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Silvia

DEDICATORIA

*With love and respect, I
dedicate this work to my dear
family, the greatest treasure
God placed in my life.*

Silvia

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TEMA:

PROBLEM-BASED LEARNING AND ITS INFLUENCE IN THE ORAL SKILLS

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FECHA: *Diez de mayo de dos mil veinte y tres*

RESUMEN EJECUTIVO

Problem-Based Learning (PBL) is a student-centered method in which students strive to solve everyday problems in a collaborative environment. It requires the use of students' thinking skills, which imply the assimilation, reflection and internalization of knowledge to foster effective linguistic skills particularly in the oral skills due to students are unable to speak and use language in real life situations. Therefore, this study aims to analyze the influence of Problem-Based Learning strategies on students' speaking skills. The research was conducted using quasi-experimental design, with the implementation of a pretest and a posttest control group design, which was conducted at Alfonso Laso Bermeo High School with second-year students sublevel Bachillerato. The research used a non-probabilistic sample consisted of 30 students in the experimental group and 32 students in the control group. Data were obtained through the parameters of the Preliminary English Test level B1 (PET) related to the speaking section regarding the dimensions of grammar and vocabulary, discourse management, pronunciation, and interactive communication. The results showed that the post-test average score of students' oral skills in the experimental class using the PBL model was higher than the control class without the PBL model at the beginning and after applying the intervention. It could be inferred that the activation of this approach allowed students to be more productive for communicating their thoughts or ideas. Therefore, the PBL learning model represented an educational method that

considered real world problems like an important context to achieve abilities to solve them. In conclusion, the results have shown that PBL had influence in the students' enhancement in their oral production; especially in essential subskills such as pronunciation, grammar and vocabulary, and interactive communication because it provoked significant group discussions where students applied the PBL process as a mental activation and reflection while providing their own experience in solving problems.

KEYWORDS: *PROBLEM-BASED LEARNING, INTERVENTION, ORAL, SKILLS, INTERACTION, IMPROVEMENT*

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

English has become essential in today's world due to its global significance (Srinivas, 2019) and its learning has become a necessity for people to communicate with each other effectively. However, English is instructed as a foreign language in many nations where it is not the official language. In this sense, learning English as a foreign language (EFL) has faced difficulties, particularly in developing oral skills (Asmali, 2017). An important factor that contributes to this deficiency is that learners have become mere consumers of grammar and vocabulary activities addressing speaking tasks just to memorize some sentences and reproduce them in an evaluative context. According to Saha & Singh (2021) overemphasizing grammar hinders the development of speaking abilities.

In the traditional teaching-learning process of EFL, the passivity among students, preferences for their first language (L1), and the simplification of their exposure to the target language are all results of the repetitive procedures of the conventional teaching methods. Consequently, students might feel embarrassed or self-conscious about making mistakes (Alrasheedi, 2020). While teachers and students perceive oral skills as isolated learning, the development of the cognitive process to express thoughts through articulation is restricted (Türkben, 2019).

Hence, Problem-based learning (PBL) emerged as a constructivist approach (Mustofa & Hidayah, 2020) that seeks to apply real-world problems that occur in students' contexts to practice critical thinking and acquire problem-solving abilities (Moust, Bouhuijs & Schmidt 2021). In this regard, students' oral production becomes

significant to understand a problem and carrying out important soft skills such as creativity and cooperative learning to find solutions.

Therefore, the main research question addressed in this study is focused on the significant influence of Problem-Based Learning to improve students' oral skills. To answer this question is important to reflect on the following: What are the gaps in the research that involve critical thinking skills in the teaching process to develop speaking skills in adolescents? How can the basic components of PBL prevent teachers and students from losing important teaching strategies to shift the traditional ones? To ensure that all learners, particularly in public education develop their speaking interactions adopting their problem-solving skills, it is vitally important to recognize failure as a component of the learning process.

Current studies in countries around the world such as Malaysia, Indonesia, China, South Korea, and Spain have agreed on the language barriers that learners have when it comes to speaking. This is illustrated by students' low motivation, insufficient exposure to the target language, and unproductive teaching pedagogy (Alrasheedi, 2020). However, the PBL implementation-learning model has overcome these limitations. According to Wijaya (2022) Problem-based learning activities help students foster their communication skills by expressing their thoughts, ideas, and opinions to create rewarding oral learning achievements. On the other hand, in the Latin American context, learning English is still a weakness among regions (Cronquist & Fiszbein, 2017), although the PBL model has encouraged new scenarios to practice in real communication.

In the Ecuadorian context, students have several difficulties in developing English proficiency, especially in oral skills (Tattersall, 2019). Even though the current

curricular reform integrates aspects of critical thinking and activities related to problem-solving (Ministerio de Educación del Ecuador, 2021) students at second-year Bachillerato show their disinterest in doing them due to the absence of efficient teaching strategies to carry out PBL in the classroom. Therefore, this research aims to develop communicative and meaningful activities to boost students' interactions.

The methodology of this study was quantitative which entailed gathering data from pretest and posttest to analyze the effect of PBL on students' oral proficiency in the EFL teaching and learning process. The main limitations found throughout this research corresponded to the time required to apply the PBL model. One problem might provide several solutions to discuss with student groups; however, the five class hours were not enough to cover more critical thought processes and further improve students' oral skills. Another strong limitation was group work because most of the time, groups did not always work effectively without guidance. It was difficult at the beginning of the implementation because the students had not been taught how to work collaboratively. Finally, creating well-designed questions required the input and skills of all group members.

The present study was structured into five sections: chapter one described the introduction of the problem statement. Chapter two provided an overview of the theoretical framework of the topic. Chapter three explained the methodology to be applied with the group of students, the procedure, and the instruments used to obtain the data. Chapter four covered the analysis and interpretation of the results, and chapter five described the conclusions and recommendations of the research. Finally, chapter six included the proposal to present an instructional guideline for PBL implementation.

1.2. Justification

This research has been motivated by the intention to support and scaffold English language learning through an inquiry process (Kurniawati, 2022). It meant that Problem-based learning was carried out in the classroom as an innovative teaching approach that emphasizes the development of critical thinking and problem-solving skills whose results were framed in learners' lives for applying their knowledge and skills to transfer a problem into a new situation to learn. This model is required not only by the difficulties that students present when solving basic situations but also when interacting. Therefore, Problem-based learning has great importance for both EFL teachers and students to act as facilitators of learning that prioritize student-centered autonomy (Wijaya, 2022).

The impact of this study was seriously considered to transform traditional methods into innovative educational practices to face real-world problems in society (Ali, Shamsan, Guduru & Yemmela, 2019). In today's economy, PBL is more important than ever before because the current economy requires individuals who might think critically and creatively to solve complex problems. Moreover, PBL allows students to take control of their learning as they engage in identifying environmental issues and developing sustainable solutions (Seibert, 2021).

Thus, the beneficiaries of this study are the young EFL students at Bachillerato sublevel because they are encouraged to ask questions, explore different perspectives, and work together to find solutions presenting better results in the interaction process since PBL explores practical activities to communicate every time.

Similarly, the research project presents some unexpected results in discourse

management because students begin to produce relevant responses despite some repetition. This includes the incorporation of structures and expressions necessary for enhancing the students' competencies in communication. Consequently, this approach supports positively aligning the teachers with a constructivist contribution toward the integration of PBL in curricular activities (Hidayati, Boleng & Candra, 2020) embracing new concepts such as abstract reflection and active experimentation for creating successful lessons that ensure the learning objectives.

Finally, the results may be disseminated through a guide or training programs so that educators become empowered with the new teaching practices, and provide the necessary tools for their implementation-oriented towards a common objective. It means that sharing research findings promotes the breadth of information among educators regarding innovative PBL strategies and resources designed to strengthen students' oral performance.

1.3. Objectives

1.3.1. General

To evaluate the impact of problem-based learning to improve oral skills of the students in second year sublevel Bachillerato in the academic year 2022 – 2023.

1.3.2. Specific

- To determine the most important factors that influence oral skills through Problem-Based Learning.
- To implement the most effective strategies based on Problem-Based Learning.
- To identify the impact of problem-based learning to promote oral skills.

CHAPTER II THEORETICAL FRAMEWORK

2.1. Research Background

To conduct an effective research, it is important to have a comprehensive understanding of the existing literature about problem-based learning and its influence on the oral skills. The most relevant EFL studies that have similar conditions to this research will be shown on this investigative background.

The study conducted by Sutrisna & Luh (2020), analyzed the impact of PBL on students' speaking skill and their attitude toward ELL. The problem identified was the participation in collaborative groups because students experienced fear to interact actively to solve a problem. The methodology used was mixed methods that combine quantitative and qualitative data collection. The participants were 41 students in the seventh grade of secondary public school, and the findings of the pretest and posttest determined a significant difference in performing dialogues and monologues. In addition, PBL allowed students to exhibit a positive transformation, and their willingness to enhance the English language increased. This study concludes that PBL promotes real communication, improves academic achievement, and students' attitudes.

Furthermore, the study analyzed by Setyawan et al. (2021) carried out research to determine the type of communication skills that students expanded with depth understanding of PBL as a cognitive development. The main concern of the study was the low communication skills of students. As part of the methodology, a class action research design with a qualitative descriptive approach was applied. The data was obtained through the observation of 22 students who performed lesson studies in three

stages such as plan, do, and see between two academic cycles. In the results, students discussed, analyzed problems in their context, and developed solutions to the given problems by applying PBL stages modeled by the teachers. In the end, the evaluation process was carried out on the indicator of oral and receptive communication, which had relevance in the group of learners. The authors concluded that PBL learning is essentially capable of strengthening learners' communication abilities.

In the same context, Hadi & Izzah (2021) discussed the traditional learning that English Primary School teachers used to have when repeating the basic material of English; as a result, students lack interest to learn English. The method applied was the qualitative/interpretive paradigm. According to Phothongsunan (2010) the interpretive paradigm uses more open-ended research questions to focus on qualitative data to interpret meanings. To compare the results, 75.6% of English Primary School teachers increased their ability in mastering the English language after using PBL. It meant that students kept working on five phases as motivation to interrogate and seek information, develop collaboration skills among students, plan the steps to resolve issues, oral processes, written reports to propose a solution, and finally assess their thinking skills. The research concluded that learners were involved in authentic problems in conversations where they felt engaged enough to discuss and had a clear understanding of the solutions.

Additionally, Kaharuddin & Rahmadana (2020) emphasized the teachers' difficulties in choosing the right technique to develop speaking skills. According to Mei & Masoumeh (2017) English students lack the necessary experience in the field of oral expression, which prevents them from communicating clearly and fluently. However, the authors proposed using a problem-based group discussion technique to improve

students' oral production to exchange information taking into account real-life situations. This research applied a quasi-experimental design that encompasses pre-post intervention trials that are nonrandomized or only partially randomized (Handley et al., 2018). This study focused on twenty students divided into the experimental class and the controlled class of the intermediate level. The findings showed the score in the pretest was 4.8 assessed in terms of accuracy, fluency, and comprehensibility which meant poor compared to the results for the posttest 7.0 which meant fair with the same speaking components. The research concluded that problem-based group discussions are effective techniques to exchange opinions, doubts, and information. Therefore, the findings of these previous studies support the outcomes in developing oral skills and suggest the use of problem-based learning in the EFL field.

2.2. Philosophical foundation

The present research used a constructivist paradigm, which according to Chuang (2021) it compiles a set of fundamental principles that make it possible to identify problems and, at the same time, determine the search for solutions. This paradigm prepares teachers as experts who provide students with the resources they need to prioritize meaningful, interactive, and dynamic learning while fostering critical thinking and learning autonomy.

The constructivist approach associated with the acquisition of the English language attains the epistemological aspects to acquire knowledge through the expertise and skills acquired by a learner. According to Ja-Araya & Kronborg (2021), this paradigm encompasses significant previous knowledge and background to build on students' learning. In this regard, Problem-based learning advocates higher-order thinking skills (Jamhari & Sipahutar, 2018) stimulating mental processes for analyzing and

synthesizing new information into meaningful knowledge. Finally, constructivism has been considered in this study since both the paradigm and the method focused mainly on the student's knowledge are centered on learning the educational process.

2.3. Legal basis

The legal basis for this research is stated in the Organic Law of Intercultural Education, LOEI (2021) in the following article:

Article 4.1. Integral life project.- The integral life project is the plan that a person builds around what he wants to do with his life in the future, to achieve his personal, vocational, professional, and social goals. In the education system, there will be professionals who will provide support throughout the educational stage so that children and adolescents can discover and define their present and future interests, in addition to know the skills and the necessary tools to achieve the life project (LOEI, 2021, pp.15).

2.5. .Literature review

This research project involves the examination of similar studies that enable the researcher to identify key categories (annex 1) to contribute to the theoretical framework in this educational field. It provides insights into the independent variable (Problem-Based Learning) pointing out topics such as pedagogy, PBL methodology, strategies, and techniques. On the other hand, the dependent variable (Oral skills) covers topics such as the English language, productive skills, and oral production.

2.5.1. Conceptual-Basis-Independent Variable Framework Pedagogy

Pedagogy is the art and science of teaching. It involves the methods, strategies, and techniques used by educators to facilitate learning in students. In addition, pedagogy

assumes the transformation of individuals for social transformation (Zembylas, 2018) and it adapts critical pedagogy by integrating theory and practice to incorporate the work of teachers and students in the critical analysis of their experiences (Shih, 2018). Of course, this process needs the construction of critical literacy as a reflection of the pedagogical practices, which separate the traditional way of approaching learning. Pedagogy not only enhance students' learning in their capacity of acquiring skills but also adapt new concepts about which students construct a scheme of thinking where digital environments and feedback take place (Engeness, 2020).

Bourn (2021) stated that pedagogy explores the educational implications advocating for Freire's critical pedagogy to practice freedom regarding the significance of criticism and eluding oppressive systems. (Hegel as cited in Riyal, 2019, p.82) revealed that freedom and education are vehicles for satisfying practical needs. Particularly, when a student is educated, his freedom is developed. Teaching languages takes a big responsibility to design learning activities to take a more critical panorama of social reality. Furthermore, Jamaledine (2020) revealed that dialogue, problem-posing education, and consciousness promoted by Paulo Freire questioned traditional education viewing learners as passive subjects. Therefore, new generations demand teachers might minimize authoritarianism through participatory dialogues and mutual respect (Cooke, 2005). Hence, the best pedagogical practices enable learners to bring out their thinking to create big opportunities to apply knowledge.

Currently, Inquiry pedagogy allows educators to know how to incorporate investigation into teaching and learning practices. Thus, the pedagogy of inquiry was developed as a strategy to improve critical thinking (Cleovoulou, 2018). Without a doubt, inquiry pedagogy has constructivism as a dominant theory of learning to

promote reflective thought (Correia & Harrison, 2020). Certainly, they refer to the need to include experiential and contextualized learning through reflective practices such as group work, collaborative learning, creative problem-solving, and co-construct ideas through social interactions (Yew & Goh, 2016). Therefore, it became important the development of higher-order thinking skills to be integrated into the classroom practice.

Teaching strategies

According to Dam & Volman (2004) the teaching strategy results in a didactic approach to teach and learn, combining an optimal organization of the methods, means and forms to ensure an active and creative learning of knowledge. Furthermore, Nurman (2010) explains that teaching strategies mean a guideline for action to associate them in a certain global way of organizational learning referring to the objectives, the level of the group and the contents. For this purpose, effective teaching strategies should be chosen based on the needs of the learners and the desired outcomes of instruction. Consistent with Riyanti (2021) teachers reflect on what has been carried out in the classroom and evaluate their teaching practices to identify areas for improvement. From these mentioned reflections, educators are flexible in their approach to be capable of involving the students in specific learning situations where they can display their enthusiasm and generating enjoyable and active teaching.

The strategies linked to language learning activities might promote critical and reflective thinking that help students to appreciate their own strengths and abilities and those of their peers (Orakci, 2021). Teaching strategies in language teaching include active learning, cognitive activation, and direct instruction (Li & Ye, 2016). Active learning integrates the engagement of students in their own learning. Under this

strategy, learners explore preexisting knowledge and build on what they know. Additionally, cognitive activation contributes to give the necessary support to the learners to analyze, organize, review, compare, and contrast information creating group discussions (Fatemipour, 2009). In the EFL field, teachers might stimulate higher-order skills, such as critical thinking, problem solving, and decision making counting on real life situations where students develop their linguistic skill Mei & Masoumeh (2017). This process requires the teacher's ability to deliver orderly and clear lessons adjusting the instruction with continuous feedback.

The significance of these elements makes possible to move from traditional strategies to consider a problem into a practice not only to think but also to maximize the amount of oral interaction on the side of the students. In this sense, one strategy to develop in the classroom is Problem-Based Learning which pushes students to be innovative, creative, and logical (Sasmita, Sapriya & Maryani, 2022). Therefore, Problem-based learning (PBL) has been considered in the educational context to give the students the opportunity to problem-solve in a collaborative setting through communication practices and reflection.

Problem-Based Learning Strategy

The educational challenges of the 21st century commit people to potentiate the solutions and minimize the problems of their context. In that regard, Problem-Based Learning (PBL) was developed in 1960 in the medical field; however, it has served as an innovative approach to learn in the educational field (Fitria, Imran & Ahda, 2022). Indeed, due to the roles of students and teachers as researchers who invest heavily in knowledge acquisition, some components of critical thinking differ from traditional teaching (Defianty & Wilson, 2019). Thus, the PBL's strategy explores the students'

curiosities, doubts, and their answers to different questions.

Focusing on integrating strategies in PBL, Barell (2007) suggested two major strategies focused on inquiry and observation processes. The first approach is questioning what students perceive they have acquired about the topic. What do they want/need to find out about it? How and where will learners search for answers? How will they organize their research? What do teachers and students expect to learn? What have students learned? How will students transfer their knowledge to other areas of study? To their personal lives? To their next projects? Finally, what new questions do students have following their inquiry? These questions take into account the process of student-centered comprehension to ensure the effectiveness of the PBL. Referring to Qizi (2019) the statement of the problem engages students in thinking about prior knowledge and helps them prevent finding irrelevant information. In accordance with this process, Thakur, Dutt & Chauhan (2018) stated that when students are ready to share and clarify the problem, they plan a solution to present the results and assess their progress individually and with their peers.

The second strategy mentioned by Barell (2007) specifies the route of observing objectively because it is essential to explore problematic situations where students with different skills and interests become involved in ways teachers have not observed before. Harrington et al. (2019) mentioned that thinking reflectively allows learners not to memorize the content because reflection concedes the space to make choices, value their learning, and express themselves in different styles. In this model, Ghimire & Bhandary (2015) revealed that questioning frequently becomes the guide to establishing a classroom environment that improves generic skills like reasoning, communication, reflectiveness, and self-directed learning. Therefore, in PBL

strategies, it is appraised to establish a reflection activity at the end of a problem-solving class to emulate their progress and performance, being conscious of their strengths and weakness to be involved in the understanding of the content (Ong, 2000).

