



UTMACH

FACULTAD DE CIENCIAS SOCIALES

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

**The use of the project-based learning methodology to improve oral
expression in English.**

**GONZALEZ REINA KRISTHEL DEL CISNE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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INTERVENCIÓN**

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PINTO SANCHEZ YAZMIN LISSETH

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por KRISTHEL DEL CISNE GONZALEZ REINA

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DEDICATION

We dedicate this investigative work to God, since he guides our steps daily to achieve our goals. Likewise, to our parents and family because they have been our moral and economic support for the completion of this project, without them it would not have been possible to train us as professionals, thus, we are eternally grateful.

SUMMARY

This research focuses on the application of the Project Based Learning (PBL) methodology in the teaching-learning process. Regarding this, the improvement of Oral Expression in English in students in the ninth year of basic general education of parallel “B”, school year 2022-2023 is proposed. With the objective that students develop oral expression and improve fluency, clarity, and coherence in their message, also using body movements and gesticulation, a lesson system is implemented. This research work is guided by the quantitative paradigm with an experimental design that seeks to verify itself through hypotheses, understand the effect of the variables, and then analyze and measure them to obtain results. Likewise, observe the manifestation of the problem. First, a diagnostic test is carried out on the 27 students, which allows to adapt a system of lessons to improve the students' oral expression through appropriate topics, then compare the results of the diagnosis with the final project (post-test) obtaining as evidence that the students presented problems at the beginning due to the lack of vocabulary and the use of their mother tongue. However, if teachers focus on a skill (**oral expression**) and teach content according to what the student is going to use in an exercise in class, the oral performance will improve to a certain degree, which was verified with the Chi square. In conclusion, the use of the PBL teaching methodology improves oral expression through dynamic and entertaining lessons for students.

Keywords: Oral Expression, system of lessons, PBL, teaching-learning process.

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INTRODUCTION

English has become part of education due to the importance it bears in the working field, which has led to its development into a universal language and world domination.

Based on this, Flores (2017) mentioned:

El conocimiento y dominio del idioma inglés ha tomado ventaja sobre los ámbitos del saber humano; la comprensión y la aplicación del idioma inglés se ha convertido en un requisito indispensable para desenvolverse dentro de los campos educativos, laborales, científicos, profesionales, turísticos y en general en la comunicación nacional e internacional. (p.13)

Regarding other ideologies, it is said that English has turned into an important request for schools and higher education institutions which seek to train professionals with capacities related to the international companies demands.

When someone seeks to study a new language, they usually aim to achieve the standard of a native speaker or an approximate level. Hence, learning English is not an exception due to its proficiency for becoming an effective speaking skill. Teaching English demands innovation of methodologies and techniques utilized in its process. A notable one being Project-based learning (PBL).

“This methodology has been employed in Ecuador by many authors. With the purpose of improving learning in some mathematical fields and the development of motivation”.

Torres & Tustón (2020). Nevertheless, there isn't enough experience using this method for language teaching. Álvarez & Arroyo (2018) applied PBL to promote the cultural integration in Waoranis Kids where the school had lacked a coherent curriculum of teaching Spanish and the professors improvised to present their lessons. As a result, students had to become

memorists when they used this methodology. They recommended simple steps to follow: to conceptualize, to plan for the application of PBL in order to value results through a project, and so the learning motivation is a boost.

On the other hand, based on the pre-professional practices of the authors of this project it can be identified that the students of the ninth-year students of General Basic Education of parallel "B" of the "Demetrio Aguilera Malta" High School have the following difficulties:

- Fear of participating in English lessons.
- Insufficient command of vocabulary according to their level of proficiency.
- Mistakes in their pronunciation in English.
- Lack of motivation to learn English
- Lack of exposure to the use of the language in the educational environment.

The previous statements are a product of the difficulties that learners have when they speak. Therefore, this led us to formulate the following scientific problem: How to improve the oral expression of English learners from the ninth-year students of General Basic Education of parallel "B" of the "Demetrio Aguilera Malta" High School, in the 2022-2023 school-year?

Consequently, the problem was delimited in the object of study which is the process of teaching and learning English in General Basic Higher Education.

As a result, the possible causes that lead us to the appearance of the previous problem are:

- Lack of speaking practice.
- Insufficiency of interactive and participatory exercises that encourage the student to learn.
- The student-teacher relationship is low.
- Low use of ICT (Information and Communications Technology) tools to improve development of the pronunciation and speaking skill.

In accordance with the above, the general objectives of the research is “To elaborate a system of lessons with using of the PBL methodology for the improvement of the oral expression in the learners of the ninth-year students of General Basic Education of parallel "B" of the "Demetrio Aguilera Malta" High School, in the 2022-2023 school-year

The methodology Project-based learning (PBL) promoted as its main objective is that students take an active role which increases motivation to learn and develop different skills and abilities in the English language. At the end of this period, students will be able to present a final project based on what they have learned that will let them obtain a meaningful learning where the teacher is a guide, allowing students to build their own knowledge.

Although, the field of research in this study is the methodology Project-based learning (PBL) the following specific objectives are proposed:

- To provide a theoretical basis for the use of the PBL methodology in the process of foreign language teaching and learning in order to improve oral expression.

