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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

The impact of problem-based learning in the writing of descriptive texts with students of first year of bachillerato at a public high school, academic period 2021-2022.

El impacto del aprendizaje basado en problemas en la escritura de textos descriptivos con los estudiantes de primero de bachillerato en un colegio público, del periodo académico 2021-2022.

Trabajo de Integración Curricular previo a la obtención del título de licenciada en pedagogía del idioma inglés.

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Dedication

First of all, I dedicate my thesis work to God for allowing me to have life, health and to be able to achieve another one of my goals, which is to have a Bachelor's Degree in English. A special feeling of gratitude to my dear parents, Maria and Felipe, whose words of encouragement and pushfor tenacity ring in my ears. My son Sebastian, who offers me the inspiration of success and keenness throughout my life. My siblings, who taught me that professional success is found through hard work and perseverance. I also thank my friends, especially Steven Cañar, and all those people who in one or another way have contributed to the achievement of my objectives.

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1. Title

The impact of problem-based learning in the writing of descriptive texts with students of First Year of Bachillerato at a Public High School, academic period 2021-2022.

2. Resumen

El objetivo principal de la investigación fue demostrar si el aprendizaje basado en problemas mejora la redacción de textos descriptivos de los estudiantes de Primer Año de Bachillerato de un colegio público de Ecuador durante el período académico 2021-2022. Esta investigación aplicó un método cuasi-experimental. Por lo tanto, los datos cuantitativos se recogieron mediante un pre-test y post-test. Asimismo, una encuesta sirvió para registrar los sentimientos y percepciones de 16 estudiantes hacia el aprendizaje basado en problemas. A partir de los resultados del pre-test y del post-test, los alumnos tuvieron una mejora significativa en la redacción de textos descriptivos que se hizo evidente a través de sus indicadores: vocabulario, orden cronológico y mecánica. La aplicación del aprendizaje basado en problemas ayudó a los estudiantes a sentirse más cómodos y a colaborar en las clases, además de promover la cooperación de los estudiantes y motivarlos a participar más activamente en el aula. Además, se evidenció que con la aplicación del aprendizaje basado en problemas los estudiantes desarrollaron habilidades de pensamiento crítico, lo que les permite pensar en algo que quieren entender y hacerlo de la mejor manera posible, apreciando y evaluando el proceso para tomar decisiones al momento de escribir textos descriptivos.

Palabras claves: Aprendizaje basado en problemas, textos descriptivos, habilidades de resolución de problemas, habilidades comunicativas, pensamiento crítico.

2.1. Abstract

The main objective of this research study was to demonstrate whether problem-based learning improves the writing of descriptive texts of the students of First Year of Bachillerato at a public high school of Ecuador during the academic period 2021-2022. This research used a quasi-experimental method. Therefore, the quantitative data was collected by using a pre-test and post-test. Likewise, a survey was useful to record 16 students' feelings and perceptions towards problem-based learning. Based on the results of the pre-test and post-test, the students had a significant improvement in the writing of descriptive texts which was evident through its indicators: vocabulary, chronological order, and mechanics. The application of problem-based learning helped students to feel more comfortable and collaborative in classes, also they promoted the students' cooperation, and motivated them to participate more actively in the classroom. Additionally, it was evident that with the implementation of problem-based learning students developed critical thinking skills, which allows them to think about something they want to understand and do it in the best possible way, appreciating and evaluating the process in order to make decisions when they write descriptive texts.

Keywords: problem-based learning, descriptive texts, problem-solving skills, communicative skills, critical thinking.

3. Introduction

Writing is one of the most important English language skills, its purpose is to communicate ideas and messages in written form. Through it, students express their thoughts and feelings; besides, another purpose is to produce and prepare them as a creative generation and also as critical thinkers. That is why, according to the National English Curriculum (2016), first year students should be able to write a short descriptive text related to personal information or familiar topics and use them as a means of communication and written expression of thought.

Nevertheless, there is a gap between the EFL curriculum and the educational reality in English language teaching. The EFL curriculum stresses that students should have A2.2 level in learning English writing skills during this stage. However, despite the expectations of the EFL curriculum, students face several difficulties in writing a descriptive text due to the lack of knowledge of vocabulary, mechanics and grammatical knowledge. Novita (2017) states that students have some difficulties in writing descriptive texts, especially in the organization of ideas, punctuation, and knowledge of the vocabulary needed to write a descriptive text. It is evident that teaching writing descriptive texts to students is problematic and challenging as well. Therefore, many techniques such as mind mapping, contextual teaching and learning (CTL), jigsaw, survey, questioning, reading, recitation, recording and review (SQ4R), problem-based learning (PBL), cooperative learning, and among others can be used to solve these problems (Sidauruk and Silalahi, 2020).

Likewise, during the development of the teaching practicum in a public educational institution, the researcher realized that students also have difficulties with the development of the writing skill, specifically writing descriptive texts; therefore, it has seen convenient to use the problem-based learning as an alternative to deal with the problems beforementioned, since according to Hartman et al., (2013), problem-based learning is a teaching method that helps students to increase their interest in learning English, especially in writing descriptive texts.

Before conducting this research, it has been necessary to analyze some researches related to the application of the problem-based learning method to write descriptive texts, with the purpose of knowing what other researchers have found. First, an interesting study was conducted by Limão (2016), which showed that through the PBL method students are more active and motivated during the teaching and learning process, as they are free to explore their ideas and share them with their friends. In addition, Amalia and Rusfandi (2020) show that PBL had a significant impact on

improving students' ability to write descriptive texts and it can be one of the effective methods to be used by teachers in teaching the writing of a descriptive text. Moreover, Putri (2018) showed that PBI model can motivate students in writing. They are motivated to solve problems, departing from interesting issues that they need to address, such as describing about someone or things in our life. Next, a study was developed by Prabowo et al (2021), which found out that problem-based learning as the method is necessary to trigger students' idea for having writing product. Besides, Nuur (2015) states that that PBL method can improve the students writing ability and it is supported by using pictures and outline. Tiara Dewi and Muhammad (2016) also conducted a study that showed that problem-based learning could be apply to improve the ability to write descriptive texts. In conclusion, all the authors mentioned above agree that problem-based learning is an effective method for improving descriptive writing texts.

Consequently, the intention of this study was to implement problem-based learning to write descriptive texts in students of first-year of bachillerato, academic period 2021-2022, which was completed successfully applied and got the expected results. However, there were some limitations due to problem-based learning method focuses mainly on improving writing skills in general, but not specifically in improving the writing of descriptive texts. In addition, most of the research has been conducted in other countries, but not in Ecuador. Therefore, it is necessary to apply the problem-based learning method specifically to improve descriptive text writing in the Ecuadorian educational institutions, whether public or private. It would be meaningful to take the Ecuadorian context to realize how effective the topic of this study is in that setting.

In the context aforementioned, this research has the main purpose of examining the impact of problem-based learning in the writing of descriptive texts of students of First-Year of Bachillerato at a Public High School, during the academic year 2021-2022. In order to achieve the main goal of this research, the following central question has been set: Does the Problem Based Learning method improve the writing of descriptive texts of the students of First Year of Bachillerato of a Public High School, during the academic year 2021-2022? And in addition, the subsequent specific questions are: What are the activities of PBL that can help students of First Year of Bachillerato develop their skills in writing descriptive texts? Do the activities proposed by the PBL method improve specific skills when the students of First Year of Bachillerato at a public high school write descriptive texts? and, What is the perception that the students of First Year of Bachillerato of a public high school have, regarding the implementation of PBL in the writing of

descriptive texts?

In order to fulfill the purpose of this study, the main objective of the research was to demonstrate whether problem-based learning improve the writing of descriptive texts of the students of First Year of Bachillerato at a public high school of Ecuador during the academic period 2021-2022. To achieve this objective, the following specific objectives were established: to apply the activities that PBL proposes to the students of First Year of Bachillerato at a public high school, in order to verify if they help develop skills in writing descriptive texts; to analyze if the PBL method improve specific skills when students of first Year of Bachillerato at a public high school write descriptive texts and to recognize the perceptions that students of First Year of Bachillerato of a public high school have, regarding the implementation of PBL in the writing of descriptive texts.

In addition, the eight weeks of the intervention plan were completed in 2 months by using lesson plans based on the problem-based learning method procedure to improve the writing of descriptive texts in first-year students of bachillerato. However, some limitations were found during the intervention, one of them was the size of the population, since there were few students for the intervention of the problem-based learning method, another limitation was the non-attendance of some students, so it was not possible to form groups to work the activities related to the problem-based learning method. Finally, in future research, it is suggested to apply this method to a larger group of students to corroborate its effectiveness.

Moreover, the results of this research are expected to contribute to EFL instructors, pre-service teachers, students and researchers, by given them an alternative tool to improve the writing of descriptive texts; likewise, it is expected that this research will be an inspiration and guide for upcoming researchers who will be interested in the topic of this study.

Likewise, this research contributed to the line of research of the Facultad de la Educación, el Arte y la Comunicación (FEAC), and the subject matter for the major Pedagogía de los Idiomas Nacionales y Extranjeros. These lines state in their general objectives that the research presented should contribute to the development of an innovative proposal that can help the teaching and learning of the English language (Universidad Nacional de Loja, 2021). In the same way, this research fulfills the objective number 7 of the Sustainable Development Objectives (ODS) established by the Secretaría Nacional de Planificación (2021), in which it is specified that a constant modernization of the educational model and the teaching process should be promoted at

all times through the use of innovative proposals and technological tool.

This section is detailed as follows: the introduction where reader can find an overview of the whole research report, the theoretical framework, where is found the theoretical information of the dependent and independent variable, as well as previous research. The methodology section specifies how this research was carried out. Likewise, the results in which the main findings that were found during the intervention are exposed. Also, the discussion is found in which the results obtained are contrasted with those mentioned by the authors. Subsequently, the conclusions are found, as well as the recommendations based on the results and conclusions. Finally, the bibliographic sources from which the information of the theoretical references and the annexes used to carry out the research are detailed.

4. Theoretical framework

The purpose of the theoretical framework is to guide and support theoretically and scientifically the development of this study. The contents have been divided into two parts, the first part that corresponds to dependent variable include a general description of writing and its components, definition of descriptive texts, generic structure of English descriptive texts, the grammatical features of English descriptive texts, the types of descriptive texts, and characteristics of descriptive texts. The second part related to the independent variable addresses the definition of problem -based learning, advantages and disadvantages of PBL, the activities of PBL, the procedure of PBL. Finally, an independent section was taken into account, which correspond to the previous studies related to this research.

4.1. Writing

According to Harmer (2013) writing is a basic language skill, as important as speaking, listening and reading. Teaching English specially teaching writing skill is important because it is used to communicate with other people in society and express our feelings and opinions in form of written text. In other opinion, Jayanti (2020) say that writing is a linguistic skill that is used to communicate indirectly. He also affirms that expressing thought in writing is not easy for most people, and it plays an important role in the learning process because writers are able to explore their own knowledge and thinking in front of others. Through writing we are able to express our ideas and thoughts in our attempt to create meaning. Writing itself involves a complex skill because several aspects such as content, form, grammar, style and coherence have to be taken into account. It means that the writer must use good grammar and an adequate vocabulary to write well.

4.1.1. Components of Writing

Jacobs (2020) mentions five significant components in writing. They are content, organization, vocabulary, language usage, and mechanics. The first component is divided into four things: the composition which should contain one central purpose, unity, coherence and continuity, and adequately developed. Second, this step involves coherence, order of importance, general to specific, specific to general, chronological order and spatial order of pattern. They should present their ideas based on the order of which happened from the beginning to the end. Third, vocabulary is important in writing. The lack of vocabulary makes it difficult to express ideas. Fourth, language use in writing description and other form of writing involves correct languages and point of grammar. An adequate grammar should be one that is capable of producing writing. Fifth,

mechanics contain two main parts in writing namely punctuation and capitalization. Punctuation is important as the way to clarify meaning. In English writing capital letters have two principals, first they are used to distinguish between particulars and things. Second, it is used as first word in quotations, a formal statement and proper adjectives (Tiara and Muhammad, 2016).