Benefits of Problem-Based Learning

Comparing conventional learning versus problem-based learning, there are some benefits that PBL might overhaul to the teaching-learning process as stated by Othman & Shah (2013) the better communication skills, which result in increasing opportunities among those students who do not like to speak a lot, collaborative learning and social skills to support their oral production. In addition, students who are displayed to problem-based learning might succeed better with preference to those that are currently taught with conventional methods; in both cases, students and teachers serve as motivators and facilitators in this learning process. Satriani & Gunawan (2012) state that students could create new knowledge established by their experiences and capacities they already possess. This strategy has been proven in its efficacy to develop teamwork, solve real fact problems improving thinking skills, resulting in good habits for future life students.

As mentioned by Sasmita, Sapriya & Maryani (2022) PBL brings out the critical thinking ability to think independently, reflect critically on experiences, and make effective decisions. Hence, students wake up their lateral thinking (Saptenno et al., 2019) because this model follows specific elements to recognize the dominant idea of the obstacles and look for explanations from multiple perspectives for interdisciplinary purposes (Mustofa & Hidayah, 2020). All these benefits of the PBL description entail the necessity to redesign classrooms to establish an environment of inquiry (Barell, 2007) eminently in traditional classrooms, the teacher's perception of the inquiry

process is the central theme; while this type of methodology requires the will to change outdated teaching practices.

Consequently, PBL embraces teacher modeling because they can relate their own experiences to show their students how to deal with problematic situations (Magaji, 2021). Fundamentally, the PBL is developed on collaborative learning experiences, being mandatory to generate interactions and discussions between peers (Bosica, Pyper & MacGregor, 2021). Therefore, PBL emphasizes the model of the problem through practice not only because the difficulty of the problem makes students reflect and improve their thinking skills through concrete learning experiences (Yuliati, Fauziah & Hidayat, 2018) but also because the opportunity to ask questions and make mistakes as a significant fact of generating trust and a good atmosphere among all.

Problem-Based Learning techniques

The capacity of students problem solving can improve by recognizing the teaching techniques that allow teachers to implement the strategies. According to Mallillin, Carag & D Laurel, (2021) a technique might be determined by introducing different class activities to enhance the learning process. In addition, it assists students in understanding the lesson in relation to real-life scenarios by bringing academic and practical learning experiences that allow learners to question teachers' claims (Mebert et al., 2020). Therefore, there are important techniques to carry out problem-based learning such as concept mapping, think-pair-share, and collaborative learning, which provide a positive impact on the student's learning outcomes.

Concept mapping

Concept mapping is one of the fundamental techniques in PBL because it supports

the students' knowledge by creating a map through a graphic representation that appeals to them (Gavens et al., 2020). Regarding PBL, the content is explored in a depth way; generally, the progress is slower especially if students' independent learning does not carry out the appropriate process. Thus, with the aid of concept mapping, it is anticipated that students make meaningful connections between a new learning activity and their prior knowledge (Sundar, 2022). This technique has a significant contribution to language production and comprehension (Ghasemi & Mozaheb, 2021) particularly for speaking a language because it results in anxiety (Leong, & Ahmadi, 2017), and concept mapping allows learners to be familiar with the topic to help decrease their level of anxiety. Therefore, concept mapping supports speaking performance to raise the activeness of learners to explore concepts and develop their critical thinking skills (Ogonnaya et al., 2016).

Think-pair-share

Think-pair-share is the second technique to support students to interpret a problem in pairs or groups and get to work solving it. TPS is designed to develop student interaction (Prasetiya, 2019). Even though few students are courageous to actively engage in discussion and ask questions, not all students do so. If the teacher is less involved, this could lead to a classroom environment that is not favorable to teach (Setiadi et al., 2020). Therefore, TPS establishes some benefits like respect for others and the improvement of thinking processes (Cahyani, 2018). It intends to respect partners' ideas, voice tones, fluency, and learn to listen. As a result, learners develop by expressing suggestions and opinions and agreeing with the result of their discussion. To improve the thinking processes, Kaddoura (2013) points out three fundamental steps to carry out TPS:

First, teachers could use a question, prompt, or observation to get their students to think. Students should have enough time to think about relevant aspects. Second, partners are paired to discuss the possible solutions, compare their responses, and select the best ones. Finally, the pairs present their findings to the class. Consequently, they could learn both from their fellow student and from their classmates. Due to this, French & Prather (2020) suggested the Think-Pair-Share technique to move students toward communication situations by creating opportunities to practice discernment, reflection, and metacognition.

Collaborative learning

Collaborative learning requires students to play a more active role, engaging in a compelling educational approach than simply assuming passive learning (Loes, 2022). Moreover, cooperative learning complements PBL because students may experiment together in a sense of community promoting their capacity to organize thoughts and information to achieve a common goal. According to Mandeville et al. (2017) PBL collaborative learning environment encourages students to co-construct knowledge in small group discussions where misconceptions are focused on new information. Taking all of this into account, solving real-life problems collaboratively help students deal more effectively with anxiety to work in a community where all students participate actively resulting in a good influence on students' oral production.

Reflection and feedback on Problem-Based Learning

An important aspect of PBL is the reflection process. According to Dewey (1933) reflection is more than just common sense. He stated that people could manipulate knowledge to gain wisdom. Besides, the PBL approach establishes a reflection activity

at the end of a problem-solving class. According to Li & Goos (2021) students' reflection occurs when they disclose or share their thoughts with peers. Engels (1999) suggests timing to emulate their progress and performance. It could be every two weeks class to be conscious of their strengths and weakness.

Feedback separates the traditional way of approaching learning to allow students to perform speaking in view of their goals and objectives. According to Bürgermeister, Glogger-Frey & Saalbach (2021) learners should receive formative feedback to help them reduce the knowledge gap between their current level of understanding and their learning objectives. In the context of enhancing oral skills, feedback reveals the strengths and weaknesses in student communication; therefore, it has a vital influence on the student's learning outcomes. Moreover, with the feedback process, teachers detect failures in single steps to assist students to correct themselves. As specified by Asterhan & Dotan (2018) feedback determines where mistakes are made to avoid having the same problems in future situations. Therefore, the implementation of feedback makes possible the appropriate adjustments that enable students to assess the efficiency of their understanding and the solutions to problems that promote the reinforcement of acquired skills through the assessment components, which inspire students to learn more.

2.5.2. Conceptual Basis – Dependent Variable Framework Language

Language

Language is at the heart of human life (Cook, 2003). It has allowed humanity to perform acts of communication such as gossiping, singing, telling stories, making friends, learning, conducting research, etc. Language is used as a means of conveying the culture of different nations to reflect their customs and beliefs as a means of global

communication (Sirbu, 2015). The study of language has been a subject of interest for centuries. Linguists have explored the structure, history, and evolution of languages around the world. They have discovered that languages are constantly changing and adapting to new circumstances. Language assembles an integral part of communication, and it manages essential tools for thinking and learning (Obaidullah, 2016).

Learning a language is a fundamental skill that contributes to opening up new opportunities and broadening people's horizons. Learning a language can also enhance cognitive abilities such as memory, problem-solving, and critical thinking (Rezaei, Derakhshan, & Bagherkazemi, 2011). The process of learning a language develops communication and exchanges among students to reactivate the students' drive and motivation, which are crucial to the success of language learning (Alsoraihi, 2019).

English language

The English language has great influence worldwide, serving as a lingua franca to communicate between people of different nationalities (Dutta, 2019). Mijwil, (2018) mentioned when Germanic tribes invaded Britain in the fifth century, they brought their own dialects with them. Over time, these dialects merged to form Old English, which was influenced by Latin, and French (Reddy, Mahavidyalaya & Hyderabad, 2016). However, in modern English, the development of the English language has continued to evolve and adapt to the requirements of its users.

Similarly, governments of several countries have invested in English language education programs regardless of their socioeconomic status. According to Hartono, Suparto & Hassan (2021) English is the most studied language worldwide in the

interest of helping individuals develop a language proficiency distinct from that of their native language. A second language has its production within the scope of formal education in primary, secondary, and university schools for employment and other elemental purposes. Meanwhile, other educational institutions have adopted English as a foreign language to demonstrate in the learner's immediate social environment, which is beneficial for future intercultural communication scenarios (Saville & Barto, 2016). Therefore, non-native speakers invest time and effort in mastering the English language.

Productive skills

Productive skills in the English language refer to the ability to produce language, either in written or spoken form (Golkova & Hubackova, 2014). Speaking involves the ability to express clearly and effectively through oral communication. Writing requires the competence to transfer ideas coherently through written words. Moreover, these skills require knowledge of sub-skills like grammar rules, vocabulary usage, constructing sentences, and presenting thoughts (Sreena & Ilankumaran, 2018). Although production skills are more complex for students, a foundation of receptive skills such as listening and reading is also required as they promote language development. In addition, teachers shape the productive competencies for students to maximize their verbal actions with a methodological sense offering constructive feedback that helps learners interact.

Oral skills

Creating the necessity to use the language orally in learners can result in an exhausting process; however, teachers are the ones called to stimulate and provide maximum exposure to apply the language in the classroom (Aflah & Rahmani, 2022). It is well

known that the ability to talk is the most crucial because it is one of the skills required to perform a conversation (Leong & Ahmadi, 2017). In addition, oral ability determines a person's capacity for social interaction (Usman, 2015). Accordingly, oral communication is an inevitable linguistic fact due to the rapid technological growth, migration, and new generations that require interactions everywhere.

Developing oral skills is an essential aspect of communication Chou (2021). Oral skills require understanding and interest to create and experiment with new situations. It means, the ways of learning not only are composed of concepts or ideas but also it is required that students become engaged with the speaking process to produce interaction taking into account all class activities and discussions. According to Dutta (2019) the involvement of the students in a particular experience (simulation), followed by their reflection on their experiences (reflective observation) allow students to develop generalizations, principles, and conclusions through reflection (abstract conceptualization when explaining or thinking). For instance, students want to describe the weather conditions in the region, they might propose questions to their partners to compare and contrast with the current information. Objectively, students respond to the situation and diminish judgments by scores or final decisions on a test (Fahmi, Pratolo & Zahrani, 2020).

Importance of oral skills

Regarding the importance of communicating in the global world, English oral skills have become an essential tool for non-English speakers because it measures success in terms of language production (Türkben, 2019). To convey thoughts, ideas, opinions, emotions, requests, and tell stories, individuals spend much more time interacting orally with language rather than using it in written form. Krashen (1989) stated that

when students speak, their oral skills provide evidence that they have acquired the language.

Even though the oral interaction results in a complex process, teachers need to devote time to encouraging their learners to use the language in real communication (Leong & Ahmadi, 2017). Consistent with Rao (2019) the act of communication in the classroom is relevant when the teaching strategies are shifted by using innovative and authentic resources. Moreover, the significance of developing oral skills provides the speakers with several competences such as participate actively in group activities, perform well in interviews and debates, develop critical thinking among the learners, and get better opportunities to improve productive skills like speaking.

Speaking

Speaking skills are defined as the skills which allow students to communicate effectively. In the opinion of Nunan (2003) learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. This skill covers important sub-skills such as grammar, vocabulary, discourse management, pronunciation, fluency, and interactive communication. This means that in the teaching speaking, teachers should focus on these aspects to teach the students how to master the skills of speaking.

Grammar

Grammar is an essential element that plays a fundamental role in effective communication. It provides the necessary structures and rules for constructing sentences, which helps to convey meaning accurately. As stated by Saengboon, Panyaatisin & Toomaneejinda (2022) grammar promotes effective communication

that requires not only fluency but also accuracy. Furthermore, good grammar ensures that the listener without any confusion or ambiguity understands the message being conveyed. Conversely, poor grammar can lead to misunderstandings and misinterpretations of what is being said (Kurniati & Novitri, 2015). In English Foreign Language teaching, teachers often devote time to teach grammar; however, many students struggle to comprehend the language when using abstract concepts, and the context to use them in daily life (Abdulmajeed & Hameed, 2017). Therefore, it is crucial to implement suitable methods to address grammar to support strong speaking skills through oral activities such as presentations, role-playing, debates, and meetings. Thus, teachers might reinforce students' proper grammar structures to excel in conversation.

Vocabulary

Vocabulary is an influential subskill of speech that enables the interpretation of opinions, feelings, or thoughts. Vocabulary goes beyond the simple knowledge of a word but also involves learning a word from the receiver's perception (meaning, form, referents, associations, etc.) (Villamar, Reeves, & Castro, 2020). Generally, the content developed in the EFL class includes a bank of words presented via graphics, posters, or slides according to the context that students want to express. Schmitt (1997) as cited in Lee & Ahn (2022) mentioned a consolidation strategy to learn vocabulary which is subdivided into memory (executing manipulative mental processing), cognitive (using mechanical like word lists and vocabulary notebooks), metacognitive (self-regulation), and social interaction (practicing vocabulary with peers). This means the English language is constantly adding countless words due to technology; students demand interest to use the same technological tools in their environments to increase

their vocabulary.

Discourse management

Discourse management is the competence to handle a written or spoken conversation that is conceived as an effective tool for precise communication, which may require practice and refinement (Bruce et al., 2011). It entails the capacity to set speakers' ideas into a cohesive and logical framework and to communicate effectively by choosing the right words and communication techniques (Degand & Simon, 2009). Additionally, discourse management is vital to oral skills as learners participate actively in conversations or discussions. Hence, discourse management includes a functional (with a purpose), interpretative (communicative action), critical (knowledge and experience), and structural (communicative actions) approach (Bruce et al., 2011). Its usefulness is to develop critical thinking skills by analyzing information and presenting arguments coherently. Of course, it is imperative to have students in constant exposure to the target language.

Pronunciation

Pronunciation is fundamental for non-native speakers to communicate effectively with people from different cultures and backgrounds (Herrera & Holmes, 2015). However, for Spanish speakers correct English pronunciation is a challenge for the variables that make pronunciation difficult to acquire. To illustrate, Uribe et al. (2019) point out that to obtain a native-like pronunciation; students must get familiar with the sounds found in the English phonetic system.

Moreover, acquiring an accurate pronunciation derives from the stress, intonation, and rhythm of speech. Stress is the emphasis placed on specific words or phrases that can

change the meaning of the whole sentence (Darcy, 2018). Intonation indicates the speaker has the intended message. In essence, this element represents a challenge for students because some changes in pitch can convey different meanings (Tseng & Yeh, 2019). Rhythm in pronunciation lies in its ability to fluency and naturalness of speech. A well-pronounced word with the right rhythm can make it easier for listeners to flow with the conversation or idea. In sum, students might consider practicing oral skills by using online resources such as videos and audio recordings that guide proper pronunciation.

Fluency

Fluency is an essential aspect of speaking skills that enable learners to communicate at normal speeds with little pauses or stumbles, and they sound like native speakers (Hasan, 2014). Fluency is the ability to speak smoothly and confidently without hesitation, repetition, or errors (Permana et al., 2021). On the other hand, Fillmore (1979) as cited in Namaziandost, Hashemifardnia & Shafiee (2019) describes four abilities of oral fluency: a) speak at length with silent pauses, b) express ideas coherently and semantically, c) pertinent in articulation, and d) being innovative and visionary in language use. The goal of being fluent in speaking is to do it spontaneously in a natural setting (Permana et al., 2021).

Indeed, fluency can be developed through consistent practice, exposure to different communication situations, and feedback from others. One strategy suggested by Yang (2014) is to engage in regular conversations with language participants or native speakers. Another effective strategy for improving fluency is by listening to authentic materials such as podcasts, news broadcasts, or movies in the target language (Zhang, 2009). As a result, this helps learners understand the rhythm, intonation, and

pronunciation of the language and integrate fluency without forgetting motivation and being relaxed to function correctly in the communicative field.

Interactive communication

Interactive communication prepares learners to practice their speaking skills in real-life situations. Ducasse & Brown (2009) stated that interactive communication initiates, produces, and maintains interaction through the production of opinions, solutions, evaluations, or search for confirmation. It means initiating interaction involves taking the first step in starting a conversation formulating questions or making comments about a topic of interest. Producing interaction requires the ability to express oneself clearly and effectively. The purpose of this subskill is to facilitate the exchange of interpersonal interactions to sustain social relations (Kurniati & Novitri, 2015). By initiating, producing, and maintaining interactions regularly, students can develop their speaking skills over time with consistent effort and practice to become more communicators that are confident.

Provide input in the oral skill

When speaking a language, it is significant students control a range of vocabulary to produce different ideas. Commonly, students are less active and reluctant to engage when starting a speaking activity (Horverak et al., 2022). Therefore, the difficulties to participate and interact orally made them aware of the necessity to enjoy and interact in the speaking class. Providing comprehensible input means that students acquire language when vocabulary and grammar structures are presented in meaningful contexts and learners need to acquire (Borro & Scolaro, 2021). Thus, grammar is imminent in the process of learning a second language because it organizes the structures to share messages and ideas.

Moreover, language input connects to clear messages becoming a comprehensible language. Based on this idea, Krashen (1989) proposed an optimal instructional environment; especially, when teachers do not force the process of acquisition respecting the period to allow students to process input without stress. Input supports the kind of resources and the linguistic context vocabulary to carry out speaking tasks (De la Garza & Harris, 2017). In consequence, teachers might use different manipulatives such as realia objects, gesturing, modeling, charts, graphs, and maps to adjust to the speaker's rate of speech. Problem-based learning requires connections to the memory system. According to Maharsi (2016) providing input not only works on getting knowledge in a short memory but also helps learners store information in a permanent way, which makes the mechanism of speaking meaningful.

Types of task in oral skills

Speaking tasks consider the linguistic proficiency and speaking abilities of the students involved. According to Govindasamy and Shah (2020) a task is a meaning- focused exercise that learners require to use their language resources to complete it. Admittedly, teachers engage students in persevering speaking works that support their learning even if the technology helps ensure the continuity of the task to integrate multiple activities into their lives. Putri, (2022) describes two important speaking tasks to carry out in the teaching process.

