



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“CONTENT - BASED INSTRUCTION TO ENHANCE ENGLISH READING SKILLS IN
FRISRT – SEMESTER STUDENTS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

Authors: Bernabé Dominguez Steven Humberto

Chávez Muñoz Bryan Josue

Advisor: Terán Molina Diana, MSc.

La Libertad – Ecuador

2026

La Libertad, October 29th, 2025

Advisor's Approval

In my role as advisor of the research paper and title “**CONTENT- BASED INSTRUCTION TO ENHANCE ENGLISH READING SKILLS IN FIRST-SEMESTER STUDENTS**” prepared by **Bernabé Dominguez Steven Humberto and Chavez Muñoz Bryan Josue** undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

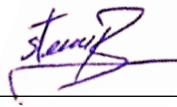


MSc. Diana Terán Molina

ADVISOR

Statement of Authorship

I, Bernabé Dominguez Steven Humberto with ID number 2450490038 undergraduate student from Universidad Estatal Peninsula de Santa Elena, School of Education and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of Foreign Languages, in my role as author of the research "Content – Based Instruction to enhance English reading Skills in first-semester students", certify that this work is of my authorship, except for the quotes and reflections in this research paper.



Bernabé Dominguez Steven Humberto

AUTHOR

Statement of Authorship

I, Chávez Muñoz Bryan Josue with ID number 1724169030, undergraduate student from Universidad Estatal Peninsula de Santa Elena, School of Education and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of Foreign Languages, in my role as author of the research project "Content – Based Instruction to enhance English reading Skills in first-semester students", certify that this work is of my authorship, except for the quotes and reflections in this research paper.



Chávez Muñoz Bryan Josue

AUTHOR

Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.



Bernabé Dominguez Steven Humberto

CI: 2450490038

AUTHOR



Chávez Muñoz Bryan Josue

CI: 1724169030

AUTHOR

Board Of Examiners



León Abad Eliana Geomar, MSc.

**PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES MAJOR'S DIRECTOR**



Nieto Herrera Diego Josué, MSc.

SPECIALIST PROFESSOR



Teran Molina Diana Veronica, MSc.

ADVISOR



Vergara Mendoza Ketty, MSc.

UIC PROFESSOR

Acknowledgment I

I would like to express my sincere gratitude to the University and professors who provided their guidance and knowledge during the development of this research. Their support was essential to completion of this research project.

- Bernabé Domínguez Steven Humberto

Acknowledgment II

I would like to express my sincere gratitude to God for accompanying me in every step of my life and for keeping alive my desire to move forward. I also have to say thank to my parents, for instilling in me fundamental values such as perseverance, which becomes more evident in my life each day, and to my wife and daughter, whose are my greatest motivation to continue striving and to achieve success in this short but meaningful stage of my life.

- Chávez Muñoz Bryan Josue

Dedication I

This research project is dedicated to students who wish to learn English as a foreign language, as well as to the new generation of teachers who want to teach from a humanities perspective. Therefore, it is stipulated that all students can strengthen and refine their language proficiency, which contributes to their academic and professional success, alongside a teacher who believes in positive change and meaningful education.

-With love, Bernabé Domínguez Steven Humberto

Dedication II

I dedicate this work with all my heart to God, who has accompanied me in every step of my journey and kept alive my desire to move forward. To my parents, whose guidance and example of perseverance continue to inspire me every day. And to my beloved wife and daughter, my greatest motivation, thank you for filling my life with love and for encouraging me to pursue my dreams and achieve success in this meaningful chapter of my life.

-With love, Chávez Muñoz Bryan Josue

Abstract

This research project explores the use of Content-Based Instruction (CBI) as a method to enhance English reading skills in first-semester students of the Pedagogy of National and Foreign Languages degree program at Universidad Estatal Peninsula de Santa Elena, the reading comprehension is one of the main language skills that can be acquire through the use of Content based instruction CBI. The research employed qualitative approach focusing on phenomenological study performing interviews to five educators and they shared their experiences, perceptions, and recommendations concerning the implementation of CBI in first semester students. CBI uses scaffolding to adapt the method when the classroom has challenges such as different English levels and time limitations to adapt materials. The study concludes that implementing the CBI method in first semester contributes to developing reading comprehension, critical thinking and vocabulary while gradual adaptations, collaborative strategies, and proper adaptation of materials to optimize results and facilitate the learning process.

Keywords: Content-Based Instruction, Reading Skills, English Learning, First-semester students, Qualitative Research.

Resumen

Este proyecto de investigación analiza el uso de la enseñanza basada en contenidos (CBI, por sus siglas en inglés) como método para mejorar las habilidades de lectura en inglés de los estudiantes de primer semestre del programa de Pedagogía de Lenguas Nacionales y Extranjeras de la Universidad Estatal Península de Santa Elena.

La comprensión lectora es una de las principales habilidades lingüísticas que puede desarrollarse mediante la enseñanza basada en contenidos. Este método emplea materiales y actividades significativas que estimulan el desarrollo del lenguaje y el pensamiento. La investigación aplicó un enfoque cualitativo de tipo fenomenológico mediante entrevistas a cinco educadores, quienes compartieron sus experiencias, percepciones y recomendaciones sobre la implementación de la CBI en estudiantes de primer semestre.

Los resultados indican que la CBI fortalece la lectura, el pensamiento crítico y el aprendizaje de vocabulario. El método requiere andamiaje para adaptarse a retos como niveles diversos de inglés o limitaciones de tiempo. El estudio concluye que la aplicación de la CBI desde el primer semestre favorece la comprensión lectora y el uso del inglés como herramienta de aprendizaje. Se recomiendan adaptaciones graduales, estrategias colaborativas y una selección adecuada de materiales para optimizar resultados y facilitar el proceso educativo.

Palabras clave: Enseñanza basada en contenidos, habilidades de lectura, aprendizaje del inglés, estudiantes de primer semestre, investigación cualitativa.

Table of contents

Advisor’s Approval	1
Statement of Authorship	2
Declaration	4
Board Of Examiners	5
Acknowledgment I	6
Acknowledgment II	7
Abstract	10
Introduction	15
Chapter I	17
The problem	17
Title of the research	17
Research Topic	17
Problem statement.....	17
Problem question.....	19
General question.....	19
Specific questions	20
Objectives.....	20
General objective.....	20
Specific objectives	20

Justification	20
Chapter II	22
Theoretical framework.....	22
Background	22
Pedagogical basis	24
Constructivism.....	24
Cognitivism	24
Metacognitive Strategies	25
Theoretical Basis	25
Reading skills	25
Stages of reading skills	25
English for Specific Purposes (ESP).....	26
Content-based instruction.....	27
Legal Basis	28
Ley Organica de Educación Superior (LOES)	28
Chapter III.....	30
Methodological Framework.....	30
Qualitative method	30
Type of research	30
Phenomenological Research.....	30

Data Collection Technique	30
Interviews	30
Instruments	31
Questionaries	31
Open-Ended questions.....	31
Population and Sample.....	31
Chapter IV	33
Analysis of Findings.....	33
Brief Explanation of the Findings	33
Interpretation of Educators' Answers and Bibliographic Resources	36
Chapter V.....	39
Conclusions and Recommendations.....	39
Conclusions.....	39
Recommendations	41
References.....	42
Annexes	47
Annex A: Antiplagiarism certificate.....	47
Annex B: Antiplagiarism document.....	48
Annex C: Questionnaire	49
Annex D: Interviews transcription	50

Introduction

The mastery of English language skills has become essential in higher education since it provides access to academic resources, professional growth, and international communication. Among the four main skills—listening, speaking, reading, and writing reading constitutes a fundamental tool for knowledge acquisition and comprehension.