4.1.2. Problems in Writing English

Becker et al., (2015) states that students have subject verb agreements, pronoun references and connectors problems. Also, he states that those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination. Likewise, according to Byrne (1988), the fact that punctuation has never been standard to the extent as spelling, makes it is problematic. Also, he emphasized that the rules of capitalization are not universal and classifying nouns as proper and common noun is difficult for students and the English spelling system which has become inconsistent is complex for students. Additionally, according to Leki (1991) content problem could be because of the traditional methods teachers use to teach writing for spelling, punctuation, and mastering grammar. Likewise, he states that the other problem of organization in student' writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details.

4.1.3. Types of Texts

According Ritonga (2019), there are many types of text in writing such as narrative text, recount text, procedure text, descriptive text, report text, explanation text, discussion text among others.

4.1.2.1. Narrative text. It is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story (Ritonga, 2019).

4.1.2.2. Recount text. It is written out to make a report about an experience of a series of related event. According to Sidauruk and Silalahi (2020), the purpose of Recount Text is to retell an event with a purpose to inform or entertain the readers, tell the circumstances of time and place. They said that that the purpose of recount text is giving information about what happened and when happened.

4.1.2.3. Procedure text. It is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series. Its purpose to help us do a task something. They can be set of instructions or direction (Ritonga, 2019).

4.1.2.4. Descriptive text. It is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc. It means that when we want to describe how something looks, smells, feels, acts, tastes, sound to someone by a text (Jayanti, 2020).

4.1.2.5. Explanation text. It is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say ‘why’ and ‘how’ of the forming of the phenomena. It is often found in science, geography and history text books. The writer's purpose is to explain how something works or state reasons for some phenomenon. Explanations answer the question "how" or "why" (Ritonga, 2019).

4.1.2.6. Discussion text. It is a text which present a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. Its purpose to present information and opinions about issues in more one side of an issue (Ritonga, 2019).

As it is aforementioned, there are some types of text but, the researcher will focus on descriptive text. The researcher will choose descriptive text because this text is very good to research for description. Descriptive text is the text that describes something. Therefore, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense.

4.2. Descriptive Text

According to Jayanti (2020), texts are autonomous objects which can be analyzed and described independently of particular context, researchers or readers. Texts have their structures. They are orderly arrangement of words, clauses, and sentences by following the principles which guide the correct arrangement of elements.

On the other hand, according to Jayanti (2019), descriptive text is a text type that is used when people want to tell how something looks, smells, feels, acts, tastes, sound etc. It means that when people want to describe how something looks, smells, feels, acts, tastes, sound to someone by a text, they can create descriptive text. Basically, it provides detail information about characteristics of people, places, and things. The detail information is used to help the reader in

creating a mental picture. Also, they add that there are two generic structures of descriptive text; namely, identification and description. In identification, the learners will identify phenomenon or subject that is going to be described. While, description, the learners will describe specifically parts, qualities, and characteristics of an object that is being described. Furthermore, they also explain about the grammatical features language features (simple present tense, action verb and adjective), vocabulary, and mechanics of descriptive text.

Related to the idea aforementioned, there are some indicators of English descriptive text, namely; generic structure (identification and description), and grammatical features (language features (simple present tense, action verb, adjective), vocabulary and mechanics).

Unlike the author mentioned above, Tiara and Muhammad (2016) say that learning to write descriptive texts is one of learning that requires critical thinking from students. Also, Jeklin (2016) states that description is writing about how something or someone looks and uses space order. In other words, it is a text that explains whether a person or an object is like, whether its form, its properties, its amount, and others. Besides, the author Wardiman, et.al (2016) states that a descriptive text is a text that describes the features of someone, something, or a certain place". Also, he emphasized that descriptive text has purpose to describe particular thing, people or place which show the reader about physical appearance of something clearly.

4.2.1. Generic Structures of English Descriptive Text

Jayanti (2020) says that the generic structure of descriptive text contains definition and description. Description consists of description of purpose, description of features and their use, description of physical features, description of people, description of properties and interesting facts, and description of evidence today. They add their opinion about generic structures of descriptive text. They say that there are two generic structures of descriptive text as follows:

4.2.1.1. Identification. It is necessary in order to avoid having general statement. It means that a writer needs to identify which particular thing. In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing or place. Identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good writing (Jayanti, 2020).

4.2.1.2. Description. This part consists of several paragraphs. Each paragraph usually

begins with a topic sentence. Each paragraph in this part should describe one feature of the subject. All the paragraphs in this part build the detailed description of subject. It may describe physical appearance, qualities, general personalities or idea, and the characteristics (Luis & Moncayo, n.d.).

4.2.2. The Grammatical Features of English Descriptive Text

The grammatical features of descriptive text focus on Language features (simple present tense, action verb and adjective), vocabulary and mechanics.

4.2.2.1. Language features (simple present tense, action verb, and adjective). The language features of descriptive text are use of simple present tense because it tells the object description, use of the adjective to clarify the noun”, for example: a beautiful girl, a handsome man, the famous place in Bengkulu, and use of action verb to show an activity for example: use, write, bring, etc. Simple present tense is the most popular tense in using. According to Azar (2005) states that simple present tense has patterns, they are; 1) verbal sentence, and 2) nominal sentence.

Furthermore, using adjective in writing English descriptive text is up the writer to create excitement, interest, and beauty with their words. It means that adjectives are words that modify a noun or pronoun. Abdul-Munim (2019) expresses that adjective refers to properties which people or things possess and they are used to modify nouns e.g., happy man, noisy engine. He also affirms that adjectives are class of words often called as describing words because they provide information about the qualities of something described in nouns, noun phrases or clauses.

4.2.2.2. Vocabulary. Vocabulary is important in writing English descriptive text. It can be said as necessity to be known by students. Students have to use appropriate vocabulary and accurate words fix to the context in their English descriptive text. Students will advance their ability in writing English descriptive text by using appropriate words (Jayanti, 2020).

4.2.2.3. Mechanics. Mechanics consist of punctuation and spelling. The punctuation means a set of marks used to regulate texts and clarify their meanings, principally by separating or linking words, phrases, and clauses. Furthermore, punctuation is one art or practice of inserting of standardized marks or sign in written matter to clarify the meaning and separate structural unit (Jayanti, 2020).

4.2.3. The Types of Descriptive Text

According to Aredo (2019), there are a few types of writing that depend heavily on descriptive language. They are:

4.2.3.1. Objective description. It is usually exact and precise, focused on objects or

beings, very close to reality, free of opinions and double meanings and focused on the description of physical features through the use of denotative language (Aredo, 2019).

4.2.3.2. Subjective description. It provides personal aspects of what is described, conveys moods and feelings, describes emotions and usually uses metaphorical and symbolic language. It also uses connotative language and makes the message more attractive and interesting (Aredo, 2019).

4.2.3.3. Sensory description. It is a type of text that seeks to provoke sensations in the reader or listener, whether sensory, auditory, gustatory, olfactory or tactile, through sensory exploration when describing (Aredo, 2019).

4.2.3.4. Description of a person. To describe a person is to take into account the following: First we say who the individual is; then what he/she is like, for this it is necessary to highlight some features that characterize the person. The description of persons can be of three kinds: Prosopography, etopeya and portrait (Aredo, 2019).

4.2.3.5. Description of a place or an environment. To describe a place should be taken into account some details such as lights, colors, sounds, objects and among others, that give the impression of reality; you can describe closed places such as rooms or open places such as squares and fields (Aredo, 2019).

4.2.3.6. Description of an object. The description of objects directs the reader's attention to important details and gives verisimilitude to the story. To describe an object, its characteristic features are detailed: shape, size, the impression it produces, and if the object has different parts, they are listed and detailed in an orderly fashion (Aredo, 2019).

4.2.3.7. Describing a process. To describe a process is to set out the phases of the process in an orderly fashion, indicating what happens in each phase and how it happens. The description of a process must be clear and orderly. According to Aredo (2019), the following order should be followed:

- First indicate what the process is and what its purpose is.
- Then the elements, materials or instruments that are part of the process (people, machines materials, tools) are detailed.
- Finally, it is explained how the process is developed. It is divided into phases and the operations carried out in each one is explained. Words should be used to indicate the order of the operations.

4.2.3.8. The portrait. Normally, when we describe a person, we do not only refer to his or her physical appearance, but we try to reflect his or her way of being and acting, and also what we think of that person. Describing a person by reflecting his or her feelings, habits and everything that makes up his or her personality is a character portrait (Aredo, 2019).

4.2.4 Characteristics of Descriptive Text

Jeklin (2016) emphasizes some features of a good descriptive text. First, it should include many vivid sensory pictures and appeal to all the reader's sense of sight, hearing, touch, smell, and when appropriate. Second, it must use specific adjectives, nouns, and strong action verbs to give life to the picture you are painting in the reader's mind. Third, descriptive text uses simple present tense as grammatical rule in writing itself. Fourth, it must include chronological order, that is, when describing a person, you might begin with a physical description, followed by how that person thinks and acts. Fifth, it must include a generic structure, which consists of a) Identification, which introduces something in the text. b) Description, which describes parts, qualities, characteristics. The last one is that the description of the object is written from general to specific (Jeklin, 2016).

4.3. Problem Based Learning

4.3.1. Definition

Problem based learning is an instructional method that challenges students to "learn to learn," working cooperatively in class to seek solutions to real world problems. These problems are used to engage students' curiosity and initiate learning the subject matter (Tiara and Muhammad, 2016). An effective method for teaching and learning process is required to encourage students to become more active and to have critical thinking in their learning process. One of the effective methods to teach writing descriptive text according to the researchers Jumariati and Irawat (2017) is problem-based learning. They state that this approach helps students to develop their thinking ability. "In problem-based teaching, students are taught to connect between what they learn with how the knowledge will be utilized or applied in new situations" (Putri, 2018). PBL also can be used to provoke students to think creatively. They get the opportunity to discuss a certain case given by a teacher. Hence, students can develop their idea by thinking and discussing to get proper answers. Some theorists believe that PBL can improve new ways of thinking and learning. This will enhance their personal growth, more active, increase confidence and responsibility (Prabowo et al., 2021).

The positive impacts of PBL have been well documented. First, PBL allows the learner to take an active role in his/her education, encourages concept application, and provides intellectual growth through strategic decision making (Hartman et al., 2013). Specifically, PBL holds students accountable for their own learning and the learning of the classmates. Also, it allows students to explore more than one right answer (Karantzias et al., 2013), and encourages students to use learned knowledge to arrive at a solution (Mykytyn et al., 2008). Second, PBL can enrich students' learning outcomes, which will better prepare them for the work environment. When knowledge is deficient, PBL encourages students to identify the missing information that must be utilized to complete their task (Mykytyn et al., 2008). Third, PBL provides tools necessary to handle future challenges (Hartman et al., 2013).

4.3.2. Objectives of PBL

Problem based learning method seeks an integral development of the students and combines the acquisition of knowledge of the specialty of study, as well as skills, attitudes and values. According to Benavides ad Morales (2009) the objectives of PBL are as follows:

- Promote the student's responsibility for his or her own learning.
- To develop a relevant knowledge base characterized by depth and flexibility.
- To develop skills for critical evaluation and acquisition of new knowledge with a commitment to lifelong learning.
- Develop interpersonal relationship skills.
- Engage the learner in a challenge (problem, situation or task) with initiative and enthusiasm.
- Develop effective and creative reasoning according to an integrated and flexible knowledge base.
- Monitor the existence of learning objectives appropriate to the learner's developmental level.
- Orient the lack of knowledge and skills in an efficient and effective way towards the search for improvement.
- Stimulate the development of a sense of collaboration as a member of a team to achieve a common goal.

4.3.3. Advantages of Problem Based Learning

Benavides ad Morales (2009) mention some advantages of PBL. They are:

- **More motivated students.** Students are more motivated because they are provided with

authentic problems, have the opportunity to work in small collaborative teams, and have a tutor to facilitate their learning rather than a teacher to instruct them (Benavides and Morales, 2009).