- To Diagnose the oral expression of English in the students of the ninth-year students of General Basic Education of parallel "B" of the "Demetrio Aguilera Malta" High School, in the 2022-2023 school-year
- To construct a system of lessons, based on one unit of English student textbook applying the methodology PBL for the improvement of oral expression in English in students of the ninth-year students of General Basic Education of parallel "B" of the "Demetrio Aguilera Malta" High School, in the 2022-2023 school-year.
- To apply the system of lessons based on one unit of English student textbook with the application of the methodology PBL for the improvement of oral expression in English in students' the ninth-year students of General Basic Education of parallel "B" of the "Demetrio Aguilera Malta" High School, in the 2022-2023 school-year.
- To evaluate the system of lessons based on only one unit of English student textbook. With the application of the methodology PBL for the improvement of oral expression in English in students' the ninth-year students of General Basic Education of parallel "B" of the "Demetrio Aguilera Malta" High School, in the 2022-2023 school-year, through a final project made by themselves.

The research is based on quantitative explanations and verifying the next scientific hypothesis: Applying the system of lessons with the use of the methodology Project-based learning (PBL) will improve the oral expression in the ninth-year students of General Basic Education of parallel "B" of the "Demetrio Aguilera Malta" High School, in the 2022-2023 school-year, where were identified two variables such as the independent the system of

lessons with the use of methodology Project-based learning (PBL) and the dependent oral expression.

The population consists on the students of the ninth-year students of General Basic Education of parallel "B" of the "Demetrio Aguilera Malta" High School, in the 2022-2023 school-year.

During this research, theoretical methods were used, such as the historical-logical, analytical-synthetic, and the empirical methods like observation and a pedagogical test.

The importance of this research is to develop skills of oral expression in students. Contributing to their use of fluent language, coherent and wide vocabulary, inside and outside the classroom to be understood in the different context of the quotidian life and be useful in their future like a professional.

The practical contribution of the research is a system of lessons with the use of methodology Project-based learning (PBL) aimed at developing oral expression.

The research consists of four chapters. The first chapter refers to the theoretical framework, which is the base of the problem. The object of study, historical, conceptual and contextual focus in the oral expression. The second chapter focuses on the methodological framework. The third chapter is about pedagogical intervention, in this case, the application of the system of lessons to development in the skill. Finally, the fourth chapter shows the result of the research proposal, as well as, recommendation, conclusion and annexes as a backup of using the methodology PBL to improve oral expression.

CHAPTER I: Theoretical foundation of the use of the PBL methodology in the teaching-learning process in the English language for the improvement of Oral Expression.

This chapter deals with the theoretical foundation of the use of the PBL methodology in the teaching-learning process of the English language, built on the basis of an exhaustive bibliographic search that allowed a historical and conceptual approach to the evolution of teaching-learning methodologies, with emphasis in the PBL.

1.1.1 Historical evolution of the project-based teaching methodology in the teaching-learning process.

Project-based learning (PBL) is a methodology which is based on working together, planning, and implementing processes which are related to everyday life in the real world. That is why this methodology seeks for the student to generate their own learning, which can be achieved through the elaboration of a final group or individual project where a series of skills, abilities, and attitudes are developed to complete the student's knowledge.

The PBL methodology was known through the work of Kilpatrick (1871-1965) and is currently still being implemented in educational centers, where it is known under the name of "project methods", although in its essence it responds to the PBL proposed by Kilpatrick. According to Lopez (2018) for Kilpatrick, the most important thing was that the student feels that he or she is guided by essential aspects for his learning (intrinsic motivation), rather than by aspects that are not essential for it (extrinsic motivation). For that reason, he considered it harmful that students learned alone, since in this way what was encouraged was the memorization process, resulting in an erroneous perception of education. To resolve this, he proposed teaching in a fun way that enhances interest in learning.

Therefore, he proposed creating jobs that allow the student to relate to their social and physical environment, resulting in something meaningful. Thus, this methodology should be applied to education to make a positive contribution to teaching-learning.

Lopez (2018) points out that, over time, the Project Method has evolved to what we now know in the classroom as PBL. Different determining factors have predominated in this process of change: constructivism and the transformation of society.

Jean Piaget was one of the most prestigious constructivist psychologists in the field of education. Focusing on the psychology of development, case studies and observation of children, he wanted to make it known that they build their own reality and likewise acquire knowledge about their environment.

The creator of genetic psychology, Jean Piaget defines constructivism as cited in Arévalo & Ñauta (2011) An individual interacts with reality in order to build his own knowledge and his own mind. For this reason, knowledge is not a copy of reality but a construction. It should be noted that Piaget plays an important role in the development of the child's learning and if this action does not exist, there would be no constructivism either, so for Jean Piaget it is not only a simple body movement, it goes beyond that, giving an important meaning to it.

Constructivism includes educational authors, psychologists and teachers such as Jean Piaget (1896-1980), Lev Vygotsky (1896-1934), Jerome Bruner (1915-2016), David Ausubel (1918-2008) and Joseph Novak (1936) and the rest. According to these founders, learning is not done individually but jointly. Bada (2015) considers that students are like an active agent in the acquisition of new knowledge.