First-semester university students frequently encounter difficulties in developing reading skills due to limited exposure to authentic English texts, restricted vocabulary, and low motivation. These limitations require the implementation of teaching approaches that connect language learning with meaningful content, enabling students to understand and internalize information rather than translating it literally.

Content-Based Instruction (CBI) represents an effective pedagogical alternative that integrates language learning with subject content. It allows students to acquire linguistic structures through academic topics. Instead of teaching grammar and vocabulary separately, CBI employs readings, discussions, and practical activities that reflect real communication. This method fosters comprehension through contextualization, reflection, and interaction with authentic materials, contributing to both linguistic proficiency and academic literacy, which are vital for higher education.

This research examines the implementation of CBI to enhance English reading skills in first-semester students of the Pedagogy of National and Foreign Languages program. It analyzes educators' perceptions regarding its application, advantages, and challenges. The study applies a qualitative phenomenological approach that emphasizes teachers' experiences, classroom practices, and strategies for scaffolding and adaptation.

The investigation is justified by the necessity of reinforcing English proficiency from the beginning of university studies to avoid future academic gaps. Through the use of CBI, students can strengthen comprehension, expand vocabulary, and actively participate in their learning process. Furthermore, this approach aligns with contemporary educational principles such as constructivism, cognition, and metacognition, which support language development through reflective and meaningful learning experiences.

The purpose of this study is to determine how Content-Based Instruction contributes to the improvement of reading skills in first-semester students, to identify its pedagogical implications, and to propose recommendations for its appropriate implementation in English language education.

Chapter I

The problem

Title of the research

Content-based instruction to enhance English reading skills in first-semester students.

Research Topic

Content-based instruction and reading skills.

Problem statement

Qamariah and Yuliani (2024) consider that the English language is fundamental for students to facilitate international collaboration and proper communication in higher education academics. Likewise, the encouragement of learning the English language brings positive outcomes such as enhanced proficiency, performance abroad opportunities, and better job opportunities. The English language must be seen as a tool for life instead of just a subject to attend; thinking freely in the English language is the front door of communication and opportunities.

English is divided into four skills such as speaking, listening, reading, and writing; this investigation is focused on reading skills because reading is the key to developing vocabulary and overall comprehension. Yapp et al. (2021) stated that the ability to read in a second language, L2, within an academic framework is essential to succeed in higher education; therefore, English users need to master reading skills to boost comprehension, memorization, and language development to face future challenges.

Mulatu and Regassa (2022) considered that fluent readers employ their skills automatically using cognitive processes, so that the readers can make sense of a text; experienced readers do not need to read every word to be able to understand. During reading

skill learning, students face challenges when upgrading their English level or reinforcing prior concepts. Frequently, students struggle with reading worksheets due to a lack of visual aids or unclear questions during the assessments. The use of several inputs on reading can improve reading comprehension, such as glossaries and images. Quite often, reading practice turns out to be exhausting and dull because students try to understand the language instead of processing the information using L2 directly without mental translation, just speaking and doing activities as they are being prompted.

Anwar and Sailuddin (2022) highlighted that academic reading is a challenge for new college students because of its complexity, English level, and it is common that newcomers experience problems to follow up with the use of the English language since the degree requires it. Some of them struggle with reading skills during English I classes, due to low English proficiency acquired in high school. Supporting these students is relevant so that college students do not refuse to call out studies or change to another major, and helping them during the process is essential.

English language teaching has several methods and approaches that pursue language proficiency and improvements in English skills, some of which are modern or traditional methods that conserve meaningfulness in specific scenarios. Hromova et al. (2022) mentioned that traditional methods used to hinder students' potential, making submissive readers, the alternative is to be open-minded to modern approaches or tweaks to methods. Several methods describe how to teach English by reflecting on factors related to the user profile, either ESL or EFL, learning style, cultural approach, and so forth.

These methods support language development through assessments and guided or non-guided activities, which focus on understanding the language and promoting communication.

Nevertheless, most practices are driven to acquire knowledge instead of using it for specific purposes; certain methods are driven to use the language to navigate in different situations. For instance, an individual can learn science using L2 as a gateway to access knowledge and learn about it.

Zhang et al. (2022) conclude that Content-Based Instruction (CBI) perfectly fits college students after students took one semester using this method to learn Philosophy; also, all depends on the outcome and input of teaching determine whether improvement occurs. Furthermore, this method is for users who are rated as lower intermediate learners who can understand topics and engage with them shallowly; the clear instructions and English language proficiency synchronize to enhance all English skills. The CBI method uses reading texts aimed at offering visuals as an aid, prompt instructions, keywords, and more interaction with the student.

The examination of content-based instruction as an approach to higher education is important to discover the connection between an interactive reading experience and comprehension of topics. Moreover, the exploration of the practicability of improving reading skills plays an important role in the research to determine its usefulness in higher education. Qualitative research will be the method to employ in order to analyze results and formulate further conclusions and recommendations. Ultimately, it is sought to solve concerns of using Content-Based instruction in first-semester students with profiles emphasizing low proficiency and grammatical gaps that CBI could fill in.

Problem question

General question

How could the Content-based instruction method enhance reading skills in first-semester students?

Specific questions

- What is the role of Content-based instruction in enhancing English language skills in first-semester students?
- How does content-based instruction contribute to improving reading skills?
- What is the perception of educators about the content-based instruction method to encourage the improvement of reading skills in first-semester students?

Objectives

General objective

To analyze the Content-based instruction as a method to enhance English reading skills in first-semester students.

Specific objectives

- To explain the Content-based instruction method (CBI) as an approach for language development in first – semester students.
- To examine the feasibility of Content-based instruction (CBI) for mastering reading skills in university students.
- To identify outcomes of using Content-based instruction (CBI) for first-semester students based on professional perceptions.

Justification

First-semester students always struggle because of their backgrounds or other factors; every promotion is different, sometimes new college students have high English standards, which were not expected, and some of them do not meet expectations. Supporting these students helps to avoid future impairments on the upper levels and prevents them from struggling in other semesters.

Jukkalkar (2025) highlighted that reading skills need to be learned appropriately since it is used to understand the English language, the mastering these skills plays an important role when students step into upper and advanced levels. Low reading skills lead to unsuccessful language learning and communication, even when students are studying to become English teachers (p. 341).

New college students may struggle with reading assessments because of their way of explaining, lack of feedback, and among others. Fang et al. (2022) mentioned that young adults from 16 to 33 tend to have poor reading skills, which is commonly related to a lack of preparation and study strategies. It becomes vital to implement these methods in this age group because this could positively influence students' motivation and improve reading skills, along with other English language skills.

CBI could be a solution for impairments in the first semester, improving the English skills of the classroom so that gaps in level cannot interfere with the learning process. Furthermore, Guo et al. (2023) emphasized that the Content-based instruction method can be used for teaching English for academic purposes in higher education, offering benefits such as enhanced thinking skills, problem-solving abilities, and improved language proficiency.