- **More meaningful learning.** PBL offers students an obvious answer to questions such as: Why do you need to learn certain information; how do you relate what you do and learn in school to what happens in reality? (Benavides and Morales, 2009).
- **Development of thinking skills.** The very dynamics of the PBL process and the confrontation with problems leads students to critical and creative thinking (Benavides and Morales, 2009).
- **Development of learning skills.** PBL promotes observation of one's own learning process, students also evaluate their learning as they generate their own strategies for problem definition, information gathering, data analysis, hypothesis construction and evaluation (Benavides and Morales, 2009).
- **Integration of a working model.** PBL leads students to learn information content in a similar way to that which they will use in future situations, encouraging that what is learned is understood and not only memorized (Benavides and Morales, 2009).
- **Enables greater retention of information.** When facing real-life situations, students remember information more easily because it is more meaningful to them (Benavides and Morales, 2009).
- **Allows the integration of knowledge.** Knowledge from different disciplines is integrated to provide a solution to the problem being worked on, so that learning does not occur only in fractions but in an integral and dynamic way (Benavides and Morales, 2009).
- **The skills developed are enduring.** By encouraging self-directed study skills, students will improve their ability to study and research on their own to tackle any obstacle, both theoretical and practical, throughout their lives. Students learn by solving or analyzing real-world problems and learn to apply the knowledge they have acquired throughout their lives to real problems (Benavides and Morales, 2009).
- **Increased self-direction.** Students take responsibility for their learning, select the research

resources they require: books, journals, information banks, among others (Benavides and Morales, 2009).

- **Improved understanding and skill development.** With the use of real-life problems, levels of understanding are increased, allowing you to use their knowledge and skills (Benavides and Morales, 2009).
- **Interpersonal and teamwork skills.** PBL promotes interaction increasing some skills such as; group dynamics work, peer evaluation and how to present and defend their work (Benavides and Morales, 2009).
- **Self-motivated attitude.** Problems in the student increase their attention and motivation. It is a more natural way to learn. It helps them to continue learning when they leave school (Benavides and Morales, 2009).

4.3.4. Disadvantages of Problem Based Learning

Sodikin (2014) expresses that no single education strategy is perfect for all educational situations and PBL has several significant disadvantages. First, teaching faculty being required to facilitate learning rather than to directly impart their knowledge. This may be considered inefficient and, possibly, demotivating to faculty. Second, knowledge acquired through PBL being less organized than knowledge acquired through traditional learning. Third, the difficulty of training facilitators and the scarcity of teaching faculty with the skills of facilitating rather than the skills of traditional teaching. Fourth, assignments are not equally divided among students since, some students may receive more work while other students receive less work, Students may not agree and cause hostility in a group. Teachers may not be qualified to teach PBL and may not fully understand how it works.

4.3.5. The Procedure of Problem Based Learning Method

According to Sidauruk and Silalahi (2020) in the implementation of PBL there is a process that must be raised, such as: involvement (engagement), inquiry and investigation, performance, frequently asked questions and discussion (debriefing). In the same line, he stated that the steps of learning in Problem Based Learning (PBL) is as follows:

4.3.5.1. Previous instruction for a problem-solving task. At the beginning of learning by PBL models, teachers convey clear learning objectives, set a positive attitude

towards learning, and explained to students how their implementation. Furthermore, teachers are doing orientation issues until problems arise or discovered by the students. Based on the problems students are actively involved in solving it, find the concept and principles (Sidauruk and Silalahi, 2020).

4.3.5.2. Group work organization. Learning with PBL models require skills development collaboration among students and help them investigate the problem together, it is helping to plan the investigation and reporting of their duties. Besides the need for study groups. There are a few things to note, that learning is formed varies with the capability, race, ethnicity, and gender in accordance with the objectives to be achieved. If the difference in the group is required, then the teacher can create a group with students deal (Sidauruk and Silalahi, 2020).

4.3.5.3. Brainstorming to analyze the problem-solving task. Students activate their prior knowledge and use their thinking and problem-solving skills to elaborate the content of the task. They can express ideas, thoughts, questions, opinions, concepts and hypotheses about the problem and its underlying mechanisms. Brainstorming technique often is used to generate ideas. Also, according to Fred (2019), the simplest way to resolve problems in a team is through mind mapping. This will help your team come up with a lot of solutions on their own and you just have to choose the right path for them. Also, at this stage the teacher encourages students to collect data and carry out the actual activities until they truly understand the dimension of the problem situation (Sidauruk and Silalahi, 2020).

4.3.5.4. Develop and present the activities. Artifacts are more than written reports. They include such things as videotapes that show the problem situation and proposed solutions, models that comprise a physical representation of the problem situation or its solutions, and computer programs and multimedia presentations. Exhibits can be traditional science fairs, each student displays his or her work for the observation and judgment of others, or verbal and/or visual presentations that exchange ideas and provide feedback (Sidauruk and Silalahi, 2020).

4.3.5.5. Analyze and evaluate the results of problem-solving process. The final step of problem-based learning involves activities aimed at helping students analyze and evaluate their own thinking process as well as the investigative and intellectual skills they used. During this step, teachers ask students to reconstruct their thinking and activity during the various step of the lesson (Sidauruk and Silalahi, 2020).

4.3.6. Students and tutors in PBL

Students are another foundational element of PBL. Usually, they work in teams of 6-10, to resolve the given problem. They work independently during self-study period of the learning process, and collaboratively with their team members during group discussion to construct their own knowledge (Sockalingam, 2010).

The tutor's role differs from that of teachers in the traditional curriculum. In the latter case, teachers provide information directly to students by means of lecture or teaching (Woods, 2004). However, the PBL tutors do not provide information directly. Instead, they help students to be more self-directed, motivated, and collaborative critical thinkers. Tutors do this by observing students' learning activities, diagnosing issues faced by the students, and intervening at appropriate instances to provide required scaffolding (Sockalingam, 2010).

4.3.7. The role of tasks in problem-based learning

4.3.7.1. Picture-Cued Tasks. According to Brown and Abeywickrama (2018) this technique is executed in a controlled manner. It is an effective alternative used in EFL/ESL classroom. The same author argues that the main purpose of this technique is the perceptive recognition of symbols and words. Moreover, pictures and photographs can be utilized to examine ability at the selective level.

- **Short Sentences.** In this type, students will be provided some pictures. The picture is an activity students might usually do. They are required to describe what they are doing with brief sentences (Susanti, 2021).

4.3.7.2. Picture Description. In this technique, students will be shown a picture. There are many things inside the picture. Then they are required to describe the position of that thing mentioned. They may use the position marker as in, on, under, above, behind, besides, among others (Susanti, 2021).

4.3.7.3. Picture-cued story sequence. Students will be provided some pictures that sequence from number one to number twelve. This picture contains the activity in their daily life so it might be easy for them. They are required to write the activity based on the picture and it is completed time sequence to give them some cues (Susanti, 2021).

4.3.7.4. Listening Cloze Selection Tasks. These tasks combine dictation with a written script that has a relatively frequent deletion ratio (every fourth or fifth word perhaps). This technique provides a list of missing words from which the test-taker must select. The purpose at

this stage is not to test spelling but to give practice writing. To increase the difficulty, the list of words can be deleted, but then spelling might become an obstacle (Brown and Abeywickrama, 2018).

4.3.7.5. Form Completion Tasks. A variation on pictures is the use of a simple form (registration, application, etc.) that asks for name, address, phone number, and other data. Assuming, of course, that prior classroom instruction has focused on filling out such forms, this task becomes an appropriate assessment of simple tasks such as writing one's name and address (Brown and Abeywickrama, 2018).

4.3.7.6. Ordering Tasks. One task at the sentence level may appeal to those who are fond of word games and puzzles: ordering (or reordering) a scrambled set of words into a correct sentence. Although this somewhat inauthentic task generates writing performance and may be said to tap into grammatical word-ordering rules, it presents a challenge to test-takers whose learning styles do not dispose them to logical-mathematical problem solving (Brown and Abeywickrama, 2018).

4.3.7.7. Paragraph Construction Tasks. Good writers are often good readers. To a great extent, writing is the art of emulating what one reads. When you read an effective paragraph, you subconsciously analyze the ingredients of its success and use the results of that analysis to create your own paragraph. Assessment of paragraph development takes on a number of different forms (Brown and Abeywickrama, 2018).

- ***Topic Sentence.*** Every paragraph must have a topic sentence, but the stating of a topic through the lead sentence (or a subsequent one) has remained a tried-and-true technique for teaching the concept of a paragraph (Brown and Abeywickrama, 2018).
- ***Topic Development Within a Paragraph*** Because paragraphs are intended to provide a reader with “clusters” of meaningful, connected thoughts or ideas, another stage of assessment is development of an idea within a paragraph (Brown and Abeywickrama, 2018).
- ***Development of Main and Supporting Ideas Across Paragraphs.*** When writers string two or more paragraphs together in a longer text (and as they move up the continuum from responsive to extensive writing), they attempt to articulate a thesis or main idea with clearly stated supporting ideas (Brown and Abeywickrama, 2018).

4.4. Previous Studies

This section presents studies that explored the effects and perceptions of using problem-based learning to improve the writing of descriptive texts among EFL learners. The intention of this is to demonstrate the contribution and effectiveness of this method in the English language teaching.

The first study was conducted by Limão (2016) which aimed to find out if problem-based learning could improve students' ability to write descriptive texts at VII A class of SMP Negeri 1 Gumukmas. It was evident that students faced some grammatical mistakes in their paragraphs such as inappropriate use of verbs and the use of a noun as a verb. To carry out this research, a subjective test, an observation checklist and field notes were applied. To sum up, this study concluded that problem-based learning could improve the students' ability to write descriptive texts. Moreover, the students were more active and had great motivation during the process of teaching and learning since they were free to explore their ideas and share with their friends.

In the same way, Amalia and Rusfandi (2020) conducted quasi-experimental research, which aimed to investigate whether the use of problem-based learning provides a significant effect on the writing of descriptive texts in vocational high schools. PBL was used as an alternative teaching method for students to be more active, creative and critical. In order to collect data, a pretest and posttest were used to compare the participants' writing scores in the control and experimental groups by using an independent sample test. Consequently, the results indicated that PBL as a teaching method provided a significant effect in improving students writing ability on descriptive texts.

Similarly, Putri (2018) conducted classroom action research with the intention to describe the use of instructional model, to know what kind of error students encounter when writing descriptive text, as well as to improve students' self-confidence in English, especially in descriptive writing skills in SMK Triatma Jaya Dalung students. The difficulties faced by students when write a descriptive text were lack of creativity of the development of the topic, organization that includes the structure of the argumentation and selection of vocabulary, use of language and mechanical aspects. Lastly, it was found that PBI model can motivate students in the writing of descriptive texts because they are motivated to solve problems, departing from interesting issues that they need to address, such as describing someone or somethings in our life.

Furthermore, Prabowo et al., (2021) conducted quantitative research, which aimed to

provide more conclusive results in the area of the relationship between extroversion and introversion and language performance in English as a Foreign Language (EFL) environment. He emphasized that students had difficulties starting writing due to lack of knowledge of vocabulary, organization of ideas, grammar and mechanics. Finally, the results indicated that through PBL, both introvert and extrovert students had better results in writing descriptive texts. Hence, it can be concluded that applying PBL method is necessary to trigger students' idea for having writing product.

Likewise, Nuur (2015) carried out classroom action research which aimed to implement problem-based learning to improve the students' writing ability of Tenth Grade Students in SMK 2 Muhammadiyah Kediri Academic Year 2014/2015. The instruments used in this research were a pre and posttest, an observation checklist and field notes. Finally, the results showed that PBL method can improve the students writing ability and it is supported by using pictures and outline since pictures helps students to retell experiences or understand something since they can represent place, object, people, etc. Also, pictures help the students understand a more general context, which may be made of pictures, the teacher's actions, the student's actions, sound effects and words.