Constructivism and PBL result in generating mental constructions, as cited in Galeana de la O. (2006) says that People learn by constructing new ideas and concepts every day, based on currently or previously acquired information. Thus, this methodology is based on constructivist ideologies, influenced by different currents such as psychology, physiology and education. Resulting in people, especially students, being able to create a project, adding day-to-day knowledge of what lives in their environment and the experience they acquire from it.

1.2 Theoretical characteristics of the English Teaching-Learning Process in The General Basic Higher Education.

In this section, the analysis of the theoretical characteristics of the English language teaching process is developed, as well as the PBL methodology for the improvement of oral expression, in order to give scientific meaning to this research.

1.2.1 Pedagogical characteristics of the teaching-learning process.

Over time, the teaching-learning process of the English language has resulted in great changes that have improved the quality of learning.

According to Beltrán (2018):

Se comprende de mejor manera el vínculo sociedad y lengua; y la relación directa de la parte psicológica en el aprendizaje de una nueva lengua ha permitido sobre todo que el docente le proporciona al estudiante el papel protagónico dentro de dicho proceso. Por ello actualmente se habla de un proceso de aprendizaje centrado en el estudiante, mediante la interacción directa de los sujetos que aprenden. (p.15)

Therefore, understanding the link between the teacher and the student means that the teacher fulfills a guiding role in the classroom so that the student can develop an active role in the construction of their own knowledge.

According to García et al., (2007):

Actualmente el proceso de enseñanza-aprendizaje es asimilada como un proceso dinámico e interactivo y el método que utiliza el profesor es el resultado de los procesos e interacción entre el profesor, los estudiantes, las actividades educativas en su relación con el contexto, las políticas comunicativas y donde los profesores dejan de ser simples ejecutores de un método específico para convertirse en investigadores de sus propias prácticas educativas. (para.2)

Thus, the following characteristics are determined:

- Allows the student to build their own knowledge.
- The teacher takes the role of guide.
- The teacher-student bond is dynamic.
- Use of appropriate didactic material for language teaching where the student has an active role.
- Appropriate practice opportunities.

For this reason, the process would have as its main objective to make the student achieve the knowledge that they intend to teach, in this case the development of the different skills that the language has, essentially oral expression, the same that is reflected at the moment. to communicate and when carrying out various activities that seek improvement.

1.2.2 Characteristics of the project-based learning methodology.

The PBL is born from a real life need and tries to solve this problem. This methodology uses pedagogical resources to interact with the student and find a solution to

problems and acquire new knowledge. Its influence has spread to other areas and has provided new strategies for teaching-learning in class.

According to Sisalima (2019):

PBL is an innovative approach to overcome traditional activities in the classroom.

Therefore, students could work in pairs or groups to manage social interaction and gain confidence when they speak in English. Shyness and boredom are not part of this approach. In addition, students could use their creativity to create oral projects to show their improvement since the beginning of the project, until their final presentations. (p.5)

Thus, the PBL is a methodology that generates critical thinking, capable of analyzing, evaluating and solving problems of daily life, working in teams; demonstrating effective communication skills orally, creating meaningful learning, making each teaching relevant to them.

Osorio (2020) suggests the following ideas to apply in the Project-Based Learning methodology:

- Make use of day-to-day experiences to achieve specific knowledge, noting constructivism.
- Allow the student to have an active role and the teachers to learn from them, giving way to the teaching-learning process.
- Give importance to prior knowledge to carry out activities so that it is relevant to the student.

- Encourage students to investigate through questions and presentation of cases, so that when they have an answer, they reconsider the assumptions and their restrictions.

These recommendations for the application of the PBL are of great relevance for the development of speaking English since the student is able to build significant knowledge, which will be of great help when using the language in their daily lives.

1.2.3 Development of oral expression.

Madero (2018) mentioned:

La formación de la expresión oral en los alumnos se ha convertido en un requisito para el establecimiento de bases que posibilitan una real inducción del idioma inglés, lo cual motiva y conlleva a la mejora de otras habilidades tales como escuchar, leer y escribir. (p.13)

While the Curriculum of the Compulsory Education Levels of Ecuador (2019) determines that: Speech production focuses on fluency over accuracy. Students must learn the sounds of English through motivating, engaging exercises that aim to increase their level of confidence in the foreign language. On the other hand, it is also closely related to pronunciation and intelligibility.

In this study it is assumed that the concept of oral expression is handled through fluency, vocabulary, and coherence indicating mastery of a language. For this reason, the student when developing speech motivates him to continue learning. According to Martínez and González (2007) they consider that this skill is important because it allows us to know the periods of acquisition and development of language and how the processes of

comprehension and expression is performed, therefore, it is structured in the following dimensions:

1. **Fluency.** use words in a natural spontaneous way and ease of ideas.
2. **Clarity.** Express yourself clearly and easily to understand.
3. **Coherence.** Ideas well organized and logically connected.
4. **Body movements and gesticulation.** It moves naturally.

The dimensions mentioned above show the acquisition and development of the oral expression of the students, so that they can function easily and express their opinions and emotions, in different communicative actions, thus achieving an increase in self-confidence.

