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**Topic:**

**PROJECT- BASED LEARNING (PBL) IN DEVELOPING SPEAKING SKILLS IN  
THE CLASSROOM**

**Research project prior to obtaining the title of Master's Degree in English as  
a Foreign Language Pedagogy**

**Line of research:**

Innovative Pedagogies to the English Language

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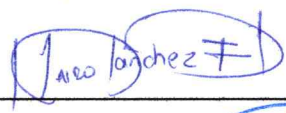
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November 2022

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## **DEDICATION**

I dedicate my thesis work to the person who is reading my project because, in a way, he or she is a person who will recognize the effort and perseverance that are involved in a Master's Program in times of pandemic.

## **ACKNOWLEDGMENT**

One of the most significant phrases that echo in my head is "The planets align as long as you wish it with all your inner being," so definitely, I thank God, my guardian angel, my dear and appreciated husband, and my most precious treasures who are my children for helping me in every step of the way to achieve one of my greatest dreams. Sacrifice, responsibility, and perseverance are values that, thanks to my father, Luis Heriberto Urgilez Urgilez, I internalized to the maximum level in my development as a mother, wife, friend, and professional woman.

## RESUMEN

La necesidad del dominio del idioma inglés se concentra en su aceptación mundial, convirtiéndose en una de las lenguas más utilizadas, que da paso a la conexión con entornos internacionales ya sean carácter laboral o académico; dado que su importancia está encaminada al conocimiento de información más actualizada, cuyas primicias son generadas en la lengua nativa y generalmente traducidas al inglés; por lo que el presente estudio tiene como objetivo determinar si el Proyecto Basado en el Aprendizaje beneficia la producción del speaking en los estudiantes del Tercer año de Bachillerato Unificado, para lo cual se requiere la aplicación de un diseño metodológico cuasi-experimental, con enfoque cuantitativo, bajo la modalidad socio-educativa y con aplicación de la investigación descriptiva, explicativa y correlacional como nivel de profundidad; además se requiere de la observación y entrevista como técnicas de investigación; con los instrumentos lista de cotejo, pre y post test respectivamente; los mismos que serán contruidos para identificar los cambios en la variable “producción oral”, una vez aplicada la estrategia metodológica ABP en un muestra de 50 estudiantes de Tercer Año de Bachillerato, divididos en dos grupos, siendo uno de ellos, el grupo experimental; y así, resolver la hipótesis “El aprendizaje basado en proyecto (ABP) beneficia la habilidad del speaking en los estudiantes de las aulas ESL”, para poder obtener resultados direccionados a mejorar la habilidad del speaking en los estudiantes de las aulas ESL, en relación a su pronunciación, fluidez, vocabulario, precisión gramatical, estrategia de comunicación y coherencia.

**Key Words:** Aprendizaje Basado en Proyectos, Inglés, ESL, Speaking, Producción Oral

## ABSTRACT

The necessity to master the English language is focused on its worldwide acceptance, becoming one of the most used languages, which leads to the connection with international environments, whether work or academic purposes; given its importance which is aimed to the knowledge of the most updated information, whose scoops are generated in the native language and generally translated into English. Therefore, the present study aims to determine whether Project-Based Learning (PBL) benefits the speaking production of third-year students of the General Unified Baccalaureate (BGU) for which the application of a quasi-experimental methodological design is required, with a quantitative approach, under the socio-educational modality and with the application of descriptive, explanatory and correlational research as a level of depth; observation and interview are also required as research techniques; with the instruments checklist, pre-test and post-test respectively; the same that will be constructed to identify the changes in the variable "oral production", once the PBL methodological strategy is applied in a sample of 50 students in the third year of high school, divided into two groups, one of them being the experimental group; and thus, to solve the hypothesis "Project-based learning (PBL) benefits speaking skills in ESL classroom students", in order to obtain results aimed at improving speaking skills in ESL classroom students, in relation to their pronunciation, fluency, vocabulary, grammatical accuracy, communication strategy and coherence.

**Keywords:** Project-Based Learning, English, ESL, Speaking, Oral Production

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## INTRODUCTION

PBL is different from traditional instruction because it emphasizes learning through student-centered, interdisciplinary, and integrated activities in real-world situations, according to Solomon (2008). In this sense, Project-based learning (PBL) is an instructional strategy with applications beyond the classroom; consequently, the ability to speak English must be assessed using projects that allow for authentic, genuine, meaningful, and sustained communication in the practice of English in a natural context.

Oral communication takes place in face-to-face conversations, group discussions, telephone calls and other circumstances in which spoken word is used to express meaning, about Ricky W. Griffin (2007). With this in mind, it is a complex, systemic and dynamic process involving individual and conceptual elements to perform this skill appropriately. It is manifested and developed with the intervention of a diversity of factors, basically related to the motivation and proactive attitude of the learner and the contextualized instruments of teacher facilitation.

Additionally, to get assertive oral communication, it is necessary to identify in a diagnostic test the level of oral competence of students to obtain information about their strengths and learning challenges. With the examination results, it could be observed if the teaching procedure implied by the PBL methodology foster an attitudinal change based essentially on proactivity and a qualitative and quantitative increase in motivation levels.

Oral communication takes place when spoken words are used to transfer information and understanding from one person to another, meanwhile, Poonpon, K (2017) states. Hence, the whole PBL process needs to be addressed directly to the learners since they are the protagonist of learning. Even though a teacher assigns the projects, the results always depend on students' efforts. Thus, by using functional communication in English within a natural context, students become even more capable of learning to think quickly. They improve their listening and thinking skills and enhance their speaking in the foreign language because PBL requires

students to have a greater awareness of the purpose of the communication process to create thoughtful opinions, all in English.

Communication strategies play an integral role in language acquisition. Willems (1987) argues that introducing communication strategies allows weaker learners to develop a feeling of being able to do something with the language (p.352) and thus derive language learning motivation. A solid base in oral communication helps learners become strong communicators and promotes self-confidence and motivation. Mastering this feature in the second language acquisition undoubtedly has a decisive role; it is essential to emphasize that the ability to speak is an interactive scheme of constructing meanings, relationships, and bonding processes with a predetermined environment. Therefore, English teachers sufficiently prioritize their attention to the oral production of the target language.

Consequently, a rich environment should be provided where meaningful communication takes place instead of leading students to memorization. In other words, the aspects mentioned earlier are the fundamental basis of the present research. PBL focuses on communicative competence with a convergence between situational scope and the relevance or significance that oral production in a foreign language acquires in itself.

As it turns out, English is mainly spoken worldwide; approximately 350 million people manage it, the world's most useful language. Furthermore, the requirement to learn English becomes increasingly imperative (Lustig, 2018). However, some boundaries, such as lack of teachers' training and inadequate methodology, interfere with learning in developing countries.

In the European Union (EU), learning English is mandatory in 14 countries, starting in elementary school. In addition, these countries have, as a rule, to study two foreign languages for one year while attending regular education. For this reason, the EU seeks to become the most competitive and dynamic knowledge economy in the world (Hernández, 2014); with this European reality, a competitive gap in

educational development makes a notable difference in the Latin American context and especially in Ecuador one.

On the other hand, Russia has taught English as part of its educational system. This country has applied the PBL methodology of English as a Second Language (ESL); to achieve autonomy and perform fluent conversations. It is worth mentioning that, learning English in this country also presents barriers, for example memorization problems, dual pronunciation, limited access, and above all, the Russian socio-cultural context (Gonzalez, 20 15).

In China, the difficulty of learning a different language from the native one can be reduced with 'the motivational system of the self in L2, where students can simultaneously learn two or more languages, taking as a basis the learning of English. Although this can generate adverse effects when learning other languages because students generally employ much dedication in their mastery (Xiuchuan et al., 2018).

The Latin American context pursues the learning of English as a tool for international communication within a globalized world that is progressively assertive. However, to achieve this, methodological teaching strategies must respond to countries' sense of identity. Considering the needs and conditions of every country, students can integrate into the world from their culture. So, the problem of foreign language teaching in Latin America is related to the decision of which culture to choose to, through it, teach (Acosta et al., 2018, p. 641).

In Colombia, English language teaching is in the current educational system. However, the teaching-learning process is limited by obsolete methodologies, lack of adequate resources, classes with large groups and with unequal levels of language knowledge, apathy, boredom, loss of interest and insecurity (Roldán, 2016, p. 17).

Meanwhile, in Concepción Chile, teaching English deficiencies are related to the lack of qualified teachers. Many have not gotten an academic linguistic degree, but

they have empirical experiences and knowledge about the language. Another limitation is the level of demand in the curricula, the lack of educational tools and suitable areas, and the shortage of training programs for both teachers and students (Cisterna et al., 2019).

Ecuador recognizes the importance of language learning as professional training in teaching English as a foreign language within national curricula, according to Chávez et al (2017). Even so, students show problems developing the four skills of this language. A limitation is the lack of trained professional programs for teachers. Also, it is needed to count on better infrastructure and more economic resources to improve the teaching-learning process.

As regards, in Tungurahua province, one of the reasons why the speaking skill has not been developed in the teaching-learning process is the lack of application of playful strategies in the classroom, Guevara (2017) establishes that statement. With these techniques, students could learn more dynamically and entertainingly, which leads to limited use of skills that do not consider each student's capabilities or learning styles. In this sense, the Ministry of Education in 2016 in the highland and 2017 in the coastal region established that the subject of English is mandatory from the second year of primary education until the third year of high school.

Research in the National University of Education (UNAE) shows that, learning English has not generated the expected results. Only a minimum percentage of students of the "Bachillerato General Unificado" (BGU) achieve the desired proficiency in the language. Many of them will have difficulties with this language throughout their higher education. This fact limits them from getting international scholarships or developing postgraduate studies where a specific level of English is required. Thus, the problem is concentrated on the lack of financial, human, and material resources for properly teaching this language, all linked to the inhabitants' customs and decisions of the country's educational system (Ortega & Auccahuallpa, 2017).

In Unidad Educativa Particular Catholica de Cuenca, students in the Third Year of Bachillerato during the school year 2021-2022 have faced different limitations that affect their development of speaking skills. Evidence illustrated teachers' lack of preparation in methodology for developing oral production skills. On top of that, there is no laboratory to play audios to practice listening activities, which is directly related to oral production. Likewise, there is no indicator of regular language performance by the students, who generally speak in English during class and then return to their mother tongue.

In the same way, with the application of the Communicative Language Teaching Method; and based on the results obtained through Classroom Observation Reports issued by Cambridge University Press and the Area Coordination, it was determined that of the seven English teachers the school has, only one applies strategies addressed to the oral production of the language.

Nevertheless, students present complications when speaking in English for the following reasons: lack of mastery of vocabulary, little use of basic expressions and connectors that promote naturalness, and poor fluency in oral production when expressing personal opinions or comments. Regarding content, students do not produce the language based on previously analyzed grammatical structures. They also make mistakes in class, such as understanding instructions and varied questions within the range of their lexis. Therefore, their spoken answers do not correspond to the teacher's requests.

Given the context of the problem posed, the following research question is generated: How does Project-Based Learning (PBL) benefit the development of speaking in ESL classroom students?

Based on the identified problem, the following hypothesis is proposed:

- Project-based learning (PBL) benefits speaking skills in ESL classroom students.

From the analysis conducted, the general and specific objectives are established:

### **General Objective**

- To determine if Project-Based Learning (PBL) benefits the speaking production of third-year students of the General Unified Baccalaureate (BGU).

### **Specific Objectives**

1. To analyze the theoretical references related to Project-Based Learning (PBL) and English as a Second Language (ESL).
2. To apply the Project-Based Learning (PBL) methodology to the students of the third year of the Unified General Baccalaureate (BGU).
3. To evaluate the effectiveness of the correlation of the Project-Based Learning (PBL) and Speaking variables.

In concern with the study's objectives, a quasi-experimental methodological design is needed, with a quantitative approach, under the socio-educational modality and applying descriptive, explanatory, and correlational research as a level of depth. Furthermore, the survey, observation, and interview are required as techniques; with the pre and post-test instruments, checklist, and questionnaire, the same will be constructed to identify the changes in the variable "oral production" once the PBL methodological strategies have been applied.

### **Justification**

This project aims to improve students' interactivity in oral production in English to make it more accurate, spontaneous, intentional, and contextualized. This process requests the teacher as a facilitator and the collaborative work of the students because learning a foreign language is not only based on memorizing grammatical rules and a certain number of words but on the construction or reconstruction that the students themselves must do of a culture and their environment.

Therefore, the primary purpose of learning a language is to communicate, and oral communication skills are fundamental to literacy development and essential to thinking and learning. It can even be said that these skills unite with others. They are all the components of a language because, through speaking, learners not only talk to others but also explore and come to understand ideas and concepts, identify and solve problems, organize their experience and knowledge, and express and clarify their thoughts and feelings.

Indeed, speaking skill is essential for interaction in the school setting, at home, and in the community. The insertion within the PBL approach and methodology process must increase proactivity and student motivation. This application takes place in a natural context, not a simulated one. That is why PBL brings intentionality quantitative and qualitative levels of communication, which contributes to increasing the interaction of students in oral production.

## **CHAPTER 1. STATUS OF ART AND PRACTICE**

### **1.1. Project-Based Learning Methodology**

#### **Constructivist Theory**

As a vision directly addressed toward learning, constructivism assures that, people can actively construct or create their knowledge, and their experiences determine that reality. Following the foundational conceptions of this theory, Rodriguez (2015) considers constructivism a personal construction of meaning by the learner. Through experience and that meaning is influenced by the interaction of prior knowledge and new events, which enact the principle that human learning is constructed and that learners build new knowledge based on prior learning, (p. 34).

Learning is active rather than passive. In his study, Ortiz (2015) ratifies that he reaffirms that, the passive view of teaching sees the learner as 'an empty vessel' to be filled with knowledge, while constructivism establishes that learners construct meaning only through active engagement with the world, (p. 100); that is, through experiments or from solving problems related to the real world.

Information can be received passively. However, it does not guarantee its comprehension since it comes from specific significance among prior knowledge, new knowledge, and the processes involved in learning, moreover, Trujillo (2017) confirms that. This means, the same lesson, teaching, or any activity may result in different learning for each learner, as their subjective interpretations differ. In other words, each learner has a distinctive point of view, based on pre-existing knowledge and values, (p.102).

On the other hand, also adhering to the original postulates of constructivist theory, revalidates four main characteristics linked to the environments inherent to constructivist learning, centered on implementing strategies such as the need to share knowledge between teachers and students, Acosta (2018). They also need to show a certain sense of authority, the role of the teacher as facilitator, and an

instructional dynamic aimed at learning groups composed of a small number of heterogeneous students.

Regarding the results derived from the possible applications of the constructivist theory, Carranza (2017) revalidates the essential foundations of this theory, such as the dynamic character, it generates in the student proactivity in all the implications of the process. Muñoz (2015); also reaffirms the emphasis on those results related to developing skills framed within critical thinking, analytical capacity, and creativity.

In addition to the benefits that come from promoting diverse points of view. Both authors also point out that, this theory's applications motivate students towards reflection as a constant exercise, allowing them to self-evaluate their work and identify intermediate skills to acquire according to their specific and individual needs.