Hurtado (2023) recommended the content-based instruction method to enhance reading skills in EFL learners because of the benefits previously mentioned, and also advised developing more research about the method and its influence on reading skills. This investigation seeks to examine the use of CBI in first-semester students, the exploration of activities that can be used, and professional perception about how to run the method, and recommendations will support the thesis.

Chapter II

Theoretical framework

Background

Students who are exposed to the CBI method can engage in better conversation and reading comprehension, which is reinforced by having different activities so they can use the language in order to do something meaningful instead of just proving grammatical knowledge. CBI aims to use language skills to convey ideas and retain knowledge (Erguvan, 2024; Bobokalonova, 2025)

Mahmood (2024) mentioned the impact of CBI on language learning for EFL college students on their English skills. The alternative approach offers English skills improvements and content retention because the teaching method is focused on real communication using English skills instead of skill training, which led to poor critical thinking and so forth.

There are challenges and benefits of using content-based learning strategies in skill-oriented testing. The study reflected on content-based teaching and its effectiveness in strengthening English language skills as a subject matter that can be learned. Also, the author mentioned the approach as an entry language teaching alternative when facing future challenges in English content subjects (Jamal, 2022).

Furthermore, Reissa et al. (2021) considered that the feasibility of using Content-based Instruction for teaching science, the complex texts and essays required for reading skills, caused students to feel challenged because of low English language proficiency. However, students could develop English skills, such as reading skills and writing skills, by using their current English level and subject backgrounds, which fostered the language development and reinforcement of cognitive and metacognitive skills.

The effectiveness of CBI for improving English and emotional skills in college students is emphasized by the commitment of students to improve their English skills due to their interests and previous experiences in their native language. It was reported that enhancements in reading comprehension, collaboration skills, critical thinking skills, and well-versed skills occurred when elaborating on topics. Moreover, it was mentioned that the ESP approach is why CBI is used for these learning experiences; students can acquire knowledge and use language as a tool to access (Abbass et al., 2023).

Reading skills turn out to be difficult to train, specifically in scenarios of poor English level. Yarkulovna (2023), Content-based instruction stands as a great alternative to teaching reading. The method provides teachers a way to organize the content accurately to deliver proper inputs overall, the CBI impact on learning speed while students immerse themselves in the subject and polish their English reading skill, influencing the improvement of other English skills.

CBI is a potential method to acquire or extend knowledge through the improvement of reading skills. The method proves several benefits, such as vocabulary acquisition, reading comprehension, and collaborative work; hence, the students appreciate the class and content while participating in class, creating a proper classroom environment (Hurtado, 2023).

Moreover, Masharipova and Mizell (2021) related active reading skills during classes based on content-based instruction. Reading skills are part of the CBI domain, the analysis of complex text at a professional level, and the use of authentic materials enrich the knowledge, making the learning process easier.

Overall, these resources are recent evidence of the effectiveness of content-based instruction on language development and learning subject matters. Lastly, the influence of

language development is bearing on comprehension and communication; reading skills are one of the most enhanced by CBI, furthering learning outcomes.

Pedagogical basis

Constructivism

The constructivist approach for L2 development stands for an approach aligned with modern practice, leaving behind traditional teaching. It was also observed that reading session boosts analytical skills and content retention in English language learning. Furthermore, Constructivism promotes critical thinking skills, deeper knowledge acquisition through the construction of knowledge based on meaningful learning experiences, and the interchange of ideas (Le and Nguyen, 2024).

CBI is built on constructivism due to its features such as collaborative work, meaningful learning experience, and the English language. Moreover, these approaches are used at a high level of education, such as the target of the study. Ultimately, the English language is used as a tool for this method, and performing activities becomes manageable so that students are able to overcome challenges during tasks.

Cognitivism

Minott (2025) defined cognitivism as a learning theory that focuses on acquiring, processing, storing, and retrieving information (p.6). The author elaborates cognitivism as a mental process that involves learning through knowledge construction and correlation between current basis and background.

Cognitivist theory is related to human senses, which are part of the mental process; they function as a bridge to receive the stimuli so that the brain can decode and render the information to generate an idea. CBI uses cognitivism as a foundation to infer information through

understanding the stimuli using other language proficiencies in this scenario, the English language, focusing on reading skills.

Metacognitive Strategies

Metacognition refers to the process of one's own recognition and reflection on subjects before embracing actual knowledge. Metacognition is a series of self-awareness strategies to have one's own thinking when performing activities to recognize task requirements (Bouknify, 2023).

Bouknify (2023) examined the influence of metacognitive on reading skills in university students; the outcomes demonstrate that metacognitive approaches reinforce understanding of reading comprehension. Lastly, metacognition practices give the student a general understanding of the topics and support in accomplishing learning outcomes.

Theoretical Basis

Reading skills

Reading skill is not a single-factor process. It is a multivariate skill involving a complex combination and integration of a variety of cognitive, linguistic, and nonlinguistic skills ranging from the very basic low-level processing abilities involved in decoding print and encoding visual configurations to high-level skills of syntax, semantics, and discourse, and to still higher-order knowledge of text representation and the integration of ideas with the reader's global knowledge (Masharipova and Mizell, 2021).

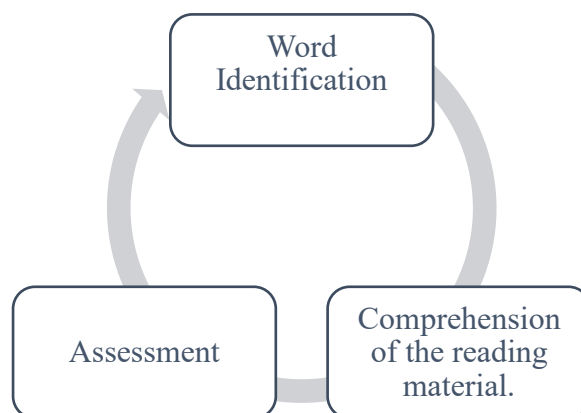
Stages of reading skills

It is important to acknowledge the process of reading to address problems during the learning process. Hence, Grigoryan (2020) determined 3 major stages of reading skills; as the first stage, word identification, plays the role for recognize words and the factors such as

background, memory and mental skills support word recognition; over the second stage relies on comprehension of reading material, which is to build up an interpretation of the passages by using prior background of ideas.

Assessment is the last step and is with regard to evaluating students' comprehension by inquiring about the text, along with ambiguous questions that may hinder answers; nevertheless, if the students fully understand, they must choose the correct option, which displays strong reading skills. This process is performed during the lesson; its usefulness allows teachers to address problems in the process and work them up to ensure proper English language acquisition.

Figure 1: Reading process



Source: Grigoryan (2020)

English for Specific Purposes (ESP)

This approach for English language learning is focused on acquiring knowledge by using prior English language skills. It covers the use of English skills to understand text and infer information through speaking skills; meanwhile, other parties can comprehend by listening and taking notes. It involves learning a specific subject to develop knowledge and express it by using our language skills.

