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EXTRANJEROS**

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Theme: Inquiry-Based Learning and Reading Comprehension

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I, Dra. Mg. Elsa Mayorie Chimbo Cáceres holder of the I.D No. 1802696458, in my capacity as supervisor of the Research dissertation on the topic: “**INQUIRY-BASED LEARNING AND READING COMPREHENSION**” investigated by Miss Silvia Lizbeth Solis Santamaria with I.D No 1804936258, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

TO:

My dear family who has always been by my side giving me infinite love, support, and advice to fulfill my dreams. I am sure I would never have made it here without their help. To my friends who taught me how to enjoy life in university and encouraged me to keep going and never give up.

Finally, to all my professors of the career, who inspired me to become a better person and professional and showed me that being a professor is a wonderful job.

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ABSTRACT

Inquiry-based learning is a teaching method which is based on constructivism and is focused on learners' curiosity and autonomy in their learning process since it requires that learners ask their own questions and problems to explore and find solutions for themselves by using their prior knowledge and materials provided within the classroom. For that reason, the purpose of this study was to analyze the influence of inquiry-based learning on students' reading comprehension which is one of the most essential aspects that EFL learners must master to understand the English language and interact with the world through written texts. This research project employed a mixed approach and quasi-experimental design where a pretest and posttest were applied in only one experimental group that consisted of 30 students of fourth semester of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. Moreover, this study utilized the reading paper of Cambridge Preliminary English Exam (PET) to create the pre and posttest that were taken before and after five interventions of inquiry-based learning in face-to-face modality. The data collected were analyzed and interpreted by using the SPSS statistical software and it showed that there was a significant improvement in students' scores after the treatment since pretest average was 14,9 whereas posttest average was 16.5 over 20 points. By consequence, the result of paired samples test showed that the significance of the pretest and posttest was 0.035, which determined that the application of inquiry-based learning was effective to improve students' reading comprehension.

Key words: Inquiry-based learning, reading comprehension, EFL learners, English language.

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TEMA: “APRENDIZAJE BASADO EN LA INVESTIGACIÓN Y COMPRENSIÓN LECTORA”

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RESUMEN

El aprendizaje basado en la indagación es un método de enseñanza que se basa en el constructivismo y se centra en la curiosidad y la autonomía de los alumnos en su proceso de aprendizaje, ya que requiere que los alumnos hagan sus propias preguntas y problemas para explorar y encontrar soluciones por sí mismos utilizando su conocimiento previo y materiales proporcionados dentro del salón de clases. Por esa razón, el propósito de este estudio fue analizar la influencia del aprendizaje basado en la indagación en la comprensión lectora de los estudiantes, que es uno de los aspectos más esenciales que los estudiantes de inglés como lengua extranjera deben dominar para comprender el idioma inglés e interactuar con el mundo a través de textos escritos. Este proyecto de investigación empleó un enfoque mixto y un diseño cuasiexperimental donde se aplicó un pretest y un postest en un solo grupo experimental conformado por 30 estudiantes de cuarto semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Además, este estudio utilizó el examen Cambridge Preliminary English Exam (PET) para crear el pre y postest que se tomaron antes y después de cinco intervenciones en la modalidad presencial. Los datos recopilados se analizaron e interpretaron con el software estadístico SPSS y mostraron que hubo una mejora significativa en las puntuaciones de los estudiantes después del tratamiento, ya que el promedio de la prueba previa fue de 14,9 mientras que el promedio de la prueba posterior fue de 16,5 sobre 20 puntos. En consecuencia, el resultado de la prueba de muestras pareadas mostró que la significancia del pretest y postest fue de 0,035, lo que determinó que la aplicación del aprendizaje basado en la indagación fue efectiva para mejorar la comprensión lectora de los estudiantes.

Palabras clave: Aprendizaje basado en la indagación, comprensión lectora, estudiantes de inglés como lengua extranjera, idioma inglés.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

This investigation work is focused on analyzing the influence of inquiry-based learning on students' reading comprehension during classes. Since currently, during English classes it is common to observe the use of traditional methods for the development of reading comprehension where teachers are responsible for transmitting knowledge and students are not independent in their learning process. For this reason, after a deep investigation it has been considered that using innovative teaching methods in language classes such as the inquiry-based learning are an effective option to apply in class. Because this teaching method promotes the curiosity of the students and allows them to discover new knowledge by themselves.

Therefore, in order to have a better understanding of this research topic, several previous studies by different authors have been selected, such as journals, dissertations and scientific articles similar to this topic, since the investigator of this work has considered that the research of these authors help to support and have scientific bases regarding the variables of this investigation that are inquiry-based learning and reading comprehension.

Oktarini (2015) developed a study about improving students' reading comprehension by using inquiry-based learning with the objective of explaining if students' reading comprehension can be improved by using inquiry-based learning strategy. The population of this research was the 8A students of SMPN 7 Kota Bengkulu that consisted of 32 students, 15 males and 17 females. In this research, the researcher utilized tests, interviews, students' and teacher's observation checklists and field notes to collect data, and students were evaluated in two cycles. As a result of this study, the author proved that students' reading comprehension improved using the inquiry-based learning strategy during the cycles since 34.37% of students improved their score of >65 in cycle 1 into 75% in cycle 2.

Ermawati and Pammu (2017) conducted research entitled "The implementation of inquiry-based learning to reading comprehension of EFL students" with the objective of finding out how IBL can be implemented in reading class and whether or not the reading comprehension can improve with the use of IBL. The samples of this study were forty students of third semesters at STKIP Muhammadiyah Sidrap, Indonesia, and quantitative

method with quasi-experimental design was applied since there were two groups: 21 students in experimental class and 19 students in control class in order to collect data through pre-test and post-test. This study used the IELTS reading test and they analyzed the data through SPSS 22. The result was really positive since there was a significant difference between post-test scores of both groups, proving that the IBL approach was able to improve EFL students' reading comprehension through engaging with the text, exploring several reading strategies, explaining and elaborating questions and answers, and evaluating the main idea of the text.

Sari and Wati (2017) in his research work entitled "Enhancing students reading ability through inquiry-based learning to EFL students" investigated how inquiry-based learning encourages students to take the initiative to search, to have questions, to collect and analyze the data, and to draw conclusions until they satisfy their own curiosity. The researcher employed a quasi-experimental design and purposive sampling technique for this investigation. In addition, the data was analyzed by using paired sample t-test and independent sample t-test after collecting data with a reading test. As a result, this study proved that the use of IBL improved the students' reading ability because there was a significant difference between the groups who were using IBL during classes and those who were not.

Wahab and Terasne (2020) produced a research paper which aimed to find out the effect of inquiry-based learning on students' critical thinking in reading at third-semester students of Faculty of Education, and Education of Science Qamarul Huda University, Bagu, Central Lombok. This study is considered experimental research since the researchers employed pre-experimental One Group Pretest-Posttest design. It used surfeited sampling to select 18 students who answered multiple-choices and questionnaires to collect the data. After analyzing the collected data, it was shown that the s-Sample obtained a high score on post-test with the use of inquiry-based learning since in the pre-test, the scores were 30 and 50, while in post-test were 35 and 65. Therefore, there was a significant effect on students' critical thinking in reading skill with the implementation of inquiry-based learning.

Ramasari (2020) carried out research with the topic: "Teaching reading comprehension for the tenth-grade students by applying the inquiry-based learning approach" which has as a main objective to inform if the application of inquiry-based learning approach can have a remarkable effect on teaching reading for students of tenth grade. This

investigation used a pre-experimental method with only one experimental group of 20 students for pre-test and post-test. This group was selected using cluster random sampling and the tests consisted of 20 items of multiple choices. In addition, the analysis of the data was made through three techniques: individual score, conversion of individual score based on MMC and matched t-test. As a final result, students attained 60.13 for pre-test and 75.25 for post-test which shows it is effective to apply inquiry-based learning for teaching reading in classes.

Mulyani (2019) conducted a research work with the topic: “The effect of implementing inquiry-based learning strategy on students’ reading comprehension” which aimed to determine if inquiry-based learning strategy can have a positive effect on students’ reading comprehension. The researcher conducted an experimental study which had, as a population, 186 students of the second-grade students of SMP N 3 Songgom. There were two groups of 30 students selected with cluster random sampling, where the experimental group used the inquiry-based learning strategy in their classes, while the control group did not use this strategy. In this study, the collected data was analyzed by using a t-test that showed that there was a noticeable effect of inquiry-based learning on students reading comprehension scores. Finally, the researcher pointed out that students who used IBL in their English classes got more knowledge than students who used the traditional method since using IBL, they became more creative and active during their learning process.

The research entitled “the effect of inquiry-based approach on development of reading and writing skills of a university EFL students” developed by Ali and Ulker (2020) also provides relevant information for this investigation since it had as a main objective to prove if IBL can enhance students’ reading and writing skills. For collecting data, the researchers used pre-test and post-test design where students from a private university in Iraq participated. As a result, it has been concluded that students’ reading and writing skills do improve to a great extent with the use of inquiry-Based Learning.

Syaprizal (2017) carried out research about teaching reading by using the inquiry-based learning approach which aimed to demonstrate if the use of inquiry-based learning is effective in teaching reading. It employed pre-experimental with only one group pre-test post-test design in which the sample was selected by using cluster random sampling. To collect data, 20 students from the first semester of the English Education Program participated and completed a test that consisted of 20 items of multiple choices.

Additionally, the researchers utilized two techniques to analyze the data: individual score and matched t-test. As a conclusion, the students' score in pre-test was 60.13, whereas in post-test was 75.25 which proved that the implementation of inquiry-based learning has a significant effect on teaching reading to the first semester of English Education Program.

Another study that provides relevant information about the implementation of inquiry-based learning in basic reading skills is the one made by Aslan (2021) that had as aim to get an understanding and application of strengthening reading learning to improve student learning outcomes in Madrasah Ibtidaiyah. In this investigation, the researcher utilized a descriptive qualitative design to analyze the data since to produce and reach findings' validity and reliability, this study employed a phenomenological approach and critical evaluation of ten national and international journal publications. As a result, it has been concluded that the application of inquiry-based learning has a relevant effect in the learning and developing basic reading skills of elementary schools.

Finally, Wale and Bishaw (2020) investigated the effects of using inquiry-based learning on EFL students' critical thinking skills in which they used a quasi-experimental design with a one single group of participants. The sample was selected by using a comprehensive sampling method and it consisted of 20 EFL undergraduate students. The instruments used were tests, focus group discussion, and student-reflective journal since they allow to collect data on students' critical thinking skills before and after the treatment. In addition, for this study, the collected data was analyzed through two ways: One-Way Repeated Measures ANOVA and narration, and the researchers concluded that inquiry-based learning does enhance students' critical thinking skills because it allows student to improve their critical thinking skills such as interpretation, analysis, inference, etc.

1.2 Theoretical framework

Learning a new language requires the learners' effort and interest since it is a complex process in which they can acquire new knowledge and improve their life skills. That is why, it is necessary that teachers apply different activities to catch students' attention. After analyzing and reviewing several academic journals, books and scientific articles related to the research topic, it has been found relevant information that will support it.

1.2.1 Independent variable

Language teaching

Nowadays, learning a second language like English is considered as an important aspect to get more opportunities in work life, studies, etc. Therefore, it is important to know what language teaching involves since to learn a new language effectively, people need good instruction. Language teaching is considered as an educational activity during which students develop their knowledge and accomplish several objectives with the help of teachers (Dostál, 2015). It means that language teaching is a complex process in which students and teachers form certain relationships in order to learn how to collaborate, explore and communicate with others using the language correctly.

In this process, students are seen as the principal characters because, although, teachers organize the activities and provide the resources in the classroom, students are in charge of learning and practicing new vocabulary, phrases, and structures while developing the ability to understand others and express their thoughts using their prior knowledge and their experiences with the purpose of improving their life opportunities. Hence, language teaching involves a direct triangle between educational content, the teacher, and students (Dostál, 2015), which refers to the application of different activities of interaction and negotiation of meaning in the classroom to expand and improve the students' use of language. Furthermore, according to Munna and Kalam (2021), it is essential to consider that language teacher is a transformation process of knowledge from educators to learners which requires the active participation of students as well as the use of didactic strategies and resources within the class with the purpose of allowing students develop their learning.

Language teaching approach

To master a language, people must search numerous ways to learn and practice the target language. For that, it is necessary to differentiate the term “approach” from “method” since it is common to think that they are similar. According to Anthony (as cited in Richards & Rodger, 2014), the term approach refers to a set of similar assumptions and beliefs that deal with the nature of the teaching and learning process of a language, it denotes that a teaching approach is, in fact, the way teaching experts theorize and make premises of how something works or the benefits that the application of these assumptions will have but it does not specify the steps of activities to reach the teaching aims.

