**Inquiry-Based Language Learning from the Students’ Perspective**

 Nowadays, innovative approaches to learning emphasize the importance of 21st-century skills, which consist of collaboration, creativity, critical thinking, and communication (4 C’s). When all these skills are acquired one by one, it can be admitted that inquiry-based learning (IBL) is one of the best approaches to teaching. That is why schools with modernist curricula prefer IBL as it addresses 4 C’s. Contrary to the traditional teaching methods in which students are generally the passive listeners, and teachers are the transmitters of information in the learning process, IBL gives students the chance to be active participants, critical thinkers, question-askers, and seekers of the answers to the questions asked. This study aims at designing and implementing an innovative lesson which is based on the IBL principles to find out the perceptions of students towards this approach. Participants of the study were 16 high school students who were selected from an international baccalaureate-assured school whose curricula were based on inquiry-based learning. Data were obtained through inquiry-based projects and student feedback. Students’ responses show that IBL helps them be more autonomous; creative, and they also state that IBL allows them to use the information they learn in lessons in real life. The implications of the results are discussed.