to climb Chimborazo.
- Humboldt was a _____ and _____.
- Chimborazo influenced _____ studies in the region.

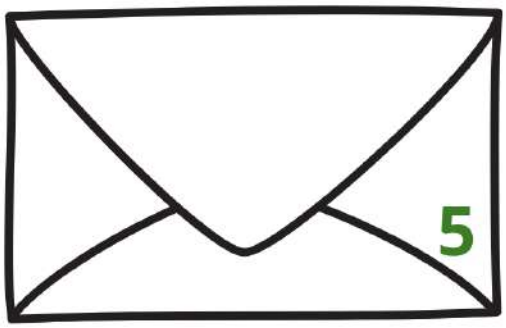
13

4) ANALYSIS AND INTERPRETATION

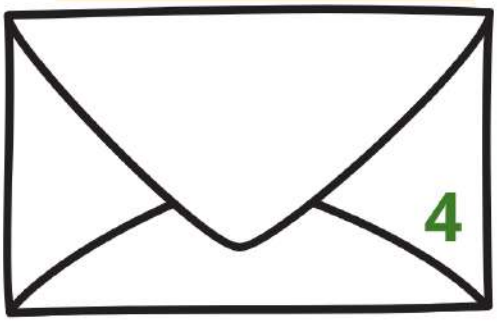
5-4-3-2-1 STRATEGY

After reading, work in pairs or small groups and complete.

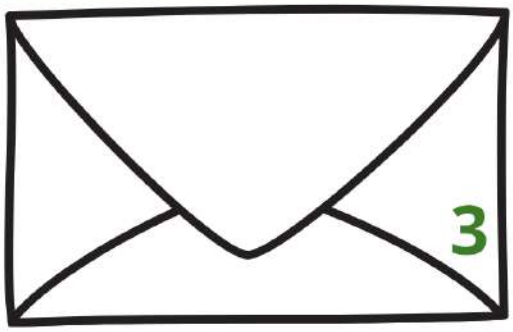
IMPORTANT VOCABULARY FROM THE TEXTS



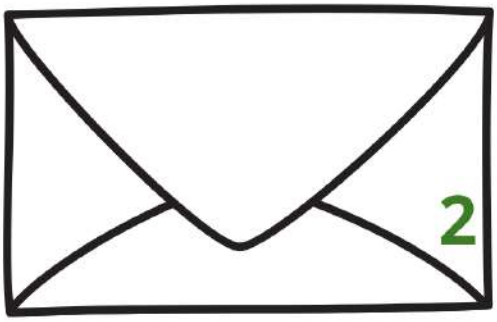
THINGS YOU LEARNED ABOUT CHIMBORAZO



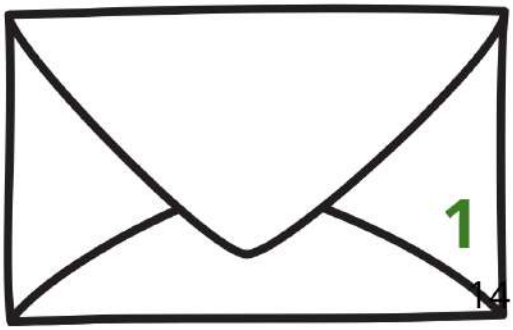
WORDS YOU DIDN'T KNOW BEFORE



THINGS YOU ALREADY KNEW



SOMETHING YOU STILL WANT TO KNOW



5) CONCLUSION

Now that you already read the text and answer the activities, it is time to came back and answer the essencial questions in page 5.

6) EXTENSION

Activity 1: Challenge: Convince Me!
In groups of 3 students have to answer the following question:



Students have to:

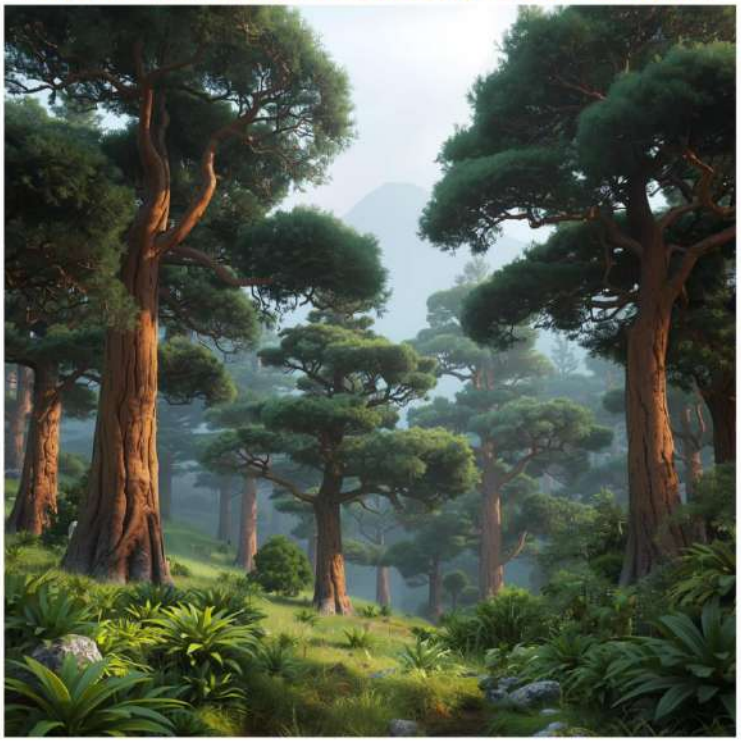
- Research for information in different sources and prepare 3 facts and one opinion.
- Prepare your group presentation you can include slides, pictures or period costumes
- Act it our live!

7) REFLECTION

Activity : MISSION CHIMBORAZO GAME
Play the game using the QR code and complete the mission.

LESSON B

"WHERE NATURE PROTECTS OUR FUTURE"



Essential Questions

- How can forests survive in extreme conditions where other plants cannot?
- How do forests help people and communities in ways we cannot always see?
- What can we learn from people's experiences in nature?

16

"THE SLEEPING GIANT OF ECUADOR"

OBJECTIVE:

By the end of the lesson, students will be able to demonstrate understanding of two texts about The Polylepis forest by correctly answering two- three essential questions:

- How can forests survive in extreme conditions where other plants cannot?
- ·How do forests help people and communities in ways we cannot always see?
- What can we learn from people's experiences in nature?

MATERIALS



- Video
- Padlet QR to access
- Cambridge Dictionary QR
- Game QR
- Computer or smarphone
- Pictures
- Readings

"Understanding today prepares you to solve the challenges of tomorrow."

17

1) ENGAGEMENT

MYSTERY ECOSYSTEM →

Activity 1:
You will watch a short, 50-second clip pay attention and internalize the information.
You can take notes in your notebook!



Now, think about this questions:

- Where is this place?
- Why do you think trees can live here?

Time to reflect!

Is this place important? Why?
Open the following QR and answer the question in aspects of:
-Environmental Protection
-Wildlife
-Water

Use the following QR where you can answer can answer that question.

18

Activity 3:

-Look at the following KWL chart and complete it. This is gonna be helpful to activate your prior knowledge, set research goals, and summarize new information.

KWL CHART

K What I know?	W What I want to know?	L What I have learned?

2)QUESTIONING

QUESTION STORM →

Work in pairs and create 2–3 questions about "A Fragile World Above the Mountains" take into account the following aspects:

- Rainforest importance
- How do trees survive in extreme places?

19

3)INVESTIGATION

CHECK THE ACTIVITIES BELOW AND READ THE TEXT

READING 1

The Polylepis forest is located in the high mountains of northern Ecuador, near San Gabriel in the province of Carchi. It is part of the Andean ecosystem and grows at very high altitudes, between 3,500 and 4,500 meters above sea level. These forests are often found near protected areas like the El Ángel Ecological Reserve. The weather is cold and humid, and the forest is usually covered with mist, creating a magical and mysterious atmosphere. 1

This forest is also very important for local communities. Polylepis trees help protect the soil and prevent erosion, and they play a key role in the water cycle. They help store water in the soil and release it slowly, which supports rivers and water sources for nearby towns. In addition, the forest has cultural and ecological value, and many communities work to protect and restore it for future generations. 2





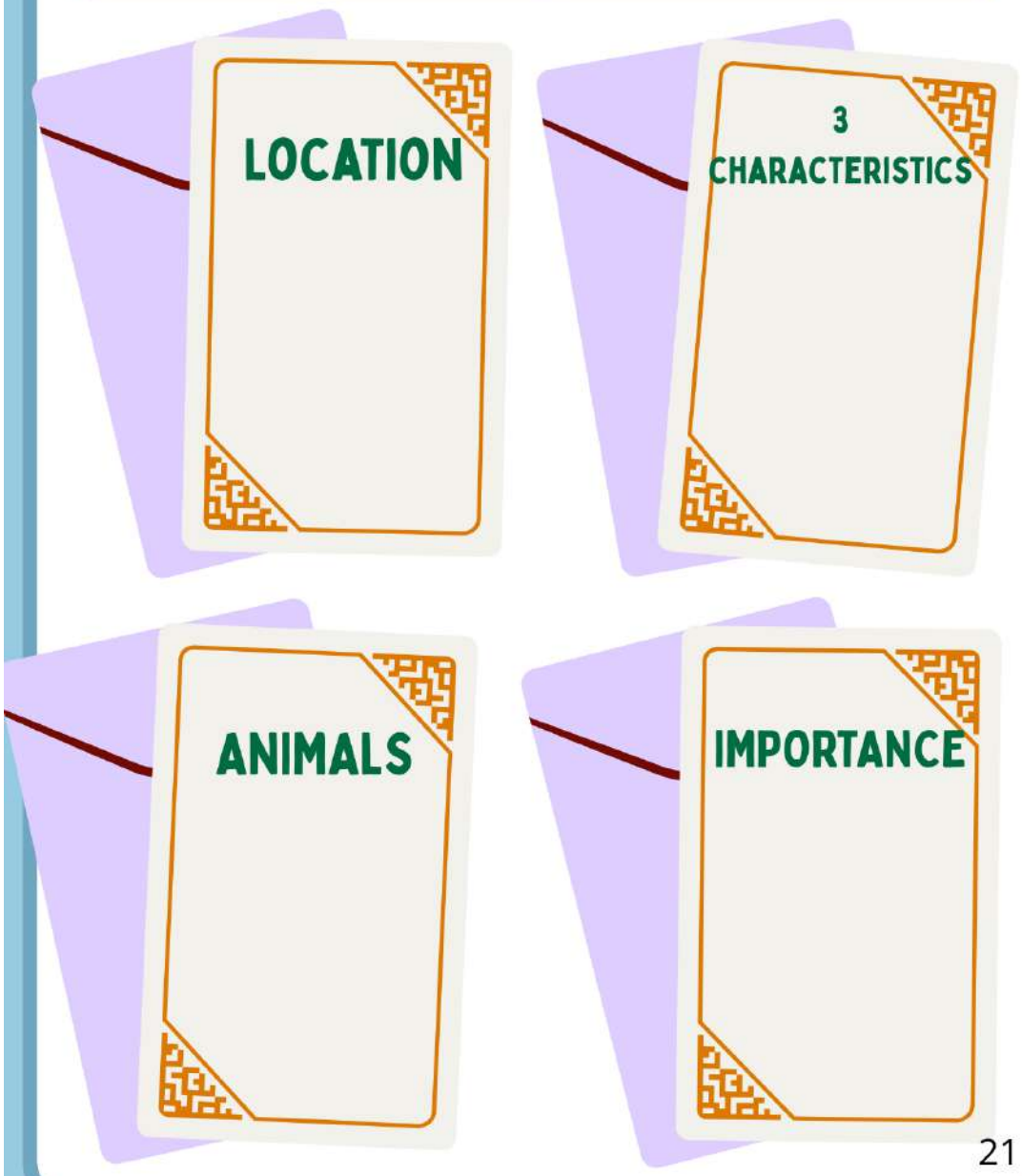
The Polylepis forest is home to many animals and birds. Some species include deer, rabbits, and Andean foxes, as well as different types of birds that depend on this habitat. These forests are very important for biodiversity because many animals live only in this type of ecosystem. The forest provides food, shelter, and protection, making it a unique natural habitat in the Andes. 3

The trees in this forest are very special. They are called Polylepis, also known as “paper trees” because their bark has many thin layers that look like paper. The trunks are twisted and irregular, and the bark is reddish in color. These trees can live for hundreds or even thousands of years and grow in extreme conditions where other trees cannot survive. Their structure helps protect them from cold temperatures and strong winds. 20

STARTING OFF

"Detective Cards"

Look at the cards and take note about the relevant information that you find during the text



21

COMPREHENSION

In addition explain:
👉 Why do you think this is the correct match?

"Cause–Effect Puzzle"
Students quickly review the reading and must match each cause with its correct effect.

VOCABULARY HUNT

Highlight 5 or 10 words that you do not know and write on the paper the correct meaning:

NUMBER	UNKNOWN WORD
1	
2	
3	
4	
5	
6	
7	

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)

-Search on the following QR the meaning of the words and write on the paper

22

READING 2

Read the following blog about a trip that he/she did and complete the activities below

When we heard the El Angel Reserve had an old-growth grove of Polylepis trees, it only made sense to visit as it was a short detour on our way from Tulcan to Quito. We've often gone out of our way to see this unusual member of the rose family. Once common in the Andes, it is rare to find remaining stands of Polylepis. A high-altitude tree, it grows at 8,800 feet and higher elevations. Over the centuries most have disappeared due to logging and farming.

After a challenging drive due to a lack of roadsigns, we arrived at our lodging which lies within a 30-acre grove of Polylepis growing at about 11,700 feet in altitude along a river valley on the north of the property. Given the slow growth of this type of Polylepis, the largest of the trees in the grove are more than a thousand years old, hence the name "millennial forest."

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Given the harsh conditions in which Polylepis grow, most of the trees we've seen are gnarly and twisted. In some cases, we've seen trees growing nearly sideways due to the constant winds in the mountains. This grove was a pleasant surprise because the trees were able to gain a little bit of height, which adds to their fairy-tale nature. Although I do have to say, they are more of The Hobbit or The Wizard of Oz reach-down-and-grab-you kind of fairy-tale trees versus the happy-go-lucky kind.

One thing we'd never seen before with Polylepis is an odd plant called a frailejón. Frailejones look like a big, upright tube with bunny ears on top. Evidentially, the early Spanish explorers thought they looked like Franciscan friars wearing hats (the word fraile is Spanish for friar). I don't really see it, but the name stuck. To me, they look like the main characters of the 1960's book and movie Day of the Triffids.

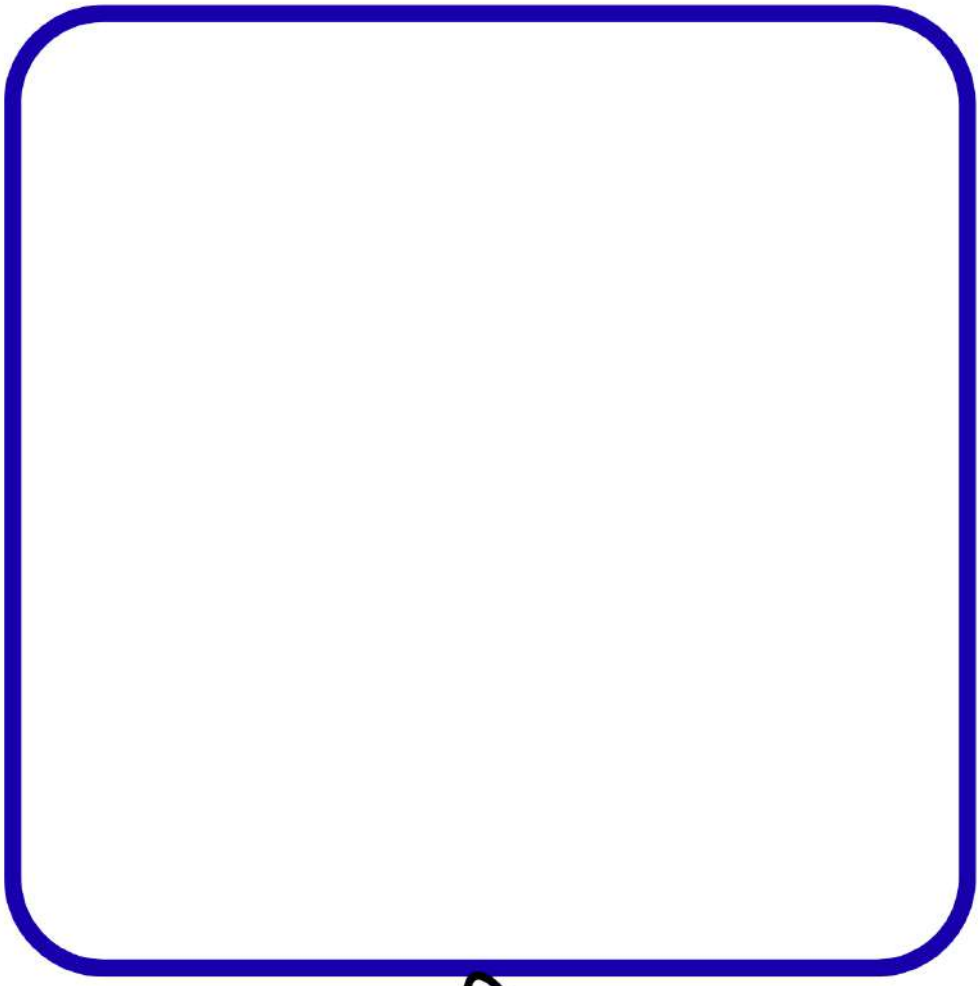




23

STARTING OFF

For this activity, teacher reads a paragraph aloud related to (trees) and the forest. You have to imagine and draw!



Now, compare your draw with a partner and explain:



Is the forest beautiful, scary, or magical? Why?

24

COMPREHENSION

"Scan & Find"

Read the text on page__ quickly and complete the following chart

Where were the travelers going before visiting the forest?	Where is the forest located (general place)?
How old are some of the trees?	What is a frailejón, why does it have that name, what does the writer compare it to?
What could the travelers see if there were no clouds?	Why are Polylepis trees rare today, how do the trees grow (shape or position)?

25

4) ANALYSIS AND INTERPRETATION

DOUBLE THINKING MAP

Read both texts again and compare the different aspects they present.
Fill in the following table.

ASPECT	INFORMATIONAL TEXT	BLOG
PURPOSE		
TYPE OF INFORMATION		
FEELING/EXPRESSION		

Now, discuss with you teacher this sentences:

-The blog is more useful than the informational text?

Feelings are more important than facts?

26

5) CONCLUSION

Now that you already read the text and answer the activities, it is time to came back and answer the essencial questions in page 16.