Intensive speaking

This type of task results in familiarity with the effectiveness of communication because it conceives a pact of agreement and respect between the student and the teacher. According to Ali et al. (2019) the benefits of intensive speaking are attributed

to the enhancement of vocabulary and grammar, two fundamental building blocks of language. Additionally, comprehension development, learning literacy concepts, and reading and speaking motivation support the learner's capacity to communicate as well. Some tasks in intensive speaking are:

Reading-aloud task: This process results in familiarity with the effectiveness of reading-aloud tasks because it creates a meaningful relationship between the scholars and the teacher. It establishes the benefit of discussing a story during the read-aloud session and the possibility of opening the discussion at the end of the story. Hazzard (2016) focused on reading skills to ascribe learners to become better at understanding texts on their own. Indeed, they can manage the time to rehearse a paragraph of a text and to read it aloud as clearly as possible and can explore new terms of vocabulary from discussing storybooks; as a result, students take time to process different stories and make connections to their own experiences.

Oral presentations and peer groups: These main tools assess students' knowledge about a specific topic. Brooks & Wilson, (2014) emphasize that oral presentations provide an opportunity for students to interact with each other naturally and authentically. Similarly, the teacher puts the capacity for organization and research that the student performs in front of the class. Further, these speaking activities enable students to transmit knowledge and fundamental ideas and problems of a topic of interest.

Retelling a narrative: it is a technique used to assess a student's understanding of a particular story. According to Vretudaki, (2022) retelling is a useful method for both testing and increasing comprehension. Teachers learn how students are assembling the information provided in a text. Teachers learn what information students remember

and think about its significance. It is essential to let the learners know that they may recount a story once the teacher verifies the students' comprehension of a text. After reading, instruct the student to narrate the tale as if the listener were a total stranger.

Responsive speaking

To engage students during responsive speaking tasks, it is vital teacher creates anticipation to ensure the activities' instructions. Responsive tasks require a series of questions that will encourage the students to answer or make predictions regarding the nature of the question. Putri, (2022) suggests some responsive activities that teachers use the most in the classroom such as:

Question to a partner: It works perfectly for interaction among students. Teachers need to make a list of questions to start with small talks between students. It maximizes students talking time and engages them to participate. This process helps students to develop a deeper understanding of complex issues and encourages them to seek out new information.

Class survey: In this activity, students have to walk around the class and ask one question to a different person each time to find information, which they need to analyze and report the results to the class. Of course, class surveys might have different functions such as warmers, icebreakers, comprehension, and reinforcement of different topics. In essence, the surveys provide communicative and dynamic practice of the target language.

Running sentences: This kind of task helps students to practice parts of speech, sentence structure, and vocabulary. It is necessary to assign the students in teams or large groups. They work together to build a sentence or continue with an idea or story. The purpose is to activate the linguistic process regardless of the skills acquired by the

learners.

Debates: It is an important tool for improving oral skills in which opposite points of view are presented and argued (Dale & Wolf, 2000). It helps students to develop their communication skills, critical thinking abilities, and confidence. Through debate, individuals learn how to articulate their thoughts effectively while they are also capable of listening to others' opinions. Arung & Jumardin (2016) explain that debate requires active listening, which is a vital ability in any form of communication. It enables learners to understand different viewpoints and respond appropriately. Additionally, debates explore a variety of issues by analyzing with logical arguments. It is the path to express confidently in public and overcome the fear to talk to a public. Baso (2016) establishes the principles of debate which develop an environment of respect for questions or challenges preparing strategies to refute the opponent's arguments, and present conclusions as a final summary position to highlight important issues. As a result, debating in the classroom is an effective technique to stimulate communication that reinforces the students' oral skills and empower them to speak from themselves.

Role-play: It allows students to practice communication in a safe and controlled environment, where they can experiment with different contexts to use tones, gestures, and expressions (Qing, 2011). By taking on different roles, students involve themselves to resolve conflicts, give presentations, and enjoy learning real-life situations. Rayhan (2014) mentions that the role play might assess how students act when they face a situation that need to be solve for meaningful communication. In this technique, students simulate a real-life encounter as if they were doing in the real world. Thus, role-play can be used to encourage general oral fluency to train students

for specific situations (Iman & Angraini, 2022). Furthermore, when students were assigned a situation to role play in, they made an effort to consider the appropriate language to express their ideas. Thus, learners acquire oral fluency and speaking abilities, which boost their confidence (Krebt, 2017). Therefore, oral activities require more practice and exposure to help students to adapt to the moods and tones of the given situation.

CHAPTER III METHODOLOGY

3.1. Location

This research was conducted by following a socio-educational model at Alfonso Laso Bermeo high school, a public institution located in the urban area of Quito, which belongs to the Ministry of Education of Ecuador. This institution serves students from Basic Education (8th grade to 10th) and sublevel Bachillerato (1st to 3rd).

3.2. Equipment and materials

The present research was carried out using important technological tools such as computers, the internet, printers, and external memory devices. Additionally, it was indispensable to have some desk materials like sheets of paper, photocopies, pens, and highlighters. Finally, it was vital to take bibliographic sources like books, articles, magazines, and publications of a full-text database of education research to get the information needed.

3.3. Research approach

This research study was conducted with a quantitative approach to consider the collection and analysis of numerical data. According to Apuke (2017) it is used to examine facts, verify the findings of experiments, provide answers for different issues, support theories, and propose new ones.

Considering the significance of this approach, statistical procedures work on Problem-Based Learning as a learning approach to use real-world situations in the students' contexts to practice critical thinking and develop problem-solving skills (Moust,

Bouhuijs & Schmidt 2021). Hence, PBL contributed significantly to research because it could be measured using test questions to analyze, evaluate and create (Dwyer, Hogan & Stewart, 2014). Consequently, it allowed the researcher to test the effects on the participants' oral skills in establishing relationships between variables. Further, the quantitative approach responded to the problem exposed through the research question once the students were involved in different activities to solve problems and promote speaking production.

By adopting this approach, the numerical data analyzed statistically was supported by the literature review to justify the research problem not only to provide background information but also to inform the procedures and instruments for the research. Additionally, the data collection has operated through the results of the pretest and posttest that assessed learners' problem-solving skills. Consequently, this quantitative approach required analytical techniques for data analysis and interpretation of the results.

3.4. Type of research design

The research design uses a quasi-experimental study. As explained by Gopalan et al. (2020) it uses subjects that are assigned to treatment and control groups based purely on chance. This research took one group of subjects such as Class A as a control group, while Class B was the experiment group. Essentially, the experiment group was exposed to Problem-Based Learning methodology to identify its impact to bolster students' oral skills. Therefore, the quantitative data addressed whether the intervention had an impact focused on the independent variable (Problem-Based Learning) on the outcomes related to the dependent variable (English oral skills).

Under other conditions, the control group used traditional models. Therefore, this type

of research design stood for carrying out systematic procedures such as planning because the researcher needed a situational diagnostic about the teacher practices in the EFL classroom; particularly, in this research to understand the difficulties to develop speaking skills which were performed by the students.

3.5. Population and sample

The study population was made up of students in second year sublevel Bachillerato with ages ranging from 15 to 17 years distributed in two groups: Class A with a population of 32 students, while Class B had a population of 30 students.

In the diagnostic evaluation, this group of participants has been identified at the B1.1 level in agreement with English Foreign Language (EFL) curriculum proposed by Mineduc (2019). About the Common European Framework of Reference (CEFR), the National Curriculum guidelines (2019) for B1.1 users of English explain that:

Learners are capable of understanding frequently used phrases in areas in which they are knowledgeable, such as basic information about themselves and their families, shopping, and places of interest. At this level, they can communicate to execute simple tasks and routine activities that do not require verbal interaction and in which the information refers to habitual activities. These individuals are also able to express ideas in simple terms related to their past activities, surroundings, and immediate needs (National Curriculum Guidelines, 2021, pp.4).

Currently, students in second year sublevel Bachillerato attend face-to-face classes taking 5 hours of English learning per week divided into 3 hours of general English and 2 extra hours for Recreational Reading. However, engaging students in oral production activities required pedagogical strategies to implement problem-based

learning and overcome the barriers when participants began to speak in English.

Table 1
Population

Population	Number	Type of group
Class A	32	Control
Class B	30	Experimental
Total	62	

Note. The total population of the research project belongs to the second year Bachillerato at Alfonso Laso Bermeo High School.

The sample in this research was non-probabilistic because the researcher selected the participants. According to Creswell (2015) in nonprobability sampling, the participants are readily available, practical, and represent features the researcher seeks to study. Therefore, the groups were randomly assigned into both the control group (class A) and the experimental group (class B).

3.6. Data collection

1. Pretest

Pretest was used at the beginning of this study in which students took the Preliminary English Test level B1 (PET) about students relaxing (Annex 2) which results were used for quantitative analysis. This pre-test helped determine the most important factors influencing oral skills through Problem-Based Learning. This test was fundamental to beginning the study and applying the treatment to enhance students' oral skills. It develops per pair of students to discuss alternatives, express opinions and make choices. This test was divided into four sections:

1. Interview (2 minutes) where students had to respond to three questions about the

pleasure of studying English, expressing an opinion on the importance of the English language in the student's future, and one question related to the free time activities.

2. Extended turn (3 minutes) where students had to describe a photograph about the location of people and things and what different people are doing.

3. Discussion (3 minutes) where students had an extended individual long turn to discuss possible alternatives to students' relaxing situations.

4. General conversation (3 minutes) where students talk about their likes and dislikes, expressing opinions, habits, and experiences.

Furthermore, a rubric (Annex 3) was used as a scoring guide to assess the oral production skills carrying out criteria such as grammar and vocabulary to know the accurate use of grammatical forms and use of vocabulary. Discourse management assessed the consistency and relevance of each student's contribution. The pronunciation to assess the stress, intonation, and individual sounds. Finally, interactive communication assesses student's ability to achieve meaningful communication including the ability to use interactive strategies to maintain communication.

3.6.2. Posttest

The posttest (Annex 4) consisted of another PET test, level B1 about a rainy day, and it was taken once the PBL methodology, strategies, and evaluation were developed with the experimental group within a three-week time period. It meant the application of ten lesson plans (Annex 5) where the Problem-Based Learning approach was the guide to adapt oral activities in which students developed their spoken production by working individually or in groups.

After this teaching process was essential to consider the same criteria of the PET for the posttest in the speaking section regarding grammar and vocabulary, discourse management, pronunciation, and interactive communication. Additionally, the rubric measured whether the treatment design worked or not and whether the objectives of this study were reached. Consequently, these validated instruments pretest and posttest were useful to compare the results gotten at the beginning and the end of the study.

3.7. Data processing and statistical analysis

For interpreting the instrument's results, the researcher used statistics tables and bar graphs analyzed by SPSS (Statistical Package for Social Sciences) version 2.0. Besides, the initial pretest helped measure the student's oral skills to compare the results before and after treatment implementation through PBL activities. It involved collecting data through structured tests to determine the significance of findings and the relationships between variables. Therefore, other researchers can replicate these quantitative results (Tuli, 2011).

Furthermore, this research explored the findings regarding descriptive statistics, which is used to summarize data in an organized manner (Kaur et al., 2018). It included the compilation of the information in basic tables through Excel from the beginning of the application where students worked individually and in pairs in the pretest as well as the results of the posttest were added. All this information was distributed in statistical software to calculate the median which is the middle value when all values are arranged in order and the variability which refers to the standard deviation, which indicates how much variation there is from the mean (Fisher & Marshall, 2009).

Accordingly, the obtained results provided valuable insights to be contrasted with the theoretical basis that helped draw conclusions and recommendations for future research based on these findings.

CHAPTER IV RESULTS AND DISCUSSION

4.1. Results

This study was conducted in a public secondary school, in which two student populations (an experimental group and a control group) were enrolled and evaluated using a pretest and a posttest model. The experimental group taught by the PBL model consisted of 30 students; meanwhile, the control group consisted of 32 students instructed by traditional teaching. The pretest and the posttest results associated with the speaking section were added together to create a band score ranging from 0 to 5.

Table 2 shows the results from the experimental group and Table 3 illustrates the results of the control group globally taking into account the dimensions of grammar and vocabulary, discourse management, pronunciation, and interactive communication in the pretest and posttest on the same band scale from 0 (lowest) to 5 points (highest). The data management used descriptive statistics and the data is presented in tables with minimum and maximum values reached by the students, the mean, and the standard deviation.

4.1.1. Experimental group pretest-posttest comparison

Table 2

Experimental group pretest-posttest

	N	Minimum	Maximum	Media	Deviation
Pretest_ExperimentalGroup	30	1,75	3,50	2,333	0,45644

Posttest_ExperimentalGroup	30	3,00	4,50	3,508	0,36248
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Note: Data from the PET application before and after the intervention.

Analysis and interpretation

The experimental group was the one that benefited from the application of problem-based learning and showed insufficient performance initially (pretest) since the average reached was 2.33; the minimum value reached was 1.75, and the maximum of 3.50 with a standard deviation of 0.456.

After the application of problem-based learning, the progress evidenced in the students was significant. The mean reached in the posttest was 3.5, the minimum value was 3 and the maximum value was 4.5. The standard deviation (0.36) showed a reduction when compared to the initial value, which is positive because it shows a reduction in the dispersion and greater conciseness in the performance of the group, which means that all the students showed advance.

Based on these results, applying the Problem-Based Learning strategy is effective for developing students' oral skills because initially, these were at an insufficient level. However, after the educational intervention, students had an acceptable level, demonstrating a better mastery of oral production that became evident in the management of vocabulary and simple grammatical forms, better pronunciation and interaction as well as a more accurate management of the speech although with the teacher's support.

These results showed that oral skills improved with the application of problem-based learning and that they were used effectively in the foreign language classroom.

4.1.2. Control group pretest-posttest comparison

Table 3

Control group pretest-posttest

	N	Minimum	Maximum	Media	Deviation
Pretest_Control Group	32	1,50	3,25	2,3594	0,49975
Posttest_Control Group	32	2,00	3,25	2,7109	0,33062

Note: Data from the PET application before and after the intervention.

Analysis and interpretation

The control group showed an average performance in oral skills of 2.35 in the pretest, the minimum value reached was 1.50 and the maximum was 3.25, with a standard deviation of 0.499.

On the other hand, a general view of the posttest showed that the values were higher than those of the pretest. Although not significant, the average was 2.71, the minimum value was 2.00 and the maximum was 2.71, concerning the standard deviation, a reduction was observed with a value of 0.33, which denoted a reduction in dispersion, although not markedly.

According to the results, the traditional classes did not have a significant impact because the oral ability did not reach an appropriate value and it is lower than the expected performance in the pretest and posttest. Students demonstrated a limited range of grammatical structures and vocabulary with constant repetitions, limited concentration on the subject matter, and little interactivity.

4.1.3. Experimental group subskills (pretest-posttest)

Table 4

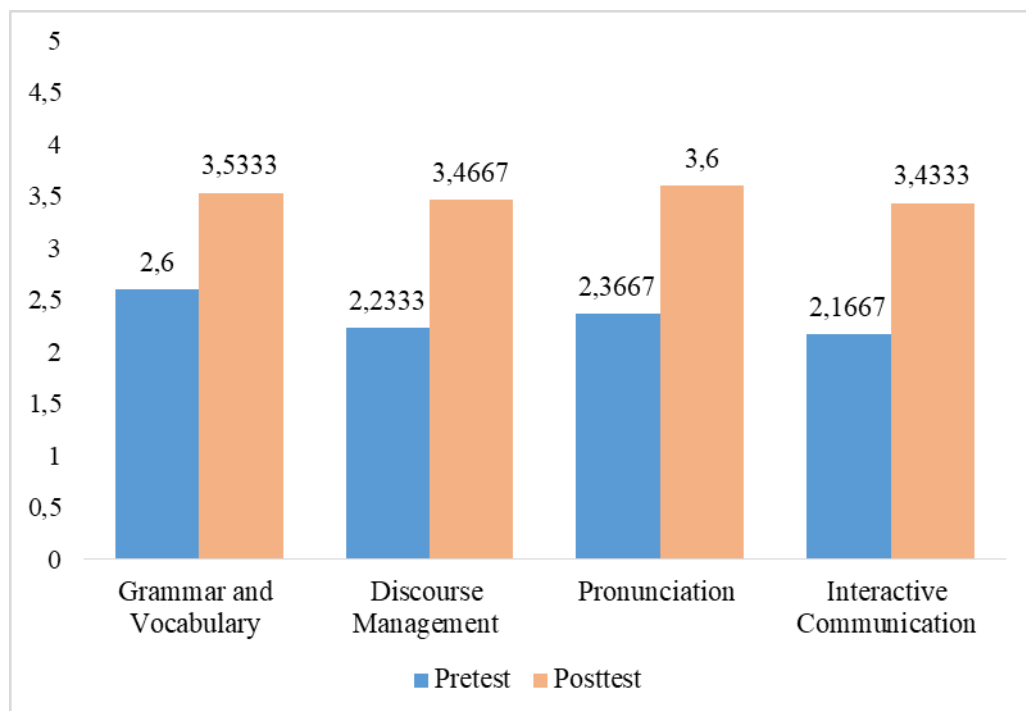
Experimental group subskills

Pretest	N	Minimum	Maximum	Media	Deviation
Grammar and Vocabulary	30	2,00	4,00	2,6000	0,67466
Discourse Management	30	1,00	3,00	2,2333	0,56832
Pronunciation	30	2,00	4,00	2,3667	0,66868
Interactive Communication	30	2,00	3,00	2,1667	0,37905
Posttest					
Grammar and Vocabulary	30	3,00	5,00	3,5333	0,57135
Discourse Management	30	2,00	4,00	3,4667	0,57135
Pronunciation	30	3,00	5,00	3,6000	0,62146
Interactive Communication	30	3,00	4,00	3,4333	0,50401

Note: Data from the PET application before and after the intervention.

Figure 1.

Experimental group subskills (pretest-posttest)



Note: Data from the PET application before and after the intervention.

Analysis and interpretation

In the pretest, the subskill with the best performance was grammar and vocabulary with a mean of 2.6, followed by discourse management (2.23) and pronunciation (2.36), while the subskill with the lowest performance was interactive communication.

In the posttest, the subskill that showed the best performance was pronunciation with an average of 3.6, followed by the grammar and vocabulary subskill with 3.53, and speech management and interactive communication, reaching an average of 3.4.

In the experimental group, the results show improvement in each oral subskill, since initially they were at level 2, considered insufficient, and after the intervention with Problem-Based Learning, a level B1.1 was achieved, which translates into acceptable.

The standard deviation determined the degree of variation in grammar and vocabulary with (0.67) in contrast with the posttest with (0.57). This variability was also observed in the components of interactive communication because in the pretest is lower at (0.37) and higher in the posttest with (0.54). A low standard deviation was identified in the pretest in terms of pronunciation with (0.62) compared to the pretest with (0.66) which shows variability in the data.

The improvement achieved by the students after the application of Problem-Based Learning may be attributed to the extensive and critical thinking process students had to do on a variety of speaking materials throughout the implementation to gather data while students were solving the PBL tasks. This treatment was not done by the control group, which received normal instructions, and its results did not mark enough progress. However, the component of vocabulary and grammatical forms, and speech management had clearer differences in oral production with fluency and better

pronunciation.

