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"21ST CENTURY SKILLS AND THEIR INFLUENCE ON THE DEVELOPMENT OF ORAL

PRODUCTION IN EFL STUDENTS"

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21st-Century Skills

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Dedication

I dedicate my dissertation work to my family who have meant and contributed to giving me the essentials to finish this project.

First and foremost, to my loving parents who have been an essential part of my everyday motivation; my brothers, who have also been encouraged not to give up; my older brother for being an example to follow as a professional; my younger sister and brother for giving me her confidence, generosity, and motivation to move forward and not give up. Words of encouragement and push for reaching excellence ring in my ears and for their unconditional support. Thank you for giving me a chance to improve myself throughout all my steps in life.

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With love

Jefferson Villalba

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With love

Jefferson Villalba

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Degree Project

Life today is drastically more difficult and complex than it was 40 years ago. This is true for academic, civic, and work life. In the 21st century, education requires a change in the teaching-learning process to be more meaningful, prepared, and demanding people. Levels of information and technological literacy that go far beyond the basic knowledge that was sufficient in the past are paramount. 21st-century skills are tools that can be applied universally to improve ways of thinking, collaboration, creativity, problem-solving abilities, metacognitive skills, technology literacy, and communication mandatory to global citizenship. Based on these assumptions, the research was applied to the students of first bachelorship at Unidad Educativa Santa Mariana de Jesús in the period 2024-2025. It was possible to determine that the 21st-century competencies enhance the language teaching-learning process and develop the oral production ability since these skills help students to critically understand the language that is expressed orally, taking into consideration that if they work in a group, they feel more comfortable to ask for help without fear of making mistakes and also they are more motivated to achieve meaningful learning not only at the individual level but the group. To accomplish this purpose, a test at the beginning of the research was applied to determine the student's level in speaking the foreign language and have an appropriate diagnosis to detect students' needs. It was also necessary to use an observation guide to comprehend how learners work and an interview to get to know if the teacher knows about the 21st-century skills attributes. These instruments were fundamental to detecting the real students' problems to after designing a website using 21st-century skills to foster oral production. In this manner this research shows an alternative to improve the ability to speak, making the teaching-learning process more dynamic, meaningful, and effective.

Resumen

La vida hoy en día es mucho más difícil y compleja que hace 40 años. Esto es cierto tanto para la vida académica, cívica como laboral. En el siglo XXI, la educación exige un cambio en el proceso de enseñanza-aprendizaje para formar personas más preparadas, significativas y exigentes. Los niveles de información y alfabetización tecnológica que van mucho más allá del conocimiento básico que antes era suficiente, son fundamentales. Las competencias del siglo XXI son herramientas que se pueden aplicar de manera universal para mejorar las formas de pensar, la colaboración, la creatividad, la capacidad de resolver problemas, las habilidades metacognitivas, la alfabetización tecnológica y la comunicación, todas ellas imprescindibles para la ciudadanía global. Con base en estos principios, se aplicó una investigación a los estudiantes de primer año de bachillerato de la Unidad Educativa Santa Mariana de Jesús durante el periodo 2024-2025. Se pudo determinar que las competencias del siglo XXI mejoran el proceso de enseñanza-aprendizaje del idioma y desarrollan la habilidad de producción oral, ya que estas habilidades ayudan a los estudiantes a comprender de manera crítica el idioma que se expresa oralmente. Además, cuando trabajan en grupo, se sienten más cómodos para pedir ayuda sin temor a cometer errores y están más motivados para alcanzar un aprendizaje significativo, no solo a nivel individual sino también grupal. Para lograr este propósito, se aplicó una prueba al inicio de la investigación para determinar el nivel de los estudiantes en el habla del idioma extranjero y tener un diagnóstico adecuado para detectar sus necesidades. También fue necesario utilizar una guía de observación para comprender cómo trabajan los estudiantes y una entrevista para conocer si el docente está familiarizado con las competencias del siglo XXI. Estos instrumentos fueron fundamentales para detectar los problemas reales de los estudiantes y, posteriormente, diseñar un sitio web utilizando las competencias del siglo XXI para fomentar la producción oral. De esta manera, esta investigación presenta una

alternativa para mejorar la habilidad de hablar, haciendo que el proceso de enseñanza-aprendizaje

sea más dinámico, significativo y efectivo.

Abstract

In the 21st century, education requires a change in the teaching-learning process to be more meaningful, prepared, and demanding people. Integrating 21st-century skills such as critical thinking, communication, collaboration, and creativity is crucial for learning anything and improving language skills. Therefore, it was mandatory to study the "21st-century skills and their influence on the development of oral production in EFL students". The research was based on the following objectives. The general aim was to determine the 21st-century skills influence on the development of oral production and as specific objectives; analyze the 21st-century skills to foster oral production, assess the level of oral production skills to identify students' needs, and design a website that provides plenty of activities in which teacher and students can go through different 21st-century skills align to oral production ability taking into account technology, the most powerful source nowadays. The methodology applied in this research was a mixed research approach. On one hand is quantitative due to the respective numerical results obtained from the pre-test. On the other hand is qualitative because of the information obtained from the observation guide and the interview that were vital to find out students' problems, drawbacks, and needs. After all the instruments were applied, reaserch results showed that most of students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús have difficulties in communicating in the foreign language and most of them and the teacher did not know about the 21st century skills' attributes. Hence, it was necessary to come up with an idea where students and teacher can interact with a website based on 21st century skills. The research concludes that embedding 21st-century skills and technology within English language education not only improves oral production proficiency but also prepares students for the demands of the modern world, advocating for a holistic and skills-oriented pedagogical framework since critical thinking activities enhance students' ability to articulate and defend their ideas coherently. Collaborative projects fostered

teamwork and encouraged the use of English in interactive, real-world scenarios. Creative tasks stimulated linguistic innovation and engagement, while targeted communication exercises improved fluency and confidence.

Introduction

In the 21st century, life has become more and more complex and complicated in terms of teaching and learning than it was 40 years ago. This is affirmed due to the last significant changes, such as globalization, pandemic diseases, and automation which the population around the world has suffered in a general way. In this sense, it is mandatory to integrate some skills that provide important advantages for students' future success and this study was intended to incorporate these abilities into the English classroom and examine their effect on oral production fluency, which is the most complicated language skill for students. Therefore, taking into consideration the citizenship low level which according to El Universo (2020), "Ecuador is the worst country in Latin America in English proficiency" (Universo, 2020). For that reason, it was a must to change this reality by including a new point of view for teaching a foreign language which had already been chosen in previous investigations and these ones have served as the basis of this project. Bearing in mind the positive conclusions obtained in works such as "Integrating 21st-century skills into teaching English: Investigating its effect on listening and speaking skills" (Ahmadi, 2017, pág. 43). This study is thought to determine the 21st-century skills influence on the development of oral production in students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús in the period 2024-2025. To achieve this, the research is divided into five chapters which provide specific information about strategies and teaching resources emphasizing an appropriate use of 21st-century skills to enhance the oral communication capacity.

The first chapter presents the problem to be resolved, the research objectives such as: analyzing the 21st-century skills to foster oral production, assessing the level of oral to identify students' needs, identifying the methods and strategies that teacher handle in the teaching process, and designing a website that provides a solution to the proposed research problems. All of them

contributed to determine that the 21st-century skills influence on oral production which is the general objective. Finally, the justification of the most significant points of why the researcher chose this theme, the research line, and the relevance and applicability of the proposal.

The second chapter is related to the theoretical framework or state of the art. In this chapter, there are theories, approaches, methods, strategies, and techniques regarding the variables of study such as: 21st century skills and oral production with their respective categories and indicators. At the same time, some methods ensure the application of 4C skills in an EFL classroom learning environment.

The third chapter includes the methodology that was used to develop this inquiry. Therefore, to test its effectiveness, it was considered a mixed research approach. On one hand is quantitative due to the respective numerical results obtained by tabulating data collected from the diagnosis test which served as the main instrument to detect the student's needs and problems.

On the other hand, it is qualitative because the information obtained from the observation guide was vital and required to recognize students' problems, drawbacks, and needs and determine the 21st-century skills and their qualities to improve oral production. Furthermore, an interview composed of 12 questions addressed to the teacher in charge served to diagnose possible problems or downsides and find out if the 21st-century skills and their benefits are familiar, giving as a result, real facts to later design a platform where students can interact by using these abilities of the future with the intention of communicating in the foreing language.

The fourth chapter is about the analysis and interpretation of results with the population and sample, data collection test, and the instruments for data collection with the corresponding table, graph, analysis, and interpretation for establishing relationships in accordance with the objectives and research questions.

To conclude the research, the fifth chapter refers to conclusions and recommendations, vital to the appropriate use of 21st-century skills and how the website can be a meaningful source to help students in handle the foreing language. The bibliography and attached documents are at the end of the research work.

Chapter I

1   Referential Framework

1.1   Problem Setting

In general context, developing the communicative aspect in any language other than the native is complex. It is worth mentioning that there are exceptions to this problem since there are cases in countries such as Holland, Sweden, or Denmark that due to its current education system, students are in constant use and exposure to the language. However, the majority of the population in the world lacks a good communicative oral capacity, taking closer to the reality that is lived in the Ecuadorian context that based on a study carried out by the company Education First (EF), English Proficiency Index (EPI), Ecuador is located in the position 80 out of 111 countries and regions around the world and its position in Latin America is even more worrying, locating in the 18 out of 20 countries with a score of 466 in English proficiency index, which means that it is too low. Castillo (2021), states that "Ecuador remains one of the two Latin American countries with the worst level of English language proficiency" (Castillo, 2021). This is reflected when language is used since it is deficient and gaps are almost always exhibited in the theoretical and practical knowledge not only in students but also in teachers and the population in general.

Contrary to the efforts made by the government and different institutions to provide quality improvements, the problem has not been resolved at all. Some of the factors that influence learning are excessive use of grammar to develop production skills, the use of traditional methods that cause learners to get bored and lose interest in communicating in the foreign language, the didactic monotony present in class, and lack of interaction and motivation make students feel insecure about themselves when producing their ideas. This lack of exercise hinders the development of oral production skills due to the inability to create fluent ideas. Furthermore, it is needed to

consider that globalization and highly sophisticated means of communication have deeply changed people's lives and students' lives. Learners today learn and perceive life differently, so it is mandatory to switch the way of teaching.

In this globally and digitally interconnected world, teachers and learners are dealing with global challenges of increasing technological demands (Claro, 2018). For that reason, it is acknowledged the importance and application of information and communication technology (ICT) since the effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning and assessment. Those strategies will allow the teacher to expand their methodical knowledge to teach a class, facilitating teaching in a different, spontaneous, and effective way, which encourages students' confidence in producing the language.

In this manner, it is seen as pertinent and very significant the requirement for students to be ready with a set of abilities that are needed to be developed to achieve learners' success in educational contexts, working environments, and overall advancement in life. "21st Century skills help learners develop confidence, look for higher levels of achievement and keep them engaged (Lindquist, 2023). In this sense, different strategies are proposed for the inclusion of every skill in an EFL classroom.

Critical thinking will be developed by problem-solving tasks where various types of reasoning like inductive, deductive, and so on. It will be used when it is needed for each situation, students will also make judgments and decisions by effectively analyzing, interpreting, synthesizing, making connections, reflecting, and evaluating beliefs, arguments, and experiences to solve real situational problems.

At the same time, this exercise led naturally students to think creatively, so they tend to use a wide range of new possible ideas to solve problems where they are encouraged to implement innovation by demonstrating originality since every learner understands and learns differently but also there will be common ideas because innovation today has a social component and requires adaptability, teamwork, and leadership. At that point, learners take a shared responsibility for working in a group and value partner contributions to reach a common goal.

Intrinsically, communication is everywhere, learners are required to articulate ideas or thoughts clearly and effectively using oral and non-verbal communication skills in different contexts. Hence, these skills will ensure students can thrive in a world where change is constant and allow students to successfully develop the communicative ability to solve real everyday problems with the constant use not only of speaking but also all the competencies of the language in connection with the 21st-century skills.

In this attempt to incorporate these abilities into an EFL classroom, this research is based on similar proposals such as the one carried out at the "Islamic Azad University, Iran" by the authors Hamid Ashraf, Ahmadi Fatemeh, Hosseinnia Mansooreh (2017) whose theme is "Integrating 21 century skills into teaching English: Investigating its effect on listening and speaking skills" (Hamid, 2017). Additionally, there is a relationship in the repository from the American University of Armenia by Barseghyan Diana (2022) whose theme is "Integrating 21st Century 4C Skills in an Armenian EFL Classroom" where positive results were obtained related to the 21st century skills and their influence on language skills improvement (Barseghyan, 2022). In different environments or cultures, schools, colleges, and universities, 21st-century skills are presented as a kind of method to enhance the second language teaching-learning process.

Therefore, it is necessary to analyze the real situation within the context lived by the students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús.

1.2   Problem Formulation

Taking into consideration the foundations, the following research questions were formulated:

- To what extent do the 21st-century skills foster oral production in students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús?

- What is the level of oral production in students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús?

- How can a website platform be effective in fostering oral production in students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús?

1.3   Objectives

1.3.1   General Objective

➢ To determine the 21st-century skills influence on the development of oral production of English as a foreign language in students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús.

1.3.2   Specific Objectives

➢ To analyze the 21st-century skills to foster oral production in students of first bachelorship at Unidad Educativa Santa Mariana de Jesús.

➢ To assess the level of oral production competence in students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús to get an appropriate diagnosis in order to identify the students' needs in real-life contexts.

> ➢ To design a website platform using the 21st century skills to foster oral production in students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús.

1.4 Justification

Currently, it is essential to be trained in the level of English, not only for work or academic purposes but also to be able to access to a piece of greater knowledge and information since English is the language of international communication. It gives more access to the internet in general, scientific web pages, books, and science documents which are significant data to be updated with the latest advancements in any field. Furthermore, it is useful to communicate with people from different countries and cultures, especially for those who want to work internationally, run a company, or simply travel around the world. English makes people think differently and opens the gate to the planet. Therefore, it is paramount within a society more and more globalized since it is considered the main element of communication between diverse cultures that share few features or nothing in common. Knowledge of English is a requirement if an individual wants to emerge in life. The English language is the "major window of the modern world" (Nishanthi, 2018), and this becomes true when advanced nations open their doors to qualified people and only those who have command over English are given an opportunity.

On the other hand, the problems involved in learning this language and the methodological deficiency (traditional methods) applied to teach it have brought with its learning, negative social impact for teachers and students, for instance, poor command of language, low grades, fewer job opportunities, etc. According to Nunan D. (2020), one of the biggest drawbacks is that students do not have enough opportunities to practice the language inside and outside the classroom since Spanish is the common language (Nunan D. , 2020). For this reason, it is pretended to use a method in which everyone is encouraged to speak their minds, expressing those ideas they want to convey. The 21st-century skills are unquestionably an essential part of the change since they are the

competencies of the future, focusing on innovation, cooperation, critical thinking, and ingenuity which are those characteristics that provoke and ensure a good environment for learners to use their thoughts to communicate. At the same time, the latest trends in technology are carrying education to take place everywhere, it gives place to participation, discussion, and language practice all the time in which the teaching team will have a constant interaction with the students, giving always ideas to improve. Hence, it is pretended to adapt to this constant change that the world is going through which affects the workplace, schools, and our homes. Nowadays, the population requires levels of technological and information literacy that go far beyond the general and basic knowledge that was required in the past (Roekel, 2020).

In this sense, it is understood that today's classroom has changed, contexts have been modified, and students think differently. That is why it is needed to modify the way of teaching a language, especially in helping the learner develop the ability to communicate, collaborate, think critically, and be creative. These skills are not just about teaching English, but also skills that can be used to prepare learners for the 21st century. Making learners self-builders of their learning will be reflected in oral production in which they will manage and apply language for real communicative purposes. Hence, traditional education would be replaced with new teaching strategies that are adapted to the new generations of the Ecuadorian educational contexts. Students deserve a new way to learn a language and these skills as a whole will prepare them not only for academic or work reasons but also for life. Thus, it is believed pertinent and significant the usage of this method to enhance English language learning focusing on developing speaking capabilities since communication is immersed in each 21st-century competence. Critical thinking, creativity, communication, and collaboration activities are vital elements to provoke students to communicate among themselves. In this situation, conveying a clear, original, and meaningful message becomes

a necessity and that is the point, facing learners with real problems and finding diverse solutions. "Considering using of 21 century skills in EFL classes will improve learning mechanism by appealing and fascinating environments" (Ahmadi, 2017). These abilities will also be of great social impact since they will allow learners to communicate in real-life environments easily, be more receptive to teamwork and collaboration, make judgments, make appropriate decisions, and be more creative (Barseghyan, 2022).

At this point, it was required to test these skills to know how effective they are for learning a language. Therefore, a group of learners was analyzed to verify that students improve their oral production in the foreing language by using these competencies. This project will serve as a basis to solve the problem by improving the English level of the students and identifying students' needs so as to increase the quality of English language study. This inquiry benefits teachers as well as students since the results will work as a source and support for future researches so that teachers will be interested in knowing the 21st-century influences as a new methodology that can be used in the EFL teaching-learning process.

1.5   Research Line

Research line number six corresponds to "Education sciences and professional/ non-professional training" within the knowledge area of education. In relation to the socio-economic and educational development of the democratic and citizen institutional strengthening domain.