One example is that learning the language does not always guarantee the learner will be able to use the language fluently due to several reasons (Toro et. all, 2018). That is why, it is indispensable for educators that learners have a lot of exposure to the language in order to provide them opportunities to produce the language and exchange real information with their peers. Another example is the position of the teacher in applying language teaching approach (Kurniawan & Sumani, 2022) because some aspects like effort and motivation are modal and essential to guide learners during their learning process.

Over the years, experts have developed different teaching approaches for language learning from the ones which are grammar based to communicative ones that are used currently since the communicative language approaches are considered the most effective to teach a second language, because they allow learners to produce language and share their opinions with others in order to master the target language.

Teaching methods

To understand what a teaching method is, it is important to have clear that a teaching method is a complete plan for a detailed presentation of the materials and procedures that teachers will use in their teaching (Richards & Rodgers, 2014). Thus, a teaching method is a procedural process in which teachers find steps and guidelines to follow that they put in practice through different activities to enhance the students' participation and improve the teaching-learning process of English language.

Pech et. all, (2021) mentions that students should be exposed to different teaching methods in which they participate and engage themselves to increase the quality of educational process. It means that nowadays, the traditional teaching methods that were based on formal lectures are no longer used in classes. Due to these methods do not permit students to with their peers like the innovative ones that are more action-oriented= and are focused focusing on the students and the participation of both teachers and students in the teaching-learning process. In that sense, Vokić & Aleksić (2020) denote that is a great decision to employ active teaching methods since they give students the central role in the class and involve the combination of theoretical knowledge and practical experiences which help them to develop their self-management skills and problem-solving abilities.

Among the teaching methods, there are some that become popular since currently, teachers aim to make student-centered classes where each student can improve their individual and social skills as well as the twenty-first century skills like information literacy, self-directed learning, digital literacy, and collaborative skills (Bai & Song, 2018). One of these teaching methods is the Inquiry-based learning, as known as IBL, which is a teaching method that promotes students' autonomy in their learning.

Inquiry-based learning (IBL)

As it was mentioned before, IBL can be defined as a complex process which students discover causes and effects, formulate hypotheses, and evaluate them through different activities, projects, or detailed observations (Pedaste et al., 2015). It means that IBL not only promotes a student-centered class, but it also encourages students' active participation and responsibility for building their own knowledge. As this teaching method is based on Constructivism, the role of the teacher changes and becomes the facilitator and guide of the class because each student is in charge of discovering, understanding and making their inferences through what they are doing in class.

Moreover, inquiry-based learning emphasizes students' autonomy and their curiosity when they learn new topics in the classroom because students make their own questions and hypotheses about what they are interested in and want to know. To apply inquiry-based learning within the classroom, there are some relevant characteristics that are mentioned in Dostál (2015) such as:

- Inquiry-based learning allows students to discover and explore knowledge that is new to them, and they can express their doubts, ideas, and thoughts in a creative way in order to get meaningful knowledge. It implies that IBL could make learners more creative, critical, and independent since they develop inquiry skills and seek the appropriate solution to the problems that they could find throughout their lives.
- Teachers and students have important roles in the inquiry-based learning process due to the teacher becomes an active guide in the students' learning and provides resources, questions, and advice during the inquiry process while students suggest possible answers to solve their questions. In other words, in this teaching method, the students learn how to ask questions, carry out experiments on their own, solve problems and find solutions.

- In inquiry-based classrooms, it is common to use diverse kinds of texts and audiovisual material because learners plan, organize, search, and classify the pieces of information that are useful for problem solving in order to answer the questions on their own, justify their findings and express their opinions in a logical sequence. It indicates that students analyze resources, formulate questions, and think how to use them to develop a solution for different issues.

Five stages of inquiry-based learning

Inquiry-based learning has a learning cycle that consists of several stages that allows to apply this method correctly in the classroom. Each of those stages detail specific activities for teacher and students for achieving the educational goals proposed in the class. According to Oktaviah, Rokhman, and Maulana (2021), the five stages of IBL are engagement, exploration, explanation, elaboration, and evaluation.

The first stage mentioned is engagement which refers to engaging students in new topics using their prior knowledge and small activities that catch their attention and promote their curiosity. In the second stage exploration, students use their prior knowledge to experiment and generate innovative ideas for understanding new information and avoid misunderstandings. The third phase called explanation refers to giving detailed explanations about what learners have understood about the topics. The fourth stage of IBL is called elaboration. Students carry out different activities to put in practice their understanding about the topic and challenge themselves to develop their skills. The last one is evaluation which allows teachers to assess the students' understanding and encourages students to evaluate their own progress.

Inquiry-based learning activities

In the language teaching-learning process, there are many inquiry-based strategies and activities that can be applied in class to improve the four language skills. According to Ermawati and Pammu (2017), teachers can utilize open and closed questions that are the most used since they allow students to develop their critical thinking, verify their hypotheses and justify their answers. Other good activities are reading circles, discussions, and debates, which are carried out in large or small groups and are ideal activities to share and compare information between classmates. Additionally, brainstorming activities and true and false questions encourage students to think creatively, share their thoughts with others, and build meaningful knowledge.

1.2.2 Dependent variable

Language skills

English language is considered one of the most spoken languages in the world, that is why many countries have an educational objective to teach this language to improve the people's opportunities. Therefore, it is necessary to improve all the skills that allow to have an effective communication in English. Among these core skills are listening that refers to the ability to understand a new language when is spoken, speaking which is the ability to produce language and speak the target language with other people, reading that is the ability to understand written texts in the foreign language and writing which refers to produce texts in the target language using structures and vocabulary (Rivers, 1981). All these language skills are equally essential because they not only allow people to communicate and convey messages, but they also help to master the target language and allow students to learn more about another culture.

As learning a foreign language is a cognitive process which is characterized by attributes that demand a great effort from learners (Taheri et. al, 2020). It is necessary to take into account that the four-language skills should be developed simultaneously. According to Aydođan and Akbarov (2014), the four basic skills are related to each other by two parameters: the mode of communication and the direction of communication. It means that the four language skills are based on oral or written communication and how the message is received and produce. Moreover, it is claimed that it is vital to give opportunities to use all the four language skills within the classroom since through meaningful, functional, and cooperative activities, student will be able not only understand the target language but also, interact with the world.

Receptive skills

Effective communication requires some important language abilities such as listening, reading, speaking, and writing since they help people to transmit and understand written or oral messages. Thus, these skills can be divided into two: Receptive and productive (Aydođan & Akbarov, 2014). The productive ones are speaking and writing skills that people use to produce language using their grammar and vocabulary knowledge, while the receptive ones are those that receive language and understand the information. They are listening and reading (Herrera & Suárez, 2021). In language teaching, it is necessary to develop these receptive skills in students because these skills help students to recognize

and decode the information to produce language correctly. Furthermore, Duquette (1995) claims that reading and listening are fundamental skills to acquire a foreign language and they can be taught through productive skills teaching. Therefore, receptive and productive skills have the same importance in the teaching-learning process of a foreign language since learners acquire them at the same time in order to improve their communicative competence.

Similarly, in order to get a good output, an input is evidently necessary (Sunitha et al., 2021). Absorption and concentration are important aspects for listening, whereas reading needs an extensive study to improve it (Sreena & Ilankumaran, 2018). For that reason, it is said that is essential for teacher and learners to carefully select the materials for reading and listening skills to permit students to develop and improve these skills by themselves.

Reading skills

In people's daily lives, to understand and comprehend texts are necessary to work out in various situations. Hence, reading is one of the abilities that must be improved as it refers to the complex process of understanding and building meaning from written texts that requires the motivation and interest of the reader (Frankel et al., 2016). Reading not only involves looking at texts or reading aloud the written information, but it is also a skill which learners must reflect on the content and extract significant data to acquire the necessary knowledge to understand and interact with the world. Nevertheless, to do this activity, it is essential that the written texts have some characteristics such as coherence, cohesion, good spelling, and well-written words and sentences without errors (Amirzai, 2021), since readers acquire new vocabulary and phrases when reading and looking for the main idea and details of the texts. Moreover, this receptive skill can develop independently of listening and speaking skills, but often develops along with them since reading is a source of input which help to build vocabulary and learn correct grammar (Aydoğan & Akbarov, 2014)). It refers that when language learners develop the reading skill, they will acquire more vocabulary and grammar forms which allow to enhance the other language abilities.

Likewise, Floris and Divina (2015) mention that there are several reading skills that are essential to develop in EFL students in order to master the reading ability. Among those skills, the most relevant are:

- Scanning skill involves reading a text quickly to find specific information.

- Skimming skill refers to a quick reading to find the main idea of a text.
- Paraphrase means that people use their own words to transmit the same information of a text.
- Inference from context skills refers to learning new vocabulary by carefully reading the context of a text.
- Predicting skill implies making predictions about a text in order to get meaning from it.

When students read a text, it is common to employ different strategies in order to make it easier to understand the message of a text, but several problems may arise during reading that can hinder the process of understanding. For example, unknown words or new grammatical structures may appear in a text that can make reading comprehension difficult (Par, 2020). According to Gebhard (as cited in Par, 2020), among the strategies that are considered useful to avoid these problems and develop all reading subskills, it can be mentioned namely skipping the words not known, predicting the meaning, guessing meaning of unfamiliar words from context, avoiding constant translation, having knowledge about the topic, drawing inferences from the topic, reading things of interests, studying pictures and illustrations, and purposefully rereading to check comprehension. By employing certain effective strategies in reading, the students will easily and efficiently comprehend and enjoy reading texts.

Reading comprehension

One of the most important aspect in the language learning is the reading comprehension because people read different kind of texts throughout their lives and they need to understand the message of those texts, According to Elleman and Oslund (2019), reading comprehension is a complex cognitive process where the readers not only look at a written text and interpret the information of it, but also, this task involves readers' reflection on understanding the authors' intention and the message of the texts. It means that reading comprehension implies attributing a meaning to a reading.

In few words, reading comprehension emphasizes the interaction between readers, texts and specific tasks within a certain context in which the reader can achieve a complete understanding of a text through simple activities or find problems to understand the meaning of complex text (Elleman & Oslund, 2019). In addition, Perfetti, Landi, and

Oakhill (as cited in Elleman and Oslund, 2019) claim this complex process requires some linguistic and cognitive process like inference generation, comprehension monitoring, vocabulary, and prior knowledge since the reader can use them to gain a better understanding of the texts and develop their critical thinking skills. To sum up, reading comprehension is a fundamental skill that can be improved with the application of activities that motivate students' curiosity and interest.

One example of strategies that the students or readers use to help them comprehend, construct, and reconstruct the meaning of the text are problem-solving strategies, which are activities focused on understanding textual information like adjusting the speed of reading when the materials become difficult or easy, guessing the meaning of unknown words, and rereading the text (Par, 2020). Other strategies are support strategies (Banditvilai, 2020), which aim to help understand the text, for example using a dictionary, taking notes, underlining, or highlighting textual information. Similarly, according to Sun et al. (2021), elaboration strategies like paraphrasing, summarizing, or describing the information of a mental image are strategies that have as a purpose establish coherence and causal antecedents to allow global information inference, comprehension, and mental image construction while reading text.

1.3 Objectives

General objective

To analyze the influence of inquiry-based learning on students' reading comprehension in the fourth semester of PINE at Universidad Técnica de Ambato.

Specific objectives:

- To identify the students' level of reading comprehension.
- To apply inquiry-based learning in classes to improve reading comprehension.
- To determine the effectiveness of inquiry-based learning on students' reading comprehension.

CHAPTER II

METHODOLOGY

This section explains the process of collecting data and the necessary resources that were used in this research project since research methodology is the part where the researcher explains how to solve the research issue systematically (Kothari, 2004). That is, the research method and techniques are explained in detail in this section to understand how the investigation was carried out.

2.1 Resources

This investigation used different resources to apply inquiry-based learning in classes such as printed texts and stories, sheets of papers, pencils, cardboard, printed images, pens, and printed tests. Additionally, to carry out this research, the researcher employed books, articles, journals, thesis, and research in order to find relevant information related to the research topic and applied the pre-test and post-test to the participants. Finally, it was necessary the collaboration of authorities and teachers, and the participation of students from Universidad Técnica de Ambato to apply the treatment of this investigation.