6) EXTENSION

Activity 1: Mini Environmental Campaign!
In groups of 3 students have to answer the following prompt:



"Imagine your community has problems with water and nature. You want to help people understand why forests are important."

Students have to:

1

Students prepare a short message (3–4 sentences):
Include:
-Why forests are important
-How they help people (water, animals, etc.)

2

Students present as:
- Environmental activists
- Tour guides
- TV reporters

3

PRESENT IN CLASS



7) REFLECTION

Activity : MISSION CHIMBORAZO GAME
Play the game using the QR code and complete the mission.

27

LESSON C

"THE SECRETS OF ECUADOR'S LIVING RAINFOREST"



Essential Questions

- Why is Cuyabeno considered one of the most biodiverse places in the world?
- How can tourism in Cuyabeno be both positive and negative?
- Why is it important to protect places like Cuyabeno, and what can we do?

28

"THE SECRETS OF ECUADOR'S LIVING RAINFOREST"

OBJECTIVE:

By the end of the lesson, students will be able to demonstrate understanding of a text about The Cuyabeno Fauna Production Reserve by correctly answering two- three essential questions:

- Why is Cuyabeno considered one of the most biodiverse places in the world?
- How can tourism in Cuyabeno be both positive and negative?
- Why is it important to protect places like Cuyabeno, and what can we do?

MATERIALS:

- Video
- Padlet QR to access
- Cambridge Dictionary QR
- Game QR
- Computer or smarphone
- Pictures
- Readings



"Every effort you make strengthens your learning journey."

29

1) ENGAGEMENT

MYSTERY ECOSYSTEM →

Activity 1:
You will watch a short, 50-second clip pay attention and internalize the information.
You can take notes in your notebook!



Now, think about this questions:

- Where do you think this place is?
- Would you like to visit it? Why?

Time to reflect!

How do the rivers, lagoons, and forests support life in Cuyabeno?? Why?
Open the following QR and answer the question in aspects of:
-Living Species
-Natural Elements

Use the following QR where you can answer can answer that question.

30

Activity 3:

-Look at the following KWL chart and complete it. This is gonna be helpful to activate your prior knowledge, set research goals, and summarize new information.

KWL CHART

K What I know?	W What I want to know?	L What I have learned?

2)QUESTIONING

QUESTION STORM →

Work in pairs and create 2–3 questions about "The Secrets of Ecuador's Living Rainforest" take into account the following aspects:

- Environmental protection
- Biodiversity

3)INVESTIGATION

CHECK THE ACTIVITIES BELOW AND READ THE TEXT

READING 1

To the northeast of the Amazon Region of Ecuador is one of the most important protected areas in the country, the Cuyabeno Fauna Production Reserve, considered one of the most biodiverse places on the planet, along with the Yasuní National Park, a "protected area that takes its name from the Cuyabeno River, which in its middle course overflows, creating a complex of 14 lagoons and forming the largest wetland in the Ecuadorian Amazon. In Cuyabeno, the climate is typically hot and humid throughout the year, while rain is expected there. The average temperature is 25º C (77º F), and the average precipitation is 3,000 mm/year.

This fascinating lake system is characterized by an intricate network of rivers, lagoons, and canals that extend throughout the reserve. These waters are home to many aquatic species. In addition, lakes and lagoons act as refuges for numerous species of fish, reptiles, birds, and mammals, and they are also essential habitats for a great diversity of aquatic plants and microorganisms.





Cuyabeno is also characterized by being a destination with an enormous biodiversity of birds, animals, and plant species and for being the ecosystem and home of unique species such as the mythical pink river dolphin. Flora is among the most diverse on the planet, with around 12 thousand species distributed in different habitats. As for fauna, it is estimated that there are around 1,320 species: 165 mammals, 493 birds, 96 amphibians, 91 reptiles, and 475 fish.

The Reserve is also home to endangered species, such as the famous pink river dolphin, the unique hoatzin bird, and the region's eagle, with its eight-foot wingspan.

Another aspect that characterizes the Cuyabeno Fauna Production Reserve is its vast cultural diversity. Some indigenous communities live in these territories, belonging to five indigenous nationalities of Ecuador: Siona, Secoya, Cofán, Kichwa, and Shuar.

32

STARTING OFF

"Skimming Race"

Students read quickly and answer:

- *What is the text mainly about?*

a) A city in Ecuador
b) Biodiversity and culture in Cuyabeno
c) Hotels in the Amazon

COMPREHENSION

"Find the Evidence"

Students answer and underline evidence in the text:

QUESTION	ANSWER	NUMBER OF PARAGRAPH
Where is Cuyabeno?		
How many bird species are there?		
What is the temperature?		
Name the indigenous groups		

Now, students read the following statements and select: True, False, or Not Mentioned.

- Cuyabeno is in the Andes ( )
- There are more than 1,000 species of animals ( )
- The climate is cold ( )
- There are indigenous communities ( )
- Tourists visit hotels there ( )

33

VOCABULARY HUNT

Highlight 5 or 10 words that you do not know and write on the paper the correct meaning:

NUMBER	UNKNOWN WORD
1	
2	
3	
4	
5	
6	
7	

CORRECT MEANING

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)

-Search on the following QR the meaning of the words and write on the paper

34

READING 2

Read the following guide that contain Things to do in Cuyabeno Wildlife Reserve

Cuyabeno is a true wildlife sanctuary that has become a paradise for nature lovers. This place has managed to attract tourists from all over the world due to its natural beauty and the unique experiences it offers to those who visit it. To help you know more about this Ecuador destination, we will tell you what to do in Cuyabeno in this guide.

1. Jungle exploration

Observe the area's flora and fauna while you walk safely. Doing so will teach you about medicinal plants and animals such as frogs, insects, birds, etc. Several walking trails are in the reserve, ranging from short to multi-hour hikes. The trails typically take you through the rainforest, past lagoons, and more.





2. Visit Indigenous communities

During this visit, you will get closer to the world of shamanism, ancestral medicine, and local gastronomy. Once in an indigenous community in the area, you will be able to witness how the preparation of ancestral drinks, such as chicha, is carried out, and you will be able to observe the preparation of the traditional casabe bread you will learn about ancient hunting practices.

READING 2

3. Swimming

Swimming in the middle of the flooded forest will allow you to live a refreshing experience in the largest wetland in the Ecuadorian Amazon, whose flooded trails are one of the points of the most incredible species diversity.





4. Bird watching

One of the most fascinating aspects of Cuyabeno is the diversity of birds that can be found. Hence, Cuyabeno also has a lot of action for bird watchers. Get ready to marvel at chiefs, toucans, macaws, orioles, the prehistoric Hoatzin bird, among others. The diversity of birds in Cuyabeno is impressive since, on a single trip of several days, it is possible to observe hundreds of different species of birds.

5. Preparation and tasting of chocolate and coffee

Ecuador is known worldwide as cocoa's birthplace, originating in the Amazon jungle. In fact, "cocoa beans have been cultivated in Ecuador for more than 5,000 years". Hence, if you are in Cuyabeno, you should try the delicious chocolate and coffee made by hand.



36

STARTING OFF

"Match & Understand"
Students match activity with description

ACTIVITY	DESCRIPTION
Jungle exploration	Learn about plants and animals
Indigenous visit	Learn culture and traditions
Bird watching	Observe many species
Swimming	Experience flooded forest

COMPREHENSION

Activity 1: Comprehension Game
Choose the Best Answer

1)What can you do in Cuyabeno?
a) Go shopping
b) Explore the jungle
c) Visit museums

2)What can you learn from indigenous people?
a) Technology
b) Traditions and culture
c) Driving

Activity 2: Compare & Decide
Choose between reading 1 or 2

	READING 1	READING 2
1) Which text gives more facts?		
2) Which text is more attractive for tourists?		
3) Which one do you prefer? Why?		

37

4) ANALYSIS AND INTERPRETATION

SEE – THINK – CONNECT – QUESTION

Students interpret, connect, and question information from both readings. Work in pairs or small groups and complete this organize

SEE

What information do you see in the readings?

THINK

What do you think about this information?

CONNECT

How are the two readings connected?

QUESTION

What questions do you still have?

38

5) CONCLUSION

Now that you already read the text and answer the activities, it is time to came back and answer the essencial questions in page 28.

6) EXTENSION

Activity 1: Create an Eco-Tourism Poster!

In groups of 3 students have to develop the following activities:

1. Create a mini poster
2. Include:
   - ✅ 3 reasons to visit Cuyabeno
   - ✅ 2 rules to protect it
   - ✅ 1 interesting fact
3. PRESENT IN CLASS



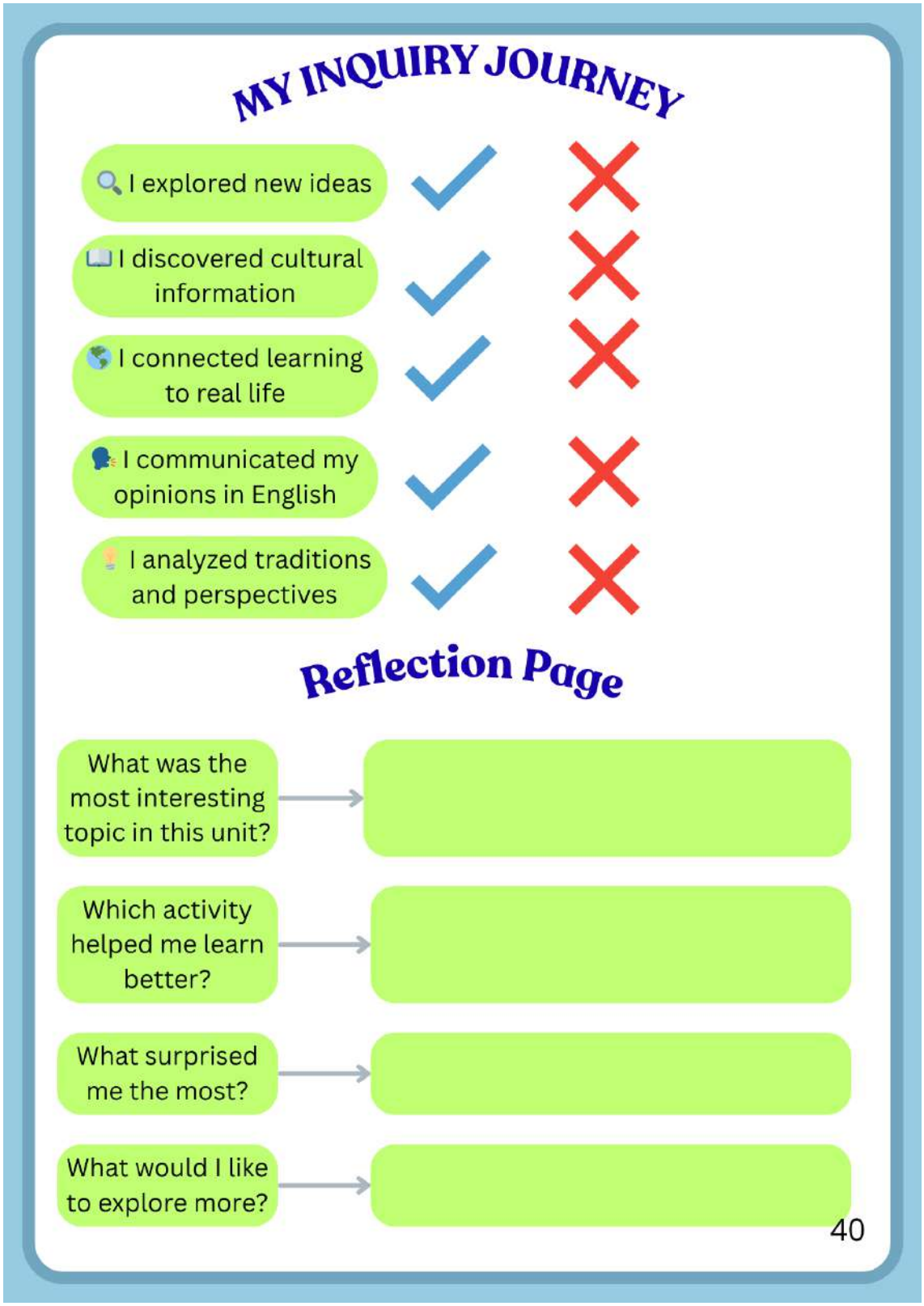
7) REFLECTION

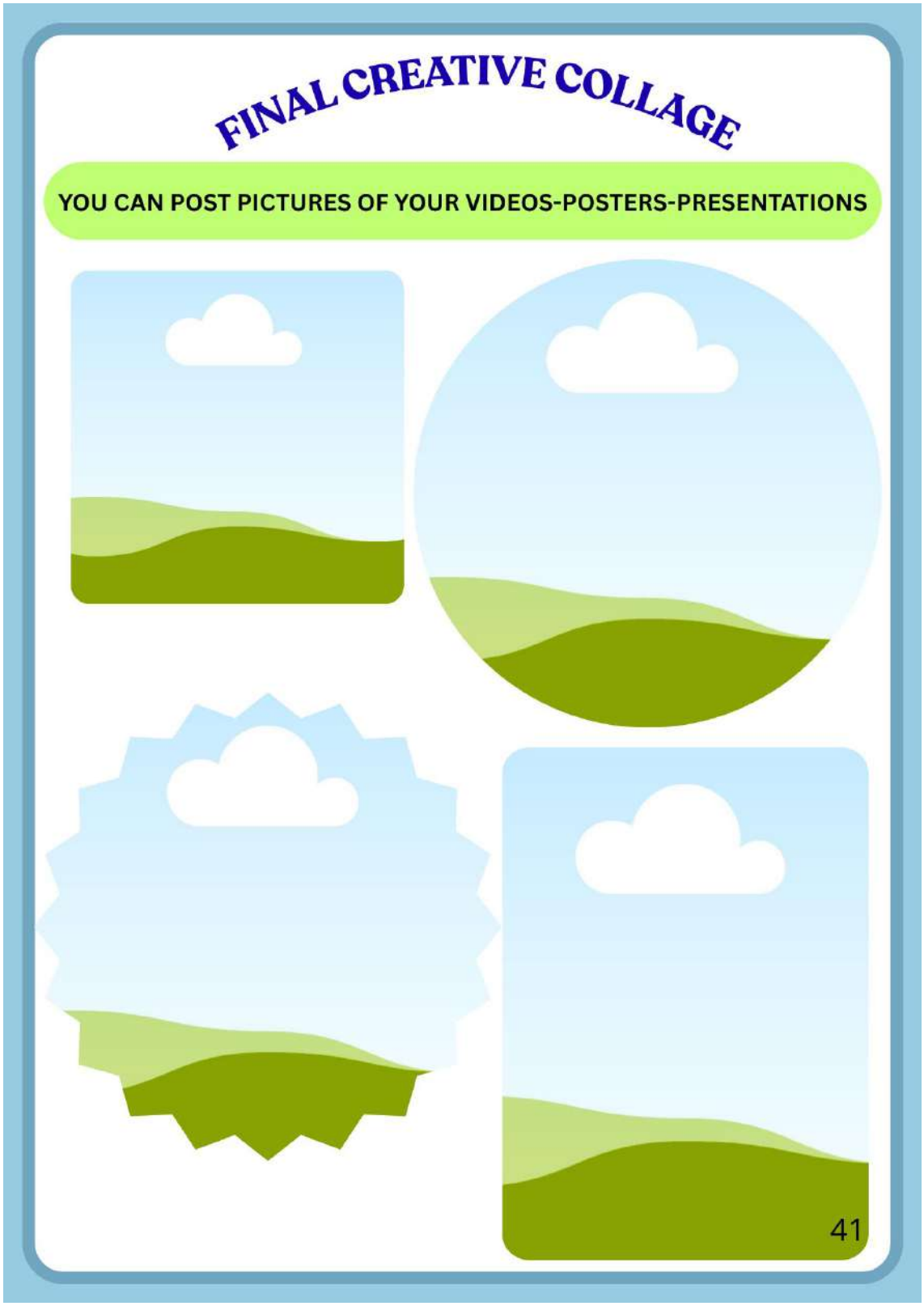
Activity : MISSION CHIMBORAZO GAME

Play the game using the QR code and complete the mission.



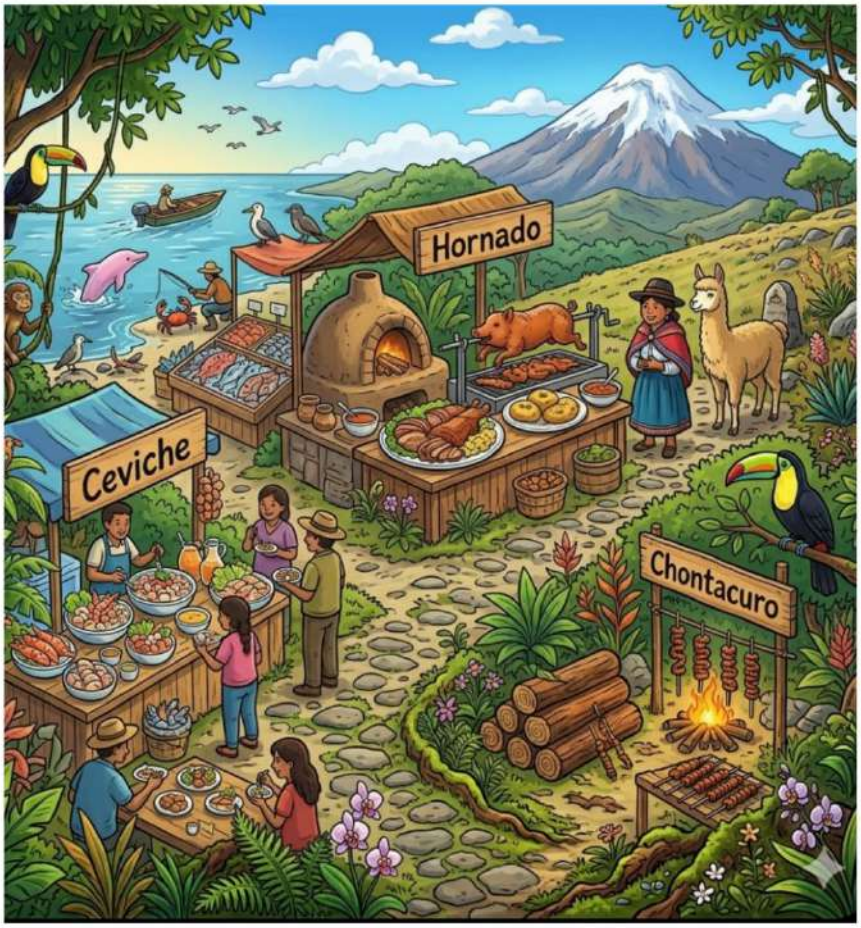
39


MY INQUIRY JOURNEY
I explored new ideas
I discovered cultural information
I connected learning to real life
I communicated my opinions in English
I analyzed traditions and perspectives
Reflection Page
What was the most interesting topic in this unit?
Which activity helped me learn better?
What surprised me the most?
What would I like to explore more?
40


FINAL CREATIVE COLLAGE
YOU CAN POST PICTURES OF YOUR VIDEOS-POSTERS-PRESENTATIONS
41

UNIT 2

FLAVORS OF ECUADOR



42

LESSON D

FROM TRADITION TO TASTE: UNCOVERING THE STORY OF HORNADO



Essential Questions

- How can a traditional dish like hornado represent the identity of a culture?
- How do preparation methods reflect tradition, patience, and knowledge?
- How does hornado show the fusion of different cultures in Ecuador?