In this sense, it should also be noted that there are many ways to incorporate these benefits into instructional development. Although, it is essential to mention that, people may share common knowledge and learn differently. Nonetheless, education can be influenced by cultural factors. Because cultures and their knowledge base are constantly in the process of change and the knowledge stored by individuals is not a rigid copy of a socially constructed model (Muñoz, 2015, p. 22).

### **Meaningful Learning Theory**

Learning has been studied in different fields such as education and psychology. From these analyses have emerged different theories that seek to understand it. Among the different types of learning, students find the meaning one, the same that has been exposed by the American psychologist, David Ausubel, and within the constructivist current developed during the 1960s.

It differs from rote learning in that a connection is obtained between the students' previous knowledge and the newly acquired knowledge, while rote learning consists simply in retaining concepts without the need to understand (Rodríguez, 2015, p. 33).

Meaningful learning enables students to associate the acquired material with previous knowledge or experiences that serve as an anchor when obtaining new knowledge. It allows the student to establish connections that lead to comprehensive and lasting learning (Ortiz, 2015, p. 97). In contrast, Trujillo (2017); reminds us that, there are "three types of meaningful learning and all of them make up a process of obtaining lasting knowledge connected to the acquisition of previous knowledge and skills (p. 27).

On the one hand, there is another type of learning called representational. It is based on symbols and words, is primary and elementary, and others depend on it. Whereas there is the learning of concepts that occurs as the student diversifies his vocabulary, holding words or concepts that can be acquired through discovery or interaction with the teacher.

Moreover, there is also propositional learning that consists of the union of previous learning. The image is associated with the word and its meaning so that an expressed idea is generated (Trujillo, 2017, p. 28).

From the characteristics of meaningful learning, the teacher must take into account the students' prior knowledge before starting to teach new material. In this way, researchers such as Acosta (2018) affirm that, the symbols, phrases, concepts, images, ideas, and propositions learned are connected with new knowledge. Through these connections, students have the opportunity to associate their prior knowledge with the new concepts taught in the classroom. Furthermore, the acquired knowledge is stored in long-term memory, causing personalized and constant learning.

Among the results or benefits derived from meaningful learning is student motivation, which is fundamental to obtain meaningful learning. For this reason, teachers must use examples during the instruction of new material, taking into account the students' prior knowledge (Carranza, 2017, p. 18).

When complementing opinions on the benefits and results of meaningful learning, asserts that it allows the use of resources and materials that facilitate learning into a more intense level and with greater and better achievements (Muñoz, 2015, p. 22).

It is to be noted that, the most valued benefits derived from meaningful learning are related to the structural rooting of production in the learner, in a personalized way, based on the students' previous experiences, long-term memory, and significant and lasting retention of knowledge. Within this dynamic, the teacher is the facilitator of the teaching process, where he/she clarifies doubts while allowing students to maintain direct and active participation in the learning process.

On top of that, a student who gets meaning and relevance from an instructional task constitutes the supreme goal of this pedagogical conception. The teacher must constantly and structurally integrate this paradigm in the classroom.

### **Types of Learning**

Learning is the procedure through which human beings acquire, modify or replace their knowledge, abilities, behaviors, and skills. According to Alonzo et al (2010): All educators handle a series of strategies and techniques to structure a learning methodology that contributes to the maximum use of the ability to learn (p. 3).

In education, there are different types of Learning, which are:

- **Visual Learning:** acquires knowledge by observing
- **Tactile Learning:** acquires knowledge by touching.
- **Kinesthetic Learning:** acquires knowledge by moving.
- **Auditory Learning:** acquires knowledge by listening

## Learning Styles

- **Active Style:** focuses on those students who seek new experiences, even if this involves learning new tasks.
- **Reflective Style:** based on the observation of experiences, they are those students who analyze data or other types of experiences in order to learn.
- **Theoretical Style:** they are analytical and perfectionist; they seek to fit the facts with a theory that explains the reason for what happened.
- **Pragmatic Style:** they are practical, look for valuable and valid solutions, and are usually realistic in decision making.

## Theoretical Foundation

Project-Based Learning (PBL) is a methodology that, allows students to work in an active and organized way through implementing and evaluating projects that will have applications beyond the classroom, taking them to the real world. Thus, PBL has become an innovative tool for educators that combines the subjects' academic content with ICT (Martí et al., 2010).

PBL is considered a methodology or a teaching-learning strategy, in which students are the protagonists of own learning, developing a classroom project (Medina & Tapia, 2017, p. 237). In this way, new knowledge is constructed by applying a specific process where the student links theoretical contents to solve problems related to reality.

Likewise, Project- Based Learning can be conceptualized as an integrating strategy of theory and practice of any of the subjects or areas, boosting students' knowledge and cognitive and technological competencies; applying activities such as research, problem-solving, planning, collaborative work, self-discipline, and perseverance (Arizábal, 2012 cited in Lucio et al., 2019).

Finally, in their study, express that, PBL breaks with the scheme of the traditional methodology of the teaching-learning process, developing changes in the attitude

of the teacher, the institution and students, strengthening cooperative and collaborative work in the development of various phases of the project; where students were proactive and interacted with the activities (Chaparro & Barbosa, 2018, p. 169).

In the long term, PBL becomes a strategy that allows the teacher to link specific activities through projects designed to promote and strengthen students' knowledge for its application in daily life.

### **Essential Components of the PBA Process**

In the process of project-based learning the main component. Consist on the student-centered approach, in which the teacher acts as a facilitator and provides the scaffolding that leads to knowledge and provides guidance when needed.

Alternatively, like all PBL advocates, also include within these essential components the student's use of technology as a tool to communicate with others and assume a more active role, instead of the passive role of simply receiving information from the teacher or from a book. According to the aforementioned researchers, the central idea of project-based learning is that real-world problems capture students' interest and provoke their thinking as they acquire and apply new knowledge in a problem-solving context (Á. Rodríguez et al., 2017, p. 185).

### **Essential Components of the PBA Process**

In Project-Based Learning, the main component consists of the student-centered approach. The teacher acts as a facilitator and provides the scaffolding that leads to knowledge and guidance when needed. Rodriguez et al (2017) also include within these essential components the student's use of technology as a tool to communicate with others and assume a more active role instead of the passive role of simply receiving information from the teacher or a book.

According to the researchers mentioned above, the central idea of project-based learning is that real-world problems capture students' interest and provoke their thinking as they acquire and apply new knowledge in a problem-solving context (Rodríguez et al., 2017, p. 185).

### **Project Selection and Design**

Project-Based learning in developing speaking skills in the classroom requires a lot of preparation and planning. It begins with selecting an essential idea and question that lead to didactic activities, which conduct the design of a pedagogical project. With these standards in mind, a plan is designed that integrates as many topics as possible in the project.

Correspondingly, the most important thing at this project stage is to consider what materials and resources will be available to the students, and then they will need help to manage their time. Finally, the teacher should count on multiple means of assessing the students' mastery of content and applying new knowledge and skills. The key is to start with a real-world topic project and involve -depth investigation when designing it. The teacher must consider the content standards that will be addressed. In addition, he or she should involve students in the planning so that they feel empowered by the project (Cobo, 2019).

### **Project Implementation**

Educational institutions provide students with opportunities to work in the real world and participate in projects that require teamwork and collaboration throughout their academic careers. PBL is a systematic teaching method that engages students in learning through extended structured inquiry around complex authentic questions and designed products and tasks (Gómez et al., 2017, p. 99).

During the implementation of PBL projects, students are called upon to cooperate to solve problems, test their ideas, and share their projects with others. Regarding experts on this topic, PBL is accepted as an approach that motivates students and

develops schools. Ultimately, it is an engaging instructional method to make students active constructors of knowledge.

### **Integration of Technologies in Project-Based Learning**

It is worthwhile to realize the importance of integrating technologies in the Project-Based Learning (PBL) framework because of the Internet. It has spread digital culture as a universal movement based on interconnection, social virtualization, or the formation of virtual communities and collective intelligence stimulated by communication technologies (ICT). In this context, the digital culture has become an irreversible movement, mainly characterized by interactivity and virtual environments, which constantly need updating over increasingly shorter periods, within a globalized universe that promotes a collaborative and participatory culture.

Nowadays, educational processes demand the need to integrate ICT as technological resources to promote contextualization and contribution to learning. However, as Cascales, Carrillo, and Redondo (2017) point out, the determinants of learning are not the resources themselves but other variables such as people, interpersonal relationships, performance, and strategic planning expressed by the purposes, the definition of goals, and common objectives of the school community.

The above-mentioned, comes from the need to adapt Project-Based Learning to the technological environment, aligning it not only to the resources but also to the evolution trends of the socio-cultural scenario itself and the interdisciplinary approach. Accordingly, the question is how to stimulate digital culture through the PBL method with the use of ICT, especially in teaching English as a foreign language.

The alternative to elucidate a competent and integral answer to this question undoubtedly comes from the necessary integration between the PBL method and ICT, which constitutes a practical and stimulating pedagogical proposal for both the classroom and virtual teaching. All of which, in turn, results in the predominance of

solid interactivity coupled with collaborative work, factors of paramount importance for an adequate acquisition of the foreign language.

It is not difficult to deduce that, within the new trends of the Project-Based Learning method, technological intermediation stands out preponderantly because of an effective digital convergence and constant updating that affects everything that surrounds the teaching-learning processes (Chaparro & Barbosa, 2018, p. 171).

In order to fully understand the scope of these new PBL trends, within the technological predominance, digital culture, interactive deployment, and constant updating, it is necessary to assume that education is not limited to the school. It is an essentially social process involving communities, the Internet, interaction between individuals, and interdisciplinary.

In this sense, technology can be intrinsically allied to the PBL method, but it is necessary to connect it with an integral vision of development, creativity, entrepreneurship, and problem-solving; it means putting it effectively at the service of contemporary society.

The basis of any innovative education is structured on integrative and innovative knowledge, the development of learners' self-esteem, entrepreneurial behavior, and citizenship education. Moreover, the PBL method, with the structural and functional involvement of technology, does not seem to be an exception. On the contrary, it vindicates and amplifies this type of conviction (Chaparro & Barbosa, 2018).

Within this framework of ideas, educational institutions where English is taught and learned must become an environment for the development of intellectual skills and the preparation of a diversity of performances, an instrument for the formation of evolved and autonomous individuals with social responsibility who trust in their potential and fight for social justice.

Additionally, consider that, preparing students for this overlap between PBL and the technological resource, as a new variant or trend of this pedagogical method in the

digital era of knowledge, must necessarily mean preparing them for a convergence among the development of technological skills and competences and an authentic citizenship and intellectual training, in order to interact in a constantly changing socio-cultural environment (Ríos and Pérez, 2020, p. 131).

In order to merge all the existing resources with these new PBL trends, which are related to technology, curricular planning must necessarily enable thematic axes linked in content and skills to the various scopes of digital transformation. For example, the expansion of technological infrastructures and internet access through different devices. On the other hand, the enabling thematic axes might also cover aspects related to the international dimension, the diversity of digital environments, and the constant search for development and innovation.

Therefore, it should be emphasized, that integrating technology in problem-based learning helps sustain the ability to explore, investigate collaboratively, and develop the skills for students to settle into the mindset of contemporary digital culture effectively. When technology is well applied, it can support problem-based learning because of the wide range of tools available since technology naturally lends itself to collaboration and help students explore problems.

Hereupon, the scope of problem-based learning is further expanded with the integration of technology in the classroom; because the possibilities for promoting PBL objectives are flexible and changeable, allowing PBL to flow naturally in modern learning environments.

Current trends in technology integration within the PBL method tend to focus on virtual learning environments but also a shift towards much more personalized online learning environments. Moreover, there is a remarkable diversity of collaborative platforms, synchronous and asynchronous learning spaces, and different types of software that allow multiple users to work, review and comment simultaneously.

Integrating technology and problem-based learning is not straightforward since it requires conducting different teaching and learning complementary skills. What is unquestionable is that the combination of PBL with collaborative technological tools allows teachers to create dynamic and active learning environments in terms of qualitative and quantitative improvements in the teaching-learning processes.

Whereas, considers that, problem-based learning allows students greater flexibility for exploring concepts and acquiring skills. Through the process of elucidating solutions to real problems. Technological integration increases interactivity, participation, and a significant dose of student engagement, "factors, particularly in foreign language acquisition, are essential for a sustained and permanent development of learning (Gómez, 2018, pg. 34).

Merging technology into PBL, a predominant feature of the new trends within this educational theory and methodology fosters problem-solving and a strong collaborative spirit. It allows students to participate in the constant performance of critical thinking and the inescapable connection with the real world. That is why the advancement of technology continues to increasingly support the integration of PBL into learning environments because it allows for a wide range of available tools, the possibility of current updating, collaborative work, and structural and functional links with the world outside the classroom.

### **PBL in English Language Teaching**

Language, problem-solving, and thinking skills are not learned through direct instruction but arise from the experience of performing certain activities. Most students end up knowing the foreign language but do not know how to use it (Montaner, 2019, p. 181). It is particularly evident in the case of English as a second language students. Many of them score well on English tests but are poor in literacy and fluency, especially speaking and writing.

Problem-based learning (PBL) is a learning method based on using real-world problems as a starting point for acquiring and integrating new knowledge. It seems

to be a highly suitable approach and an alternative method to be implemented in English language acquisition (Montaner, 2019, p. 185) because it helps create meaningful activities in real-world situations.

When students work to solve cases or problem situations, the activities involved tend to trigger greater motivation and engagement. In addition, the problem-solving process in PBL requires students to search for materials and constantly relate what they read to what they must do with the information. It allows students to integrate content learned with their knowledge of English (Aldana, 2018, p. 137).

Nevertheless, assures that the impact of PBL on language learning in a language classroom has not always been studied comprehensively. Although studies have been conducted in other disciplines, the results cannot be generalized to the educational environment in general; especially in the case of English language teaching. Because of that, this is a context in which learners tend to behave differently, with emotional filters that often lead them to extreme inhibitions (Morató, 2019, p. 24).

This framework of ideas determines the applicability and effectiveness of using PBL in an English language teaching classroom. It can significantly contribute to fostering excellent practices and exploring students' points of view, especially when introducing new teaching-learning approaches.

## **1.2. Oral Expression in the English Language**

### **English Speaking Skills**

English speaking skills allow the student to get opportunities for interaction and communication; therefore, it is crucial to develop communicative skills in conjunction with grammar, to enrich and complement the command of the language. It is also appropriate to recognize the different elements of the language for the oral production of different speeches, thus integrally using the communicative skills to obtain oral expression and listening comprehension (Aldana, 2018).

In this case, oral expression is created gradually in students, promoted through the practice of the language using discussions, conversations, or oral expressions. Meanwhile, listening comprehension is essential to understanding each other. It is the action that allows being able to answer another person. Therefore, both oral expression and listening comprehension must be methodologically adjusted to the educational context of the students to establish more effective didactic strategies for their consolidation (Hernández, 2014).

Speaking skills can be performed by employing the development of scripts that contextualize different situations. In this way, students can predict what they will hear and establish a previous response, making the activity interactive, where teachers provide the practice and assessment of the language through guides, according to Cevallos & Del Pino (2019).

The speaker must pronounce the distinctive sounds of a language enough for listeners to understand, (p. 15). It implies the generation of tonal distinctions, rhythmic patterns, correct intonation of words, and distinguishing changes in tense and gender. It is achieving for the student to establish a fluent dialogue.