Table 1

Resources

Resources	
Human resources	Research tutor
	Researcher
	Participants
Institutional resources	Universidad Técnica de Ambato
	Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) major
Materials	Printed texts and stories
	Sheets of papers
	Pencils
	Printed tests

Note: This table shows all the resources that were used for this study.

2.1.1 Population and sample

This research work was carried out at Universidad Técnica de Ambato located in Ambato city, in which the population consisted of students of Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) major. The sample was selected by the researcher considering the needs of the investigation topic and the availability of the participants because in that way, the investigator collected more reliable results for the research analysis. It means that for this study, the researcher used non-probability convenience sampling which is a type of nonrandom sampling where the participants meet certain practical criteria, such as easy accessibility and availability at a given time for the purpose of the study (Etikan et al., 2016). For that reason, the chosen sample was the fourth semester of PINE at Universidad Técnica de Ambato, where 30 students, 9 men and 21 women with ages between 19 and 23 years, were evaluated to collect data successfully.

Table 2

Population

Population	Total	Percentage
Men	9	30%
Women	21	70%
Total	30	100%

Note: This chart presents the population of this research that consisted of 30 students of fourth semester from PINE major.

2.1.2 Instruments

Pre-test and post-test

For this study, the data was collected through a test that assesses reading comprehension. This test is provided by Cambridge Preliminary English Test (PET) that is one of Cambridge English language exams to evaluate the English basic language skills that are: reading, writing, listening, and speaking. The B1 Preliminary English exam is made up of four papers; nevertheless, only the reading paper was applied to the participants before and after the treatment. This reading paper has 35 questions, in which the participants must read and understand different types of texts to answer multiple-choice and

completion questions correctly in 40 minutes. However, in order to assess the level of students' reading comprehension, this research only employed specifically the reading part 1, 2 and 3 that consists of 20 multiple-choice questions which were completed in 30 minutes by students. The tests are divided into three sections: first section consists of reading 5 short texts from real situations to find out the main message, while in second section involves matching five descriptions of people with eight short texts on a specific topic and, lastly, third section requires reading a longer text to answer 10 questions with two options which assess global understanding of the gist, conclusions, and as well as overall meaning.

2.2 Methods

2.2.1 Research approach

This research work was based on a quantitative approach because the investigation objectives were accomplished through quantifying and analyzing data using statistics (Mackey & Bryfonski, 2018). Due to quantitative research attempt to measure the answers to the questions with how many, how much, to what extent using charts and figures. In other words, using a qualitative approach allows to focus on those relevant aspects of the study that can be quantified and patterned (Rahman, 2016). It means that during this study, the data was collected and interpreted with the purpose to recognize the level of students' reading comprehension, analyze their improvement with the application of inquiry-based learning in the classroom, and draw conclusions from the data obtained in tables and graphs, which were developed considering the results of the population.

2.2.2 Modality

According to Galeano (2020), field research occurs when the researcher collects the data directly from the environment. Therefore, for this study, the researcher applied inquiry-based learning activities directly in the classroom with the students in order to determine the effectiveness of inquiry-based learning in the improvement of students' reading comprehension. In addition, it is necessary to find similar previous studies and compare different researcher's findings to enhance and support the existing knowledge on the topic (Kumar, 2014). That is why, this research is also bibliographical because, before applying inquiry-based learning to obtain data, the researcher read, analyzed, and selected relevant information from several sources such as: journals, articles, previous studies, and books

related to the variables with the purpose of providing a current scientific and reliable basis.

2.2.3 Level or type of research

This investigation was exploratory and correlational research. Exploratory because there are no previous studies about the investigation topic carried out at Universidad Técnica de Ambato which raise the same hypothesis (Nilsen et al., 2020), and the researcher collect and analyze data about how the implementation of inquiry-based learning in the classroom improve the level of students' reading comprehension (Kumar, 2014). Additionally, this study had a correlational research level since the researcher worked with two variables whose purpose was to measure the extent of relationship that exists between them (Krause, 2018). In this research project, the researcher investigated and measured the relationship between inquiry-based learning and the improvement of students' reading comprehension, while explaining the results obtained before and after the treatment through statistics.

2.2.4 Quasi-experimental design

This research had a quasi-experimental design since the researcher is in charge to decide which variable will be manipulated during the research process and on which group of people will be tested (Kumar, 2014). Therefore, the independent variable was manipulated by the researcher during the research process to determine how the application of inquiry-based learning influences the level of students' reading comprehension. Likewise, as this design refers to observable studies (Gopalan et al., 2020), it is characterized by choosing a specific sample to apply a treatment during a specific period of time and comparing the results obtained before and after it and denoting if there is a difference between the results in order to confirm or deny the stated hypothesis. Thus, to identify and determine how the application of inquiry-based learning influences on the level of students' reading comprehension, the sample was chosen by the researcher and a pre-test, a treatment and a post-test were employed in 5 interventions in order to collect reliable data before and after the treatment with the purpose to analyze the improvement of the participants.

Quasi-experiments are observational studies

After collecting scientific studies that support the research problem, the researcher chose an evaluation instrument to collect data considering the dependent variable that is reading comprehension, and likewise, designed the appropriate interventions for the selected population. For the treatment, the researcher developed five 35-minute communicative lesson plans considering basic components detailed in the TKT Course Modules 1, 2 and 3 book with several inquiry activities for reading comprehension such as group work, discussions, brainstorming, among others. Each of these lesson plans have used the Hamer's template and different types of texts, for instance, advertisements, stories, magazines, proposals, essays, etc., since it is necessary that students be able to analyze and understand them regardless their context. In addition, it is important to mention that the 5E of inquiry-based learning was utilized for each intervention. It denotes that the researcher used 5 stages of IBL to create their lesson plans: engagement, exploration, explanation, elaboration, and evaluation that provides an excellent opportunity for students to develop their reading skills using a text on their own.

2.2.5 Procedure

This research was carried out in 7 meetings that included the application of pre-test and post-test, and 5 interventions in which five 35-minute lesson plans developed by the researcher were used. All the interventions were conducted in face-to-face modality twice a week for 3 weeks in order to allow students of fourth semester "A" develop their reading comprehension through different activities employing the cycle of inquiry-based learning. Next, all the interventions developed during this research that allowed collecting data and analyzing the influence of the application of inquiry-based learning on reading comprehension are detailed.

In first meeting, the researcher introduced the research topic and its objectives to the class. During this session, students completed the pre-test in class without any previous preparation. The pre-test consisted of 20 multiple-choice questions taken from Cambridge Preliminary English Test (PET) and students finished it in 30 minutes.

In second meeting, the researcher used the first lesson plan focused on inquiry-based learning and reading comprehension. All the lesson plans were divided into five stages according to inquiry-based learning. First, engagement in which students gave their ideas about where they can find advertisements and what kind of information, they have read

related to it. Second, exploration where students read different headlines of advertisements and made their predictions about the topic. Third, explanation in which students read and underlined key words in the text in order to talk with their classmates and share their information. Fourth, elaboration where students completed a cloze activity in groups and finally, evaluation in which students' reading comprehension was evaluated through open questions.

In third meeting, the lesson plan was about noticeboard and was divided into five sections. First, engagement: students shared their ideas and thoughts about noticeboard in order to make a list of their predictions on the board. Second, exploration: students read quickly a text in groups to confirm their previous hypotheses. Third, explanation: students worked in groups and underlined key words in the text to complete a printed activity that consisted of eight true-false questions. Fourth, elaboration: all the groups discussed and rephrased one of the messages that are in the text using their own words. Fifth, evaluation: each group shared their messages to the class while the rest of the class guessed which message was being described to check their understanding.

In fourth meeting, the topic was "A newspaper race" since during engagement stage, students talked about latest news. Then, in exploration stage, students worked in groups and made predictions using a news headline. In explanation stage, students moved around the class and found the content of the news that belong to their headline. Next, in elaboration stage, the researcher asked students to write a brief summary about their news taking into account specific information. Finally, in evaluation stage, students exchanged their summaries and evaluated their classmates' summaries.

In fifth meeting, the lesson topic was "Food and restaurants". In engagement section, students shared their food preferences to the class. Then, in exploration section, students worked in groups and made predictions about people using a set of photos. Next, in explanation section, they compared their predictions with different descriptions provided by the researcher. In elaboration section, students completed a printed activity where they matched descriptions of people to a list of restaurants. Finally, in evaluation section, the researcher checked students' understanding through open questions.

In sixth meeting, students worked on a lesson called "Horror story" that followed the 5E of inquiry-based learning. First, engagement stage in which students guessed the lesson topic by playing the hangman game. Second, exploration stage where students read and

discussed the main idea of a text in pairs. Third, explanation stage, the researcher asked students to share their findings by playing a game. Fourth, elaboration stage in which students underlined key words and completed a printed activity in pairs. Finally, in evaluation stage, students had a pop quiz of four multiple-choice questions about the text presented in the class.

At the last meeting, after implementing all the lesson plans designed by the researcher, the post-test was applied to the students to determine if the participants improved their reading comprehension by implementing inquiry-based learning. The application of posttest was similar to the pretest since it was completed in 30 minutes and the researcher used the same test provided by Cambridge which consisted of the same 20 multiple-choice questions divided into 3 parts that evaluated different reading subskills like skimming, scanning and inference.

2.3 Hypothesis

Alternative hypothesis (H_1)

Inquiry-based learning influences the students' reading comprehension of fourth semester at Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato.

Null hypothesis (H_0)

Inquiry-based learning does not influence the students' reading comprehension of fourth semester at Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato.

Variable identification

Inquiry-based learning (Independent variable)

Reading comprehension (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the analysis and interpretation of the results obtained from pretest and posttest used in this research. The data collected of this study is organized in tables, charts, and figures in order to show and explain the students' results before and after the application of inquiry-based learning on their reading comprehension.

For this investigation, 30 students of fourth semester from “Pedagogia de los Idiomas Nacionales y Extranjeros” major took a pretest and a posttest of reading comprehension provided by Cambridge Preliminary English Test (PET). This test consists of 20 multiple-choice questions that assesses the ability of looking for main idea, looking for specific information and detailed information, and scanning for specific information.

Additionally, it is important to mention that the verification of the hypothesis was done through SPSS Software to determine whether or not the use of inquiry-based learning influences on the students' reading comprehension.

3.1.1 Pretest results

Table 3

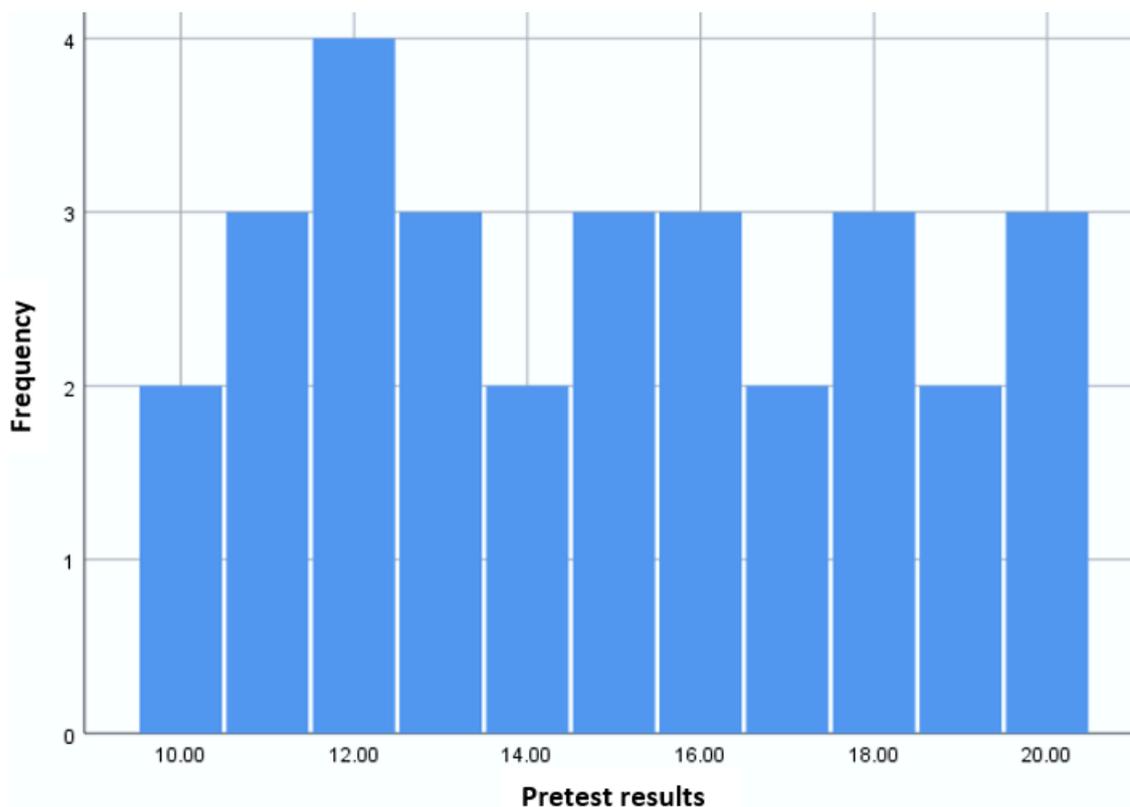
Reading comprehension pretest results

PET reading part	Mean	Standard deviation	Min.	Max.
Part 1	4.30	0.95	2.00	5.00
Part 2	3.33	1.21	1.00	5.00
Part 3	7.27	1.62	4.00	10.00
Total	14.90	3.17	10.00	20.00

Note: This table presents students' pretest results of fourth semester PINE major.