4.1.4. Control group subskills (pretest-posttest)

Table 5

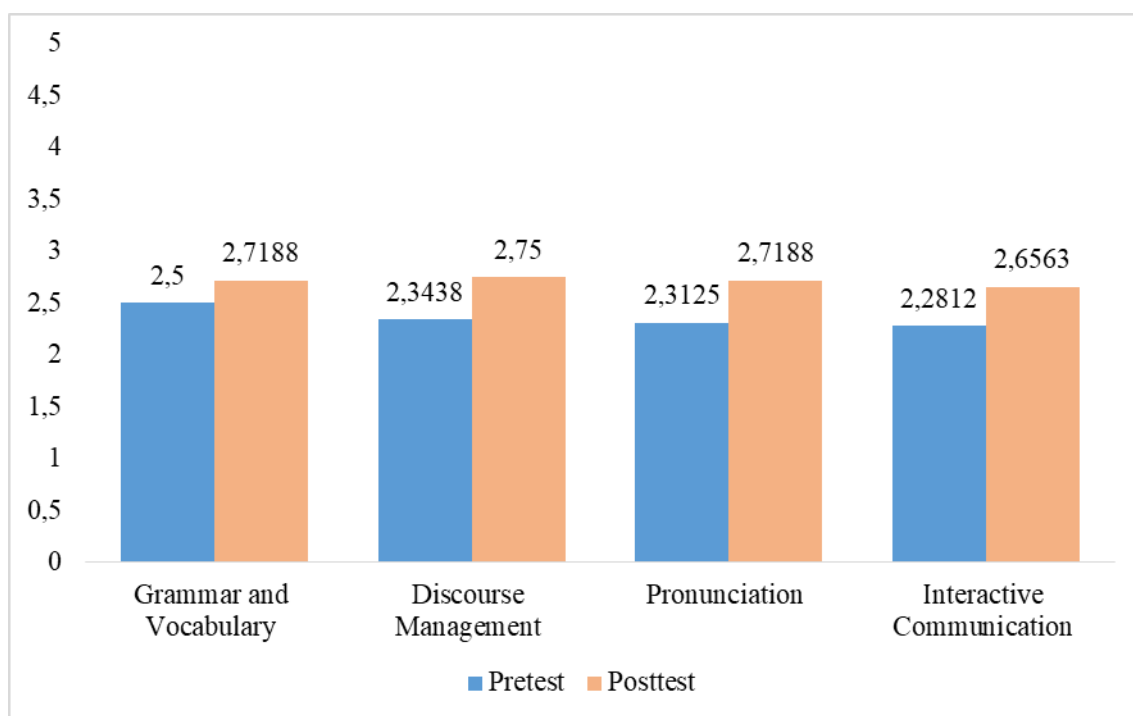
Control group subskills

Pretest	N	Minimum	Maximum	Media	Deviation
Grammar and Vocabulary	32	2,00	4,00	2,5000	0,62217
Discourse Management	32	2,00	3,00	2,3438	0,48256
Pronunciation	32	1,00	3,00	2,3125	0,53506
Interactive Communication	32	1,00	3,00	2,2812	0,52267
Posttest					
Grammar and Vocabulary	32	2,00	4,00	2,7188	0,58112
Discourse Management	32	2,00	3,00	2,7500	0,43994
Pronunciation	32	2,00	4,00	2,7188	0,52267
Interactive Communication	32	2,00	3,00	2,6563	0,48256

Note: Data from the PET application before and after the intervention.

Figure 2.

Control group subskills (pretest-posttest)



Note: Data from the PET application before and after the intervention.

In the control group, the differences in terms of pronunciation, grammar, and vocabulary related to the experimental group did not mark improvements. In general, there was a slight progress in the performance of oral subskills, but not significant because they were not exposed to PBL tasks, and the results are translated into insufficient.

In the pretest, it was possible to observe that in grammar and vocabulary, the average was the highest at 2.5, followed by speech management with 2.34, pronunciation at 2.31, and finally interactive communication at 2.28.

In the posttest, the values increased in comparison with those of the pretest; however, they remain at an insufficient level. In speech management, it was 2.75, in grammar and vocabulary 2.71, as well as in pronunciation and finally in interactive communication at 2.66.

Analyzing the standard deviation in Table 4 provides a representation of grammar and vocabulary variability between the pretest with 0.62 and the posttest with 0.58, which show no significant differences. Another minimal variation was identified in the pronunciation subskill with 0.53 in contrast to the posttest with 0.52. Similarly, the initial interactive communication showed a slight deviation compared to the posttest with 0.48.

These results are pertinent to confirm that using traditional methodologies does not work appropriately for the student's oral skills because the subskills did not improve notably. In grammar and vocabulary, a limited range was observed, with little speech management (frequent repetitions), poor pronunciation, and difficult communicative exchanges.

4.2. Hypothesis verification

In this study were proposed two *hypotheses*:

Alternative hypothesis (H1): Problem-based learning influences the speaking skills of students in second year sublevel Bachillerato.

Null hypothesis (H0): Problem-based learning does not influence the speaking skills of students in second year sublevel Bachillerato.

To support the hypothesis, the statistical test T-student was employed to compare whether there was a significant difference in the means of study groups.

Table 6
Hypothesis verification

	Test value = 0					
	t	gl	Sig. (bilateral)	Difference of means	5% confidence interval of the difference	
					Lower	Superior
Pretest_Experimental Group	28,000	29	,000	2,33333	2,1629	2,5038
Posttest_Experimental Group	53,012	29	,000	3,50833	3,3730	3,6437

Note: Data from the PET application, before and after the intervention.

Once T-student is identified in the SPSS statistic, it indicates that there is a significant difference between the pretest and posttest administered to the students because the bilateral significance value is = 0.000 (lower than $\alpha = 0.05$). According to the decision rule, the null hypothesis is rejected, and the alternative hypothesis is accepted, that is: Problem-Based Learning influences the speaking skills of students in second year sublevel Bachillerato.

4.3. Discussion of the results

By addressing Problem-Based Learning and its influence on oral skills, it recognizes the activation of this approach allowed students to be more productive in communicating their thoughts or ideas. This argument has been widely verified in worldwide research in which it is stated that this methodology helps develop student skills because it is learned by doing. In Wijaya (2022) the author stated that students became more proficient L2 speakers after the treatment with the PBL components. Likewise, in the study by Kurniawati et al., (2019) validated the use of PBL to

acquire critical thinking, creativity, and collaborative skills in speaking interaction since learners have experienced more willingness to work on their communicative skills with their peers.

Considering the effect of PBL has special attention in students of second year sublevel Bachillerato at Alfonso Laso Bermeo high school because the difference in the mean of the posttest indicated an increase in components like grammar, vocabulary, pronunciation, and oral interactions at the beginning and after applying the intervention. Therefore, these results have been proven to be effective for teaching English as a foreign language; particularly, in productive skills.

Emphasizing these results, the research developed by Sutrisna & Luh (2020), analyzed the impact of PBL on the speaking ability of students and their attitude towards ELL in a group of 41 high school students. It attributed a statistically significant difference in the student's oral production regarding the performance of dialogue and monologue before and after the implementation of PBL. Hence, the authors evidenced that this technique is effective because during problem-solving activities, students work in small collaborative groups, and actively explore learning strategies and resources, building their knowledge through reflection.

Similarly, the study by Setyawan et al. (2021), in which Problem-Based Learning was implemented to develop communication skills in students in a group of 22 students, confirmed that this methodology can facilitate the development of communication skills for students because Problem-Based Learning generates much more dynamic learning environments, which motivate students to test, experiment, cooperate, and verify their learning levels.

According to the result above, it was possible to specify the effectiveness of the application of Problem-Based Learning in the oral skills of the students. This strategy allowed students to use the language without fear of interacting, to express themselves fluently, present their ideas, and led them not only to learn from their mistakes but also to improve them. This, in the words of Sasmita et al., (2022), it is because problem-based learning allows the development of critical thinking capacity to think independently, critically reflect on experiences, and make effective decisions. Hence, students awaken their critical thinking, reasoning, and develop other skills because this method follows specific elements to recognize the dominant idea of the problem and seek solutions from multiple perspectives for interdisciplinary applications (Mustofa & Hidayah, 2020).

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- Applying PBL to enhance oral skills in the classroom provides an effective way for students to learn how to communicate effectively in real-life situations. Through this approach, students develop their critical thinking, problem-solving, and collaboration skills while they are also improving their language proficiency, which is a necessary tool in the global scenario. Yuliati & Hidayat (2018) claimed that authentic Problem-Based Learning improved critical thinking skills, which are necessary for daily life. When it comes to language skills, PBL empowers students to be better listeners as they engage in conversations and debates to share their knowledge with others and take responsibility for their learning.
- Problem-Based Learning is premised on the use of problems as a starting point for the acquisition and integration of knowledge within the English teaching- learning process. Taking into account the results, there was a positive change in students' subskills like pronunciation, grammar and vocabulary with an average value of 4.50 in the maximum and 3.00 in the minimum. The development of oral skills involves the opportunity to learn with authentic practice, and constant reinforcement making possible the knowledge management for decision-making.
- In the current investigation, Problem-Based Learning was implemented through the execution of 10 activities whose central objective was to favor, develop, and encourage the reasoning capacity of the students for the development of oral skills. To lead this purpose, the following phases were developed: experience, abstract reflection (critical

thinking), content (conceptualization), active experimentation, and creation. These activities provided the opportunity to learn deeply through different actions such as research, decision-making, and finally oral production.

- Through the investigation, it was possible to verify that problem-based learning has a positive impact on the student's oral skills because initially (pretest) the students were located at an insufficient level. However, after the educational intervention, an acceptable level was achieved in comparison to traditional learning. It determined a convenient use of oral production, which became evident in the advancement of vocabulary and simple grammatical forms, better pronunciation, and interaction, as well as more accurate handling of speech, although with the support from the teacher.

5.2. Recommendations

- The Problem-Based Learning method presents several characteristics that should be considered for its correct application. The PBL has a cognitive approach that allows the apprentice to work both individually and collectively through reflexive activities that generate possible solutions to a certain problem. Thus, it leads to the development of critical thinking and finally, knowledge is achieved. Therefore, to implement this type of strategy, principles and technique processes should be taken into account for the benefit of students and to prevent confusion with other pedagogical strategies.
- For the application of problem-based learning, it is necessary to explain to the students this strategy and implement it progressively to prevent them from rejecting the technique, feeling unmotivated, confused, or frustrated with the process. In addition to this, teachers are also required to differentiate their pedagogical

processes from the principles and procedures of inquiry, which include authentic tools to inspire multiple exposure when students solve a problem.

- Finally, it is suggested to involve alternative assessment activities to constantly check the improvement of students' oral competencies through presentations, dialogues, interviews, reports, debates, role-plays, and creative projects that go beyond the traditional practices to assess. Additionally, it is significant to ensure the students' self-assessment to reflect on their own learning and evaluate the inquiry impact to determine its benefits or to apply the necessary adjustments and modifications in the learning process.

CHAPTER VI THE PROPOSAL

6.1. Informative data

Topic: A Didactic Guide to Implement Problem-Based Learning to Improve Oral Skill

Name of the Institution: Unidad Educativa Fiscal Alfonso Laso Bermeo

Beneficiaries: Students in second year sublevel Bachillerato

Location: Quito

Estimated time for the execution: 3 weeks **Person in charge:** Lic. Silvia Simbaña

Cost: \$10

6.2. Background of the proposal

Based on this quantitative study, the data obtained revealed that traditional instruction limits students' exposure to the English language. They still face fear or anxiety about making mistakes, struggle with pronunciation, vocabulary, and grammar, and show reluctance to participate in class discussions or group activities. On the other hand, the research evidenced that PBL treatment allowed students to have better progress in oral skills compared to the control group.

According to Ceker & Ozdamli (2016) in the PBL approach, students work together in a constructivist learning setting to find solutions to common problems. It promotes active learning because most of the activities are working collaboratively.

More recently, a research study conducted by K k & Duman (2023) to determine the effect of Problem-Based Learning (PBL) on problem-solving skills in English language teaching showed that the students could identify basic problems, establish cause and effect relations, determine possible solutions, and analyze relevant information. In terms of language skills, students were more fluent in speech, vocabulary, and sentence building.

Wijaya (2022) who investigated the positive effects of problem-based learning activities on Indonesian EFL learners' productive language skills found that the local EFL students were more proactive in honing their productive skills (speaking and writing) sustainably in their daily routines. Additionally, Nasution et al., (2022) developed a qualitative study where the results showed that the students' speaking skills in terms of conceptual, lexical, syntactical, phonological, and body language had improved significantly. Therefore, it might affirm that PBL helps students to

develop a) flexible knowledge, b) an effective process to express their thoughts, c) effective collaboration skills, and d) intrinsic motivation.

6.3. Justification

The main objective of this research was to demonstrate the benefits of Problem- Based Learning mainly when meaningful oral interactions occur. This research considered students who are in the process of learning English as a foreign language. It was the vital importance and interest for the researcher to make a guide that included content based on problem-solving situations through lesson plans focused on this approach to obtain more productive learning outcomes when students speak with confidence and fluency. In this sense, it was inevitable to relate the context of the students with the problems that arise from daily life to provide real-life examples in the process of teaching the English language. The purpose of this study was to promote these examples to go in search of necessary solutions to interact in conflict resolution, decision-making, teamwork, and life itself.

6.4. Objectives

6.4.1. General

To design a guide with oral production activities by considering Problem-Based Learning strategies.

6.4.2. Specific

- To propose PBL didactic material focusing on oral production.
- To establish lesson plans integrating the essential components of PBL.
- To promote the use of this PBL among English teachers at Alfonso Laso Bermeo High School.

6.5. Feasibility analysis

Organizational

This proposal is addressed by organizational viability because the theoretical framework for PBL contributed to knowledge for the interaction in the student's learning through the creation of innovative activities to include in the daily instruction. Additionally, it had the support of the institutional authorities as well as the experience of the English teacher to work in a learning community.

Technological

This proposal counts with technological feasibility due to the technological spaces that the educational institution provides in the computer lab and the English classrooms. These are equipped with technological resources such as television, wireless speakers, individual headphones, and computer with Internet connection for research activities and continue valuing the PBL components.

Economic - financial

This proposal has economic and financial feasibility because it does not have any observable cost investment for its application. However, the researcher covered a few expenses that were justified in this investigation.

6.6. Theoretical foundation

Problem-Based Learning

Problem-Based Learning (PBL) is one of the innovative and active methodologies that

has rooted its components in the teaching-learning processes of foreign languages. While traditionally the knowledge was centered on the teacher, currently the PBL methodology focuses on the student. Mainly, the students are able to present the problem, identify the learning needs, seek the necessary information, and finally return to the problem to provide a solution (Zaidi, Hammad, Awad, Qasem & Ahmed 2017).

In this process, students understand that this model carries out the application of a comprehensive teaching approach because teachers stimulate students' thinking by asking questions (Almulla, 2019). In this sense, students assume responsibilities and actions that are basic in their training process to work collaboratively sharing in this learning experience the possibility of practicing and developing oral skills that are so necessary in this globalized world.

The PBL as a student-centered approach is characterized by the function that distinguishes it from traditional teaching methods. Characteristics related to the familiarity level of the problem and applicability should be considered since students' judgments of the problem's difficulty and willingness to work on it are likely to depend on learning difficulties. Due to this circumstance, an exhaustive treatment of the relevance and clarity of the problem is required, which can be guided systematically from its content to its resolution (Sokalingam & Schmidt, 2011).

According to Azman & Shin (2012), the PBL learning process begins by identifying a real-world problem or situation that requires the use of the target language. It requires group work to promote interaction and discussion where they might clarify their thoughts, share ideas, proposing and value solutions (Hung, Jonassen & Liu, 2007). Students should assume the role of stakeholders by taking responsibility for the problem. In this process, the teacher only acts, as a facilitator, and he or she does not

provide any anticipated answers. However, the teacher is capable of establishing clear expectations and creating a safe and welcoming environment where all students feel valued and respected (Xie & Derakhshan, 2021).

Regarding the self-directed and collaborative learning environment, students come up with working ideas or potential solutions, identify the information that is available regarding the problem and learning issues, select resources, assign tasks to different group members, gather and share information within the group, and finally choose the most practical solutions before they present them to the class. Consequently, the PBL learning process provides an engaging and effective way for learners to acquire new language skills while also ensuring that the components of the PBL are implemented effectively.

Leong (2009) mentions some tips for conducting PBL in the classroom:

- Allow students to select members and inform students in advance of the penalty for non-participation in group work.
- Set aside a dedicated session for groups to discuss their research progress and provide feedback when necessary.
- Use reflective diaries and include a reflective critique as part of the assessment.
- Consider having an imitation conference with students presenting their results and invite another teacher to observe and give comments.
- Use online discussion forums for students to post their meeting minutes and discuss the progress of their research.