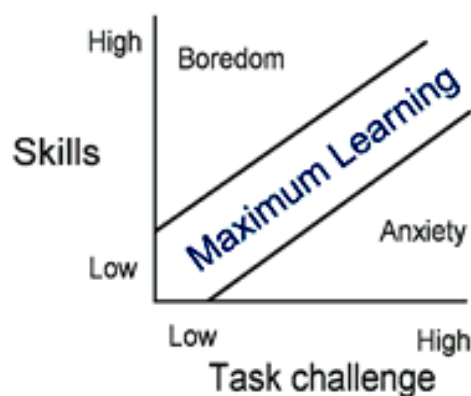
The basis of ESP is focused on language usage; however, several students experience low proficiency, which makes teachers restructure the syllabus, adding grammar teaching. This practice avoids impairment during the class, so the whole class understands and interacts; nevertheless, students must be actively practicing grammar to correctly acquire the knowledge and understand the topics (Romadhon, 2024).

Content-based instruction

Content-based instruction is a teaching method founded on natural language acquisition through an immersive approach. Moreover, it is emphasized that second language development is increased by using CBI; however, it can be applied in an English as a foreign language framework as long as users have a decent prior language level. CBI fosters the “negotiation” with the meaning, which is contextualizing the words so that our brain decodes and renders the messages accurately (Center for Advanced Research on Language Acquisition, 2025)

Finally, CBI provides a balance to be able to meet classroom outcomes. The skills are in function of the task, whether the task was difficult, adjusting one English skill at a time, the following chart illustrates the balance as maximum learning between skills and task challenge.

Figure 2: Content based instruction



Source: Center for Advanced Research on Language Acquisition (2025)

Legal Basis

Constitución de la República Del Ecuador

As Article 356 of the Constitution of the Republic, among other principles, establishes that public higher education at the tertiary level shall be free of charge, and that this free education is linked to the academic responsibility of students; Article 298 of the Constitution of the Republic establishes that there shall be a pre-allocation for higher education, whose transfers shall be predictable and automatic.

Lastly, Article 357 of the Constitution of the Republic establishes that the State shall guarantee the financing of public institutions of higher education, and that the distribution of these resources shall be based fundamentally on quality and other criteria defined by law.

Ley Organica de Educación Superior (LOES)

Art. 4.- Right to Higher Education. - The right to higher education consists of the effective exercise of equal opportunities, based on respective merits, to access academic and professional training with the production of relevant and excellent knowledge. Citizens, individually and collectively, communities, peoples, and nationalities have the right and responsibility to participate in the higher education process through the mechanisms established in the Constitution and this Law.

National Guidelines curriculum (English Subject)

This regulation mentions the exit profile of students, which is the expectation to match the degree English language requirement. It is mentioned that in the final grade of secondary education, the student must meet at least the CEFR B1 (Threshold) Level and demonstrate decent communication in the English language. They will accomplish the following learning goals:

- Be able to engage in communication in English in daily situations in a real context.
- Be able to construct longer utterances, although may not be able to use complex

language except in well-rehearsed utterances.

- Have generally intelligible pronunciation, although L1 features may put a strain on the listener.

- Usually be able to compensate for communication difficulties by using repair strategies, but may sometimes require prompt and assistance to avoid communication breakdown (Ministry of Education, 2018).

Chapter III

Methodological Framework

Qualitative method

This investigation employs a qualitative method, in which the researchers analyze the impact of content-based instruction on the reading skills of first-semester students. Pratt (2025) defined the qualitative method as a research approach that focuses on non-statistical procedures or the absence of quantification. It aimed to study human perception and foster a deep understanding. The analysis of the phenomenon and the insights of university teachers could provide valuable information based on the answers to questionnaires.

Type of research

Phenomenological Research

Erbas et al. (2025) considered phenomenological research as the study of remarkable events, navigated through the interpretation of experiments or situations reported by participants. It identifies points of analysis for certain behaviors and thoughts to be assessed using qualitative data collection strategies. Improving reading skills through CBI is a case that must be studied and reviewed because of its implications for English language learning.

Data Collection Technique

Interviews

Qualitative interviews are helpful for educational matters because they explore the understanding of the educational community. In one-to-one settings, interviews help to elaborate for researchers or educators about deep perceptions of events by allowing participants to express their ideas and describe arguments within a safe environment. The information collected through

interviews is subjective data that can be examined by pondering interviewees' approaches to investigation inquiries (Cheung and Tai, 2021)

Instruments

Questionnaires

Mirhosseini and Pearson (2025) stated that questionnaires are tools for observations, primarily used to obtain information by asking questions that expand concepts and experiences to facilitate deep analysis of factors and subsequently determine the results. Questionnaires are used to collect information through questions related to the inquiry of the investigation; the questions will be designed to get to know experiences about using the teaching method CBI.

Open-Ended questions

Hadler (2023) described open-ended questions in the context of gathering information because questions are designed for interviewees to elaborate on themselves.

Nevertheless, open response formats can hinder the amount of information by providing irrelevant data. The questions were focused on making educators explain their postures and experiences about the use of CBI for enhancing reading skills in first-semester students. The questions are very accurate, so it was expected to get correct and complete data.

Population and Sample

Mehl et al. (2025) refer to a population as a large collection of individuals that possess general characteristics to be part of the group of study; also, the population must be carefully selected based on the research variables. The investigation is focused on teachers Pedagogy of National and Foreign Languages at Universidad Peninsula de Santa Elena, this population was established because the study is about first-semester students at UPSE.

Cash et al. (2022) describe a sample narrowing use of data-driven methods to extract accurate information from trusted parties. The sampling allows the researcher to focus on participants who have similarities in factors that can qualify them to be objects of investigation. The researchers selected five Pedagogy of National and Foreign language teachers because of their experience in teaching English to first-semester students. The outcomes of this group study will provide accurate information to determine the researcher's thesis.

Chapter IV

Analysis of Findings

Brief Explanation of the Findings

This section explains the process of collecting information and processing it into outcomes about the research project, which has to be inferred to deliver proper conclusions. The findings and their interpretation through analysis of educators' answers, connected with the bibliographic resources.

The findings demonstrated alignment between educators' perceptions and authors, supporting the thesis about the use of content-based instruction to improve reading skills in the first semester; however, they also shared concerns about the implementation of the method and suggested running it properly.

Table 1

Interpretation of Educators' Answers and Bibliographic Resources

Questions	Answers	Authors
1. What are your perceptions of using CBI in first-semester students?	Educators mentioned that CBI is a great English teaching method because it allows students to internalize new vocabulary and integrate a real context.	Erguvan (2024) and Mahmood (2024) agreed that CBI improves English skills through nature communication and meaningful contexts.
2. How is CBI implemented with	Educators described the use of the CBI method as a gradual process	Abbass et al. (2023) used this method in college

first-semester students?	based on students' knowledge, using scaffolding practices	students to teach a subject in English, introducing vocabulary as students comprehend.
3. Are first-semester students prepared for CBI based on their reading proficiency?	Teachers considered that most of the first-semester students are not fully prepared to get into the CBI class due to low English proficiency.	Hurtado (2023) discussed the improvement of reading comprehension and vocabulary through the CBI method.
4. How does CBI contribute to or hinder reading progress?	Educators agreed that CBI improves reading skills and other skills; However, they also indicated that complex content, poor support, and a lack of teaching experience could hinder student progress	Masharipova and Mizell (2021) explained that authentic materials boost reading comprehension and vocabulary; Yarkulovna (2023) emphasized that poorly adjusted materials can challenge learners.
5. What are the advantages and disadvantages of CBI?	The advantages mentioned by educators were vocabulary improvement and language immersion. The disadvantages	Jamal (2022) recognized that while CBI enhances engagement and compound vocabulary, limited time and