Finally, Quasi-experimental research was conducted by Tiara and Muhammad (2016). They stressed that students do not understand how to make the ideas well organized, coherent, and relevant to outline to arrange word into sentence and sentences into paragraph because they have not been able to organize them in their correct position. Based on difficulties, the objective of this research was to find out the improvement of students' ability to write vocabulary of descriptive paragraph after thought by using problem-based learning method At The eleventh grade of MAN Enrekang. The instruments used were a pre and posttest. The results showed that the use of the problem-based learning method the students writing ability significantly improve.

5. Methodology

The purpose of this section was to aid and guide the researcher in the way of developing this research study. It also focused on describing the study design, the research topic, the data collection procedures, the instruments, the data analysis techniques and the research procedure.

5.1. Research Setting

The research was carried out in the city of Loja, which is located in the south of the country, in the geographical area known as the inter-Andean region or Sierra. This city is located between latitudes 03°19'49" and 04°45'00", and is the southernmost province of Ecuador. It has an approximate area of 10,790 km² equivalent to 4% of the country's surface.

5.2. Procedure

5.2.1. Research Methods.

This research implemented a mixed methodology with a quasi-experimental design. Mixed methods research combines quantitative and qualitative approaches in a single study. The purpose of mixed methods research was to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone (Gay et al., 2011).

Moreover, it was quasi-experimental research since, as mentioned by Abraham and MacDonald (2011), in quasi-experimental research there is no control group, no random selection, no random assignment, and no active manipulation.

For carry out this study a pretest was applied to students of first-year of Bachillerato, for the purpose of diagnose their cognitive level in relation to the writing of descriptive texts. Likewise, in order to improve the writing of descriptive texts, an intervention plan was developed, by the researcher, which consisted of the development of lesson plans composed of the basic elements of it. Learning objectives was the first element, which according to Bloom (2015), it is an outcome statement that captures specifically what knowledge, skills, attitudes learners should be able to exhibit following instruction. These objectives were in concordance with the outcome proposed by the MinEduc (2016) based on Bloom's Taxonomy.

The second element of the lesson plan was practice activities, which according to Lynne, Kennette, Lisa, Van, and Bibia (2017) practice activities allow students to engage with the material in a more concrete way and to practice the skills or knowledge they were exposed to in a particular unit of a course. And, by allowing students to practice their newly-learned knowledge, they can

also get a better sense of how they are doing in the course and whether they are actually understanding the material. That is, whether they are developing their metacognition, which is a powerful indicator of learning.

The third element was instructional materials. Instructional materials provide the core information that students experienced, learned, and applied during the course. They maintained the power to either engage or demotivate students. Therefore, such materials were carefully planned, selected, organized, refined, and used in a course for the maximum effect. The materials used were the course textbook of first-year established by the ministry of education, online activities, realia, and adapted didactic instruments. The planning and selection of instructional materials should take into consideration both the breadth and depth of content so that student learning is optimized (University of Wisconsin Madison, 2021).

The last element was assessment. According to Harris and Hodges (1995) assessment should integrate grading, learning, and motivation for students. Well-designed assessment methods provide valuable information about student learning. They tell what students learned, how well they learned it, and where they struggled. Besides, it allowed the researcher to understand whether PBL-based activities and resources will have a significant impact on students to promote their learning.

At the end of the intervention, a post-test was applied to check the improvement of the students after applying problem-based learning to write descriptive texts. Both the pretest and the posttest helped the researcher to collect quantitative data, which was analyzed and interpreted in frequency tables using the thematic analysis method. Likewise, the researcher applied a survey which consisted of closed ended questions to know about the students' perceptions and feelings regarding problem-based learning in descriptive writing.

This intervention plan was carried out in a period of 8 week which consisted of forty hours. It was carried out with students of first year of Bachillerato, during the academic period 2021-2022 in the city of Loja. The schedule carried out by the researcher was as follow; Tuesdays from 14h20pm-15h40pm, Wednesdays from 17h10pm-18h20pm, Thursdays from 13h00pm-14h40pm and 16h35pm-17h45pm, Fridays from 16h35pm-17h45pm.

5.2.2. Data Collection Sources and Technique.

To collect quantitative data a pre-test and pos-test were applied before and after the intervention to get and analyze information about the phenomena under study. This instrument

was designed using a paper-and-pencil method to measure students' cognitive dimensions about problem-based learning to write descriptive texts. The paper and pencil method helped to include selection and supply items in the quantitative instrument. With selection items on the pre-posttest, the participants had to select from among a set of given answers; including multiple choice, and matching questions. In supply items, they will have to supply an answer, fill in the blank, and write short answers.

Finally, a survey was administered to know about the students' perceptions and feelings regarding problem-based learning in the writing of descriptive texts. Students answered closed-ended questions but, despite this, they explained in a short sentence the reason for their answer.

5.2.3. Research Participants.

The research was carried out at public institution, located in Loja city. The participants of this research were sixteen students of First-Year Bachillerato, whose ages range from 15 to 16 years old. The participants of this study were intermediate level (A2.2) according to the levels of proficiency and their application per school, which is established by the Ministry of Education, which in turn is aligned to the Common European Framework of Reference for Languages.

5.3. Data Analysis

To conduct the data analysis, descriptive statistics was implemented, which provided simple summaries of the sample and measures for a better understanding of the data. The results obtained by the students in the achievement tests (pretest and posttest), were graded with the help of the grading scale provided by MinEduc (2016).

In addition, the researcher tabulated the data, illustrated it in a frequency table and used the most appropriate measurement method to present the central tendency of the information. Likewise, for the qualitative analysis, a survey was applied, where the researcher used a thematic analysis, which is a mere identification of patterns derived from the responses to determine shared experiences of the students surveyed (Gay et al., 2011).

6. Results

6.1. Results of the Pre and Posttest.

This section shows the results obtained from the pretest and post-test, which measured the students' performance in writing descriptive texts before and after the intervention of the problem-based learning method.

Table 1. Pre and posttest results

Students code	Pretest				Posttest			
	V 4P	CO 2P	M 4P	Total 10P	V 4P	CO 2P	M 4P	Total 10P
UEPJA001	1.2	0.5	2	3.70	4.00	2.0	2.00	8.00
UEPJA002	1.2	1.0	2	4.20	3.60	2.0	2.00	7.60
UEPJA003	2.0	0.5	0	2.50	4.00	2.0	2.00	8.00
UEPJA004	0.8	1.0	0	1.80	3.20	2.0	4.00	9.20
UEPJA005	1.0	0.5	2	3.50	4.00	2.0	4.00	10.00
UEPJA006	1.0	1.0	0	2.00	3.20	2.0	2.00	7.20
UEPJA007	1.2	1.0	2	4.20	4.00	2.0	2.00	8.00
UEPJA008	0.8	0.5	2	3.30	3.20	2.0	2.00	7.20
UEPJA009	1.2	1.0	2	4.20	4.00	2.0	2.00	8.00
UEPJA010	0.8	1.0	2	3.80	4.00	1.0	4.00	9.00
UEPJA011	2.2	1.0	0	3.20	4.00	2.0	2.00	8.00
UEPJA012	0.4	2.0	2	4.40	4.00	2.0	2.00	8.00
UEPJA013	2.0	1.0	2	5.00	4.00	2.0	2.00	8.00
UEPJA014	2.2	1.0	2	5.20	3.20	1.0	2.00	6.20
UEPJA015	0.4	1.0	2	3.40	3.20	2.0	4.00	9.20
UEPJA016	2.4	0.5	0	2.90	4.00	2.0	4.00	10.00
Mean	1.3	0.9	1.4	3.58	3.73	1.9	2.50	8.10

Note. UEPJA (student code); V (vocabulary) CO (chronological order) M (mechanics).

As can be seen in the table, the pretest mean was 3.58. This means that students did not reach the percentage of 7/10 as established by the scale of the Ministry of Education. That showed that all students could not reach the necessary learning components related to the writing of descriptive texts. In regards to “vocabulary”, students did not use the appropriate vocabulary to write. Concerning “chronological order”, it was noticeable that they had no knowledge of the chronological order in which a descriptive text should be written. Likewise, it was evident that students forgot punctuation between sentences and at the same time wrote proper nouns with

lowercase letters. Thus, it was a big issue for the researcher to carry out the research in this classroom, since these are important components to write a descriptive text.

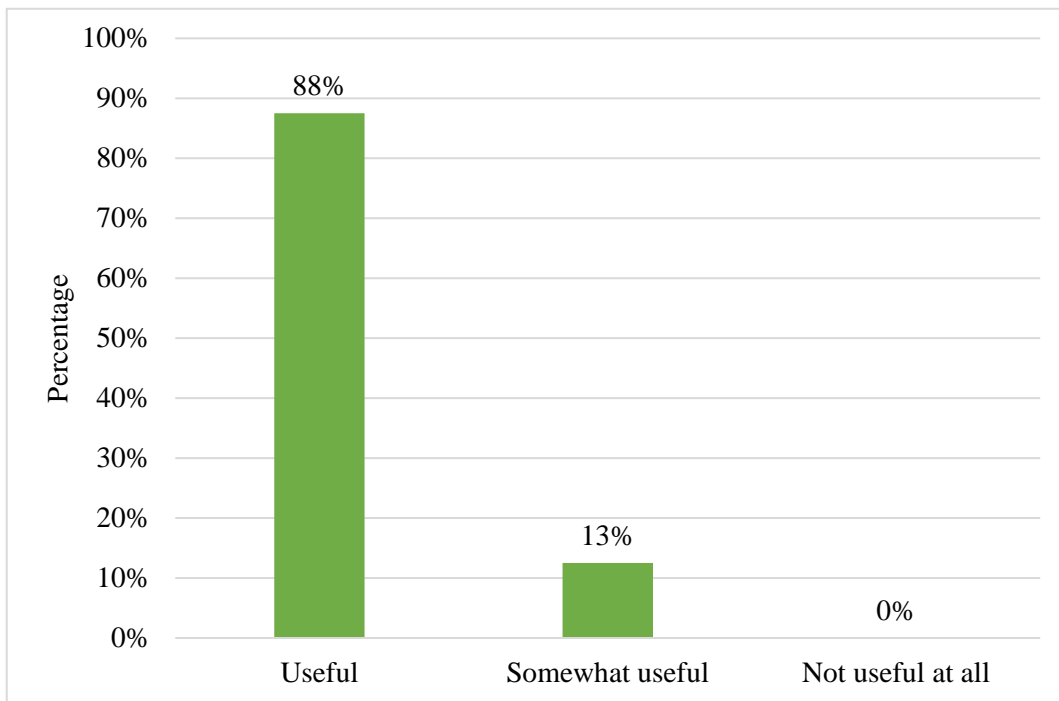
On the other hand, the table also shows the results obtained in the posttest, which obtained a mean of 8.10. This means that most of the students obtained a high score according to the scale of the Ministry of Education. Thus, it corroborated that first-year students of Bachillerato enriched their vocabulary. Likewise, the students were able to write a descriptive text in chronological order. Also, it was noticeable that students were able to write a descriptive text taking into account mechanics (punctuation and capitalization). Finally, there is no doubt that these results show that there has been a great improvement in the three components (vocabulary, chronological order and mechanics) of descriptive texts. However, students still need more training to master the writing of descriptive texts and become effective users of the language. So, it is recommended that further investigations conduct longer interventions when it comes to writing descriptive texts.

6.2. Results of the Survey

This section presents information illustrated in the following graphs that aided the researcher to explore students' perceptions regarding problem-based learning to write descriptive texts. The synthesis of this survey was done according to the procedure of the problem-based learning method.

Question 1. Do you consider that the instruction given by the teacher before developing a problem-solving task was useful, somewhat useful, or not useful at all?