The PBL approach's assessment is developed more practically and interactively. PBL involves presenting students with real-world problems or scenarios, which they must solve using critical thinking, collaboration, and creativity. The assessment process in

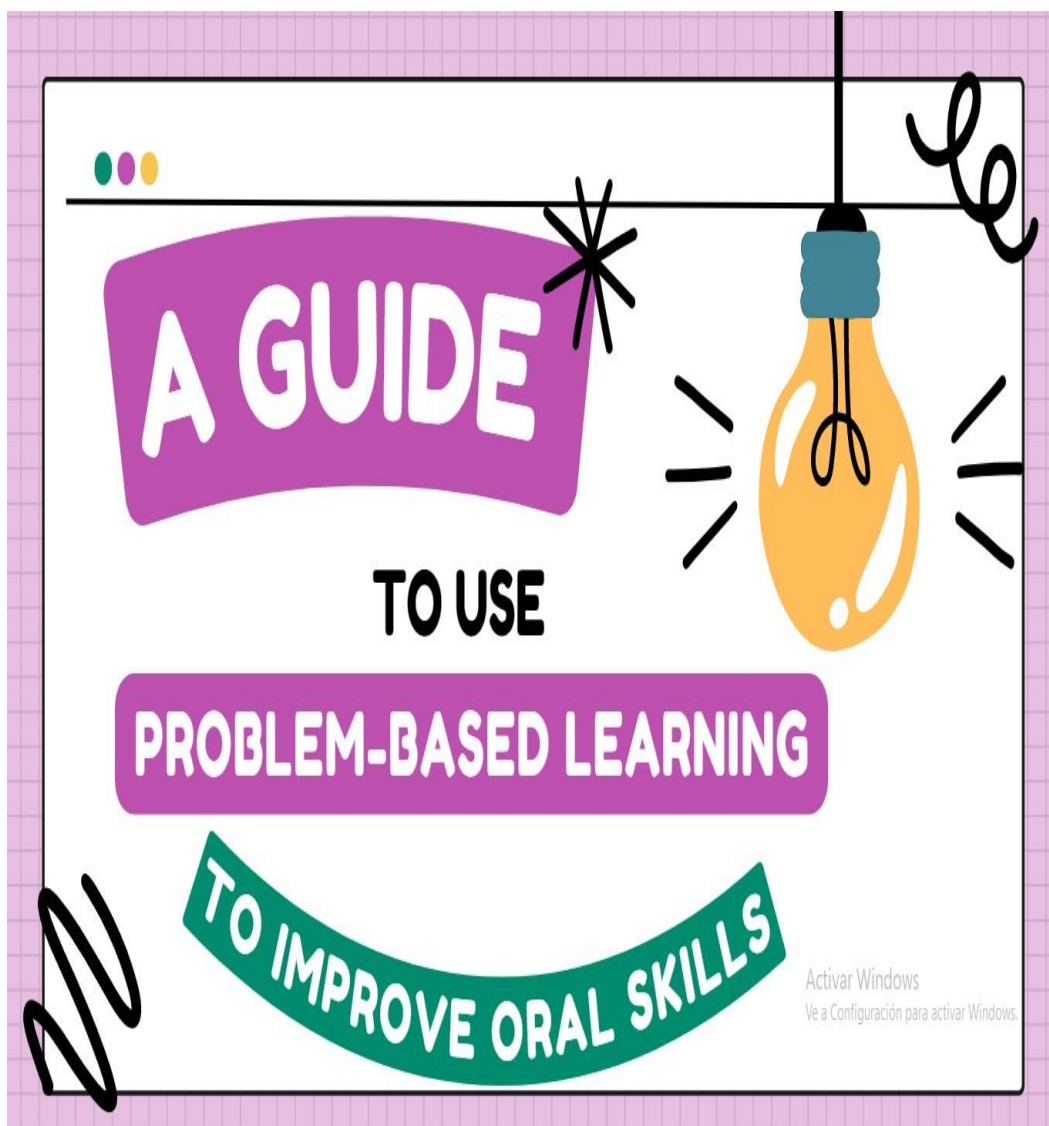
PBL involves evaluating not only the final solution but also the process of arriving at it.

Assessment in PBL can take various forms such as presentations, group discussions, written reports, or even role-playing activities. The primary goal of assessment in PBL is to measure students' ability to apply their knowledge and skills to real-world situations effectively. This approach ensures that students are not just memorizing information but are also developing practical skills that they can use beyond the classroom. Therefore, educators should consider incorporating this approach into their teaching methods to enhance student-learning outcomes.

6.7. Operational model

Table 7
Operational model

Stages	Objectives	Activities	Resources	People in Charge	Time
Identification	To analyze the PBL strategies to implement in a didactic guide to enhance oral skills.	Examine the stages of PBL. Organize PBL activities that include their strategies, techniques, and evaluation.	Internet Books English modules Journals Articles	The researcher	2 days
Design	To create a didactic guide to develop PBL activities in the classroom.	Plan the lessons to help teachers with the PBL implementation. Design a PBL handbook for teachers.	Internet Books English modules Journals Articles Computer Printer Paper	The researcher	3 days
Promoting	To implement the strategies for PBL with all its components to enhance students' oral skills.	Apply the planned activities for the development of PBL. Assess the didactic guide to verify the results.	Internet Books English modules Journals Articles Computer Printer Paper	The researcher	2 weeks





INTRODUCTION

Problem-Based Learning is a model that allows students to explore and understand new concepts in a deeper and more meaningful way. Learners are involved to ask questions, seek answers, and develop critical thinking skills that are essential for success in both academic and real-world settings. It promotes active learning to foster creativity and innovation by encouraging learners to think outside the box and come up with new solutions to problems. Therefore, PBL strategies are combined to work collaboratively and achieve effective learning outcomes in the English language when interacting orally.

This didactic guide uses the PBL process to introduce teachers to applying this inquiry model in their lessons to shift the traditional methods and helps students to develop communication skills.

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Lesson 1
Be Healthy!

Title:	Healthy Way of Life!
Time:	2 hours
Objective:	Students will be able to analyze a problem and perform procedures to give a solution.
Approach/Method	Problem-Based Learning
Learning outcomes:	Present and defend an opinion in order to persuade others about the importance of maintaining good habits before going to sleep.
Strategy:	Question/Answer: K-W-L (Know, Want/Need,Learn)/oral presentation
Resources:	KWL chart, markers/pens/pencils
Phase:	Students tackle problems in pairs and clarify the cues in the text.
Activation	Students answer the following question: What do we already know about the problem? Students define the problem in the chart (Problem Formulation).
Connection	Students generate a list of hypotheses for the problem. Students answer the following question: What do we want to find out about the problem? Students read further information about the causes and effects of insomnia

	Students use the new information and write important details to support the solutions for the problem.
Affirmation	<p>Students answer the following question:</p> <p>What have we learned about the topic after reading?</p> <p>Students discuss the problem and express their thoughts. Students work to convince their classmates to change their sleeping habits.</p> <p>Students present their activity to the class</p> <p>Students see the relevance of the topic to their own lives and reflect.</p>

PROBLEM:

Student A: Often eats at 10 p.m. He/she has a habit of falling asleep. He/she usually watches and uploads some photos or videos on TikTok and always listens to music on Spotify for hours during the night. Then he/she goes to bed and cannot fall asleep. He/she got a terrible headache almost every day. He/she is very nervous and sometimes shouts at his/her nearest and dearest. He/she has problems with his/her grades at school because he/she cannot concentrate during his/her lessons.

Student B had such a problem some years ago. Now he/she leads a healthy way of life. He/she does not eat after 6 p.m. He/she avoids the TV, computer, and telephone one hour before he/she goes to bed. He/she goes to bed at 10 p.m. A good sleep schedule helps him/her feel less tired.

PROBLEM & SOLUTION

K-W-L CHART

WHAT DO WE ALREADY KNOW ABOUT THE PROBLEM?

WHAT DO WE WANT TO FIND OUT ABOUT THE TOPIC?

WHAT HAVE WE LEARNED ABOUT THE TOPIC AFTER READING?

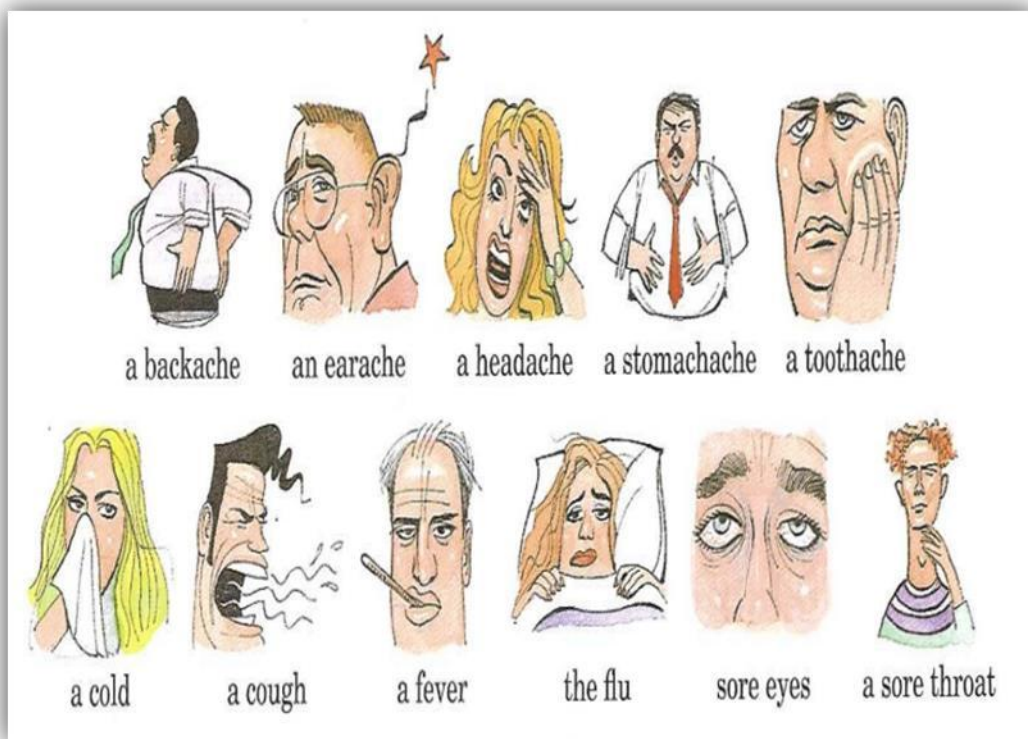
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Lesson 2

What's the matter?

Title:	Health Problems
Time:	2 hours
Objective:	Students will be able to analyze a problem and perform procedures to give a solution.
Approach/Method	Problem-Based Learning
Learning outcomes:	Describe common health problems and symptoms
Strategy:	Observe-Think-Question /Role-playing
Resources:	O-T-Q chart, markers/pens/pencils
Phase:	Description
Activation	<p>Make observations on the charts about the symptoms of the common health problems</p> <p>Students individually add a list of words and images they associate with the topic</p> <p>Make connections using different words to describe pain with a peer</p> <p>Students observe the degree pain chart to compare and describe it</p>
Connection	<p>Students think about the common health problems and the solution they used to have</p> <p>Students gather information to identify the most common diseases of adolescents</p> <p>Students discuss the results</p>

	<p>Prepare a chart listing the three common adolescent health problems, the symptoms and the degree of pain</p> <p>Students investigate the ways to prevent these diseases</p> <p>List possible actions and solutions to the health problems</p>
<p>Affirmation</p>	<p>Students write three questions that emerge from the basic investigation</p> <p>Students work with a partner and choose a health problem to role-play a visit to the doctor's office</p> <p>Students act out the role play</p> <p>Students must complete the following activity</p> <p>http://www.english-zone.com/reading/health.html</p>



O-T-Q chart

	Think	Question
Problem & Solution	Relate what you observe to what you already know about the subject	What curiosities arise from your investigations?
Observe		
What do you notice about any specific object or situation?		

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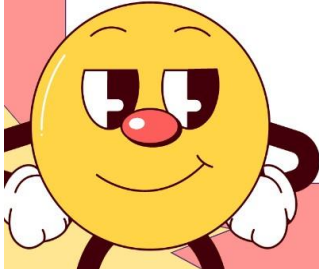
Lesson 3
The Sinking Ship


Title:	Making Decisions
Time:	2 hours
Objective:	Students will be able to recognize the importance of searching information before making a decision.
Approach/Method	Problem-Based Learning
Learning outcomes:	Identify factor that influence the decisions studentsmake.
Strategy:	Think, pair, share/ Oral presentation
Resources:	Blank sheets of paper, markers/pens/pencils
Phase:	Description
Activation	Students read the problem-solving situation Students predict the vocabulary shown in flashcards Teacher clarifies and check students' comprehensionof key vocabulary and concepts
Connection	Students work in groups to answer two questions: What would you do if you were the captain of a ship? What would you do if you lost all contact with the outside world? Students think, pair, share and reflect on their answers Students look at the passenger list from the worksheet.

	<p>Rank the passengers from 1 to 10 which shows who deserves a seat in the lifeboat.</p> <p>Students think carefully in the decision-making process to justify their choices</p> <p>Students generate a critical thinking process through argumentative choices.</p>
Affirmation	<p>Students present their list of whom they believe deserves a seat in the lifeboat giving their corresponding argument.</p> <p>Teacher values and acknowledges the students' opinions.</p> <p>Students share what they have learned demonstrating respect.</p>

Problem-solving 📺

The Sinking Ship





MAKING
DECISIONS

←

CRITICAL THINKING

Problem situation

- ✦ After seven days of sailing in horrible weather, the ship you are a passenger on is about to sink somewhere in the Pacific Ocean. The captain has lost all contact with the outside world, but he hopes and believes that the ship is not far from some uninhabited Pacific islands.
- ✦ The captain informs you that the ship will go down within few minutes. He orders you to wake up five of the sleeping passengers, because the lifeboat unfortunately only has room for five out of the ten passengers, in addition of you and the captain. While handing you the passenger list, the captain says:



- Let the other passengers sleep peacefully as long as possible, be careful not to wake them. At worst it can come to fights, and that would do no good.



Deanne (30). Priest, member of a church choir and former orienteer.

Victor (53). Very skilful nurse from Vietnam, but also very racist and spiteful.

Sonya (18). Swedish language nerd. Speaks 12 languages fluently and never keeps her mouth shut. Sings ABBA-songs when nobody wants to talk with her.

Mike (38). Very skilful football player on Manchester United. Discreet and loyal.

Jack (44). Police officer and ex-military specialist. He is guilty of domestic violence and numerous sexual assaults.

N.N (28). Jack-of-all-trades and a master of survival. Suspected for having connections to Al Qaida.

Nelson Mandela (95). Winner of the Nobel Peace Prize and highly respected former head of state.

Samantha (20). Supermodel with blond hair. Amazingly pretty, but also amazingly stupid.

Tom (9). Smart, cheerful and always helpful. Can make anyone happy by his presence.


Sheryl (35). Tom's mother and his only living relative. She is infected with a terminal illness, and probably only has three months left to live.

Lesson 4
What's the Criteria?

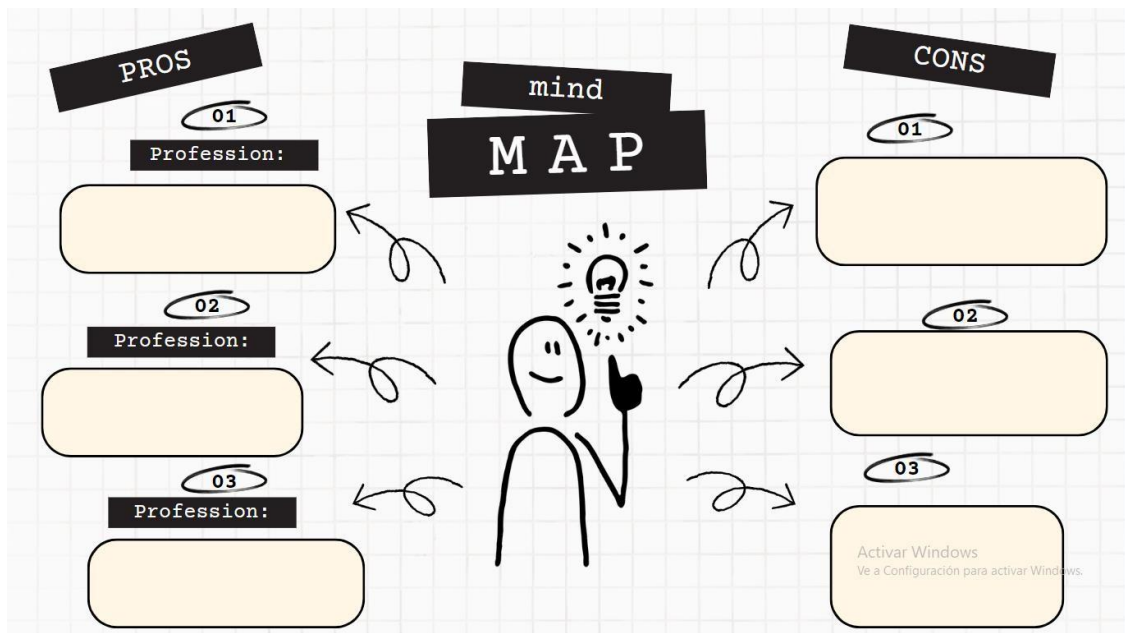
Title:	Critical Thinking
Time:	2 hours
Objective:	Students will be able to discuss their criteria to select the most useful professions in the world.
Approach/Method	Problem-Based Learning
Learning outcomes:	Assess the significance of different professions around the world by using critical thinking skills.
Strategy:	Mind mapping/ Oral presentation
Resources:	Blank sheets of paper, markers/pens/pencils
Phase:	Description
Activation	<p>Students watch a video about high demanded professions https://www.youtube.com/watch?v=we7zHcsgo0o</p> <p>Identify and list the essential word bank.</p> <p>Teacher clarifies and checks students' comprehension of key vocabulary and concepts.</p>

Connection	<p>Students work in groups to answer two questions:</p> <p>Do you agree that young adults should study traditional careers?</p> <p>How would you decide about a good career for you?</p> <p>What criteria would you use to assess the best</p>
	<p>careers?</p> <p>Students share their answers in groups.</p> <p>Give the cards that belong to a list of professions</p> <p>Sort and classify the jobs according to the most important and the least important.</p> <p>Students search for information about three important careers for them.</p> <p>Identify the pros and cons of traditional and nontraditional careers.</p> <p>Complete the mind-map activity.</p>
Affirmation	<p>As a whole class, students present their mind map to explain the pros and cons of their career according to their criteria.</p> <p>Students prepare reflective notes about the activity to think about what they have learned.</p>

Order the jobs according to your criteria



- A PHOTOGRAPHER
- A TEACHER
- A DOCTOR
- AN ELECTRICIAN
- AN ACTOR / ACTRESS
- A LIBRARIAN
- A PILOT
- A SCIENTIST
- A FARMER
- A LAWYER



Lesson 5
The Line Up Game

Title:	Join Up Now!
Time:	2 hours
Objective:	Students will be able to participate and communicate effectively according to pre-determined characteristics.
Approach/Method	Problem-Based Learning
Learning outcomes:	Work in a team to develop communicative skills.
Strategy:	Collaborative work
Resources:	Markers
Phase:	Description
Activation	Divide the group into teams of 5 or 6 students per team. Students arrange themselves randomly in a straight line within their group.

Connection	<p>Teacher calls out a particular characteristic:Examples:</p> <p>Line up in order of age, oldest at the front,youngest at the back</p> <p>Line up in first-name alphabet order</p> <p>Line up by height, shortest first</p> <p>Line up according to their birthdays, first in theyear goes first</p>
Affirmation	<p>Students rush to arrange themselves as soon as possible according to the previous instructions.</p> <p>Students should all raise their hands when finishing.</p> <p>Teacher verifies if the arrangement is correct.</p> <p>Teacher awards 1 point to the winning group.</p>



Lesson 6
Can you prove it?