	include variable proficiency levels and the time for the activity	different English levels are the main challenges.
6. What experiences have teachers had implementing CBI?	Educators described using oral presentations, research projects, and activities that promote complex reading texts to develop critical thinking and confidence in further challenges.	Zhang et al. (2022) described that CBI fosters English immersion, allowing thinking and reflection of knowledge through activities that demand reading proficiency.
7. What are the difficulties of implementing CBI?	Common difficulties include limited class time, lack of resources, varied student proficiency, and reading habits.	Reissa et al. (2021) and Hurtado (2023) observed similar challenges in applying for CBI in science classes due to low proficiency and resources.
8. What recommendations were given for adapting CBI to other subjects?	Educators recommended integrating subjects such as philosophy, communication, and pedagogy to provide the students with a professional vocabulary	Romadhon (2024) and Zhang et al. (2022) highlighted adding grammar activities and content for ESP students about different subjects. Zhang et al. (2022)

Note: The table presents the findings to support using the authors from the Bibliography

Interpretation of Educators' Answers and Bibliographic Resources

The educators' perceptions demonstrated that content-based instruction is a teaching method used for developing English skills. They agreed that reading skills are improved when using CBI, the input is internalized in a real-world scenario, delivering a meaningful learning experience. The statements mentioned a clear connection with the author's beliefs. Erguvan (2024) and Mahmood (2024) agreed that CBI improves English skills immersion techniques. Furthermore, they highlighted the role of CBI in engaging students and improving comprehension of the content.

Educators explained how they would use the CBI; they described adaptation of content through scaffolding. Furthermore, they elaborated on positive outcomes of its use in first-semester students; however, they explained that students may face challenges that are part of the learning process. Abbass et al. (2023) explained in their study that college students exposed to CBI can learn about a subject in the English language through a gradual process due to impairments in language proficiency.

The content-based instruction method applied in the first semester did not appear suitable due to the English levels; they agreed that students are not prepared yet; nevertheless, the implementation of CBI can be performed if strategies such as cooperative learning and content adaptation are proper strategies to follow up. Based on Educators' opinions, Hurtado (2023) considered that the CBI method allows students to improve reading comprehension skills, among other English skills; hence, the students' profiles must meet certain criteria of proficiency to be exposed to the method.

Masharipova and Mizell (2021) described that authentic materials enhance comprehension and vocabulary, such as those used in the CBI method. In contrast, Yarkulovna

(2023) emphasized that a lack of overall English language level can challenge learners when performing activities in class. Educators were sure that CBI could improve reading comprehension skills. Nevertheless, they were aware that using the CBI method with these students might be challenging due to teachers' preparedness to adapt the inputs to make them more digestible for students.

Educators mentioned that the method has multiple benefits for English language development, with reading comprehension as its primary focus, but some limitations hinder language learning, such as the presence of a classroom with low proficiency. Jamal (2022) recognized that while the CBI method promotes the development of reading skills, but also mentions difficulties in planning classes for students with low English levels and limitations in time to run the activities.

Educators described activities that CBI uses, such as oral presentations, research projects, and reading compound text to develop critical thinking and confidence in further challenges. Zhang et al. (2022) mentioned that the activities related to CBI are collaborative and engage complex topics with structured activities that master critical thinking skills and comprehension.

Educators agreed on difficulties in implementing the method; however, they felt optimistic about using the method because of the several benefits for language development. The challenges are based on basic levels mixed with intermediate, along with time regulation. Reissa et al. (2021) and Hurtado (2023) agreed on difficulties when using the CBI method to promote reading development, observed similar challenges in applying CBI in science classes due to poor proficiency and teaching resources. Besides, Hurtado explained that despite challenges in collaboration techniques, along with control times, these troubles can be mitigated to ensure adequate reading comprehension skills development.

The recommendations detailed by Educators were advising the gradual use of complex inputs, collaborative work to promote the classroom's potential, and feedback from teachers. The use of CBI in the first semester seems positive by analyzing strategies to apply the method to integrate Spanish subjects in English classes. Romadhon (2024) and Zhang et al. (2022) mentioned that content related to grammar reviews is driven to reinforce English skills, as well it is suggested to use material in regard to the subject that is engaging to accomplish learning outcomes.

Chapter V

Conclusions and Recommendations

Conclusions

According to the study, CBI is defined as an approach to promoting language development through the combination of meaningful content with learning English. The teacher perceived that CBI is an appropriate method to assist in the development of students' reading and understanding of a text in the context of proficiency in a secondary language in a college setting and indicated that it required key pedagogical principles such as scaffolding and systematic adjustment of the content. The teacher thought it was important for the instructor to introduce the approach in small steps, so that students could be sustained in their focus and be engaged and supported in their reading. These comments provide insight into how CBI functions as an instructional approach that utilizes contextualized input, prompted scaffolding, and graduated exposure to academic reading activities.

While the feasibility for CBI was considered, the barriers and realities of first-semester classes demonstrate the reality of feasibility or practicality of using CBI in real classrooms. They expressed that a variety of factors, including students' heterogeneous English levels, emotional barriers, and students' lack of adequate preparation, create limiting conditions for adequate engagement with the method. Although B1 learner profile is set in the curriculum, many of students choosing to enter the program are not B1-level learners creating an imbalance of learners present in the classroom with CBI not competing for learner engagement with this class at this time. In terms of practicality, the teachers indicated to me that they can use diagnostic testing, adapt materials, use scaffolding, and implement the method in stages as well as methods to alleviate the pressure such complex reading tasks can cause to readers. Each of these

conditions suggest that CBI can be practical in classrooms but it takes planning and adapting to student proficiency and limitations of the environment of the classroom where students currently exist.

Finally, teachers mentioned several outcomes of using CBI while working with first-semester students, especially improvements in reading comprehension, vocabulary development, and listening actively. They also believed CBI in the classroom built a foundational process for reading, provided that the topics were appropriate for the students' English levels. Moreover, the teachers noticed that group work allowed students to help and support each other to help develop their reading skills. However, teachers also described examples of limitations for students when implementing CBI, emphasizing that students were not fully prepared for the method because of their limited English background. The overall perceived outcomes of using CBI also demonstrated the students' potential for developing additional language skills along with the limitations of their level.

Recommendations

There are several recommendations for the use of content-based instruction because of its variability in English language level, among others. Content-based instruction is a potential method to develop reading skills for the first-semester students in the Pedagogy of National and Foreign languages program.

Teachers have to perform an analysis of the students that will be exposed to content-based instruction by pondering English language skills using a diagnostic test, focusing on reading foundations of lower intermediate vocabulary. By determining the English level, students can have adequate input so that they will not feel stress or shock because of the complexity of the reading practice.

Another consideration is to scaffold the process and break up the activity to employ specific or adapted material for the class. For example, teachers can explain the grammar focus and vocabulary first before introducing the reading activity, which might have reaffirmed solid content related to meanings and direction of activities, and then the students can safely dive into the reading practice.