1.3 Contextual characteristics of the teaching-learning process of the English language and the PBL methodology for improving oral expression.

In this section, the contextual characteristics of the study variables in Ecuador are developed, as well as the approach and application of the research instruments in order to meet the specific objectives and observe the performance of the study proposal.

1.3.1. The use of the PBL methodology in the teaching-learning process of the English language

The National Government of Ecuador has always been pending to improve the quality of education. In a document from the UTPL (2020) it is stated that:

La enseñanza obligatoria del idioma inglés en los centros educativos públicos y privados en Ecuador se estableció en 1992 mediante un convenio entre el Ministerio de Educación y British Council, un instituto cultural de Reino Unido donde se

buscaba mejorar las habilidades lingüísticas de los estudiantes desde pequeños. (para. 1)

In relation to this topic, Peña (2019) emphasizes that:

Al inicio de la enseñanza de inglés en Ecuador, se contaba con estrategias que recurrían a métodos tradicionalistas, donde la tecnología y la interacción entre estudiantes no jugaba ningún papel medular. En los tiempos en los que se inició con la enseñanza de lenguas, no existía un amplio bagaje de estrategias que permitieran a los educandos promover aprendizajes significativos. (p.28)

Therefore, in Ecuador, traditional methods are often used by teachers. One of them is memorization, so it is not an effective way to teach and learn a foreign language correctly, however it can benefit memorizing grammar, but when it is time to express themselves orally, they tend to have difficulties and fillers.

In such a way that the introduction of methods that improve learning in a dynamic way is desirable for all disciplines. Specifically in the language teaching area, it is important, since traditionally there has not been a projection towards the continuous improvement of the mentioned process. In the case of the PBL methodology in teaching English in Ecuador, it is not very frequent, although its inclusion has been considered in other subjects, as occurs in the following researchers:

Torres & Tustón (2020) used the PBL for the teaching of mathematics, in relation to which they affirm that:

Al trabajar en función de problemas, que se encuentran en el diario vivir, la elaboración de proyectos, se vincula con el desarrollo de las competencias

matemáticas y estas a su vez permiten una mejora en el rendimiento académico, lo cual, es uno de los logros en educación. (p.11)

In the languages area, Álvarez & Arroyo (2018) used the PBL in the teaching of Spanish as a second language, the different learning styles, the strengthening of critical and creative thinking, the development of skills with performance criteria of the National Curriculum of BGE and Basic General Education of Ecuador and the skills detected as weak in previous studies.

On the other hand, Piña (2021) implemented the PBL in the Natural Sciences subject as an active methodology that allowed students to acquire essential skills in teaching the subject, through strategies and activities that were implemented during the academic period. It was not possible to identify in the scientific literature, works carried out in Ecuador that deal with the use of PBL to work on the development of oral expression in English.

Thus, the present research seeks to implement projects which will help students in a practical way to learn the English language, so that it can be useful in everyday situations, and since the PBL has a greater scope to positively develop mastery of these language skills by the implementation of teamwork, and encouraging the search for information to achieve meaningful learning.

1.3.2 Diagnosis of the current state of the oral expression of the English language in the ninth-grade students of Basic General Education at the Demetrio Aguilera Malta School.

This section shows the results obtained from the application of the diagnostic test on the development of oral expression in the English language in the 9th year students of EGB

parallel "B" at the "Demetrio Aguilera Maltas" High School in the period 2023. An observation guide was used for data collection.

The diagnostic test was applied to the students in order to know what their shortcomings are, focused on oral expression in the English language, which was qualified by means of the observation guide.

1.3.2.1 Analysis of the results obtained in the application of the instruments

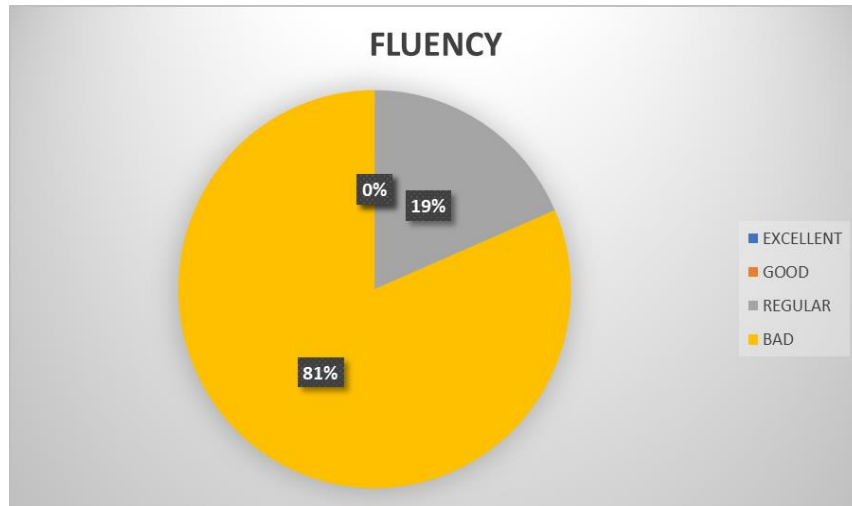
The Observation Guide (Appendix 1) was applied as the first data collection instrument, which allowed us to find the following results:

- The students repeat the sentences or small phrases that the teacher tells them.
- The students answer the questions that the teacher asks them as long as what they want to ask is translated.
- Students use their mother tongue to translate the message they want to communicate.
- The teacher allows them to use a dictionary to communicate in English.