Figure 1

Reading comprehension pretest results



Note: Results obtained from the application of reading comprehension pretest adapted from Cambridge PET exam.

Analysis and interpretation

Table 3 and figure 1 show the data collected from the students of fourth semester of PINE major with the use of pretest adapted from Cambridge PET exam before the treatment. This test was aimed to assess students' reading comprehension through 20 multiple-choice questions since it evaluated the student's ability to read for the main idea, read for specific information and detailed comprehension, scan for specific information and inference. Thus, the level of students' reading comprehension before the application of inquiry-based learning averaged 4,30 in the first section of the test, 3,33 in the second section, and 7,27 in the last section, which gives a total mean of 14,90 as a result of the pretest. In addition, in the graphic is noticeable that the data gathered from the pretest varies between 10 and 20 points with a standard deviation of 3.18.

Consequently, these results clearly showed that students of fourth semester "A" had some difficulties in reading comprehension, specifically, in the second part of the test which

was focused on reading for specific information and detailed comprehension. In this part, it is visible that the students obtained the lowest average of 3,33 over 5 points compared to the other parts where they obtained satisfactory scores.

3.1.2 Posttest results

Table 4

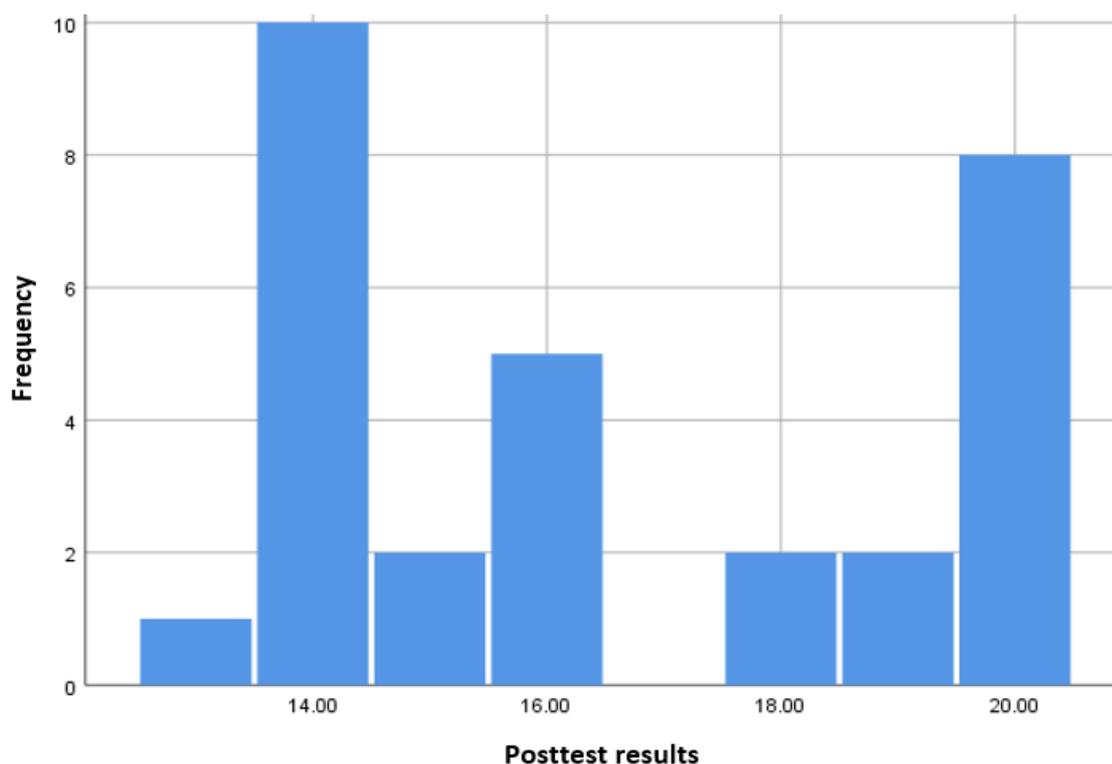
Reading comprehension posttest results

PET reading part	Mean	Standard deviation	Min.	Max.
Part 1	4.67	0.61	3.00	5.00
Part 2	4.07	0.98	2.00	5.00
Part 3	7.83	1.76	5.00	10.00
Total	16.57	2.60	13.00	20.00

Note: This table presents students' posttest results of fourth semester PINE major.

Figure 2

Reading comprehension posttest results



Note: Results obtained from the reading comprehension posttest adapted from Cambridge PET exam.

Analysis and interpretation

Table 4 and figure 2 present the total results of the posttest administered to students of fourth semester of PINE major after the application of inquiry-based learning. As well as the pretest, the posttest consisted of 20 multiple-choice questions adapted from Cambridge PET exam, which evaluated the same students' reading comprehension skills. Therefore, the table details that the students obtained a mean of 4.67 in the first section, 4.07 in the second section and 7.83 in the third section, which gives a total mean of 16.57 as a result of the posttest. Moreover, the figure show that the data fluctuates between 13 and 20 points with a standard deviation of 2,60.

In consequence, it is observable that there is an improvement between students' scores before and after the treatment since students were able to improve their score in the three parts. Specifically, there was an improvement in part 2, which in pretest was the lowest average of 3,33 points, while in the posttest students reached an average of 4.07 over 5 points.

3.1.3 Pretest and posttest results

Table 5

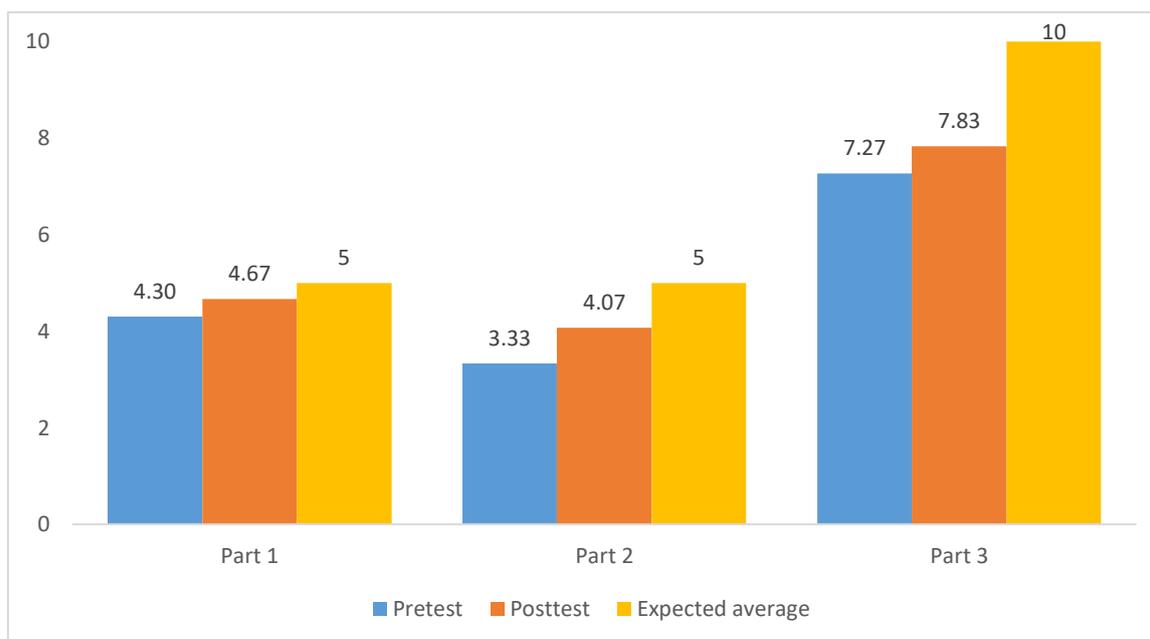
Pretest and posttest results

PET reading part	Skill	Pretest	Posttest	Expected average
1	Reading for main idea.	4.30	4.67	5
2	Reading for specific information and detailed comprehension.	3.33	4.07	5
3	Reading for specific information and inference.	7.27	7.83	10
Total		14.90	16.57	20

Note: This chart shows the pretest and posttest results from the experimental group.

Figure 3

Pretest and posttest results



Note: This figure shows the comparison between the pretest and posttest results obtained from students of fourth semester of PINE major.

Analysis and interpretation

Table 5 and figure 3 represent the comparison between the total results of each part of pretest and posttest. In part 1, students were tested reading for main idea of 5 short texts; in the pretest, they got an average of 4.33 points over 5, whereas in the posttest, they obtained 4.67 over 5 points. On the other hand, in part 2, reading for specific information and detailed comprehension were the evaluated skills and students obtained 3.33 over 5 in pretest, while in posttest, they achieved 4.07 over 5 that demonstrate students improved after the treatment. Finally, in part 3, students had to read a long text and scan for specific information and inference. In this part, students reached a total of 7.27 over 10 points in the pretest, while in posttest, they got 7.83 over 10.

According to these results, it is observable that students improved their score in each part of the reading comprehension test provided by Cambridge PET exam after the application of inquiry-based learning during classes. Concretely, students increased their final score in the second part of the test related to scanning and detailed comprehension, because in the pretest. they obtained a low score, but in the posttest, they showed a visible improvement.

3.1.4 Pretest and posttest average

Table 6

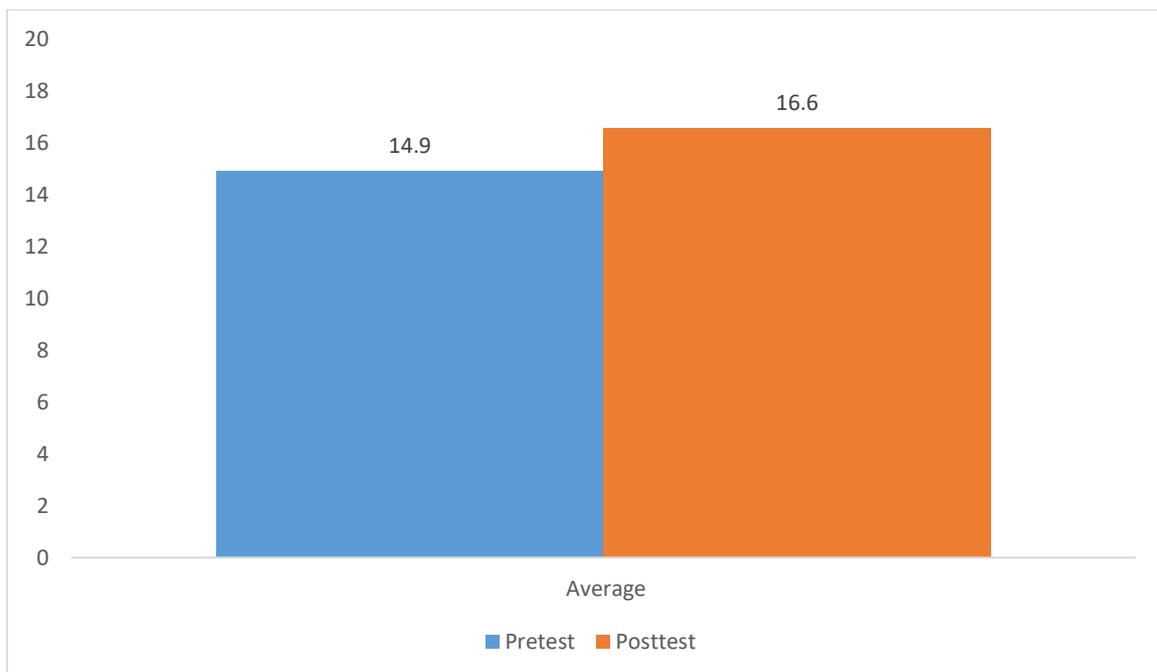
Pretest and posttest average

Results	Pretest	Posttest	Difference
Average	14.90	16.57	1.67

Note: This table indicates the total average of pretest and posttest results with their difference.