It is suggested that teachers facilitate collaborative learning experiences by creating heterogeneous groups where students interact, share ideas, and support each other as they engage with purposeful content. Furthermore, through this collaboration, students are able to construct knowledge together, negotiate meaning, and reinforce their reading comprehension and vocabulary development in a meaningful and contextualized way. Finally, the teacher is responsible for providing support and supervising interaction to ensure that all students participate and benefit from collaborative work in a manner appropriate for content-based teaching.

References

- Abbass, D. A., Emran, A. Q., Ali, R. F., & Ahmed, S. A. (2023). Examining the effectiveness of a Content-Based Instruction Approach on ESP College Students' listening skills, motivation for learning and their Attitudes:A comparative Study in Egypt, KSA & Bahrain. *Journal of Research in Curriculum, Instruction and Educational Technology*, 9(2).
doi:10.21608/jrciet.2023.356078
- Anwar, I. W., & Sailuddin, S. P. (2022). Academic reading difficulties in Higher Education. *JOLLT Journal of Languages and Language Teaching*, 309-314.
doi:10.33394/jollt.v10i2.4849
- Astghik Grigoryan. (2020). Major stages of Reading skills development. *Armenian Journal of Special Education*, 1(1), 42-51. doi:10.24234/se.2020.1.1.71
- Bobokalonova, K. (2025). Content Based Approach. *Innovative Academy*, 6(3), 81-84.
doi:10.5281/zenodo.15469086
- Bouknify, M. (2023). Importance of Metacognitive Strategies in Enhancing Reading Comprehension Skills. *Journal of Education in Black Sea Region*, 8(2), 41-51.
doi:10.55559/sjahss.v4i7.515
- Cash, P., Isaksson, O., Maier, A., & Summers, J. (2022). Sampling in design research: Eight key considerations. *Research Notes*, 78, 1-21. doi:10.1016/j.destud.2021.101077
- Center for Advanced Research on Language Acquisition. (2025). *Center for Advanced Research on Language Acquisition (CARLA)*. (U. o. Minnesota, Editor) Retrieved from <https://archive.carla.umn.edu/cobal/t/CBI.html>

Cheung, K. K., & Tai, K. W. (2021). The use of intercoder reliability in qualitative interview data analysis in science education. *Research in Science & Technological Education*, 41(3), 1155-1175 . doi:10.1080/02635143.2021.1993179

Constitución de la República Del Ecuador . (2008). *Constitucion del Ecuador*. Montecristi: Gobierno del Ecuador.

Erbas, C., Ture, E., & Sapanca, H. F. (2025). Exploring meaning-making in instructional technology: A phenomenological study of English Language teaching students. *Education and Information Technologies*, 30, 17289–17322. doi:https://doi.org/10.1007/s10639-025-13450-7

Erguvan, I. D. (2024). What difference does one course make? Assessing the impact of content-based instruction on students' sustainability literacy. *Humanities and Social Sciences Communications*, 11, 708. doi:10.1057/s41599-024-03149-4

Fang, Y., Lippert, A., Cai, Z., Chen, S., Frijters, J. C., & Graesser, D. G. (2022). Patterns of Adults with Low Literacy Skills Interacting with an Intelligent Tutoring System. *International Journal of Artificial Intelligence in Education*, 32, 297–322. doi:10.1007/s40593-021-00266-y

Guo, X., Wang, Z., & Shao, K. (2023). Research on English Major Reading Teaching Based on CBI Concept. *The Educational Review, USA*, 7(11), 1758-1762. doi:10.26855/er.2023.11.022

Hadler, P. (2023). The Effects of Open-Ended Probes on Closed Survey Questions in Web Surveys. *Sage Journals Sociological Methods & Research*, 54(1), 106-139. doi:10.1177/00491241231176846

- Hromova, N., M. K., Chernihivska, N., Vinnytska, T., & Bloshchynskyi, I. (2022). Forming Critical Reading Skills in a Low-Intermediate Class of English. *World Journal of English Language, 12*(1). doi:10.5430/wjel.v12n1p74
- Jamal, A. (2022). From Content-based to Skill-oriented Testing: Resistance, Prospects and Possibilities. *Repository Research Department of English Government College*.
- Jukkalkar, S. I. (2025). The importance and development of reading skills for UG students. *International Journal of Research in English, 7*(1), 341-344.
doi:10.33545/26648717.2025.v7.i1f.347
- Le, H. V., & Nguyen, L. Q. (2024). Promoting L2 learners' critical thinking skills: the role of social constructivism in reading class. *Frontiers, 9*. doi:10.3389/feduc.2024.1241973
- Mahmood, M. T. (2024). CBI AS AN ALTERNATIVE APPROACH FOR TEACHING CBI as an alternative approach for teaching English. *The Middle East International Journal, 6*(3), 20-28. Retrieved from <https://meijss.org/>
- Masharipova, F., & Mizell, K. (2021). Active reading reading strategies in Content-Based Instruction. *Central Asian Problems of Modern Science and Education, 2021*(1).
doi:10.51348/campse0017
- Mehl, K. R., Morain, S. R., & Largent, E. A. (2025). The Importance of Including Underserved Populations in Research. *Springer Nature Link, 39*, 59–71. Retrieved from <https://link.springer.com/article/10.1007/s40290-025-00562-1>

- Ministry of Education. (2018). General Education English Language Curriculum. (No. 32/2018/TT-BGDDT). Retrieved from <https://educacion.gob.ec/wp-content/uploads/downloads/2025/08/Curriculo-Priorizado-Bachillerato.pdf>
- Minott, M. (2025). The reflective approach to teaching practicum debriefing (RATPD): a tool for activating key cognitivist principles and achieving reflective teaching practicum outcomes. (A research-based thought piece). *Reflective Practice*. doi:10.1080/14623943.2025.2541426
- Mirhosseini, S.-A., & Pearson, W. S. (2025). How do language education researchers attend to quality in qualitative studies? *Language Teaching*, 99–115. doi:10.1017/S0261444824000053
- Mulatu, E., & Regassa, T. (2022). Teaching reading skills in EFL classes: Practice and procedures teachers use to help learners with low reading skills. *Curriculum and Teaching studies*, 9(1). doi:10.1080/2331186X.2022.2093493
- Pratt, M. G. (2025). On the Evolution of Qualitative Methods in Organizational Research. *Annual review of Organizational Psychology and Organizational Behavior*, 12. doi:10.1146/annurev-orgpsych-111722-032953
- Qamariah, Z., & Yuliani, H. (2024). Language and Science: The Importance of English Language Learning for Students of the Physics Education Study Program. *Syntax: Publications by Experts in English Language and Literature*, 3(1), 1-11. doi:10.61132/sintaksis.v2i3.461
- Reissa, N. A., Matin, M. F., & Nurdianingsih, F. (2021). The Implementation Of Content-Based Instruction In Science Teaching And Learning Process: A Case Study At First Grades In Academic Year Of 2020/2021 Mi Icp Nurul Ulum Bojonegoro. *Repository IKI PGRI*