As a second data collection instrument, the diagnostic test to measure their English level and what is the current proficiency of the 9th year students of Basic General Education parallel "B" at the "Demetrio Aguilera Maltas" High School in the period 2023. The results were organized according to the indicators and dimensions described:

Figure 1

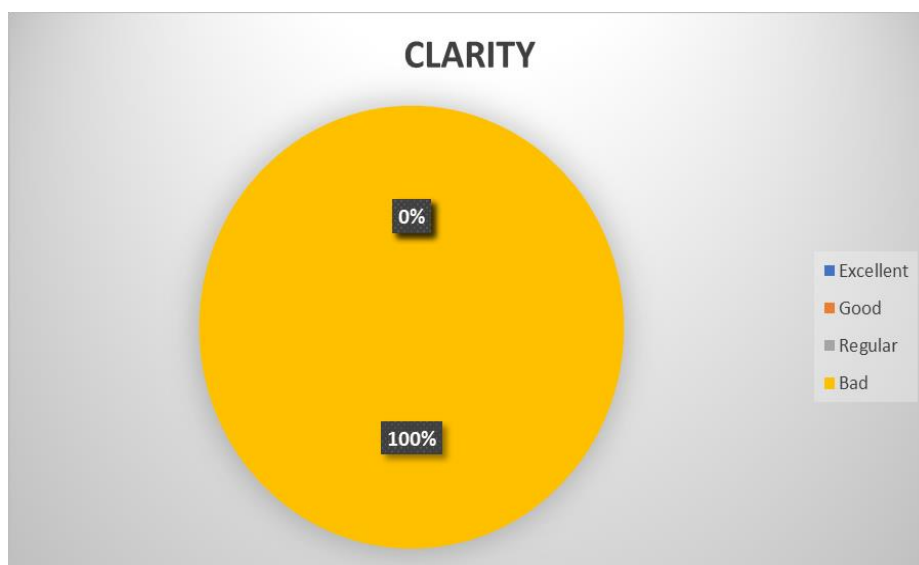
Indicator 1: Fluency



The data collected about the fluency presented by the students is very low at 81% because they do not have enough basic knowledge to answer the proposed questions that represented this indicator in the diagnostic test, on the other hand, 19% represent the level of regular scale and 0% between the good and excellent scale.

Figure 2

Indicator 2: Clarity

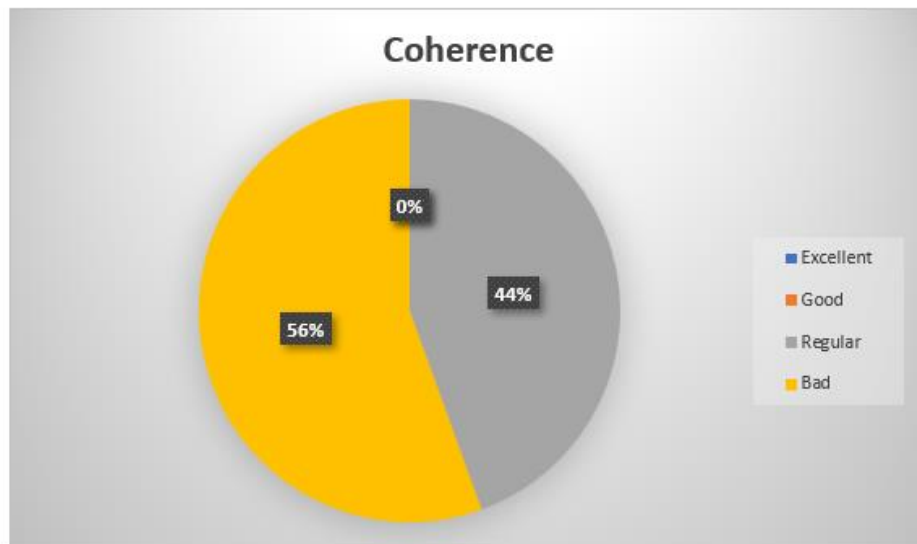


The results obtained reflect that the students are at a low level with 100% according to the clarity indicator, because they had to use their mother tongue to translate what they were

going to say, so they still used words in Spanish when they did not. They knew the correct vocabulary and 0% is on the scale of *good* and *excellent*.