Figure 4

Pretest and posttest average



Note: This figure represents the total average of pretest and posttest scores.

Analysis and interpretation

Table 6 and Figure 4 illustrate the final averages of the pretest and posttest scores of this research. The final average of the pretest is 14.90 out of 20, while the final average obtained from the posttest is 16.57 over 20, which results in a significant difference of 1.67.

Therefore, taking into account these results, the difference of 1.67 demonstrated that the application of inquiry-based learning during classes was effective in improving of students' reading comprehension skills such as: reading for main idea, reading for specific

information, detailed comprehension and inference since the scores in posttest were better than pretest.

3.2 Hypothesis verification

The verification of hypothesis was carried out using the data collected with the research instruments and the SPSS Statistical Software to determine if the null hypothesis is accepted or rejected.

Null hypothesis (H_1)

Inquiry-based learning does not influence the students' reading comprehension of fourth semester at Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato.

Alternative hypothesis (H_0)

Inquiry-based learning influences the students' reading comprehension of fourth semester at Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato.

Table 7

Shapiro Wilk – Test of normality

	Statistic	df	Sig.
Pretest	0.940	30	0.093
Posttest	0.822	30	0.000

Note: These are the result obtained from SPSS Statistical Software.

The method for the dependent sample comparison is selected by considering whether the data is “normally” distributed or not. That is why, the Shapiro-Wilk normality test is applied because the samples are less than 50. Moreover, the results of the normality test (table 6) show significance less than 0.05, in all the calculations made in the post test. This means that the application of a parametric test is not feasible, and therefore the appropriate statistic is the comparison of medians with the Wilcoxon test.

Table 8*Mean T-Student*

Paired samples statistics					
		Mean	N	Std. deviation	Std. error mean
Pair 1	Pre_test	14.90	30	3.177	.580
	Post_test	16.57	30	2.596	.474

Note. The data used was taken from students' pre and post-tests results.

The data presented above indicate the means of each test taken before and after the treatment, and their significant difference between them. To generate these data the SPSS statistical software was used, and it shows that the pretest had a mean of 14,90, while the mean of the posttest was 16,57. It means that there is a clear difference between the students' test scores before and after the application of inquiry-based learning.

Table 9*Paired sample test*

Paired samples test									
		Paired differences					Sig.		
Pair		Mean	Std. deviation	Std. error mean	95% Confidence interval of the difference		t	df	Two-sided p
					Lower	Upper			
Pair 1	Pre_test - Post_test	-1.667	4.130	.754	-3.209	-.124	-2.210	29	.035

Note: The table shows the significance of the results.

Table 9 presents the significance of the results carried out in the SPSS software through paired sample test. The significance allows to identify the impact of the application of inquiry-based learning on reading comprehension since if sig < 0.05, the alternative

hypothesis is accepted, otherwise, if $\text{sig} > 0.05$ the null hypothesis is accepted considering the results above a sig value of 0.000.

After carefully analyzing the data, the table shows that the significance of the pretest and posttest is 0.035, which is a value less than 0.05. It expresses that there is an improvement between the students' test results collected before and after the treatment, and the null hypothesis of this research is rejected, meanwhile the alternative hypothesis is accepted. Consequently, it is evident that according to the results of this study, inquiry-based learning does influence the students' reading comprehension of fourth semester at Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato.

3.2.1 Discussion of the results

The results presented in this research work indicated that students were able to improve their reading comprehension scores after the implementation of inquiry-based learning within the classroom. Since at the beginning of this study, the students had low scores in reading comprehension skills such as reading specific information and detailed comprehension, but after the interventions, the students improved their scores.

A research that developed a similar theme to this research was carried out by Otkarani (2015), which showed that the students' reading comprehension scores increased after the application of inquiry-based learning after applying this method to a group of college students because after analyzing the results, it was concluded that by inquiry-based learning students have the opportunity of exploring, sharing and reflecting their own knowledge in order to reflect and meaningful understanding of different English texts. However, it is necessary to take into account that Otkarani employed 2 cycles to implement inquiry-based learning in English classes and focused on narrative texts, while the present work was implemented in one cycle of 3 weeks with 5 interventions and used different activities and texts like newspapers, advertisements, short stories, etc. focused on improving reading comprehension. In addition, Otkarani's research showed that in the reading comprehension test result of the students in cycle 1 they obtained 34.375% which increased in cycle 2. While in this research work, the students showed a significant improvement in their results since in the pretest they obtained 14,9 over 20 points and in the posttest 16,6 points was the final average.

Likewise, the study conducted by Ermawati and Pammu (2017) concluded that the implementation of inquiry-based learning is beneficial for the development of English reading comprehension using the cycle of 5E that consist of five stages: engagement, exploration, explanation, elaboration, and evaluation. This cycle was also utilized in this present work during 5 interventions, where was visible that students were motivated as they worked in groups to find specific information and complete assigned activities. Nevertheless, it is necessary to mention that in Ermawati and Pammu's research, there were a control and experimental group that showed an improvement of 5% at the level of the significance 0.05 that indicated that it is a significant difference between the results obtained before and after the implementation of inquiry-based learning; while in this present investigation, data were collected from a single experimental group that demonstrated a significance of 0.035, which is a value less than 0.05 and allowed to accept the alternative hypothesis.

Finally, having analyzed and contrasted the results of this research with other authors, it has been successfully demonstrated that the application of inquiry-based learning is an effective method focused on providing opportunities for students to reflect, discuss, and evaluate different texts to improve reading comprehension (Oktaviah, et al., 2021). However, this investigative work leaves the possibility that this method can be tested for the improvement of other language skills such as speaking, writing or listening.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

As a result of the previous analysis and interpretation of the collected data, the following conclusions are presented.

- Inquiry-based learning is a teaching method that emphasizes students' curiosity and autonomy by allowing them to ask their own questions and predictions and discover their own answers using varied materials provided by the facilitator. Hence, after analyzing previous studies and the data collected, it has been demonstrated that the application of inquiry-based learning does influence the development of students' reading comprehension in the fourth semester of PINE at Universidad Técnica de Ambato because there was an improvement in students' test scores. Additionally, it is necessary to consider that the use of inquiry-based learning within the classroom helps the students become more creative, critical, and independent in their learning process, and practice not only reading comprehension skills, but also other English language skills such as speaking and writing.
- At the beginning of this study, students' test scores indicated that their level of reading comprehension was in the range of A2 considering Cambridge English Scales since they got 14,9 over 20 points in the test provided by Cambridge Preliminary English Test exam. The test used in this research consisted of 3 parts and it was designed to evaluate B1 level according to CEFR level. After the five interventions in face-to-face modality, the level of the students' reading comprehension showed an improvement regarding reading for specific information and detailed comprehension, because they obtained 16,5 over 20 points. That means that students of fourth semester at PINE achieved a satisfactory level of B1 level in reading comprehension.
- The application of inquiry-based learning was conducted in a face-to face modality in five interventions for 3 weeks. These classes were planned for 35 minutes and based on the 5E, which is the cycle of learning of inquiry-based learning. It consisted of five stages: engagement, exploration, explanation, elaboration, and evaluation that allowed to realize different activities to encourage

students to share their prior knowledge and develop their own conclusions using different texts such as newspapers, magazines, short stories, advertisements, etc. Some of the activities used in the classes were open and closed questions, brainstorming activities, debates, reading circles and discussions.

- Finally, it has been determined that the application of inquiry-based learning to improve reading comprehension is effective, because this teaching method allows students to have the opportunity of becoming critical thinkers and drawing on their own opinions and judgments based on texts. Consequently, the results of this study showed the students' pretest average was 14,9 while the posttest average was 16,6 points over 20, that implies the participants in this research were able to increase their score and improve their reading comprehension skills like skimming and scanning, inference, etc., by using inquiry-based learning during classes.

4.2 Recommendations

Considering the conclusions stated above, the following recommendations are aimed at teachers and students who want to use inquiry-based learning in their classes to improve English reading comprehension.

- To improve students' reading comprehension, teachers ought to apply inquiry-based learning to encourage students to develop their curiosity and autonomy within the class through dynamic activities using the varied materials like short stories, articles, among others, depending on student's level, needs and interests. Since by using inquiry-based learning, students become independent and carefully reflect on texts to gain meaningful knowledge for themselves.
- To identify students' difficulties in reading comprehension, it is suggested that teachers use standardized tests such as those provided by Cambridge taking into consideration the students' needs and age, since these tests help recognize students' level and weaknesses in reading comprehension and allow to check the progress of each student within the classroom.
- To apply inquiry-based learning in classes, it is suggested to plan interactive activities such as debates, discussions, open questions, multiple-choice questions, among others, using different type of authentic texts like newspapers, magazines, announcements, etc., because these activities permit students interact with their

peers by using target language, share their ideas about new vocabulary and find their own solutions to different doubts related to the texts in order to obtain meaningful knowledge.

- To get satisfactory results in the application of inquiry-based learning, it is necessary that teachers pay attention to the progress of students in all the activities developed in class because teachers' participation and motivation are essential aspects that facilitate students' learning process, and within the class, there may also be situations where students need feedback and help with the assigned activities. For this reason, it is suggested that teachers should always monitor the progress of the class when students work individually or in groups to encourage their interest towards the provided materials.

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ANNEXES

Annex 1. Approval

CARTA DE COMPROMISO

Ambato, 13/04/2022

Doctor

Marcelo Núñez

Presidente de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, **Sara Iza Pazmiño** en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"INQUIRY-BASED LEARNING AND READING COMPREHENSION"** propuesto por la estudiante **Silvia Lizbeth Solis Santamaria**, portador/a de la Cédula de Ciudadanía 1804936258, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Firmado digitalmente por:
**SARAH
JACQUELINE
IZA PAZMINO**

Mg. Sara Iza

Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

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Correo electrónico: sj.iza@uta.edu.ec

Annex 2. Pretest and posttest



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
4TH SEMESTER
READING COMPREHENSION

NAME: _____

DATE: _____

OBJECTIVE: To assess students' reading comprehension through an adapted test from Preliminary English Test (PET).

INSTRUCTIONS:

This test has 3 parts. There are 20 multiple-choice questions.

Read each question carefully and choose **only** one answer per question.

You have 30 minutes to complete the test.

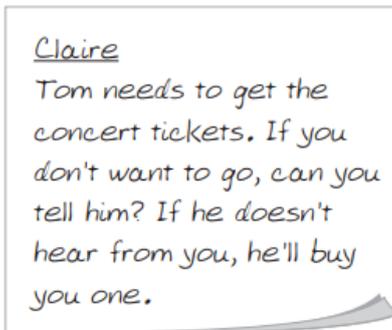
Don't cheat. You can do it!

PART 1

Look at the text in each question. What does it say? Select the correct letter A, B or C.

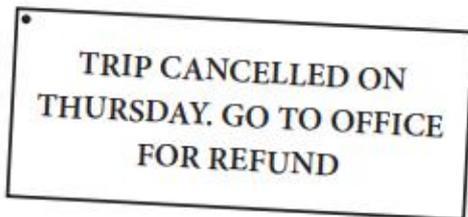
(/5 marks)

1



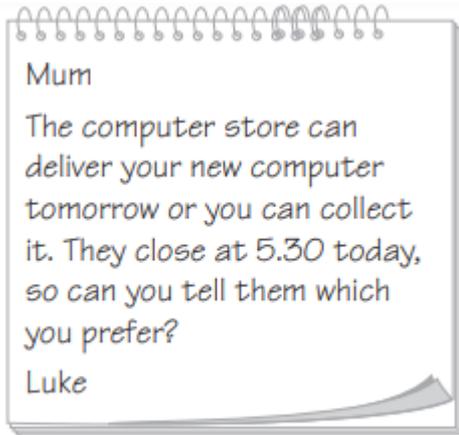
- A. Tom wants Claire to get a concert ticket for him.
- B. Tom can't go to the concert and wants Claire to use his ticket.
- C. Tom will get Claire a ticket unless she tells him not to.