- Bojonegoro*. Retrieved from
<https://repository.ikipgribojonegoro.ac.id/1672/1/JurnalNur%20Aulia%20Reissa%20%2817120011%29.pdf>
- Romadhon, R. (2024). Teaching English grammar for ESP students: An exploration of content based instruction. *Journal of English and Education (JEE)*, 10(2), 120-133.
 doi:10.20885/jee.v10i2.36400
- Vargas, L. Y. (2023). Developing Reading Skills through a Content Based Instruction Approach. *Repositorio Caldas University*. Retrieved from
<https://repositorio.ucaldas.edu.co/server/api/core/bitstreams/c2b02ec6-58bb-4016-b55a-dc08569cf6c0/content>
- Yapp, D., Graaff, R. d., & Bergh, H. v. (2023). Effects of reading strategy instruction in English as a second language on students' academic reading comprehension. *Sage Journals Language Teaching Research*, 27(6). doi:10.1177/1362168820985236
- Yarkulovna, S. S. (2023). Effectiveness of Content-based Instruction in Teaching Reading. *American Journal of Pedagogical and Educational Research*, 13. Retrieved from
<https://www.neliti.com/publications/606923/effectiveness-of-content-based-instruction-in-teaching-reading>
- Zhang, L., LiQian, & Liu, W. (2022). A Study on the Effectiveness of College English Teaching Based on Content-Based Instruction Teaching Philosophy. *chool of English Language and Literature, Xi'an Fanyi University, Xi'an, China*, 13. doi:10.3389/fpsyg.2022.921654

Annexes

Annex A: Antiplagiarism certificate

La Libertad, October 29th, 2025

Certificado Sistema Anti-Plagio


En calidad de tutora del Trabajo de Integración Curricular denominado “**CONTENT – BASED INSTRUCTION TO ENHANCE ENGLISH READING SKILLS**” elaborado por los estudiantes **Bernabé Dominguez Steven Humberto y Chávez Muñoz Bryan Josue** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



MSc. Diana Terán Molina
TUTOR


Annex B: Antiplagiarism document



CERTIFICADO DE ANÁLISIS
magister

TESIS cap 1 al 5 con resumen e introduccion Bernabé Dompínguez - Chavez Muñoz

3%
Textos sospechosos



- 3% Similitudes
0 % similitudes entre comillas
< 1 % entre las fuentes mencionadas
- 0% Idiomas no reconocidos
- 0% Textos potencialmente generados por la IA

Nombre del documento: TESIS cap 1 al 5 con resumen e introduccion Bernabé Dompínguez - Chavez Muñoz.docx	Depositante: DIANA TERAN MOLINA	Número de palabras: 6901
ID del documento: ff22e30f80ef628714c3882afff2757abbb198bd	Fecha de depósito: 24/10/2025	Número de caracteres: 48.956
Tamaño del documento original: 58 kB	Tipo de carga: interface	
	fecha de fin de análisis: 24/10/2025	

Annex C: Questionnaire

Questionnaire for interviews

1. What are your perceptions of using Content-Based Instruction in first-semester students?
2. How could you describe the implementation of Content-Based instruction in first-semester students?
3. Would the first-semester students be prepared to be exposed to the Content-Based Instruction method based on language proficiency?
4. How would content-based instruction contribute or hinder the progress of reading skills in first-semester students?
5. What are the advantages and disadvantages of content-based instruction to enhance reading abilities in first-semester students?
6. Would you share an experience implementing Content-based instruction in your reading classes?
7. What are the difficulties of implementing Content-Based Instruction for enhancing the reading skills of first-semester students?
8. What recommendations could you provide to adapt to first-semester subjects such as Philosophy, Communication, Pedagogy, or Educational Politics using the Content-based Instruction method?

Annex D: Interviews transcription

Interview 1

Interviewer: What are your perceptions of using Content-Based Instruction (CBI) in first-semester students?

Interviewee: As a teacher with extensive experience, I believe that implementing CBI in the first semester is an excellent idea. It allows students to understand that learning a new language is not limited to grammar or rules. Instead, they can acquire the language through exposure to real contexts and environments that make the learning process more meaningful.

Interviewer: How would you describe the implementation of CBI in first-semester students?

Interviewee: This approach involves using environmental and contextual elements such as news, events, or relevant materials to enhance learning. The teacher must motivate students through various strategies and ideas that foster English acquisition in a natural way.

Interviewer: Would first-semester students be prepared to be exposed to the CBI method based on their reading proficiency?

Interviewee: When students enter university, teachers are often unaware of their prior preparation. Therefore, it is necessary to guide and encourage them from the beginning. Although we cannot be sure they are prepared, we can help them develop the required skills progressively throughout the first semester.

Interviewer: How would CBI contribute to or hinder the progress of reading skills in first-semester students?

Interviewee: CBI contributes positively to reading development by allowing the use of diverse materials such as online news, printed books, and magazines. This exposure enables students to expand their vocabulary and understand idiomatic expressions, focusing less on grammar and more on comprehension and language use.

Interviewer: What are the advantages and disadvantages of CBI for enhancing reading abilities in first-semester students?

Interviewee: One major advantage is that students are exposed to a wide range of vocabulary from daily life, promoting authentic language use. However, a disadvantage is that not all students are equally prepared for the diversity of vocabulary levels, which can create challenges in ensuring uniform comprehension among the group.

Interviewer: Would you share an experience implementing CBI in your classes?

Interviewee: I often assign topics for students to research and present in class. They prepare their presentations with academic detail, which allows them to use English meaningfully. This approach has proven to be effective in encouraging confidence and active language use.

Interviewer: What are the difficulties of implementing CBI for enhancing reading skills in first-semester students?

Interviewee: One of the main difficulties is time management, especially with large groups. Teachers need enough time to provide individual feedback and evaluate students' understanding, which can be limited when class sizes are large.

Interviewer: What recommendations could you provide to adapt first-semester subjects such as philosophy, communication, pedagogy, or educational politics using the CBI method?

Interviewee: I would recommend integrating philosophy and pedagogy since these subjects help students connect language learning with broader cultural and educational perspectives. Pedagogy, in particular, allows first-semester students to begin practicing teaching skills early in their academic journey.

Interview 2

Interviewer: What are your perceptions of using Content-Based Instruction (CBI) in first-semester students?

Interviewee: CBI is a fundamental strategy widely used by professors, especially to strengthen reading skills, though it also benefits the other language skills. I use this method frequently because of its effectiveness in integrating content with language learning.

Interviewer: How would you describe the implementation of CBI in first-semester students?

Interviewee: Although I generally teach higher levels, I believe that for first-semester students, reading must be emphasized from the beginning. Assigning readings related to their field of study helps them build discipline-specific vocabulary and comprehension skills.

Interviewer: Would first-semester students be prepared to be exposed to the CBI method based on their reading proficiency?

Interviewee: They can be exposed to CBI, but it is essential to use readings that match their proficiency level. I recommend starting with intermediate texts and gradually increasing complexity as students gain confidence.

Interviewer: How would CBI contribute to or hinder the progress of reading skills in first-semester students?

Interviewee: It greatly contributes to the development of reading and comprehension skills. Furthermore, it supports the growth of all language skills by engaging students with meaningful and relevant materials.

Interviewer: What are the advantages and disadvantages of CBI for enhancing reading abilities in first-semester students?

Interviewee: The main advantages include improved vocabulary, comprehension, and critical thinking. A possible disadvantage arises when materials are too advanced for beginners, which can discourage them. Therefore, material selection must be carefully planned.

Interviewer: Would you share an experience implementing CBI in your classes?

Interviewee: In my English for Specific Purposes (ESP) courses, students read specialized texts related to their fields. This allows them to understand professional content while developing reading and speaking skills.