1.6   Relevance and Applicability of the Proposal

The development of this research work will be of great relevance due to the poor performance and low domain of all the English competencies, principally the speaking skills. It is revealed according to Universidad Nacional de la Educación (UNAE) that 71% of the English teachers in Ecuador have a level between basic and intermediate (Cajas, 2019). In addition, the fact that English Proficiency Index exam revealed that citizenship, in general, has "a very low level

in the English language". Being a big problem, the lack of practice and little students' interest in the target language. At the same time Ecuadorian's major newspapers periodically communicate headlines about the poor English domain that the population suffers such as "Ecuador, the worst country in Latin America in English proficiency, according to report" (Universo, 2019); "Ecuador, the worst country in the region in English proficiency", according to research (Universo, 2020); "Ecuador remains one of the two Latin American countries with the worst level of English language proficiency" (Castillo, 2021). Ecuador barely obtained 466 points out of 100 in the last ranking in 2022, one of the lowest indices in the world (EF English Proficiency Index , 2022), and recently Education First (EF) report reveals a worrying global trend, a widening gender gap, and a decline in English proficiency among children, young and adults where Ecuador was ranked 80th among the 113 countries evaluated with a global score of 502 points, which places in a position that reflects the need to take measures to improve English proficiency in the country. "Ecuador is in a slightly better position than it was a decade ago" (Bell, 2024)

Based on these legal regulations, it was believed pertinent to improve and provide a solution that promotes the growth of both, students and teachers through the introduction of 21st-century skills that provide valuable improvements for learners' progress, keep teachers updated, and also develop students' creativity and capacity for critical analysis to solve real-life problems. Fandiño (2013) stated that English language classes should be equipped with intellectually and meaningfully engaging tasks so that students find more opportunities to apply their productive skills (Fandiño, 2013). For this reason, to ensure learners' practice, growth, and interest. Collaboration, critical thinking, technology literacy, and creativity are crucial.

On the other hand, this proposal has a high grade of feasibility because all the resources and materials necessary were coordinated. Furthermore, it is worth emphasizing that institutional

authorities support the development of this research. The predisposition of the teaching staff in the English area and students who collaborated in facilitating the subsequent collection of data for its respective analysis were vital.

Chapter II

2   Theoretical Framework

2.1   State of the Art

In Ecuador, English formal teaching as a foreign language has caused great concern from the government, the educational reforms, and the teaching staff that encourage students to learn the language. Despite the advancements that promote a more interconnected world where English is the main media since it is the universal language, there are still many questions about why the English level in the country is too low. In this attempt to contribute, it can be determined that some abilities can improve significantly not only the capacity to interact with language but also to adapt in a world of constant change. Therefore, it is crucial to analyze the concepts, methods, and roles addressed in this research. The following conceptions are highlighted:

2.1.1   21st Century Skills

It is understood that owing to the presence of technology that triggers the "explosion of information" and the implications of this change in society which not only faces a switch in different types of jobs, but also that young people nowadays need to be educated and well prepared to the new era. For this reason, it is paramount to acquire new competencies which guarantee citizens' progress in the future. Gordon et al. (2009) refer to these skills as lifelong learning competencies, required abilities everybody needs to be able to contribute to the knowledge of our society in a world where learning never stops (Gordon, 2009). On the other hand, according to Ledward & Hirata (2011), these skills mix content knowledge, specific skills, expertise, and technological literacy required to have a successful work and life. Therefore, these competencies are more than technological knowledge; they incorporate proficiency in problem-solving, critical thinking, teamwork, and mainly communication. In this manner, "they allow learners to obtain, synthesize, and convey information; collaborate to solve complicated challenges; and produce new

content with the help of innovative and new ideas with the use of technologies" (Ledward, 2011). In this sense, Chiruguru & Nachit (2020) highlight that today's students must try to become good communicators, creators, critical thinkers, and team workers. Hence, educating students with these 4C skills is essential for learning a new language because all of them have an intrinsic connection (Chiruguru, 2020). Communication is needed in collaborative EFL tasks, and collaborative learning needs critical thinking to solve particular problems, and obviously, this activity performance entails the use of creativity since not everybody thinks the same (Ojo, 2019). That allows students to practice the language aligned with the acquisition of the 4Cs. Competences that will facilitate a quickly adapting in any context and being involved in a positive EFL class environment.

2.1.2 21st Century Skills Implementation in the EFL Classroom

Because of the change, the focus on language learning in the 21st century goes beyond mastering grammar, vocabulary memorization, and rote learning. It is to say the use of language for a purpose considering cultural knowledge as a means of communicating and connecting with others around the world. In this sense, there are tons of benefits regarding these competencies such as: comprehending other individuals' perspectives, being ready to anticipate changes, being capable of accessing information, listening, and communicating respectfully, being able to evaluate critically a solution for real problems, promoting cooperation, and encouraging innovation. In this manner, students can sort information by thinking outside the box and find creative solutions that are shared by collaborating and communicating effectively. In that way learning a language is no longer memorizing and repeating, but rather an intelligent center where learners try to solve problems by using the language. Language is the main element of communication in which small teams work together to achieve a common goal at the end of the

class. According to British Council (2021), it is very appropriate to consider some essentials at the moment of giving a class using these competencies such as:

- **Making the experience personal:** Find out what is going to spark the student's curiosity, what they like, what they feel. What the students think, and their opinions are the starting point to open the door to new knowledge.

- **Providing authentic content:** Find relevant and entertaining topics that provoke students' positive reactions allowing them to speak their minds. Making their time worthwhile benefits their intrinsic motivation.

- **Reflection:** It allows students to make connections between the experience/material regarding oneself and others constructing in this way new conceptions and applying that knowledge to new experiences.

- **Giving Feedback:** Making learners report what they have learned at the end of the class is paramount to monitor if they grasp the objective of the lesson. In this way, the teacher realizes about what were the weaknesses and strengths to fill in the blanks the pupils may have (British Council, 2021).

To understand in a better way how each skill interferes with learning the language, there are the following 4 Cs' key components:

2.1.3 Communication in EFL

Communication, whether verbal or written, is the ability to share thoughts, feelings, ideas, and opinions, and effectively make questions and solutions. According to the Partnership for 21st Century (2017), communication purposes can be different, such as informing, advising, educating, motivating, and persuading. They generally involve the exchange of ideas to convey what students think (Partnership for 21 Century Skills, 2017). In this point, it is mandatory to communicate

effectively, and teacher effort must be addressed to overcome communication issues, and that is why students should be equipped with appropriate skills that enable them to communicate successfully for a variety of purposes, contexts, or situational factors. Fajriah & Septiyant (2021) state that one of the factors that affect in student's speech is the lack of vocabulary knowledge. If the students are not aware of the discussed topics and concepts, they will fail to express their ideas successfully (Fajriah & Septiyanti, 2021). That explains the students' fear of making mistakes during the communication. Therefore, it is important to implement didactic tasks which provoke student´s interest to learn and reduce their level of anxiety by encouraging them to express themselves even if they make some mistakes. They must be reminded that mistakes are part of learning. In this sense, it is important to implement several techniques and strategies to help students effectively build communication skills. According to Pheeraphan (2013), the efficacy of communication depends on the tasks that the students are to engage with, and the existence of teamwork, and critical thinking activities will ensure students' attention (Pheeraphan, 2013). On the other hand, Heinrichs (2016) affirms that the use of collaborative activities promotes that students' fear is reduced and communication is enhanced (Heinrichs, 2016). So, there will be more confidence among students and also, they will be able to connect through their cultural knowledge. It refers to the background, context, and environment that all Ecuadorians share and that can encourage communication owing to learners' prior awareness. Finally, Abd Rahman et al. (2019) perceived that "communication as an important tool for learners' broader interactions" (Abd Rahman, 2019). So, students can be exposed to digital and social media to expand their opportunities to communicate by using technology.

2.1.4 Collaboration in EFL

Collaboration plays a very important role today more than ever since the majority of work demands a good team worker because every human being has different talents and skills and when all the members participate, they can use all their attributes as a whole. In this sense, it can be defined as the ability to work effectively, the flexibility and willingness to help the team to achieve one common goal, and also appreciation of the individual contribution to the achievement of that goal (Partnership for 21 Century Skills, 2017). So, working in groups is more than asking students to make a group with peers sitting next to them. According to Fajriah & Septiyanti (2021), collaboration skills in EFL classrooms include providing feedback about how to do the task from team participants to ensure that everyone gets the point, identifying talents, abilities, and expertise of the group to establish roles, listening and understanding opinions, worries and feelings of every integrant of the group, recognizing teammate' ideas and work on developing them, using all the time English language to convey a message and finally being respectful about the decisions taken by the group. On the other hand, Masduqi (2011) stated that " collaborative activities will expose students to critical reasoning to transfer meanings" (Masduqi, 2011). It is to say that critical thinking skills such as interpretation, analysis, explanation, inference, and evaluation are abilities applicable in reality. That's why collaborative tasks should be provided in classrooms to prepare learners to face real situations. Finally, collaboration enables learners to practice their communication skills and helps them to enhance their social abilities, social values (tolerance, respect, etc.), and their emotional security to speak.

2.1.5 Critical Thinking in EFL

Nowadays, it is understood that to evaluate, make important decisions, compare alternatives, compete with others, make inventions, and solve real problems, such as global

warming or delinquency, the population has to develop critical thinking and problem-solving skills. For that reason, the connection between critical thinking and learning is a must. There is not an effective learning without thinking well. So, it is paramount for students to be involved in active activities that lead them to develop analytical capabilities, and reasoning processes and enhance their levels of concentration. Critical thinking is the ability to think clearly and understand the logical connection between ideas (Partnership for 21 Century Skills, 2017). In this sense, it is explored the necessity to activate students' critical thinking in EFL lessons and the first step to make it possible is up to the teacher. Practices that are not benefitting learners must be replaced by new teaching strategies where critical thinking skills are integrated (Chouari, 2016). On this point, Klynhout (2018) advises that the teacher should avoid using such questions that suppose yes/no responses, instead of it is better to use informative questions like "how do you know?", "what does it mean?", "why?" which will make the student analyze deeply, arouse their interest, and give appropriate answers (Klynhout, 2018). Such questions will also activate students' higher-order skills of making inferences, reporting, comparing, etc. Including activities such as debates, group projects, and criticizing a picture or a poster will benefit learners in thinking and communicating about possible solutions to real life problems.

2.1.6   Creativity in EFL

"Creative mind" is one of the four minds our students will need in the future (Gardner, 2006). Nowadays, globalization, automation, global deseases and more issues have promoted the immersion of innovative methods to go beyond. So, being creative has become a very significant requirement for educational and proffesional success. To Hana & Hacène (2017), creativity is related to foundations such as imagination, divergence, intellectuality, lack of conventionality, originality, and flexibility (Hana & & Hacène, 2017). It means that every human beign has his/her

own personal understanding of the world, original thoughts, problem-solving abilities, and the capacity to use imagination to change life and produce new facts. In the case of EFL teachers, the task of carrying out a creative learning to students is through innovations in class such as new methods, innovative tools, different techniques to teach and stimulate learners potential. Acording to Fandiño (2013)**,** language educators need to determine critically what the contemporary times offer to students in order to complement the teaching procedures. Creativity and also innovation stem from what teachers provide to make learners use their minds. New thoughts may come out better from taking into consideration the context, the enviroment, situational factors, and materials (Fandiño, 2013). In this way, if students get used to these changes, they can become more receptive and ready for looking new solutions. Furtheremore, activities that involve creativity always call students' attention and arouse interest because of the hapinness produced by the feeling of doing something that is yours. In this manner, learners have the necesity to use language to communicate what they create and produce, sharing their unique ideas will benefit their speaking ability to convey a message.

2.1.7   Principles of 21st Century Skills

According to Meilleur (2020), there are some principles that are intrinsically linked to the 21st century skills such as:

- **Students are the center of education:** It relates to the fact that teacher teacher-centered approach is part of the past. Learners are the core participants, and they should be involved in an active learning environment to develop their knowledge of their performance.

- **The social factor of language learning:** language learning is founded on the social nature of communicating with others. This interaction allows cooperation among individuals to

accomplish a common goal. Therefore, languages must be taught in social environments or contexts where constant interaction exists.

- **Metacognition:** It refers to the intentional thinking of what we are learning. In that way, students can judge and discern what is correct. As a result, living in a world full of fake news, political advertisements, and misinformation will not be a problem at all.

- **Technology Literacy:** Communication and information technologies have flooded all the areas of the modern globe and go beyond just managing computers. It includes the ability to analyze, criticize, classify, integrate, create, and share knowledge, and information. Therefore, it is considered very significant as well as writing and reading were considered important in the past to advance in life.

- **Flexibility:** The ability to adapt to new circumstances helps students to know when to make a change, how to make it, and how to react to the change. In the case of learning a language student always be prepared to adapt to new settings, and backgrounds to establish good communication (Meilleur, 2020).

2.1.8 21st Century Sills Activities and Techniques

Pardede (2019) includes several learning activities and techniques that foster, facilitate, and reinforce the learner's language skills mastery (Pardede, 2019). The following list of strategies teachers can apply when they work with 21st-century skills and they might be suitable for being used at all educational levels, some could be pertinent only in secondary schools, and some may be appropriate only for tertiary education students. Hence, teachers have the task of selecting which activities and techniques work best for their students.

- **Communication.**

- Make students learn how to use appropriate common expressions and techniques for starting and ending a conversation, asking questions, responding to directions, and asking for help. Their advancement in acquiring these strategies will avoid hesitations and reduce anxiety about communicating in a second language.

- Encourage learners to take notes, summarize, and paraphrase correctly. Effective oral communication requires these significant practices.

- Motivate pupils to continue enhancing their pronunciation by frequently listening to English speeches, news, songs, podcast stories, and videos that are easily accessible on the Internet. Appropriate pronunciation is necessary, no matter if they don't pronounce as a native speaker.

- Ask learners to express what they think during all the lessons. Their opinions are the basis for constructing the knowledge.

- Form small groups of work to make them share ideas, opinions, and experiences relating to the lesson they are learning. Examples of these activities are think/write, pair share or peer review, and group problem-solving. Students in this way are more comfortable and freer to share their doubts, mispronunciations, complicated phrases or words, specific grammar structures, etc. These exercises improve the second language learning environment.

- Establish two groups of work to debate about a statement taken from the lesson. One group may be the affirmative team, while the other, is the negative. It also can include some members to become audiences or judges.

- Ask the group to work on developing a project such as making a presentation, dramatizing a significant segment of the lesson, drawing a structured map, creating a

story, and so on. It is also important to leave them free to foster their creativity and once they finish the project, each team presents the results to the class.

➤ **Collaboration.**

It is important to highlight that every competence has an intrinsic relationship since when one is cooperating in a group, this student is involved in communicating using critical thinking and creativity. Besides that, another significant part before working in groups is group formation. On one hand, students can be free to choose their partners who they are going to work with and on the other hand, they can be joined to a group by the teacher. Therefore, it is up to the teacher to know their learners and their capacities and decide what is better for each of them since shy and low self-esteem students might be affected.

The following activities help teachers integrate collaboration in EFL classrooms:

- Ask the pupils to complete shared tasks in groups, like listing, matching, ranking, classifying, and information gap activities. Clarke (1994) states jigsaw activities and barrier games as efficient ways to learn the course material in a cooperative and funny learning style (Clarke, 1994).

- Assign students to work with different roles in the groups. Some may be the speakers, others can work as questioners, and others become note-takers. In this sense, the speaker has the task of explaining the topic, the questioners listen carefully and ask for clarification or further details, and finally, the note-takers observe and take relevant notes of the process to provide feedback to the speaker and also questioners.

- Ask students to carry out interactive storytelling activities. These activities are effective in letting learners actively create, modify, analyze, and share through role-play stories.

➢ **Critical Thinking.**

- Encourage pupils to consider an issue from different points of view and contrast arguments. It becomes meaningful when the teacher makes them think critically by asking thought-provoking questions such as "What is the most/least important part?", "Who benefits from this?", "What can we change to improve?", etc (TeachThought Staff, 2019).

- Prepare learners to critically read, for example: deciphering fact from opinion, inferring vocabulary connotations, finding out the author's point of view, and recognizing fake propaganda or illogical conclusions (Pardede, 2019) . In this manner, students acquire the ability to build their own knowledge of the world around them avoiding misleading conceptions and prejudice.

- Encourage students to formulate potential solutions for a specific problem related to the lesson they are taking. This exercise could be trained by assigning them to complete a sentence in as many ways as they can. For instance, ask them to complete "Technology devices help students to …"

- Use fiction (short scripts from stories and novels). Fiction is very effective in promoting critical thinking because it includes both literal and implied meanings which force the reader to reflect, infer, analyze, and synthesize the information to get the appropriate meaning (Van, 2009).

- Make use of self-assessment and peer assessment. These techniques allow pupils to independently assess their own and other classmates' progress with confidence so that they are not always depending on the teacher's judgment. In this way, they can also increase learners' engagement and motivation.

- Encourage students the use ICT through online research about any specific topic which can be followed by a class debate or project. This opportunity gives them the freedom to think independently, construct their arguments, analyze, synthesize, recognize fake information, and evaluate their evidence for further improvements.

➢ **Creativity.**

- Foster learners' creative thinking skills by assigning them a problem to be solved. Make them define key terms, provide denotations, synonyms, antonyms, and examples, brainstorm in groups, reformulate problems, and evaluate ideas.

- Ask pupils to feel free to make a model that represents a conception by drawing a picture, mind map, diagram, sketch, etc. Using the instruments that they want (Pardede, 2019).

- To encourage them to improve their ICT skills ask them to write a blog online. They can freely choose the topic they most like and publish it later in class. In that way, they put together and practice the other Cs (critical thinking, communication, and collaboration).