2



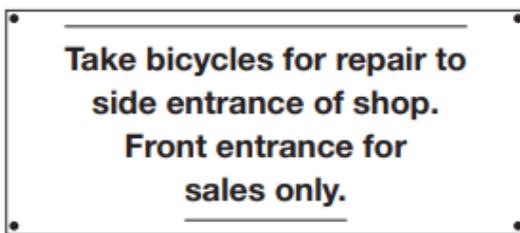
- A. You can get the money you paid for Thursday's trip from the office.
- B. If you haven't paid for Thursday's trip, you should go to the office.
- C. The trip which was cancelled will now take place on Thursday.

3



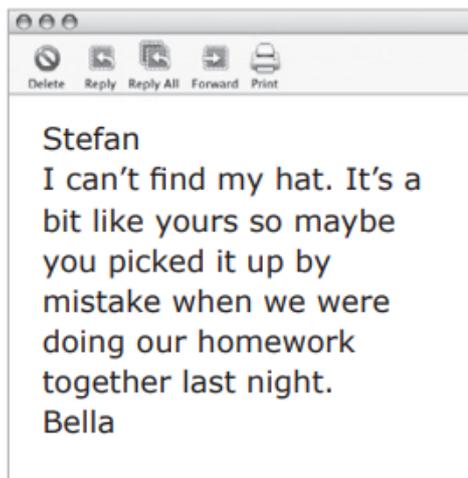
- A. Luke is offering to collect the computer from the shop for his mother.
- B. Luke's mother needs to collect her computer from the shop by 5.30 today.
- C. Luke's mother should decide today if she can fetch her computer from the shop.

4



- A. Use either entrance if you want to buy a bicycle.
- B. Use the side entrance if your bicycle needs mending.
- C. Use the side entrance if the front entrance is closed.

5



Bella thinks

- A. she has found Stefan's hat.
- B. Stefan has taken her hat.
- C. Stefan has lost his homework.

PART 2

The people below all want to watch a TV programme. Read carefully the descriptions of eight TV programmes. Decide which programme would be the most suitable for the following people.

For questions 6–10, select the correct letter (A–H) and write the answer below each picture. (/5 marks)

6



Ivan and Anna like to keep up to date with what's happening in the world and enjoy seeing interviews with politicians and other people. They prefer to watch programmes which last about 30 minutes.

ANSWER:

7



Fatima likes watching comedy programmes which last about half an hour. She enjoys watching a series where she can follow what the characters are doing from one episode to another.

ANSWER:

8



Rosa enjoys pop music and films and wants to watch interviews with popular celebrities. She likes programmes which are a mixture of interviews and live music.

ANSWER:

9



Grace is interested in travelling and she likes watching documentaries about different parts of the world. She especially enjoys programmes which show animals and birds.

ANSWER:

10



William is keen on general knowledge and likes watching quizzes to see how many questions he can answer. He prefers those which have questions on lots of different subjects.

ANSWER:

TV PROGRAMMES

A

Find out about the life of jazz musician, Bert Randall, in this hour-long documentary which shows him performing live concerts during his life. There are interviews with members of his family and people he worked with.

E

There are three half-hour episodes of the popular soap *South Street* on our TVs every week. There's lots going on this week when Cathy returns from her trip round the world to find Felicity has moved into her flat and all Cathy's things have disappeared. She is not pleased and shows her feelings.

B

This is the weekly chance to try to get a better score than the celebrities in the studio, who range from pop musicians to politicians. As usual Billie Flannagan spends a half hour asking the two teams the questions. They need to be experts in a wide range of topics from music to animals to international news.

F

Robert Burroughs first visited the Amazon rainforest 40 years ago. Since then, he has travelled all around the world showing us amazing scenery, animals and different ways of living. Now he returns with a series about the Amazon and we see again the amazing wildlife of this beautiful area.

C

Find out about the latest news, both international and local, with Aaron Willis every day between 6.00 and 6.30 in the evening. His interviews with those in the news, whether they are politicians or journalists, always get to the point of a story.

G

On the Way is a short comedy film made 30 years ago. The actors were unknown at the time but they have since become famous. The main character, Zak, decides to travel to India but he takes a variety of animals with him on the journey. They soon become a problem.

D

Every Saturday evening between 8.30 and 9.30, Kevin Connery presents an hour of fun and entertainment. As usual in the new series, there is music and chat with well-known stars from the world of film, music or comedy. Each guest is interviewed and then one of them performs their latest song live.

H

Joel and Charlie return for another series of *The Shop*. They work in a supermarket where things seem to go wrong every day. This series should be as funny as the last, with a new manager in the shop and some unexpected events in each 30-minute programme.

PART 3

Look at the sentences below about a hotel.

Read the whole text to decide if each sentence is correct or incorrect. (/10)

11 During the 1980s, few tourists used to go to the Arctic in summer.

- A. Correct
- B. Incorrect

12 People came in large numbers to Jukkasjärvi to see the Arctic Hall.

- A. Correct
- B. Incorrect

13 The artist encouraged people to sleep in the Arctic Hall.

- A. Correct
- B. Incorrect

14 Each winter, guests come and sleep in the hotel before it is finished.

- A. Correct
- B. Incorrect

15 Progress when building the hotel is influenced by the weather.

- A. Correct
- B. Incorrect

16 The temperature inside the hotel changes according to the temperature outside.

- A. Correct
- B. Incorrect

17 Some clothes are provided by the hotel.

- A. Correct
- B. Incorrect

18 Guests should buy boots which fit as tightly as possible.

- A. Correct
- B. Incorrect

19 Items ordered through the ICEHOTEL shop will be delivered to your home.

- A. Correct
- B. Incorrect

20 It is possible to take a train from the airport to the IceHotel.

- A. Correct
- B. Incorrect

THE ICEHOTEL

For many years the Arctic was a popular destination in the summer season to see the land of the midnight sun but in winter the few inhabitants had the snow and ice to themselves. By the end of the 1980s it was decided that the dark and cold winter should be seen as an advantage. In the winter of 1990 the French artist Jannot Derit was invited to have the opening of an exhibition in a specially built igloo (a building made of snow) in the little town of Jukkasjärvi on the frozen Torne River. The building, named Arctic Hall, attracted many interested visitors to the area. One night a group of foreign guests decided it would be a good idea to sleep in the Arctic Hall. The following morning the brave group were very pleased with their experience and the idea of an ice hotel was born. Today it is world famous.

As soon as winter begins, a team of snow builders, architects and artists from all over the world come to Jukkasjärvi and they make the hotel for that year. As one part is completed, it opens to visitors and overnight guests, while the other parts are still being built. The first part is completed in December and each week after that a new part opens, until January 7th when the hotel is completed. As the ICEHOTEL is built under the open sky, using the natural materials of the winter season, the finishing date depends on nature and therefore there are sometimes changes to the plan. In the spring, as the weather gets warmer, the hotel melts.



Inside the hotel, the temperature is never colder than -5°C to -8°C , however cold it may be outside. Winter outer clothes such as warm overalls, hats and gloves are included in the cost of guests' stay at the hotel. In addition to this, it is a good idea for guests to bring sweaters and a scarf as well as plenty of woollen socks and to choose footwear that is larger than normal to allow space for thick socks.

If you are planning to come to the hotel, you can buy warm sweaters, woollen socks and much more on the ICEHOTEL website. You can order these and the equipment you will need at the same time as you book your visit. The items will be delivered to your room when you check in.

The hotel is in the village of Jukkasjärvi, 200 km above the Arctic Circle but only 15 km from Kiruna airport and 17 km from Kiruna train station. Transport by bus can be arranged from the airport or train station to the ICEHOTEL.

ANSWER KEY

PART 1	
1	C
2	A
3	C
4	B
5	B
PART 2	
6	C
7	H
8	D
9	F
10	B
PART 3	
11	B
12	A
13	B
14	A
15	A
16	B
17	A
18	B
19	B
20	B

Note. Adapted from Objective PET, by Hashemi, L. and Thomas, B. (2010), Cambridge, United Kingdom: Cambridge University Press.

Annex 3. Lesson plans

LESSON PLAN 1	
Teacher: Silvia Solis	Date: May 6 th , 2022.
Class: 4 th Semester PINE	Level: B1
Topic: Job adverts	
General objective:	Specific Objectives:
Students will be able to talk about job adverts.	<ul style="list-style-type: none"> • To recognize the context the texts are in. • To rephrase the text using their own words. • To discuss about what job they would like to do.
Anticipated problems: <ul style="list-style-type: none"> • The instructions of an activity may be complicated or confusing. • Students may be unable to think of examples. Solutions: <ul style="list-style-type: none"> • Ask questions to check if the students have understood the instructions. • Provide prompts and examples. 	
Materials: Markers, whiteboard, printed text, pens and sheets of paper.	
Greetings Engagement Teacher writes the key word: “advertisements” on the whiteboard and asks students if they have ever read texts related to the topic, where they can find them and what kind of things, they usually read in them. Teachers writes some answers on the board. Exploration Teacher gives each student a printed text and asks them to look at the headline of text for few seconds. Then, teacher asks them what the topic of those advertisements is. Explanation Each student reads his text for 3 minutes and teacher asks students to underline the key works of their texts. Then, teacher tells students to form a group taking into account the letters of their texts in order to have groups with students A, B, C, D and E together. Teacher asks students to share what they have read to their classmates during 5 minutes. Elaboration Teacher gives each group a sheet of paper and ask them to complete it in groups. Students share their answers in the class to check them. Evaluation Teacher tells students in groups a situation of some people and students have to answer which job would be best for them in order to check their understanding.	TIME: 2 minutes 3 minutes 3 minutes 12 minutes 10 minutes 5 minutes
TOTAL	35 minutes

JOBS

A

Support Worker

Do you have the ability to care for others? Can you understand how older people feel? Are you a good communicator? Do you have good listening skills? Can you work weekends?

If you have answered **YES** to the above, we would like to hear from you:

- Starting rate of £8.56 per hour
- Free uniform
- Excellent training

Golden care

careers@golden-care.com

B

Trainee hairdresser

Full Time - 40 hours per week
Permanent

Brighton City Centre

*Learn from some of the best
hairdressers in the world!*

You will work 40 hours a week Monday to Saturday. Your responsibilities will include: welcoming clients, washing hair, bringing coffee and tea to customers, and keeping the salon clean and tidy at all times.

No previous experience is necessary.
Please apply NOW!

cathy@cut-above.brighton.com

C

WOWEE MAGAZINE

Writers wanted!

Wowie Magazine is looking for writers for its website. Pay is based on the number of people who read your articles. You may also receive free tickets to events and free products to test. This is a great opportunity to get valuable work experience.

We want people who are:

*chatty interesting
passionate skilled*

Contact us at info@wowie.com

D

CALLING ALL MODELS



Think you could be a model? If so, we'd like to meet you!

Working as a successful fashion model isn't easy but it is very exciting and could be a great opportunity.

Girls should be **over 16** with a minimum height of 172 cm and boys should have a minimum height of 182 cm. If you are under 16 and do not yet have the required height, we would still be interested in meeting you, but you must bring a parent.

info@top-model-agency.uk

E

WORK FOR COFFEE BEANS

Join Britain's number one café at **COFFEE BEANS**, where every café has the same aims: to create family-like teams and to give excellent customer service.

Many different kinds of people come and work with us, so start your career at **COFFEE BEANS** today:

- choose the hours you work
- get management experience
- share your love of coffee

Join us as a **Team Member, Assistant Manager** or **Café Manager**, depending on your skills and experience.

Email us at jobs@coffeebeans.co.uk

Note: Picture taken from British Council (2012).

Work in group and complete the sentences with A, B, C, D or E. You can use each letter more than once.

1. You never have to wear your own clothes for job _____.
2. Job _____ offers possibilities for children under 16 years old.
3. Your pay for job _____ depends on how successful you are at the job.
4. Job _____ requires physical contact with customers.
5. Job _____ offers management opportunities.
6. You might get some 'freebies' if you do job _____.
7. You need to work closely with your team for job _____.
8. Job _____ is for someone who likes working with older people.