Title:	Facts and Opinions
Time:	2 hours
Objective:	Students will be able to identify facts and opinions and justify them.
Approach/Method	Problem-Based Learning
Learning outcomes:	Differentiate fact from opinion by respecting other opinions.
Strategy:	Critical thinking/ Oral presentation
Resources:	PPTx, blank sheets of paper, markers/pens/pencils
Phase:	Description
Activation	<p>Teacher presents the difference between fact and opinion. Teacher illustrates four examples of each term. Students answer: What is a fact? Where can we find facts? What is an opinion? Students reflect on the examples to understand a fact and an opinion.</p> <p>Students individually generate two facts and two opinions on their personal lives.</p>
Connection	<p>In groups, students share their facts and opinions. Ask each group to collaboratively identify ideas and differentiate facts from opinions from the reading</p>

	about Living with an Indigenous Family. Students complete the F&O chart
Affirmation	Students present to the class their chart justifying the fact and opinions ideas.

Fact or Opinion?

Statement:		Reasoning:
1. _____	F O	_____
2. _____	F O	_____
3. _____	F O	_____
4. _____	F O	_____
5. _____	F O	_____

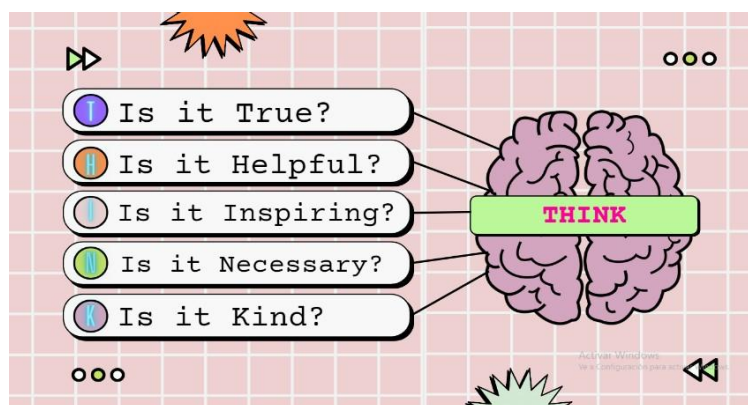
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Lesson 7

Think for Mindful Speaking

Title:	The Environment and World Issues
Time:	2 hours
Objective:	Students will be able to discuss environmental problems through Think strategy to offer solutions.
Approach/Method	Problem-Based Learning
Learning outcomes:	Practice mindful communication by using the THINK model while speaking to others.
Strategy:	Think Reflections / Oral presentation
Resources:	Think template, charts, blank sheets of paper, markers/pens/pencils
Phase:	Description
Activation	<p>Teacher presents the Think poster worksheet and read through its instructions.</p> <p>Students identify the THINK acronym to establish the importance of thinking before they talk.</p> <p>Teacher models how to use the Think chart when speaking.</p>
Connection	<p>In groups, students observe charts about the environment issues.</p> <p>Students discuss these issues following the reasoning process through the THINK components.</p> <p>Teacher guides the THINK connections with the ideas previously discussed.</p>

Affirmation	Students share its ideas with other groups emphasizing
	the THINK model. Allow students to discuss their new learning in groups.



How do you think each picture is related to slavery? Discuss them as a class.



Lesson 8
Talk it out!

Title:	Time for Some Great Debates!
Time:	2 hours
Objective:	Students will be able to participate in a group discussion being able to take a stance on an issue and defend it with reasoning process.
Approach/Method	Problem-Based Learning
Learning outcomes:	Make choices examining situations with creative and constructive thinking to communicate to others in a debate.
Strategy:	Debate/Making choices / Oral presentation
Resources:	Blank sheets of paper, markers/pens/pencils
Phase:	Description
Activation	<p>Teacher goes through the instructions for debating and presents a list of scenarios to discuss</p> <p>Students choose one problem, understand the situation and brainstorm information.</p> <p>Students make predictions about the possible answers for the situation.</p>

Connection	<p>Students think carefully in the making choices process to support their stand.</p> <p>Students integrate personal experiences to their viewpoint.</p>
	<p>In groups, students prepare their arguments by making notes.</p>
Affirmation	<p>Students present their scenario and explain their choice justifying with details.</p> <p>After each group has presented their ideas, students respond to each other by disagreeing and giving a counter-argument.</p> <p>Teacher values and acknowledges the student's decisions</p> <p>Students share what they have learned demonstrating respect.</p>



Talk it out!



Making decisions

Problem:

Choices:

Mery's friend is stressed about an upcoming test. Mary already took the test and got 100%, so she knows all the answers already.

Should she:

- a) Just give the answers to her friend.
- b) Use her knowledge to coach her friend.
- c) Not get involved at all.

Ryan finds an expensive looking watch in the school hallway one day. It has no name on it, and it's not near anyone's locker.

Should he:

- a) Give it to lost and found.
- b) Ask if it belongs to anyone there.
- c) Keep it and not say anything

A friend tells you that he/she has been receiving anonymous bullying messages online. You suspect that certain people are guilty.

Would you:

- a) Tell your friend just to ignore them.
- b) Encourage them to report the abuse.
- c) Risk confronting the ones you suspect.

Your friend has a great sense of humour. However, sometimes his jokes involve making fun of others in inappropriate ways. He will point out a physical flaw or look for something odd or different about a person and make an unkind comment.

Would you:

- a) Let him continue his jokes even if you feel uncomfortable when your friend does this.
- b) Laugh along with him
- c) Ask him to tone down his jokes and respect others.

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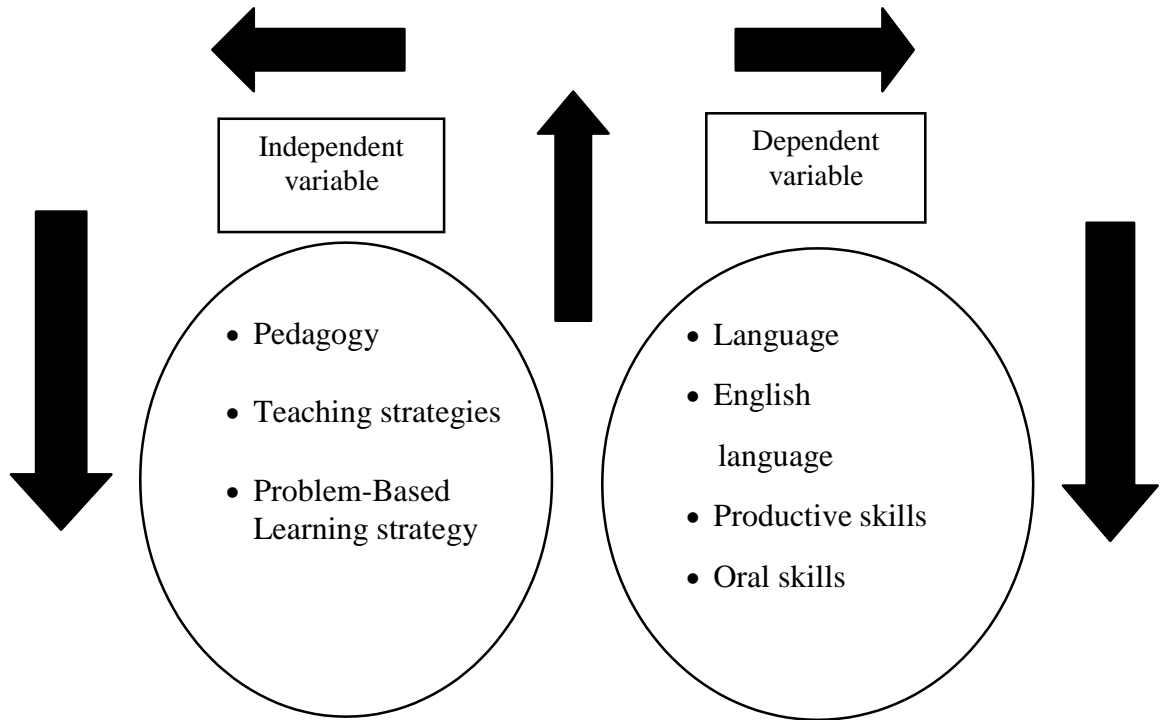
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Annexes

Annex 1. Fundamental categories



Annex 2. PRETEST CAMBRIDGE PRELIMINARY ENGLISH TEST

Part 3 (3 minutes)

STUDENTS RELAXING

Tasks Describing people and places; saying where people and things are and what different people are doing.

Examiner *Say to both candidates:*

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of students relaxing.

Candidate A, here is your photograph. (*Ask Candidate A to look at photo 4B on page VIII of the Student's Book.*) Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in the photograph.

(Candidate A) *Approximately one minute*

If there is a need to intervene, prompts rather than direct questions should be used.

Ask Candidate A to close his/her book.

Activa

(Candidate B) *Approximately one minute*

Ask the candidates to close their books before moving to Part 4.

Part 4 (3 minutes)

Tasks Talking about one's likes and dislikes; expressing opinions: talking about habits.

Examiner *Say to both candidates:*

Your photographs showed students relaxing. Now, I'd like you to talk together about where you go to relax and things you like to do there.

Allow the candidates enough time to complete the task without intervention.

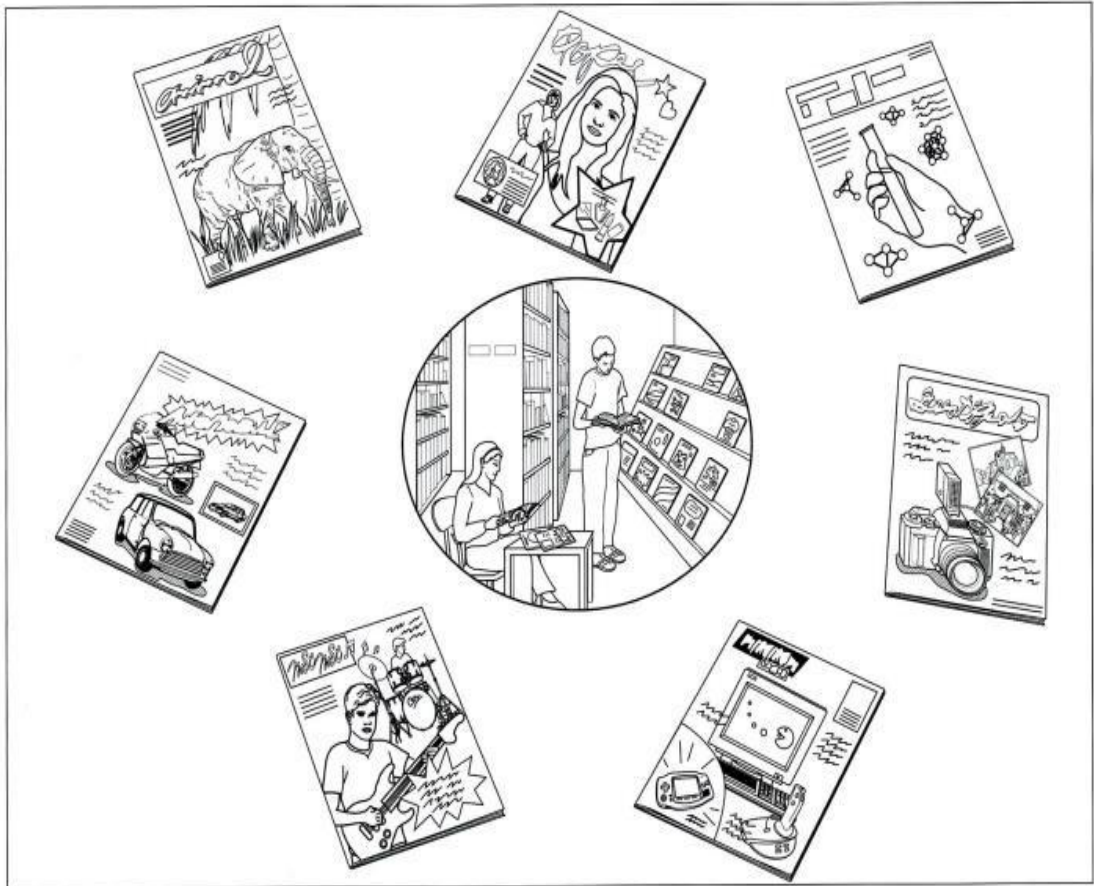
Prompt only if necessary.

Thank you. That's the end of the test.

Back-up prompts

1. Talk about **where** you go to relax.
2. Talk about what you **do** to relax.
3. Talk about **when** you like to relax.
4. Talk about **why** it is important for students to relax.

Note. Cambridge Assessment English. B1 Key



Note. Cambridge Assessment English. B1 Key

Annex 4. POSTTEST CAMBRIDGE PRELIMINARY ENGLISH TEST

Phase 2

Examiner

(Select one or more questions from the list to ask each candidate. Ask Candidate B first.)

Do you enjoy studying English? Why (not)?

Do you think that English will be useful for you in the future?

What did you do yesterday evening / last weekend?

What do you enjoy doing in your free time?

Thank you.

(Introduction to Part 2)

In the next part, you are going to talk to each other.

Back-up prompts

Do you like studying English?

Will you use English in the future?

Did you do anything yesterday evening / last weekend? What?

What do you like to do in your free time?

A RAINY DAY

Tasks

Discussing alternatives; expressing opinions; making choices.

Examiner

Say to both candidates:

I'm going to describe a situation to you.

A group of friends is planning to spend a day by the sea, but when they arrive it's raining. Talk together about the different things they can do while it's raining, and then decide which will be most interesting.

Here is a picture with some ideas to help you.

Ask both candidates to look at picture 1A on page 1 of the Student's Book and repeat the frame.

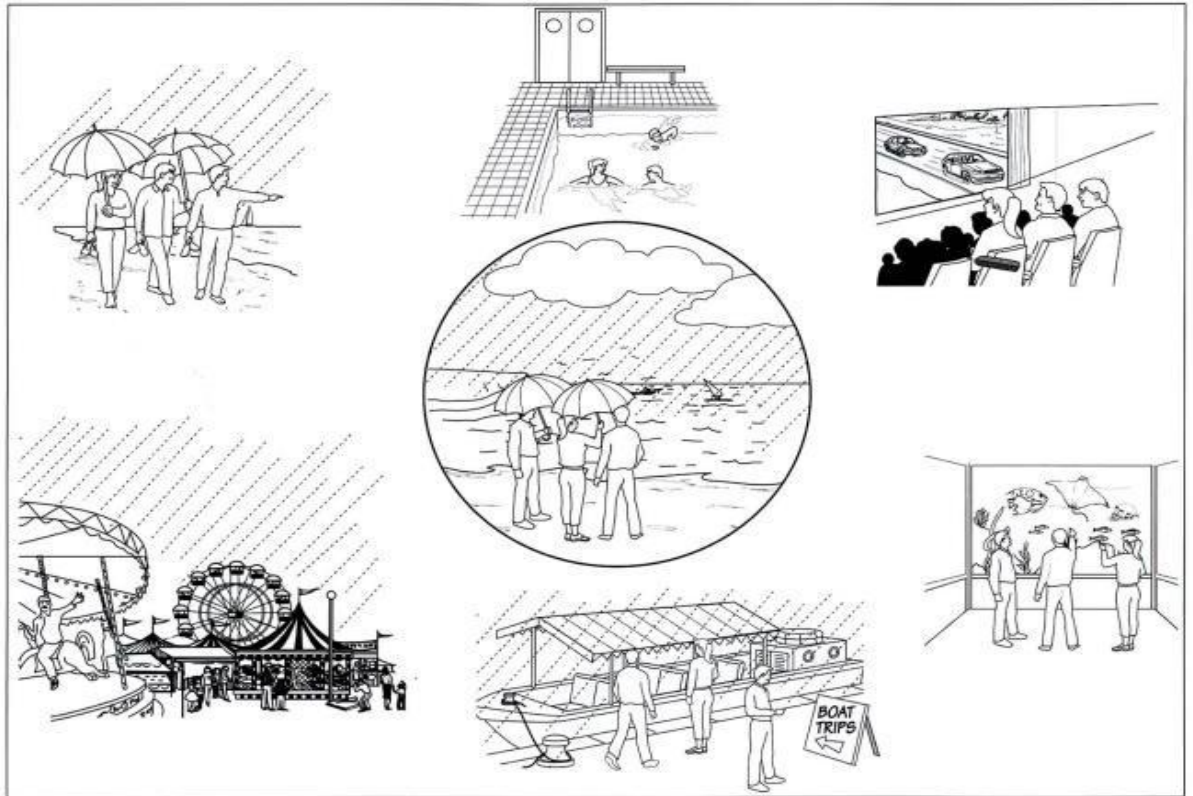
I'll say that again.

A group of friends is planning to spend a day by the sea, but when they arrive it's raining. Talk together about the different things they can do while it's raining, and then decide which will be most interesting.

All right? Talk together.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Note. Cambridge Assessment English. B1 Key



Note. Cambridge Assessment English. B1 Key

Annex 3. RUBRIC

Assessing speaking performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

Note. Cambridge Assessment English. B1 Key

Annex 5. Unit Lesson Plan

Lesson Plan 1

Level: B1.1	Lesson title: Why should we travel? Teacher: Silvia Simbaña Dates: From March Time: 2 hours # students: 30	Unit: 3
Objective:	Students will be able to discuss and use speaker's thoughts to give reasons, explanations, and opinions about tourism Students will be able to use appropriate vocabulary and signal words to draw attention to main ideas.	
Approach/method	Problem Based Learning: Think, pair, share, reflect	
Learning outcomes:	Create an Extension Wheel Map to give a presentation about the benefits of travelling.	
Materials:	Video, PPTx, blank sheets of paper, markers/pens/pencils	
Warm-up / Lead-in	Brainstorming of tourist places in Quito	
	Phase	Description
		Time
	Experience (lead-in)	Skill: listening / speaking Kind of work: individual work / whole class work Technique: question and answer Procedure: Ss' watch a video about Quito: South America's Cultural Capital https://www.youtube.com/watch?v=B7jU7EWbzYo As whole class, they share their grasp Teacher clarifies and checks students' comprehension of key vocabulary and concepts
	Abstract Reflection (critical thinking)	Skill: speaking / listening Kind of work: individual work/group work Technique: question and answer/Think, pair, share,reflect Procedure: Ss' work in groups to answer three questions: What is tourism? Why should we travel? Do you think tourism is important? Why? Ss' think, pair, share and reflect on their answers Ss' generate a list of benefits of travelling
		Skill: Speaking / listening Kind of work: group work/whole class work Technique: Extension wheel map
		15 min.