2.1.9 21st Century Skills' Roles and Responsibilities

Teachers must be aware that these 21st-century skills are significant for students to be successful in the future not only for academic purposes but also for getting more work opportunities. Therefore, if the world changes, schools have to do the same to make learners

competitive in any context. Students must be flexible, adaptable, curious, good critical thinkers, and problem solvers (Hillman, 2012). So it is paramount for them to know how to convey and decode a message from others (communication), be capable of using the mind to turn ideas into facts when developing a task (creativity), cooperate with others with a view to reach the same objective (collaboration) and be able to solve problems in many different ways (critical thinking). In this sense, trying to incorporate the 4 Cs into an EFL lesson will be the first task of a teacher. He/She must promote interaction and a sense of community among students where they will be enabled to learn relevant content in real situations. In this manner, the teacher-centered becomes student-centered lessons in which the teacher will act as a motivator, guide, and monitor, a person who inspires, shows alternatives, provides effective feedback, and is updated with the latest advances relating to English teaching (Tanskanen, 2006). Therefore, there are different roles and responsibilities that educators, as well as students, are mandatory to achieve to apply effective use of 21st-century skills. In this point, taking into consideration that nowadays academic life is perceived differently, the following roles and responsibilities are proposed:

Table 1

Teacher and students roles and responsabilities in the 21st Century

	Roles and Responsibilities
Teacher	1. **Mentor.** The educator inspires the learner to participate and makes suggestions with the idea of taking part in activities. An invitational environment has to be created for learning to occur. 2. **Innovator.** Teachers should go global and digital. They need to expand their knowledge and try new apps, for instance, replacing textbooks with web resources and teaching with social media. Students love using social apps for class discussions or announcements. 3. **Guider and feedback provider.** An educator acts as a guide when students are involved in project work or self-study and provides guidance, advice, and clarify doubts. 4. **Assessor.** It allows teachers to correct possible mistakes communicate with them and give support and confidence in learning. Providing feedback is meaningful as an indicator of what to reteach or practice further. 5. **Organizer.** The majority of successful activities rely on good organization, and it occurs when students know exactly what to do next and perform activities. In that way, students are involved and engaged all the time. Ruhl (2016) states that the teacher has the task of making students choices in which many well-organized learning activities are available to students. Taking into consideration the different learning styles that they have, students can decide among these tasks how to reach the same lesson objective and become responsible for their learning (Ruhl, 2016).

6. **Participant.** The classroom atmosphere improves when the educator takes part in the activity. Students can interact with him/her without intensity or complexity facilitating climate learning.

7. **Good communicator.** Communication skills are the most important part of making interactions and connections with learners. The teacher is demanded to comprehend and break down complex meanings, convey this information clearly to pupils both verbally and in written resources, presenting in a meaningful way that calls their attention, and being able to listen and resolve their questions or problems. In this point the better the teacher communicates, the more effectively students may succeed in 21st century skills tasks.

8. **Learner-centered classroom instructor.** The days of the teacher-centered approach have finished now since students can access tons of information so that they can be educated by themselves. That's why to take into consideration the students' needs to prepare them for future challenges. Personalized instruction is significant since students have different personalities, needs, and goals. In this manner, they can enhance their intrinsic motivation as well as their efforts to learn on their own (Haider, 2012).

9. **Caretaker.** Joe Ruhl (2016) recognizes that caring for learners is one of the most powerful and inspiring ways of teaching. Students always remember a teacher when they develop unusual activities that call their attention, motivate, and inspire them. For example, their happy birthday celebrations,

	learning activities for enjoyment, and indeed, the teacher's concern for his/her learners because there is nothing more important than the energy, effort, and passion for making students feel good and learn (Ruhl, 2016).
Learners	1. **Critical Thinkers.** A student is required to make sense of the received information to make decisions. In this way, learners must be able to analyze, evaluate, interpret, and synthesize information to apply their thoughts. 2. **Team Workers.** Learners are required to have good social relationships where their strengths help the group to achieve a common goal leading to improved confidence in contributing ideas, listening to others, supporting classmates, and taking responsibility for their roles in the group. 3. **Good communicator.** Students must be able to listen and communicate with sense and respectfully be more open-minded to different cultures, social contexts, sexuality differences, religions, ethnic differences, etc. In that way, it helps to foster friendships, and empathy and connect with others to resolve problems. 4. **Problem-solvers.** Students must be able to identify specific problems and think of meaningful ideas to resolve them developing better their social and situational awareness. It could be an initiative for them to transform the world. 5. **Creative**. Learners must be able to use their imagination and reasoning to create novel ideas. Creativity enables pupils to solve problems in different

	ways since everyone thinks differently fostering their active role in finding out solutions.
	6. **Tech-savvy.** Nowadays students must be able to recognize different digital systems, platforms, and programs as well as they need to know how to access and code information. The purpose is to manipulate technology to facilitate learning, reduce time consumption, and communicate information easily.

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2.1.10 21st Century Skills Assessment

The 21st-century skills might be more complicated to evaluate than just knowledge. Measuring competencies like teamwork, creativity, or critical thinking, for example, cannot be accomplished through just filling in the blanks or multiple-choice tests. Quizzes with new standards designed to assess critical thinking or problem-solving communication are needed to measure such skills. Performance assessments may be an alternative based on a rubric. However, it is important to ensure that assessments and rubrics are aligned with the learning objectives considering carefully the subjective and time-consuming part. Therefore, a teacher can imagine a student being proficient when they realize consciously what they did well and how they could improve it. In this sense, a good evaluation takes place when the tests are designed to ask students to think critically, communicate in different ways, collaborate, and make use of their creativity to find possible answers or solutions.

There are some possible alternatives for assessing students based on the 21st century skills:

- **Self-Assessment.** A relevant element of self-directed learning is the capacity to assess one's own performance and areas that need to be enhanced. So, in this case a problem-

solving exercise is proposed to students to resolve and present the possible solution to the whole class. Giving them enough time to complete it the best they can. As a piece of advice, it is significant to incorporate a video camera or a recorder so as to learners be allowed to evaluate and examine their English language learning.

- **Project Assessment.** Projects help educators to develop critical thinking, collaboration, creative, and communicative skills creating in this manner a positive attitude toward the assessment process (Lee, Huh, & Reigeluth, 2015). This kind of evaluation measures the student's ability in real-life tasks and situations in which students demonstrate 21st-century skills. Project assessment should be aligned with the learning objective of the lesson and, fundamentally, the project is presented in class.

- **Problem-based Assessment.** It involves working in groups and reflecting on real-life problems with the help of the teacher as a facilitator. In this sense, using PBL assessment means: thinking critically about a problem, thinking creatively about possible solutions to the problem, and working collaboratively to encounter the best solution (Parker & Thomsen, 2019). For that reason, PBL assessment provides a good environment to observe students demonstrating 21st-century skills through real-life problem-solving scenarios or contexts. It is necessary that the problem-based evaluation is relevant and interesting to students and therefore motivates them to fulfill it. Problems also must be aligned to lesson objectives.

- **Performance-based Assessment.** It has an intrinsic relationship with the 21st Century Skills that highlight critical thinking, reflection, creativity, collaboration, and communication. This assessment requires learners to build up their responses instead of just selecting pre-existing alternatives (multiple-choice tests). It focuses not only on the

product but also on the procedure in which students create a situation to be interpreted as a result of the instruction requirement. Performance-based assessment involves different formats such as role plays, discussions, dialogues, and situated judgment tasks (Rudner & Boston, 1994).

To conclude this part, it is paramount to always provide formative feedback to students at the end of the test on what students can observe what did well and how they could improve to reach learning goals. This feedback must be delivered in concordance with the rubric since a rating scale is the best way to evaluate these skills to understand to what extent student's domain and enhance these competencies.

2.1.11 Learning

Learning is a process that leads to change positively the level of knowledge, behavior, and attitude as a result of how students interpret and respond to experiences (Banks, 2000).

Today's learning is perceived totally differently since technology has profoundly changed education. Nowadays students can access a lot of information with the use of the internet just using their hands. In that way, books, videos, pictures, newspapers, and so on are in front of them to be used. Communication and collaboration were also expanded since there are technological apps that allow people to interact around the world so cultural understanding is bigger than students in the past. Knowledge is universal and students can make use of it as a basis to work on their projects.

Furthermore, life today is faster because many technological tools reduce the time of working so learners save time by managing electronic devices, web pages, or programs. For that reason, learning must be meaningful and appropriate for the pupils' cultural environment. Contexts and learning experiences must be varied, and an atmosphere of support must be provided.

2.1.12 Language Learning Process

Language learning is the process of assimilating the ability to communicate in a second language (Banks, 2000). In this manner, students learn a language as they use it to communicate their ideas, feelings, and experiences and establish relationships. In this point, it is important to highlight that when students try to learn a new language, they normally focus on grammar rules, differences in the intonation of words, the correct order of the words in a sentence, words, and their multiple meanings, etc. In this sense, most of the time students try to memorize everything, and as a result, they can succeed in some English tests, but it becomes complex when they try to speak or write correctly.

Effective learning must be focused on positive learning experiences in language-rich backgrounds where learners can interact with the knowledge they have already learned with others since language has the main purpose of communication.

At this point, it becomes a challenge for teachers to find out a path to activate learner's intrinsic motivation. Future abilities and new settings including technological contexts corresponding to the new era must be used to create a good environment where language is exposed in natural surroundings through real communication leaving aside the form (how grammar, pronunciation, and vocabulary work) which is significant for a correcting used of the language, but it should not be the most important part.

2.1.13 Language Teaching Process

The language Teaching Process is a planned interaction of construction conducted mainly by the student but facilitated by the teacher (Banks, 2000)**.** The teaching process must be guided according to the goals and objectives of the lesson where pupils should be actively immersed providing them with constant opportunities for advancement.

It is important to highlight that the teacher-centered approach switches to a student-centered approach, the educator creates real situational contexts, and models, corrects, and provides feedback about correct language use. Students then are required to use the language in practical activities that simulate real communication situations. In that way, a dynamic classroom environment is generated in which teaching and learning become enjoyable and rewarding.

Apart from this, language teaching is affected by the growing impact of technology. Today's language teachers are expected to comprehend how to integrate technology into their teaching practices as well as how to help pupils use different resources such as the internet or social media giving place to a flipped classroom where the learning occurs inside and outside the schoolroom.

2.1.14 Factors that Influence the Teaching-Learning Process in the English Language

Different factors affect when a language is being learned. On one hand, students struggle with some important issues such as:

- **Cognitive Factors**. Those learners who have a good language aptitude and high intelligent memory can learn faster than those students who don't pay attention or become bored easily.

- **Affective Factors.** One of the most significant roles of a teacher is caring for the students. At this point, all the feelings, beliefs, and attitudes toward learning a language depend on the motivation to keep learning. Learners with high levels of motivation become more proficient than students with lower motivation (Ruhl, 2016).

- **Personally factors.** It refers to how students interact with the environment. Student's personality determines what kind of activities are more suitable for them and if they are comfortable.

- **Environmental factors.** It relates to how and where pupils learn a language. The teacher must create a good learning climate. However, one of the biggest problems is the lack of material like projectors, computers, course books, etc.

- **Cultural Factors.** Since Ecuador is a multicultural country, various ethnic populations can find more difficulties when handling the language due to the different backgrounds.

- **Technological Factors.** Because of the growing technological advancement education has changed a lot in which learners need to interact with different devices, programs, operative systems, and apps to keep learning.

Taking into consideration everything teachers have the task to formulate a designed plan to overcome all the problems students may encounter in their way of learning a language.

2.1.15 Oral Production in the Teaching-Learning Process

"Oral production is an interactive process of constructing meaning that involves producing, receiving, and processing information" (Luoma, 2004). That is to say that any conversation relies on the background in which it happens, the physical context, the individuals' participation, and the purposes for communicating. Therefore, oral skill is an essential competence since it is required in everyday life to convey thoughts, feelings, and interchange information with others by using verbal symbols. It means that any part of the language produced by a speaker with the purpose of creating meaning is considered part of the oral communication (Dolosic, 2016, págs. 302-316). Byrne (1991) on the other side states that oral tasks consist of the interaction between the output skill of speaking and the input skill of understanding. It is to say that students have to be taught to

speak as well as to listen (Byrne, 1991). Oral production activities can be simple question-and-answer tasks, dialogues, oral interviews, games, sketches, oral presentations, and all the tasks that make learners creative and think critically to produce meaningful output which is considered an influential factor due to the significant learning that provides (Szpotowicz, 2012).

Oral production is the central part of target language learning and teaching it is crucial since the main purpose of the language is communication (Hayriye, 2006). In this sense, a teacher must have a good command over this output ability because if an educator's oral production ability is not right, learners are not able to comprehend what is intended to be said. As a result, communication can't run well in the class and the effect on learners is negative since it generates confusion and conflicts in them. Therefore, to avoid these possible problems it is important to consider the main categories of oral production such as coherence and cohesion (Gabriela Miššíková, 2017).

2.1.16 Coherence

Coherence is one of the elements of correct communication since without sense or logical understanding of the messages would be impossible to satisfy the natural social relationships of the human being of sharing ideas, thoughts, feelings, emotions, etc. Coherence is a property that is involved in the process of communication in which the sender and receiver interact through meanings to achieve their specific communicative intentions (Tanskanen, 2006). Therefore, the way in which ideas are linked logically are result of a coherent message. In this manner, it is necessary to take into account that different aspects of the language are intrinsically grouped such as interaction which occurs in a communicative context where fluency is implicit since it is a fundamental part of conveying clearly and naturally what is intended to say.

2.1.17 Interaction

To achieve that a communicative background takes place which implies that participants exchange information which results relevant and easy to understand. In this sense, interaction promotes a two-way process of switching ideas that encourages active participation highlighting the nature of communication as well as how context influences message interpretation. Therefore, the sender and receiver generate meaning by sending messages and receiving feedback (Bilgin, 2021). In this process, it is paramount to make students get involved in real conversational situations where they can practice sub-skills like making offers, asking and answering questions, suggestions, giving pieces of advice, negotiating decisions, asking for clarifications or opinions, etc. In this manner, learners' engagement increases, vocabulary retention is enhanced, and critical thinking, cooperative, and communicative competencies improve since interactive communication reinforces all the content by using simulations, games, and role-playing tasks.

2.1.18 Oral Production

Communication is the most significant part of the language, and it relates to the use of a bunch of words that are grouped together with coherence to convey information. In this way, oral production is the manifestation of intentions, emotions, opinions, needs, inquiries, thoughts, ideas, and feelings. Therefore, oral production uses words or symbols that represent diverse aspects of a person's reality (Badi, 2023). It focuses on how people communicate rather than the mere fact of saying words. Effective oral production includes active listening, asking for clarification, identifying, and responding to oral cues, and speaking clearly and accurately (Birt, 2022). For that reason, it is important to think before speaking (critical thinking) and understand the audience, the tone of voice, body language, and confidence.

2.1.19 Fluency

In an oral interaction is crucial for learners to articulate phonological features of the language clearly in which they make rhythm, stress, and intonation of the words accurately so that they can be understood (Nunan, 1991). To Stork (1976), a fluent speaker is said to be someone who can make use of language structures precisely without hesitation focusing on the content rather than form (Stork, 1976). Hence, fluency is the natural skill to speak spontaneously and with sense, few grammar mistakes can appear but the central part is to be understood and feel comfortable with the language. In this sense, it is important to make students practice and practice speaking every day by engaging in a conversation with someone. The 21st-century competencies are intended to reinforce this characteristic owing to its high demand in the communicative aspect. Students all the time are asked to participate in real-time conversations about a particular topic in different contexts to make speakers interact with one another. It means that language features will be practiced naturally through dynamic activities.

2.1.20 Cohesion

On the other hand, cohesion is how various elements of the language refer to each other such as linking words, pronouns, verbs, adjectives, prepositions, etc. Each sentence must connect to the ones before and after it. According to Halliday (1976), cohesion is a bunch of language resources that establish relationships or links through structures and grammatical rules. It is to say that cohesion refers to the way grammar and vocabulary are joined together to create meaning so it is not just a random group of words (Halliday, 1976). He highlights different kinds of cohesion:

- **Reference.** It takes place when the speaker refers back to someone or something that has been previously mentioned to avoid repetitions, for example: Marco/he/him; Maria/she/her.

- **Substitution.** It is the replacement of one word by another. Therefore one item is substituted for another, more general word. For example: which color would you like?; I like the red one, where "one" is used instead of repeating "color."

- **Ellipsis.** It is the omission of a word so it occurs when, after a specific identification, words are omitted when the phrase should be repeated. For instance, A: Where are you going?/ B: To play soccer. Instead, the full form, in this case, would be "I am going to play soccer".

- **Conjuction.** It shows meaningful relationships between sentences. That is to say that they are connectors since they are used in sentences to make connections. For example: And, or, so, since, for, because, as, but, yet, still, while, etc.

Cohesion embraces an accurate use of all the structures, types of words, and grammar rules of the language to convey information which is fundamental in oral communication since they take part around the ability to speak confidently, smoothly, and logically avoiding unnecessary pauses.

2.1.21 *Accuracy*

Accuracy relates to the precision and correctness of language use, embracing vocabulary, proper grammar, and pronunciation. That is to say that few errors are made, however, it is common when someone is learning the target language and even native speakers make mistakes when they communicate in their language. In this sense, accuracy in oral communication refers to how exactly the students use grammar, vocabulary, and pronunciation in their speech (Stern, 2000).

On the other hand, achieving perfect accuracy may be something difficult in isolation since some learners can be very good at grammar and vocabulary but if their pronunciation is not good, it leads to people misunderstanding even if they use the correct language or some students can speak fluently and well-pronunciation but with several grammar mistakes. So, at this point, it is necessary that the teacher combines fluency and accuracy and design tasks that may help learners

enhance their oral communication ability. In this way it is paramount to practice and practice through grammar activities and vocabulary drills, engaging in pronunciation exercises and imitating native speakers may improve spoken accuracy and confidence, and going slow and steady can determine mistakes and formulate accurate ideas. Possible grammar and pronunciation mistakes will be eradicated by feedback at the end of students' performance, peer correction is also important.

2.1.22 Vocabulary and Grammar

- **Vocabulary.** Vocabulary learning is a must and it is an imperative element of learning a foreign language (Schmitt, 2008). In this sense, they are essential to real communication since precise and adequate words concerning grammar rules give as a result messages with meaning to the specific audience in a specific background. Schmitt (2008) states that foreign language students who lack vocabulary are less able to be involved in oral communication with their classmates. For that reason, it has a vital role in English learning since if learners know a lot of words, their speech will be fluent and they will be able to describe different points of view by using diverse vocabulary in each context. That's why every teacher has to consider different effective strategies in their daily work. Kimkong (2011), highlights these different strategies:

  ➢ Expose learners to the same word a lot of times to support learning through practice. The more they practice, the better they are.