Figure 1. Previous instruction for a problem-solving task



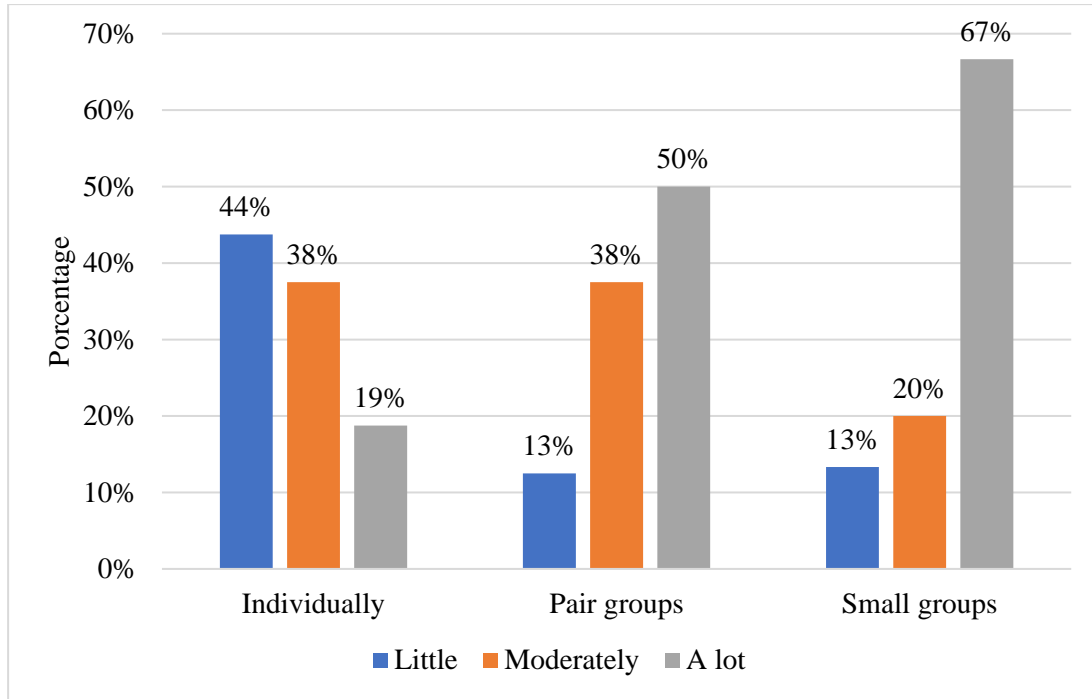
Note. Previous instruction for a problem-solving task

This question was intended to instruct students on problem-solving tasks. The results indicated that 88% of the students considered the instructions given before solving the task to be useful. Some positive responses emerged from this question. A group of participants commented: “the orientation given by the teacher helped us to be clear about what we should do”. Likewise, others surveyed students alluded to the notion of “The teacher's guidance is dispensable because it helps us to clear up any doubts. However, 13% of the students expressed that it was somewhat useful as mentioned a group of students “we can orient ourselves within the study group”. Thus, the results show that the teacher instructions given by the teacher before starting the problem-

solving task had positive results since they helped them to establish clear learning objectives, and establish a positive attitude toward learning

Question 2. How did you like working in the activities and tasks developed during the group work organization?

Figure 2. Group work organization



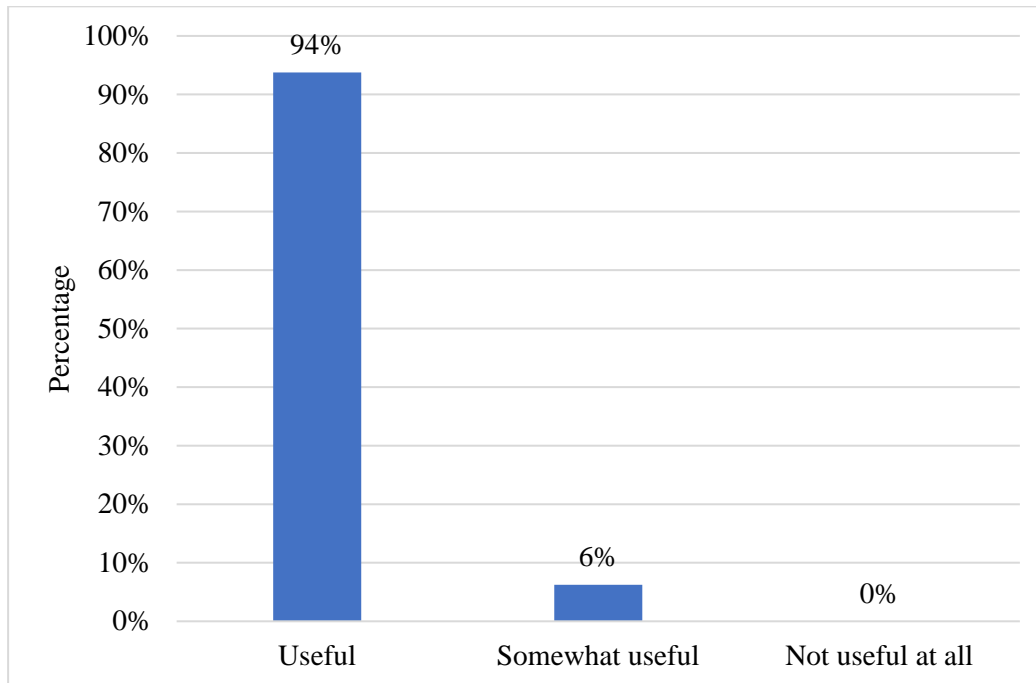
Note. Group work organization

This table shows the results based on the organization of the group work step, where 67% of the students showed that they prefer to develop the activities in small groups, since, some students commented that "working in small groups helps us to share ideas among us to find a better solution to the problem". In relation to the same question, other students expressed that "working in small groups contributes to the development of the activity in a positive way". Likewise, another group of students commented: "it helps us to improve our leadership, leaving aside shame and fear". However, 13% of participants expressed that "they did not like to work in small groups because some classmates do not contribute to the group with their ideas or opinions". Additionally, 50% of students reported that they preferred to work in pairs as mentioned by some students "we like it because we can agree on something faster". Further, it was apparent from this graph that 44% of the students did not prefer working individually as commented by some participants "we did not like individual work because it was very overloaded". Thus, the results showed that

students were focused on the problem-based learning method, which aims to work in small groups, which helps students to develop their communication skills, share and understand different points of view and ideas, and to have leadership skills.

Question 3. Did you find the brainstorming technique useful, somewhat useful, or not useful at all for analyzing the problem-solving task?

Figure 3. Brainstorming to analyze the problem-solving task

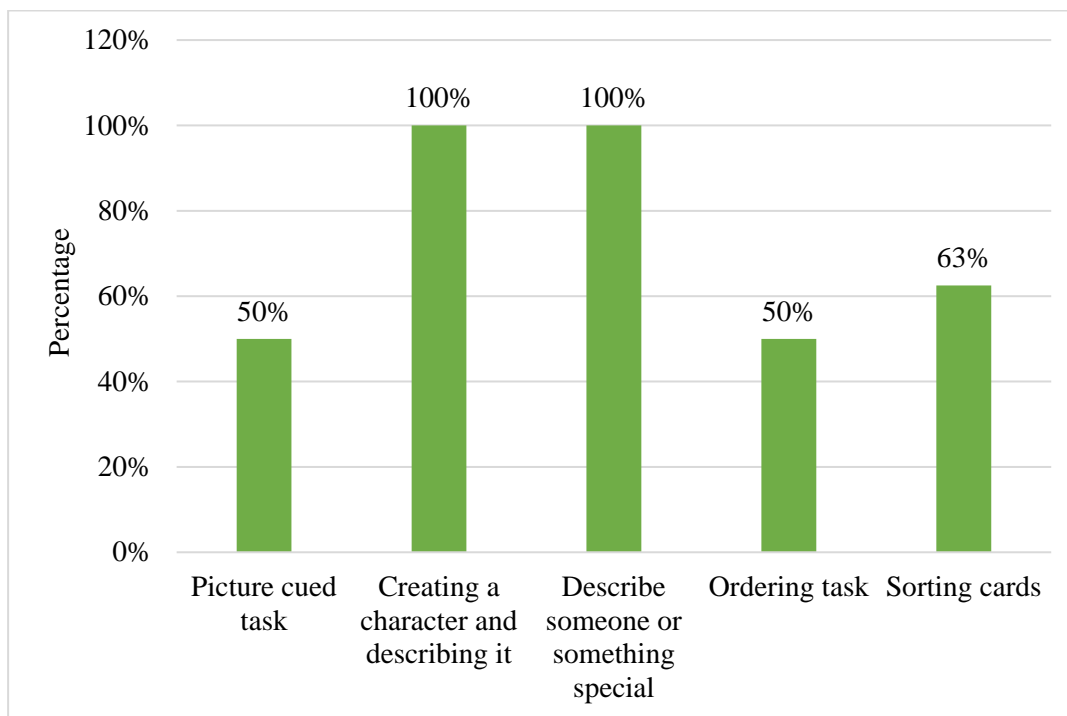


Note. Brainstorming to analyze the problem-solving task

This question was intended to identify whether brainstorming to analyze the problem-solving task was useful, somewhat useful, or not useful at all. In relation to this question, it can be seen that 94% of the participants felt interested in brainstorming to analyze the problem-solving task. Respecting this question, some participants stated that “It helps them remember and recall information” and other students commented: “It makes complex ideas easier to understand and allows us to generate our ideas faster and more efficiently”. However, 6% of students expresses that the brainstorming technique was somewhat useful”. Even so, it can be concluded that the brainstorming technique to analyze the problem-solving task can be done through mind maps, which proved to be effective since it allows students to express ideas, thoughts, questions, opinions, concepts, and hypotheses about the problem-solving task.

Question 4. Which activities did you like doing in order to write descriptive texts?

Figure 4. Develop and present the activities

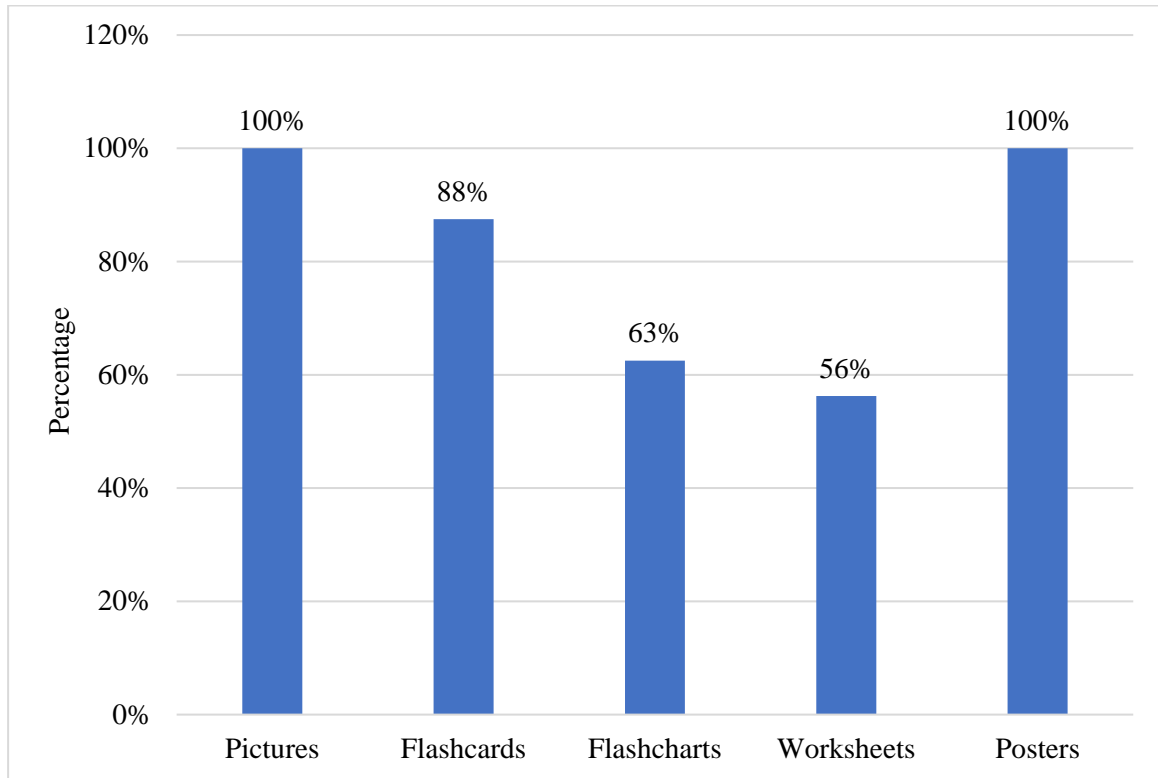


Note. Develop and present the activities

As can be seen in Figure 4, there was a positive result for the activity of creating a character and describing it and on the activity of describing someone or something special, both had the same percentage of 100%. This means that all participants liked doing these activities to improve their writing skills. In relation to these activities some individuals commented that "creating our favorite character was very fun and entertaining". Also, a group of students expressed that "describing our favorite place allowed us to express our creativity". Besides, 63% of participants showed that they prefer the activities of sorting cards. Surprisingly, no differences were found in pictures cued task and ordering tasks since both had a 50%. Additionally, in relation to this activity, some students commented: "We find it a fun activity as it allowed us to learn the present simple tense in an interesting way". It can be concluded that the students liked to develop all the proposed activities, but there was a preference for the activity of creating a character and describing it and describing someone or something special.