Interviewer: What are the difficulties of implementing CBI for enhancing reading skills in first-semester students?

Interviewee: A major challenge is students' lack of reading habits. To overcome this, I recommend introducing CBI from the pre-university level, so learners become accustomed to reading regularly.

Interviewer: What recommendations could you provide to adapt first-semester subjects such as philosophy, communication, pedagogy, or educational politics using the CBI method?

Interviewee: All these subjects can effectively integrate CBI from the earliest stages of study. Doing so strengthens not only reading comprehension but also students' overall academic and communicative competence.

Interview 3

Interviewer: What are your perceptions of using Content-Based Instruction (CBI) in first-semester students?

Interviewee: Using CBI with first-semester students is appropriate because it allows adaptation to their level of vocabulary and context. By connecting language learning to topics such as family, health, or daily routines, students find meaning in what they study and can relate it to real-life situations.

Interviewer: How would you describe the implementation of CBI in first-semester students?

Interviewee: It should combine both content and grammar objectives. For instance, when teaching vocabulary about food, teachers can integrate grammar points such as countable and uncountable nouns. This balance helps students learn structure and content simultaneously.

Interviewer: Would first-semester students be prepared to be exposed to the CBI method based on their reading proficiency?

Interviewee: Yes, they can be exposed to it because CBI promotes the development of all skills—reading, writing, listening, and speaking. Teachers can adapt reading materials to the students' interests and background, making the process more accessible and motivating.

Interviewer: How would CBI contribute to or hinder the progress of reading skills in first-semester students?

Interviewee: It contributes significantly because it introduces students to new vocabulary in context and encourages comprehension through relevant readings. The practice of reading with meaning improves their confidence and expands their lexical knowledge.

Interviewer: What are the advantages and disadvantages of CBI for enhancing reading abilities in first-semester students?

Interviewee: The main advantage is the increase in motivation and vocabulary acquisition. Students learn specific terms related to topics of interest, which keeps them engaged. A disadvantage appears when materials are not properly adjusted to their level, making comprehension difficult.

Interviewer: Would you share an experience implementing CBI in your classes?

Interviewee: I often use topics that are relevant to students' lives or cultures. For example, when discussing customs from other countries, students compare them with Ecuadorian traditions. This encourages cultural understanding while practicing reading and speaking skills.

Interviewer: What are the difficulties of implementing CBI for enhancing reading skills in first-semester students?

Interviewee: The main difficulties arise when there are limited technological resources or poor connectivity. Students benefit from researching and reading online materials, so lack of access can be a significant limitation.

Interviewer: What recommendations could you provide to adapt first-semester subjects such as philosophy, communication, pedagogy, or educational politics using the CBI method?

Interviewee: Teachers should contextualize these subjects to students' realities, linking them to their professional goals as future English teachers. Topics must be relevant and practical to make the learning process meaningful.

Interview 4

Interviewer: What are your perceptions of using Content-Based Instruction (CBI) in first-semester students?

Interviewee: CBI is an effective approach because it exposes students to authentic language use. Even though reading can be challenging for beginners, consistent exposure helps them progress and meet academic expectations.

Interviewer: How would you describe the implementation of CBI in first-semester students?

Interviewee: Implementation involves activities that connect new vocabulary and concepts with students' personal experiences. When they find meaning in the content, they understand the purpose of learning English and develop their reading skills more naturally.

Interviewer: Would first-semester students be prepared to be exposed to the CBI method based on their reading proficiency?

Interviewee: Not entirely. Many students begin with low English proficiency, making it difficult to understand academic texts. Without sufficient preparation, they may struggle during their first semester.

Interviewer: How would CBI contribute to or hinder the progress of reading skills in first-semester students?

Interviewee: CBI can make a significant impact if the teacher applies appropriate techniques. The teacher's role is crucial because the method's success depends on effective guidance and well-chosen materials.

Interviewer: What are the advantages and disadvantages of CBI for enhancing reading abilities in first-semester students?

Interviewee: An advantage is that it immerses students in English without relying on their first language. However, a disadvantage occurs when teachers lack experience using the method, which can make the process confusing for learners.

Interviewer: Would you share an experience implementing CBI in your classes?

Interviewee: When teaching first-semester students, I used visual aids and physical examples on the board to explain concepts. Students were able to infer meaning without translation, learning through demonstration and interaction.

Interviewer: What are the difficulties of implementing CBI for enhancing reading skills in first-semester students?

Interviewee: The main challenge is the students' limited vocabulary. Without sufficient lexical knowledge, they find it hard to understand instructions or texts. Teachers must provide constant support to overcome this barrier.

Interviewer: What recommendations could you provide to adapt first-semester subjects such as philosophy, communication, pedagogy, or educational politics using the CBI method?

Interviewee: Teachers should select key vocabulary and short phrases from each subject to help students connect ideas. By simplifying and contextualizing the content, students can understand concepts more effectively while improving their English proficiency.

Interview 5

Interviewer: What are your perceptions of using Content-Based Instruction (CBI) in first-semester students?

Interviewee: CBI is highly beneficial, even for first-semester students, as it integrates language learning with meaningful content. It promotes learning in authentic contexts, increases motivation, and develops real-world communication skills. However, teachers must provide sufficient scaffolding since beginners may struggle with demanding content.

Interviewer: How would you describe the implementation of CBI in first-semester students?

Interviewee: Implementation should be gradual and well-supported. Teachers can start with simplified texts and visual aids, including pre-reading activities to activate background knowledge. Aligning topics with students' interests helps maintain motivation and engagement.

Interviewer: Would first-semester students be prepared to be exposed to the CBI method based on their reading proficiency?

Interviewee: Not all students are fully prepared. Some lack vocabulary and struggle with academic texts. That is why scaffolding is essential, as it allows teachers to support learners progressively and prevent frustration.

Interviewer: How would CBI contribute to or hinder the progress of reading skills in first-semester students?

Interviewee: CBI supports reading development by exposing learners to authentic materials and tasks that require comprehension and critical thinking. However, if texts are too complex or support is insufficient, it may discourage weaker readers.

Interviewer: What are the advantages and disadvantages of CBI for enhancing reading abilities in first-semester students?

Interviewee: Advantages include higher motivation, academic vocabulary growth, and the integration of skills. Disadvantages include the potential for cognitive overload, preparation time for teachers, and possible frustration among students with low proficiency.

Interviewer: Would you share an experience implementing CBI in your classes?

Interviewee: I used short articles on environmental issues to encourage reading comprehension. Students worked in groups to identify main ideas, highlight vocabulary, and summarize information. Initially, they struggled, but later they showed improvement in confidence and vocabulary use.

Interviewer: What are the difficulties of implementing CBI for enhancing reading skills in first-semester students?

Interviewee: Students' limited vocabulary and varied proficiency levels are significant difficulties. Teachers also face the challenge of designing balanced materials that are neither too easy nor too difficult, as well as managing time effectively.

Interviewer: What recommendations could you provide to adapt first-semester subjects such as philosophy, communication, pedagogy, or educational politics using the CBI method?

Interviewee: Teachers should select short, authentic readings related to these subjects and design pre-, during-, and post-reading activities. Connecting the content with students' personal experiences and professional goals increases engagement. Collaboration among teachers and consistent scaffolding are essential for success.