  ➢ Give learners the word's meaning and ask them to repeat and write that word in an illustrative sentence.

  ➢ The use of graphic organizers to define or recognize family words is also significant.

➢ Technology is the best resource nowadays, so it is advisable to bring it into the classroom and use digital tools suitable for teaching vocabulary (Kimkong, 2011).

- **Grammar.** Grammar is the skeleton and serves as the structural foundation to be able to express ourselves (Bahar, 2013). Hence, grammar is a system of words that once they are combined, have meaning. It represents a kind of schema or rules that it is mandatory to follow to form sentences with sense. If learners have a good command of grammar, they may be good at speaking the target language. So, in this sense, although there is no visible punctuation, it is required to still punctuate the speech with pauses and intonation since it influences how people comprehend the message. In this manner, it can be said that effective communication and grammar have an intrinsic relationship since it stimulates the habit of thinking clearly and logically and this routine at the same time enhances students' ability to become more accurate when they make use of the language.

On the other hand, it is appropriate to mention that grammar should not be the central part of the lesson because instructional lessons make students bored, and lost interest is visible since there are not enough opportunities to practice naturally. Therefore, it should not be taught in isolation since meaning and communicating with sense is the most important in a speaking context classroom. That's why it is important to make learners induce or discover the rules from their experience by using the language (inductive method) focusing more on the idea of communicating instead of memorizing all the grammar rules.

2.1.23 Pronunciation

Regarding pronunciation, "it is the action of articulating and emitting sounds to speak" (Mejía Maldonado, 2021). In this sense, it is significant a correct perception of sounds, accent, and intonation to interchange ideas. Mastering the correct pronunciation of the words is a must to make

students more accurate. Therefore, the relationship between 21st-century skills and pronunciation is connected through oral communication in the different communicative activities, this means that, at the same time that student tries to solve and come up with solutions for a particular problem, the correct articulation of the words influences right away on the understanding of their receptors. In this manner, learners will be interested in improving and immersed in constant practice with their teammates, and teachers, and also by technological devices or platforms which can be used to enhance students' pronunciation.

2.1.24 Stages in Oral Production Activities

Any speaking activity should be created based on three fundamental phases such as pre-speaking activities, while-speaking activities, and post-speaking activities (Graham, 1997).

- **Pre-oral production activities.** The essential part of these activities is to introduce an interesting topic to the class to prepare learners for the following speaking tasks. So, it is crucial to activate students' prior knowledge to set up a context full of thoughts. There are no misconceptions since evaluation is at the end of the whole activity. The activity aims to produce as many ideas as possible in a specific time. Pictures, thought-provoking questions, videos, maps, and readings can be used to brainstorm and reach a general understanding of the content. When everybody gets to the point of the communicative problem, solutions appear to them. As a result, their motivation is increased.

- **While-oral production activities.** In this phase, learners are asked to develop receptive skills previously seen in pre-speaking tasks. In this manner, pupils expose their comprehension through role plays, information gaps, discussions, reporting, problem-solving, or a communicative game.

- **Post-oral production activities.** On one hand these activities let learners review the content, check their understanding, and feedback about their performances with some ideas to improve. On the other hand, students are allowed to focus on the form of the language emphasizing the grammar rules. Finally, it is significant to integrate all the skills of the language since productive abilities do not work without receptive ones.

2.1.25 *Strategies for Developing Oral Production Skills*

According to MIT (2016), strategies are intended to come up with judgments relating to a program, a lesson, or even an entire course that initiate a critical analysis of learners' characteristics, learning aims, and methodology preferences of educators. In other words, teaching strategy is any educational procedure, method, or plan of classroom actions and interactions proposed to achieve specific goals. At this point, the teacher struggles with some issues since he/she must decipher the best learning way for enhancing learners' oral capacity and solving those problems. "The teacher must know how to teach students effectively or have a teaching strategy in place" (MIT, 2016). Furthermore, a strategy and assignment selection for enhancing oral production abilities must be aligned with the course's objectives and also with the student's proficiency level to ensure their learning progress.

These strategies can be applied in teaching English by an English educator:

➢ **Simulations or role plays.** It is a group activity in which each individual performs a role actively so that oral production abilities can be improved. Educators apply role-play activities to let learners practice their speaking skills based on their character creating an enjoyable and encouraging environment (Anggraeni, 2020). On the other hand, to implement this activity it is important to provide a guideline or a clue about the situation or background where the students' interactions take place. For instance, students can be

asked to perform a restaurant simulation or bus station scene. It is also significant to allow them to choose what character they want to be and portray, convey their ideas, or act as they feel more comfortable. In this manner, the 21st century skills are put in practice since they need to communicate constantly using their critical thinking to reach common ideas with their group developing in this sense their collaborative skills and their creativity to perform their character differently to the rest.

In this sense, role plays have plenty of advantages since they create a social atmosphere where the scenarios prepare students for real life and indicate the current skill level of learners' oral communication abilities. On the contrary, these scenarios can make students feel intimidated or uncomfortable so it is advisable to give learners time to feel well-prepared to perform.

➢ **Discussions or debates.** It is another group activity where students are required to discuss an interesting topic. In this way the class is divided into two groups or depending on the number of students teacher can decide the number of groups. Each group works together to get a set of ideas to defend their point of view. In this activity, students should be constantly encouraged to give explanations, criticize, ask questions, provide opinions, make clarifications, etc. As a result, discussions make students practice their oral capacity with the help of the group reducing students' anxiety to make mistakes and gaining more confidence to use the language.

There are a lot of meaningful settings to speak about and they can be built up starting from student's interests and needs. At this point, pupils take some advantage of this activity by exercising their critical, communicative skills. Furthermore, social interaction improves empathy, confidence building, and problem-solving abilities. On the

other hand, teachers have to be aware of possible hostility among the participants since discussions can lead to personal attacks.

➤ **Information Gap or Jigsaw.** According to Kayi (2006), it is a group activity to comprehend information in which every student has an important role because the task cannot be completed if the partners do not serve the information the others require. In this group activity, each individual decides for example a letter A, B, or C, etc. In this manner, all students A are joined together to work on a part of the information while groups B or C work on other parts. Once the content is analyzed, every integrant becomes an expert and is ready to come back to their initial group to explain what they know since each student has information that others do not know. The main goal is to gather information in which everyone has the opportunity to talk about it using a foreign language (Kayi, 2006). In this sense information gap activities ensure students' participation and help them in comprehending the content of the subject. Another advantage is that these activities have a strong effect on social relationships since students work in groups to contribute to sharing meaningful information so cooperation skills are beneficial. On the other hand, as a disadvantage, it can be said that requires some time to form the groups in a good way.

➤ **Brainstorming.** It is a strategy in which an educator gives a particular issue or topic to students. Then, they are asked to create thoughts or ideas around the central theme at a certain time. In this activity, the ideas proposed should not be criticized since this task is open to sharing new thoughts (Kayi, 2006). At the same time, Anggraeni et al. (2020) stated that this strategy must be used in teaching speaking as an introduction. It is necessary to ensure that students know what will be taught in class and attract their attention. Most of the settings proposed must be according to institutional lesson plans and content

(Anggraeni, 2020). Among the different advantages it can be said that brainstorming generates more ideas in a short period so it allows the teacher to explore everyone's ideas. However, as a disadvantage too much group thinking prevents original ideas, or not every student participates.

➢ **Story completion.** It is an enjoyable, free speaking task in which the whole class is asked to make a circle. Then, the teacher starts the activity by telling some sentences. After that, each student says something relating to what the other previously said. In this sense, learners can add new characters, settings, contexts, situational factors, fiction, etc. Students normally have a short time to quickly think and communicate whatever they want so story completion fosters creative thinking as well as communicative skills (Kayi, 2006). In this manner story completion makes learners work on their perceptions and create wonderful stories by using their imagination. However, the lack of vocabulary knowledge can produce misunderstanding and influence the continuity of the task.

➢ **Reporting.** Reporting means to tell someone what the other person said or what they saw or read. An experience lived is recreated to share information with others by using their own words and perceptions. In this activity, the teacher explains to the students that they have to read a part of a book, newspaper, website, article, magazine, etc. before the lesson begins the next day. When the class begins, learners start reporting to the whole class what points they consider the most important about what they are asked to see, read, or hear (Kayi, 2006). In this manner, learners foster their critical thinking of synthesizing, organizing, and conveying information. Besides that students improve their vocabulary retention and also look for other ways to communicate the same idea (paraphrasing) which is significant in communicative skills. On the contrary, this activity can lead to student's

limitation of only repeating what they hear or read. For that reason is important to make them tell their point of view at the end.

➢ **Picture Narrating or describing.** Picture narrating is a strategy comprised of a set of sequential pictures in which learners are asked to tell the story based on these images by taking turns (Kayi, 2006). In this activity, the teacher must provide criteria to facilitate learners' comprehension and performance. This must include the keywords and structures that pupils need to use while narrating. All the settings and conditions relate to the objectives of the lesson.

Another mode to make use of pictures is by describing them. It is a speaking activity in which students are asked to describe what it is in the picture. In this activity, the teacher can encourage the pupils' oral capacity by making groups analyze the picture. Then, learners start discussing the picture with their groups and finally, a speaker is chosen by each team to describe the picture to the whole class. As advantages, these tasks foster students' cooperative skills, creativity, and imagination as well as their oral communication competence (Kayi, 2006). However, lack of vocabulary among the participants can cause some disruptions.

➢ **Playing Cards.** It is up to the teacher to be creative to apply different techniques or strategies entertainingly and funnily and there is nothing more interesting than playing with cards. In this enjoyable activity, the educator prepares a different topic for each card. For instance:

- **Diamonds:** Movies
- **Hearts:** Happy ever after
- **Spades**: Recycling

- **Clubs:** Best student

Then, the teacher divides the classroom into diverse groups. Each group is demanded to choose a card and write 4 or 5 questions relating to the topic to later ask these inquiries to the rest of the group. For example: Regarding the topic "Spades: Recycling" these questions can be utilized:

➢ Is recycling important in your life? Why?

➢ Is it possible to reduce pollution by recycling?

It is significant to avoid yes/no questions since it does not help learners develop their oral capacity. In this way, students take advantage of fostering their critical thinking, problem-solving skills, creativity, and communicative competencies. On the other hand, a lack of vocabulary can cause some problems, but practice always makes learners better.

➢ **Mind mapping.** Mind Mapping is a graphical instrument that combines both scheme and writing. It permits educators as well as learners to organize ideas around a central theme and sub-topics in a written form to facilitate understanding and it is easier to recall and recover information (Buzan, 1995). For this activity teacher delivers information to the learners, and then they are asked to detect the most important words and organize them inside a subtopic. In this sense, students are demanded to create a scheme with different connections around a concept in the form of a map. Finally, pupils have to explain the diverse relationships about the concept. A mind map is an exceptional way to improve pupils' critical thinking to synthesize content, retention capacity, concentration, communication, creativity, and time management (Knight, 2018). Furthermore, mind mapping implementation is practical for teachers to evaluate learners' comprehension after

every lesson. On the contrary, mind mapping techniques can take a long time for students to develop but with the help of some technological devices, they can save time.

➢ **Find the difference.** Find the difference activity is entertaining and encourages a communicative game in which two photographs, images, or pictures are slightly different from each other. For this strategy, students are asked to work in pairs or groups, then they are demanded to analyze and find out the different pictures. In this way, they have to look for the differences between the two pictures by explaining the similarities. According to Kayi (2006), the main objective of finding the difference activity is to ask and answer questions and give information. In this manner, pupils can enhance listening and speaking abilities while discussing to find similarities and differences in the picture (Kayi, 2006). An advantage of this game is that it makes learners more pleasant and also makes the classroom more interesting and entertaining. On the contrary, the lack of vocabulary can cause some problems.

➢ **Barrier Activity.** According to Gill et al (2003), barrier activity consists in sitting two students in front of each other with a barrier such as a folder, book, or backpack between them, which prevents them from seeing each other. In this activity, learners are required to work on their listening and speaking abilities by giving verbal directions (Gill, 2003).

There are different ways to implement this activity. On one hand, students may be asked to draw a picture in which each one has a piece of paper and a pencil or pen. Student A starts drawing every part of the scene. For instance, student A can draw a person's appearance. Then, he/she gives verbal instructions to help the student B draw the same scene.

On the other hand, depending on the teacher's creativity, learners can work on scenes given by the teacher. For example, a farm background and character cards in which learner A begins creating his/her farm scene by placing the character cards wherever they want. Then, student B provides verbal commands of where to place the character cards. It is a good activity to practice prepositions of place. For instance, they may say, "Put the horse next to the tree" or "Place the pigs on top of the mountain".

At the end of the activity, students remove the barrier and check whether the scene looks the same or not. Finally, they can discuss successes and failures, including advice, feedback, and ideas to improve. This manner as main advantage is that students enjoy the task while they are learning and they are allowed to commit mistakes so which reduces student's anxiety and makes them more confident. However, lack of vocabulary once again can lead to bad interpretations in communicating ideas. So, it is important to recognize students' needs and knowledge to facilitate the activity performance.

2.1.26 Criteria for Assessing Oral Production

Oral production is considered by language evaluators as the most challenging ability of the four language skills to assess. It requires observation in real time of the oral performance and it is necessary to catch the performance by some parameters. A good strategy for evaluating speeches is the rating scales or rubrics (Ginther, 2013). According to Berger (2011), a rubric is related to the guidelines, criteria, and rules to assess one participant, in pairs, or group's performance in a specific task (Berger, 2011). In this sense, rubrics are useful in oral production assessment since evaluators can observe the process of doing something (for instance, dialogues or role plays presentations) and at the same time they can evaluate students' performance based on some clear instructions or criteria that students have to take into consideration. There are diverse benefits of

rubric implementation in oral communicative tests since teachers and learners can use it to easily follow and avoid mistakes in the evaluation process. For that reason, it is significant to share the rubric scale and its criteria at the beginning of the task or test so that they know exactly how to perform excellently and also how they should not develop it. Finally, it is advisable to explain to learners the lowest points of their performance to make them reach success in the next opportunity.

2.1.27 *How to Be a Good Communicator*

Oral production ability is one of the English competencies that is considered significant and a priority since it is one of the keys to communication. In this globalization era, this skill is observed as one of the main contributors to conveying information. For that reason speaking English is fundamental at the moment of looking for a job since it is one of the qualifications. In this sense, it is crucial to know the characteristics of a good communicator. These are tips for effective speaking in public (Barnett, 2016):

➢ **Clarity.** It is more important than speed so the organization of ideas must be logical, simple, and specific. Furthermore, it is very necessary to moderate the volume or tone of voice. English is a rhythmic language so raising the voice too much or speaking too quietly should be avoided.

➢ **Make eye contact.** It is crucial to look at listeners to establish connections. It is inappropriate to talk to someone's back and not to make eye contact can mean that the listener is not paying attention or gets distracted because it is boring. However, it is important to be culturally sensitive since some can think that staring at them may mean something rude.

➢ **Confidence.** Acting naturally is the best way to handle a speech since the lack of confidence is perceived by the audience and the meaning could not be credible. So students need to be well prepared and familiar with their material. Preparation creates confidence.

➢ **Body Language.** It is significant to remember that much of communication is nonverbal so gestures, body movements, and faces are paramount when communicating something. Encouraging and friendly gestures add interest to students' presentations.

➢ **Paraphrase.** Paraphrasing is an interesting way of thinking differently since it means stating in one own word what another person has already said. In other words, it becomes part of our ideas. At this point, learners can find it beneficial at the moment of expressing critically what they think, and they avoid misunderstandings since the use of different words shows their comprehension and feelings.

➢ **Mistakes.** Students should not be afraid of making mistakes since everybody makes them. They are part of the progress because no one is perfect. Great things come after a lot of failures, so it is normal to make some mistakes to keep improving. Hence, it is meaningful that learners realize their own mistakes and correct themselves. In this manner, this part of the language will not be forgotten in other situations at the moment of using it.

2.1.28 *Methods that Ensure the Application of 21st Century Skills in an EFL Classroom Environment.*

There are some useful current methods to foster the implementation of 4Cs in the classroom. These methods are proposed to create ideal conditions, techniques, and instruments to improve student engagement using the four skills of the future aligned to the skills of the language such as reading, listening, writing, and especially speaking (oral production). Among these methods, it is highlighted the following:

➢ **Task-Based Learning.** Task-based learning is one of the methods that generate a good environment to improve the application of 4Cs. It helps learners by placing them in real situations in which they are required to complete specific tasks engaging them to use real language through discussions, problem-solving activities, designing tasks, games, etc. Therefore, oral production is significant for developing a specific task, students are focused on reaching a goal where the use of language becomes a necessity and where creativity, critical thinking, and cooperation are paramount to developing the task. A task is a piece of classroom work that involves learners in comprehending, producing, or interacting with the target language while their attention is principally focused on meaning (Nunan D, 2004). Additionally, Willis (1996), suggests three stages; pre-task, during-task, and post-task. In the pre-task, the teacher tries to create consciousness among students by introducing the subject matter through pictures, drawings, presentations, etc. In this part, some words and phrases are highlighted in order to make learners understand better the task. During tasks, pupils are required to use the language in collaborative activities such as pair work, group work, and role plays. In that way, students should express their ideas, actively participate in class, cooperate, and help each other by using critical thinking to make decisions and creativity for designing the task. Finally, in the post-task, students pay more attention to the features of the language, practicing some structures, slang, words, phrases, pronunciation, fluency, accuracy, etc. According to their needs, students are entertained all the time increasing their self-esteem and confidence to use the language (Willis, 1996).