43

FROM TRADITION TO TASTE: UNCOVERING THE STORY OF HORNADO

OBJECTIVE:

By the end of the lesson, students will be able to demonstrate understanding of a texts about The Hornado Typical Food by correctly answering two- three essential questions:

- How can a traditional dish like hornado represent the identity of a culture?
- How do preparation methods reflect tradition, patience, and knowledge?
- How does hornado show the fusion of different cultures in Ecuador?

MATERIALS:

- Video
- Padlet QR to access
- Cambridge Dictionary QR
- Game QR
- Computer or smarphone
- Pictures
- Readings



Learning becomes meaningful when we connect it to real life.

44

1) ENGAGEMENT

MYSTERY ECOSYSTEM

Activity 1:
You will watch a short, 50-second clip pay attention and internalize the information.
You can take notes in your notebook!



Now, think about this questions:

- What do you think this food is?
- What ingredients do you see?

Time to reflect!

Why do you think hornado is more than just food in Ecuador? Why?
Open the following QR and answer the question in aspects of:
-Gastronomy
-Culture

Use the following QR where you can answer can answer that question.

45

Activity 3:

-Look at the following KWL chart and complete it. This is gonna be helpful to activate your prior knowledge, set research goals, and summarize new information.

KWL CHART

K What I know?	W What I want to know?	L What I have learned?

2)QUESTIONING

QUESTION STORM →

Work in pairs and create 2–3 questions about "From Uncovering the Story of Hornado" take into account the following aspects:

- Ingredients
- Meaning to Ecuadorian People

46

3)INVESTIGATION

CHECK THE ACTIVITIES BELOW AND READ THE TEXT

READING 1

Every traditional dish is a mirror that reflects the history and identity of a person. Ecuadorian hornado pork slowly roasted with spices and wood until the skin is crispy and the meat is juicy is not just a culinary delight: it is a living expression of the culture and soul of the Ecuadorian highlands. This dish, which blends ancestral techniques with colonial influences, is a symbol of unity, hard work, and celebration.





Pork arrived in the Americas with the arrival of the Spanish in the 16th century, transforming indigenous culinary traditions. In the Ecuadorian Sierra, pork was adopted with great enthusiasm, as it offered a valuable source of food for rural communities. Hornado was born out of necessity and ingenuity: a method of cooking meat that allowed it to be preserved and its flavor enhanced, making use of the local environment and ancestral knowledge.

47

3)INVESTIGATION

CHECK THE ACTIVITIES BELOW AND READ THE TEXT

READING 1

This dish is deeply rooted in Andean provinces such as Tungurahua, Cotopaxi, and Carchi, among others, where preparing it is an act that brings families and communities together. Hornado is not just food; it is a ritual: it is prepared for celebrations, festivals, and social gatherings a time to share and strengthen bonds.









Like many Ecuadorian dishes, hornado reflects the fusion of indigenous culture and European influences. While the technique of roasting the meat comes from the Spanish legacy, the local spices and accompaniments are a legacy of the indigenous communities. This blend of knowledge and flavors showcases the adaptability and resilience that characterize the Sierra.

Its flavor embodies the strength of a people who celebrate their history, their land, and their people through cuisine. That is why Ecuadorian hornado is not just a dish; it is a living emblem of the Sierra and its people.

48

STARTING OFF

"Main Idea Detectives"
Identify the general idea of each paragraph. You must read quickly and match each paragraph with a heading:

PARAGRAPH	CORRECT HEADING
1	
2	
3	
4	

OPTIONS

A. Identity and meaning
B. Cultural importance
C. Origin of ingredients
D. History of hornado

COMPREHENSION

"Read Between the Lines"
Pay attention to the following questions and answer with a partner

49

Why is hornado called a "symbol of unity"?

What does the word ritual suggest?

What can we infer about Ecuadorian families?

EXTRA

3-Word Summary Challenge

Students choose ONLY 3 words to summarize the text

50

VOCABULARY HUNT

Highlight 5 or 10 words that you do not know and write on the paper the correct meaning:

NUMBER	UNKNOWN WORD
1	
2	
3	
4	
5	
6	
7	

CORRECT MEANING

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)

-Search on the following QR the meaning of the words and write on the paper

51

READING 2

Read the following recipe:

Hornado is much more than just a typical Ecuadorian dish; it's a culinary experience that connects you to the roots of the Ecuadorian highlands. From its history to its preparation and side dishes, every bite of hornado is a testament to the love and passion that Ecuadorians pour into their traditional cuisine.

INGREDIENTS

- -4-5 kg pork (leg or shoulder, with skin)



- 2 tablespoons salt



- 1 tablespoon black pepper



- 2 onions (chopped)



- 2 cups chicha (fermented corn drink) or beer.



- 10 cloves of garlic (crushed)



- 2 tablespoons ground cumin



- 2 tablespoons achiote (for color and flavor)



- 1 cup orange juice



- 3 sprigs of cilantro



52

PREPARATION

1. Season the Pork
·Rub the pork with garlic, cumin, salt, pepper, and achiote. Make small cuts in the meat so the seasoning goes deep inside.





2. Marinate
·Place the pork in a large container. Add chicha (or beer), orange juice, onions, and cilantro. Let it marinate overnight (at least 12 hours) in the refrigerator.

3. Slow Cooking
·Preheat the oven to 160°C (320°F). Place the pork in a roasting pan with the marinade. Cover with foil and cook for 4–5 hours.





4. Crispy Skin
·Remove the foil, increase the temperature to 200°C (390°F), and roast for another 1–2 hours until the skin becomes golden and crispy.



·5. Serve
·Cut the pork into pieces and serve hot.

53

STARTING OFF

"Fast Track Reading - The Ingredient Hunt"
Locate specific information quickly



COMPREHENSION

Activity 1: Sentence Completion
Students read the text and complete:

- Hornado is made with _____ (main ingredient).
- The pork is seasoned with garlic, cumin, salt, _____, and achiote.
- The meat is marinated with chicha or _____ and orange juice.
- The pork must marinate for at least _____ hours.
- The oven is first set to _____ °C for slow cooking.
- The pork cooks for about _____ hours before the final step.
- To make the skin crispy, the temperature increases to _____ °C.
- Hornado is served with foods like mote, _____, and salad.

4) ANALYSIS AND INTERPRETATION

RANKING & JUSTIFICATION"

Students have to analyze information from both readings, decide what is most important and justify their opinions using textual evidence.

1 **Look at these cards**



2 **Students work in groups of 3–4:**
Rank from 1 (most important) to 6 (least important)

55

1	
2	
3	
4	
5	
6	

3 **JUSTIFICATION**
Students must list their two top choices → Explain WHY

EXAMPLE →
- "We think _____ is most important because..."
- "In Reading 1, it says..."
- "In Reading 2, we see..."

4 **SWITCH & CHALLENGE**
Groups exchange rankings with another group.

YOU CAN ASK →
- Do you agree or disagree?
- Change ONE position and explain why.

56

5) CONCLUSION

Now that you already read the text and answer the activities, it is time to came back and answer the essencial questions in page 43.

6) EXTENSION

Activity 1: Hornado in 60 Seconds!
In groups of 3 students have to develop the following activities:

1

Students create a short video 60 seconds to:

2

- Explain what hornado is
- Show its cultural importance
- Describe its preparation
- Recommend it to others.

3

Students choose a role:
🫙 Tour Guide → promotes hornado
🎥 Food Blogger → gives opinion + review
👨‍🌾 Local Person → explains tradition

7) REFLECTION

Activity : HORNADO MASTER CHEF ESCAPE
Play the game using the QR code and complete the mission.



57

LESSON E

A COASTAL JOURNEY OF FLAVOR AND TRADITION



Essential Questions

- Why is ceviche considered an important cultural symbol in Ecuador and Latin America?
- What makes Ecuadorian ceviche different from other types of ceviche?
- Can food tell the story of a country? Why or why not?

58

A COASTAL JOURNEY OF FLAVOR AND TRADITION

OBJECTIVE:

By the end of the lesson, students will be able to demonstrate understanding of a texts about CEVICHE A TRADITION TO ECUADOR by correctly answering two- three essential questions:

- Why is ceviche considered an important cultural symbol in Ecuador and Latin America?
- How do preparation methods reflect tradition, patience, and knowledge?
- How does hornado show the fusion of different cultures in Ecuador?

MATERIALS:

- Video
- Padlet QR to access
- Cambridge Dictionary QR
- Game QR
- Computer or smarphone
- Pictures
- Readings



"Learning is more powerful when we enjoy the process."

59

1) ENGAGEMENT

MYSTERY ECOSYSTEM

Activity 1:
You will watch a short, 50-second clip pay attention and internalize the information.
You can take notes in your notebook!



Now, think about this questions:

- What differences do you notice?
- What ingredients can you identify?

Time to reflect!

In your opinion: How did ancient people prepare ceviche?
Open the following QR and answer the question in aspects of:
-Ingredients
-Tradition

Use the following QR where you can answer can answer that question.

60

Activity 3:

-Look at the following KWL chart and complete it. This is gonna be helpful to activate your prior knowledge, set research goals, and summarize new information.

KWL CHART

K What I know?	W What I want to know?	L What I have learned?

2)QUESTIONING

QUESTION STORM →

Work in pairs and create 2–3 questions about "A Coastal Journey of Flavor and Tradition" take into account the following aspects:

- Ingredients
- Meaning to Ecuadorian People

61

3)INVESTIGATION

CHECK THE ACTIVITIES BELOW AND READ THE TEXT

READING 1

Ceviche, is an exquisite dish made with fish or shellfish marinated in citrus juice, is one of Latin America's most important culinary symbols. Its refreshing flavor, combined with the tartness of the limes and the freshness of its ingredients, has made it a culinary icon that transcends borders.

The origin of this dish has been a subject of debate among food historians for years. Archaeological evidence suggests that pre-Columbian peoples along the Pacific coast of South America were already preparing fish marinated in the fermented juice of local fruit or chicha before the arrival of the Spanish.





The earliest documented records date back to the Moche civilization in northern Peru (100–700 AD), where depictions of fishing and the consumption of fresh fish have been found on their pottery. However, ceviche as we know it today began to take shape during the colonial period.

According to Peruvian historian Javier Pulgar Vidal, the word "ceviche" may derive from the Quechua term "siwichi," meaning "fresh fish" or "tender fish." Other theories suggest it comes from the Arabic word "sibech" (sour food) or the Spanish term "escabeche."

62

READING 1

During this period, ceviche began to establish itself as an iconic dish along the Pacific coast of South America, particularly in what we now know as Peru and Ecuador.



Ecuadorian ceviche typically includes tomatoes and is prepared with a longer marinating time. Its most popular varieties are:

- Shrimp ceviche: Prepared with pre-cooked shrimp.
- Concha ceviche: Made with concha prieta (black clams).
- Volquetero ceviche: Popular in Esmeraldas, it combines various seafood and is served with tomato and mustard sauce.







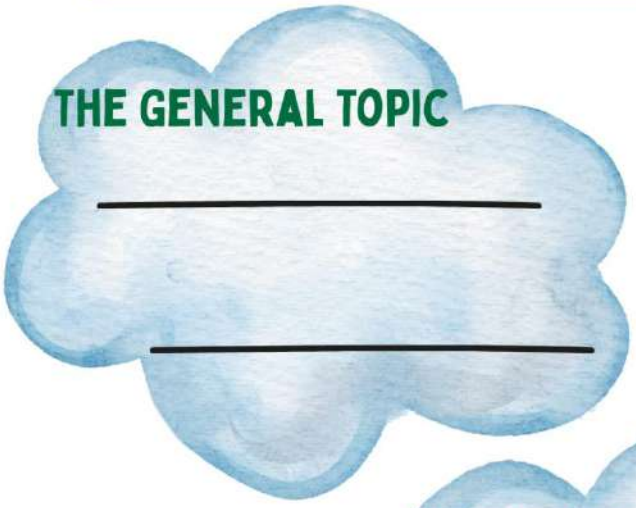
What sets this Ecuadorian recipe apart is the use of orange juice mixed with lemon juice, and the addition of tomato sauce in some regions.

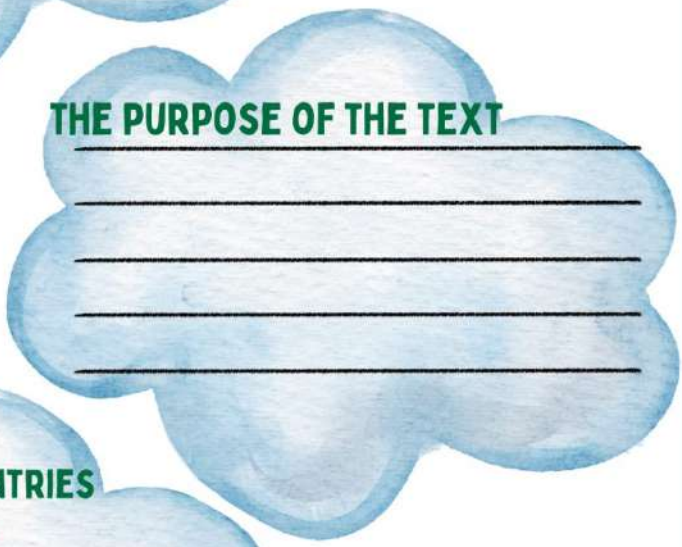
63

STARTING OFF

"Skim & Discover"

Students read the text quickly for 1 minute and identify:







64

COMPREHENSION

"True, False, or Uncertain?"
Students analyze statements and justify answers using evidence from the text.

STATEMENT	TRUE	FALSE	UNCERTAIN	Number of paragraphs in the text that contain the information.
Ceviche originated only in Ecuador.				
The Moche civilization consumed fresh fish.				
The exact origin of the word "ceviche" is confirmed.				
There are only one way to prepare ceviche.				

65

VOCABULARY HUNT

Highlight 5 or 10 words that you do not know and write on the paper the correct meaning:

NUMBER	UNKNOWN WORD
1	
2	
3	
4	
5	
6	
7	

CORRECT MEANING

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)

-Search on the following QR the meaning of the words and write on the paper

66

READING 2

CHECK THE ACTIVITIES BELOW AND READ THE TEXT

Ecuadorian shrimp ceviche is considered unrivaled anywhere in the world, not only because of the excellent quality of the seafood from our seas, but also because of the culinary expertise of the people of Manabí, passed down through generations.

INGREDIENTS

- 2 pounds of shrimp



- 2 large onions (red onions/Paiteña onions)



- 2 very ripe tomatoes



- Cilantro



- 4 limes



- 1 tablespoon mustard



- 2 tablespoons tomato sauce



- 2 tablespoons oil, salt and pepper







PREPARATION

1. Place the shrimp in a pot of boiling salted water, let them boil for 5 minutes, then remove them from the water and set the water aside to cool.





2. Peel the onion and slice it into very thin half-moons. Rub the slices with salt and sugar, then rinse the onion thoroughly.

3. Squeeze the juice of the four limes over it.





4. Peel the tomatoes, remove the seeds, dice them, and mix with the onion, tomato sauce, mustard, cilantro, salt, pepper, and oil.

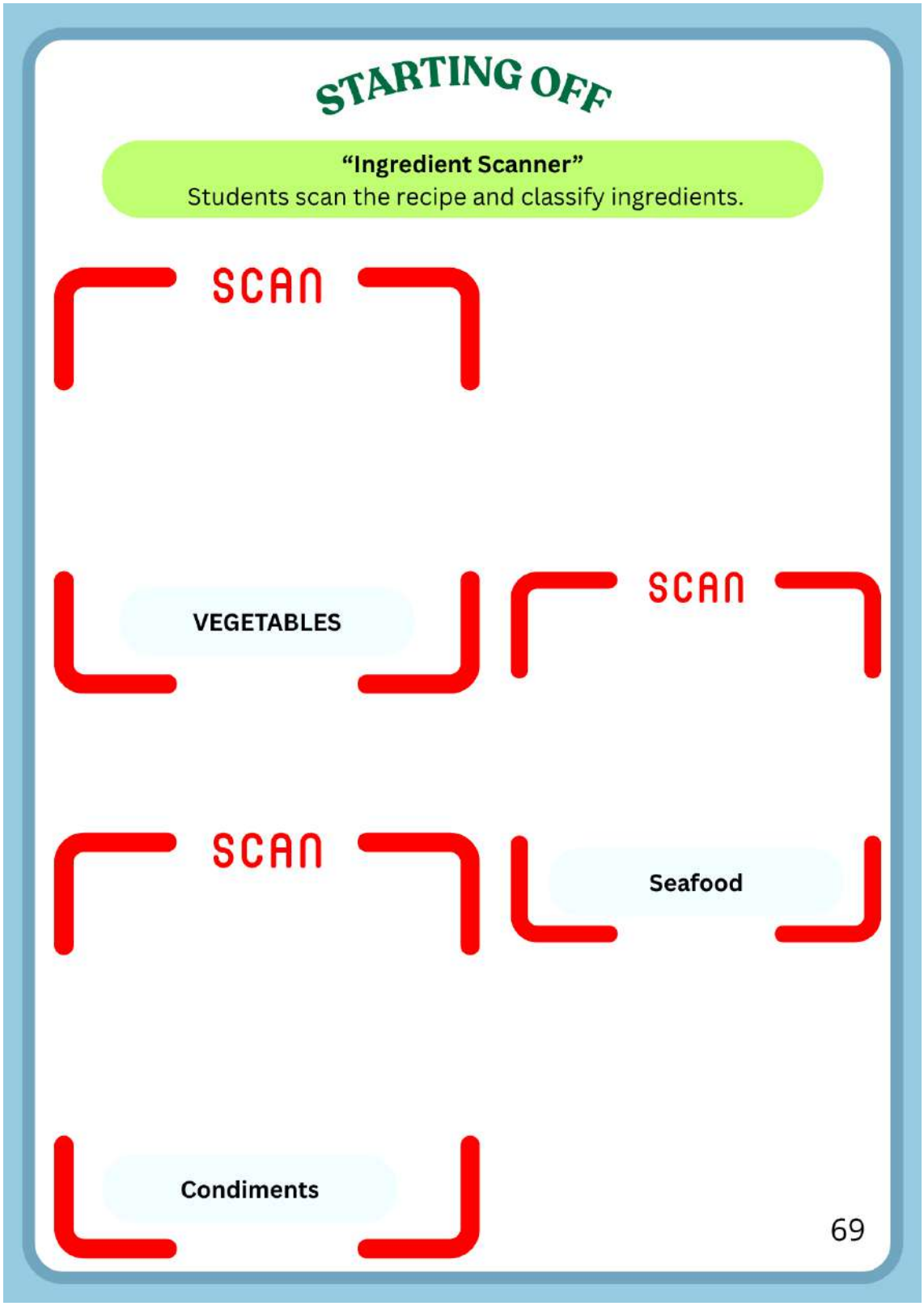
5. Once the shrimp and water are cold, mix everything together. Manabí-style shrimp ceviche is one of the best in the country.