Figure 3

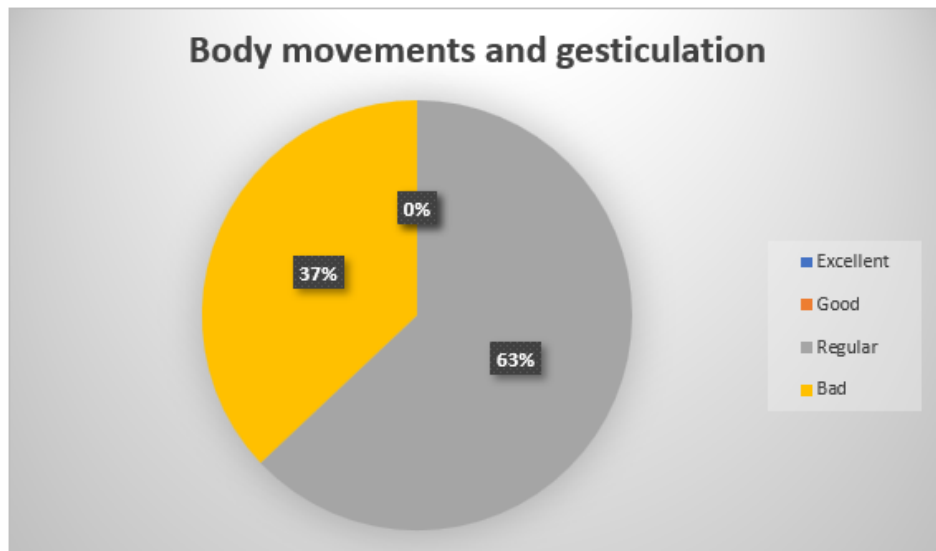
Indicator 3: Coherence



The results obtained regarding the indicator *Coherence* reflects that students are located on the scale of *bad* with 56% in relation to expressing themselves with meaning to what is being discussed, which does not meet the elements established to evaluate this dimension, on the other hand, 44% are at a *regular* level and 0% at a *good* level and *excellent*.

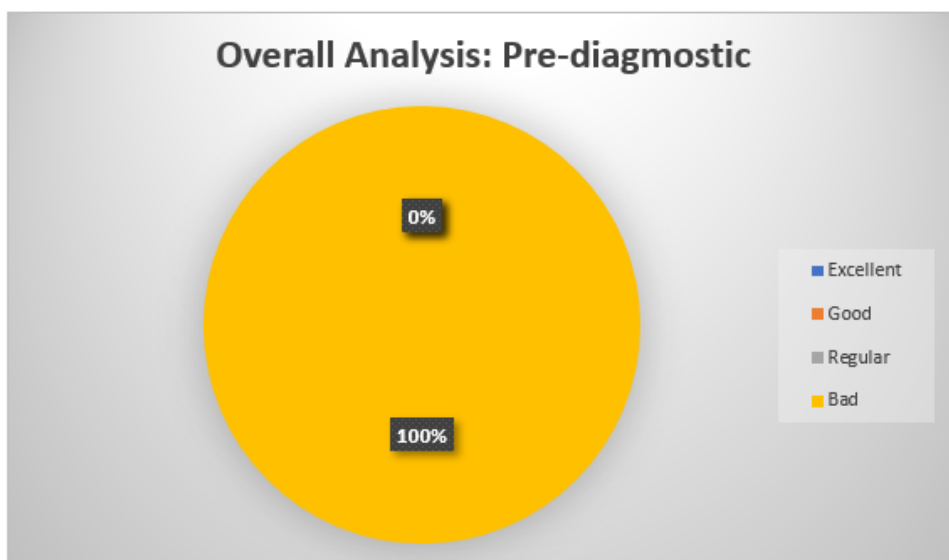
Figure 4

Indicator 4: Body movements and gesticulation



The results obtained regarding the indicator of *Body movements and gesticulation* are on the scale of *bad* which corresponds to 63% which is based on body movements or facial expression associated with the communication situation, 35% on the *regular* level scale and 0% on the *good* and *excellent* level scale.

Overall Analysis:



Considering that there is a population of 27 students after the diagnosis according to the graphs presented, it was possible to identify that the majority of the students of the 9th

"B" of Basic General Education are at a level *bad*, which represents the **100%**. The students with the **0%** equals one level *regular, good and excellent*.

It was possible to show that the application of the diagnostic test instrument demonstrated the current state of the students in terms of mastery of oral expression in English. The results obtained corroborate the need to participate in pedagogical practice through a system of lessons based on the use of the PBL methodology for the improvement of Oral Expression in ninth-year students of Basic General Education of parallel "B" of the High School "Demetrio Aguilera Malta".

CHAPTER II

METHODOLOGICAL FRAMEWORK

This chapter describes the methods and techniques that will be used for the correct application of the study methodology for the development of this research. This section describes the type of research, the methodological design, the theoretical and empirical methods, as well as the population and sample that will be used, which will apply techniques and instruments for data analysis.

2.1 Paradigm and type of research.

This research responds to the quantitative paradigm, since it seeks the explanation, prediction and control of the different phenomena in society.

According to Monje (2011) quantitative research seeks laws to explain social behavior so that science is based on direct observation, verification, and experience of real events.

2.2 Research design.

The selection of a research design must respond to the statement of the scientific problem. According to Aguilar and Ramirez (2022) “design refers to the plan or strategy conceived to obtain the desired information”. (p.27). Therefore, the following has an experimental design, since it seeks to observe the Oral Expression improving process in the object of study.

2.3 Population and sample or object of study

The population that has been selected for this research work are 27 ninth-year students of General Basic Education of parallel "B" of the "Demetrio Aguilera Malta" High School in the period 2023, located in the city of Santa Rosa.