### **The Four Language Skills**

Four language skills must be considered to acquire a new language: "speaking, listening, reading and writing." It implies the mastery of oral and written expression skills, as well as listening and reading comprehension. However, the master of these skills is developed according to the student's context, and some skills will be more performed than others. Conversely, for a good command of the English language, the conjugation of the four skills is required (Chamorro et al., 2020).

For a better understanding of the linguistic skills, the characteristics are described below:

Table 1. Language skills

<b>Skill</b>	<b>Description</b>
<b>Speaking</b>	It is how needs or ideas are transmitted from one person to another, developed by listening to others and imitating sounds. It is the basis for successful learning.
<b>Listening</b>	It is the process in which communication is understood from the perspective of speech. It understands, comprehends, and makes sense of what it hears.
<b>Reading</b>	It is a skill that requires observation, attention, concentration, and analysis. Good reading comprehension awakens curiosity and interest in a subject.
<b>Writing</b>	This skill requires the intervention of the hand or keyboard to develop writing. In addition to the knowledge of spelling and reading skills, the ideas and vocabulary are organized into executive summaries.

Source: Taken from Chamorro et al. (2020)

### **Types of Oral Skills and Frame of Reference.**

English language methodologies seek to foster communication. So, it needs some of the specific skills that allow the student to develop speech; the same that, according to Benavides (2016), are:

#### **Linguistic Skill.**

It is the development of oral and written skills in the student, considering the social and cultural context in which the teaching-learning process takes place, as these become broad and complex when learning a new language.

#### **Productive Skills**

These help to explain what the student has learned about the new language. Within the development of this skill, students may face barriers such as pronunciation, lack of fluency, and self-confidence, which interfere with inadequate oral progress.

#### **Oral Proficiency**

A student can express him/herself orally in a language other than the native one. It implies the correct use of the pronunciation, requiring the production, reception, and processing of information, in addition to having own and collective experiences that can be used at the time of speaking.

Thus, these skills can be complemented with sub-skills related to the pronunciation of the distinctive sounds of words., the use of rhythmic patterns, the correct application of the parts of speech, handling appropriate vocabulary, and identification of main ideas. Finally, selecting a proper language for each situation is how oral products can be reached (Alvarez & Parra, 2015).

### **Foreign Language Curriculum**

For researchers in the case of Becerra (2019), the educational benefits of learning a foreign language, in correspondence with a curriculum design framework, manifest from the first weeks of instruction. Students learn the fundamental elements of the language, the underlying system of symbols, i.e., words, that name the most common objects and actions that can be perceived in the context around them.

They broaden their perspective by comparing that “their language also has a similar basis that serves the same function: naming and describing the surrounding world. At the same time, this kind of observation motivates students to compare the two languages, besides learning about the nature of both languages” (p. 190).

From the viewpoint of other researchers such as Giraldo & Ríos (2021), the teacher “can help students notice that the language they are studying represents familiar things strikingly different from their language. It also generates the awareness that each language uniquely, so that each language is different from all others” (p. 230).

However, it is possible to reflect on the differences among languages; second language learners can recognize that, by learning a new way of perceiving and understanding reality, they are broadening their vision of the world and the perception of human behavior and conduct.

For this reason, when “authentic second language materials are integrated at the national curricular into the study of foreign languages at all levels, the benefits for

students increase dramatically, significantly improving their skills in the main uses of language: speaking, reading, writing, and comprehension” (Giraldo & Ríos, 2021).

### **Main Objectives of the English Curriculum**

The curriculum framework linked to the study and acquisition of the English language promotes a learning approach based on inquiry and development of thinking skills and fostering of intellect with five main threads: reading, writing, listening, speaking, and English.

The curriculum directly joined to English is called to provide a comprehensive set of progressive learning objectives, targeting ESL students at various levels, from lower to higher degrees, concerning Marmolejo & Mayora (2020). These objectives are based on the Common European Framework of Reference (CEFR) of the Council of Europe, widely used both within and outside Europe to map students' progression in English. All of this is framed and involves sequentially and progressively learning objectives.

### **The importance of oral expression for EFL learners according to the National Curriculum**

As far as researchers specializing in this topic concern, such as Fabre et al. (2016), oral language skills form the foundation for literacy and academic success in foreign language study. A solid oral language base helps learners become successful readers, strong communicators, and increase their confidence and overall sense of well-being (p. 114).

These scholars also remark that the ability to use oral language should effectively impact all areas of a student's life, from their ability to learn in the classroom. Their relationships with others, academic success, and sense of self (Fabre et al., 2016).

In the case of the Ecuadorian National Curriculum, it established that speaking is the most vital skill in foreign language learning. Hence, it has focused on research developed by linguists, psychologists, and professionals from various fields, such as Cadena et al. (2018). They emphasize that foreign language learners perceive that oral expression is one of the most difficult features of language to master. Because it is one of the productive skills required for the effective development of communication (p. 132).

Consequently, the levels of competence in oral expression implied in Ecuador's foreign language curriculum, follow the Common European Framework of Reference for Languages (CEFR), whose learning standards are A1, A2, and B1, according to the following progression. By the end of 9th Year of General Basic Education, students will reach A1 level. Then, at the end of the First Year of Bachillerato, they must get A2 level, finally, when learners finished the third one, they will have achieved B1 proficiency level (Cadena et al., 2018, p. 133).

### **1.3. Project-Based Learning and the English Language**

#### **Effectiveness of PBL in improving Speaking skills and attitudes toward learning English**

English as a second language depends largely on using English for communicative purposes; that is when a student has the opportunity to produce this language in everyday scenarios. Therefore, students should be motivated to allow themselves to speak, read, listen and write English as much as they can in real-life contexts (Sisalema, 2019). Project-based learning (PBL) precisely “matches the use of English with language production. Because PBL is defined as an instructional approach that contextualizes this process by presenting learners with problems to solve or products to develop, preferably in learner-centered activities and practical life contexts” (Sisalema, 2019).

Especially in the improvement of oral skills in English, the PBL method has various benefits for better and more effective language acquisition processes. As a starting

point, learners engage in purposeful communication to complete authentic activities. It means tasks with real-world relevance and utility as they have the opportunity to use language in a relatively natural context and engage in meaningful activities that require authentic language utility (Sisalema, 2019, p. 145).

Apart from this, these higher efficacy ratings, PBL generates “greater motivation, engagement, and enjoyment because the project work progresses according to the specific context and interests of the students. And from that motivational perspective, projects that are authentic tasks have more meaning for students, increase interest and eagerness to participate” and, ultimately, promote a broader spectrum of learning (Sarango, 2019, p. 48).

### **Application of Project-Based Learning in teaching speaking during distance learning.**

In virtual education, it becomes imperative, even more so in the current pandemic context, that educators try to figure out how to ensure their students are socially attuned, emotionally intact, and cognitively engaged. It is imperative in the practice of speaking as it relates to the process of acquiring English as a second language.

Furthermore, one of the best options in that specific domain to meet these demands" is to engage students in rigorous problem- or project-based learning (PBL). It constitutes an approach ensuring learners develop higher experience relevance when solving problems or completing tasks remotely or face-to-face (Sisalema, 2019, p. 146).

One of the biggest and best advantages of a practical application of PBL for foreign language speaking practice in distance learning is that, it is a learner-centered learning method, where the teacher acts primarily as a facilitator and motivator, usually with real-world integrations and concerns. Hence, the teacher has the opportunity to handle day-to-day communicative situations. To motivate the student to use English as an intentional, authentic communicative tool rooted in real

interests of the student's world, seeking mechanisms of partial and total immersion in the language from their daily life.

Because PBL generally involves projects done outside the classroom, these activities provide connections to daily life. As a result, PBL addresses real-world problems and develops skills that would be useful to them in reality (Sarango, 2019, p. 49). It is significant in speaking practice because the communicative need is more authentic, generating higher levels of spontaneity. Working at a distance with PBL in the practice of oral expression, the student will be forced to contextualize situation, role, and communicative intention, which is essential to advance in the acquisition of the foreign language.

### **Speaking Evaluation Tasks**

Speaking skill in the learning process is not generally assessed. However, it is an essential skill for students to develop. Including activities that provide opportunities for pupils to speak in English, even in the distance mode, is vital. These can "be storytelling, role-playing, an interview, or a discussion. Assessment of speaking activities can inform the teachers about their students' progress, what they have learned, how confidently they can speak, or if they are having trouble understanding each other (Sarango, 2019, p. 49).

On the other hand, activities in which students talk about themselves or an interesting topic can be used in particular. In remote teaching, activities such as reading a text aloud are not quite practical for assessing speaking skills, since the only aspect assessed is pronunciation (Sarango, 2019, p. 49). They do not consider other criteria for evaluating this skill, such as speaking confidently and fluently, and accurately using vocabulary and grammar.

In speaking tasks, students often show what they have understood in reading or listening comprehension activities. Therefore, it should be noted that when assessing speaking, other skills are often assessed at the same time. One activity that tests a variety of skills in speaking is the interview. The student questioner and

the respondent face similar challenges, especially if the interview is framed according to their authentic realities, moral concerns, and intentions.

Hence, these exercises lead to reflective learning that consolidates what the students achieve on their own in terms of 'speaking practice. It increases their awareness of their limitations and how these weaknesses can be overcome. Because of this, PBL is an innovative approach that employs a different mode of assessment (Sisalema, 2019, p. 147). In the long run, by using the PBL approach, learners assess themselves in a continuous and varied process that further energizes the possibilities of remote education.

## **CHAPTER II. METHODOLOGY**

### **2.1. Research Design**

The research design is quasi-experimental because the study has not been selected randomly. On the contrary, it has been chosen in a predetermined manner. In addition, it has a quantitative approach because it develops a systematic evidentiary process that allows the acceptance or rejection of the hypothesis.

#### **Research Modality**

Bibliographical documentary research was used, which allowed state of the art and the update regarding the importance of English language production through the application of PBL. Furthermore, the field research facilitated the application of an oral proficiency interview in Third-Year BGU students at UEPCC to collect information about the two variables to be applied: project-based learning and improvement of speaking skills.

#### **Research depth level and Type of Research**

The study uses different types of research, which are:

##### **Descriptive**

They are used to analyze how a phenomenon and its components are manifested; allowing to detail, the studied phenomenon basically through the measurement of one or more of its attributes (Vasquez, 2016, p.1). With this research, everything concerning the development of the study parts was specified, indicating each event's characteristics and describing every manifestation obtained from the research process.

## **Explanatory**

Because it is addressed to the testing of hypotheses, "it allows the identification and analysis of the causal factors of the independent variable and its results, which are expressed in verifiable facts of the dependent variable" (Vásquez, 2016, p. 2). From this type of research, the knowledge related to the object of study was expanded, also considering the contribution that each intervening variable had to generate a deeper knowledge of the subject under examination.

## **Correlational**

Its purpose is to show or examine the relationship between variables or results of variables, as far as (Bernal, 2010, p.114) is concerned. The research variables were measured to understand and evaluate the existence of a statistical relationship between them but without affecting other external variables, thus determining whether or not there is a relationship between the dependent and independent variables of the study.

## **Research Methods**

### **Theoretical Method**

The theoretical method is the action of discovering in the research object, the essential relationships and fundamental qualities of the phenomenon. It is supported by the processes of abstraction, analysis, synthesis, induction and deduction (Martinez & Rodríguez, 2015, p.4). With this method, all the bibliographic content expressed in the theoretical framework was based on considering first-level sources of high reliability.

### **Synthetic Analytical Method**

Regarding this method mentions the cognitive process that consists of decomposing an object of study, separating each of the parts of the whole to study them

individually. It integrates the dispersed components of an object of study to treat them as a whole (Bernal, 2010, p.60). This method allowed the individual analysis of each section of the study to finally generate the results according to the information obtained from the different stages of the research process.

## **Instruments**

### **Pre-Test and Post Test**

This questionnaire, designed for the survey, is made up of closed multiple-choice questions and will allow determining if students agree with the methodology. It is the instrument that was applied during the oral aptitude interview; it is structured under the following criteria:

#### **Pre-Test**

The pre-test allows to diagnose the real oral production level of all the students who are subjects of the study, so the parameters to be evaluated in the answers are:

- Fluency
- Coherence
- Pronunciation accuracy

The assessment results were qualitative, and the questionnaire consisted of 6 bibliographic questions.

#### **Post Test**

The post-test allows to diagnosis the state of the oral production of the students of the two study groups after applying the PBL methodology to the selected group; therefore, the following parameters were considered as evaluation criteria:

- Fluency

- Coherence
- Pronunciation accuracy

The evaluation results will be qualitative, and the post-test questionnaire consists of 6 bibliographic questions.

### **Checklist**

The checklist was included in the pre-and post-test, which considered a weighting between 1 and 5; 1= Unsatisfactory; 2= Partially unsatisfactory; 3= Moderately satisfactory; 4= Satisfactory, and 5= satisfactory.

The established weighting allowed the evaluation criteria to be assessed. For the pre-and post-test questions, the weighting obtained by the students' answers is recorded to establish an average and determine how satisfactory the student's oral production is. Meanwhile, to evaluate the project, the same weighting was used to evaluate the following criteria: components, implementation, and evaluation of the PBL.

### **Operationalization of variables**

Table 2. Statement of Variables

Variable	Dimensions	Indicators	Technique and instrument	Questions or Items
Independent Variable	Listening	<ul style="list-style-type: none"> <li>• Comprehend</li> <li>• Transfer</li> </ul>		
Oral Production <b>The English language expression is produced in discussions, conversations, or oral expressions. (Hernández, 2014)</b>	Speaking	<ul style="list-style-type: none"> <li>• Make sense</li> <li>• Transmits ideas</li> <li>• Imitates sounds</li> <li>• Interaction</li> </ul>	<b>Technique:</b> Interview	<ul style="list-style-type: none"> <li>• ITEM 1</li> <li>• ITEM 2</li> <li>• ITEM 3</li> </ul>
	Communicative function	<ul style="list-style-type: none"> <li>• Transmission of the message</li> <li>• Focus on the Student</li> </ul>	<b>Instrument:</b> Pre-test Post-test	<ul style="list-style-type: none"> <li>• ITEM 4</li> <li>• ITEM 5</li> <li>• ITEM 6</li> </ul>
	Dependent Variable	Components	<ul style="list-style-type: none"> <li>• Teacher as guide</li> </ul>	
Project Based Learning <b>"It is a methodology that allows students to work in an active and organized way through the implementation and evaluation of projects that will have application beyond the classroom, taking them to the real world. (Martí et al., 2010)</b>	Implementation	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Cooperation</li> <li>• Test of ideas</li> <li>• Presentation of the project</li> </ul>	<b>Technique:</b> Observation	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> </ul> Implementation Items
	Project Evaluation	<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Coherence</li> <li>• Pronunciation accuracy</li> </ul>	<b>Instrument:</b> Checklist	<ul style="list-style-type: none"> <li>• 4</li> <li>• 5</li> <li>• 6</li> <li>• 7</li> </ul> Evaluation Items
				<ul style="list-style-type: none"> <li>• 8</li> <li>• 9</li> <li>• 10</li> </ul>

Elaborated by: Urgilez, M. (2021)

## Population and Sample

The participants are Third-Year-BGU students attending “Unidad Educativa Particular Católica de Cuenca” private school during 2021-2022. More specifically, thirteen male and twelve female students from the 3-A class and nine male and sixteen female students from the 3-B class participated in the study. They were chosen using the non-probabilistic convenience sampling, *among the non-random sampling techniques*.