6. Serve with canguil (popcorn), rice, green plantain tostones (chifle), and roasted corn

68


STARTING OFF
"Ingredient Scanner"
Students scan the recipe and classify ingredients.
SCAN
VEGETABLES
SCAN
SCAN
Seafood
Condiments
69

COMPREHENSION

Activity 1: Visualize the Recipe

Students draw the preparation process in 4 boxes.

70

4) ANALYSIS AND INTERPRETATION

FLAVOR EVIDENCE CAROUSEL

Students analyze information from both readings and interpret how ceviche represents Ecuadorian culture, history, and identity.

1 **Look at the following stations.**

STATION 1 "History Detectives"

How has ceviche changed through history?

Station 2"Cultural Connections"

Why is ceviche an important symbol of Ecuador?

Station 3 "Flavor Investigation"

Which ingredients make Ecuadorian ceviche unique?

DISCUSSION

Which station was the most interesting?
Which question was the most difficult?
What new idea did you discover?

71

5) CONCLUSION

Now that you already read the text and answer the activities, it is time to came back and answer the essencial questions in page 58

6) EXTENSION

Activity 1: "Ceviche Around Ecuador"
In groups of 3 students have to develop the following activities:

1

Each group chooses a role:

- TV cooking show hosts
- Famous chefs
- Food vloggers
- Tour guides
- Tourists visiting Ecuador

2

Groups prepare a 1-minute presentation or video about ceviche using information from BOTH readings.
They must include:

✓ origin/history
✓ ingredients
✓ preparation
✓ why ceviche is important in Ecuador

72

CREATIVE CHALLENGE

PRETEND TO COOK



DRAW INGREDIENTS



STUDENTS CAN:

USE FAKE MICROPHONES



CREATE A TOURISM ADVERTISEMENT



7) REFLECTION

Activity : "CEVICHE FOOD INVESTIGATORS"
Play the game using the QR code and complete the mission.

73

LESSON F

A TASTE OF THE AMAZON: THE CHONTACURO EXPERIENCE



Essential Questions

- Why has chontacuro remained an important food in the Ecuadorian Amazon for generations?
- How can traditional foods teach us about the relationship between humans and nature?
- Could edible insects like chontacuro become a sustainable food solution for the future? Why or why not?

74

A TASTE OF THE AMAZON: THE CHONTACURO EXPERIENCE

OBJECTIVE:

By the end of the lesson, students will be able to demonstrate understanding of a texts about "A Taste of the Amazon: The Chontacuro Experience" by correctly answering two- three essential questions:

-Why has chontacuro remained an important food in the Ecuadorian Amazon for generations?
-How can traditional foods teach us about the relationship between humans and nature?
-Could edible insects like chontacuro become a sustainable food solution for the future? Why or why not?

MATERIALS:



- Video
- Padlet QR to access
- Cambridge Dictionary QR
- Game QR
- Computer or smarphone
- Pictures
- Readings



Knowledge grows through exploration and collaboration.

75

1) ENGAGEMENT

MYSTERY ECOSYSTEM

Activity 1:
You will watch a short, 50-second clip pay attention and internalize the information.
You can take notes in your notebook!

Would You Dare to Taste It?



Now, think about this questions:

- What do you think this is?
- Would you eat it? Why or why not?

Time to reflect!

What do you want to discover about chontacuro?
Open the following QR and answer the question in aspects of:

Use the following QR where you can answer can answer that question.

76

Activity 3:

-Look at the following KWL chart and complete it. This is gonna be helpful to activate your prior knowledge, set research goals, and summarize new information.

KWL CHART

K What I know?	W What I want to know?	L What I have learned?

2)QUESTIONING

QUESTION STORM →

Work in pairs and create 2–3 questions about "A taste of the Amazon: The Chontacuro Experience" take into account the following aspects:

- Collection
- Healthy

77

3)INVESTIGATION

CHECK THE ACTIVITIES BELOW AND READ THE TEXT

READING 1

Ecuador's eastern region is home to a little-known culinary treasure: the chontacuro, also known as mayón in the Amazonian highlands and as chontacuro on the Pacific coast. These worms, which grow on chonta trees, are a staple of the diet of the region's indigenous peoples. The term "chontacuro" originates from the Quechua language and means "chonta worms." This word is used by the indigenous peoples of the Amazon to refer to these worms, which are highly prized in their cuisine. However, the name may vary depending on the community. For example, the Shuar call them "mundish," and the Achuar know them as "muquindi." This diversity of names reflects the region's cultural and linguistic richness.

Chontacuro is considered a native food of Ecuador's Eastern region. Harvesting it requires a specialized technique that has been passed down from generation to generation. To collect these worms, a palm tree is felled and a hole is cut into the trunk where the beetle will lay its eggs. After one or two months, the larvae feed on the wood and are eventually scraped from the trunk and collected.



The chontacuro is an important part of the Tsáchila people's diet in Santo Domingo and is consumed throughout the Amazon region, where black beetle palms grow. These worms can be found year-round, making them readily available for consumption.





78

READING 1





Chontacuro is used in a variety of dishes, the most common being mayones wrapped in banana leaves and grilled over charcoal. Mayones are also prepared on skewers and fried in their own oil. Before cooking, the worms are washed and seasoned with salt. They are usually served with plantains and fried cassava, as well as lemon wedges to enhance their flavor.



79

STARTING OFF

Activity 1: "Skimming Race"
Identify and circle the general idea quickly.

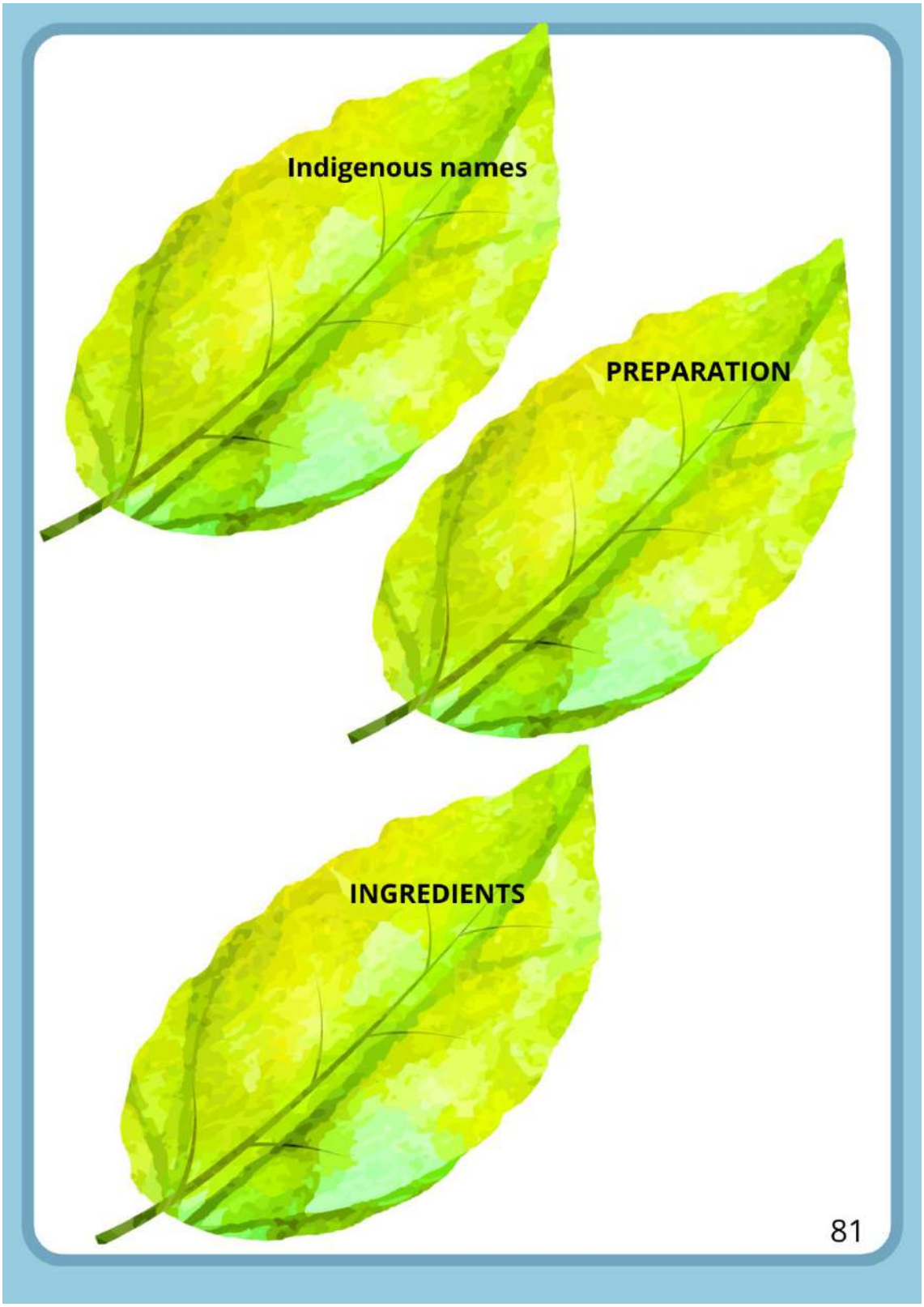
A) "Dangerous Amazonian Animals"
B) "A Traditional Food from Ecuador"
C)"The History of Banana Trees"

COMPREHENSION

Activity 1: "Note-Taking Cards"
Organize information visually and complete the information



80


Indigenous names
PREPARATION
INGREDIENTS
81

VOCABULARY HUNT

Highlight 5 or 10 words that you do not know and write on the paper the correct meaning:

NUMBER	UNKNOWN WORD
1	
2	
3	
4	
5	
6	
7	

CORRECT MEANING

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)

-Search on the following QR the meaning of the words and write on the paper

82

READING 2

CHECK THE ACTIVITIES BELOW AND READ THE TEXT

Chontacuro is known as a source of protein due to its natural fat content. In addition to its nutritional value, it is also believed to have medicinal properties. It is said that chontacuro can be used as a natural remedy for respiratory conditions such as the flu, whooping cough, asthma, and bronchitis. In some cases.

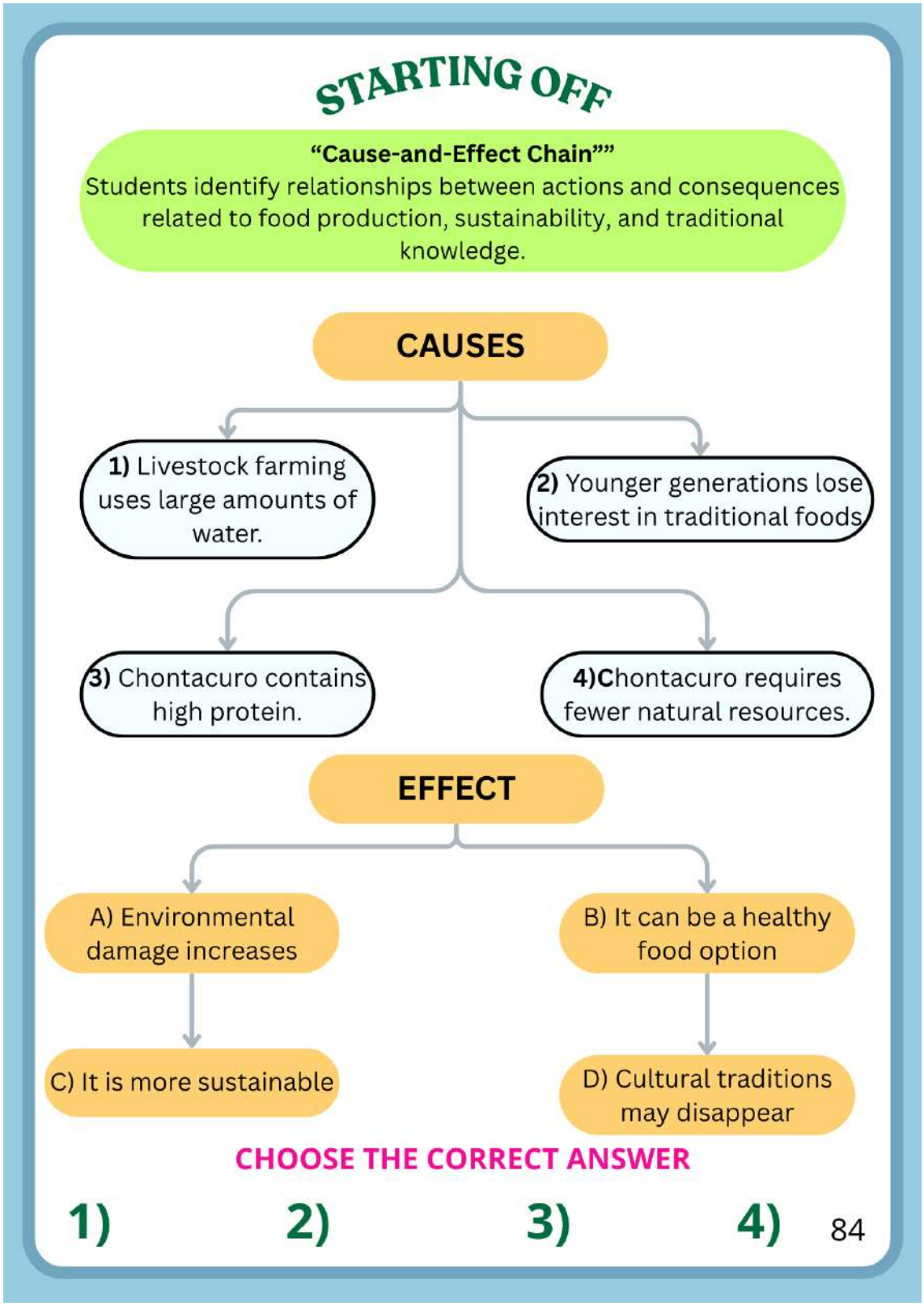
Although it remains popular among those who grew up eating it, younger generations have lost interest in this traditional food. Recent studies have shown that this unique food possesses the following properties:

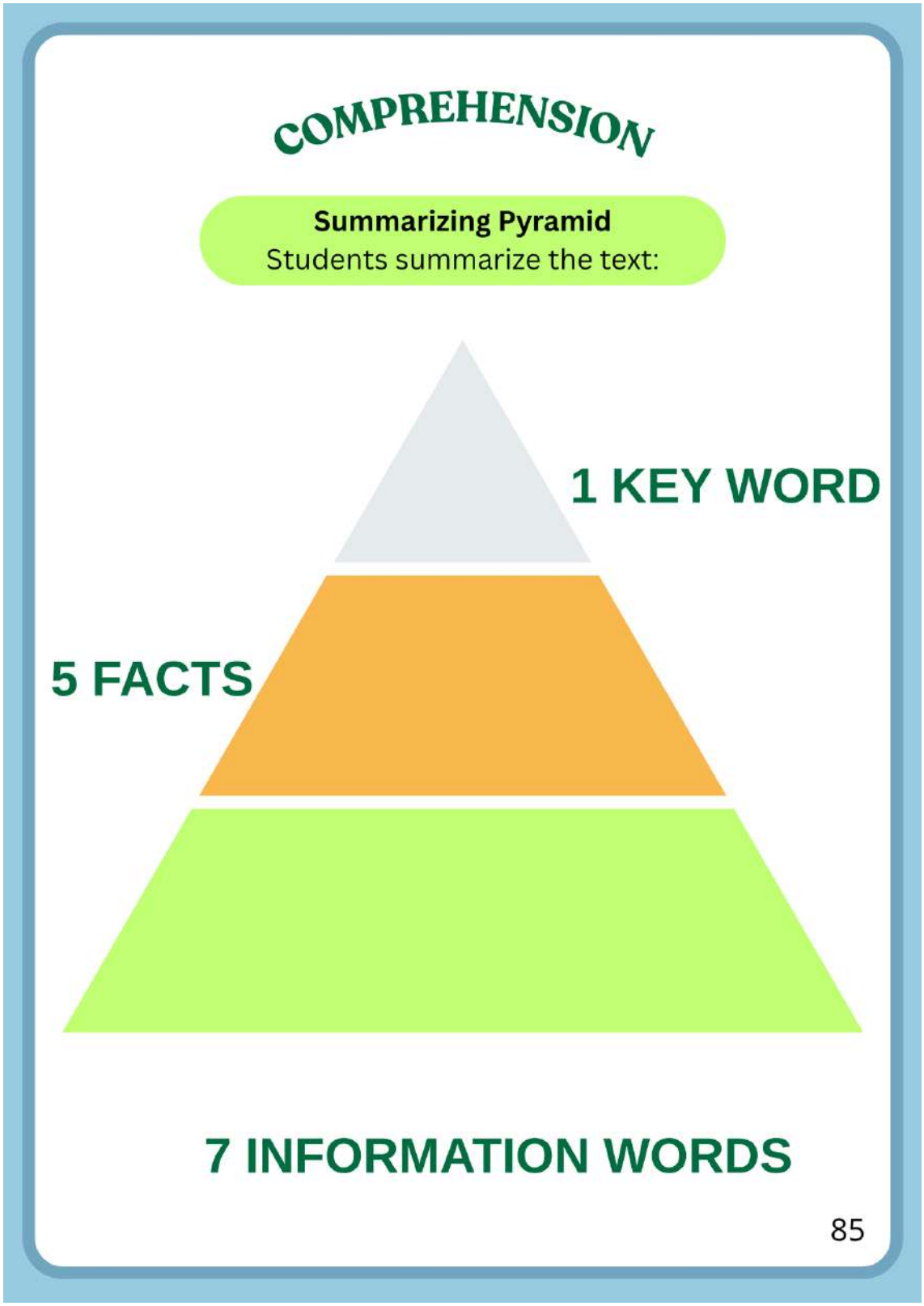
- High concentration of protein and healthy fats, comparable to those found in eggs and chicken meat.
- Free of pathogenic microorganisms and heavy metals, indicating that it is safe to consume.
- Potential as an ingredient in new food products, such as flours, protein bars, and cookies.