Content (Conceptualization)	<p>Procedure:</p> <p>A representative from de group conceptualizes thegroup’s ideas</p> <p>Teacher drills pronunciation, intonation and discussany unknown words</p> <p>Ss’ organize an extension wheel map and write a topicabout the benefits of the tourism in the center circle of the wheel.</p> <p>Ss’ choose three extensions ideas from their oral discussions to transfer onto the first ring of the wheel</p>
Communication (Active Experimentation)	<p>Skill: speaking</p> <p>Kind of work: collaborative workTechnique: oral presentation</p> <p>Procedure:</p> <p>Ss’ exemplify some positive effect of tourism on thesecond ring of the wheel 40 min.</p> <p>Ss’ share their Extension Wheel Map about tourismwith the class</p> <p>Teacher highlights important points.</p> <p>Ss’ share what they have learned.</p> <p>Feedback Assessment: (grammar/vocab./Discourse/Pronunciation/interaction)</p>
Creation (Homework)	<p>Instructions:</p> <p>Use the Flipgrid link to answer the following questionin one minute: Does Ecuador benefit from tourism? In what way?</p> <p>https://flip.com/1b7394b7</p>

Lesson Plan 2

Level: B1.1	Lesson title: Have you ever missed a bus? Teacher: Silvia Simbaña Dates: From March Time: 2 hours # students: 30	Unit: 3
Objective:	Students will be able to describe personal problems to determine possible solutions. Students will be able to perform stress and intonation in questions using accurate structures.	
Approach/method	Problem Based Learning: UC-ME (Uncover ideas, Concentrate on the problem, Monitoring, Evaluate learning)	
Learning outcomes:	Present a schedule of activities to organize time and avoid complications when traveling.	
Materials:	PPTx, blank sheets of paper, markers/pens/pencils	
Warm-up / Lead-in	Quick-fire activity of means of transportation	
Phase	Description	Time
Experience (lead-in)	Skill: listening / speaking Kind of work: individual work / whole class work Technique: question and answer Procedure: Ss' prepare a short survey about the way to transport when traveling as a tourist. Ss' talk to five partners and ask them the following questions: When traveling as a tourist Do you travel by plane? Do you travel by bus? Do you travel by car? Do you travel by boat? Ss' record their answers in the chart and compare. Ss' identify which of means of transportation is more suitable when traveling as a tourist Teacher clarifies and checks students' comprehension of key vocabulary and concepts	15 min.
Abstract Reflection (critical thinking)	Ss' start using the template writing in the center the main problem: Have you ever missed a flight or a bus? Ss' work in small groups to uncover ideas to the given problem Ss' take notes to prepare for a group discussion. Ss' identify the causes and make predictions about possible effects when missing a flight or a bus.	20 min.

<p>Content (Conceptualization)</p>	<p>Skill: speaking / writing Kind of work: group work Technique: U – C –ME (uncover ideas, concentrate on the problem, <u>monitoring</u>, evaluate learning) Procedure: Ss' generate five questions about the problem regarding higher order thinking skills Teacher checks students' questions and helps them concentrate on the topic Ss' write the question on the UCME template and share it with another classmate to answer these questions</p>	<p>20 min.</p>
<p>Communication (Active Experimentation)</p>	<p>Skill: speaking Kind of work: cooperative Technique: U – C –ME (uncover ideas, concentrate on the problem, <u>monitoring</u>, <u>evaluate learning</u>) Procedure: Ss' organize a schedule for his/her partner to arrive on time at her destination when traveling as a tourist Teacher highlights important points Ss' share the schedule and explain the solutions to avoid missing the flight or bus</p> <p>Feedback Assessment: (grammar/vocab./Discourse/Pronunciation/interaction)</p>	<p>25 min.</p>
<p>Creation (Homework)</p>	<p>Instructions:</p> <p>1. Practice your pronunciation on Speechace website: https://app.speechace.co/placement/course/14/quiz/2/3</p>	

Lesson Plan 3

Level: B1.1	Lesson title: What does it make you think of going camping in Ecuador? Teacher: Silvia Simbaña Dates: From March Time: 2 hours # students: 30	Unit: 3
Objective:	Students will be able to make their own choices to express their preferences when traveling. Students will be able to explain arguments and thoughts with a logical flow and coherence.	
Approach/method	Problem Based Learning: Mind mapping	
Learning outcomes:	Describe different camping options through a postcard.	
Materials:	Blank sheets of paper, posters, pictures, markers/pens/pencils	
Warm-up / Lead-in	Brainstorming of camping options	
Phase	Description	Time
Experience (lead-in)	<p>Skill: listening / speaking Kind of work: whole class work/ individual work Technique: O-T-Q (Observe, Think, Question) Procedure: Ss' watch a video on camping options and vocabulary. https://www.youtube.com/watch?v=H9hqzlx43_0</p> <p>Ss' identify and list the essential word bank. Teacher clarifies and checks students' comprehension of key vocabulary and concepts.</p>	15 min.
Abstract Reflection (critical thinking)	<p>Skill: speaking / listening Kind of work: individual work/group work Technique: O-T-Q (Observe, Think, Question) Procedure: Ss' work in groups to answer two questions:</p> <ul style="list-style-type: none"> • Where do you prefer to go camping? (Amazon, Coast, Andes, Galapagos) <p>Do you think your option is the best? Why? Ss' share their answers in groups. Ss' decide on one preference to go camping.</p>	15 min.

<p>Content (Conceptualization)</p>	<p>Skill: writing / speaking Kind of work: group work Technique: Linking language Procedure: Ss' select three or four pictures that illustrate their camping options to create a big postcard. 15 min. Ss' tape each picture on the center of a large piece of chart paper. Teacher instructs students to write their reasons around the pictures to explain why they want to go camping there.</p>
<p>Communication (Active Experimentation)</p>	<p>Skill: writing/speaking Kind of work: cooperative work Technique: Linking language oral presentation Procedure: Ss' share their ideas and reinforce vocabulary about tourism. 35 min. Teacher explains connecting words to describe the pictures. Ss' develop a short argument for summarizing their own camping options. Ss' present their postcard to explain the reasons to go camping in different places in Ecuador. Feedback Assessment: (grammar/vocab./Discourse/Pronunciation/interaction)</p>
<p>Creation (Homework)</p>	<p>Instructions: Take a photo of your postcard and post in Padlet reflecting on what you have learned. https://padlet.com/silversimbanach/qn4k4byfotu0xhsp</p>

Lesson Plan 4

Level: B1.1	Lesson title: Prepare a Tour package Teacher: Silvia Simbaña Dates: From March Time: 3 hours # students: 30	Unit: 3
Objective:	Students will be able to analyze information and perform procedures to prepare a tour package. Students will be able to present oral reports using rising intonation indicating attitudes and purposes	
Approach/method	Problem Based Learning: Question and answer	
Learning outcomes:	Design a plan to different locations based on tourism components.	
Materials:	Internet, blank sheets of paper, posters, pictures, markers/pens/pencils	
Warm-up / Lead-in	Brainstorming ideas about the most touristic places in Ecuador.	
Phase	Description	Time
Experience (lead-in)	Skill: listening / speaking Kind of work: whole class work/ individual work Technique: 15 min. KWHLAQ (Know, Want/Need, How, Learn, Apply, Questions) Procedure: Ss' get in groups of 4-5. Teacher explains the following situation: Pretend you run a travel agency and you have to prepare a tour package for a group of 15 tourists from the United Kingdom who are going to visit Ecuador next year. Design a 6-days 5-nights package where you have to show them the most beautiful places in your country. Teacher clarifies and checks students' comprehension of key vocabulary and concepts. Ss' start using the KWHLAQ template to answer the following questions: K What do we think we know about the subject? W What do we want/need to find out about it? Teacher directs the research through links that contain the information to support students.	

<p>Abstract Reflection (critical thinking)</p>	<p>Skill: speaking / writing Kind of work: individual work/group work Technique: KWHLAQ (Know, Want/Need, <u>How</u>, Learn, Apply, Questions) Procedure: Ss' answer the following question: H How will we organize ourselves to investigate about... Destinations Accommodation Transportation Tour guides Budget Dates Ss' complete the Do's chart to plan the tour: "I can do this..."</p>	<p>15 min.</p>
<p>Content (Conceptualization)</p>	<p>Skill: reading/writing / speaking Kind of work: group work Technique: KWHLAQ (Know, Want/Need, How, <u>Learn</u>, Apply, Questions) Procedure: Ss' find out the information on internet sources. Ss' analyze the information in logical order in which the tourists could visit the places they propose. Ss' think of the details for each stop. Teacher asks students to explain the thought process that let them to find the solution for creating a tour package. Ss' complete the Do's chart to justify their relevant ideas from the reading.</p>	<p>25 min.</p>
<p>Communication (Active Experimentation)</p>	<p>Skill: writing / speaking Kind of work: cooperative Technique: KWHLAQ (Know, Want/Need, How, Learn, <u>Apply</u>, <u>Questions</u>) Procedure: 1. Ss' create a Power Point Presentation about the tour package for a group of tourists and describing each step with details (125-150 words). 2. Teacher monitors students' work to confirm their understanding. Ss' present their tour package to the class. Feedback Assessment: (grammar/vocab./Discourse/Pronunciation/interaction)</p>	<p>35 min.</p>

Creation (Homework)	<p>Instructions:</p> <p>1. Use Flipgrid link to answer the following question in one minute: What are possible disadvantages of tourism for a country?</p> <p>https://flip.com/d4bab8e9</p>
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Lesson Plan 5

Level: B1.1	<p>Lesson title: Travel habits, what should you avoid?</p> <p>Teacher: Silvia Simbaña</p> <p>Dates: From March</p> <p>Time: 2 hours</p> <p># students: 30</p>	Unit: 3	
Objective:	<p>Students will be able to talk about travel habits.</p> <p>Students will be able to use patterns of stress in sentences to communicate important information.</p>		
Approach/method	Problem Based Learning: Discussions		
Learning outcomes:	Give a presentation about travel habits and the ways to avoid the negative habits of tourists using a Tri-Fold.		
Materials:	Tri-Fold template, sticky notes, blank sheets of paper, markers/pens/pencils		
Warm-up / Lead-in	Silent line up		
	Phase	Description	Time
Experience (lead-in)		<p>Skill: listening / speaking</p> <p>Kind of work: whole class work/ individual work</p> <p>Technique: 20 min.</p> <p>Tri-Fold (what I think?)</p> <p>Procedure:</p> <p>1. Ss' watch a video on: how to be a good tourist? https://www.youtube.com/watch?v=9HjzgfNaUVE</p> <p>As whole class, they share their grasp</p> <p>3. Teacher presents a PPT about the good and bad habits of tourists</p> <p>Ss' discuss in small groups the main ideas of the topic.</p> <p>5. Teacher clarifies and checks students' comprehension of key vocabulary and concepts.</p>	

<p>Abstract Reflection (critical thinking)</p>	<p>Skill: speaking / writing Kind of work: individual work, group workTechnique: Tri-Fold (what I think?) Procedure:</p> <ol style="list-style-type: none"> 1. Ss' think of the problems of tourism can generate for a country. 2. Ss' write their ideas on three to five sticky notes and place them on the Tri-Fold template under "What I Think" section. 3. Ss' use the internet to search information about the current issues of tourism in Ecuador. 4. Ss' ask three questions about the tourism problems with the gathered information. <p>Example: Why should travelers care about this issue? Where would you most often find this problem? What should you avoid to be a good tourist?</p>	<p>25 min.</p>
<p>Content (Conceptualization)</p>	<p>Skill: writing / speaking Kind of work: collaborative Technique: Interview Procedure:</p> <ol style="list-style-type: none"> 1. Teacher explains the reason for the interview and check students' questions. 2. In a group, a representative conducts an interview to another group. <p>Ss' take notes throughout the interview in "Things I learned" section.</p>	<p>25 min.</p>
<p>Communication (Active Experimentation)</p>	<p>Skill: writing / speaking Kind of work: cooperative workTechnique: oral presentation Procedure:</p> <ol style="list-style-type: none"> 1. Ss' spend a little class discussion time to talk about the solutions given by their classmates. <p>Ss' summarize the solutions given.</p> <ol style="list-style-type: none"> 3. Ss' present their interview partners' responses to the class. <p>Feedback Assessment: (grammar/vocab./Discourse/Pronunciation/interaction)</p>	<p>30 min.</p>
<p>Creation (Homework)</p>	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Take a photo of the completed Tri-Fold activity, upload to Padlet and comment on the things they have learned. <p>https://padlet.com/silversimbanach/vcxqqkxfar0j9ju</p>	

Lesson Plan 6

Level: B1.1	Lesson title: Island Adventure Teacher: Silvia Simbaña Dates: From March Time: 2 hours # students: 30	Unit: 3
Objective:	Students will be able to use their critical thinking and problem-solving skills to survive being stranded on a desert island. Students will be able to explain arguments and thoughts with a logical flow and coherence.	
Approach/method	Problem Based Learning: Reflection and Revision	
Learning outcomes:	Conduct a survey to find out what important elements people should carry on an excursion.	
Materials:	Worksheets, blank sheets of paper, markers/pens/pencils, scissors	
Warm-up / Lead-in	<ul style="list-style-type: none"> • Playing hangman with vocabulary related to survival elements in a desert Island 	
Phase	Description	Time
Experience (lead-in)	Skill: listening / speaking Kind of work: individual work / whole class work Technique: question and answer Procedure: 1. SS' will predict the vocabulary names shown in flashcards As whole class, they share their grasp 3. Teacher clarifies and check students' comprehension of key vocabulary and concepts	10 min.
Abstract Reflection (critical thinking)	Skill: speaking / listening Kind of work: individual work, group work Technique: Think, pair, share, reflect Procedure: Ss' work in groups to answer two questions: What activities people can do in a desert island? What should you bring in an excursion to a desert island? Ss' think, pair, share and reflect on their answers	20 min.
Content (Conceptualization)	Skill: Speaking / listening Kind of work: group work, whole class work Technique: Task-based Procedure:	15 min.

	<p>From the given worksheet, select 4 essential elements to survive in a desert island</p> <p>Thinking carefully in the decision making process to justify their choices</p> <p>Ss' generate a critical thinking process through argumentative choices.</p>
<p>Communication (Active Experimentation)</p>	<p>Skill: speaking</p> <p>Kind of work: cooperative Technique: oral presentation</p> <p>Procedure:</p> <p>Ss' share their choices giving its corresponding argument</p> <p>Teacher values and acknowledges the students' opinions.</p> <p>Ss' share what they have learned demonstrating respect.</p> <p>Feedback Assessment:</p> <p>(grammar/vocab./Discourse/Pronunciation/interaction)</p> <p style="text-align: right;">35 min.</p>
<p>Creation (Homework)</p>	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Use Google Forms link to create the survey about Survival elements in a desert island 2. Present the survey results using a scale from the highest to the lowest results obtained

Lesson Plan 7

<p>Level: B1.1</p>	<p>Lesson title: At the airport</p> <p>Teacher: Silvia Simbaña</p> <p>Dates: From March</p> <p>Time: 2 hours</p> <p># students: 30</p>	<p>Unit: 3</p>
<p>Objective:</p>	<p>Students will be able to improve students' vocabulary and speaking skills specifically related to airports.</p> <p>Students will be able to use fixed expressions and appropriate body language to convey feelings and meaning.</p>	
<p>Approach/method</p>	<p>Problem Based Learning: PPP (presentation, practice and production)</p>	
<p>Learning outcomes:</p>	<p>Role-play a conversation giving solutions for common problems encountered in an airport</p>	
<p>Materials:</p>	<p>Video/audio (checking in an airport), Worksheets, blank sheets of paper, markers/pens/pencils, scissors</p>	

Warm-up / Lead-in	Brainstorming: stages of a plane journey from checking- in to arrival	
Phase	Description	Time
Experience (lead-in)	Skill: listening / speaking Kind of work: individual work / whole class work Technique: question and answer Procedure: 1. Ss' will predict phrases and vocabulary used in a check-in As whole class, they share their grasp	10 min.
Abstract Reflection (critical thinking)	Skill: speaking / listening Kind of work: individual work, group work Technique: Think, pair, share, reflect Procedure: Ss' work in pairs to answer the following from the audio: Look for phrases or words related to check-in the airport. Identify the stages of a check-in	15 min.
Content (Conceptualization)	Skill: Speaking / listening Kind of work: group work, whole class work Technique: Task-based approach (presentation) Procedure: Give out cut-up dialogues Students work together and put it the correct order Listen and check	15 min.
Communication (Active Experimentation)	Skill: speaking Kind of work (type of cooperative work): Technique: oral presentation Procedure: Ss' perform their lines in their role-play about check-in 2. Introduce different scenarios such as flight being delayed or an upgrade to first class being available. Teacher highlights important points. 4. Ss' practice their pronunciation and opinion about airport check- in demonstrating respect. Feedback Assessment: (grammar/vocab./Discourse/Pronunciation/interaction)	40 min.

	Instructions:
Creation (Homework)	<ol style="list-style-type: none"> 1. Replace the dialogue lines using different scenarios such as flight being delayed or an upgrade to first class being available. 2. Present the dialogue in pairs applying self-correction technique using speaking rubrics.

Lesson Plan 8

Level: B1.1	Lesson title: Staying in hotels Teacher: Silvia Simbaña Dates: From March Time: 2 hours # students: 30	Unit: 3
Objective:	Students will be able to request hotel housekeeping services Students will be able to identify and practice expressions for making complaints.	
Approach/method	Problem Based Learning: Role – Play /Voice and choice	
Learning outcomes:	Role-play a telephone conversation to make complaints about a hotel service	
Materials:	Blank sheets of paper, markers/pens/pencils	
Warm-up / Lead-in	Brainstorming ideas about the hotel services.	
	Phase	Description
		Time
Experience (lead-in)	Skill: listening / speaking Kind of work: individual work / whole class work Technique: 10 min. K-W-L chart (know, want, learn) Procedure: Ss' watch a video about the type of service that hotels offer to its guests Ss' describe different hotel facilities and services in the role chart. Ss' discuss in small groups to deduce which services are important and which are not. Teacher clarifies and checks students' comprehension of key vocabulary and concepts.	
Abstract Reflection (critical thinking)	Skill: speaking / listening Kind of work (individual work, pairs) Technique: K-W-L chart (know, want, learn) Procedure: Ss' listen to a conversation to identify the main idea: whether	

	<p>the guests are satisfied or not. Ss' take notes as they listen. Ss' complete the statements with the vocabulary about hotel room amenities and services and compare answers in pairs.</p>	15 min.
<p>Content (Conceptualization)</p>	<p>Skill: speaking Kind of work: collaborative Technique: question and answer Teacher points out the complaining structures Teacher drills pronunciation, intonation and discuss any unknown words Ss' work in pairs to discuss the following questions: What problems could you have in a hotel room? <ul style="list-style-type: none"> • What should you do if you have a problem in a hotel? In pairs, students recognize a real problem Ss' create a telephone conversation between one of the guests and hotel staff predicting a problem and a desired solution</p>	15 min.
<p>Communication (Active Experimentation)</p>	<p>Skill: speaking Kind of work: cooperative Technique: role-play oral presentation Procedure: Ss' organize their favorite setting for performing the roleplay. Ss' act out the role play themselves Feedback Assessment: (grammar/vocab./Discourse/Pronunciation/interaction)</p>	40 min.
<p>Creation (Homework)</p>	<p>Instructions: 1. Practice the role-play exercise on: https://www.titudorancea.com/z/the_air_conditioner_doe_sn_t_work.htm</p>	

Lesson Plan 9

<p>Level: B1.1</p>	<p>Lesson title: How do I choose a travel partner? Teacher: Silvia Simbaña Dates: From April Time: 2 hours # students: 30</p>	<p>Unit:3</p>
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Objective:	Students will be able to prioritize and discuss the most important qualities of an ideal partner Students will be able to express and connect their ideas employing words, sentence structures, and proper pronunciation.	
Approach/method	Problem Based Learning: Inquiry/ Problem, Options, Outcomes, Choices	
Learning outcomes:	Make use of the steps of the problem solving to find someone who has similar travel preferences and personality characteristics to be a good travel partner	
Materials:	Blank sheets of paper, markers/pens/pencils	
Warm-up / Lead-in	Brainstorming ideas about activities and attractions while on vacation	
Phase	Description	Time
Experience (lead-in)	<p>Skill: listening / speaking Kind of work (individual work / whole class work) Technique: POOC (Problem, options, outcomes, choices) Procedure: Teacher presents a list of adjectives describing personal qualities Ss' select from a list of adjectives those that describe the most important qualities of an ideal partner Teacher clarifies and checks students' comprehension of key vocabulary and concepts</p>	10 min.
Abstract Reflection (critical thinking)	<p>Skill: listening/speaking Kind of work (group work) Technique: POOC (Problem, options, outcomes, choices) Procedure: Ss' get in groups of 4 Teacher explains the following situation: Melissa has planned a trip to the Amazon Region with her best friend James, but now he is really sick and can't go with her. She has spent a lot of money on it. She decided to go but she needs to find a travel partner. Fortunately, her three close friends are free next weekend. How should she choose a travel partner? Ss' discuss the problem and make predictions about what might happen</p>	15 min.