The experiment group included twenty-five students from the 3-A class, whereas the control group had twenty-five students from the 3-B class. Learners in both groups have similar characteristics such as gender, socioeconomic, and academic

achievement level. Before the study, the required permissions were provided. In addition, the research was conducted following ethical principles such as confidentiality, honesty, respect, and responsibility.

### **Validation of the proposal**

The validation process of the proposal will be carried out by three experts in the English language, who must have at least five years of experience in the teaching field and whose professional degree or specialization is related to the specialty. The experts will proceed to evaluate the proposal under the following weighting:

Table 3. Proposal Weighting Rubric

<b>Criteria</b>	<b>Ponderation</b>	<b>Reliability level</b>
Approved	100 - 80	Very reliable
Slight changes	79 - 50	Reliable
Change item	49 - 0	Unreliable

Elaborated by: Urgilez, M. (2021)

Each expert will issue a report analyzing each criterion of the proposal. This document will include observations and the level of reliability, with the respective signature that validates the authenticity of the procedure.

### **Information processing and analysis**

The information was processed using the SPSS statistical tool, which allowed the construction of the database necessary for developing the different statistical processes. The tables and graphs necessary for explaining the results were also elaborated using this program. Also, utilizing this software, the hypothesis was tested by employing Pearson's Correlation.

## **2.2. Characterization of the institution**

The Unidad Educativa Particular Catolica Cuenca is an educational institution with experience in education over 50 years. Its staff comprises 50 teachers; 1200 students attend from kindergarten to the Third Year of Bachillerato. It is located on

Tarqui Street and Americas Avenue, "Basilica de la Santísima Trinidad", in "Bellavista" parish, in Cuenca city, Azuay Province. Therefore, the student group that belongs to the campus is at a medium-low socioeconomic level, with a high rate of dysfunctional families and vulnerabilities affecting many students of this entity.

## **2.3. Research Proposal**

### **Introduction**

The need to master English language is focused on its worldwide acceptance, becoming one of the most valuable languages, enabling the connection between international environments and the academic field. For this reason, people must achieve fluent and natural communication using this universal language English. Its importance is gathering updated information from scientific, academic, and technological texts and promote creative reasoning and problem-solving skills.

In Ecuador, the importance of language learning is recognized as part of the national curricula. However, many private educational institutions include the teaching of English as a foreign language in their every school year. However, students present problems with English language level due to the lack of teachers' proficiency.

Furthermore, according to the analysis of this research topic, one inconvenience presented in the acquisition of English language is the lack of application of playful strategies in the classroom. With these techniques, students could learn more dynamically and entertainingly. It causes the use of skills that do not consider each student's capabilities or learning styles.

Project-based learning is a dynamic method involving real-world experiences to solve problems for a specific purpose. PBL promotes cooperative work and social-critical thinking skills in a meaningful context. Therefore, combining this innovative learning methodology in ESL classrooms to develop oral production is advantageous and substantially essential. Because to acquire knowledge of a particular area of study, the student needs to communicate among peers and

produce the language regularly; however, it does not matter if the communication is fluent.

The application of Project-based learning in order to develop speaking skills must require the following design elements criteria: a) critical knowledge, understanding derived from standards, including collaboration, problem-solving, and critical thinking; b) it should be based on a significant problem, at the appropriate level of challenge for students; c) it is connected to the students' concerns, interest and identities and d) the Project includes the process for students to give and receive feedback so that, the final product is to share to their peers in class.

### **Description of the proposal**

The proposal is the development of the PBL methodology to improve the oral production of an experimental group of students in the Third Year of Bachillerato at Unidad Educativa Particular Católica de Cuenca.

Project-based learning is a pedagogy in which students are the main protagonists in generating their knowledge. In this way, the methodology addresses the student's search for information to solve a question, problem, or challenge in real life while proposing a solution. So that, during the development of the process, students reflect on what, how, and why they are learning.

The PBL methodology stimulates students learning by connecting with the natural world while promoting collaborative work, where learners explore their interests, share talents, build skills in critical thinking, planning, communication, creativity and innovation (Flores, 2017, p. 27). The PBL project has a structure in which the following sections are involved.

### **Informative Data**

This section describes the project topic, aims, time, central problem, and learning objectives, clearly stating relevant data on which the other sections are based.

## **21st Century Skills or Prior Skills**

This section is about skills as a central formative focus that aims to an integral formation of students, related to creativity, innovation, critical thinking, and metacognition or abilities students should handle to develop the project topic smoothly. If the goal is to create a final product focused on a video, the previous skills of the students should be the notion of applications that allow them to create, edit and produce it.

## **Research question, problem, and challenge**

The PBL methodology can pose either a research question, a challenge, or a problem related to real life. The student must find a possible solution, for which he will accomplish an investigative process of information and construct the desired final product.

## **Type of work**

This section refers to the project's development and the final product. It will be done individually or in groups. In the case of a group, the teacher must specify the guidelines for forming the respective work teams.

## **Necessary Resources**

Within the resources, it is necessary to emphasize the didactic materials, technological tools, and the participation of some professional advisors who served as support or guide for the project research.

## **Learning activities**

Here is described in an organized and systematic way. Activities to be done on the project respond to a work schedule and will leave evidence of each of the steps followed to achieve the objective proposed.

## **Project Schedule**

This project presents different learning activities, which are accomplished in a timeline. The chronogram allows for completing the tasks sequentially, avoiding the omission or forgetfulness.

## **Evaluation**

This section describes how the project will be evaluated. The type of evaluation can have a formative or summative scope; it can also generate a self-evaluation, co-evaluation, and peer-assessment. However, it is necessary to have a rubric that, expresses all the criteria that will be graded, which the students must previously know.

## **Desired final product or dissemination**

It is the expected result of the project, where the fulfillment of all the activities previously conducted and exposed to the audience are evidenced.

## **Bibliography or Linkography**

This section references books, magazines, or links consulted for the project's development. Taking these into account, a project based on the PBL methodology must comply with specific elaboration criteria in order to be carried out correctly and obtain the expected results; therefore, it is also mandatory to consider the following steps during its development:

1. Identify the project topic, the research question, problem, or challenge, and reflect on how much is known about it.
2. Form the groups' work according to the instructions given in the project.
3. Read, and understand what is desired as a final product and what the student needs to do. In this sense, it is essential to establish whether or not the final product requires using ICTs.

4. Plan the roles and organize the activities according to the deadline.
5. Generate an exchange of ideas, where information is sought, objectives are reviewed, prior content is analyzed, and needs that should be investigated are identified.
6. Based on all the information gathered, it is imperative to analyze and synthesize the data; discussions are held among the work team members, ideas are contrasted, possible solutions are recognized, and a joint decision is made.

Once the solution to the problem, question, or challenge has been defined, the final product is performed. Thereby all the new information acquired can be practiced.

7. When the project is finished, it must be shared with the results to the audience to whom it will be addressed, using an oral presentation.
8. A reflection must be undertaken on the experience generated when the project's total development has been completed.
9. Finally, the evaluation process established in the project is applied.

Each of these points is indispensable for successfully developing a PBL project, thus ensuring that the student's experience will be satisfactory and get the teacher's expected results.

### **Justification of the proposal**

The practical importance of this project is focused on applying new methodological and didactic strategies that allow the achievement of learning objectives, leaving aside the traditional educational practices. Therefore, the PBL methodology allows the development of new experiences for the student and the teacher; in this way, both actors participate in the construction and assimilation of new knowledge.

The methodological relevance lies in providing different techniques, methods, and strategies that can be applied to achieve positive student results, stimulating the collaborative duty of the group work and self-learning in each one. Generating

conditions and environments where meaningful learning is developed reliably, this methodology benefits through its structure.

The theoretical prevalence is concentrated in the proportion of bibliographic content focused on the development of oral production of the English language. Based on the perspective of different studies, to provide the academic community with truthful and reliable information from which the theoretical-practical content of all the sections was built and which serve as references for new research.

In conclusion, the social significance is addressed to the students because teachers with accurate methodological management can obtain new teaching proposals, avoiding that they incur in traditionalism, and execute innovative approaches that motivate the development of self-learning and meaningful learning in general.

### **General Objective of the proposal**

To apply the Project-Based Learning (PBL) methodology to EFL students in the Third Year of Bachillerato.

### **Specific Objectives of the proposal**

1. To Identify the structure of the ABP project through its components for the elaboration of a manageable and understandable format for the students of the Third Year of Bachillerato at the Unidad Educativa Particular Católica de Cuenca.
2. To select the topic and activities of the PBL project adapted to the structural components for improving the oral production of the institution's students mentioned above.
3. To perform the content of the PBL project through the practical development of the assigned tasks and final product to motivate the students' oral production.

## Development of the proposal

The current project has been defined for eight weeks, from September 6th to October 29th. Once its development is concluded, students will be re-evaluated to identify the changes achieved after the application. The following is a description of the PBL project designed for the research purpose of the study:

Table 4. Project- Based Learning Plan

PROJECT-BASED LEARNING			
<b>PROJECT TITLE:</b>		Conversation Club “The World Today”	
<b>DURATION:</b>	8 weeks	<b>SUBJECT:</b>	English
<b>MAIN PLOBLEM OF THE PROJECT:</b>		The ability to learn a language, in this case, English, is based on both oral and written practice, so the Speaking skill is fundamental to achieving proper communication between interlocutors. Therefore, according to the educational standards, different disciplinary projects will be accomplished specifically for speaking practices built from students' prior knowledge and learning a personalized context for language production.	
<b>LEARNING OBJECTIVE:</b>		To allow students to learn about specific functions of language, using real world topics and themes.	
<b>SUBLEVEL SPECIFIC OBJECTIVE</b>		Deploy a range of learning strategies, thereby increasing dis-position and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior”.	

21st Century Skills or Previous Skills		Research question, problem, and challenge.
Critical thinking Creativity Communication Collaborative work TICs		What can you think about the positive future of other areas, e.g., education, transportation, fashion, medicine, technology, and sports?
<b>PRODUCT</b>	<b>Individual</b>	Speaking ACTIVITY / IDUKAY/ CANVA PRESENTATION/ VIDEO–
	<b>Group</b>	Make a list of how these breakthroughs may change in positive and negative ways in the future.

Needed resources		
Professionals	Equipment and resources	Materials
Tutor Mgs. Paola Navarrete	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Internet</li> <li>• Idukay Platform</li> <li>• Zoom Platform</li> <li>• Mobile Phone</li> <li>• Headphones</li> <li>• Web sites</li> </ul>	<ul style="list-style-type: none"> <li>• American Think 2B/ Cambridge Platform</li> <li>• Video DVD</li> <li>• Presentation Plus</li> <li>• Slides</li> <li>• Teacher's Edition 2</li> <li>• Idukay Platform</li> <li>• Zoom Platform</li> <li>• Mobile Phone</li> <li>• Headphones</li> <li>• Google forms</li> </ul>

		<ul style="list-style-type: none"> <li>• Online dictionary/ Linguee</li> </ul>
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Learning activities (Stages)	
<b>Week 1</b> <b>(September 4<sup>th</sup> to 8<sup>th</sup>)</b>	<p><b>1. Starting point</b></p> <p>The teacher will state the main topic: "The scientific article," and explain its structure and components.</p> <p>The driving question will be formulated: What can you think about the positive future of other areas, e.g., education, transportation, fashion, medicine, technology, and sports? Students will look at the pictures in the newspaper article to present their prior knowledge through the following guiding questions:</p> <p>What do you think the stories are about?  What is different about this newspaper?</p>
<b>Week 2</b> <b>(September 13<sup>th</sup> to 17<sup>th</sup>)</b>	<p><b>2. Formation of collaborative teams</b></p> <p>The students will form teams of 4 or 5 people and will choose a coordinator.</p> <p><b>Role Assignment/ Team Building: google drive links</b></p> <p>3 BGU A:  <a href="https://docs.google.com/document/d/1hJhU1M3CptikjcqQm6703Ywg2AoAWTxk/edit?usp=sharing&amp;oid=107530982644402294712&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1hJhU1M3CptikjcqQm6703Ywg2AoAWTxk/edit?usp=sharing&amp;oid=107530982644402294712&amp;rtpof=true&amp;sd=true</a></p> <p>3 BGU B:  <a href="https://docs.google.com/document/d/17y204Dzv9gtW4bidS1qGW1Ux_c703VT/edit?usp=sharing&amp;oid=107530982644402294712&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/17y204Dzv9gtW4bidS1qGW1Ux_c703VT/edit?usp=sharing&amp;oid=107530982644402294712&amp;rtpof=true&amp;sd=true</a></p>
<b>Week 3</b> <b>(September 20<sup>th</sup> to 24<sup>th</sup>)</b>	<p><b>3. Definition of the final product.</b></p> <p>The teacher exposes as the final product, an oral presentation Speaking ACTIVITY / IDUKAY/ <b>CANVA</b>/ VIDEO–RECORDING YOUR AUDIO “The world today” that will be based on a bibliographic and field research related to a positive future about these areas: technology, medicine, world peace, poverty sports, weather. It should contain a title, references, abstract, keywords, introduction (objectives, justification, problem, hypothesis, and theoretical framework results, personal opinion, and Linkography.</p>
<b>Week 4</b> <b>(September 27<sup>th</sup> to October 1<sup>st</sup>)</b>	<p><b>4. Organization and planning.</b></p> <p>The students, together with the teacher, will define work roles and establish times for the completion of the research.</p> <p>Selection of the theme:  introducing the topic through a PowerPoint presentation (slide) is displayed, which contains Google images about futuristic scenes from movies or science fiction art.</p>
<b>Week 5</b> <b>(October 4<sup>th</sup> to 8<sup>th</sup>)</b>	<p><b>5. Search and collection of information.</b></p> <p>Formulation of the thesis:  Display the student’s images of future educational, technological, or medical breakthroughs and ask them if they are likely or unlikely to come true.</p> <p>Watch a video about Opening: Breakthrough Technology – Past, Present, Future  <a href="https://www.youtube.com/watch?v=jRz6mY9HZy0">https://www.youtube.com/watch?v=jRz6mY9HZy0</a></p>
<b>Week 6</b> <b>(October 11<sup>th</sup> to 15<sup>th</sup>)</b>	<p><b>6. Analysis and synthesis</b></p> <p>You will write a paragraph of 10 lines.</p>