As the global population grows, there is a growing need for protein sources that reduce the environmental impact of traditional livestock farming. Raising livestock requires large amounts of water and pastureland and generates a high carbon footprint.

The chontacuro, like other edible insects, offers a more efficient and sustainable option. Its production requires fewer natural resources and could become a viable alternative for reducing pressure on fragile ecosystems.

83


STARTING OFF
"Cause-and-Effect Chain""
Students identify relationships between actions and consequences related to food production, sustainability, and traditional knowledge.
CAUSES
1) Livestock farming uses large amounts of water.
2) Younger generations lose interest in traditional foods
3) Chontacuro contains high protein.
4)Chontacuro requires fewer natural resources.
EFFECT
A) Environmental damage increases
B) It can be a healthy food option
C) It is more sustainable
D) Cultural traditions may disappear
CHOOSE THE CORRECT ANSWER
1)
2)
3)
4)
84


COMPREHENSION
Summarizing Pyramid
Students summarize the text:
1 KEY WORD
5 FACTS
7 INFORMATION WORDS
85

4) ANALYSIS AND INTERPRETATION

"THE INQUIRY PUZZLE: CONNECTING THE HIDDEN IDEAS"

In groups of 3 analyze and interpret information from both readings by connecting ideas, identifying relationships, and constructing meaning collaboratively.

1 **Look at this pictures**

CULTURE



MUNDISH



NUTRITION



CHONTACURO



86

ENVIRONMENT



LOWER CARBON FOOTPRINT



SOCIAL ISSUES



TRADITIONAL KNOWLEDGE DISAPPEARS



2 Your mission is to discover how all these ideas are connected.

3 Students organize the puzzle pieces into categories and connect them using arrows or lines.

4 Interpretation Challenge Now students create ONE INTERPRETATION STATEMENT.

87

5) CONCLUSION

Now that you already read the text and answer the activities, it is time to came back and answer the essencial questions in page 74.

6) EXTENSION

Activity 1: ""Voices from the Amazon"
Students communicate and defend their ideas about chontacuro using evidence from the readings while developing speaking, collaboration, creativity, and real-world communication skills.

CENTRAL QUESTION

"Should traditional foods like chontacuro become more popular around the world?"

1 **ASSIGN ROLES**
Each group represents a different role.

Environmentalists ⟷ **Focus on sustainability and protecting nature.**



Ecuadorian Chefs ⟷ **Promote traditional gastronomy and tourism.**



88

Indigenous Communities ⟷ **Defend cultural traditions and ancestral knowledge.**



Scientists Nutritionists ⟷ **Explain health benefits and future food possibilities.**



2

PREPARATION (3 MINUTES)
Groups prepare a short presentation or argument.



DEBATE TIME (3 MINUTES)
Each group presents their perspective in 1 minute.
After each presentation:

- other groups ask ONE question,
- or challenge an idea respectfully.

3



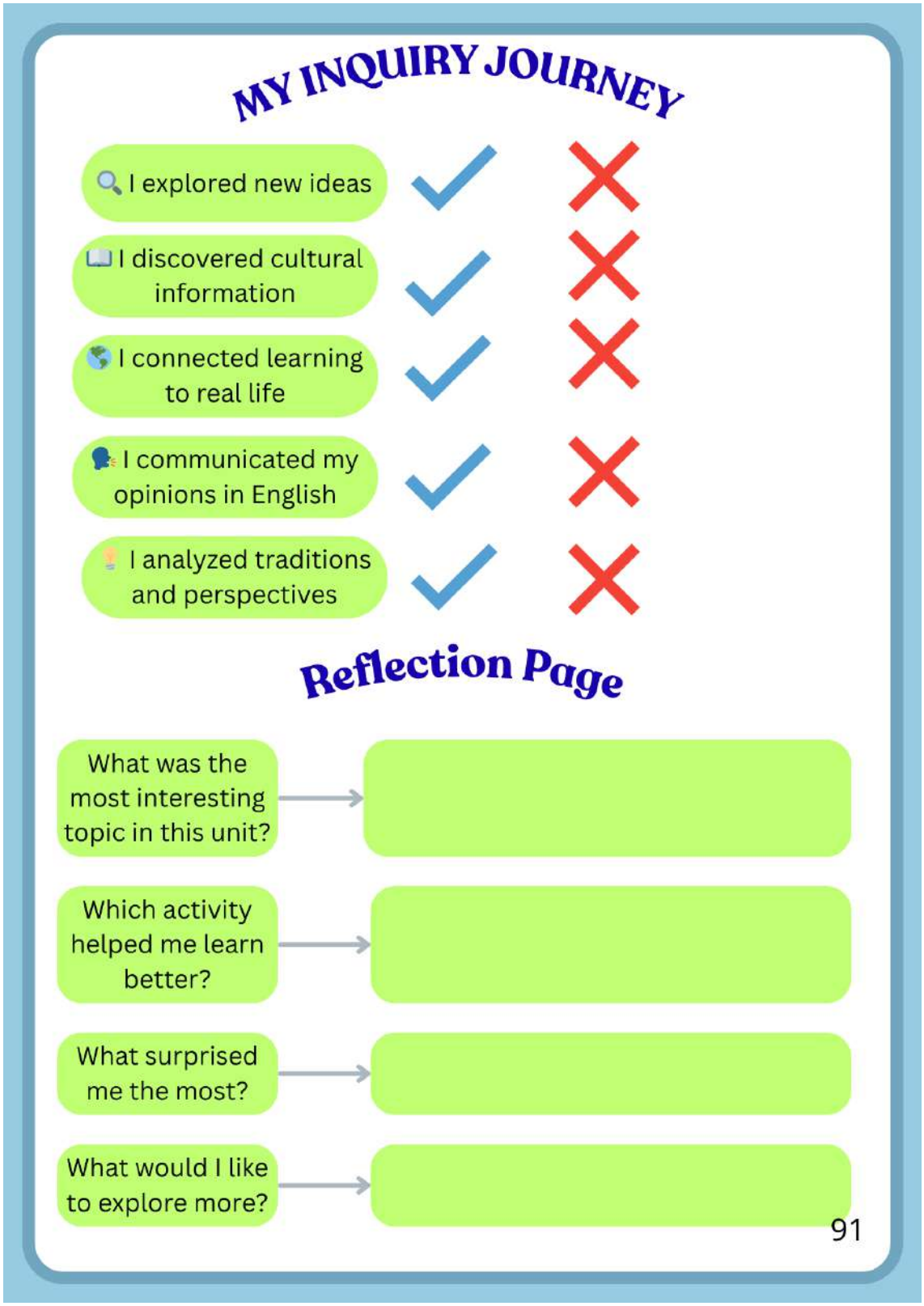
89

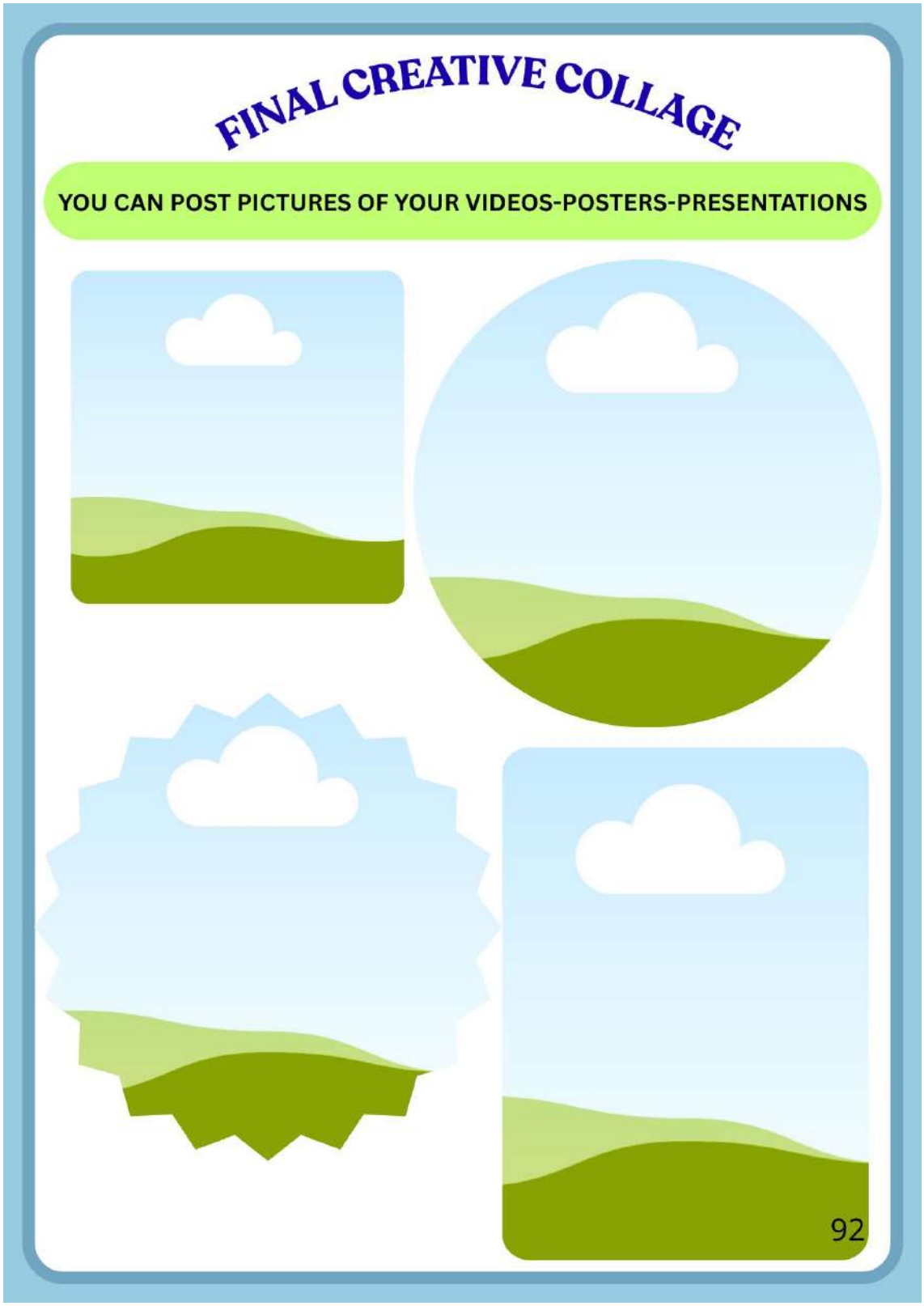
7) REFLECTION

Activity : "AMAZON QUEST"
Play the game using the QR code and complete the mission.



90


MY INQUIRY JOURNEY
I explored new ideas
I discovered cultural information
I connected learning to real life
I communicated my opinions in English
I analyzed traditions and perspectives
Reflection Page
What was the most interesting topic in this unit?
Which activity helped me learn better?
What surprised me the most?
What would I like to explore more?
91


FINAL CREATIVE COLLAGE
YOU CAN POST PICTURES OF YOUR VIDEOS-POSTERS-PRESENTATIONS
92

UNIT 3

COMMUNITIES THAT SHAPE OUR CULTURE



93

LESSON 6

EXPLORING THE CULTURAL HERITAGE OF THE SARAGURO COMMUNITY



Essential Questions

- What can we learn from the Saraguro relationship with Pachamama and nature?
- How do traditional games, dances, and music help maintain the Saraguro culture alive?
- How have the Saraguro people preserved their cultural identity over time?

94

EXPLORING THE CULTURAL HERITAGE OF THE SARAGURO COMMUNITY

OBJECTIVE:

By the end of the lesson, students will be able to demonstrate understanding of a texts about "Exploring the Cultural Heritage of the Saraguro Community by correctly answering two- three essential questions:

-What can we learn from the Saraguro relationship with Pachamama and nature?
-How do traditional games, dances, and music help maintain the Saraguro culture alive?
-How have the Saraguro people preserved their cultural identity over time?

MATERIALS:

- Video
- Padlet QR to access
- Cambridge Dictionary QR
- Game QR
- Computer or smarphone
- Pictures
- Readings



Every lesson is a new opportunity to imagine, create, and learn.

95

1) ENGAGEMENT

MYSTERY ECOSYSTEM →

Activity 1:
You will watch a short, 50-second clip pay attention and internalize the information.
You can take notes in your notebook!

LOOK AND DISCOVER!



Now, think about this questions:

- Who are these people?
- Why do they wear black clothes?

Time to reflect!

In what ways is the Saraguro community similar to or different from your own community?
Open the following QR and answer the question in aspects of:
-Culture
-Traditions

Use the following QR where you can answer can answer that question.

96

Activity 3:

-Look at the following KWL chart and complete it. This is gonna be helpful to activate your prior knowledge, set research goals, and summarize new information.

KWL CHART

K What I know?	W What I want to know?	L What I have learned?

2)QUESTIONING

QUESTION STORM →

Work in pairs and create 2–3 questions about "The Saraguro Comunity" take into account the following aspects:

- History
- Clothes

97

3)INVESTIGATION

CHECK THE ACTIVITIES BELOW AND READ THE TEXT

READING 1

The Saraguros belong to the Kichwa ethnic group of Ecuador; they are said to be descendants of the Incas, who were brought as Mitimaes during the Inca Empire to consolidate the conquered peoples and impart their knowledge and technology, before eventually being incorporated into Tawantinsuyu, the Great Inca Empire. The Saraguros are currently the oldest, most important, and most prominent ethnic group in Latin America. With a population exceeding 35,000, the Saraguros take pride in their heritage and customs, as they preserve their lineage and are considered to speak the purest form of Kichwa. The Saraguro people are settled in a vast territory that, horizontally, extends from the province of Loja to the province of Zamora Chinchipe in the Amazon region.







It is a predominantly agricultural town, where farming is carried out using traditional techniques such as plowing with a moldboard plow, using a yoke and harness, working in pairs, fallowing, applying organic fertilizer, and planting; they farm using a rotation system and intercropping of various crops: corn, beans, and fava beans, which are rotated with peas, potatoes, wheat, and barley; they also grow oca, mello¬co, quinoa, achogcha, sambo, and squash, products intended largely for their own consumption; garlic, onions, and grains are produced for local and provincial markets.

98

Their clothing is unique and distinctive; men wear a black kuschma, a garment similar to a sleeveless, collarless shirt, made from sheep's wool. They wear a black poncho, used primarily for formal occasions. They wear a leather belt with silver buckles. They also wear black knee-length shorts. Additionally, they wear a white garment that covers the front of the legs, called a zamarr







For their part, women wear a wide black wool skirt with vertical pleats. This garment is known as an anaco. Underneath it, they wear a pollera. They also wear a sash, similar to a belt, with colorful embroidery, to hold the anaco and the pollera in place. This garment symbolizes women's fertility. Additionally, they wear a black sheep's wool shawl to protect themselves from the cold. The blouse worn by Saraguro women is characterized by its beautiful embroidery and colors.

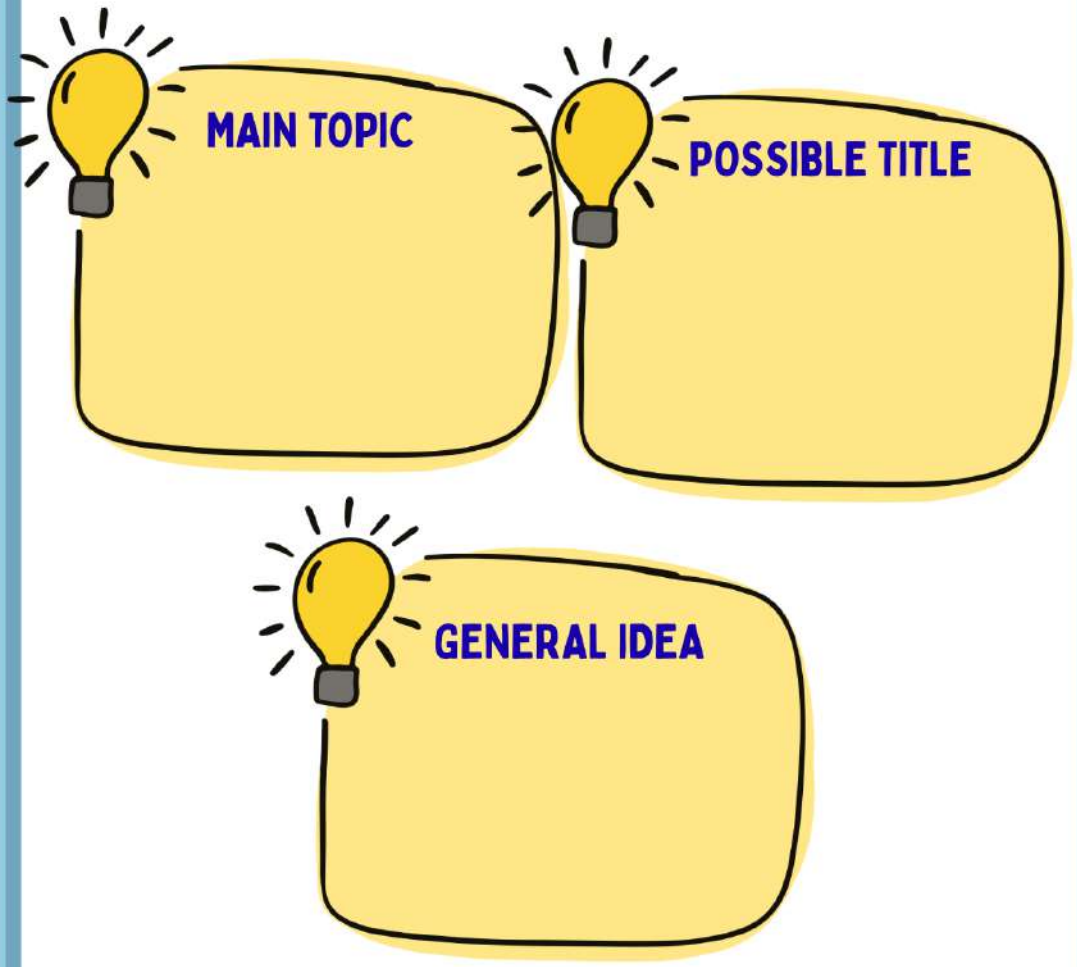




99

STARTING OFF

Activity 1: "30-Second Skim Race"
Students have 30 seconds to skim the reading and identify:



100

COMPREHENSION

Activity 1: "Culture Detective Note Cards"
Each student receives note-taking cards divided in different fedatures complete each one correctly:

TRADITIONS

AGRICULTURE

CLOTHING

INTERESTING FACTS

101

VOCABULARY HUNT

Highlight 5 or 10 words that you do not know and write on the paper the correct meaning:

NUMBER	UNKNOWN WORD
1	
2	
3	
4	
5	
6	
7	

CORRECT MEANING

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)

-Search on the following QR the meaning of the words and write on the paper

102

READING 2

CHECK THE ACTIVITIES BELOW AND READ THE TEXT

The traditions of the Saraguro people include celebrations and offerings to Pachamama (Mother Earth). During these events, they give thanks for the harvests and ask for protection. They also perform rituals on the summer and winter solstices, which include dances and offerings.