<p>Content (Conceptualization)</p>	<p>Skill: reading/writing/speaking Kind of work: group work/whole class work Technique: POOC (Problem, options, outcomes, choices) Procedure: Teacher explains how the POOC elements work to solve a problem through thoughtful connections Teacher gives each group a worksheet to read about the Melissa's tour package and her friends' descriptions. Ss' analyze the trip and the qualities of each candidate to compare and contrast information Ss' start using the template to write the main problem and move forward to the next section Options to generate four questions to determine possible solutions. For example: What are Melissa's travel priorities? What are the qualities of a good travel companion she is looking for? Teacher checks students' questions and drills pronunciation and intonation in questions Ss' mark the stress in the written questions then practice the intonation paying attention to the stressed words.</p>	<p>15 min.</p>
<p>Communication (Active Experimentation)</p>	<p>Skill: speaking Kind of work: group work Technique: POOC (Problem, options, outcomes, choices) Procedure: Ss' answer the question for choosing the better travel partner to Melissa. Ss' take notes for writing the outcomes Ss' prepare an oral presentation to justify their choices Feedback Assessment: (grammar/vocab./Discourse/Pronunciation/interaction)</p>	<p>40 min.</p>
<p>Creation (Homework)</p>	<p>Instructions: 1. Use the Flipgrid link to answer the following question in one minute: What are the qualities of your travel companion? https://flip.com/e37c60e3</p>	

Lesson Plan 10

Level: B1.1	Lesson title: Feeling like getting away from the city? Teacher: Silvia Simbaña Dates: From April Time: 2 hours # students: 30	Unit: 3
Objective:	Students will be able to make decisions about travel preferences offering justified reasons Students will be able to perform stress and intonation in questions using accurate structures.	
Approach/method	Problem Based Learning: Observe, Think, Question	
Learning outcomes:	Participate in a group discussion about holiday destinations expressing preferences in attractions with logical reasons	
Materials:	Blank sheets of paper, markers/pens/pencils	
Warm-up / Lead-in	Brainstorming ideas about activities and attractions while on vacation	
Phase	Description	Time
Experience (lead-in)	Skill: listening / speaking Kind of work: individual work / whole class work Technique: Think, pair, share Procedure: 1. Ss' watch a video about the types of attractions and activities travelers can enjoy https://www.youtube.com/watch?v=jG_hpUhpFNO 2. Ss' list the type of tourism attractions and activities and compare 3. In pairs, students describe their favorite attractions when traveling Teacher clarifies and checks students' comprehension of key vocabulary and concepts	10 min.
Abstract Reflection (critical thinking)	Skill: listening/speaking Kind of work (individual and pair work) Technique: O-T-Q (Observe, Think, Question) Procedure: Ss' classify in a graphic organizer the type of tourism attractions according to buildings, natural, entertainment, leisure and events Teacher gives each pair group a set of cards with different destinations 3. Ss' observe objectively the pictures and think reflectively what they already know about the topic	15 min.

<p>Content (Conceptualization)</p>	<p>Skill: listening/speaking Kind of work: collaborative work Technique: O-T-Q (Observe, Think, Question) Procedure:</p> <p>Ss' prepare five questions to explore the information For instance: What activities can you do there? What's the weather like there? What type of clothes are suitable for traveling there? Teacher drills pronunciation and intonation in questions Ss' mark the stress in the written questions then practice the intonation paying attention to the stressed words.</p>	<p>15 min.</p>
<p>Communication (Active Experimentation)</p>	<p>Skill: speaking Kind of work: collaborative Technique: O-T-Q (Observe, Think, Question) Procedure:</p> <p>Ss' pick up a card, observe the picture, think and answer each question Teacher monitors the activity to students take turns asking and answering the questions to the different cards demonstrating respect Feedback Assessment: (grammar/vocab./Discourse/Pronunciation/interaction)</p>	<p>40 min.</p>
<p>Creation (Homework)</p>	<p>Instructions:</p> <p>1. Complete the key words and expressions that help identify each type of holiday. https://es.liveworksheets.com/qg18376hu</p>	

Annex 6. Lesson Plan 1

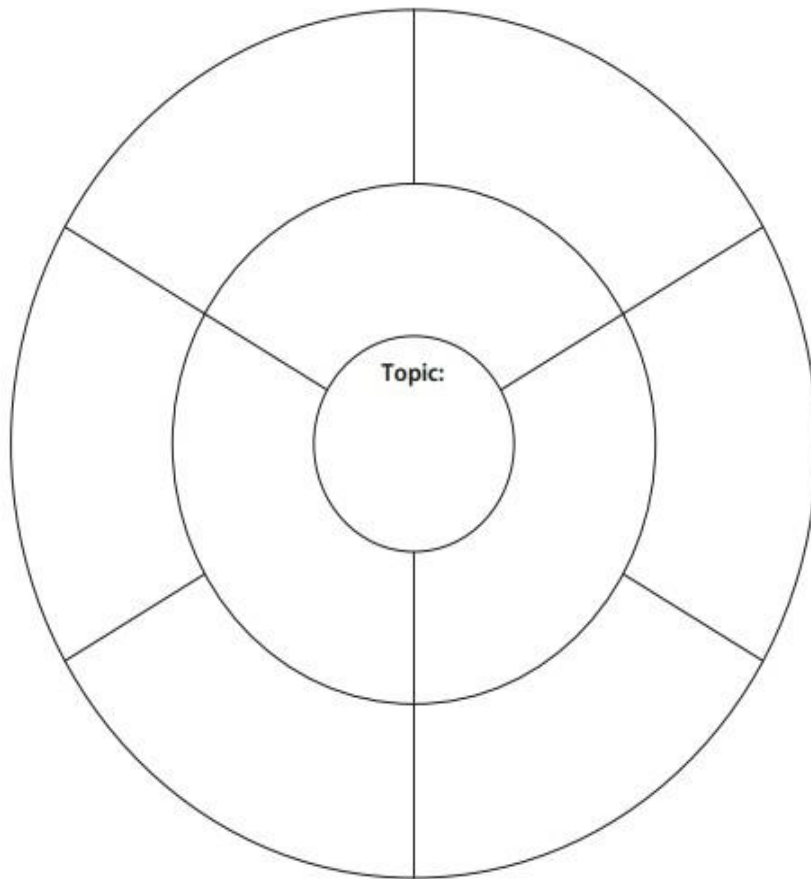
Lesson title: Why should we travel?

Learning outcome: Create an Extension Wheel Map to give a presentation about the benefits of travelling.

Extension Wheel

Name: _____

Date: _____

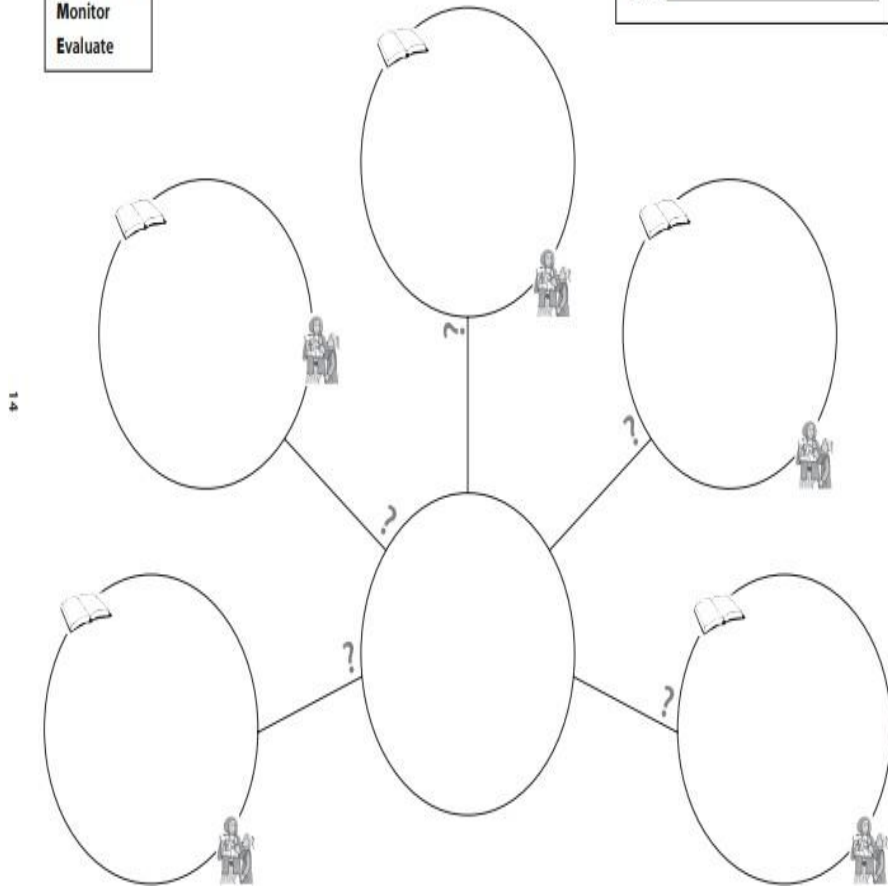


Annex 7. Lesson Plan 2

Uncover
Concentrate
Monitor
Evaluate

Name: _____
Date: _____

U-C-ME



14

Annex 8. Lesson Plan 3

Lesson title: What does it make you think of going camping in Ecuador?

Learning outcome: Describe different camping options through a postcard.

Achievement Level - Speaking in Pairs

Group activity

3 Simulated Situation (2-3 minutes)

You are planning a weekend at a campsite on the beach with two other classmates.

Look at these pictures and talk about the different camping options in Ecuador and then decide on the best option.



Annex 9. Lesson Plan 4

Lesson title: Prepare a Tour package

Learning outcome: Design a plan to different locations based on tourism components.

Prepare a Tour Package!



Quilotoa.



Quito's Downtown



The Middle of the World



Ingapirca Ruins

Prepare a tour package that includes:

- Destinations
- Accommodation
- Transportation
- Tour guides
- Budget
- Dates

Final product:

Tour package document, including pictures (125-150 words).

Be prepared to present it in front of the class.

KWHLAQ Chart

What do I think I know?	What do I want to learn?	How do I find out?	What have I learned?	What action will I take?	What new questions do I have?

Annex 10. Lesson Plan 5

Lesson title: Travel habits, what should you avoid?

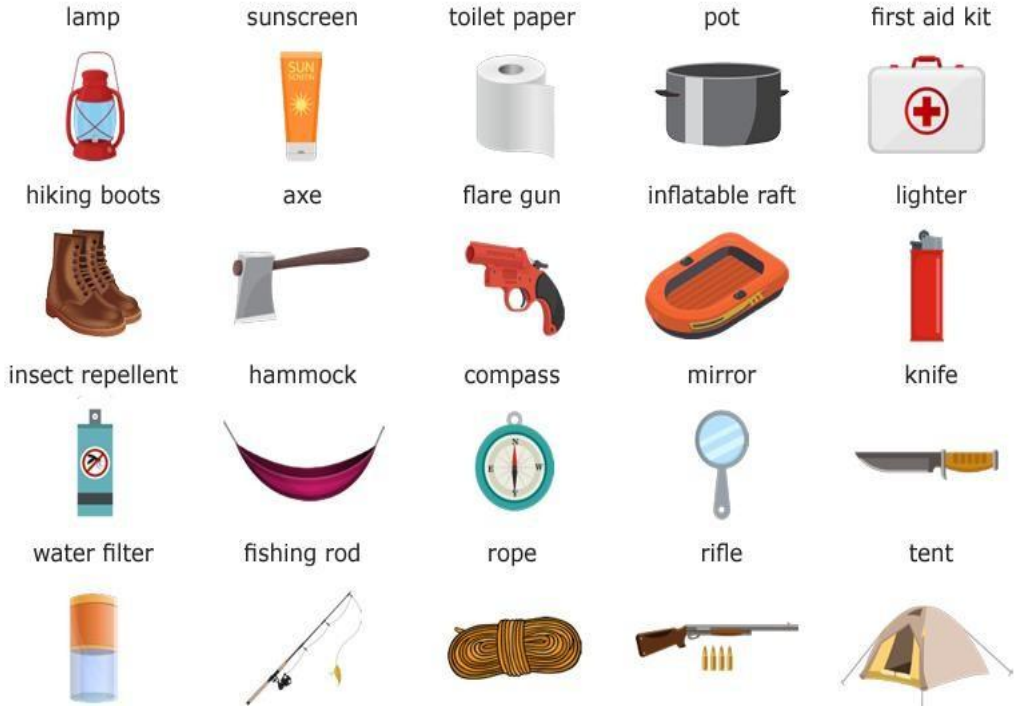
Learning outcome: Give a presentation about travel habits and the ways to avoid the negative habits of tourists using a Tri-Fold.

Tri-Fold		
Topic: _____		
What I Think		
(sticky note)	(sticky note)	(sticky note)
Things I Learned		
Summary of Events/Ideas		

Annex 11. Lesson Plan 6 Lesson title: Island Adventure

Learning outcome: Conduct a survey to find out what important elements people should carry on an excursion.

Your boat is sinking! There is a desert island nearby. You can swim there, but you can only take one bag with you. Choose four items to help you survive on the island.



Name the four items and explain why you chose each one.

Item 1:

Reason:

.....

Item 2:

Reason:

.....

Item 3:

Reason:

.....

Item 4:

Reason:

.....

Annex 12. Lesson Plan 7

Lesson title: At the Airport

Learning outcome: Role-play a conversation giving solutions for common problems encountered in an airport

I've just missed my flight.
.....?

I'm sorry. This passport.....
.....

Flight EK 384
.....

GATE 222
EK 384
BANGKOK
BOARDING TIME 16:15

I wonder.....
.....

When you board the plane
.....

6

7

a

a

Annex 13. Lesson Plan 8

Lesson title: Staying in hotels

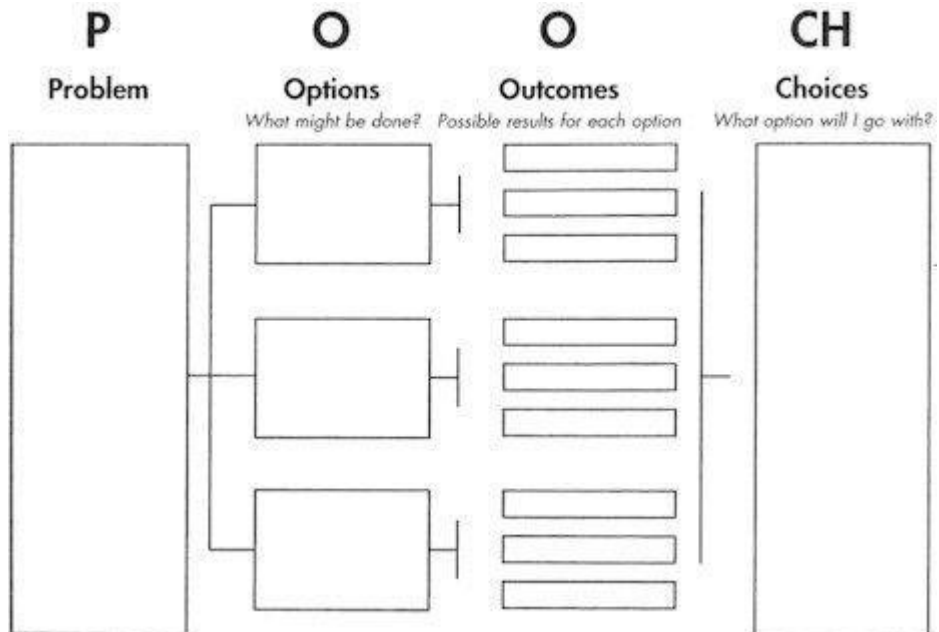
Learning outcome: Role-play a telephone conversation to make complaints about a hotel service

KWL		
What I Know	What I Want to Know	What I Learned

Annex 14. Lesson Plan 9

Lesson title: How do I choose a travel partner?

Learning outcome: Make use of the steps of the problem solving to find someone who has similar travel preferences and personality characteristics to be a good travel partner



Annex 15. Lesson Plan 10

Lesson title: Feeling like getting away from the city?

Learning outcome: Participate in a group discussion about holiday destinations expressing preferences in attractions with logical reasons



The image shows a worksheet titled "Retrospective" in a cursive font. Below the title, the words "O T Q CHART" are printed in a simple, spaced-out font. The chart is organized into three vertical columns. Each column has a header box at the top: a purple box with a white circle containing the letter "O" and the word "OBSERVE"; a pink box with a white circle containing the letter "T" and the word "THINK"; and an orange box with a white circle containing the letter "Q" and the word "QUESTION". Below each header box is a large, empty rectangular box with a matching colored border, intended for students to write their responses. The background of the worksheet is light purple with some faint decorative elements like small pink dots and leaf-like shapes in the corners.