	<p>The paragraph will contain grammar structure, future forms and time expressions, linking words, and helpful language to improve speaking skills.</p> <p>Students will discuss and reach a consensus on the most critical ideas that their theoretical framework should contain.</p> <p>They will review, analyze and paraphrase the information gathered.</p> <p><b>Search for information on the topic and supporting ideas.</b>  <b>“PLACE THE LINK TO YOUR WORKING DOCUMENT IN THIS SECTION”</b></p>
<p><b>Week 7</b>  <b>(October 18<sup>th</sup> al 22<sup>nd</sup>)</b></p>	<p><b>7. Production workshop</b></p> <p>Redaction of the first draft: 1 paragraph in which ideas are written in the students’ own words.</p> <p>Divide the class into groups of 5 students and ask them to do an online search to find some stories, pictures, or specific information about any breakthrough.</p> <p>Think of a positive future in these areas: technology, medicine, world peace, poverty, sports, and weather.</p> <p>Drafting of the final text.</p> <p>Write a paragraph about the breakthrough that you are going to talk about using Canva Presentation.</p> <p><b>8. Final Presentation</b></p> <p>Speaking ACTIVITY / IDUKAY/ <b>CANVA PRESENTATION/ VIDEO–RECORD YOUR AUDIO</b> “The world today”: Think of a positive future in these areas: technology, medicine, world peace, poverty, sports, weather.</p> <p><b>“PLACE THE LINK FROM CANVA TO YOUR WORKING DOCUMENT AND UPLOAD TO IDUKAY PLATFORM” (PDF DOCUMENT)</b></p>
<p><b>Week 8</b>  <b>(October 25<sup>th</sup> to 29<sup>th</sup>)</b></p>	<p><b>9. Conducting a collective survey on project-based learning</b></p> <p>The teacher and the students will evaluate the oral presentation/ project design and speaking skills with the following criteria: pronunciation, vocabulary, structure, and fluency through self-evaluation and co-evaluation (peers) based on rubrics.</p> <p><b>10. Evaluation and self-evaluation.</b></p> <p><b>Conducting a collective survey on project-based learning</b></p> <p>A checklist will be taken where students will share their research experiences and reflect on their learning. A collective survey will answer the driving question.</p> <p>The teacher and the students will evaluate the oral presentation/ project design and speaking skills with the following criteria: pronunciation, vocabulary, structure, and fluency through self-evaluation and co-evaluation (peers) based on rubrics.</p>

<b>Work schedule:</b>
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Activities	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p><b>1. Starting point</b>  <b>Conducting a collective survey on project-based learning</b>            The teacher will state the main topic: "The scientific article," and explain its structure and components. To introduce the topic, I use a PowerPoint presentation to do a Google image search of futuristic scenes from movies or science fiction art.</p> <p><b>2. Formation of collaborative teams</b>            Students will form teams of 4 or 5 people and will choose a coordinator.            Role Assignment/ Team Building: google drive links</p>	X							
<p><b>3. Definition of the final product.</b>            Speaking ACTIVITY / IDUKAY/ CANVA/ VIDEO–RECORDING YOUR AUDIO "The world today"</p>		X						
<p><b>4. Organization and planning.</b>            Students, with the teacher, will define work roles and established times for the completion of the research.</p>			X					
<p><b>5. Search and collection of information.</b>            Formulation of the thesis: Ask the students to do a google search and ask what kind of future the images show and if they are likely or unlikely to come true</p>				X				
<p><b>6. Analysis and synthesis</b>  <b>Group Work/ Definition of supporting ideas</b>            Think of a positive future in these areas: technology, medicine, world peace, poverty, sports, and weather.</p>						X		
<p><b>7. Production workshop</b></p>							X	

Write a short description of the breakthrough that you are going to talk about using the Canva Presentation.								
<p><b>8. Final Presentation</b> Speaking ACTIVITY / IDUKAY/ <b>CANVA</b> PRESENTATION/ VIDEO–RECORDING YOUR AUDIO “The world today”</p> <p><b>9. Conducting a collective survey on project-based learning.</b> A checklist will be taken where students will share their research experiences and reflect on their learning.</p> <p><b>10. Evaluation and self-evaluation.</b> The teacher, with the students, will evaluate the oral presentation/ project design, and speaking skills with the following criteria: pronunciation, vocabulary, structure, and fluency</p>								x
<b>Formative Evaluation:</b>								

The groups receive feedback from the teacher at each stage.

**Summative Evaluation:**

Rubrics for project design and speaking

**Product or desired final broadcast**

Presentation of the work done to the school community (Official Social networks Facebook “Unidad Educativa Particular Catolica de Cuenca)

**Linkography:**

**7 incredible medical breakthroughs that change the world.....**

<https://www.worldwidecancerresearch.org/stories/2021/april/7-incredible-medical-breakthroughs-that-changed-the-world/>

**Future of Medicine**


[https://www.usp.org/200-anniversary/future-of-medicine?gclid=Cj0KCQjw5JSLBhCxARIsAHgO2Sf-KZtNfQUzTEAGX\\_hO4GJRxE1LMz406TFuZCf87mWWsrVZSTc4svUaAvx2EALw\\_wcB](https://www.usp.org/200-anniversary/future-of-medicine?gclid=Cj0KCQjw5JSLBhCxARIsAHgO2Sf-KZtNfQUzTEAGX_hO4GJRxE1LMz406TFuZCf87mWWsrVZSTc4svUaAvx2EALw_wcB)

**Cleveland Clinic Unveils Top 10 Medical Innovations for 2021**

<https://newsroom.clevelandclinic.org/2020/10/06/cleveland-clinic-unveils-top-10-medical-innovations-for-2021/>

Elaborated by: Urgilez, M. (2021)

Table 4. Speaking Rubric

 <b>UNIDAD EDUCATIVA PARTICULAR CATOLICA DE CUENCA</b>					
UNIT:	SPEAKING				SCORE:
NAME:		CLASS:			/ 20
DATE:					
TOPIC:					
Skill:					
RUBRIC	BARE (1)	POOR (2)	GOOD (3)	VERY GOOD (4)	EXCELLENT (5)
PRONUNCIATION					
VOCABULARY					
STRUCTURE					
FLUENCY					

Elaborated by: Urgilez, M. (2021)

### Disciplinary Project Evaluation Rubric

Next, the student performance scale for the evaluation of the interdisciplinary project is presented:

Table 5. Final Product Rubric

CRITERIA OF EVALUATION			PERFORMANCE LEVEL					Appreciation	Observation
EVALUATION INDICATORS			Highly Superior (10)	Superior (9- 7)	Middle (6-4)	Low (3-1)	Does not perform (0)		
Components	Subject 1	Evaluation Indicators 1							
	Subject 2	Evaluation Indicators 2							
	Subject 3	Evaluation Indicators 3							

Elaborated by: Urgilez, M. (2021)

Table 6. Assessment Scale

<b>Scale</b>	<b>Gives account of</b>
<b>Highly superior (10)</b>	Student performance demonstrates appropriation and development of the topics studied about the indicator evaluation much higher than expected.
<b>Superior (9-7)</b>	The student's performance demonstrates appropriation and development of the study topics concerning the evaluation indicator.
<b>Middle (6-4)</b>	The student's performance demonstrates an acceptable appropriation and development, although there are some shortcomings in the study topics about the indicator of evaluation.
<b>Low (3-1)</b>	The student's performance shows shortcomings and gaps in the appropriation and development of the topics studied concerning the evaluation indicator.
<b>Does not perform (0)</b>	The student did not complete the project.

Elaborated by: Urgilez, M. (2021)

## CHAPTER III. DATA ANALYSIS AND RESEARCH RESULTS

### 3.1. Pre-test y Post-test

#### Pre-test results

Once, the pre-test was applied to the study groups, the following findings were found:

Table 7. Pre-Test Results

Criteria and Rating Scale	Results Group A	% Group A	Results Group B	% Group B
Unsatisfactory	2	8%	6	24%
Partially unsatisfactory	11	44%	10	40%
Moderately satisfactory	9	36%	8	32%
Satisfactory	3	12%	1	4%
Fully satisfactory	0	0%	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>	<b>25</b>	<b>100%</b>

Elaborated by: Urgilez, M. (2021)

Regarding the results obtained in table 4, it is evident that the oral production of Group B has an unsatisfactory incidence of 24%, to Group A, which is 8%. However, the two groups present a partially unsatisfactory trend of oral production with 44% (Group A) and 40% (Group B); similarly, it is identified that Group A has a moderately satisfactory oral production of 36%, while Group B has 32%. Lastly, the percentage of satisfactory oral production in Group A is 12%, and in Group B 4%.

#### Post-test results

After the post-test was applied, the following results were obtained:

Table 8. Post-test results

Criteria and Rating Scale	Results Group A	% Group A	Results Group B	% Group B
Unsatisfactory	1	4%	1	4%
Partially unsatisfactory	3	12%	11	44%
Moderately satisfactory	19	76%	12	48%
Satisfactory	2	8%	0	0%
Fully satisfactory	0	0%	1	4%
<b>Total</b>	<b>25</b>	<b>100%</b>	<b>25</b>	<b>100%</b>

Elaborated by: Urgilez, M. (2021)

As stated in table 5, it can be observed that the level of unsatisfactory oral production in the two groups is 4%, while Group B retains 44% of partially unsatisfactory oral production. Concerning Group A, which is 12%; also, Group A has 76% of moderately satisfactory oral production, to Group B, which has 48%; as well as, Group A has 8% of satisfactory oral production, while Group B maintains 4% of totally satisfactory oral production.

### 3.2. Comparison of pre-test a post-test result

For students under study, the pre-test, and post-test data were extracted for each of the groups, from which the respective comparison will be made:

Table 9. Comparison of pre-test and post-test results

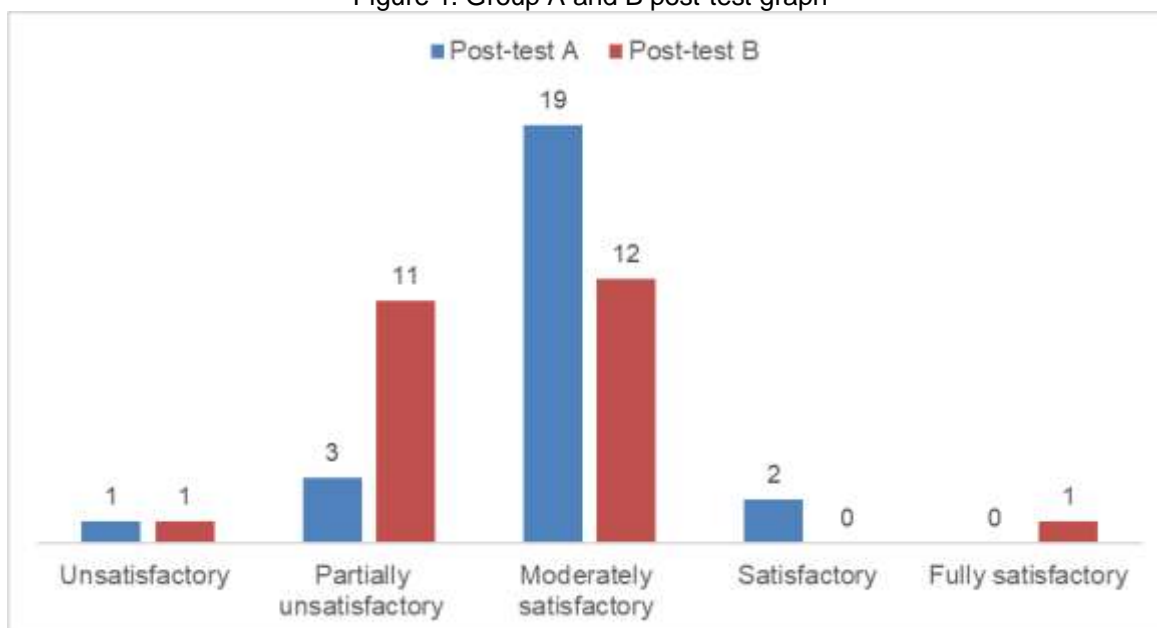
Producción Oral	Grupo A		Grupo B	
	Pre-test	Post-test	Pre-test	Post-test
<b>Unsatisfactory</b>	2	1	6	1
<b>Partially unsatisfactory</b>	11	3	10	11
<b>Moderately satisfactory</b>	9	19	8	12
<b>Satisfactory</b>	3	2	1	0
<b>Fully satisfactory</b>	0	0	0	1
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

Elaborated by: Urgilez, M. (2021)

According to table 6, the results obtained in the pre-test show the existence of a higher unsatisfactory oral production in Group B. Also, according to the partially unsatisfactory and modernly satisfactory oral production, Group B shows a disadvantage of one student. According to satisfactory oral production, Group A has a higher incidence. However, considering the size of the observation sample, the number of records is not very representative, and there is no satisfactory participation of the oral production in the two groups.

Therefore, it can be established that the oral production obtained from the pre-test of Group A and Group B is similar because the variation between both groups is approximately two students on average, which generates that the results are even and close. Likewise, a comparison of the post-test results was made, which indicates the following findings. It is worth mentioning that, for this test, the experimental group "A" had the application of the proposed PBL methodology.

Figure 1. Group A and B post-test graph



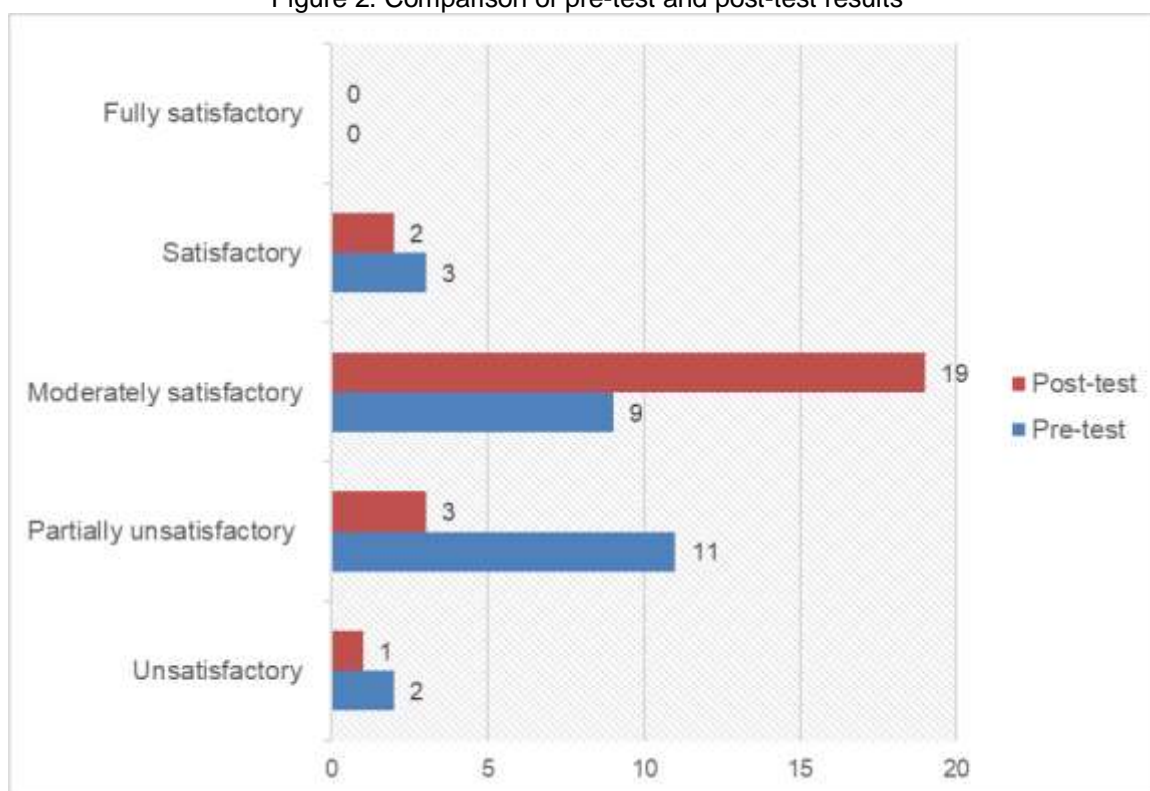
Elaborated by: Urgilez, M. (2021)

Concerning Figure 2, there is a considerable decrease in unsatisfactory oral production in the two groups during the pre-test; likewise, a decrease in the partially satisfactory oral production of eight students for Group A and an increase of one student for Group B is evident.