➢ **Communicative Language Teaching (CLT).** Another important method that creates favorable conditions for the acquisition of the 4Cs in connection with the competencies of

the language is communicative language teaching. It is based on the belief that learners will learn best if they participate in meaningful communication (Brandl, 2008). Therefore, if it is required to make learners able to communicate in a language, they must develop the communicative ability. CLT refers to a set of skills that include using appropriate language in appropriate social situations (sociolinguistic competence), using adequate vocabulary and structures (linguistic competence), and the capacity to interact efficiently to avoid problems caused by communication malfunctions (Brandl, 2008). In this sense, students are involved in communicative activities such as information gap activities, jigsaw activities, task completion activities, opinion sharing, and reasoning gap activities in which the main goals are the functions of the language that in this case must be carried out in English, for instance: expressing greetings, thanking, likes and dislikes, giving explanations, personal introducing, etc. In this manner, students not only develop speaking skills but also reading, listening, and writing. Furthermore, the 4Cs are immersed in these activities in which students need to work collaboratively, then they need to think critically to communicate their ideas, then they require to make use of their creativity to present their knowledge.

➢ **Problem-Based Learning (PBL).** Many methods can be used to develop 21st-century skills to improve the students' capacity to speak. Problem-based learning is one of these methods which faces learners with real problems based on thought-provoking questions giving students the role of collaborator, problem solver, critical thinker, and creative. In this manner, pupils apply their knowledge to solve real-world situations enhancing indeed their communication abilities. According to Barbara J. Duch (2001), there are some features of a well-prepared PBL problem. Firstly, the problem has to motivate students to

comprehend meanings deeply. Then, learners must think critically so as to make logical decisions. The problem should also include objectives of the lesson in connection with previous courses or knowledge to avoid confusion and finally, it must be challenging to engage pupils to solve it (Barbara J. Duch, 2001). Additionally, it can be said that this method avoids the teacher-centered approach in which during the whole lesson was the teacher who spoke, instead, students now have the opportunity to express their thoughts, actively participate in class, cooperate, and use their creativity to solve problems. In this sense, students are involved in different situations that enhance their self-esteem and motivation to freely communicate what they think.

➢ **Project-Based Learning (PBL).** Project-based learning instruction highlights learning activities that provide students with plenty of opportunities to develop their ideas through meaningful projects. In this sense PBL background allows learners to come up with solutions to real-life questions, discuss and challenge their ideas, test their hypotheses, and give explanations (Dave, 2022). In this manner, pupils actively construct their knowledge and obtain a deeper understanding.

Simpson (2011) characterized PBL activities through these different characteristics:

- It is student-centered since learners are the main character of their own learning. The teacher acts as a facilitator, mentor, guide, and feedback provider.

- It is product-oriented since it permits them to exhibit their comprehension of information and material by creating a final product such as an oral presentation, a mind map explanation, a Collage representation, a video recorded, or a stage performance or role plays, etc.)

- It allows the use of the English language for real-life situations since the learning environment is based on solving current issues (Simpson, 2011).

- It allows the integration of all language skills since information is transmitted from various resources and presented in different ways.

- It encourages learners to use their creative thinking, problem-solving skills, critical thinking, and good preparation in public speaking classes (Brunetti, 2003).

- Provides students with opportunities to enhance their teamwork abilities. As a result, learner's confidence and self-esteem increase while anxiety is reduced.

PBL environment is built up based on the following process. Firstly, students start with a central inquiry, a problem to be resolved, then they investigate the possible solutions by exploring different resources and using their critical and problem-solving skills to come up with ideas to apply (Marx, 1997). At this point, the teacher encourages them to work on collaborative tasks to share their ideas and go deeper with the help of their classmates to find solutions. Finally, it is time to apply their hypothesis by producing an end product that may be represented physically or virtually. In this manner, group work skills, thinking skills, and most significantly esteem and confidence in speaking a second language are enhanced.

2.1.29 *Information and Communication Technology* **(ICT)** *Contribution.*

ICT is any technology used for supporting, gathering, processing, and distribution of information (Ram & Monder, 2006). In this technological age, ICT provides plenty of opportunities for learners to use the language in such activities where collaboration, communication, creativity, and critical thinking are significant elements. Technological competency can be used by both teachers and students to improve their performance (Claro, 2018).

Therefore, it is wanted to improve comprehension, student interest retention, and learning by promoting the use of any technological tool that every learner has, for instance, a mobile phone. In that way, students can make use of their mobile devices only to access educational resources, share information with others, or produce knowledge. This way of learning also takes care of communication between families and institutions for those teachers who are worried about their pupil's performance (G. Praveen Kumar, 2019). In this sense since people carry smartphones all the time, they are allowed to learn any time, any place, and also ensure time classroom, for example, if they are attending a lecture or presentation, or maybe they have doubts about specific information or problem, they will have extra time to discuss, share new ideas, work in groups to quickly come up with solutions involving subsequently the 4 Cs in each activity. Also, it is important to enhance learning outside of the classroom by giving them some projects where they can be constantly in communication with their groups and where they can be encouraged to only use English taking into consideration indeed the students' level. In this way, educators play the role of facilitator and monitor avoiding possible student disruptions and distractors and students make use of different devices or platforms to continuously improve their development in the 4 skills of the language along with the 21st century competencies.

Integrating 21st century skills into English language learning offers numerous advantages that extend beyond basic linguistic competence. These skills foster a holistic approach to language acquisition, enhancing not only the ability to speak English fluently but also to understand and engage with the global community effectively. By cultivating critical thinking, creativity, collaboration, communication, information literacy, and technology proficiency, learners are better equipped to thrive in an interconnected world where English often serves as a bridge across cultures and industries.

Chapter III

3   Methodological Framework

3.1   Investigation Paradigm and Approach

The chosen paradigm for this research project is socio-critical because its objective is promoting social transformations, giving answers to the problems presented in handling the target language in the country focusing on oral communicative skills. Additionally, it is considered a mixed research approach due to the fact that there were both, quantitative and qualitative data collected and analyzed within the same study. On one side, it is considered quantitative due to the respective numerical results obtained by tabulating data collected from the diagnosis test which served as the main instrument to detect the student's needs and problems in students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús.

On the other side, it is considered qualitative since the information obtained from the observation guide was vital and required to this study since it sought to recognize students' problems, drawbacks, and needs and determine the 21st-century skills and their qualities to improve oral communicative competence. Furthermore, an interview composed of 10 questions addressed to the teacher in charge served to diagnose possible problems or downsides and find out if they recognize the 21st-century skills and their benefits, giving in this sense real results to later design a platform where students can interact by using these abilities of the future with the intention of communicating in the foreign language.

3.2   Basic Modality of Investigation

For this research, the following modalities were taken into consideration:

➤ **Field Investigation.** It is considered a field research modality since it was developed by students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús. Therefore,

there was direct contact with participants (teachers and students) in the teaching-learning process. In addition, there was free access to data collection in order to determine the 21st Century Skills strategies for designing the website with the intention of enhancing the oral production ability in the English language.

➢ **Documentary Bibliography.** The other modality used in this research is bibliographic since the variables of the object of study are properly supported by material (Pérez, 2012) such as books, magazines, scientific articles as well as documents found on the web, and also relevant information in this research project was based on similar dissertations such as the one carried out at the "Islamic Azad University, Iran" by the authors Hamid Ashraf, Ahmadi Fatemeh, Hosseinnia Mansooreh (2017) and the repository from American University of Armenia by Barseghyan Diana (2022), which contain similar themes that contribute significantly to this investigative work.

3.3 Levels of Investigation

➢ **Descriptive Level Research.** At this level, realities based on facts are interpreted (Palella S. &., 2012), and the variables intended to study are scientifically described: 21st Century Skills and oral production, as well as the participants such as students and teachers, in order to examine the characteristics of the problem.

➢ **Exploratory Level Research.** Exploratory research is carried out to examine research questions that have not been studied in depth (Sampieri, 2018, págs. 310, 386). Therefore, in this investigative work, direct contact with the object of study is established, giving a general or approximate vision of the low level of oral production ability in the target language in students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús. In this manner, it was contextualized properly.

3.4   Types of Investigation

- ➢ **Descriptive investigation.** Based on the work carried out, it is established that the type of study is descriptive since it detailed the current situation about the problem of the students in speaking the target language, it described its particularities and characteristics, its limitations and its critical points, describing and evaluating their particularities (Palella S. &., 2012). In this manner, it is allowed the development of each of the research components and it was necessary to use bibliographic research, such as books, articles, and websites with the idea of having a broader panorama of the independent variable, which generated a profound analysis and later recommendations for corrective measures.

- ➢ **Propositive investigation.** The research is propositive since it aims to make a diagnosis of a studied phenomenon. Its main objective is to propose one or more solutions for a given problem (Correa, 2012). Therefore, this dissertation was based on a need or void found in the students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús. Once the information was taken, described, and analyzed, a proposal for developing oral production ability was made to overcome the current problems and deficiencies. In this manner, a problem was identified, it was investigated in depth and it was provided a proposal that has followed a process of analysis and application of the pedagogical principles of 21st century skills in order to help learners enhance their communicative skills within a specific context.

- ➢ **Analytical investigation.** It is considered analytical research since it aims to analyze the 21st Century Skills to foster the oral production ability and the participant's issues (teachers and students) in a detailed and intelligent manner to reach conclusions. It implied the use of scientific exploration to examine possible problems (Rigal, 2020). The analysis carried out on specific aspects of this research was of great importance, which allowed us to know,

understand, and design a website platform based on the decomposition of the whole into its parts.

- ➢ **Statistical investigation.** It is considered statistical research since it was important to collect data, tabulate, analyze, and interpret, taking into consideration that information management was significant to guarantee that the information was reliable in order to detect student's needs or problems and later design a solution based on the 21st-Century Skills.

3.5   Research Design

The present research was based on a mixed approach: quality-quantitative focus since bibliography and field research were used. The research is non-experimental because a solution was provided from the description of the problem without subjecting this solution to any experimental test or post-test. The work was carried out under the documentary-bibliographic research modality since during the research it was paramount to review documents and bibliographies related to 21st-century skills so that the teacher took advantage of different methods, techniques, strategies, and instruments to enhance the oral production skills.

On the other hand, it was important to conduct an interview with the objective of knowing if students, as well as teachers, know about the studied topic in which nobody could recognize any of the 4Cs. In addition, an observation guide was used to determine the methodology and strategies that the teacher usually uses in class concerning the 21st Century Skills attributes. After the observation guide and diagnosis test, it was observed low participation and low academic performance in the students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús during the speaking process, getting the result of "not satisfactory" in this ability development.

For this reason, it was necessary to design a website based on the 21st Century Skills teaching-learning comprised of a set of methods, activities, strategies, and techniques based on the

4Cs to help students develop and improve their oral capacity for expressing ideas. To develop this competence the researcher decided to make use of all the material provided and resources such as videos, pictures, posters, worksheets, and board, including tasks to think about and speak about using as much as possible all the benefits technology can offer to facilitate the 4Cs implementation. This website was designed concerning the institutional lesson plans that the current teacher is applying to increase student interactions in the target language based on the 21st-century skills properties, strategies, techniques, and activities. This technological platform served as a proposal with the intention of improving the communicative aspect. In this manner, the teacher can make use of plenty of advantages that the website can offer in connection with the skills of the future.

3.6   Variables

The research project was constructed around two variables, one regarding to the determination of the problem posed according to the general research objective and the second relating to the solution according to the general objective of the proposal. The analytical variables used in this research are:

Independent: The 21st Century Skills

Dependent: Oral Production

3.6.1 Variables Operacionalization

Table 2

Independent Variable: The 21st Century Skills

Concept	Category	Indicator	Techniques/Instruments
21st Century Skills are a set of abilities, knowledge, and elements necessary to prepare learners in today's world emphasizing the 4Cs (critical thinking, creativity, communication, and teamwork).	Communication	Face-to-face interactions.	Technique: Observation
	Collaboration	Group accountability to achieve a common goal.	
	Critical Thinking	Receive and process Information.	Instrument: Observation guide
	Creativity	Imagination and reasoning to create novel ideas	

Note. Independent Variable Operacionalization

Table 3

Dependent Variable: Oral Production

Concept	Category	Indicator	Techniques/Instruments
Oral production is the ability to process and share information through the use of verbal and non-verbal expressions in different situational backgrounds. It involves conveying meaning (feelings, emotions, ideas, objectives, dreams, etc.) that is necessary in daily life.	**Cohesion**: It refers to an effective grammatical linking of words and pronunciation that makes speech more connected and logical. **Coherence:** It is related to how ideas flow and are connected naturally.	**Accuracy** • Vocabulary • Grammar • Pronunciation Interaction Communication Fluency	Technique: Evaluation Instruments: • Test • Rubric

Note. Dependent Variable Operacionalization.

3.7   Population and Sample

3.7.1   Population

According to Tamayo & Tamayo (2006), "the population is the totality of participants in the phenomenon to be studied" (Tamayo & Tamayo, 2006). For this purpose, in this research, the population taken into consideration were students corresponding to the students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús, in Riobamba. The subjects of this study were thirty teenagers between 15 and 16 years old and one teacher corresponding to the 2024 school year.

3.7.2   Sample

The sample is a part or subset of the population in which each part must possess specific and common characteristics leading to decisive and conclusions in research (Palella & Martins, 2008). In this research project, the sample size is purposive sampling and the information was taken from students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús corresponding to the period of the year 2024. For its development, it was required to work with the whole population since the size of the sample was small.

3.8   Data Collection Techniques

3.8.1   Techniques

➢ **Observation.** Observation research is a qualitative technique where researchers observe participants' ongoing performance in a natural setting (Gorman & Clayton, 2005). This technique was applied throughout the whole research process, this allowed on the one hand to analyze how activities are developed and know the current situation in communicating the target language to the students, the main problems, weaknesses, and needs, and how to solve them based on the 21st Century Skills. In addition, it was of great importance to design a website platform based on these powerful abilities to enhance the target language

ability to speak in the students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús in the period 2024.

➢ **Evaluation.** Evaluation is the process of limiting, obtaining, and providing useful information for judging decision alternatives (Scriven, 2003). In this way, this technique was paramount to identify all the difficulties or problems that the learners went through at the moment of speaking the target language and it served to the elaboration of the website based on the use of the 21st Century Skills.

➢ **Interview.** The interview is a conversation for gathering information. It involves an interviewer, who manages the conversational process and asks meaningful questions, and an interviewee, who responds to those inquiries (Easwaramoorthy & Zarinpoush, 2006). This technique was significant to find out if students as well as teachers knew about the strategies, activities, and techniques based on 21st Century Skills usage in the classroom to improve oral production ability. It was carried out based on a pre-designed questionnaire that contains the questions that were asked to the interviewee, to obtain the required information. In this case, the questionnaire was used as an instrument to record the responses.

3.8.2 *Instruments*

➢ **Observation guide.** An observation guide is a research tool used to measure a variable or to gather the information needed in research to give answers to research problems (Roller & Lavrakas, 2015). This instrument was applied to find out which strategies, methods, and techniques the teacher usually uses in concordance with the 21st Century Skills and then, recognize the students' needs within the English teaching-learning process in handling the oral production skilsl to the website designing.

➢ **Test and rubric.** A test is an instrument designed and implemented to obtain information about the participants concerning their knowledge, attitude, and skills regarding a specific subject (Billy, 2018). This instrument was applied to analyze the student's proficiency in the foreign language oral production skills before the website platform insertion in the students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús in the period 2024. This test is standardized and designed by Cambridge examiners template in relation to 21st Century Skills.

On the other hand, it was considered meaningful and necessary to use a rubric to test students' oral production abilities since speeches require some criteria or guidelines to determine a good performance. "A rubric is a multi-purpose scoring guideline for assessing student products and performances" (Wolf & Stevens, 2007). In this sense, rubrics were important to clarify the teacher's expectations for a learner's speaking performance by giving detailed descriptions of those expectations.

➢ **Questionnaire.** The questionnaire is the description of the research work variables into specific questions that provide reliable information (Gómez, 2018). This questionnaire was useful to comprehend if participants (students and teacher) knew about the 21st-century skills attributes to enhance educational environments and contexts by collecting information where the teacher was free to give their opinions about the topic research. The questionnaire was used in the interview and it was applied to the English teacher of the first bachelorship at Unidad Educativa Santa Mariana de Jesús.

3.8.3 *Techniques to Collect Data*

➢ Elaboration of statistical tables, graphics, tabulation of data, and depuration of the information by using the SPSS program. Data preparation was vital for an accurate analysis

and understanding of the information. In this way, the level of oral production in the students of the first bachelorship at Unidad Educativa Santa Mariana de Jesús was determined by tabulating the students' grades, and data obtained in the evaluation. Therefore, it was considered an SPSS software program for statistical data to display through a representative graphic of the students' results. For that reason, a pie chart was used to compare the different grades obtained in the diagnosis test to find out that students had a low level of communication in the foreign language. According to Lane (2001), a pie chart is a circular statistical graphic divided into slices to illustrate numerical proportions. The size of each slice is proportional to the quantity it represents. Typically, each slice represents a different category or group, and the whole circle represents the total data set. Pie charts are commonly used to visualize data distributions and make comparisons between categories based on their relative sizes. They are especially useful when dealing with data that can be divided into discrete categories, such as percentages of a whole or parts of a single entity. (Lane, 2001).

➢ Analysis of the questionnaire used on the interview to familiarize with the procedures and methodology used by the teacher to enhance the oral communicative ability, detect issues, establish activities, methods, techniques, and instruments, and design a platform based on the 21st Century Skills strategies.

➢ Application and analysis of observation guide to comprehend better how the teacher manages the class concerning the 21st Century Skills and detect students' necessities or problems.

➢ Analysis of the statistical results for establishing relationships following the objectives.

➢ Interpretation of results supported by the theoretical framework.

➢ Make conclusions and recommendations. A website was designed as a proposal that could provide a solution to the proposed research problem. All the information obtained from this study and the different techniques, procedures, and methods were useful to determine the 21st-century competencies really may be a solution to this big problem.