Answer key

1	A
2	D
3	C
4	B
5	E
6	C
7	E
8	A

LESSON PLAN 2	
Teacher: Silvia Solis	Date: May 10 th , 2022.
Class: 4 th Semester PINE	Level: B1
Topic: Noticeboard	
General objective:	Specific Objectives:
Students will be able to discuss about different texts on a noticeboard.	<ul style="list-style-type: none"> • To recognize the context the texts are on a noticeboard. • To work in groups and complete activities. • To discuss and rephrase the text using their own words.
Anticipated problems: <ul style="list-style-type: none"> • The instructions of an activity may be complicated or confusing. • Students may be unable to think of examples. Solution: <ul style="list-style-type: none"> • Ask questions to check if the students have understood the instructions. • Provide prompts and examples. 	
Materials: Markers, whiteboard, printed text, pens and sheets of paper.	
Greetings Engagement Teacher asks students if they have seen a noticeboard in the university or local shop and asks them to predict what kind of texts they can find in a noticeboard. Teacher writes some answers on the board to record the hypothesis. Exploration Teacher asks student to make group of 4 students and gives them a printed text. Then, teacher tells them to read quickly all the texts and ask them to confirm their previous hypotheses. Explanation Teacher tells students in groups read and underline key words in the text for 5 minutes. Then, teacher gives them a printed activity that they must complete in 5 minutes. Students share their answers in the class to check them. Elaboration Teacher explains students that each group will have a letter from noticeboard, and they must discuss and answer: Who is it for? Then, they have to rephrase their message using their own words. Evaluation Teacher tells each group to talk about the card they had using their answers while the rest of the class have to guess which message is being described in order to check their understanding.	TIME: 2 minutes 3 minutes 4 minutes 15 minutes 6 minutes 7 minutes
TOTAL	35 minutes

A Computer problems?

Experienced IT engineer will sort out problems with home computers (PCs and Macs). Phone 'the Computer Doctor' now for a free estimate -
09651 325693



D Lost!!!

Small grey cat missing in the Lees Hall area. She's frightened of dogs and teenage boys. If you see her, please, please phone:

09651 324472

We really miss her!

Noticeboard

B DRUMMER WANTED

for recently formed band. Must have ability and experience. We play mostly indie rock. Many songs already written. Some performances in local pubs in Nov/Dec. Send details and sound samples to:
newband@hotmail.com

C Babysitter wanted

for 2-year-old twins – occasional weekday evenings for up to six hours. Would be suitable for a student with some experience. £4.50 an hour.
Phone Jan on 719 873 466



Get fit to the sound of Latin rhythms!
It's easier than you think and loads of fun. Join us TODAY!

Beginners classes:	Monday / Wednesday	11–12 p.m.
Intermediate classes:	Tuesday / Thursday	2–3 p.m.
Advanced classes:	Monday / Wednesday	7–8 p.m.

Come and book your place before 25 September at Lees Sports Centre.
(Places are limited.)



F Room to let

Two students looking for one more to share house. Own room with single bed, wardrobe, desk and chair. Near university campus and shopping centre. £250 per month + bills (including Wi-Fi). Non-smokers only.

Phone Luka on 719 533 857

G PRESKO supermarkets

Part-time supermarket work

Evening and weekend hours available. Experience of shelf-stacking an advantage but not essential.

Apply to the store manager

PRESKO, 32 Main Street, Lees Hall

Note: Picture taken from British Council (2012).

Circle True or False for these sentences.

1. The band is looking for a drummer to play classical music. True False
2. The babysitter will be required to work on weekends only. True False
3. There are no Zumba classes on Friday. True False
4. The room to let is unfurnished. True False
5. The job at the supermarket requires some experience. True False
6. You can book places on a Zumba course any time in September or October. True False
7. The lost cat is scared of some other animals and people. True False
8. The computer doctor only fixes problems with PCs. True False

Answer key

1	False
2	False
3	True
4	False
5	False
6	False
7	True
8	False

LESSON PLAN 3	
Teacher: Silvia Solis	Date: May 13 th , 2022.
Class: 4 th Semester PINE	Level: B1
Topic: Food and restaurants	
General objective:	Specific Objectives:
Students will be able to talk about food and restaurants.	<ul style="list-style-type: none"> • To make prediction using images in groups. • To look for specific information. • To discuss with their classmates about eating out.
Anticipated problems: <ul style="list-style-type: none"> • The instructions of an activity may be complicated or confusing. • Students may be unable to think of examples. Solution: <ul style="list-style-type: none"> • Ask questions to check if the students have understood the instructions. • Provide prompts and examples. 	
Materials: Markers, whiteboard, printed text, pens and sheets of paper.	
Greetings Engagement Teacher draws his favorite dish and asks students what they see, what kind of food they like and if they like eating out in order to guess and write the topic of the reading on the board. Exploration Teacher asks them to make groups of 4 students and gives them a set of photos of people and tells them to look at the pictures and guess how old they are, what job they have and what kind of food they like for 4 minutes. Explanation Teacher gives them a printed text to read quickly and compare their previous hypotheses with the text. Elaboration Then, teacher gives students a list of new restaurants with descriptions and tells them to match the people with a restaurant considering their preferences. They must discuss and complete it in 10 minutes. Students share their answers in the class to check them. Evaluation Teacher asks to each group which of those restaurants they would choose to go to, and why in order to check their understanding.	TIME: 2 minutes 3 minutes 5 minutes 6 minutes 15 minutes 4 minutes
TOTAL	35 minutes



1. Tom



2. Lucy



3. Dino



4. Melissa



5. Micky



6. Momo

1.

My girlfriend and I are vegetarian. Could you recommend a suitable restaurant for us?

Tom, aged 18

Restaurant: _____
2.

My friend has a sweet tooth and I want to take her somewhere special this weekend.

Lucy, aged 16

Restaurant: _____
3.

My mates and I all love spicy food. Can you recommend somewhere good for us to go tonight?

Dino, aged 21

Restaurant: _____
4.

I only get 30 minutes off for lunch and I'm in a hurry. Where can I get something quick to eat?

Melissa, aged 27

Restaurant: _____
5.

Breakfast is the most important meal of the day in my opinion. Do you know anywhere that serves a good brekkie?

Micky, aged 38

Restaurant: _____
6.

We love Italian food, especially pasta. Everyone loves Italian, don't they? Any good Italians near here?

Momo, aged 22

Restaurant: _____

Eating out

Are you looking for somewhere special to go this weekend? Do you want to try something new? Check out one of these hot new restaurants.

By Helen Carroll

This week's top recommendation



Last Days of the Raj
A centrally located Indian restaurant, perfect for eating before or after the cinema or a show. In summer enjoy your meal in the beautiful garden. The most popular dishes are lamb and chicken cooked with mild, medium or hot spices. For brave customers there is extra hot!

Your Local Caff
Remember when cafés served full English breakfasts – sausages, beans, fried bread, bacon and eggs – with a strong cup of tea? Well, this place still does and you can have your breakfast at any time you like during the day while you listen to your favourite tunes from the 1980s.

Fast Best
Fast food doesn't have to be junk food, as this café proves. Do you fancy a really good hamburger made with the best ingredients, or old-fashioned fish and chips fried to perfection, all on the table in super-quick time? Speed and quality are important here, and the prices aren't bad either.



This week's top recommendation

The Lemon Tree
This pretty restaurant serves healthy food that's tasty too. Come in for a vegetarian snack at lunchtime or a great fruit smoothie or a cappuccino and a delicious piece of cake in the afternoon. Food is bought from local producers whenever possible.

The Chocolate Box
The owner of this small café used to cook all kinds of food, but then she realised she preferred desserts to anything else. If you want meat or fish, don't come here. They only do desserts! Lots of different kinds of sweets. Chocolate lovers will be excited by the range of chocolate cakes.

A Taste of Tuscany
Whether you'd like a great value-for-money lunch or a relaxed evening meal in stylish surroundings, this is the place for you. The chefs have all been trained in Italy and they make both traditional and contemporary dishes. We recommend the pasta and seafood.

Cheesy Bites
A restaurant that only serves cheese, but hundreds of cheeses from many countries and in lots of different forms. They serve reasonably priced lunches but dinner can be expensive. Lovely food and a very elegant dining room, looking onto an amazing flower garden.

Musical Chairs
Have you noticed how music improves the taste of your food? This new restaurant has different types of live music every night except Sundays, and excellent food to go with it. Great fish dishes, steak and pizza. Monday is classic rock night, so see you there!

Note: Picture taken from British Council (2012).

Answer key

1	The Lemon Tree
2	The Chocolate Box
3	Last Days of the Raj
4	Fast Best
5	Your Local Caff
6	A Taste of Tuscany

LESSON PLAN 4	
Teacher: Silvia Solis	Date: May 17 th , 2022.
Class: 4 th Semester PINE	Level: B1
Topic: A newspaper race	
General objective:	Specific Objectives:
Students will be able to interact with their peers and talk about news.	<ul style="list-style-type: none"> • To make prediction using headlines in groups. • To get a general overview of the text. • To write a summary about the text.
Anticipated problems: <ul style="list-style-type: none"> • The instructions of an activity may be complicated or confusing. • Students may be unable to think of examples. 	
Solution: <ul style="list-style-type: none"> • Ask questions to check if the students have understood the instructions. • Provide prompts and examples. 	
Materials: Markers, whiteboard, printed text, pens and sheets of paper.	
Greetings Engagement Teacher tells students a recent news and asks them if they have heard another news in these days in order to get the topic of the class. Exploration Teacher asks them to make groups of 4 students and gives them a headline in order to discuss and predict what kind of content that news would have. Explanation Teacher explains that around the class there are seven news without headlines, so each group must have read their headline and then move around the room reading the sections on the walls till they find the news that belong to their headline. Elaboration Then, teacher asks each student to write a short summary of five lines about their article. Evaluation Students will exchange their summaries and they must compare and evaluate their classmates' summaries taking into account the articles.	TIME: 2 minutes 3 minutes 3 minutes 15 minutes 7 minutes 10 minutes 40 minutes
TOTAL	40 minutes

UN: Record 193 million went without enough food last year

ROME, MAY 4

The United Nations (UN) said on Wednesday that the number of people without enough to eat on a daily basis reached all-time high last year and is poised to hit "appalling" new levels as the Ukraine war affects global food production.

Almost 193 million people in 53 countries suffered acute food insecurity in 2021 due to what the UN said was a "toxic triple combination" of conflict, weather extremes and the economic effects of the coronavirus pandemic.

The UN said the total number of people without adequate food every day increased by 40 million last year, confirming a "worrisome trend" of annual increases over several years.

The figures appeared in the Global Report on Food Crisis, which is produced jointly by



The figures appeared in the Global Report on Food Crisis. FILE

the UN Food and Agriculture Organisation, the World Food Programme and the European Union. The report forecasts that Somalia will face one of the world's worst food crises in 2022 due to prolonged drought, increasing food prices and persistent violence.

The various factors could lead six million Somalis into acute food crisis, the UN said.

"Today, if more is not done to support rural communities, the scale of the devastation in terms of hunger and lost livelihoods will be appalling," the UN said. "Urgent human-

53 countries suffered acute food insecurity, according to the UN report

40 million went without enough to eat every day last year

FOOD INSECURITY

Countries experiencing protracted conflicts, including Afghanistan, Congo, Ethiopia, Nigeria, South Sudan, Syria and Yemen, had the most food-insecure populations.

itarian action is needed on a massive scale to prevent that from happening." The war in Ukraine poses further risks for Somalia and many other African countries that rely on Ukraine and Russia for wheat, fertiliser and other food supplies. — AP

Note: Picture taken from The Tribune (2022).

Semi-lockdown in Beijing; metro, bus stations shut

BEIJING, MAY 4

Beijing on Wednesday shut down several metro stations, besides schools, restaurants and businesses and ordered daily Covid testing of its 21 million people as it ramped up measures to prevent the spread of the highly transmissible Omicron variant which has brought the financial hub Shanghai to halt for over a month.

Beijing reported 53 new Covid cases in the last 24 hours, taking the total to over 500 cases as the capital continues enforcing strict anti-virus measures and postponed school reopening for a week as a precautionary measure.

The capital city on Wednesday closed over 40 subway stations, about 10 per cent of the total, and 158 bus routes.

TRACKING VIRUS	
NATION	DEATHS
US	10,21,581
BRAZIL	6,63,765
INDIA	5,23,920
RUSSIA	3,76,421
UK	1,75,319

WORLDOMETER TILL MAY 4, 11 PM

Most of the suspended stations and services are in the Chaoyang district, the prominent area in the city housing the top leaders as well as diplomatic enclaves. All kindergartens, primary and middle schools and secondary vocational schools in Beijing have postponed resuming classes for a week until May 11. — PTI

EU targets Russian oil as offensive intensifies

KYIV, MAY 4

The European Union proposed its toughest sanctions yet against Russia on Wednesday, including a phased oil embargo, as Kyiv said Moscow was intensifying an offensive in eastern Ukraine and close Russian ally Belarus announced large-scale army drills.

Piling pressure on Russia's already battered \$1.8 trillion economy, the European Commission proposed phasing out imports of Russian crude oil within six months and refined products by the end of this year, sending the price of Brent up 4% to more than \$109 a barrel.