For the modern satisfactory oral production, Group A has an increase of 10 students, while Group B has only four. However, the satisfactory oral production has decreased for the two groups, decreasing by one student respectively; finally, Group B has had an advance of one student with a satisfactory oral production.

Based on the results of the oral production of Group A, a remarkable improvement of 76% of the sample with a moderately satisfactory oral production is evidenced after applying the PBA methodology, as seen in Figure 5.

Figure 2. Comparison of pre-test and post-test results



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Furthermore, Table 7 shows the percentage of evaluation obtained of the product of the PBL project proposed, show that 35% of the students in the experimental group delivered a satisfactory project in all its phases; likewise, 30% delivered moderately satisfactory work and 26% satisfactory work, which indicates that the students showed interest in the methodology applied.

Additionally, a minimum percentage of partially unsatisfactory projects with 5% and 4% of unsatisfactory activities; moreover, in the sample, the trend establishes an increase in the level of satisfaction evaluated in the oral production.

Additionally, a minimum percentage of partially unsatisfactory projects with 5% and 4% of unsatisfactory activities, however, in relation to the sample, the trend establishes an increase in the level of satisfaction evaluated in the oral production.

Table 10. Results of the project review

Rubric	Unsatisfactory	Partially unsatisfactory	Moderately satisfactory	Satisfactory	Fully satisfactory
Promedio	4%	5%	30%	35%	26%

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Concerning the results described above, the PBL methodology has generated a considerable increase in students' oral production in the Third Year of Bachillerato considered for the experimental study group, showing the benefits of active-didactic strategies in teaching-learning.

### 3.3. Hypothesis Testing

In order to implement the hypothesis test, the Pearson correlation process was applied; this is a statistical level test that allows measuring and knowing the relationship between variables.

"The correlation coefficient "r" can take values between +1 and -1; a value of 0 indicates that there is no association; >0 there is a positive association; and <0 that the relationship is inverse in function to the variables" (Statistical Package for the Social Sciences, SPSS, 2017, p. 1).

The Pearson correlation coefficient was calculated using the Statistical Package for the Social Sciences, SPSS, and the following result was obtained for the hypothesis "Project-based learning (PBL) benefits the speaking skills of students in ESL classrooms."

Table 11. Pearson's Correlation Coefficient

<b>Correlations</b>			
		<b>VD</b>	<b>VI</b>
<b>VD</b>	<b>Pearson Correlation</b>	1	,428*
	<b>Sig. (bilateral)</b>		,033
	<b>N</b>	25	25
<b>VI</b>	<b>Pearson Correlation</b>	,428*	1
	<b>Sig. (bilateral)</b>	,033	
	<b>N</b>	25	25

Note: \*. Correlation is significant at the 0.05 level (bilateral).

Elaborated by: Urgilez, M. (2021)

Regarding the results, it can be determined that Pearson's r value is 0.428, with a positive significance level and a reliability percentage of 95%. Likewise, a moderate direct positive correlation is identified between project-based learning (PBL) and the

oral production of students in ESL classrooms, allowing us to accept the proposed hypothesis.

### **3.4. Proposal Validation**

The proposal must have validity and reliability as quality criteria once submitted to the analysis and judgment of experts so that it can be applied. Validity is the "degree to which a proposal measures what it intends to measure or serves the purpose for which it has been constructed" (Garrote & Rojas, 2015, p. 2); on the other hand, reliability corresponds to the degree of accuracy of the document.

Besides this, the validation of the established proposal is the method of individual aggregates, a process in which the validation is performed individually, where the consulted experts do not have contact with each other. Once the proposal is validated, the average of the scores is obtained, which allows for checking the validity and reliability of the document (Universidad Adventista de Chile, 2018).

Expert judgment as an evaluation strategy presents a series of advantages among which stand out the possibility of obtaining extensive and detailed information on the object of study and the quality of the responses by the judges (Garrote & Rojas, 2015, p. 3). Therefore, applying this strategy is considered relevant for obtaining the validity and reliability of the proposal.

Three experts analyzed the validation of the proposal with proficiency in the English language and more than three years of teaching experience. The experts were in charge of validating the level of reliability of the proposal in aspects such as structure, stages of the methodology, activities, application time and evaluation rubric, and product presentation. Once the reliability percentages were obtained, the following level of reliability of the research work was determined:

Table 12. Proposal Validation Results

<b>Name</b>	<b>Professional Degree</b>	<b>% Reliability</b>	<b>Viability</b>
Lic. Marcia Alexandra Fajardo Romero	Bachelor of Science in Education with mention in English	<b>97.85</b>	Very Reliable
Lic. Pablo Orlando Villavicencio Zambrano	B.A. in Education Sciences with a major in English Specialist in University Teaching	<b>94.20</b>	Very Reliable
Lic. Miguel Xavier Ávila Clavijo	Teaching in English Language and Literature	<b>97.14</b>	Very Reliable
	<b>Average</b>	<b>96.40</b>	<b>Very Reliable</b>

Elaborated by: Urgilez, M. (2021)

From the validation conducted by the experts, an average reliability percentage of 96.40% has been obtained, giving it a viability of "Very Reliable," which makes the proposal feasible to be applied for the purposes established according to the respective objective. The individual results of each of the validations are recorded in the corresponding appendix.

## CONCLUSIONS

- There is sufficient theoretical support to substantiate the benefits that Project Based Learning has in the English language teaching process, applicable in this branch and each of the subjects of the current national curriculum. So, the use of this methodology can be based on different bibliographic approaches allowing a study with greater scope and theoretical depth.
- The application of the PBL methodology in the experimental group led to a change in the students' oral production, from being partially unsatisfactory (44%) to moderately satisfactory (76%), in a period of 8 weeks, which shows that this type of methodological strategy generates positive results. The results would be much more satisfactory if applied with greater emphasis and constancy.
- There is a correlation between the variables Project-Based Learning and Oral Production, with a Pearson's r-value of 0.428, generating a positive significance level and a reliability percentage of 95%. Alternatively, the hypothesis indicates that "Project-Based Learning (PBL) benefits the speaking ability of students in ESL classrooms" is accepted due to its moderate direct positive correlation between the variables; this means that the PBL methodology improves the students' oral production.

## RECOMMENDATIONS

- To relate the theoretical experience of applying the PBL methodology to other subjects to carry out a comparative analysis of the bibliographical contributions of different authors, supporting its effectiveness more integrally.
- To apply the PBL methodology in all teaching levels to benefit learners with the development of oral production; adapting the level of complexity of the PBL according to the academic grade in which it is applied.
- Extend the scope of the effectiveness of the variables through analytical comparisons drawn from the results of new applications of other benchmarks to consolidate the feasibility of the proposal.

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## ANNEXES

### Annex 1. Pre-test format



#### TOPIC:

**Project-based learning (PBL) in the development of speaking in the classroom.**

#### **Oral Proficiency Interview**

##### **Pre-test**

The pre-test allows us to diagnose the current state of oral production of all the students who are subjects of the study, so the parameters to be evaluated in the answers are:

- Fluency
- Coherence
- Pronunciation accuracy

The results of the assessment will be qualitative in nature.

##### **Biographical questions**

1. What is a typical day like for you?
2. What do you like to do in your free time? What are your favorite activities?
3. What is your favorite dish? How is it prepared?
4. What is your personality like?
5. What do you plan to do after you graduate?
6. What are your personal/professional/family/etc, goals for the future?



### Annex 3. Format of the PBL checklist



**TOPIC:**

**Project-based learning (PBL) in the development of speaking in the classroom.**

#### **Checklist**

The presentation of the project will be evaluated using parameters ranging from 1 to 5:

- 1= Unsatisfactory
- 2= Partially unsatisfactory
- 3= Moderately satisfactory
- 4= Satisfactory
- 5= Fully satisfactory

<b>Components of PBL</b>	<b>Weighting</b>
1. The student actively participated in the development of the project.	
2. All concerns were addressed on time.	
3. Used ICT tools to execute the project in an innovatively.	
<b>Implementation of PBL</b>	
4. The student demonstrated cooperation and predisposition to develop the project.	
5. The student exposed his ideas and creativity to test the assumptions required in the project.	
6. The student presented his/her project under the parameters established in the project guidelines promptly.	
7. The project complies with all the requirements established in the guidelines and indications.	
<b>Evaluation of PBL</b>	
8. Fluency is evidenced in the oral production of the project's final product.	
9. Coherence is evidenced in the oral production of the project's final product.	

10. There is precision in the oral production of the project's final product.	
<b>Average</b>	
<b>Qualitative Assessment</b>	

## Annex 4. Post-test format



### TOPIC:

**Project-based learning (PBL) in the development of speaking in the classroom.**

### Post-test

The post-test allows for diagnosing the state of oral production of the students of the two study groups. For this purpose, parameters such as:

- Fluency
- Coherence
- Pronunciation accuracy

The results of the assessment will be qualitative, and this test will be carried out once the period of application of the ABP methodology developed for this research has been completed.

### Biographical questions

1. What is a typical day like for you?
2. What do you like to do in your free time? What are your favorite activities?
3. What is your favorite dish? How is it prepared?

What is your personality like?

5. What do you plan to do after you graduate?
6. What are your personal/professional/family/etc. goals for the future?

## Annex 5. Pre-test results



UNIDAD EDUCATIVA PARTICULAR  
**CATÓLICA**  
DE CUENCA

3RO BGU 2021-2022 PARALELO A		PRE TEST: Pronunciation, Vocabulary, Structure and Fluency						
		<ul style="list-style-type: none"> <li>• Fluidez</li> <li>• Coherencia</li> <li>• Precisión en la pronunciación</li> </ul>						
		Pregunta 1	Pregunta 2	Pregunta 3	Pregunta 4	Pregunta 5	Pregunta 6	Promedio
1	ABRIL CARDENAS ADRIAN ALEJANDRO	2	5	4	5	4	4	4
2	AREVALO LEON JUAN CARLOS	3	3	2	2	3	2	3
3	ARTEAGA ORTIZ VALENTINA ALEJANDRA	2	3	2	2	2	2	2
4	APUPARO MATUTE, DOMENICA BRIGITTE	3	4	2	3	3	3	3
5	BRAVO CABRERA JOSELINE XIOMARA	4	3	3	4	4	4	4
6	CAJAMARCA VILLA EMILY SALOME	1	2	1	2	1	1	1
7	CAMPOVERDE ARIAS JUSTIN ALEXANDER	2	2	2	2	2	2	2
8	CARRIÓN COBOS ABEL MAURICIO	1	1	1	1	1	1	1
9	CRIOLLO TEPAN JESSICA GABRIELA	3	3	3	3	2	2	3
10	DOMINGUEZ ROMAN ADRIAN ALESSANDRO	2	2	1	2	2	2	2
11	ESPINOZA NARVAEZ JORDY ANDRÉS	3	2	1	3	3	2	2
12	GARCIA FERNANDEZ KEVIN SEBASTIAN	2	2	2	2	2	2	2
13	GORDILLO SINCHI ANGELICA LISSETH	2	3	2	2	2	1	2
14	GUAMÁN GUAMÁN MARIA BELÉN	2	2	2	1	1	1	2
15	HERRERA MOCHA HENRRY ALEXANDER	3	3	2	2	2	2	2
16	LAZO ZAMBRANO MATEO JOSUE	3	3	1	2	2	1	2
17	MARIN PERALTA PAULA ALEXANDRA	4	4	4	3	4	4	4

18	MINCHALA HERAS CARLOS DAMIAN	3	3	3	3	3	3	3
19	MONTANO ZHUCOZHANAY MARIA BELEN	3	3	3	3	3	3	3
20	MOROCHO GUALLPA BRITHANY LIZBETH	3	3	2	2	2	3	3
21	NAULA RAMÓN MATEO GABRIEL	3	3	3	2	3	3	3
22	PALADINES OCHOA MARÍA JOSÉ	2	3	1	3	3	2	2
23	PESANTEZ CASTRO, PEDRO NICOLAS	1	2	2	2	2	2	2
24	QUEZADA CABRERA, DOMENICA PAOLA	3	3	3	3	3	2	3
25	ROBLES QUITUISACA, KAREN ANABEL	3	3	3	3	3	4	3

<b>Criteria and Rating Scale</b>
1= Unsatisfactory
2= Partially unsatisfactory
3= Moderately satisfactory
4= Satisfactory
5= Fully satisfactory




UNIDAD EDUCATIVA PARTICULAR  
**CATOLICA**  
DE CUENCA

3RO BGU 2021-2022 PARALELO B		PRE TEST: Pronunciation, Vocabulary, Structure and Fluency						
		<ul style="list-style-type: none"> <li>• Fluidez</li> <li>• Coherencia</li> <li>• Precisión en la pronunciación</li> </ul>						
		Pregunta 1	Pregunta 2	Pregunta 3	Pregunta 4	Pregunta 5	Pregunta 6	Promedio
1	AGUILAR GUAPISACA KAREN DANIELA	2	2	1	1	1	1	1
2	BARROS CABRERA JENNIFER MICAELA	2	1	2	1	1	1	1
3	BRAVO ANGAMARCA TATIANA ELIZABETH	3	2	1	3	2	2	2
4	CABEZAS GUILLERMO MARÍA GRACIA	3	4	4	3	4	3	4
5	CALLE NAULA BORIS DANILO	2	1	2	3	2	2	2
6	CARMONA VERA JUAN DAVID	2	2	1	3	3	1	2
7	CHUCHUCA MACAS JOEL ALEXANDER	1	1	1	1	1	1	1
8	DOMINGUEZ ASANZA DAYANNA ELIZABETH	1	2	1	2	1	1	1
9	ERRAEZ CEDEÑO MARIA DEL CISNE	2	3	2	2	3	2	2
10	FLOR HERRERA DIEGO EMILIANO	2	3	2	2	3	2	2
11	GUACHICHULLCA MEDINA CRISTOPHER XAVIER	2	3	1	2	2	2	2
12	GUARTASACA GUIÑANSACA JENNIFER ALEXANDRA	1	1	1	1	1	1	1
13	GUTIÉRREZ BERMEO LISSETH GEORGINA	3	3	3	3	3	2	3
14	JARAMILLO JIMENEZ JUAN SEBASTIAN	3	3	2	3	3	3	3
15	LLIVISACA LOJA PAOLA LISSETH	3	3	2	2	3	1	2
16	MALDONADO GONZALES DOMENICA MIKAELA	3	4	2	2	3	1	3
17	MENDIENTA MONRROY JORGE LUIS	1	1	1	2	1	1	1
18	MONTAÑO INGA DOMENICA KARINA	3	3	3	2	3	3	3
19	MOROCHO GOMEZ MELANIE SAMANTHA	2	2	2	3	3	2	2
20	NAULA MOROCHO DAYANNA VANESSA	3	3	2	2	3	2	3
21	ORDÓÑES MACAS ALEJANDRA NICOLE	3	2	2	2	2	2	2