Chapter IV

Applying these instruments in research on 21st-century skills for improving oral production skills provided a comprehensive approach to understanding and enhancing student performance. The observation guide offered real-time data on classroom dynamics. It was used to systematically collect data on students' oral production skills and classroom interactions. This instrument helped in understanding the current state of students' speaking abilities, the effectiveness of teaching methods, and the integration of 21st-century skills in the classroom. On the other hand, the teacher interview provided contextual insights and expert opinions. It aimed to gather qualitative insights into the teaching practices, challenges, and strategies used to enhance students' oral production skills. It also explored the teacher's perspectives on the importance and integration of 21st-century skills in the curriculum and finally, the pre-test established a performance baseline. Assessing students' baseline oral production skills before any intervention or instructional changes helped in identifying specific areas that need improvement and serves as a benchmark for measuring the effectiveness of the strategies implemented to enhance this skill. Together, these tools enable a thorough analysis of how 21st-century skills can be leveraged to improve students' oral production abilities by using the website.

4   Results and Discussion: Data Processing and Analyzing Strategies.

4.1   Analyzing of the Speaking Test.

Table 4

Oral Production Ability: Fluency (fluid speech)

Statist		
Fluency Grades		
N	Validus	34
	Lost Data	0
Mean		1.91

Note. Diagnostic test administered to students regarding fluency.

Figure 1

Oral Production Ability: Fluency Grades Frequency (fluid speech)
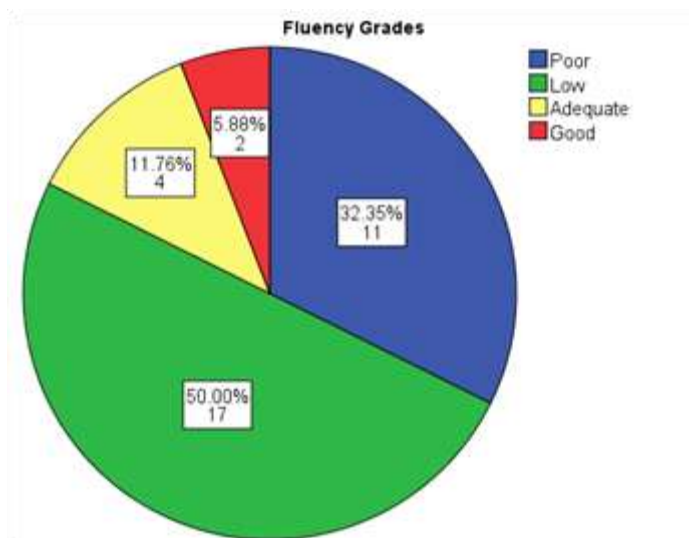
Analysis

The graph above shows fluency grades frequency in which 32.35% of them got a poor performance, 50% of them got a low performance, 11.76% of them got an adequate performance and only 5.88% of them got a good performance giving as a general mean 1.91 out of 5 points in total.

Interpretation

The results obtained shows that most of the students remain between poor and low performance while the minority barely reach a good performance. The mean is even more worrying since it shows that participants have limited exposure to speaking practice which may struggle to perform well in fluency oral production activities.

Table 5

Oral Production Ability: Pronunciation

Statist

Pronunciation Grades

N	Validus	34
	Lost Data	0
Mean		2.03

Note. Diagnostic test administered to students regarding pronunciation.

Figure 2

Oral Production Ability: Pronunciation Grades Frequency

Pronunciation Grades

Analysis

The graph above shows pronunciation grades frequency in which 14.71% of them got a poor performance, 73.53% of them got a low performance, 5.88% of them got an adequate performance, and 5.88% of them got a good performance giving as a general mean 2.03 out of 5 points in total.

Interpretation

The pronunciation grades results obtained shows that most of the students remain between poor and low performance while the minority barely reach good performance. The students' pronunciation average is low and indicates that participants have limited exposure to English pronunciation models. Students who have had minimal exposure to authentic English language contexts may struggle to accurately replicate English pronunciation patterns. This lack of exposure hampers the development of accurate pronunciation skills in oral production ability.

Table 6

Oral Production Ability: Vocabulary

Statist

Vocabulary Grades

N	Validus	34
	Lost Data	0
Mean		2.24

Note. Diagnostic test administered to students regarding vocabulary.

Figure 3

Oral Production Ability: Vocabulary Grades Frequency
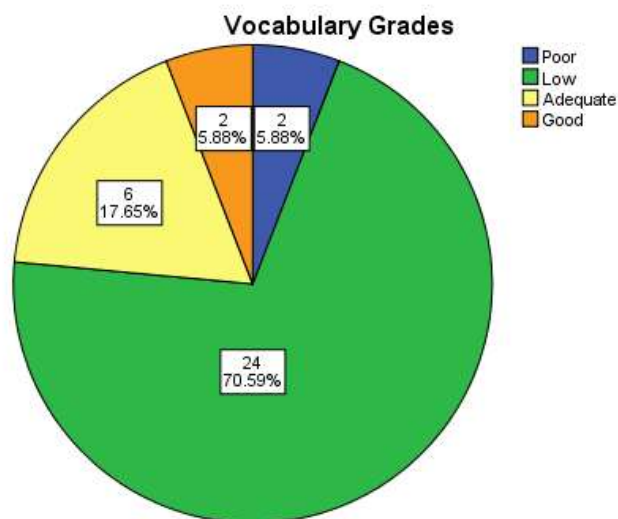
Vocabulary Grades

Analysis

The graph above showed vocabulary grades frequency in which 5.88% of them got a poor performance, 70.59% of them got a low performance, 17.65% of them got an adequate performance, and 5.88% of them got a good performance giving as a general mean 2.24 out of 5 points in total.

Interpretation

The vocabulary grades results obtained showed that most of the students remain in low performance while the minority reach between adequate, and barely good performance. The students' vocabulary average is low and indicates that participants have a limited vocabulary. For that reason, they may struggle to express themselves fluently due to a lack of varied vocabulary. This limitation hinders their ability to articulate ideas clearly and concisely, resulting in hesitations and pauses during speech (Ginther, 2013).

Table 7

Oral Production Ability: Grammar

Statist

Grammar Grades

N	Validus	34
	Lost Data	0
Mean		2.06

Note. Diagnostic test administered to students regarding grammar.

Figure 4

Oral Production Ability: Grammar Grades Frequency
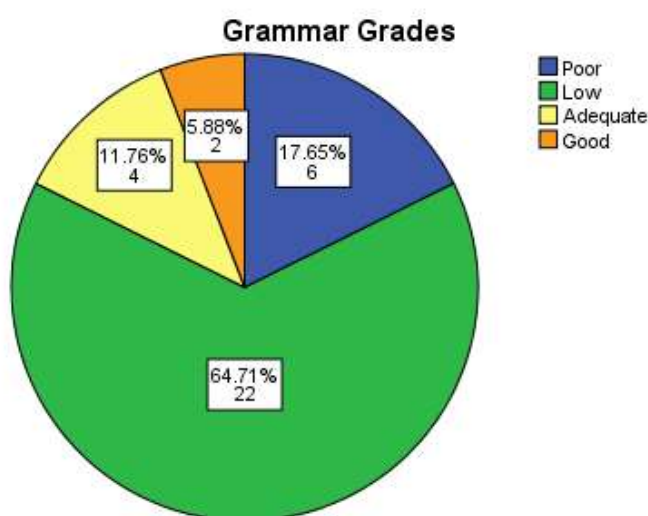
Grammar Grades

Analysis

The graph above showed grammar grades frequency in which 17.65% of them got a poor performance, 64.71% of them got a low performance, 11.76% of them got an adequate performance, and 5.88% of them got a good performance giving as a general mean 2.06 out of 5 points in total.

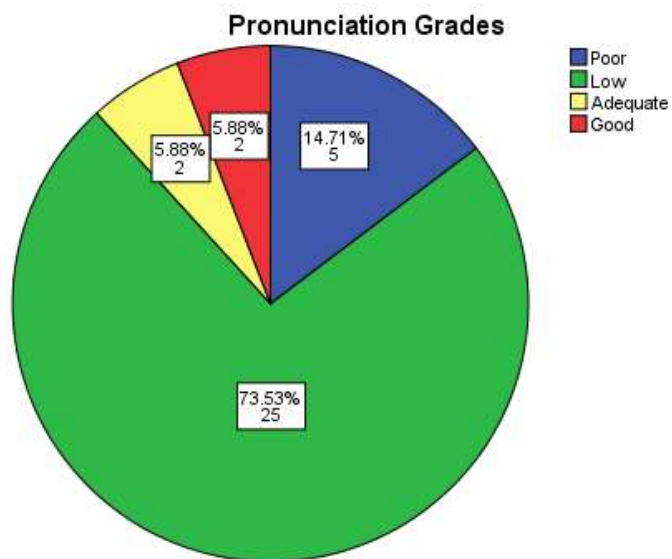**Interpretation**

The grammar grades results obtained showed that most of the students remain in poor, and low performance while the minority barely reach good performance. The students' grammar average is low and indicates that participants demonstrate difficulties in constructing

grammatically correct sentences or organizing ideas coherently, leading to disruptions in speech flow and overall fluency.

Table 8

Oral Production Ability: Interaction and Communication

Statist

Interaction and Communication Grades

N	Validus	34
	Lost Data	0
Mean		1.88

Note. Diagnostic test administered to students regarding interaction and communication.

Figure 5

Oral Production Ability: Interaction and Communication Grades Frequency

Interaction and Communication Grades
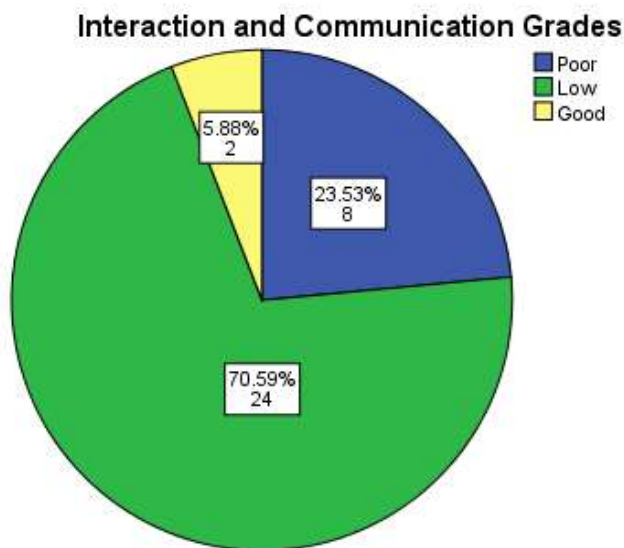
Analysis

The graph above showed interaction and communication grades frequency in which 23.53% of them got a poor performance, 70.59% of them got a low performance, and 5.88% of them got a good performance giving as a general mean 1.88 out of 5 points in total.

Interpretation

The interaction and communication grades results obtained showed that most of the students remain in poor, and low performance while the minority barely reach adequate performance. The students' interaction and communication average is low and indicates that participants struggle to initiate and maintain conversations, respond appropriately to prompts or questions, and engage in interactive exchanges, difficulties in managing turn-taking during interactive tasks. Interruptions, overlapping speech, and extended pauses may disrupt the natural flow of conversation and hinder effective communication.

4.2   Analysis and Interpretation of the Gathered Results through the Interview.

The interview was conducted with the English teacher from students of the first bachelorship "A" at Unidad Educativa Santa Mariana de Jesús corresponding to the period of the year 2024 to reflect on teacher' experiences regarding the strategies, activities, and techniques based on 21st Century Skills usage in the classroom and the benefits to improve oral communicative competence. The interview was performed by face-to-face interaction, the teacher was contacted and questioned to acquire his perspective and evaluate his responses. The participant gave his consent after receiving information about the study. The interview ensures that the participant will receive accurate information that is easy to comprehend. The interviewee's identity will be preserved out of respect for his privacy.

Table 9

Interview Analysis

N°	Questions	English teacher's responses	Analysis and Interpretation
1	What is your educational background in teaching?	I am licensed in English. I have some certificates in methodology of the foreign language, but I don't have any Cambridge certificate.	The need for continuous learning of the foreign language based on Cambridge regulations is perceived since international certificates have greater acceptance in any institution and teachers can guide and motivate students to obtain Cambridge certificates.
2	How much teaching experience do you have?	I have worked for 6 years because I am passionate about teaching. I	There is a lot of experience in teaching the foreign language which reveals the teacher's dedication and love for teaching.

		worked at Unidad Educativa Leonardo Da Vinci for 2 years, Unidad Educativa Cristiano Nazareno for 3 years, and currently at Unidad Educativa Santa Mariana de Jesús.	Elements very important to make students learn. Caring for learners is one of the most powerful and inspiring ways of teaching (Ruhl, 2016).
3	Do you use 4 main language skills: listening, speaking, reading, or writing? Which skill do you prioritize?	I try to cover all the language skills but sometimes it isn't easy because of the time and the institutional instruments. Students have more practice in writing, listening, and reading.	Students must be trained in all the skills and aspects of the language with the main objective of making students communicate in the foreign language. It is mandatory to communicate effectively, and teacher effort must be addressed to overcome communication issues (Partnership for 21 Century Skills, 2017)
4	What is your students' most difficult language skill to develop?	I think that speaking is the most difficult language skill to develop. Students always have problems	Speaking can indeed be one of the most challenging aspects for students to develop when learning English. There are several reasons like fear of making mistakes, limited opportunities for practice, vocabulary and grammar

		when they want to communicate something.	challenges, listening and comprehension skills, pronunciation and intonation complexity, and lack of confidence (Ginther, 2013).
5	What teaching methods, strategies, and techniques do you use in class?	I try to mix different methods like the direct method based on the content of the books, including repetitions, and memorization. TPR (Total physical response) is also useful for working vocabulary. I also use PPP (present, practice, produce) and translation to make students understand better.	Focusing solely on traditional teaching methods instruction can lead to several potential problems for both students and teachers such as limited interaction, passive learning (memorization and repetition), limited speaking practice, lack of authentic materials (real-life situations), minimal use of technology, and limited focus on communicative skills (Pérez, 2012).
6	Do you use any specific activities that you think	I usually use music to make students enjoy it. They learn a lot	Using music in English classrooms offers numerous benefits for language learning and teaching like engagement, language exposure, and language skills development, but it is

	are very effective among your students?	of vocabulary and we also can funnily practice grammar.	also essential for teachers to be aware of potential challenges (language complexity, accent and pronunciation) and drawbacks (limited repetition), and to plan activities carefully to maximize the advantages of incorporating music into their lessons.
7	What materials do you use during your English classes?	Whiteboard, markets, student book, workbook, computer, speakers, and the institutional platform.	It is important to supplement traditional materials with authentic and interactive resources, such as multimedia materials, realia, authentic texts, and communicative activities. By incorporating a variety of materials and teaching approaches, teachers can create dynamic and engaging learning experiences that cater to the diverse needs and interests of their students (G. Praveen Kumar, 2019).
8	Do you use any supplementary materials during your classes? Do	I try to include some educational videos and activities from the internet. There is not much access to technology in the institution.	Supplementary materials play a crucial role in enriching English language instruction, promoting authentic language use, fostering cultural understanding, supporting differentiation, encouraging critical thinking, integrating

	you include the use of technology?		technology and enhancing student engagement and learning outcomes (Scriven, 2003).
9	Are you familiar with the 21st Century Skills (critical thinking, communication, collaboration, and creativity)? If yes, how?	I have heard about these skills before but not profoundly.	There is not enough information relating to the researched subject. Recognizing and incorporating 21st-century skills into teaching English environments is essential for preparing students to communicate effectively in diverse contexts, think critically and creatively, solve complex problems, and succeed in the digital age (Ahmadi, 2017) .
10	Do you use any of these skills during your English classes?	Yes, I try to include collaboration and creativity activities during the lessons. However, it is sometimes difficult because of the space of the classes.	It is perceived the lack of creation of contexts, situations and activities that encourage the use of these skills. By embracing 21st-century skills in English language instruction, educators empower students to become proficient, confident, and adaptable English language users.
11	If you are unfamiliar with 4C skills, would you like to be trained to	Yes, I would like to be trained because I don't know well the	Teacher interviewed agreed to be trained with 4C skills. Integrating 21st-century skills into lesson planning creates meaningful learning experiences that prepare students for

	get acquainted with them?	strategies and techniques to use them.	real-world challenges and opportunities. By incorporating activities that develop these skills, teachers can make English language learning more relevant, authentic, and impactful (Partnership for 21 Century Skills, 2017).
12	Do you think the students must be equipped with the 4C skills? Do you consider they are essential for students?	Yes, critical thinking, communication, collaboration, and creativity sound like useful skills to make students learn the second language.	Teacher interviewed agreed that students must be equipped with the 4C skills. Students benefit greatly from acquiring and developing 21st-century skills alongside their language proficiency. These skills put students into enriching environments where communication is immersed in the whole process.
	Global Analysis	The results issued from the interview demonstrate that it is necessary and significant to use 21st-century skills in the classroom. However, it is a big challenge that requires a lot of planning, time, technological resources, devices, and the institution's participation and all the stakeholders.	

Note. Interview administered to the English teacher in charge of students of the first bachelorship "A" at Unidad Educativa Santa Mariana de Jesús.