Question. 5. Which didactic materials did you like using during the intervention?

Figure 5. Develop and present the activities

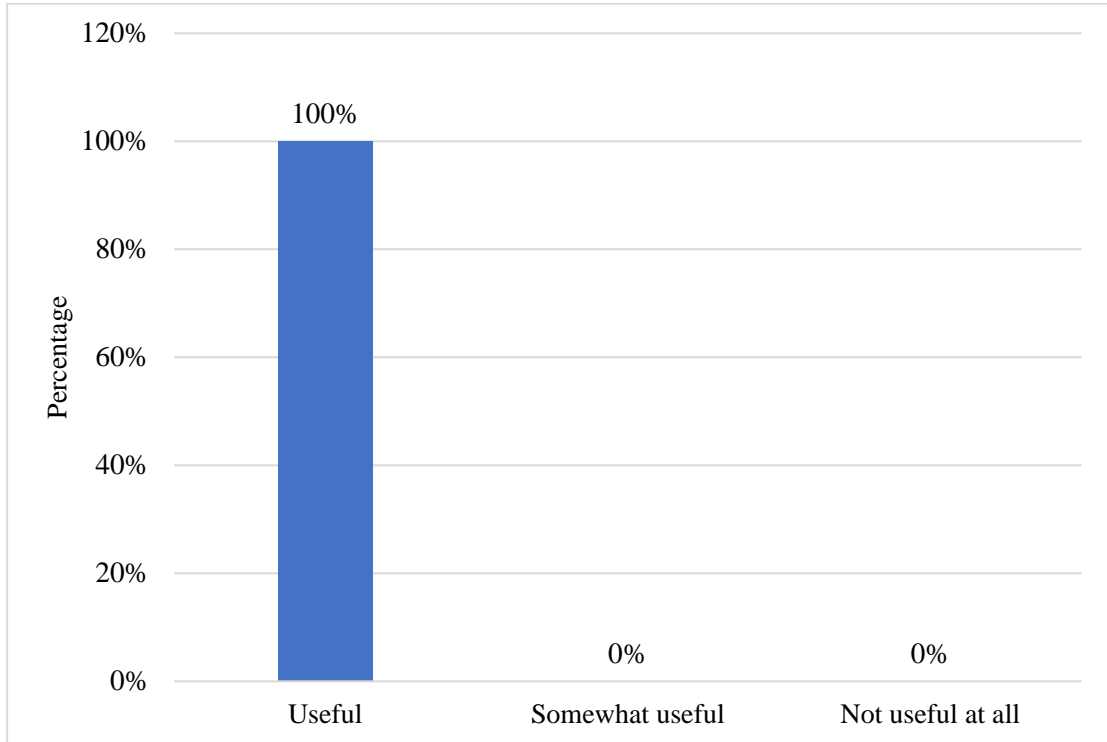


Note. Develop and present the activities

The overall response to this question was very positive. The use of posters and pictures had the highest score, which was 100%. This means that students prefer to present or exhibit their results through the use of posters and pictures as mentioned by some students "It is easy to explain what we have worked on in group". Likewise, another group of students expressed that "Posters make it easier to show the results of a complex experiment". It also was evidenced that the lowest percentage was the use of worksheets, which had 56%. This information allows confirms that students prefer posters to exhibit their work as stated in step 4, each student exposes his/her work to be observed and judged by others, or verbal and/or visual presentations that exchange ideas and provide feedback.

Question 6. Do you consider that the feedback provided for the teacher was useful, somewhat useful, or not useful at all?

Figure 6. Analyze and evaluate the results of the problem-solving process

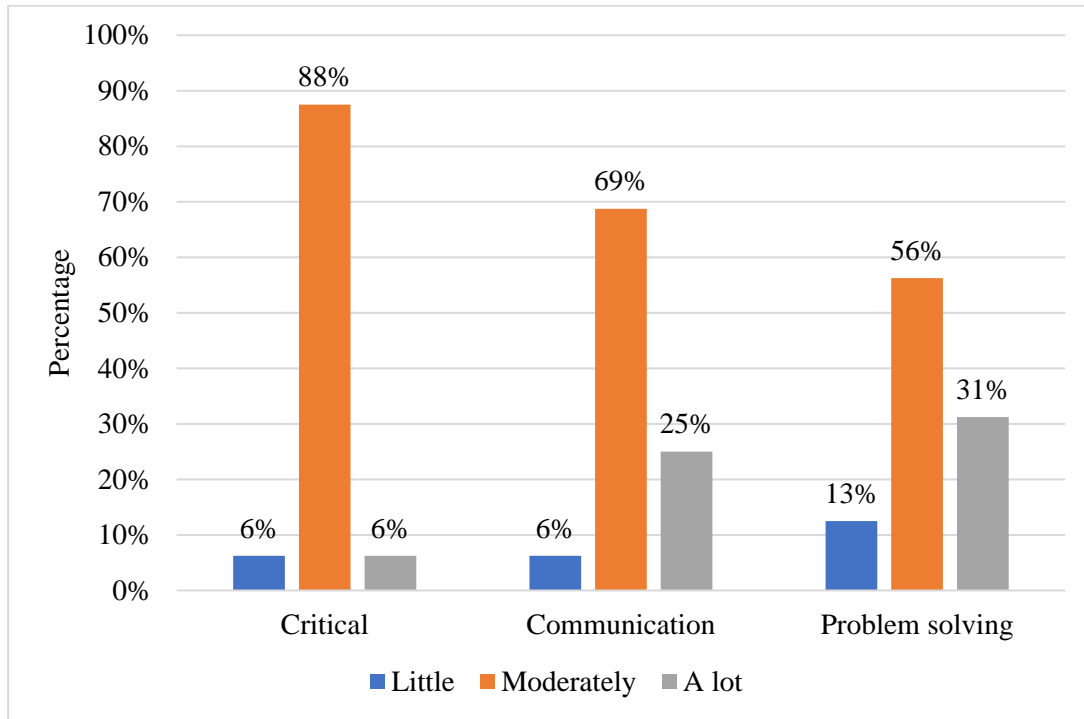


Note. Analyze and evaluate the results of the problem-solving process

This question was intended to analyze and evaluate the results of the problem-solving process. In relation to this step, respondents were asked to indicate whether they found the feedback provided by the researcher to be useful, somewhat useful, or not useful at all, which showed that 100% of students agreed that the feedback provided by the teacher after performing the activities was useful. Respecting this question, the majority commented: “It supports students to understand what is to be done and how to improve their performance. Thus, these results were in accordance with step number 5 of problem-based learning, since during this step, teachers ask students to reconstruct their thinking and activity during this step of the lesson, giving them feedback on whether it is necessary.

Question 7: How much do you consider that you have improved the following skills when writing descriptive texts?

Figure 7. Problem-based learning skills

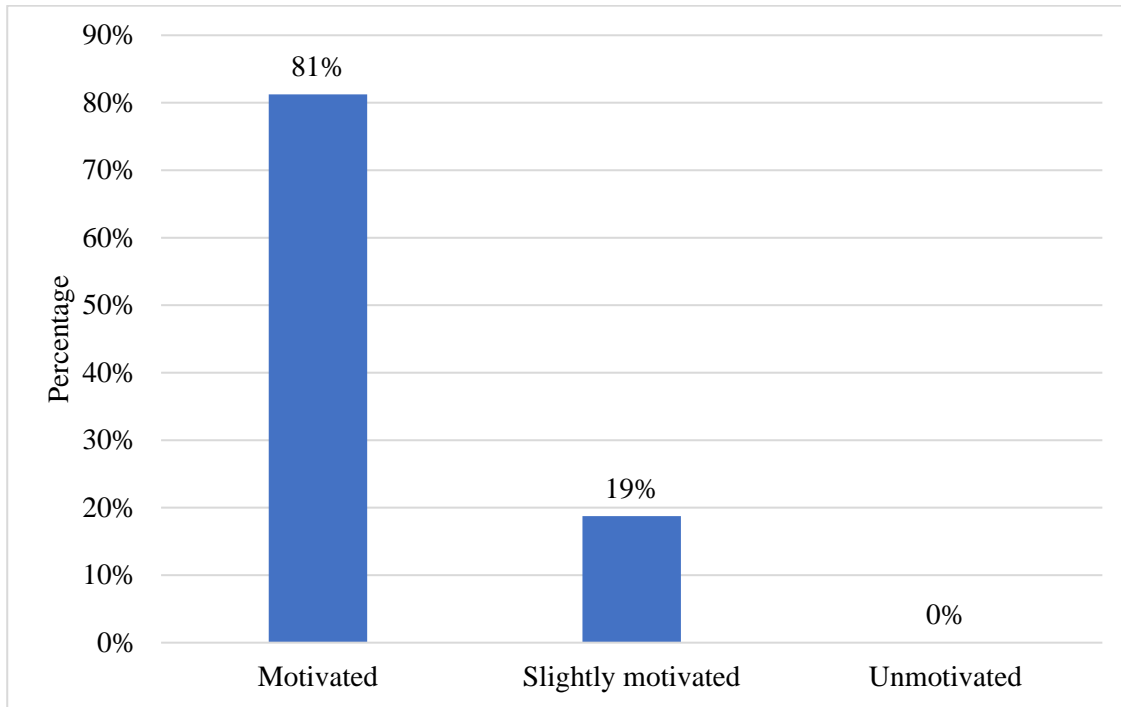


Note. Problem-based learning skills

In response to this question, 31% of those surveyed indicated that by using the problem-based learning method students improved their problem-solving skills. As some participants stated, "we think we were able to find the desired solution and to monitor and evaluate the implementation of that solution, which helped me to solve problems". However, 13% of participants felt that they did not improve their problem-solving skills. Likewise, it can be seen in the figure, that 69% of the students moderately improved their communicative ability, as expressed by some students "The communicative ability improved through the discussions we had in the group". In addition, 88% of participants commented that they moderately improved their critical thinking skills through seeking solutions for the activities. It can be concluded that students significantly improved critical thinking, communication and problem-solving skills, but the one that improved the most according to the results was problem solving.

Question 8: Did you feel motivated using the problem-based learning activities applied for the researcher in order to improve the writing descriptive texts?

Figure 8. Motivation in using problem-based learning



Note. Motivation in using problem-based learning

As it can be seen, figure 8 shows that 81% of participants considered that they felt motivated by the implementation of the problem-based learning method when they were writing. As commented by a group of participants “we found it interesting and since to write a text we had to follow steps, which allowed for better organization and understanding”. However, 19% of students expressed that they felt slightly motivated. Regarding this response, some students expressed that “when we worked in groups some students did not contribute with their ideas to find possible solutions to develop the activities”. This is the reason why students did not feel fully motivated. Thus, the results corroborate that this method is effective to write descriptive texts since students are more motivated because they have the opportunity to work in small collaborative teams, and have a tutor to facilitate their learning rather than a teacher to instruct them during the writing. Also, this method encouraged students to interact with the rest of partners, get more involved in writing activities, and make them participate actively in class.

7. Discussion

This section analyses and discusses the results obtained in the previous section contrasting them with the theoretical framework that supports the development of this research, and with the previous studies. Besides, this section is focused on answering the central research question of this study and its sub-questions.