22	PEÑAFIEL RODAS ALEXA NICOLE	2	2	2	2	2	2	2
23	PINEDA CARPIO, ROSA ANGÉLICA	3	3	3	3	3	2	3
24	QUINGA LOPEZ, EDGAR SAID	3	3	3	2	3	3	3
25	ROJAS PICÓN, DAVID XAVIER	2	3	2	3	3	2	3

<b>Criteria and Rating Scale</b>
1= Unsatisfactory
2= Partially unsatisfactory
3= Moderately satisfactory
4= Satisfactory
5= Fully satisfactory

## Annex 6. Post-test results

 <b>UNIDAD EDUCATIVA PARTICULAR CATÓLICA DE CUENCA</b>		<b>POST TEST:</b> Pronunciation, Vocabulary, Structure and Fluency • Fluidez • Coherencia • Precisión en la pronunciación						
		Pregunta 1	Pregunta 2	Pregunta 3	Pregunta 4	Pregunta 5	Pregunta 6	Promedio
<b>3RO BGU 2021-2022 PARALELO A</b>								
1	ABRIL CARDENAS ADRIAN ALEJANDRO	3	3	3	2	2	2	3
2	AREVALO LEON JUAN CARLOS	3	2	2	2	3	3	3
3	ARTEAGA ORTIZ VALENTINA ALEJANDRA	3	3	2	3	3	1	3
4	APUPARO MATUTE, DOMENICA BRIGITTE	4	4	4	4	3	2	4
5	BRAVO CABRERA JOSELINE XIOMARA	3	3	3	3	3	2	3
6	CAJAMARCA VILLA EMILY SALOME	3	3	2	3	3	3	3
7	CAMPOVERDE ARIAS JUSTIN ALEXANDER	3	3	2	3	3	2	3
8	CARRION COBOS ABEL MAURICIO	1	1	1	1	1	1	1
9	CRIOLLO TEPAN JESSICA GABRIELA	3	2	2	3	2	1	2
10	DOMINGUEZ ROMAN ADRIAN ALESSANDRO	3	3	2	3	3	3	3
11	ESPINOZA NARVAEZ JORDY ANDRÉS	3	3	2	2	3	3	3
12	GARCIA FERNANDEZ KEVIN SEBASTIAN	2	3	2	3	3	2	3
13	GORDILLO SINCHI ANGELICA LISSETH	3	3	3	3	3	2	3
14	GUAMÁN GUAMÁN MARIA BELÉN	3	3	2	2	3	3	3
15	HERRERA MOCHA HENRRY ALEXANDER	3	3	2	2	3	3	3
16	LAZO ZAMBRANO MATEO JOSUE	3	3	2	2	3	1	2
17	MARIN PERALTA PAULA ALEXANDRA	3	3	3	3	3	3	3

18	MINCHALA HERAS CARLOS DAMIAN	3	3	2	3	3	3	3
19	MONTANO ZHUCOZHANAY MARIA BELEN	3	3	2	2	3	2	3
20	MOROCHO GUALLPA BRITHANY LIZBETH	3	2	2	2	3	3	3
21	NAULA RAMÓN MATEO GABRIEL	3	3	2	3	3	2	3
22	PALADINES OCHOA MARÍA JOSÉ	3	2	1	2	3	2	2
23	PESANTEZ CASTRO, PEDRO NICOLAS	3	3	2	2	3	2	3
24	QUEZADA CABRERA, DOMENICA PAOLA	4	4	4	4	4	4	4
25	ROBLES QUITUISACA, KAREN ANABEL	3	3	3	3	3	3	3

<b>Criteria and Rating Scale</b>
1= Unsatisfactory
2= Partially unsatisfactory
3= Moderately satisfactory
4= Satisfactory
5= Fully satisfactory



UNIDAD EDUCATIVA PARTICULAR  
**CATOLICA**  
DE CUENCA

3RO BGU 2021-2022 PARALELO B		POST TEST: Pronunciation, Vocabulary, Structure and Fluency						
		<ul style="list-style-type: none"> <li>• Fluidez</li> <li>• Coherencia</li> <li>• Precisión en la pronunciación</li> </ul>						
		Pregunta 1	Pregunta 2	Pregunta 3	Pregunta 4	Pregunta 5	Pregunta 6	Promedio
1	AGUILAR GUAPISACA KAREN DANIELA	3	2	3	3	3	2	3
2	BARROS CABRERA JENNIFER MICAELA	2	2	2	1	1	1	2
3	BRAVO ANGAMARCA TATIANA ELIZABETH	4	3	2	3	3	3	3
4	CABEZAS GUILLERMO MARIA GRACIA	4	4	5	5	4	5	5
5	CALLE NAULA BORIS DANILO	2	3	2	3	3	3	3
6	CARMONA VERA JUAN DAVID	3	3	2	2	3	3	3
7	CHUCHUCA MACAS JOEL ALEXANDER	2	3	1	1	2	2	2
8	DOMINGUEZ ASANZA DAYANNA ELIZABETH	2	2	2	2	2	2	2
9	ERRAEZ CEDENO MARIA DEL CISNE	1	2	2	3	3	3	2
10	FLOR HERRERA DIEGO EMILIANO	3	3	3	3	3	3	3
11	GUACHICHULLCA MEDINA CRISTOPHER XAVIER	2	3	2	2	2	1	2
12	GUARTASACA GUIÑANSACA JENNIFER ALEXANDRA	1	1	1	1	1	1	1
13	GUTIÉRREZ BERMEO LISSETH GEORGINA	3	3	2	3	3	3	3
14	JARAMILLO JIMENEZ JUAN SEBASTIAN	4	4	3	3	3	3	3
15	LLIVISACA LOJA PAOLA LISSETH	3	3	3	3	2	2	3
16	MALDONADO GONZALES DOMENICA MIKAELA	2	3	2	1	3	2	2
17	MENDIENTA MONRROY JORGE LUIS	2	3	3	3	3	3	3
18	MONTANO INGA DOMENICA KARINA	3	3	2	3	3	2	3
19	MOROCHO GOMEZ MELANIE SAMANTHA	1	2	2	2	2	1	2

2 0	NAULA MOROCHO DAYANNA VANESSA	1	2	2	2	2	1	2
2 1	ORDONES MACAS ALEJANDRA NICOLE	2	2	2	3	2	1	2
2 2	PEÑAFIEL RODAS ALEXA NICOLE	3	3	3	2	2	1	2
2 3	PINEDA CARPIO, ROSA ANGÉLICA	3	4	3	4	3	3	3
2 4	QUINGA LOPEZ, EDGAR SAID	3	3	3	3	2	3	3
2 5	ROJAS PICÓN, DAVID XAVIER	1	2	3	3	3	2	2

<b>Criteria and Rating Scale</b>
1= Unsatisfactory
2= Partially unsatisfactory
3= Moderately satisfactory
4= Satisfactory
5= Fully satisfactory

## Annex 7. Checklist results

FULL NAME	1. The student actively participated in the development of the project.	2. All concerns were addressed in a timely manner.	3. Used ICT tools to execute the project in an innovative way.	4. The student demonstrated cooperation and predisposition to develop the project.	5. The student exposed his ideas and creativity to test the assumptions required in the project.	6. The student presented his/her project under the parameters established in the project guidelines and in a timely manner.	7. The project complies with all the requirements established in the guidelines and indications given.	8. Fluency is evidenced in the oral production of the final product of the project.	9. Coherence is evidenced in the oral production of the final product of the project.	10. There is precision in the oral production of the final product of the project.
ABRIL CARDENAS ADRIAN ALEJANDRO	Fully satisfactory	Satisfactory	Satisfactory	Fully satisfactory	Satisfactory	Satisfactory	Fully satisfactory	Fully satisfactory	Satisfactory	Fully satisfactory
AREVALO LEON JUAN CARLOS	Fully satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory	Moderately satisfactory	Satisfactory	Moderately satisfactory
ARTEAGA ORTIZ VALENTINA ALEJANDRA	Fully satisfactory	Moderately satisfactory	Satisfactory	Fully satisfactory	Satisfactory	Fully satisfactory	Satisfactory	Satisfactory	Fully satisfactory	Satisfactory
APUPARO MATUTE, DOMENICA BRIGITTE	Fully satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Fully satisfactory	Satisfactory	Fully satisfactory	Satisfactory	Satisfactory
BRAVO CABRERA JOSELINE XIOMARA	Unsatisfactory	Partially unsatisfactory	Moderately satisfactory	Unsatisfactory	Moderately satisfactory	Unsatisfactory	Satisfactory	Moderately satisfactory	Satisfactory	Partially unsatisfactory
CAJAMARCA VILLA EMILY SALOME	Partially unsatisfactory	Moderately satisfactory	Fully satisfactory	Moderately satisfactory	Satisfactory	Moderately satisfactory	Moderately satisfactory	Satisfactory	Fully satisfactory	Satisfactory
CAMPOVERDE ARIAS JUSTIN ALEXANDER	Satisfactory	Fully satisfactory	Satisfactory	Satisfactory	Moderately satisfactory	Fully satisfactory	Satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory
CARRIÓN COBOS ABEL MAURICIO	Satisfactory	Moderately satisfactory	Satisfactory	Fully satisfactory	Satisfactory	Satisfactory	Fully satisfactory	Satisfactory	Moderately satisfactory	Satisfactory
CRIOLLO TEPAN JESSICA GABRIELA	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory	Unsatisfactory	Moderately satisfactory	Unsatisfactory
DOMINGUEZ ROMAN ADRIAN ALESSANDRO	Satisfactory	Satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory	Satisfactory	Fully satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory
ESPINOZA NARVAEZ JORDY ANDRÉS	Satisfactory	Moderately satisfactory	Satisfactory	Satisfactory	Moderately satisfactory	Satisfactory	Satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory
GARCIA FERNANDEZ KEVIN SEBASTIAN	Fully satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory	Satisfactory	Satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory

GORDILLO SINCHI ANGELICA LISSETH	Satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory	Satisfactory	Moderately satisfactory	Satisfactory	Moderately satisfactory	Partially unsatisfactory
GUAMÁN GUAMÁN MARIA BELÉN	Fully satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory
HERRERA MOCHA HENRRY ALEXANDER	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory	Satisfactory	Moderately satisfactory	Satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory
LAZO ZAMBRANO MATEO JOSUE	Moderately satisfactory	Partially unsatisfactory	Fully satisfactory	Partially unsatisfactory	Moderately satisfactory	Unsatisfactory	Partially unsatisfactory	Unsatisfactory	Unsatisfactory	Partially unsatisfactory
MARIN PERALTA PAULA ALEXANDRA	Fully satisfactory	Satisfactory	Fully satisfactory	Satisfactory	Fully satisfactory	Satisfactory	Fully satisfactory	Fully satisfactory	Satisfactory	Satisfactory
MINCHALA HERAS CARLOS DAMIAN	Fully satisfactory	Satisfactory	Fully satisfactory	Fully satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Moderately satisfactory	Fully satisfactory
MONTAÑO ZHUCOZHAÑAY MARIA BELEN	Satisfactory	Moderately satisfactory	Fully satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory	Satisfactory	Satisfactory	Satisfactory	Moderately satisfactory
MOROCHO GUALLPA BRITHANY LIZBETH	Fully satisfactory	Satisfactory	Moderately satisfactory	Fully satisfactory	Satisfactory	Moderately satisfactory	Satisfactory	Satisfactory	Fully satisfactory	Moderately satisfactory
NAULA RAMÓN MATEO GABRIEL	Moderately satisfactory	Satisfactory	Partially unsatisfactory	Satisfactory	Satisfactory	Moderately satisfactory	Moderately satisfactory	Partially unsatisfactory	Moderately satisfactory	Fully satisfactory
PALADINES OCHOA MARIA JOSÉ	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Moderately satisfactory
PESANTEZ CASTRO, PEDRO NICOLAS	Moderately satisfactory	Moderately satisfactory	Satisfactory	Partially unsatisfactory	Satisfactory	Unsatisfactory	Partially unsatisfactory	Satisfactory	Partially unsatisfactory	Moderately satisfactory
QUEZADA CABRERA, DOMENICA PAOLA	Satisfactory	Moderately satisfactory	Satisfactory	Fully satisfactory	Satisfactory	Moderately satisfactory	Fully satisfactory	Satisfactory	Satisfactory	Satisfactory
ROBLES QUITUISACA, KAREN ANABEL	Satisfactory	Satisfactory	Moderately satisfactory	Satisfactory	Fully satisfactory	Fully satisfactory	Fully satisfactory	Moderately satisfactory	Moderately satisfactory	Moderately satisfactory

<b>Items Checklist</b>	<b>Unsatisfactory</b>	<b>Partially unsatisfactory</b>	<b>Moderately satisfactory</b>	<b>Satisfactory</b>	<b>Fully satisfactory</b>	<b>Total</b>
1. The student actively participated in the development of the project.	1	1	5	9	9	25
2. All concerns were addressed on time	0	2	10	9	4	25
3. Used ICT tools to execute the project in an innovatively.	0	1	7	9	8	25

4. The student demonstrated cooperation and predisposition to develop the project.	1	2	5	8	9	25
5. The student exposed his ideas and creativity to test the assumptions required in the project.	0	0	9	12	4	25
6. The student presented his/her project under the parameters established in the project guidelines promptly.	3	0	6	10	6	25
7. The project complies with all the requirements established in the guidelines and indications.	0	2	5	9	9	25
8. Fluency is evidenced in the oral production of the project's final product.	2	1	7	10	5	25
9. Coherence is evidenced in the oral production of the project's final product.	1	1	10	8	5	25
10. There is precision in the oral production of the project's final product.	1	3	10	6	5	25

<b>Items Checklist</b>	<b>Unsatisfactory</b>	<b>Partially unsatisfactory</b>	<b>Moderately satisfactory</b>	<b>Satisfactory</b>	<b>Fully satisfactory</b>	<b>Total</b>
1. The student actively participated in the development of the project.	4%	4%	20%	36%	36%	100%
2. All concerns were addressed on time	0%	8%	40%	36%	16%	100%
3. Used ICT tools to execute the project in an innovatively.	0%	4%	28%	36%	32%	100%
4. The student demonstrated cooperation and predisposition to develop the project.	4%	8%	20%	32%	36%	100%
5. The student exposed his ideas and creativity to test the assumptions required in the project.	0%	0%	36%	48%	16%	100%

6. The student presented his/her project under the parameters established in the project guidelines promptly.	12%	0%	24%	40%	24%	100%
7. The project complies with all the requirements established in the guidelines and indications.	0%	8%	20%	36%	36%	100%
8. Fluency is evidenced in the oral production of the project's final product.	8%	4%	28%	40%	20%	100%
9. Coherence is evidenced in the oral production of the project's final product.	4%	4%	40%	32%	20%	100%
10. There is precision in the oral production of the project's final product.	4%	12%	40%	24%	20%	100%
<b>Promedio</b>	<b>4%</b>	<b>5%</b>	<b>30%</b>	<b>36%</b>	<b>26%</b>	