4.3   Analysis and Interpretation of the Gathered Results through an Observation Guide.

Table 10

Observation Guide Analysis

Objectives	Items	Analysis and Interpretation of the Gathered Results	Contrast with the theory
To recognize if the content is appropriate, realistic, and interesting to the Ss.	Organization (lesson plan)	Learners were not engaged with the lesson because there were several misunderstandings during the lesson.	Organization is a foundational skill that underpins many other 21st-century skills, such as time management, critical thinking, and collaboration. By cultivating strong organizational habits and practices, students can enhance their effectiveness, productivity, and overall success in life (Partnership for 21st Century Skills, 2006).
	According to students' level	The content and activities were pertinent in concordance with the students' level.	Activities must be aligned with students' levels for effective skill development. The 21st Century Skills process involves the assessment of students' proficiency before

| | | | designing activities, assessing students' current levels of proficiency in relevant areas such as critical thinking, communication, collaboration, and digital literacy (Partnership for 21st Century Skills, 2006). |
| | Novel and interesting | Learners were not interested in learning the language because they just completed activities from the student book and workbook. | When designing activities that foster 21st-century skills, it's important to ensure that they are not only aligned with the student's current level but also engaging, novel, and interesting. Student-centered approach, incorporating real-world relevance, promoting collaboration and interaction, integrating technology and multimedia, and gamifying learning are examples in relation with the 21st Century Skills. (Trilling & Fadel, 2009). |

To recognize what process is applied during the lesson.	Students show interest in every activity (student motivation).	Students sometimes don't pay attention because most of the activities consisted of filling in the gap's exercises.	Interest is crucial when designing activities that aim to develop 21st-century skills. Engaging students and capturing their interest can significantly enhance their motivation, participation, and overall learning outcomes.
	Activities are related to communicating ideas, and thoughts.	Activities like debates or the creation of dialogues were hardly used since most of the questions about the topic were commonly used to check the students´ comprehension of the task so it did not require a lot of time.	21st Century Skills provide plenty of opportunities to foster oral communication competence such as activities that provide students with repeated opportunities to practice oral communication in various contexts. Through frequent engagement in activities such as presentations, debates, or discussions (Partnership for 21 Century Skills, 2017).

	Promotes the use of digital tools in the lesson.	There were no digital tools, navigating online environments, or digital content since the classroom did not have any devices.	21st-century skills emphasize the importance of incorporating digital tools and technology into the classroom to enhance teaching and learning. The use of digital tools in lessons aligns with the principles of 21st-century skills fosters digital literacy, collaboration, creativity, personalized learning, global connectivity, and the development of essential competencies for success in the modern world (Chiruguru, 2020).
	Promotes meaningful and creative learning.	Lack of activities to make students generate novel ideas, solutions, and expressions. Therefore, there was no driving progress, fostering innovation, and finding new ways to address	21st-century skills emphasize the importance of fostering creativity and innovation in education. Students are encouraged to explore their creativity, experiment with new ideas, and develop original solutions to challenges (Barseghyan, 2022). By nurturing creativity,

		challenges. They are essential to promote meaningful learning.	education becomes more dynamic, and students are more likely to find meaning and purpose in their learning experiences.
	Students participate critically in class (Incorporates activities that ask students to think and give answers).	There were no educative environments that involved analyzing information, evaluating arguments, and making reasoned judgments.	21st-century skills encourage students to think critically and solve problems creatively. Instead of simply memorizing facts, students learn to analyze information, evaluate evidence, and generate innovative solutions to complex problems, making their learning more meaningful and engaging.
To distinguish what 21st-century Century Skills activities are used to enhance oral	Topics are relevant to our reality. Based on situational problems.	Topics were not relevant to our reality since the teacher focused on completing the tasks of the student and workbook.	21st-century education seeks to make learning relevant to students' lives and future aspirations. By connecting classroom learning to real-world contexts and issues, students see the practical applications of their learning and

communication competence.			understand how it relates to their personal goals and interests. This makes learning more meaningful and motivates students to engage actively in the learning process (Fandiño, 2013).
	Incorporates activities that require students to speak in pairs or groups.	Due to the fact that students dedicate their effort to filling in gaps. There were no communicative interactions in the classroom.	Incorporating activities that require students to speak in pairs or groups is a key aspect of fostering 21st-century skills. Discussing ideas, sharing opinions, or presenting information, students practice expressing themselves verbally, enhancing their oral communication competence.
	Students know how to work in a team to achieve one common goal and get one role.	Students did not know how to work as a team since there were no established roles. Every student worked on their own.	Assigning students specific roles within a team encourages collaboration and teamwork. Each student contributes to the group's success by fulfilling their role and working together

			towards a shared objective. This promotes essential collaboration skills, which are fundamental in the 21st century (Partnership for 21 Century Skills, 2017).
	Incorporates activities that allow students to articulate their ideas through oral communication to find a solution to a given situation.	Lack of activities that promote effective communication so there were not students' opportunities to express ideas and share information.	Working in a team requires effective communication among team members. By assigning roles, students have designated responsibilities and tasks, which necessitate clear communication channels to coordinate efforts, share information, and resolve issues. This enhances students' verbal and written communication skills.
	Students participate in critical thinking activities such as debates, discussions,	Lack of activities that promote problem-solving skills such as identifying, analyzing, and	Many reasoning activities involve students working together to brainstorm ideas, share insights, and develop solutions collaboratively. Through collaborative problem-solving

	interpretations, making conclusions, judgments, etc.	solving problems effectively by thinking critically.	activities, students learn to communicate effectively, negotiate differences, and leverage each other's strengths, fostering their critical thinking skills (Heinrichs, 2016).
	Students participate in creative tasks by creating something new, drawing a picture, mind map, diagram, sketch, etc.	Lack of educative environments that promote creative speaking that stimulates students' imagination and linguistic creativity. For example, storytelling, role-playing, improvisation, and creative problem-solving tasks.	Engaging students in creative tasks using 21st-century skills can enhance their oral communication competence since they provide rich opportunities for them to develop and refine their oral communication competence. By participating in various oral communication activities such as designing thinking projects, multimedia presentations, group discussions, brainstorming sessions, interviews, etc.
	Incorporates activities that require students to	There was no integration of technology into oral production	Engaging students in activities that require the use of digital tools to create something can

	use their ICT skills such as digital tools to create videos, PPS, etc.	tasks to enhance engagement and provide access to authentic language materials.	indeed enhance their oral communication competence within the framework of 21st-century skills using digital presentations, vlogs, podcasts, digital storytelling, online collaborative projects, digital debates, and discussions.
To identify the didactic material used to develop oral communication competence.	Teaching Resources (The material is novel, creative and meaningful)	The material was no novel neither creative nor meaningful since students just completed exercises from their books.	It is important to incorporate novel and creative teacher materials, educators model innovation and inspire students to embrace new ideas and approaches. When students encounter innovative teaching methods and resources, they learn to embrace change, take risks, and innovate in their own learning and problem-solving endeavors, fostering a culture of innovation in the classroom (Pheeraphan, 2013).

	Technology (digital tools)	Lack of technological devices in the classroom. Therefore, students could not make use of digital tools.	Incorporating devices such as computers, tablets, and interactive whiteboards into the classroom is beneficial for educators to help students develop digital literacy skills, including the ability to use technology effectively, critically evaluate digital information, and navigate online environments safely. Besides, technological devices facilitate collaboration and communication among students, both within the classroom and beyond. Platforms such as email, video conferencing, collaborative document editors, and learning management systems enable students to work together on projects, share ideas, and communicate asynchronously,

			fostering teamwork, communication, and interpersonal skills (Claro, 2018).
To identify the clarifying process.	Instructions	Sometimes the instructions given to develop the activities were not clear for students. Therefore, they barely understood what to do.	Instructions should be adaptable to meet the diverse needs and learning styles of students. By providing instructions that accommodate different learning preferences, abilities, and backgrounds, educators promote adaptability and flexibility in students, enabling them to engage with learning materials in ways that are most effective for them (Ledward, 2011).
	Doubts or questions from students	Most of the time doubts and questions relating to the exercises of the book were answered.	Doubts or questions from students are important in relation to improving oral communication competence with 21st-century skills because they promote critical thinking, communication skills, active listening, problem-solving, collaborative learning, self-

| | | | regulated learning, and inquiry-based learning. By encouraging students to ask questions and engage in dialogue, educators create dynamic learning environments where students can develop oral communication skills (Hamid, 2017). |
| | Student feedback (encourages peer feedback). | Because of the time at the end of the lesson, it was difficult to check if students understood the topic or not. | Students' feedback provides valuable insights into their own learning experiences and perceptions of their oral competence. By reflecting on their strengths, weaknesses, and areas for improvement, students become more self-aware and proactive in developing their oral communication competence. Feedback from peers is valuable by providing constructive feedback to their classmates during collaborative activities, students |

			develop their own communication skills while also supporting the growth and development of their peers, fostering a culture of peer learning and mutual support (Klynhout, 2018).

Nota. Observation Guide carried out in English class of the students of the first bachelorship "A" at Unidad Educativa Santa Mariana de Jesús.

4.4   Proposal Design a title page

Web page: Smart English

4.4.1   Introduction

After an intensive analysis and interpretation of the results. It is required, and necessary the implementation of a proposal that helps teacher's effort to make students enhance their oral production competence in the foreign language. In this sense, due to the rapid advancement of technology and understanding the new contexts in this digital age of the 21st century, it is

considered appropriate to employ a website that integrates 21st-century skills as invaluable tools for improving oral production competence. On one side, this website offers interactive platforms that help students to foster collaboration, critical thinking, creativity, and digital literacy in connection with speaking the foreing language, all of them are essential components of effective communication in today's interconnected world. On the other side, this website was designed based on the different units from the book students handle so that teacher can make use of several activities prepared to review and develop the 21st century skills in accordance with improving the students' oral production.

The website was created in Google Sites which is a free, easy-editing, web-based tool for creating interactive websites. Incorporating 21st-century skills into the website platform provides a conducive environment for learners to engage in authentic communication experiences. Through interactive features such as video conferencing, discussion forums, and virtual classrooms, learners can interact with peers, instructors, and native speakers in real-time, simulating real-life communication scenarios. This hands-on approach allows learners to practice all the language skills and responding in a supportive and immersive digital environment, leading to enhanced oral communication competence.

The website was created effectively and considering the students' necessities required in the design structure and construction. Before being designed, the website went through an arduous investigation of the researched topic, problem and solutions with quality and scientific content, so that the students or teacher can benefit from the content reflected in the website.

4.4.2   Objectives:

4.4.2.1   General

- To develop an interactive website that facilitates the improvement of English oral production, integrating tools, methodologies and tecniques aligned with 21st century skills, such as collaboration, critical thinking, creativity and the usage of digital technologies.

4.4.2.2   Specific Objectives

- To encourage collaboration and social learning through oral production competence.

- To encourage critical and creative thinking by using oral production competence.

   To encourage the technology usage to improve their abilities in handling the language.

4.4.3   Website Design

Based on the analysis of the observation guide, diagnostic test, and interview. It was detected that students of the first bachelorship "A" at Unidad Educativa Santa Mariana de Jesús require to improve their oral production competence. From this analysis, activities based on the 21st century skills, digital resources, interactive platforms, and educative games were selected with the main objective of enhancing their experience in handling the foreign language.

For the design of the website, it was defined the contents in connection with the level and institutional lesson plans and books belonging to the first bachelorship "A" at Unidad Educativa Santa Mariana de Jesús that are displayed on the website with the use of multimedia materials and also activities that the teacher can apply in classroom lessons to further practice.

- **Determination of institutional strategies**. The proposed material is for the usage of asynchronous activities, where students and teacher can exchange experiences, and comments, and enrich the content they are learning through more practice.

- **Selection and organization of didactic content.** The didactic material is aligned with the content and topics from students' books based on 21st-century skills and all its benefits. It also responds to the students' needs in handling oral communication competence. The website contains entries about the 4Cs (critical thinking, communication, collaboration, and creativity) in which the teacher can use different activities and make students practice all the topics by using these skills. In this way, students are immersed in thought-provoking, collaborative, creative, and communicative exercises, and activities. There is also interactive games for students who enjoy learning, and resources where students can find plenty of platforms to practice all the language skills. These platforms offer personalized learning experiences tailored to individual learner needs, interests, and proficiency levels promoting learner autonomy and engagement.

4.4.4 Benefits of the website relating to its design

Integrating this website into English language instruction offers numerous benefits for developing oral production competence in connection with 21st-century skills such as:

- **Accessibility and Convenience**. The website provides a convenient platform for students to access language learning materials and resources anytime, anywhere. This flexibility accommodates diverse learning schedules and preferences, allowing students to engage with oral production practice activities at their own pace and convenience.

- **Authentic Language Use.** The website offers authentic language input through multimedia content such as videos, podcasts, interviews, and interactive simulations. Exposing students to authentic spoken English in various contexts helps develop their comprehension skills and provides models for natural pronunciation, intonation, and conversational strategies.

- **Interactive Speaking Activities.** It offers interactive speaking activities and communication tools that facilitate oral production practice in a virtual environment. For example, students may participate in online discussions, role-plays, debates, or virtual language exchanges with native speakers or peers, promoting collaborative learning and interaction.

- **Feedback and Assessment.** It incorporates features for providing feedback and assessment of oral production skills. For instance, students may record their speaking responses to prompts or tasks, and receive immediate feedback, and peer or teacher quizzes with the use of google forms. This promotes self-awareness, reflection, and improvement in speaking proficiency.

- **Integration of Technology Skills**. Engaging with a website for oral production practice fosters students' digital literacy skills as they navigate online interfaces, interact with multimedia content, and utilize communication tools. Developing competence in digital technologies is essential for effective communication and collaboration in the 21st century.

- **Cultural Awareness and Global Citizenship**. It exposes students to diverse cultural perspectives and global issues through authentic content and interactive activities. Engaging with speakers from different linguistic and cultural backgrounds promotes intercultural competence, empathy, and understanding, preparing students to communicate effectively in multicultural contexts.

- **Real-world Application**. It connects language learning to real-world contexts and applications, motivating students by demonstrating the practical relevance of their oral production competence. For example, students may engage in virtual language immersion

experiences, conduct interviews, or participate in online language challenges or competitions.

4.4.5 Content of the Website

The content of the website is divided into 10 units in which each unit has 3 topics. There are four different activities for each topic since there are 4 skills. Here you can see further the topics of each unit:

- **Unit 1**: Come in.

  Communication goal: Describe my room

  21st-century skills: Critical thinking, communication, collaboration, and teamwork, creativity, and innovation.

  Vocabulary: Things in a room (home vocabulary),

  Grammar: prepositions of place, there is/are, some/any, and have got.

- **Unit 2:** What a week.

  Communication goal: Discuss my daily activities

  21st-century skills: Critical thinking, communication, collaboration, and teamwork, creativity, and innovation.

  Vocabulary: Every day/free time activities.

  Grammar: Affirmative and negative present simple tenses, present simple questions, and every day/free time activities.

- **Unit 3:** Animal Magic.

  Communication goal: Talk about animals

  21st-century skills: Critical thinking, communication, collaboration and teamwork, creativity, and innovation.

Vocabulary: Animals Vocabulary

Grammar: Simple present wh-question words and adverbs of frequency.

- **Unit 4:** Let's explore

  Communication goal: Talk about places in town

  21st-century skills: Critical thinking, communication, collaboration and teamwork, creativity, and innovation.

  Vocabulary: buildings and places in town vocabulary

  Grammar: Encompasses imperatives (modal must), and the modal can (abilities).

- **Unit 5:** Fun with food

  Communication goal: Talk about food

  21st-century skills: Critical thinking, communication, collaboration and teamwork, creativity, and innovation.

  Vocabulary: weather vocabulary

  Grammar: Present continuous sentences, countable and uncountable nouns.

- **Unit 6:** Back in time

  Communication goal: To talk about things we did

  21st-century skills: Critical thinking, communication, collaboration and teamwork, creativity, and innovation.

  Vocabulary: Adjectives to describe things

  Grammar: Things we do (verbs), past simple (regular verbs).

- **Unit 7:** Bright sparks

  Communication goal: To talk about jobs

21st-century skills: Critical thinking, communication, collaboration and teamwork, creativity, and innovation.

Vocabulary: Jobs vocabulary

Grammar: Past simple (irregular verbs), and past simple (wh-question words).

- **Unit 8**: Top to toe

  Communication goal: To talk about human body parts and clothing.

  21st-century skills: Critical thinking, communication, collaboration and teamwork, creativity, and innovation.

  Vocabulary: Parts of the body, clothing.

  Grammar: Comparative/superlative adjectives.

- **Unit 9:** School's out

  Communication goal: To talk about sports and health problems.

  21st-century skills: Critical thinking, communication, collaboration and teamwork, creativity, and innovation.

  Vocabulary: Sports and activities vocabulary, health problems.

  Grammar: Be going to tenses.

- **Unit 10**: Films and friends

  Communication goal: To talk about films (cinema)

  21st-century skills: Critical thinking, communication, collaboration and teamwork, creativity, and innovation.

  Vocabulary: Types of fims

  Grammar: Gerunds/infinitives verbs

All these topics have one activity in concordance with each 21st-century skill so the teacher can use them in class. In this manner, teacher and students have more encounters where they are immersed in many scenarios and real contexts. Therefore, students have more opportunities to handle the foreign language in distinct oral production environments.

4.4.6 *Chart with structure of the website.*

Website	SmartEnglish
Learning outcomes	To handle and use language from unit 1 to 10 in different real contexts by using oral production competence in relation to 21st century skills.
Principles of 21st Century skills	Critical Thinking and Problem Solving: • Involves analyzing information, evaluating evidence, and making reasoned decisions. Helps English learners to interpret texts, understand context, and engage in meaningful conversations. Creativity and Innovation: • Encourages thinking outside the box and generating original ideas. Aids in expanding vocabulary and expressing thoughts more vividly and uniquely in English.

	Collaboration and Teamwork: • Involves working effectively and respectfully with diverse teams. Enhances conversational skills, understanding of different accents and dialects, and cultural awareness. Communication: • Encompasses listening, speaking, reading, and writing skills. Directly improves English proficiency by fostering clear and effective expression and comprehension. • Technology Literacy: Involves the ability to use technology tools and platforms effectively. Facilitates access to online English courses, interactive learning software, and global communication networks.
Website Resources	Elllo, ted, babble, bbc English, lyrics training, penpal world, learn English teens, English central, funbrain, etc.
Link of the website	https://sites.google.com/view/smartenglish-21st-century/home

Chapter V

5   Conclusions and Recommendations

5.1   Conclusions

Allowing for analysis and interpretation of results. The researcher determined the following:

- The integration of 21st-century skills significantly influence the development of oral production competence in English as a Foreign Language in the students of the first bachelorship at Unidad Educativa Mariana de Jesús. Through the emphasis on critical thinking, communication, collaboration, creativity, and digital literacy students are equipped with the necessary tools to enhance their speaking abilities in English.