Medicinal Practices:

They use medicinal plants to prevent infections; stone beards or ground corn were used to treat minor illnesses. There are midwives, healers, and yachags, and daily life is also accompanied by allopathic medicine. They eat vegetables, grains, and cereals such as wheat and barley, as well as produce grown on their farms; recently, they have added foods typical of urban areas to their diet.

103

READING 2



Planting

Although practiced by only a few people, the custom of burying a guinea pig bone at the time of planting still exists, so that it may watch over the future harvest. This planting process takes into account the lunar phases with specific dates for sowing, weeding, and harvesting.







Traditional games

Even in this village, people still play "casamiento," "la yunta," "los conejos," and "la rayuela," games that are mixed in with soccer, spinning tops, "la guerra," and electronic games.





Artistic traditions

This town still maintains its own dances and songs, accompanied by instruments such as drums, horns, rondadores, chackchas, and pingullos. The best-known dance of this town is "La danza curikinguis caballitos."

104

STARTING OFF

"Complete the tradition""
Students work in pairs to guess the missing word or idea.

- The Saraguros celebrate and give thanks to _____.
- Traditional dances are accompanied by _____.
- Some farmers follow the _____ phases.
- Medicinal plants are used to treat _____.
- Traditional games are still played by _____.







COMPREHENSION

"The Cultural Passport"
Students read the text in pairs, review the text again and complete the information.



105


RITUALS
MEDICINE
FOOD
MUSIC-GAMES
APPROVED
106

4) ANALYSIS AND INTERPRETATION

TRADITIONAL VS. MODERN

Students work in small groups of 3–4. Students will analyze how the Saraguro Community preserves ancestral traditions while also adapting to modern influences,

TRADITIONAL PRACTICES	MODERN INFLUENCES	WHY IS IT IMPORTANT?

107

5) CONCLUSION

Now that you already read the text and answer the activities, it is time to came back and answer the essencial questions in page 94.

6) EXTENSION

Activity 1: "Be a Cultural Reporter"
Students record a short interview roleplay:

-One student = Reporter
-One student = Saraguro community member

Questions may include:
-Why are traditions important?
-What is special about your culture?

-RECORD A VIDEO AND PRESENT IT IN CLASS

7) REFLECTION

Activity : "AMAZON QUEST"
Play the game using the QR code and complete the mission.



108

LESSON H

COLORS, CULTURE, AND IDENTITY: THE TSÁCHILAS COMMUNITY



Essential Questions

- How do the traditions and beliefs of the Tsáchilas help preserve their cultural identity?
- What can we learn from the Tsáchilas' way of life about respecting traditions and protecting the environment?
- In what ways do clothing, housing, language, and rituals reflect the worldview of the Tsáchila community?

109

COLORS, CULTURE, AND IDENTITY: THE TSÁCHILAS COMMUNITY

OBJECTIVE:

By the end of the lesson, students will be able to demonstrate understanding of a texts about "Colors, Culture, and Identity: The Tsáchilas Community" by correctly answering two- three essential questions:

-How do the traditions and beliefs of the Tsáchilas help preserve their cultural identity?
-What can we learn from the Tsáchilas' way of life about respecting traditions and protecting the environment?
-In what ways do clothing, housing, language, and rituals reflect the worldview of the Tsáchila community?

MATERIALS:



- Video
- Padlet QR to access
- Cambridge Dictionary QR
- Game QR
- Computer or smarphone
- Pictures
- Readings

Every question opens the door to deeper understanding

110

1) ENGAGEMENT

MYSTERY ECOSYSTEM

Activity 1:
You will watch a short, 50-second clip pay attention and internalize the information.
You can take notes in your notebook!

IS IT RED?



Now, think about this questions:

- Who are these people?
- What do you you think they do to survive?

Time to reflect!
THINK ABOUT THIS:

Why do Tsáchilas paint their hair red?

Use the following QR where you can answer can answer that question.

111

Activity 3:

-Look at the following KWL chart and complete it. This is gonna be helpful to activate your prior knowledge, set research goals, and summarize new information.

KWL CHART

K What I know?	W What I want to know?	L What I have learned?

2)QUESTIONING

QUESTION STORM →

Work in pairs and create 2–3 questions about " The Tsáchilas Community" take into account the following aspects:

- Language
- Daily Life

112

3)INVESTIGATION

CHECK THE ACTIVITIES BELOW AND READ THE TEXT

READING 1

The Tsáchila, also known as the Colorados, are an indigenous people living in the province of Santo Domingo in Ecuador. Their language is Tsáfiqui, part of the Barbacoan language family, which means "true word."



The Tsáchilas, living surrounded by a tropical mountain forest, inhabit large, long huts. These dwellings are characterized by being constructed from natural materials such as pambil and guadua cane; the roofs are covered with toquilla straw, and the structures are supported by wooden pillars approximately 1 meter or 1.50 meters high





The Tsàchila people believe that the earth is populated by both material and immaterial spirits. A clear example of material representations are the spirits of mountains, or of animals considered dangerous, such as tigers, snakes, etc. On the other hand, there are also immaterial spirits; among the best known to these people are representations such as mythological beings. One example is the "Luban," a being from the Tsàchila mythical world, which, according to the people, brings bad energy or is an evil spirit, against which there are countless remedies to combat it.

113

The Tsàchila man's attire consists of a rectangular piece with an opening in the center, which covers the neck like a tie; another rectangular piece covers the shoulders; from the waist to the knees, he wears a sort of skirt with horizontal blue, black, and white stripes, held in place by a red belt; On their heads, they wear a sort of crown made of cotton, which they place over their hair, which is dyed with achiote.





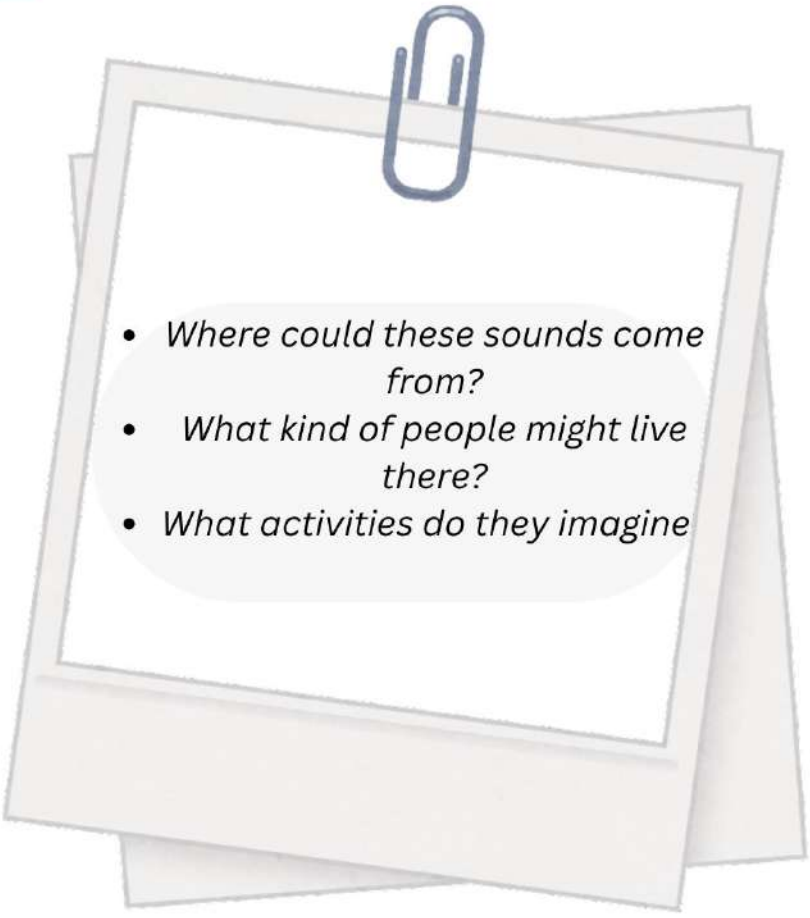
On the other hand, women wear an outfit consisting of a scarf draped over their shoulders, a shawl across the torso to cover their breasts, their arms are bare, and from the waist down to just below the knees they wear a skirt similar to the men's, with the difference that the women's skirt is multicolored; as adornments, they wear necklaces made of various seeds found in the environment.

STARTING OFF

Activity 1: "Cultural Sound Guessing Game"
Listen carefully the following sounds and complete the activities below:



PLAY THE RECORD AND DISCUSS WITH YOUR CLASSMATE.



- *Where could these sounds come from?*
- *What kind of people might live there?*
- *What activities do they imagine*

115

COMPREHENSION

Activity 1: "Annotating"
Students fill them while reading.

TOPIC	IMPORTANT INFORMATION
Clothing	
Housing	
Beliefs	
Language	



116

VOCABULARY HUNT

Highlight 5 or 10 words that you do not know and write on the paper the correct meaning:

NUMBER	UNKNOWN WORD
1	
2	
3	
4	
5	
6	
7	

CORRECT MEANING

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)

-Search on the following QR the meaning of the words and write on the paper

117

READING 2

CHECK THE ACTIVITIES BELOW AND READ THE TEXT



Visiting the Tsáchila communities offers a unique opportunity to get to know a people with deep cultural roots, learn about their traditions, and experience the harmony between human life and nature.

Tradition and Living Culture

The Tsáchila people maintain ancestral rituals to protect health, agriculture, and the forests. Visitors can learn about traditional medicine, spiritual cleansing ceremonies, and local festivals that celebrate harmony with nature.





Tsáchila culture is reflected in their Crafts

Baskets, textiles, and utensils made from local materials. The cuisine features traditional dishes made with regional ingredients such as corn, cassava, fish, and tropical fruits, offering an authentic taste of their ancestral flavors.Community-based tourism and sustainability

118

READING 2

Participating in guided tours with the community allows tourists to interact directly with the locals, learning about their way of life and contributing to sustainable projects that support forest conservation and the local economy.







The tours include hiking through rainforests, bird and wildlife watching, and participation in traditional agricultural activities. This connects visitors with biodiversity and the respect that the Tsáchilas have for their environment.

119

STARTING OFF

"Tourist or Tsáchila?"
Students classify actions

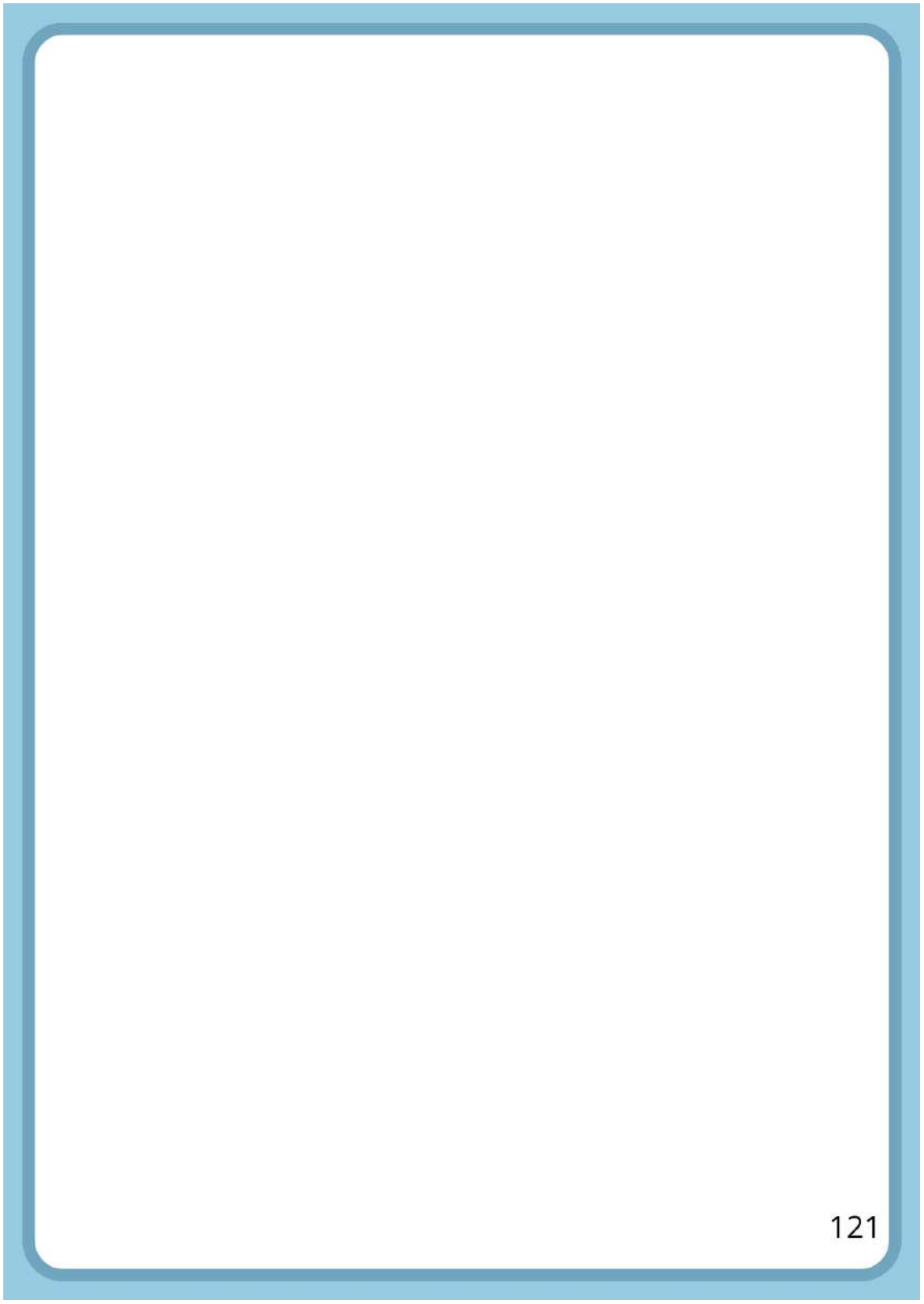
ACTION	TOURIST	TSÁCHILA
Protect forests		
Learn traditions		
Guide visitors		



COMPREHENSION

"Nature Connection Map"
Students create a quick mind map connecting:

120


121

4) ANALYSIS AND INTERPRETATION

CULTURAL TIME CAPSULE

Students imagine that the Tsáchilas Community wants to create a time capsule to preserve their culture for people 200 years in the future.

Each group must decide:
What cultural elements MUST be preserved and why?

1

Each group receives "artifact cards" with elements from the readings:

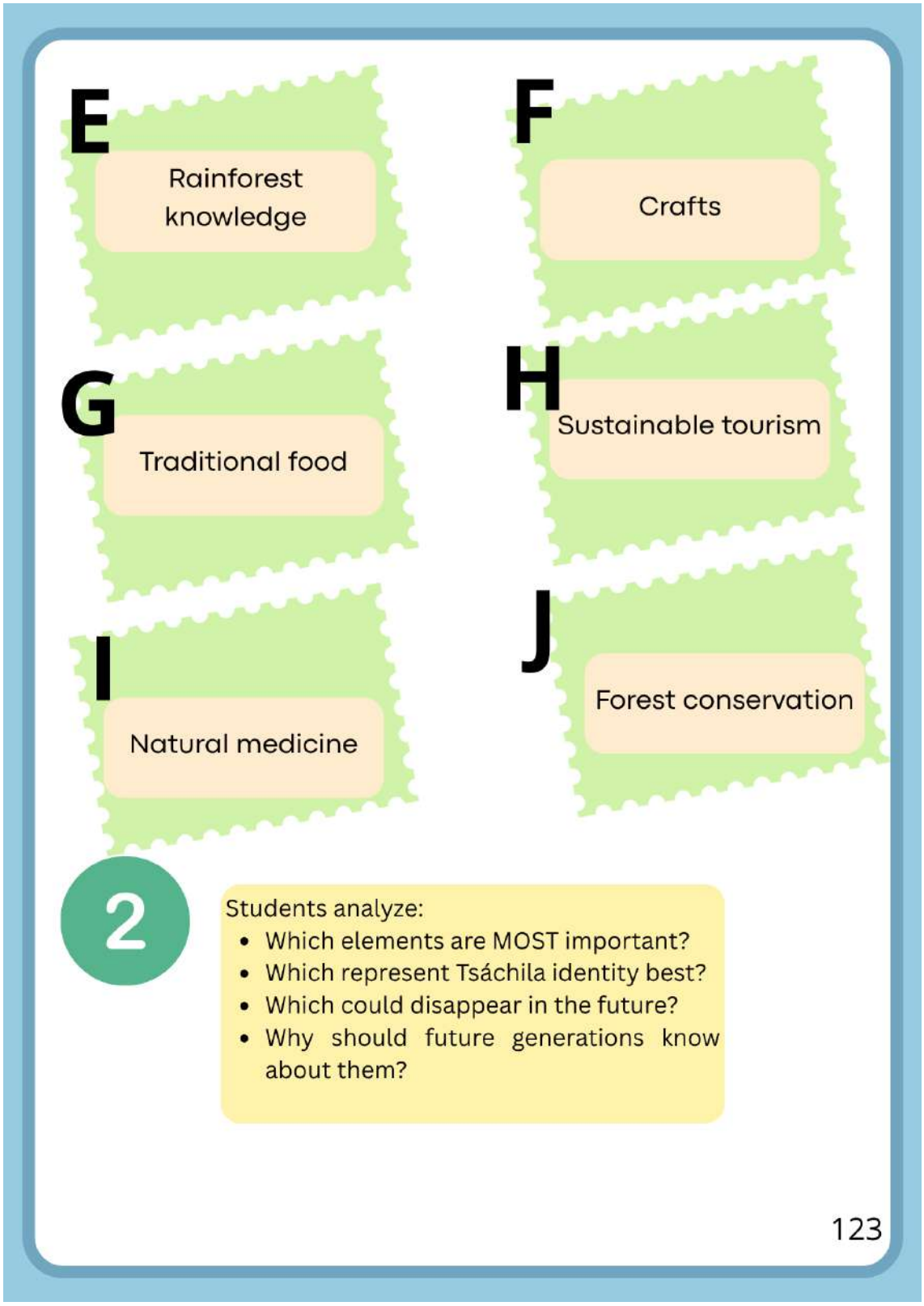
A Achiote-painted hair

B Traditional clothing

C Tsáfiqui language

D Spiritual rituals

122


E
Rainforest knowledge
F
Crafts
G
Traditional food
H
Sustainable tourism
I
Natural medicine
J
Forest conservation
2
Students analyze:
• Which elements are MOST important?
• Which represent Tsáchila identity best?
• Which could disappear in the future?
• Why should future generations know about them?
123

3

Time Capsule Selection

Groups may ONLY choose:

-5 cultural elements for the capsule.