## Annex 8. Hypothesis Testing

HPOTESIS.sav [ConjuntoDatos1] - IBM SPSS Statistics Editor de datos

Archivo Editar Ver Datos Transformar Analizar Gráficos Utilidades Ampliaciones Ventana Ayuda

	Nombre	Tipo	Anchura	Decimales	Etiqueta	Valores	Pérdidos	Columnas	Alineación	Medida	Rol
1	VAR00001	Númérico	8	0	What is a typ...	{1, Unsatisf...	Ninguno	8	Derecha	Nominal	Entrada
2	VAR00002	Númérico	8	0	What do you lik...	{1, Unsatisf...	Ninguno	8	Derecha	Nominal	Entrada
3	VAR00003	Númérico	8	0	What is your fa...	{1, Unsatisf...	Ninguno	8	Derecha	Nominal	Entrada
4	VAR00004	Númérico	8	0	What is your p...	{1, Unsatisf...	Ninguno	8	Derecha	Nominal	Entrada
5	VAR00005	Númérico	8	0	What do you pl...	{1, Unsatisf...	Ninguno	8	Derecha	Nominal	Entrada
6	VAR00006	Númérico	8	0	What are your ...	{1, Unsatisf...	Ninguno	8	Derecha	Nominal	Entrada
7	VAR00007	Númérico	8	0	What is a typ...	{1, Unsatisf...	Ninguno	8	Derecha	Nominal	Entrada
8	VAR00008	Númérico	8	0	What do you lik...	{1, Unsatisf...	Ninguno	8	Derecha	Nominal	Entrada
9	VAR00009	Númérico	8	0	What is your fa...	{1, Unsatisf...	Ninguno	8	Derecha	Nominal	Entrada
10	VAR00010	Númérico	8	0	What is your p...	{1, Unsatisf...	Ninguno	8	Derecha	Nominal	Entrada
11	VAR00011	Númérico	8	0	What do you pl...	{1, Unsatisf...	Ninguno	8	Derecha	Nominal	Entrada
12	VAR00012	Númérico	8	0	What are your ...	{1, Unsatisf...	Ninguno	8	Derecha	Nominal	Entrada
13	VD	Númérico	8	0		Ninguno	Ninguno	10	Derecha	Nominal	Entrada
14	VI	Númérico	8	0		Ninguno	Ninguno	10	Derecha	Nominal	Entrada
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											
25											
26											
27											
28											
29											

Vista de datos Vista de variables

HPOTESIS.sav [ConjuntoDatos1] - IBM SPSS Statistics Editor de datos

Archivo Editar Ver Datos Transformar Analizar Gráficos Utilidades Ampliaciones Ventana Ayuda

	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VD	VI
1	2	5	4	5	4	4	3	3	3	2	2	2	24	18
2	3	3	2	2	3	2	3	2	2	2	2	3	15	15
3	2	3	2	2	2	2	3	3	2	3	3	1	13	18
4	3	4	2	3	3	3	4	4	4	4	3	2	18	21
5	4	3	3	4	4	4	3	3	3	3	3	2	22	17
6	1	2	1	2	1	1	3	3	2	3	3	3	8	17
7	2	2	2	2	2	2	3	3	2	3	3	2	12	16
8	1	1	1	1	1	1	1	1	1	1	1	1	6	6
9	3	3	3	3	2	2	3	2	2	3	2	1	16	13
10	2	2	1	2	2	2	3	3	2	3	3	3	11	17
11	3	2	1	3	3	2	3	1	2	2	3	3	14	16
12	2	2	2	2	2	2	2	3	2	3	3	2	12	16
13	2	3	2	2	2	1	3	3	3	3	3	2	12	17
14	2	2	2	1	1	1	3	3	2	2	3	3	9	16
15	3	3	2	2	2	2	3	3	3	2	3	3	14	16
16	3	3	1	2	2	1	3	3	2	2	3	1	12	14
17	4	4	4	3	4	4	3	3	3	3	3	3	23	18
18	3	3	3	3	3	3	3	3	2	3	3	3	18	17
19	3	3	3	3	3	3	3	3	2	2	3	2	18	16
20	3	3	2	2	2	3	3	2	2	2	3	3	15	15
21	3	3	3	2	3	3	3	3	2	3	3	2	17	16
22	2	3	1	3	3	2	3	2	1	2	3	2	14	13
23	1	2	2	2	2	2	3	3	2	2	3	2	11	16
24	3	3	3	3	3	2	4	4	4	4	4	4	17	24
25	3	3	3	3	3	4	3	3	3	3	3	3	19	18

Vista de datos Vista de variables

## Annex 9. Proposal Validation Results



### EXPERT ANALYSIS

#### TITLE

Project-Based learning (PBL) in developing speaking skills in the classroom

#### OBJETIVE

- To apply the Project Based Learning (PBL) methodology to students in the third year of the Unified General High School.

#### DATOS DEL EXPERTO

**Nombre:** Lic. Marcia Alexandra Fajardo Romero

**Experiencia profesional:** Docente del área de Lengua Extranjera durante 8 años en la Unidad Educativa Particular Católica de Cuenca en los niveles de Básica Superior y Bachillerato.

**Título profesional:** Licenciada en ciencias de la Educación mención Inglés

Estimado experto, por favor sírvase a valorar la propuesta presentada, utilizando la siguiente rúbrica de confiabilidad

Criterio	% de Confiabilidad	Nivel de confiabilidad
Aprobado	100 - 80	Muy confiable
Aprobado con cambios leves	79 - 50	Confiable
Cambiar ítem	49 - 0	Poco confiable

En la tabla siguiente, deberá registrar el porcentaje de confiabilidad, que de acuerdo con su conocimiento, experiencia y juicio le corresponde a cada uno de los ítems de criterios observables.

<b>Criterios observables</b>	<b>% Confiabilidad</b>
La propuesta estructura de la propuesta, permite un desarrollo investigativo	<b>95</b>
La estructura del proyecto ABP, ha considerado todas las fases o etapas que esta metodología requiere	<b>100</b>
Las actividades que contienen el proyecto ABP, promueven el desarrollo de la producción oral en los estudiantes	<b>95</b>
El tiempo de aplicación del proyecto ABP, es apropiado para la consecución del objetivo	<b>95</b>
La rúbrica de evaluación de la producción oral, incluye los criterios correctos para la valoración de esta habilidad	<b>100</b>
La rúbrica de presentación del producto final del proyecto ABP, involucra la valoración de todas las fases	<b>100</b>
El proyecto ABP propuesto, es apropiado para el desarrollo de la producción oral en los estudiantes de Tercer Año de Bachillerato General Unificado	<b>100</b>
<b>Promedio de Confiabilidad</b>	<b>97.85%</b>

A partir del promedio obtenido en la validación de los expertos, se determina que la propuesta tiene un nivel de confiabilidad del 97.85%; haciéndola MUY CONFIABLE en su aplicación.




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**FIRMA DEL EXPERTO**  
**Lic. Marcia Alexandra Fajardo Romero**  
**C.I. 0104109277**



## ANÁLISIS DE EXPERTOS

### TEMA

Project-Based learning (PBL) in developing speaking skills in the classroom

### OBJETIVO

- Aplicar la metodología de Aprendizaje Basado en Proyecto (ABP) en los estudiantes de Tercer Año de Bachillerato General Unificado.

### DATOS DEL EXPERTO

**Nombre:** Lic. Pablo Orlando Villavicencio Zambrano, Esp.

**Experiencia profesional:** Profesor de Inglés Nivel Educación Superior

**Título profesional:** Lic. En Ciencias de la Educación Mención Inglés Especialista en Docencia Universitaria

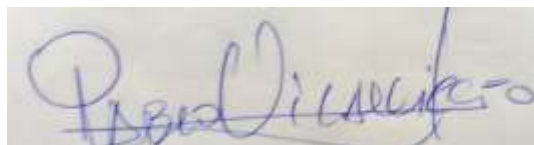
Estimado experto, por favor sírvase a valorar la propuesta presentada, utilizando la siguiente rúbrica de confiabilidad

Criterio	% de Confiabilidad	Nivel de confiabilidad
Aprobado	100 - 80	Muy confiable
Aprobado con cambios leves	79 - 50	Confiable
Cambiar ítem	49 - 0	Poco confiable

En la tabla siguiente, deberá registrar el porcentaje de confiabilidad, que de acuerdo con su conocimiento, experiencia y juicio le corresponde a cada uno de los ítems de criterios observables.

<b>Criterios observables</b>	<b>% Confiabilidad</b>
La propuesta estructura de la propuesta, permite un desarrollo investigativo	<b>95</b>
La estructura del proyecto ABP, ha considerado todas las fases o etapas que esta metodología requiere	<b>95</b>
Las actividades que contienen el proyecto ABP, promueven el desarrollo de la producción oral en los estudiantes	<b>95</b>
El tiempo de aplicación del proyecto ABP, es apropiado para la consecución del objetivo	<b>90</b>
La rúbrica de evaluación de la producción oral, incluye los criterios correctos para la valoración de esta habilidad	<b>95</b>
La rúbrica de presentación del producto final del proyecto ABP, involucra la valoración de todas las fases	<b>95</b>
El proyecto ABP propuesto, es apropiado para el desarrollo de la producción oral en los estudiantes de Tercer Año de Bachillerato General Unificado	<b>95</b>
<b>Promedio de Confiabilidad</b>	<b>94.2%</b>

A partir del promedio obtenido en la validación de los expertos, se determina que la propuesta tiene un nivel de confiabilidad del 94.2 %; haciéndola MUY CONFIABLE en su aplicación.



**FIRMA DEL EXPERTO**

**Lic. Pablo Orlando Villavicencio Zambrano, Esp.**

**C.I. 0102309325**



## ANÁLISIS DE EXPERTOS

### TEMA

Project-Based learning (PBL) in developing speaking skills in the classroom

### OBJETIVO

- Aplicar la metodología de Aprendizaje Basado en Proyecto (ABP) en los estudiantes de Tercer Año de Bachillerato General Unificado.

### DATOS DEL EXPERTO

**Nombre:** Lic. Miguel Xavier Avila Clavijo

**Experiencia profesional:** Servicios profesionales como docente del área de Lengua Extranjera, Inglés en la Unidad Educativa Fiscomisional “Madre Enriqueta Aymer” de los Sagrados Corazones. Trabajando con estudiantes de bachillerato y básica superior. Adicionalmente, ha desempeñado el cargo de docente en la materia de “Natural Science” y Lengua Extranjera, inglés en la Unidad Educativa Particular “San Francisco de Sales”.

**Título profesional:** Docencia en Lengua y Literatura Inglesa

Estimado experto, por favor sírvase a valorar la propuesta presentada, utilizando la siguiente rúbrica de confiabilidad

Criterio	% de Confiabilidad	Nivel de confiabilidad
----------	--------------------	------------------------

Aprobado	100 - 80	Muy confiable
Aprobado con cambios leves	79 - 50	Confiable
Cambiar ítem	49 - 0	Poco confiable

En la tabla siguiente, deberá registrar el porcentaje de confiabilidad, que de acuerdo con su conocimiento, experiencia y juicio le corresponde a cada uno de los ítems de criterios observables.

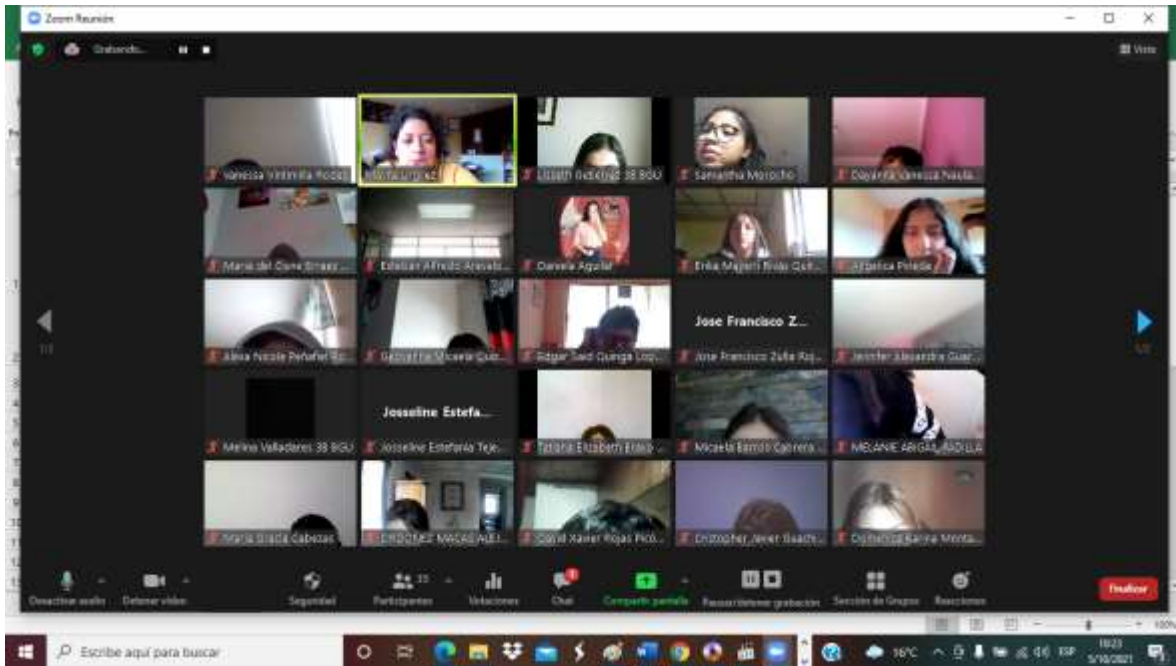
<b>Criterios observables</b>	<b>% Confiabilidad</b>
La propuesta estructura de la propuesta, permite un desarrollo investigativo	<b>100</b>
La estructura del proyecto ABP, ha considerado todas las fases o etapas que esta metodología requiere	<b>100</b>
Las actividades que contienen el proyecto ABP, promueven el desarrollo de la producción oral en los estudiantes	<b>100</b>
El tiempo de aplicación del proyecto ABP, es apropiado para la consecución del objetivo	<b>90</b>
La rúbrica de evaluación de la producción oral, incluye los criterios correctos para la valoración de esta habilidad	<b>100</b>
La rúbrica de presentación del producto final del proyecto ABP, involucra la valoración de todas las fases	<b>100</b>
El proyecto ABP propuesto, es apropiado para el desarrollo de la producción oral en los estudiantes de Tercer Año de Bachillerato General Unificado	<b>90</b>
<b>Promedio de Confiabilidad</b>	<b>97.14%</b>

A partir del promedio obtenido en la validación de los expertos, se determina que la propuesta tiene un nivel de confiabilidad del 97.14%; haciéndola MUY CONFIABLE en su aplicación.



**FIRMA DEL EXPERTO**  
**Lic. Miguel Xavier Avila C.**  
**0104702329**

### Annex 10. Photos of the implementation of the proposal



**DATABASE/ DIGITAL REPOSITORY:****PBL PROJECT IMPLEMENTATION****RUBRIC**

<https://docs.google.com/spreadsheets/d/1B9mPV5McFFIGYqgejE7TH-rMBEWSGChO/edit?usp=sharing&oid=107530982644402294712&rtpof=true&sd=true>

### Annex 11. Authorization and Reference