    Firstly, communication skills are honed as students engage in meaningful conversations, express ideas clearly, and interact confidently with others in English-speaking environments. This not only improves their fluency but also their ability to articulate thoughts effectively.

    Collaborative activities play a crucial role in providing EFL students with opportunities to practice speaking in a supportive environment. Group discussions, debates, and presentations encourage students to communicate with peers, exchange ideas, and work together towards common goals, thus enhancing their speaking proficiency.

    Critical thinking skills are essential for effective communication as EFL students learn to analyze information, evaluate arguments, and express opinions in English. This fosters linguistic precision and enables students to engage in reasoned discourse.

    Creativity in oral production allows students to explore language in novel ways through storytelling, role-playing, improvisation, and creative problem-solving tasks. Encouraging creativity enhances linguistic fluency and flexibility in using English.

- It is concluded that academic performance remains between the ranges of 4–7 in the students of first bachelorship at Unidad Educativa Santa Mariana de Jesús which means low domain of the oral production skill. This diagnosis was significant in identifying the students' needs in real-life English-spoken environments. For that reason, it was necessary to include 21st-century skills to foster the oral production competence through a website platform.

- It is concluded that the website platform empowers EFL students to leverage digital tools using the 21st Century Skills for practicing oral production skills, accessing authentic language materials, and engaging in interactive activities online. This expands their opportunities for language practice and exposure beyond the classroom.

5.2 Recommendations

Based on the influence of 21st-century skills on the development of oral production competence in English as a Foreign Language in the students of the first baccalaureate at Unidad Educativa Santa Mariana de Jesús, here are some recommendations:

- **Integrate Collaborative Learning Opportunities**. Design speaking activities that promote collaboration among EFL students. Group discussions, debates, and peer-led presentations encourage interaction and allow students to learn from one another. Encourage cooperative learning strategies that foster teamwork and mutual support.

- **Incorporate Critical Thinking Tasks**. Include speaking tasks that require students to analyze, evaluate, and synthesize information. For example, create debate topics that prompt students to critically evaluate arguments or organize speaking activities that challenge them to present evidence-based opinions. This cultivates higher order thinking skills and enhances oral expression.

- **Promote Creative Expression**. Incorporate creative speaking activities into the curriculum to stimulate students' imagination and linguistic creativity. Encourage storytelling, role-playing, improvisation, and creative problem-solving tasks that allow students to explore language in engaging ways. Provide opportunities for students to express themselves authentically and experiment with language usage.

- **Leverage Digital Tools and Resources.** Integrate technology into oral production tasks to enhance engagement and provide access to authentic language materials. Utilize video conferencing platforms, language learning apps, multimedia resources, and online forums to facilitate speaking practice outside the classroom. Encourage students to create digital presentations, podcasts, or videos to showcase their oral proficiency.

- **Provide Constructive Feedback and Reflection**: Offer regular feedback on students' oral production skills to support their growth and improvement. Focus on specific language features, pronunciation, fluency, and coherence. Encourage self-assessment and peer evaluation to promote reflection and goal setting. Create a supportive learning environment where students feel comfortable taking risks and learning from mistakes.

- It is necessary to offer authentic speaking opportunities. Create authentic speaking tasks that simulate real-world communication situations. For example, organize role-plays based on everyday interactions, workplace scenarios, or social events. Encourage students to participate in language exchange programs, community service projects, or cultural events where they can practice speaking English in authentic contexts. In this way, students will be frequently immersed in collaborative tasks where communication, critical thinking, and creativity are paramount competencies to advance.

- Students should realize the advantages of using technology and digital tools to learn English. Teachers and other staff involved in the learning process must understand how important these benefits are. Today, website platforms, apps and online courses allow you to co-create that environment very easily. It can be learned vocabulary, as well the entire language knowledge of skills contemplating those necessary for tackling 21st century problems (the future competencies).

5.3 Timeline

Detail	Percentage	CRONOGRAMA																			
		Week 1					Week 2					Week 3					Week 4				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Introduction	5%	X																			
Problem setting	10%		X	X																	
Research Line	5%			X																	
Objectives	20%				X	X	X	X	X												
Justification	10%									X	X										
Relevance and applicability of the proposal	10%										X	X									
State of the art	15%												X	X	X						
Methodology	15%																X	X	X		
Chronogram	5%																			X	
Bibliographic references	5%																				X
TOTAL	100%																				

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5.5   Appendices Attachments "1"

Observation Guide

INSTITUTION NAME: Unidad Educativa Santa Mariana de Jesús

SUBJECT: English   **COURSE:** 1st Baccalaureate

RESEARCHER: Jefferson Villalba   **SCHOOL YEAR**: 2024

DATE: 3/11/2024   **TIME:** 1 hour

Observation Guide applied to check the application of the methodology and strategies the teacher uses in the English teaching-learning process in developing oral communication competence.

PROMPTS	SCORES			
	NEVER	RARELY	SOMETIMES	ALWAYS
CONTENTS:				
Organization (Lesson plan application)				
According to students' level				
Novel and interesting				
LEARNING DEVELOPMENT:				
Students show interest in every activity (student´s motivation).				
Activities are related to communicate ideas, thoughts.				
Promotes the use of digital tools in the lesson.				
Promotes meaningful and creative learning.				
Students participate critically in class (Incorporates activities that ask students to think and give answers).				
Students participate in work group activities.				
METHODOLOGY:				

Topics are relevant to our reality. Based on situational problems.				
Incorporates activities which require students to speak and in pairs or groups.				
Students know how to work in a team to achieve one common goal and get one role.				
Incorporates activities that allow students to articulate their ideas through oral communication to find a solution to a given situation				
Students participate in critical thinking activities such as debates, discussions, interpretations, making conclusions, judgements, etc.				
Students participate in creativity tasks by creating something new, drawing a picture, mind map, diagram, sketch, etc.				
Incorporates activities, which require students to use their ICT skills such as: digital tools to create videos, ppt, etc.				
Provides different opportunities after an activity for feedback or peer feedback.				
DIDACTIC MATERIAL:				
Teaching Resources: The material is novel, creative and meaningful				
Technology (digital tools)				
CLARIFY				
Instructions				
Doubts or questions from students				
Student's feedback: Encourages peer feedback				

SOURCE: Observation guide administrated.

AUTHOR: Jefferson Villalba

5.6   Attachment "2"

Oral Production Test

Names:

Student A: ……………………………

Student B: ……………………………   **Course**: ………

Date: ………………………

General Directions

In the ORAL test, you will be able to demonstrate how well you speak English. The test will last approximately 15 minutes. You will be asked questions by an interviewer (teacher). The questions are printed in the test book and the time you will have to answer each one is printed in parentheses before the question. You are encouraged to answer the questions in the time allowed. As you speak, your voice will be recorded. Your score for the test will be based on your speech sample and a rubric. Be sure to speak loudly enough for the machine to record clearly what you say. The test will be developed in pairs.

> **Part 1 (2-3 minutes)**

Part 1. Critical Thinking-problem solving Skills. You are demanding to analyze the

following statement relating to stress and your background relating to it.

"Teenagers are more stressed than ever today"

Student A

- Do you agree or disagree? Why?
- What are the causes of this problem?
- Tell about some activities that make you feel stressed.

Student B

- Do you agree or disagree? Why?
- Why is this a problem?
- Tell about some activities that make you feel stressed.

Part 2. **Creativity and Communication Skills.** Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

Student A

Here is your photograph. It shows someone relaxing while cooking. Please tell us what you can see in the photograph. Approx. 1 minute.

Back-up prompts
- Talk about the people/person.
- Talk about the place
- Talk about why this activity is relaxing.

Student B

Here is your photograph. It shows someone at home after school. Please tell us what you can see in the photograph. Approx. 1 minute.
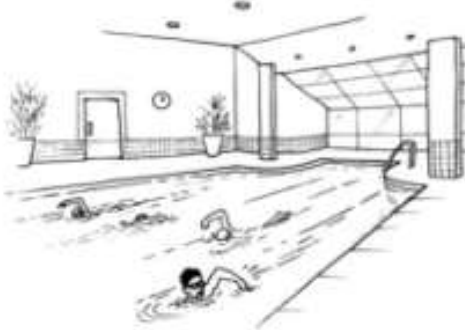

Back-up prompts
- Talk about the people/person.
- Talk about the place
- Talk about why this activity is relaxing.

Part 3. **Collaboration and Communication Skills.** Now, in this part of the test you're going to talk about something together (in pairs) for about three minutes. I'm going to describe a situation to you.

A young man works very hard and has only one free day a week. He wants to find an activity to help him relax. Here are some activities to help him relax. Now, talk together about the different activities he could do, and then I'd like you to decide which would be most interesting.

Activities to help the man relax

Part 4 (2-3 minutes)

Part 4. Critical Thinking, Collaboration, Communication, Creativity Skills. Further conversation. Now you are demanding to talk to your classmate about the following questions:

- What do you do when you want to relax? (Why?)
- Do you prefer to relax with friends or alone? (Why?)
- Is it important to do exercise in your free time? (Why? /Why not?)
- Is it useful to learn new skills in your free time? (Why? /Why not?)
- Do you think people spend too much time working/studying these days? (Why? /Why not?)

Select any of the following prompts, as appropriate:
- How/what about you?
- Do you agree?
- What do you think?

5.7   Attachment "3"

Rubric

	Fluency	Pronunciation	Vocabulary	Grammar	Interaction and communication
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent.	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; articulate ideas and thoughts very effectively using oral communication skills for a range of purpose (e.g. to inform, instruct, motivate and persuade).
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; articulate ideas and thoughts effectively using oral communication skills for a range of purpose (e.g. to inform, instruct, motivate and persuade). .
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native.	Adequate language control; vocabulary range is lacking.	Frequent grammatical errors that do not obscure meaning; little variety in structures.	Adequate description; articulate ideas and thoughts using oral communication skills for a range of purpose (e.g. to inform, instruct, motivate and persuade).
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent.	Weak language control; basic vocabulary choice with some words clearly lacking.	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech, inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent.	Weak language control; vocabulary that is used does not match the task.	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand.

5.8 Attachment "4"

Pre-study Interview with the Teacher

1. What is your educational background in teaching?

2. How much teaching experience do you have?

3. Do you use 4 main language skills: listening, speaking, reading, or writing? Which skill do you prioritize?

4. Which is the most difficult language skill for your students to develop?

5. What teaching methods, strategies, and techniques do you use in class?

6. Do you use any specific activities that you think are very effective among your students?

7. What materials do you use during your English classes?

8. Do you use any supplementary materials during your classes? Do you include the use of technology?

9. Are you familiar with the 21st Century Skills (critical thinking, communication, collaboration, and creativity)? If yes, how?

10. Do you use any of these skills during your English classes?

11. If you are unfamiliar with 4C skills, would you like to be trained to get acquainted with them?

12. Do you think the students must be equipped with the 4C skills? Do you consider they are essential for students?

5.9   Attachment "5"

Figure 6

Cintia Trujillo and Camila Flor Oral Communication Test

ORAL COMMUNICATION TEST

Names:

Student A: Cintia Trujillo.

Student B: Camila Flor

Date: Monday 18ᵗʰ of March, 2024

School Name: U.E. "Santa Mariana de Jesús"

Course: 1ˢᵗ bgu "A"

General Directions

In the ORAL test, you will be able to demonstrate how well you speak English. The test will last approximately 15 minutes. You will be asked questions by an interviewer (teacher). The questions are printed in the test book and the time you will have to answer each one is printed in parentheses before the question. You are encouraged to answer the questions in the time allowed. As you speak, your voice will be recorded. Your score for the test will be based on your speech sample and a rubric. Be sure to speak loudly enough for the machine to record clearly what you say. The test will be developed in pairs.

Part 1 (2-3 minutes)

Part 1. Critical Thinking-problem solving Skills. You are demanding to analyze the following statement relating to stress and your background relating to it.

"Teenagers are more stressed than ever today"

Student A

- Do you agree or disagree? Why?
- What are the causes of this problem? *Internet, technology, addictions*
- Tell about some activities that make you feel stressed. *Homework Tasks*

Student B

- Do you agree or disagree? Why?
- Why is this a problem?
- Tell about some activities that make you feel stressed.

Part 2 (2-3 minutes)

Part 2. Creativity and Communication Skills. Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

Student A

Here is your photograph. It shows someone relaxing while cooking. Please tell us what you can see in the photograph. Approx. 1 minute.

Back-up prompts
- Talk about the people/person. *Cooking*
- Talk about the place *Kitchen*
- Talk about why this activity is relaxing.
  ↳ entertaining

Student B

Here is your photograph. It shows someone at home after school. Please tell us what you can see in the photograph. Approx. 1 minute.

Back-up prompts
- Talk about the people/person. *watching T.V.*
- Talk about the place *Living Room*
- Talk about why this activity is relaxing.
  ↳ Entertaining

Part 3 (3-4 minutes)

Part 3. Collaboration and Communication Skills. Now, in this part of the test you're going to talk about something together (in pairs) for about three minutes. I'm going to describe a situation to you.

A young man works very hard and has only one free day a week. He wants to find an activity to help him relax. Here are some activities to help him relax. Now, talk together about the different activities he could do, and then I'd like you to decide which would be most interesting.

Activities to help the man relax
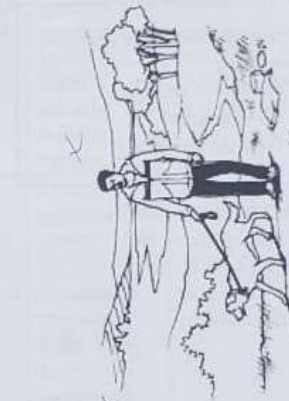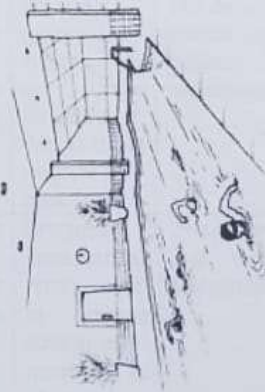
Part 4 (2-3 minutes)

Part 4. Critical Thinking, Collaboration, Communication, and Creativity Skills.
Further conversation. Now you are demanding to talk to your classmate about the following questions:

- What do you do when you want to relax? (Why?) A
- Do you prefer to relax with friends or alone? (Why?) B
- Is it important to do exercise in your free time? (Why? /Why not?) A
- Is it useful to learn new skills in your free time? (Why? /Why not?) B
- Do you think people spend too much time working/studying these days? (Why? /Why not?) both

Select any of the following prompts, as appropriate:
- How/what about you?
- Do you agree?
- What do you think??

RUBRIC

	Fluency	Pronunciation	Vocabulary	Grammar	Interaction and communication
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent.	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; articulate ideas and thoughts very effectively using oral communication skills for a range of purpose (e.g. to inform, instruct, motivate and persuade).
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; articulate ideas and thoughts effectively using oral communication skills for a range of purpose (e.g. to inform, instruct, motivate and persuade).
3	Speech is relatively smooth; some hesitation and unevenness are caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native.	Adequate language control; vocabulary range is lacking.	Frequent grammatical errors that do not obscure meaning; little variety in structures.	Adequate description; articulate ideas and thoughts using oral communication skills for a range of purposes (e.g. to inform, instruct, motivate, and persuade).
2	Speech is frequently hesitant with some sentences left uncompleted; volume is very soft.	Pronunciation is okay; No effort towards a native accent.	Weak language control; basic vocabulary choice with some words clearly lacking.	Frequent grammatical errors even in simple structures that at times obscure meaning.	The description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech, inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent.	Weak language control; vocabulary that is used does not match the task.	Frequent grammatical errors even in simple structures; meaning is obscured.	The description is so lacking that the listener cannot understand.

5.10 Attachment "6"

Figure 7

Teacher's Interview Answers

INTERVIEW WITH THE TEACHER

1. What is your educational background in teaching?

   I have worked for 6 years I was working at Unidad Educattiva Leonardo da Vinci, U.E Cristiano Nazareno, and U.E Santa Mariana de Jesús.

2. How much teaching experience do you have?

   I am licensed in English. I have some certificates about methodolgy of the foreing language but I don't have any cambridge Certificate.

3. Do you use 4 main language skills: listening, speaking, reading, or writing? Which skill do you prioritize?

   I do the effort to cover all the language skils but sometimes It is difficult. I prioritize writing and reading.

4. What is your students' most difficult language skill to develop?

   I think that "speaking" is the most difficult language skill to develop. Students always have problems when they went to communicate something.

5. What teaching methods, strategies, and techniques do you use in class?

   I try to mix different methods like the direct method based on the content of the books, Include repetitions, and memorization, TPR is also useful and translation makes students to understand better. I also use music

6. Do you use any specific activities that you think are very effective among your students?

   I usually use the music to make students enjoy. They learn a lot of vocabulary and are also can practice grammar in a funny way.

7. What materials do you use during your English classes?

   Whiteboard, markets, student book, work book, computer, and speakers, (Institutional platform)

8. Do you use any supplementary materials during your classes? Do you include the use of technology?

I try to include some educational videos and activities from the internet. there is not much access to technology in the istitution.

9. Are you familiar with the 21st Century Skills (critical thinking, communication, collaboration, and creativity)? If yes, how?

I have heard about these skills before but not profoundly.

10. Do you use any of these skills during your English classes?

Yes, I try to include collaboration and creativity activities during my lessons. Sometimes is difficult because of the space of the classes.

11. If you are unfamiliar with 4C skills, would you like to be trained to get acquainted with them?

Yes, I would like to be trained because I don't know well the strategies and techniques to use them.

12. Do you think the students must be equipped with the 4C skills? Do you consider they are essential for students?

Yes, critical thinking, communication, collaboration and creativity sounds like useful skills to make students learn the second language.

5.11 Attachment "7"

Figure 8

While applying oral communication test to students of the first bachelorship "A"

at Unidad Educativa Santa Mariana de Jesús.

5.12 Attachment "8"

Figure 9

Interview with the teacher in charge of students of the first bachelorship "A" at

Unidad Educativa Santa Mariana de Jesús.