First of all, the central question: Does the Problem Based Learning method improve the writing of descriptive texts of the students of First Year of Bachillerato of a Public High School, during the academic year 2021-2022? was answered with the help of the results of the pre-test and post-test, which indicated a radical change between the two tests. This is reflected in the increase of the students' total mean score; since the pre-test was 3.58/10, and the average of the post-test had a total mean score of 8/10. This shows that the students had a positive improvement in writing descriptive texts after the application of the problem-based learning method during the intervention plan. In addition, this finding corroborates the ideas of Amalia and Rusfandi (2020), who suggested that PBL as a teaching method provided a significant effect in improving students writing ability on descriptive texts. However, it was evident that the results are not transferable to large populations since there was no a control group. Furthermore, due to the short time of application of this research, it is difficult to conclude that the method applied was totally effective. Therefore, a further study with the application of a control group and applied over a longer period of time is suggested in order to clearly understand the association between the use of the study method in the writing of descriptive texts.

Besides, the first specific question of this study, What are the activities of PBL that can help students of First Year of Bachillerato develop their skills in writing descriptive texts was answered with the results that are presented in the figures 3 and 4, which emphasize that activities such as picture cue tasks, creating a character and describing it, creating something or something special, sorting tasks, and brainstorming, had a positive impact on students as they showed interest in developing them. However, there was a preference for the activity of creating a character and describing it and the activity of describing someone or something special. All these activities are considered problem-solving tasks to be developed in groups, whose purpose is to improve the writing of descriptive texts. This information is corroborated by Sidauruk and Silalahi, (2020), who argue that through problem-solving activities students can express ideas, thoughts, questions, opinions, concepts and hypotheses during the writing process. Also, they mentioned that problem-

solving activities are activities that help in building the capability to solve problems and overcome challenges. In addition, these activities are presented through pictures, flashcards, flash charts, worksheets and posters, as shown in figure 5, which reveals that students prefer to present activities through posters and images. As it is mentioned by Benavides and Morales (2009), PBL facilitates teamwork and understanding, as well as eases the development of creative thinking skills. In addition, it provides students with the opportunity to learn by doing, which in turn reinforces learning. Likewise, Nuur (2015) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. Also, pictures help the students understand a more general context, which may be made of pictures, the teacher's actions, the student's actions, sound effects and words. This overall context of new language will have meaning to the students.

Regarding the second specific question: Do the activities proposed by the PBL method improve specific skills when the students of First Year of Bachillerato at a public high school write descriptive texts?, the results are shown in figure 6 of the survey, which shows that most of students have improved their problem-solving skills, but the difference was little in relation to critical thinking and communication skills, so it can be said that all three skills were developed by students when writing descriptive texts in a positive way. As it is mentioned by Jumariati and Irawat (2017), the development of problem-solving activities are highly sought-after actions that help to imbibe key problem-solving skills. This means that when students write descriptive texts, they were able to develop some skills centered on the problem-based learning method. These are critical thinking, problem-solving, and communication skills.

Moreover, as it is shown in the results of figure 2, students developed collaborative learning skills, since they show an interest to work in small groups than individually. According to Abubakar and Arshad (2015), when problem-based learning students work in groups, they identify what they already know, think of what they need to know, what they should do, how and where to access new information, and solve the problem. Besides, students will generate hypotheses, identify learning issues, seek sources of knowledge, evaluate information obtained, reflect, integrate new knowledge, and synthesize solutions to problems. Also, they mentioned that teachers will aid learning by supporting and guiding students to focus on learning objectives, creating a suitable learning environment, and monitoring the learning process as displayed in the figure 1, which shows that the previous instruction or orientation to students was useful for them.

On the last specific question: what are the perceptions that the students of First Year of Bachillerato of a public high school have, regarding the implementation of PBL in the writing of descriptive texts?, the results obtained in the survey shows that students felt really motivated because they had the opportunity to work in small collaborative teams with funny and interesting activities, and had a tutor to facilitate their learning rather than a teacher to instruct them during the writing tasks. Also, this method encouraged students to interact with the rest of partners, get more involved in writing activities, and make them participate actively in class as it shows the figure 7 and figure 8. In relation to this information, Ordoñez (2015) mentions that by practicing writing abilities in each class session, students could significantly improve their writing skills at the end.

In short, PBL method helped students to enhance the learning and writing aspects by motivating them to work in groups and share ideas in a written way. Likewise, according to Sidauruk and Silalahi (2020) teachers ask students to reconstruct their thinking and activity during the various step of the lesson by giving them feedback.

8. Conclusions

The application of the Problem Based Learning method allowed the improvement of students in the writing of descriptive texts since they enriched the vocabulary usage, they used chronological order of the paragraph and mechanics correctly, and they described someone/something accurately; which elements are important to master writing skills.

The PBL activities applied in class such as: image tasks, create a character and describe it, create something or something special, and classification tasks, allowed students to express ideas, thoughts, questions, opinions, concepts and hypotheses during the writing process.

Students developed specific problem-based learning skills such as communication, problem-solving and critical thinking skills. In other words, PBL as a teaching method provides a significant effect on improving students' writing ability in descriptive texts.

With the application of PBL students were more comfortable and collaborative during the development of the classes as well as they felt motivated to learn working in groups, which allowed students to improve their writing of descriptive texts meaningfully.

9. Recommendations

It is recommended that new researchers integrate problem-based learning to teach the writing of descriptive texts since it shows positive impact on students writing skills, because it allows the learner to take an active role in his or her education, encourages concept application, and provides intellectual growth through strategic decision making. Also, it holds students accountable for their own learning and the learning of the classmates.

It is suggested for future researchers to implement PBL activities in the classroom, because they allowed students to express ideas, thoughts, questions, opinions, concepts and hypotheses during the writing process. Likewise, it enriches students' learning outcomes and helps them develop problem-solving skills as well as critical thinking, which will better prepare them for the work environment.

It is recommended that future teachers incorporate the problem-based learning method in the teaching of the English language, specifically in the writing of descriptive texts, since it is a method that allows students to develop freely when making decisions, the teacher being only a guide for them, and it also allows students to develop an independent and active learning within the classroom.

It is suggested that the teacher identifies the students' weaknesses in the English language learning and specifically in writing skills in order to reduce the students' limitations. Teachers should incorporate enjoyable and interesting activities in their lesson plans and provide students opportunities to practice writing, guiding them to overcome their weaknesses. Likewise, teachers should monitor students' work either if it is done in pairs or in groups to determine the student's improvement in writing aspects. Also, teachers should give feedback to get the students' collaboration in performing their tasks.

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11. Annexes

Annex 1. Certificado de Pernitencia y Coherencia



**UNIVERSIDAD
NACIONAL DE LOJA**

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

Loja, 20 de mayo de 2022

Mgtr.

Paola Moreno Ordoñez

**COORDINADORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

Ciudadela universitaria. -

Para los fines pertinentes, me permito informar que luego de haber revisado el proyecto de tesis denominado: **THE IMPACT OF PROBLEM-BASED LEARNING IN THE WRITING OF DESCRIPTIVE TEXTS WITH STUDENTS OF FIRST YEAR OF BACHILLERATO AT A PUBLIC HIGH SCHOOL, ACADEMIC PERIOD 2021-2022**, de la autoría de la estudiante Jessica Vanessa Rivera Berru, tengo a bien indicar que se han incorporado todas las sugerencias y observaciones realizadas. Por lo tanto, se emite el informe favorable en cuanto a la Estructura, Coherencia y Pertinencia, puesto que cumple con los elementos establecidos en el Art. 226 del Reglamento de Régimen Académico de la Universidad Nacional de Loja.

Atentamente,



Firmado digitalmente por:
**EDGAR MARIANO
CASTILLO CUESTA**

Edgar M. Castillo C.

DOCENTE DE LA CARRERA PINE

Annex 2. Oficio Director del Trabajo de Integración Curricular.



UNL

Universidad
Nacional
de Loja

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE IDIOMA INGLÉS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

O fc.246-D.CII/PINE-NG-AEAC-UNL
Loja, julio 11 del 2022

Licenciado M.Sc.
Edgar Mariano Castillo Cuesta,
DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS DE LA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN DE LA UNIVERSIDAD NACIONAL DE LOJA;
Ciudad

De mis consideraciones:

De conformidad con el Art.228 del Reglamento de Régimen Académico de la
Universidad Nacional de Loja, me permito designarle **DIRECTOR** del Trabajo de
Integración intitulado: **The impact of problem-based learning in the writing of
descriptive texts with students of First Year of Bachillerato at a Public High
School, academic period 2021-2022.**, de autoría de **JESSICA VANESSA RIVERA
BERRU**, estudiante del Ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales
y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación,
correspondiente al período académico Abril 22/2022 – Septiembre 9 /2022.

Aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y
estimación.

Atentamente,

EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA



Firmado electrónicamente por:
ROSA PAOLA
MORENO
ORDONEZ

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,
DIRECTORA ACADÉMICA

Elaborado por:
Dra.M.Sc. Nela Aguilera Asanza,
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

Ciudadela Universitaria "Guillermo Falconí Espinosa"
Bloque 46.Piso 3. Ambiente B3

Annex 3. Pretest and Posttest

DATA COLLECTION INSTRUMENT PRETEST

Student's code:

Date:

Course: 1ro de Bachillerato "A"

This test is anonymous, please answer the test's questions honestly. The information obtained will be used to develop the thesis project.

Objective questions 1, 2,3: To use appropriate vocabulary (feelings, activities, adjectives, verbs) of the phenomena to be described.

1. Find and circle the descriptive adjectives in the following sentence. (1p)

"Tracks show that enormous dinosaurs walked in long, easy steps".

- a. Tracks, big, long.
- b. Enormous, walked, easy.
- c. Enormous, long, easy.

2. Choose and write in the line the best adjective for the picture. (1p)



The dinosaur is.....

- a. Huge.
- b. Short.
- c. Mammal.

3. Complete the following text with the appropriate verbs , adjectives. (2p)

Mass extinction

Huge large famous



It is the disappearance of a number of the earth's species.volcanic eruptions which continued for thousands of years caused destruction and dust that blocked the sun. It caused global cooling that froze the water's surface. The most mass extinction was in the end of the Cretaceous period, when the dinosaurs and many other plants and animals disappeared and up to 75% of all marine life died

Objective question 4: To analyze chronological order, that is, when describing a person, you might begin with a physical description, followed by how that person thinks and acts.

4. List the sentences in chronological order to form a descriptive text. (2p)



- a. She is tall.
- b. She looks angry.
- c. She is not patient.
- d. She has brown hair.

- Objective question 5: To apply the correct conventions (grammar and mechanics) for the phenomena to be described.

5. Describe the picture. (4p)

Name	Leonardo DiCaprio	
Age	47 years old	
Nationality	American	
Appearance	Fat Tall Blue eye Short hair Fair skin	
Personality	Responsible gracious	
Occupation	Actor	

He is-----

DATA COLLECTION INSTRUMENT POSTEST

Student's code:

Date:

Course: Iro de Bachillerato "A"

This test is anonymous, please answer the test's questions honestly. The information obtained will be used to develop the thesis project.

Objective questions 1, 2,3: To use appropriate vocabulary (feelings, activities, adjectives, verbs) of the phenomena to be described.

1. Find the descriptive adjectives in the following sentence: "Ben is a beautiful and sweet baby. My sister loves him because he is so adorable". (1p)
 - a. Baby, beautiful, sister.
 - b. Loves, because, adorable.
 - c. Beautiful, sweet, adorable.

2. Choose and write in the line the best adjective for the picture. (1p)



The place is _____

- a. Dry.
- b. Wet.
- c. Dark.

3. Complete the following text with the appropriate verb or adjective. (2p)

Galapagos Island

Gigantic big came little start say



It is a _____ floating island of plastic garbage in the north of the Pacific Ocean. It is the largest of five plastic accumulations in the ocean. It is mostly composed of _____ pieces of plastic. Researchers _____ that some of that garbage _____ from the 2011 Tsunami in Japan.

Besides the Pacific Ocean Garbage Patch, there are mainly fishing nets and debris coming from rivers. It is important to _____ reduce plastic use. We all can _____!