2.4 Research methods

This section explains the methods applied in the collection and analysis of data for the creation of theories, which are of a theoretical and empirical nature. The present research involves the following:

2.4.1 Theoretical Level Methods.

Theoretical methods as mentioned by Perea (2021) help to describe the primordial connection of the results obtained through empirical methods, which allows them to be analyzed and found similarity to build reliable theories that allow solving the research objective.

2.4.1.1 The Historical-Logical Method

This method is used in different research that seek to demonstrate the events that occurred in the past and future formulations of theories, for Ivanov & Chehlarova (2007) “This is the most important process since it establishes the preliminary abstraction, which is the source of extraction, development and reproduction of new concrete knowledge.” (p.4)

Therefore, it is revealed that these methods help the study of events in a period of time and help to draw logical conclusions from laws and principles about the subject to be discussed.

2.4.1.2 The Hypothetico-Deductive Method

Part of the general to the specific, the reasoning of this research is not limited, the hypotheses are valid or denied according to the results obtained from the work,

As claimed by Chanto (2008) characterizes the method as:

La formulación de una ley universal y en el establecimiento de condiciones iniciales relevantes que constituyen la premisa básica para la construcción de teorías. dicha ley universal se deriva de especulaciones o conjeturas más que de consideraciones inductivistas. Así las cosas, la ley universal puede corresponder a una proposición como la siguiente: Si “X sucede, Y sucede” o en forma estocástica: “X sucede si Y sucede con probabilidad P.”. (p.186)

In the other words, it implies having conclusions based on several hypotheses drawn from a consequence that they assume to be true or negative obtained from the real world.

2.4.1.3 The analytical-synthetic method

It focuses on two processes that work towards the same goal, such as analysis and synthesis. Jimenez & Pérez (2017) state that it functions as a dialectical unit, it is produced through synthesis, knowing its various aspects, its fundamental relationships and the analysis of the results that can be understood from a certain holistic perspective.

2.4.1.4 Systemic method

This method includes complex systems with the reason of identifying a relationship between the causes and effects during the phenomenon study, and even Martínez and

Londoño (2012) affirm that it seeks to understand the relationships within the system and to clarify the emerging properties of the same.

2.4.2 Empirical level methods

As stated by the methods applied at this level, observation and measurement were considered as base methods for the study of the phenomenon.

2.4.2.1 Observation

Scientific observation is a method that helps the researcher to see directly the object of study or the phenomenon of study. Monje (2011) affirms that it is a selective process through which the researcher intentionally delimits the aspects related to the problem on which he will focus his attention.

2.4.2.2 Measurement

This empirical level method allows the precision of the measurements that will be applied in this research for the validity of the results.

As a clear example presented by Padilla (2007):

La medición en las ciencias sociales y en la educación generalmente produce números, pero éstos están sin algunas de las propiedades matemáticas para la medición de variables como tiempo, distancia, área, peso o costo. Así, la escala de medición para evaluar el coeficiente intelectual (CI), difiere en forma significativa de la usada para medir la estatura de una persona. (p.106)

2.4.2.3 Pedagogical tests

This allows the teacher in charge to explore the knowledge of his students, which helps him to set objectives and the material for the lessons, in order to have a starting point for what is going to be reinforced or what the student must know to take the next level. On

the other hand, Bordia (2023) states that “it is used to determine the extent of a student's knowledge and to identify any potential learning gaps. They occur at the start of a learning experience, such as the start of a unit, lesson quarter, or time period”

2.4.3 Data processing

The resources used for the processing of data in the research, have the intention of analyzing the information collected from the beginning to the end of the research, in order to examine and interpret them.

2.4.3.1 Data triangulation

The triangulation of data in scientific research is, according to Aguilar and Barroso (2015) refers to the use of different strategies and sources of information on the collection of data that allows contrasting the information collected so that the technique of Data triangulation was used in the interpretation of the product that was obtained through the application of the instruments, such as: observation, measurement, and pedagogical test.

2.4.4 Variables

Independent variable: the application of a system of lessons where the Project-Based Learning methodology is used, which is defined as: a set of lessons in which students will present a project showing the improvement of the English language.

Dependent variable: the improvement of Oral Expression in the English language that is assimilated as: language management through speech where fluency, clarity, coherence, and body movements are identified.

2.5 Collection of information

2.5.1 Research Instruments

The research study considers "Oral Expression" as the variable under analysis, for which a consistency matrix (Table 1) was developed:

Table 1

Consistency matrix

2.6 Description of the information analysis processes

Scientific problem	Goals	Hypothesis	Research variables	Measurement indicators	ITEMS
How to improve the Oral Expression in English in the students of the Ninth year of the parallel "B", period 2023-2024?	General: Develop a system of lessons with the use of the PBL methodology for the improvement of Oral Expression.	General hypothesis: The application of a system of lessons with the use of the Project Based Learning (PBL) methodology will improve Oral Expression.	The independent variable is the system of lessons with the use of the Project Based Learning (PBL) methodology. • The dependent variable is Oral Expression.	1. Fluidity. 2. Clarity 3. Consistency 4. Body movements and gesticulation.	4,5,6,7 1,2,3,4,5,6,7 1,2,3 4,5,6,7