"(President Vladimir) Putin must pay a price, a high price, for his brutal aggression," Commission chief Ursula von der Leyen told applauding EU law-



An oil depot on fire after a missile attack in Makiivka, Ukraine. AP

makers in Strasbourg. The plan, if agreed by EU governments, would be a watershed for the world's largest trading bloc. — Reuters

Note: Picture taken from The Tribune (2022).

Russia oil: India trying to get deeper discounts of below \$70 per barrel

DEBJIT CHAKRABORTY
May 4

INDIA IS TRYING to get deeper discounts on Russian oil to compensate for the risk of dealing with the OPEC+ producer as other buyers turn away, according to people with knowledge of the matter.

New Delhi is seeking Russian cargoes at less than \$70 a barrel on a delivered basis to compensate for additional hurdles, such as securing financing for purchases, in high-level talks between the two countries, said the people, asking not to be identified as discussions are confidential. Global benchmark Brent is currently

Govt: Oil imports from Moscow minuscule

INDIA ON WEDNESDAY asserted that its energy purchases from Russia remain 'minuscule' in comparison to its total consumption and that legitimate energy transactions cannot be politicised as energy export from Russia are yet to be sanctioned.

— BLOOMBERG

trading near \$108 a barrel.

State-owned and private refiners in the world's third-biggest oil

importer have bought more than 40 million barrels of Russian crude since the invasion of Ukraine in late February, the people said. That's 20% more than Russia-to-India flows for the whole of 2021, according to Bloomberg calculations based on trade ministry data.

India, which imports over 85% of its oil, is among the few remaining buyers of Russian crude, a key source of revenue for Vladimir Putin's regime. Evaporating European demand is putting severe pressure on Russia's oil industry, with the government forecasting output could drop by as much as 17% this year.

— BLOOMBERG

Note: Picture taken from The Tribune (2022).

Twitter may charge 'slight' fee for commercial, govt users: Musk

REUTERS
May 3

ELON MUSK SAID on Tuesday Twitter might charge a "slight" fee for commercial and government users, part of the billionaire entrepreneur's push to grow revenue, which has lagged behind larger rivals like Meta Platforms's Facebook.

"Twitter will always be free for casual users, but maybe a slight cost for commercial/government users," Musk said in a tweet. "Some revenue is better than none!" he added in another tweet.

Twitter declined to comment when contacted by *Reuters*. Last week, *Reuters* reported that Musk told banks he would develop new ways to monetise tweets and crack down on executive pay to slash costs at the social media platform company.

Musk also told the banks he planned to develop features to grow business revenue, including new ways to make money out of tweets that contain important information or go viral, sources told *Reuters*.

At the annual Met Gala in New York on Monday, Musk said the reach of Twitter was currently only "niche", and he would want a

Tesla chief asked to testify on social media site by British parliamentary committee

A BRITISH PARLIAMENTARY committee scrutinising draft online safety legislation has invited Elon Musk to discuss his plans to buy Twitter and the changes he's proposing for the social media platform.

Parliament's digital committee asked the Tesla CEO on Wednesday to give evidence about his proposals "in more depth". Musk said it's too early to give an answer.

"I am honoured and thank the Parliament for their invitation, but it would

be premature at this time to accept, given that there has not yet been a shareholder vote" to approve the deal, he said by email. The committee said it's interested in Musk's plans, especially his intention to roll out verification for all users, which echoes its own recommendations to the UK government.

Musk has said he wants Twitter to "authenticate all humans", an ambiguous proposal that could be related to his desire to rid the website of automated spam accounts.

—AP

much bigger percentage of the country to be on it. Musk, also the chief executive officer of top electric vehicle maker Tesla, has been suggesting a raft of changes to Twitter since last month. In tweets which were subsequently deleted, Musk suggested changes to Twitter Blue premium subscription service, including slashing its price, banning adver-

tising and giving an option to pay in the cryptocurrency dogecoin.

After inking the deal to buy Twitter for \$44 billion last week, Musk said he wanted to enhance the platform with new features, make the algorithms open source to increase trust, defeat spam bots, and authenticate all humans.

Note: Picture taken from The Tribune (2022).

'Hand of God' shirt sets auction record

LONDON, MAY 4

The shirt worn by Diego Maradona when he scored the controversial 'Hand of God' goal against England in the 1986 World Cup has sold for £7.1 million (\$8.93 million), the highest price ever paid at auction for a piece of sports memorabilia.

Auctioneer Sotheby's sold the shirt in an online auction that closed today. It did not identify the buyer.

Maradona scored two goals in the quarterfinal game in Mexico City on June 22, 1986, just four years after Britain and Argentina had fought a war over the Falkland Islands.

The Argentine great's first goal was ruled a header, but



The shirt was sold for £7.1 million (\$8.93 million). REUTERS

the ball had bounced off Maradona's fist, out of sight of the referee.

Maradona said afterward that it had been scored "a little with the head of Maradona, and a little with the hand of God."

Maradona's second goal

swapped shirts with England midfielder Steve Hodge, who loaned it long-term to England's National Football Museum in Manchester before putting it up for sale.

Maradona, considered by many to be the greatest player of all time, struggled with cocaine abuse and other excesses and died in November 2020 at age 60.

The previous record for sports memorabilia was \$8.8 million paid at a December 2019 auction for the manifesto from 1892 that launched the modern Olympics movement. The previous record for a piece of sportswear was \$5.64 million for a Babe Ruth New York Yankees jersey in 2019. — AP

epaper.tribuneindia.com

Note: Picture taken from Financial Express (2022).

VVDN Tech aims to ship 1 million tablets this year

KIRAN RATHEE
New Delhi, May 4

DOMESTIC ELECTRONICS MAJOR VVDN Technologies is targeting to ship 1 million tablets this year, priced between ₹10,000 to ₹13,000, as many state governments are expected to come out with tenders to procure such devices for education purposes. The company is in talks with governments of UP, Gujarat, Haryana and Rajasthan.

The company, which has been selected by the government under the production-linked incentive (PLI) scheme for IT hardware, has a capacity to manufacture 100,000 devices a month.

VVDN Technologies is an original design manufacturer (ODM), which designs and manufactures products in India but marketing and retailing is done by third party. It's a kind of contractual arrangement wherein full-fledged product is offered to a company, which can brand it and

sell in the market. VVDN has been working in the electronics sector for 15 years, of which the past five has been in manufacturing. The company employs 7,000 people, of which 4,000 are engineers.

"Tablet is something that we have been doing for years. Earlier, we were doing tablets for very specialised applications such as industrial or for home IoT kind of applications. But now considering the recent initiatives by government and wherein we were also awarded PLI for IT products, therefore we decided to make these mass market tablets also," Vivek Bansal, president engineering, VVDN Technologies told FE.

The company is also in advanced level of talks with a few companies for branding and selling of the tablets.

The tablets — 8 inch and 10-inch — are standard products, which can be used by anybody for any kind of application.

Note: Picture taken from Financial Express (2022).

LESSON PLAN 5	
Teacher: Silvia Solis	Date: May 20 th , 2022.
Class: 4 th Semester PINE	Level: B1
Topic: Mystery train	
General objective:	Specific Objectives:
Students will be able to talk about horror stories.	<ul style="list-style-type: none"> • To get a general overview of the text. • To share their ideas with their peers. • To look for specific information in a text.
Anticipated problems: <ul style="list-style-type: none"> • The instructions of an activity may be complicated or confusing. • Students may be unable to think of examples. Solution: <ul style="list-style-type: none"> • Ask questions to check if the students have understood the instructions. • Provide prompts and examples. 	
Materials: Markers, whiteboard, printed text, pens and sheets of paper.	
Greetings Engagement Teacher writes on the board some words: mystery, blood, death, violence and scream in order to make students to guess the word of hangman game. "Horror" Exploration Students works in pairs and teacher gives them the printed story to each pair. Then, students must read quickly and discuss what is the main idea of the text. Explanation Teachers uses a market and starts playing "tingo, tingo, tango" in order to ask students the main idea of the text. Elaboration Then, teacher gives them a true/false activity and each pair must complete it and underline the answer on the text. Students share their answers in the class to check them. Evaluation Teacher gives them a pop quiz of four multiple-choice questions to each student.	TIME: 2 minutes 3 minutes 6 minutes 5 minutes 12 minutes 7 minutes
TOTAL	35 minutes

MYSTERY TRAIN

Claire just wants to walk home with her candyfloss ... but the walk along the old train tracks becomes a nightmare.

'The ghost train is for kids!' said Claire.

'People look pretty scared when they come out,' said Peter, trying to pull her to The World's Scariest Ghost Train.

'Come on, it'll be fun!'

'They're pretending,' said Claire. 'They know it's not real, so what's there to be scared of?'

'OK,' Peter said, as he bought a ticket for himself and the rest of their group. Maybe it was time to go home, Claire thought. But there was one thing left to do at the fair – buy a candyfloss. It was impossible to finish a candyfloss. They were just too big and too sweet, yet, at the same time, there was nothing there. It must be possible though, she thought, as she paid for her huge pink sugar cloud. She set herself a challenge. Tonight, she was going to eat a whole one. For that, she needed time, and that meant walking home by the train tracks instead of through the town center.

It wasn't very dark yet. She stepped off the dirt and onto the track. Each wooden sleeper was just the right distance apart so she could step from one to another easily. Of course, Claire knew not to walk on train tracks anywhere else – it was stupid and dangerous. Only last year some boys in the big city died playing on the tracks. But there was nothing dangerous here.

No one in Fellside had any memory of a train using the railway tracks. There wasn't even a train station. The tracks suddenly finished as if the engineers ran out of wood and iron. Claire always thought of them like those cartoons where the cat tries to catch the mouse and the mouse puts down tracks in front of his speeding carriage until he runs out. The train tracks were a mystery, but an old one and nobody wondered about it now. They were just there, and that was that.

The tracks vibrated as she walked. She could feel it and then she could hear it too. It was getting stronger and louder. She looked behind her. A round light, small but getting bigger, was coming towards her. It couldn't be ... A train.

The wheels screamed louder against the rails as the driver slowed the train. It couldn't stop before it reached her. Luckily, Claire fell to the right, off the track. She was screaming but she couldn't hear herself above the noisy old train. Its carriages passed her, empty.

Where is it going? she thought. The tracks end in a couple of miles.

A man put his head out of the window of the engine and shouted. 'Don't you know it's dangerous on the tracks?'

'But ... there aren't any trains!' Claire said. But there was clearly a train now, whatever was true before. It's not real, she told herself. 'This isn't real,' she repeated out loud. But the heat coming from the engine felt real.

'You can't keep walking on the tracks, so you're going to have to ride the train the rest of the way.'

'No!'

'Not scared, are you?' he said. 'If it isn't real, what's there to be scared of? He was using her own words to Peter. She couldn't stop herself climbing the metal stairs up to the train's engine, candyfloss in hand.

'Sit,' he said, as the train slowly started moving again.

'Where are we going?' Claire asked.

'End of the line,' he said.

'Oh, OK!' That wasn't far. The tracks ended near here.

The driver said nothing. She didn't want the candyfloss. It takes forever to eat a whole one, she thought. It just wasn't possible.

'Er ... excuse me?' Claire shouted, because it was as noisy inside the train as outside. 'How long until we get there?'

'As long as it takes to eat a whole candyfloss,' the driver of the real ghost train said. The pink cloud in Claire's hand looked the same size as when she took her first bite. 'How long is that?' she asked, but she already knew the answer.

He turned to face her. Except now there was no face. There was nothing under his cap at all. 'Forever.'

Circle True or False for these sentences.

- 1. Claire is scared of the ghost train at the fair. True False
- 2. Claire has never eaten candyfloss before. True False
- 3. No one knows why there's a train track in Fellside. True False
- 4. The train feels real. True False
- 5. Claire eats all her candyfloss. True False
- 6. The driver is going to take Claire home. True False

Answer key

1	False
2	False
3	True
4	True
5	False
6	False

QUIZ

Name: _____

Choose only one answer per question.

You can do it!

Select the best answer to these questions.

1. Claire walks home by the train tracks because...

- a. she wants a change.
- b. it's faster.
- c. it's longer.

2. When the train comes, she...

- a. hears it before she sees it.
- b. sees it before she hears it.
- c. can't see it.

3. Claire doesn't finish her candyfloss because...

- a. it's not real.
- b. it's not possible.
- c. she doesn't have time.

4. The train driver...

- a. is real.
- b. is a ghost.
- c. works for the fair.

Answer key

1	C
2	A
3	B
4	B

Annex 4. Urkund report



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