Objective question 4: To analyze chronological order, that is, when describing a person, you might begin with a physical description, followed by how that person thinks and acts.

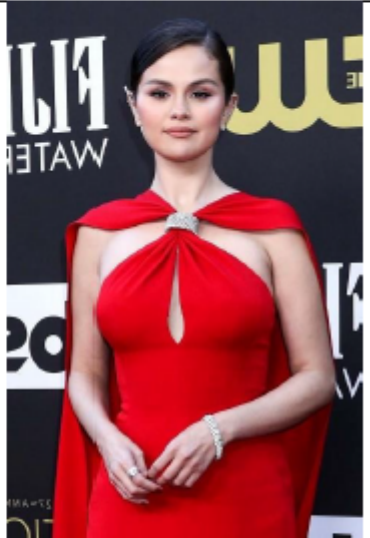
4. List the sentences in chronological order to form a descriptive text. (2p)



- a. He is fat.
- b. He looks happy.
- c. He takes a shower.
- d. He has brown hair.

Objective question 5: To apply the correct conventions (grammar and mechanics) for the phenomenato be described.

5. Describe the picture. (4p)

Name	Selena Gomez	
Age	29 years old	
Nationality	American	
Appearance	Slim Short Black eye Short hair Fair skin	
Personality	Responsible curious	
Occupation	Singer, actress	

She is

.....

.....

.....

.....

.....

.....

Annex 4. Survey

STUDENT'S SURVEY

Dear student

The aim of this survey is to collect information about your perception of the use of problem-based learning to improve the writing of descriptive texts. It is important to emphasize that the information obtained in this survey will be used only for academic purposes.

1. Do you consider that the instruction given by the teacher before developing a problem-solving task was useful, somewhat useful, or not useful at all?

- Useful ()
Somewhat useful ()
Not useful at all ()

2. Which didactic materials did you like using during the intervention?

- Pictures ()
Flashcards ()
Flash charts ()
Worksheets ()
Posters ()

3. How did you like working in the activities and tasks developed during the group work organization?

	Little	Moderately	A lot
Individually			
Pair work			
Small groups			

Explain?

4. Which activities did you like doing in order to write descriptive texts?

- Picture-Cued task ()
- Creating a character and then describing it ()
- Describing someone or something special. ()
- Ordering tasks ()
- Sorting cards ()
- Others (Which ones?) ()

.....
.....

5. Did you find the brainstorming technique useful, somewhat useful, or not useful at all for analyzing the problem-solving task?

- Useful ()
- Somewhat useful ()
- Not useful at all ()

6. How much do you consider that you have improved the following skills when writing descriptive texts?

	Little	Moderately	A lot
Critical thinking skills			
Communication skills			
Problem-solving abilities			

Explain?

7. Do you consider that the feedback provided for the researcher was....?

- Useful ()
- Somewhat useful ()
- Not useful at all ()

Why?

8. Did you feel motivated using the problem-based learning activities applied for the researcher in order to improve the writing of descriptive texts?

Motivated ()

Slightly motivated ()

Unmotivated ()

Why?

Annex 5. Lesson plans

Lesson N° 1

Class: 1ro "A" BGU. N° Students: 16	School year: 2021/2022				
Language Level: A2.2	Topic: Sense verbs/adjectives				
Date: May 17 th , 2022	Type of institution: Public				
Teacher Student: Jessica Rivera	Schedule: Thursday, 16h00 a 17h10 Time per lesson: (80 minutes)				
Lesson Objectives		Resources			
Students will be able: <ul style="list-style-type: none"> To recognize sense verbs To identify adjectives aligned with sense verbs 		Flashcards Table with the sense verbs			
Warm-up and Objective Discussion					
Makes two teams A and B. Teacher gives students an object and students write as many characteristics that they identify using the senses as they can (i.e., dark, soft, noisy). The team that writes more characteristics is the winner. Explain the purpose of the pretest. Explain that the lesson will be about using sense verbs with appropriate adjectives.					
Instruct (Teach) and Model		R	W	L	S
Instruct (explain) Explain what the five senses are. Explain the correct use of sensory verbs Explain that they must use adjectives rather than adverbs with sensory verbs Explains some adjectives aligned to sense verbs Model Shows a table with sense verbs and adjectives that can be used. Give students time to analyze them.					
Guided Practice		R	W	L	S
In groups, students take it in turns to pick up a card and describe the word on the card to the group using the two prompts on the card and then adding more clues. For example, if the word is 'ice cream', the student might say: It tastes sweet and creamy. It feels cold.					
Independent practice		R	W	L	S
Students then move on to look at pictures and complete sentences with suitable adjectives.					
Assessment		R	W	L	S

The sense verbs will be part of a description of an object, person, or place. The students will write over the next few lessons.

Lesson N° 2

Class: 1ro "A" BGU. N° Students: 16	School year: 2021/2022			
Language Level: A2.2	Topic: Adjectives for describing physical and personality traits			
Date: May 18 th . 2022	Type of institution: Public			
Teacher Student: Jessica Rivera	Schedule: Wednesday, 16h35 a 17h10 Time per lesson: (40 minutes)			
Lesson Objectives	Resources			
Students will be able: <ul style="list-style-type: none"> To identify adjectives relating to physical and personality traits for describing a person. 	Flashcards Short description Chart with adjectives			
Warm-up and Objective Discussion				
Teacher read a short description of a person. Students write all adjectives that they hear. Explains that today the students will learn about adjectives for describing physical and personality traits.				
Instruct (Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Instruct (explain) Explains the meaning of adjectives in general. Explains the usage of adjectives to describe physical and personality traits. Teacher shows the adjectives for describing physical and personality traits through flashcards.				
Model Shows a chart with the adjectives classified in two columns. Ask the students to make a sentence with an adjective that they identify with.				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Students will work in groups of four to discuss the personality and physical traits that each student has.				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Students choose their favorite character and make sentences using physical and personality adjectives				

Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p>The adjectives for describing physical and personality traits will be part of a descriptive text the students will write over the next few lessons.</p>				

PERSONALITY ADJECTIVES

- | | | | |
|---|--|---|---|
| <ul style="list-style-type: none"> • Adaptable • Adorable • Adventurous • Affectionate • Aggressive • Attractive • Beautiful • Brave • Bright • Bungling • Calm • Capable | <ul style="list-style-type: none"> • Careful • Caring • Cautious • Charming • Cheerful • Confident • Detailed • Determined • Devoted • Dignified • Dynamic • Eager | <ul style="list-style-type: none"> • Emotional • Ethical • Exclusive • Faithful • Firm • Fool • Forceful • Formal • Friendly • Fun • Funny • Generous | <ul style="list-style-type: none"> • Keen • Loving • Loyal • Mature • Mean • Neat • Serious • Sincere • Thoughtful • Tolerable • Trusting • Trustworthy |
|---|--|---|---|

body	skin	hair
slim/skinny	dark	blond
trim	light	red
buff	fair	brown
well built	olive	black
muscular	pale	grey
plump	tan	white
stocky	pimpley	long
chubby	freckles	short
fat	spots	straight
overweight	pimples	curly
obese		frizzy
short		bald
tall		receding
petite		
average height		

Lesson N° 3

Class: 1ro “A” BGU. N° Students: 16	School year: 2021/2022
Language Level: A2.2	Topic: Present simple tense
Date: May 19 th , 2022	Type of institution: Public
Teacher Student: Jessica Rivera	Schedule: Thursday, 16h00 a 17h10 Time per lesson: (80 minutes)
Lesson Objectives	Resources
Students will be able: <ul style="list-style-type: none"> • To identify the present simple text in a short text. 	Markers Short description Posters
Warm-up and Objective Discussion	
The teacher shows a short description through a flipchart. Students write the adjectives that they prefer. Explains that today the students will learn about present simple tense	
Instruct (Teach) and Model	<input type="radio"/> R <input type="radio"/> W <input type="radio"/> L <input type="radio"/> S
<p>Instruct (explain) Explains the meaning of present simple tense Explains the usage of present simple tense</p> <p>Model The teacher writes a short paragraph on the writing board about Milk Bottles and asks the students to change the underlined words into Simple Present Tense.</p>	
Guided Practice	<input type="radio"/> R <input type="radio"/> W <input type="radio"/> L <input type="radio"/> S
<ul style="list-style-type: none"> • Students work in small groups of four to discuss about the activity they have to do. • Students make a mind map of the verbs that they believe they are in present simple tense. • Students start to write the verbs in present simple tense in the text. • Students present their results in a short poster in orally way. • They received feedback from the teacher if needed. 	
Independent practice	<input type="radio"/> R <input type="radio"/> W <input type="radio"/> L <input type="radio"/> S
Assessment	<input type="radio"/> R <input type="radio"/> W <input type="radio"/> L <input type="radio"/> S
The present simple tense will be part of a descriptive text the students will write over the next few lessons.	

Milk Bottles

It was a windy day. A milkman came to the front door of a house. He had bottles of milk in one hand. He knocked at the door with his other hand. A woman opened the door and said, "hello". The milkman replied, "hello I". The milkman opened his mouth to say something but he slipped. All the milk fell on the floor. He felt sad. He got up and went back home.

Lesson N° 4

Class: 1ro "A" BGU. N° Students: 16	School year: 2021/2022			
Language Level: A2.2	Topic: Zero conditional			
Date: May 24 th . 2022	Type of institution: Public			
Teacher Student: Jessica Rivera	Schedule: Tuesday, 14h20 a 15h40 Time per lesson: (80 minutes)			
Lesson Objectives	Resources			
Students will be able: <ul style="list-style-type: none"> To describe situations of cause and effect using zero conditional 	Module Flipchart			
Warm-up and Objective Discussion				
Ask students to analyze a possible result for the following sentences: when you eat too much food, you.... If you heat water to 100 degrees Celcius, it.... Explain that the today's topic will be about zero conditional.				
Instruct (Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Instruct (explain) Explains the general concept of conditionals. Explain that zero conditional sentences are used to express real facts. Explains the form of the zero conditional Explain both parts of the sentences: Condition and result Model Show a flipchart and present some examples of zero conditional. Ask students to write their own examples.				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Students work in small groups. The teacher provides students with many zero conditional questions and asks them to ask and answer the questions using the zero conditional form.				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Students work on their modules. They write sentences by using zero conditional				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
The zero conditional will allow students to recognize present simple, which will be part of a descriptive text the students will write over the next few lessons.				

Lesson N° 5

Class: 1ro “A” BGU. Nº Students: 16	School year: 2021/2022			
Language Level: A2.2	Topic: Descriptive text			
Date: May 26 th .2022	Type of institution: Public			
Teacher Student: Jessica Rivera	Schedule: Thursday, 16h35 a 17h45 Time per lesson: (80 minutes)			
Lesson Objectives	Resource s			
Students will be able: <ul style="list-style-type: none"> • To construct a descriptive text 	Markers Short description Pictures			
Warm-up and Objective Discussion				
The teacher asks students what descriptive text is about. Students respond based on their previous experience. Explains that today the students will learn about a descriptive text.				
Instruct (Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Instruct (explain) Explains the meaning of a descriptive text Explain the purpose of descriptive text Explain the two generic structures (identification and description)				
Model The teacher presents a picture of an animal (cat) and some other details on the board and asks the students to make predictions about what they see in the picture, using descriptive words. Then, the teacher presents the description of the photo on the board.				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<ul style="list-style-type: none"> • Students choose one of the pictures (animals) presented by the teacher. • Students work in small groups of four to discuss about the different points that they should consider in the writing process. • Students brainstorm ideas. • Students write a descriptive text about the picture they have chosen. • Students present their results in a short poster orally. • They receive feedback from the teacher if necessary. 				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Students correct their mistakes				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S

The present simple tense will be part of a descriptive text the students will write over the next few lessons.



My Lovely Cat

I have a stray cat as my pet. I named it Bobo. He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. He likes fish so much. Sometimes, I gave him fresh milk. I also like to hold him in my hand, when I hold him like that he will fall asleep.



Points to consider: Physical appearance, place of the animal where they live, and its food.