They must justify each choice using evidence from the readings.

YOUR CHOICES



JUSTIFY YOUR SELECTION

124

5) CONCLUSION

Now that you already read the text and answer the activities, it is time to came back and answer the essencial questions in page 109.

6) EXTENSION

Activity 1: "Become a Cultural Ambassador"
Students record a short interview roleplay:

Groups create ONE product:
- mini travel advertisement,
- short TikTok-style roleplay,
- radio interview,
- tourism poster,
- cultural campaign.

Include:
- 3 facts from the readings,
- 1 cultural tradition,
- 1 sustainability message,
- visuals or gestures.

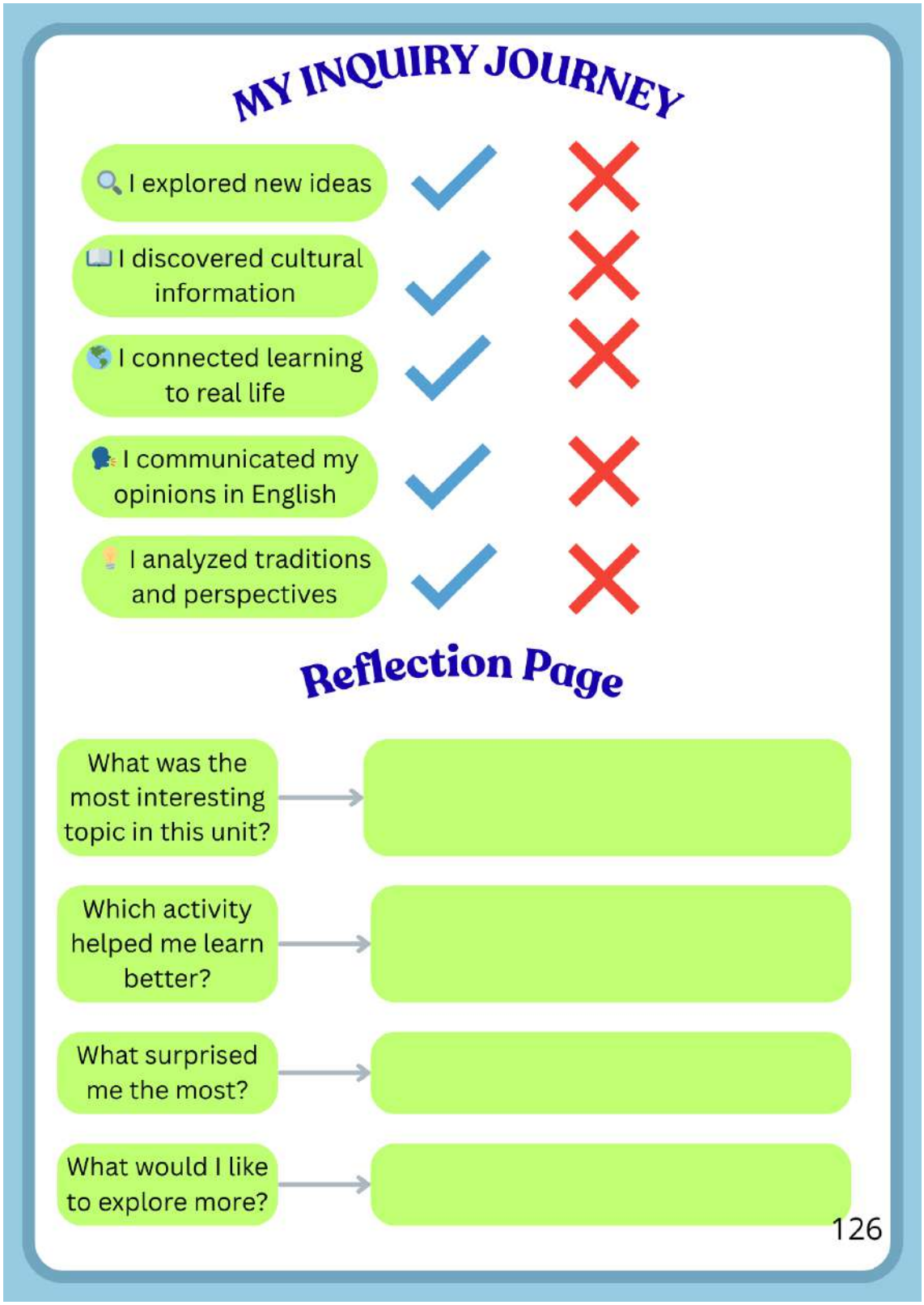
Students present in 1 minute.
Class votes:
- Most Creative
- Best Teamwork
- Best Cultural Message

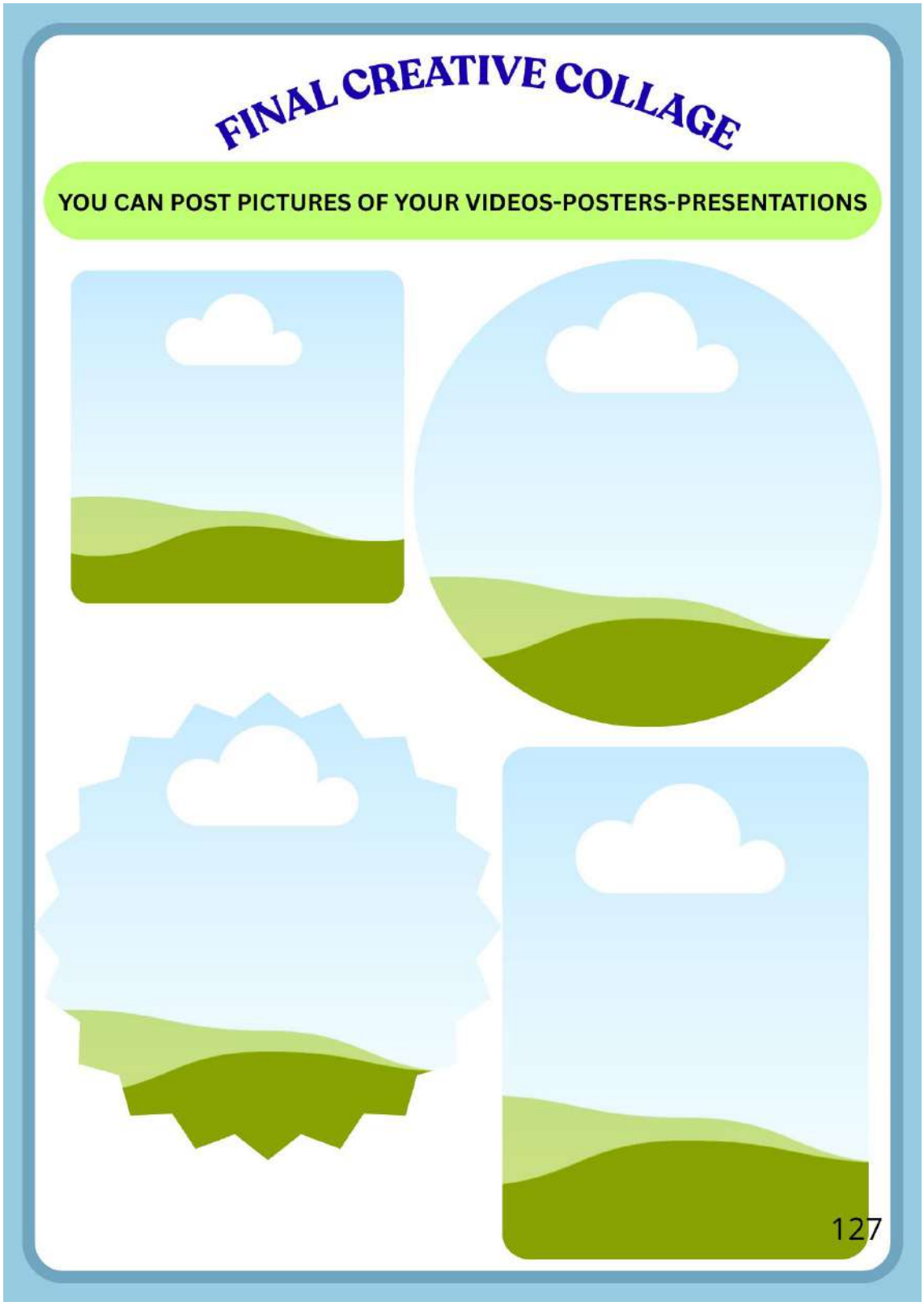
7) REFLECTION

Activity : "GUARDIANS OF THE EARTH"
Play the game using the QR code and complete the mission.



125


MY INQUIRY JOURNEY
I explored new ideas
I discovered cultural information
I connected learning to real life
I communicated my opinions in English
I analyzed traditions and perspectives
Reflection Page
What was the most interesting topic in this unit?
Which activity helped me learn better?
What surprised me the most?
What would I like to explore more?
126


FINAL CREATIVE COLLAGE
YOU CAN POST PICTURES OF YOUR VIDEOS-POSTERS-PRESENTATIONS
127

LESSON 1

"WHO ARE THE SHUAR? EXPLORING THE GUARDIANS OF THE AMAZON"



Essential Questions

- Why is the relationship between the Shuar people and the Amazon rainforest important for their survival and culture?
- What challenges might the Shuar community face as modern tools and lifestyles become more common?
- What can people from other cultures learn from the values and traditions of the Shuar community?

128

"WHO ARE THE SHUAR? EXPLORING THE GUARDIANS OF THE AMAZON"

OBJECTIVE:

By the end of the lesson, students will be able to demonstrate understanding of a texts about ""Who Are the Shuar? Exploring the Guardians of the Amazon"y" by correctly answering two- three essential questions:

-Why is the relationship between the Shuar people and the Amazon rainforest important for their survival and culture?
-What challenges might the Shuar community face as modern tools and lifestyles become more common?
-What can people from other cultures learn from the values and traditions of the Shuar community?

MATERIALS:



- Video
- Padlet QR to access
- Cambridge Dictionary QR
- Game QR
- Computer or smarphone
- Pictures
- Readings

"Success is the sum of small efforts, repeated day in and day out."

129

1) ENGAGEMENT

MYSTERY ECOSYSTEM →

Activity 1:
You will watch a short, 50-second clip pay attention and internalize the information.
You can take notes in your notebook!

History Behind The Amazon



Now, think about this questions:

- What challenges might people face?
- Why are traditional practices important?

Time to reflect!
THINK ABOUT THIS:

How do the Shuar use plants as medicine?

Use the following QR where you can answer can answer that question.

130

Activity 3:

-Look at the following KWL chart and complete it. This is gonna be helpful to activate your prior knowledge, set research goals, and summarize new information.

KWL CHART

K What I know?	W What I want to know?	L What I have learned?

2)QUESTIONING

QUESTION STORM →

Work in pairs and create 2–3 questions about " The Tsáchilas Community" take into account the following aspects:

- Medicine
- Shuar musical instruments

131

3)INVESTIGATION

CHECK THE ACTIVITIES BELOW AND READ THE TEXT

READING 1

The Shuar people are found in both Ecuador and Peru. In Ecuador, they are located in the provinces of Morona Santiago, Pastaza, and Zamora Chinchipe, with other settlements in Sucumbíos and Orellana in the Amazon region, and in Guayas and Esmeraldas in the Coastal Region.





The Catholic missionaries who arrived in the territories of this ethnic group brought about a shift from a nomadic life in the jungle to a sedentary one; the construction of schools, warehouses, and health centers, funded by the church, helped make the settlement increasingly stable. Not to mention the connections that were forged when these missionaries took representatives of this ethnic group to other countries; as a result of these events, new institutions were created that expressed Shuar identity.





In the past, the Shuar lived in scattered settlements throughout the Amazon, subsisting on hunting and gathering fruits. At that time, this ethnic group had no centralized leadership; however, due to missionary influence and the presence of settlers who are also part of their territory and history, the Shuar have been organized into federations since 1964. This was also the date when their political ties with the state and other non-governmental organizations began. This ethnic group has a very strong sense of belonging; they identify themselves as Shuar and are proud to be so.

132

STARTING OFF

"Scanning Race""
Groups compete to find

Countries where Shuar people live	
Three Ecuadorian provinces	
The year of federation organization	







COMPREHENSION

"Shuar Expert Cards"
Each group receives one category:

Group A → Food
Group B → Medicine
Group C → Recreation
Group D → Traditions

Students summarize information using only 5 key words.

133

VOCABULARY HUNT

Highlight 5 or 10 words that you do not know and write on the paper the correct meaning:

NUMBER	UNKNOWN WORD
1	
2	
3	
4	
5	
6	
7	

CORRECT MEANING

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)

-Search on the following QR the meaning of the words and write on the paper

134

READING 2

CHECK THE ACTIVITIES BELOW AND READ THE TEXT



Economic activities: They engage in agriculture, fishing, and hunting. Agriculture is extensive in nature, yielding: corn, cassava, plantains, beans, papachina, sweet potatoes, papaya, and peanuts; fishing and hunting are currently on the decline due to the inappropriate use of tools for these activities, as arrows and blowguns have been replaced by dynamite and shotguns

Medicinal practices. They use natural medicine and are advocates and experts on the healing properties of the plants found in their territories. This knowledge is shared by the entire community and is passed down from generation to generation, either orally or as young people observe how this knowledge is applied in the daily life of their people.





Dietary habits: For much of their lives, people of this ethnic group have enjoyed chicha made from cassava, chonta, and plantains, which are supplemented with meat from yamala, agouti, cassava, plantains, sweet potatoes, papachina, and wild fowl; and ayampaco, which contains tilapia, their favorite fish.

135

READING 2

CHECK THE ACTIVITIES BELOW AND READ THE TEXT



Recreational activities: Many families of this nationality enjoy fishing and walking in the jungle or in the garden, moments during which children take the opportunity to show off their swimming skills or demonstrate their creativity by making homemade bags; they also play by swinging on the vines hanging from the trees and practicing their spear-throwing skills.

Artistic traditions. This ethnic group has its own dances, songs, and musical instruments, including the (Tampur) drum, the (Pinkui) flute, the (Shacap) rattle, and the (Nampet) musical instrument.





Customs, symbols, and beliefs: Their symbolic structure is guided by very clear principles: respect for elders, honesty, hard work, and respect for other people's property principles that are taught by example, through daily work planning, and through the wisdom of listening to the jungle.

136

STARTING OFF

"Headings Hunt"
Students quickly identify:

ACTION	TOURIST
Economic activities	
Medicinal Practices	
Recreational	
Artist traditions	

COMPREHENSION

"Shuar Survivor Challenge"
You are going to spend one week with a Shuar family.
After reading, groups select:

3 THINGS THEY WOULD NEED TO LEARN.

2 TRADITIONS THEY SHOULD RESPECT.

1 ACTIVITY THEY WOULD LIKE TO TRY.

37

4) ANALYSIS AND INTERPRETATION

FACT, IMPACT, FUTURE

Students complete a table:

Fact from the reading	Why is it important?	What could
The Shuar use medicinal plants.		
Hunting is declining.		
They value respect for elders.		

5) CONCLUSION

Now that you already read the text and answer the activities, it is time to came back and answer the essencial questions in page 128.

6) EXTENSION

Activity 1: "The Journalist Challenge"
Students imagine they are journalists preparing an article.

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Each group chooses:

- The most surprising fact
- The most important tradition
- The biggest challenge

Include:

- 3 facts from the readings,
- 1 cultural tradition,
- 1 sustainability message,
- visuals or gestures.

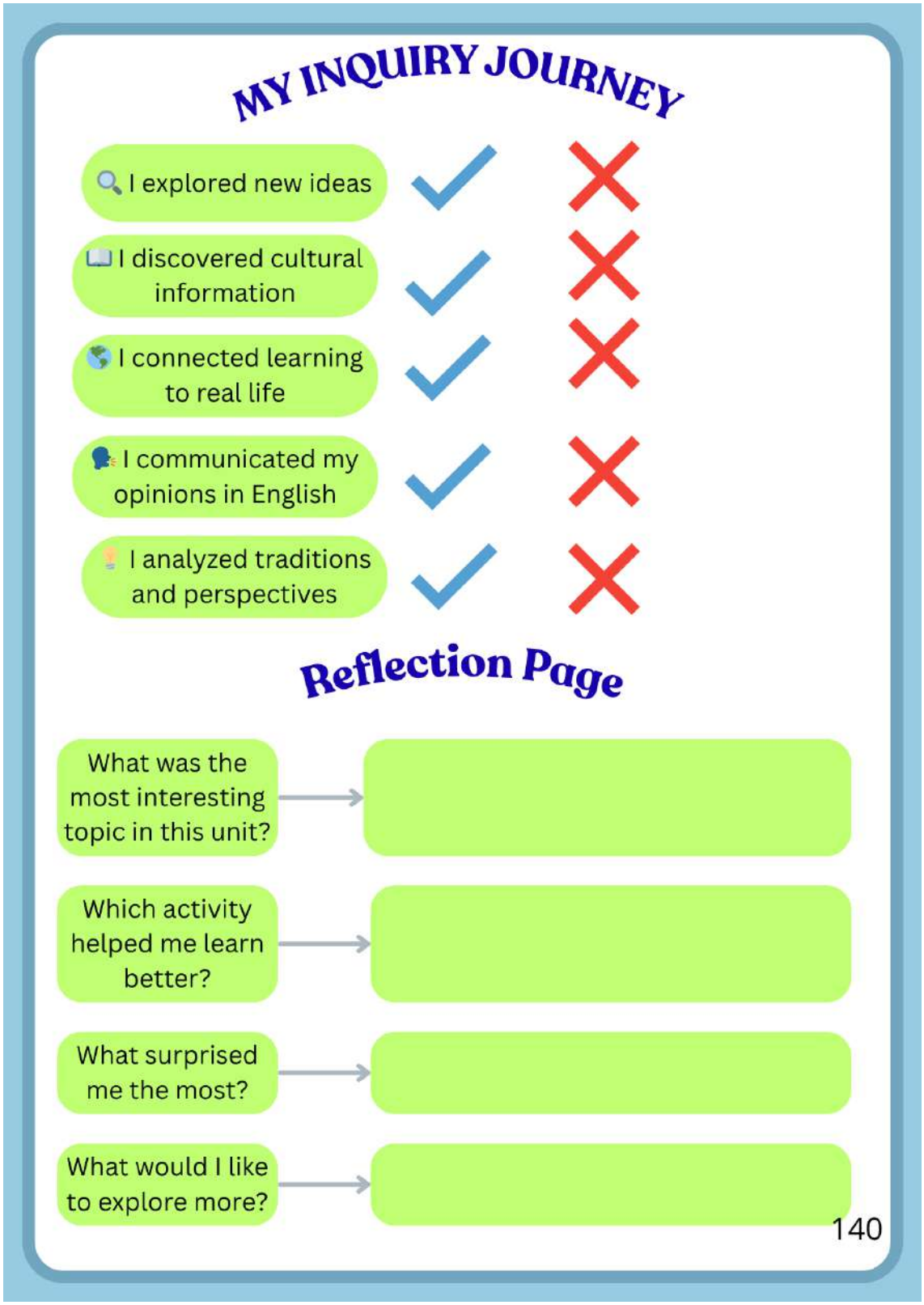
Students present in 1 minute.
Class votes:

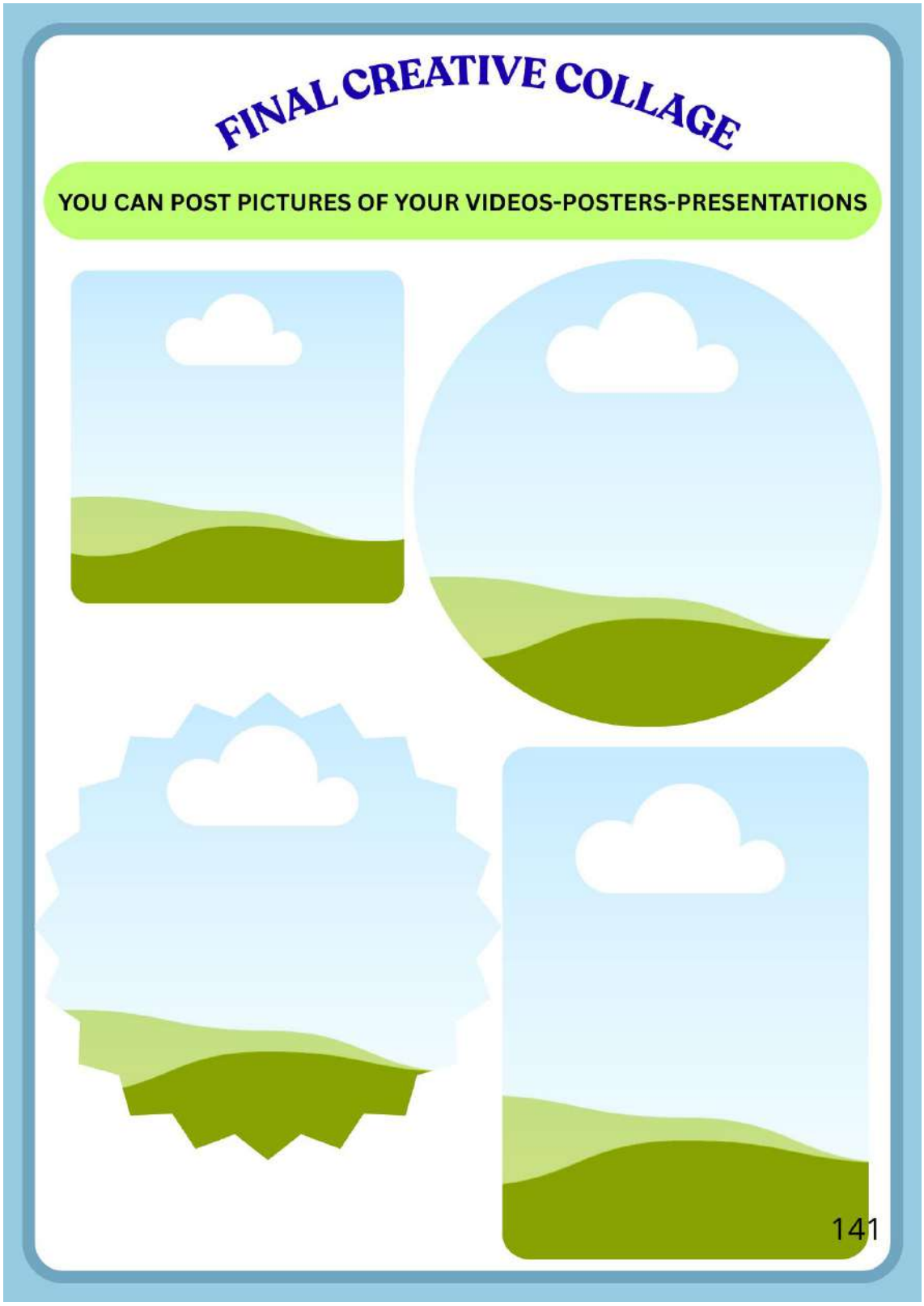
- Most Creative
- Best Teamwork
- Best Cultural Message

7) REFLECTION

Activity : "Amazon Expedition Challenge."
Play the game using the QR code and complete the mission.




MY INQUIRY JOURNEY
I explored new ideas
I discovered cultural information
I connected learning to real life
I communicated my opinions in English
I analyzed traditions and perspectives
Reflection Page
What was the most interesting topic in this unit?
Which activity helped me learn better?
What surprised me the most?
What would I like to explore more?
140


FINAL CREATIVE COLLAGE
YOU CAN POST PICTURES OF YOUR VIDEOS-POSTERS-PRESENTATIONS
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4.5 Impact Analysis

This research generated academic and sociocultural impact. It contributed directly to strengthening the student-learning process, to enhance reading comprehension. It supported the key learning process with dynamic strategies and activities implementing the IBL approach to increase reading comprehension skill. The levels of impact are present in the following figure:

4.5.1 Academic Impact

Table 1. Academic Impact

INDICATORS	-3	-2	-1	0	1	2	3
Student reading comprehension level						X	
Teacher use of innovative strategies							X
Student reading autonomy						X	
Student motivation						X	
TOTAL						6	3

Level of academic Impact ∑/Number of indicators

9/4=2.25 Medium Positive Impact

Analysis

Regarding students' reading comprehension, the results indicate a moderate positive academic impact. Students improved their comprehension and ability to identify information in academic and cultural texts. At the same time, an improvement was observed in their ability to interpret and deduce ideas using dynamic activities in which peer participation and collaboration were fundamental to their development.

In addition, about teachers' use of innovative strategies, the impact has been quite significant. By employing strategies such as games, exploration activities, thinking games, projects, and creative assignments, students were successfully engaged in each task. The relationship between the teacher and the students was direct and remained strong throughout the learning process, which reinforced interaction and the development of activities both independently and in groups.

In the case of students' reading autonomy, the results indicated a moderately positive impact. By engaging in activities that require analyzing each reading, understanding it from different perspectives, and expressing their own ideas.

Finally, regarding student motivation, the impact was moderately positive; as demonstrated earlier, the inclusion of interactive activities increased students' interest and attention. Their engagement in reading exercises appears to have increased, as the exercises and assignments differed from traditional ones. Taking this factor into account,

the classroom environment was strengthened both individually and collectively, thereby improving reading comprehension.

4.5.2 Sociocultural Impact

Table 2. Sociocultural Impact

INDICATORS	-3	-2	-1	0	1	2	3
Strengthening cultural identity							X
Student effectiveness and participation						X	
Integrating Cultural Content into Learning						X	
Academic self-confidence and security						X	
TOTAL						6	3

Level of academic Impact ∑/Number of indicators

9/4=2.25 Medium Positive Impact

Analysis

Regarding strengthening cultural identity. By incorporating readings that included local, traditional, and cultural content from Ecuador, the students gained a deeper understanding of and appreciation for their cultural heritage. A significant part of the learning process involved reflecting on each assignment, which allowed students to understand the importance of preserving their sense of belonging and the ways they can contribute to their community. In this way, topics such as Ecuador's natural environment, its cuisine, and its communities encourage students to promote and strengthen their knowledge in a more analytical way and, above all, with a deeper understanding.

Participation plays a key role in students' success and learning; the proposal has a moderate positive impact. Students performed well during activities that involved answering questions, sharing opinions, debating, and collaborating with peers, which encouraged them to participate actively and voluntarily. As a result, students build their knowledge step by step rather than passively receiving information.

The integration of cultural content in learning has a moderate positive impact. A key component of Inquiry-Based Learning was the integration of activities that allowed students to experience real life situations and experiences. The use of local (materials) made it possible to integrate academic content and identity, thus making the learning more meaningful and developing not only academic skills but also social skills.

The proposal had a moderate positive effect on students' academic confidence and security. As they shared ideas, asked questions, and expressed opinions, their confidence increased with each class. The learning environment improved and students supported each other in completing their assignments and resolving their questions.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

-The result of this study showed that Inquiry-Based Learning (IBL) was a successful teaching technique to improve reading comprehension for the second-year students of English major. Students are asked to take an active role in the text by participating actively.

-The Theoretical framework exposes that reading comprehension is a complex process including several subskills such as identification of important concepts, making inferences, scanning, skimming and analyzing information. The literature review has indicated that Inquiry-Based Learning offers authentic student-centered learning environments that give meaningful chances for students to develop these subskills.

-The potential of inquiry-based tactics to promote learner autonomy, collaboration, motivation and active involvement. The suggested exercises are consistent with contemporary approaches to English language teaching and learning in that they allow students to investigate topics, solve problems and develop knowledge from reading texts.

-The proposed Inquiry-Based Learning activities embrace the development of higher order thinking skills and add to a more dynamic learning experience which can have a good impact on students' reading comprehension performance and general language ability.

5.2 Recommendations

-English teachers are encouraged to use Inquiry-Based Learning activities in their reading classes to make learning more engaging and meaningful. Teachers are told to let pupils ask questions, find out what they want to learn and talk about what they find out with each other.

-Centers of education must design professional development programs to train teachers to implement Inquiry-Based Learning approaches. When educators are prepared and supported, they can effectively incorporate inquiry approaches into classroom education.

-Other researchers can execute the proposed activities in the real classroom setting and perform experimental or quasi-experimental research to determine the direct influence of Inquiry-Based Learning on students' reading comprehension achievement and language development.

-Future research can study the impact of Inquiry-Based Learning on other English language abilities such as writing, speaking and listening. Future research can look at the impact of Inquiry-Based Learning with students from diverse educational levels and learning situations. This would contribute to a deeper understanding of the effectiveness of inquiry-based methods to English language instruction.

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ANNEXES

Annex 1. Research Instruments

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 28 de enero de 2026

Magister

Marlen Mishell Congo Cervantes

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto INQUIRY-BASED LEARNING (IBL) TO ENHANCE STUDENTS' READING COMPREHENSION IN SECOND LEVEL ENGLISH MAJOR STUDENTS AT UTN. Previo a del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Nombre: Mikaela Estefanía Aguilar Báez

C. C.: 0402048110

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – inglés

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

INTERVIEW FOR TEACHERS

Title: INQUIRY-BASED LEARNING (IBL) TO ENHANCE STUDENTS' READING COMPREHENSION IN SECOND LEVEL ENGLISH MAJOR STUDENTS AT UTN.

Objective: Identify the reading strategies currently used by teachers and their alignment with inquiry-based principles

Guidelines

- It is recommended that you answer consciously and honestly. The results and opinions obtained will be used for academic purposes only.

1) What teaching approaches do you currently use to teach reading comprehension, and why do you prefer them?

……

2) Is there a specific teaching method that guides your reading instruction?

……

3) Do you follow a teaching framework for reading lessons specifically?

……

4) What types of reading materials do you currently use with your students?

……

5) Do the reading materials aligned with institutional or international standards?

……

6) Do the reading materials related to students´ interest and preferences?

……

7) How would you describe your student's confidence level when reading in English?

……

8) Are you familiar with Inquiry-Based Learning?

……

9) Do you think that a didactic booklet based on Inquiry based learning techniques would help students to strengthen their reading comprehension skills?

……

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

STUDENTS' PERCEPTIONS SURVEY

Title: INQUIRY-BASED LEARNING (IBL) TO ENHANCE STUDENTS' READING COMPREHENSION IN SECOND LEVEL ENGLISH MAJOR STUDENTS AT UTN.

Objective: Identify students' perceptions of the strategies, materials, difficulties, and reading activities used in English classes to support reading comprehension in second-level English major students.

Directions:

Read carefully each question and answer with honesty.
The data collected will be used in the development of the final degree report.

Personal Information

Name: _____
Age: _____

1) Do you read in English outside class hours (at home, library, park)?

- Always
- Sometimes
- Rarely
- Never

2) How difficult do you find understanding the English reading texts used in your classes?

- Very easy
- Easy
- Difficult
- Very difficult

3) Which aspects of reading comprehension do you find the most challenging?

- Identifying the main idea
- Understanding specific details
- Guessing meaning from context
- Understanding new vocabulary
- Making inferences

4) How many hours per week do you spend reading in English?

- Less than 1 hour
- 1-3 hours
- 4-6 hours
- More than 6

5) Do you like the topics of reading texts used in class?

- Yes, I find them interesting
- Some of them
- No, they are not engaging
- I don't pay much attention to them

6) What kind of books do you like to read?

- Fiction (novels, short stories)
- Non-fiction (history, science, biographies)
- Self-improvement and educational books
- Magazines or newspapers
- I don't like reading

7) Would you like new material to be used in your English classes?

- Yes, I would like more interactive materials
- Yes, I would like more real-life reading materials
- No, I am satisfied with the current materials

8) From the following list of activities, which ones does your teacher do?

- Group discussions
- Role-play
- Interactive games
- Reading comprehension exercises
- Vocabulary-building activities
- Writing assignments
- Watching videos and discussing them

9) From the following list of activities, which ones would you like your teacher to use?

- Group discussions
- Role-play
- Interactive games
- Reading comprehension exercises
- Vocabulary-building activities
- Writing assignments
- Watching videos and discussing them

THANK YOU FOR YOUR COOPERATION

Annex 2. Validation of instruments

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
INTERVIEW FOR TEACHERS

THANK YOU FOR YOUR COOPERATION

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:
La estudiante realizó satisfactoriamente las correcciones sugeridas, mejorando la claridad y coherencia del instrumento en relación con los objetivos propuestos.

Firma del Evaluador

C.C.: .....

Apellidos y nombres completos	Marlen Mishell Congo Cervantes
Título académico	Magister en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés
Institución de Educación Superior	Universidad técnica del Norte
Correo electrónico	mmcongoc@utn.edu.ec
Teléfono	098 966 3508
Fecha de envío para la evaluación del experto:	28 de enero del 2026
Fecha de revisión del experto:	04 de febrero 2026

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SURVEY FOR STUDENTS

THANK YOU FOR YOUR COOPERATION

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			

Firma del Evaluador

C.C.: .....

Apellidos y nombres completos	Marlen Mishell Congo Cervantes
Título académico	Magister en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés
Institución de Educación Superior	Universidad técnica del Norte
Correo electrónico	mmcongoc@utn.edu.ec
Teléfono	098 966 3508
Fecha de envío para la evaluación del experto:	28 de enero del 2026
Fecha de revisión del experto:	09 de febrero 2026

Annex 3. Request for application of the instruments

REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2026-0057-O
Ibarra, 11 de febrero de 2026

PARA: Dra. Sandra Guevara, PhD.
COORDINADORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ASUNTO: Trabajo de integración curricular Srta. Mikaela Estefanía Aguilar Báez

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita MIKAELA ESTEFANÍA AGUILAR BÁEZ, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información a través de la aplicación de una encuesta dirigida a los señores estudiantes de segundo nivel de la carrera que usted coordina, lo cual requiere para el desarrollo del trabajo de titulación: "INQUIRY-BASED LEARNING (IBL) TO ENHANCE STUDENTS READING COMPREHENSION IN SECOND LEVEL ENGLISH MAJOR STUDENTS AT UTN".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

Aceptado
25-02-2026
17h00

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
www.utn.edu.ec

Página 1 de 1

Annex 4. Request for socialization of the final proposal

REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2026-0187-O
Ibarra, 03 de julio de 2026

PARA: **Dra. Sandra Guevara, PhD.**
COORDINADORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ASUNTO: Socialización propuesta de la Srta. Mikaela Estefanía Aguilar Báez

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita MIKAELA ESTEFANÍA AGUILAR BÁEZ, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, FECYT-UTN, para que socialice la propuesta con el tema: "OUR AMAZING ECUADOR" A didactic booklet to enhance reading comprehension, perteneciente al trabajo de integración curricular con el tema: "INQUIRY-BASED LEARNING (IBL) TO ENHANCE STUDENTS READING COMPREHENSION IN SECOND LEVEL ENGLISH MAJOR STUDENTS AT UTN".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Firmado digitalmente por: JOSE LUCIANO REVELO RUIZ

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

Autorizado 08/07/2026

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Página 1 de 1

Annex 5. Socialization of the final proposal







Annex 6. Certificate of the proposal

REPÚBLICA DEL ECUADOR
UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020

Memorando nro. UTN-IDIOMAS-2026-000002
Ibarra, 24 de julio de 2026

Dra. Sandra Guevara-Betancourt, coordinadora de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte,

CERTIFICA

Que, **Aguilar Báez Mikaela Estefanía** con CC **040204811-0**, estudiante de 8vo nivel de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros realizó la socialización de su propuesta académica titulada "Our amazing Ecuador" como parte del Trabajo de Integración Curricular denominado Inquiry-Based Learning (IBL) to enhance students' reading comprehension in second level English major students at UTN, a los Docentes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de acuerdo al cronograma adjunto.

MSc. Fernando Narváez	09 de julio 2026
MSc. Fernando Flores	15 de julio 2026
MSc. Mateo Minda	21 de julio 2026

El mencionado estudiante puede hacer uso de la presente certificación solamente para fines académicos.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Validar únicamente en Firma EC.
Firmado electrónicamente por:
SANDRA MARIANA GUEVARA BETANCOURT

Dra. Sandra Guevara-Betancourt
Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Universidad Técnica del Norte
smguevara@utn.edu.ec

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