The information collected is analyzed by means of a proportion measure (%), for each indicator. With the summary of the data about oral expression three levels were considered: High, Medium and Low, as a result we have the following table:

Table 2

Observation Guide

Indicator	Analysis
<p>Fluidity</p> <p>Ability to express yourself correctly with spontaneity</p>	<p>High (9 - 10)</p> <p>The student expresses himself fluently in vocabulary.</p> <p>Medium (6 - 8)</p> <p>The student tries to maintain spontaneity.</p> <p>Low (0 - 5)</p> <p>The student was unable to express his message.</p>
Indicator	Analysis
<p>Clarity</p> <p>The student manages to communicate the message.</p>	<p>High (9 - 10)</p> <p>The student efficiently delivered the message.</p> <p>Medium (6 - 8)</p> <p>The student tries to convey the message.</p> <p>Low (0 - 5)</p> <p>The student could not master the message.</p>
Indicator	Analysis
<p>Coherence</p> <p>The student is able to give definite meaning to what is expressed.</p>	<p>High (9 - 10)</p> <p>The student is allowed to fully understand the entire message.</p> <p>Medium (6 - 8)</p>

	<p>The student communicates the message with small errors in grammar.</p> <p>Low (0 - 5)</p> <p>The student is not able to communicate the message logically.</p>
Indicator	Analysis
<p>Body movements and gesticulation</p> <p>The student uses the body and facial expressions to convey the message.</p>	<p>High (9 - 10)</p> <p>The student uses the use of the hands and facial expressions to communicate.</p> <p>Medium (6 - 8)</p> <p>The student shows insecurity when moving his hands indicating doubt with what he is saying.</p> <p>Low (0 - 5)</p> <p>The student does not make any body and facial movements.</p>

Table 2. Matrix of indicators

In this chapter, the methodological design of the research was presented, emphasizing the selection of the population, typology, and methods that were used to create the research problem.

CHAPTER III

SYSTEM OF LESSONS FOR THE IMPROVEMENT OF THE ORAL EXPRESSION IN ENGLISH OF 9TH “B” STUDENTS OF THE DEMETRIO AGUILERA MALTA HIGH SCHOOL, THROUGH THE USE OF THE PBL METHODOLOGY

In this chapter the system of lessons is implemented, describing the essential features for its application. Providing the teacher with the correct tools to improve the teaching-learning process linked to the improvement of oral expression through the use of the PBL methodology.

3.1 Theoretical foundation

The creation of a system of lessons is the fundamental basis for this research into Oral Expression improvement under the application of the PBL methodology, in which good performance is expected in ninth-year students of basic general education of the parallel " B", during the school year 2022-2023. Therefore, it is vitally important to define the concept of the system of lessons, its operation, and its development with the objectives set out in this research.

For García (2011), a system of lessons is the form of organization through which the teacher develops the content of the subject in a group of students, who have different ages and academic levels, so that they acquire mastery of the knowledge system, skills, habits, and development of their abilities, as well as achieving the training of moral qualities of the personality, in a regularly established time and place. (p.18)

While for Martínez (2008) he proposes 7 steps for its preparation:

1. In-depth study of the scientific content that serves as the basis for the content of the subject that is intended to be treated.

2. Analysis of the unit to be used for the system of lessons, taking into account the following aspects: objectives of the unit, analysis of the skills system, division of the unit into subtopics, new concepts for students, assignments practical.

3. Preparation of two columns in each subsystem of the unit, with the following elements: A) New concepts of the unit, B) Experiments and curiosities, which are coherently linked to the essence of each concept.

4. Numbering of concepts following a logical order.

5. Realization of a first version of the dosage, taking into account the number of hours/classes assigned to the unit and those that correspond to the subsystem being worked on.

6. Determination of the objectives that must be achieved in each hour/class, by corresponding with the contradictions that must be revealed in them, respectively.

7. Writing lesson plans.

Therefore, the use of the system of lessons is conducive to this research because it promotes a logical order, the creation of content that will be applied to the object of study, since it adapts to the proposed objectives of this work along with the themes and objectives proposed by the curriculum of the Ministry of Education (2019).

For this reason, a system of lessons is sought that allows the improvement of Oral Expression within the classrooms. The authors of this research differ which will be the most relevant topics to teach, according to the objectives set and the number of lessons that will be applied. These lessons train the student in basic knowledge of the topic regarding the

vocabulary of food, cooking and procedures, which adjust to the execution of the PBL teaching methodology, which seeks the creation of a student project.

Through the system of lessons, students will learn new vocabulary, participate in class, and practice their oral expression. Through the same, the Project Based Learning methodology will carry out its strategies in class, which will be distributed appropriately according to the topics that are appropriate to what we want to achieve with the students, which is the improvement of speech.

Through PBL (Project Based Learning) the student will form groups to create the project, therefore, they will encourage teamwork and will be able to practice their speaking with their group mates, thus allowing its improvement. On the other hand, each lesson will address topics by levels, increasing the range of difficulty according to the vocabulary that the student needs to learn, so that when it is the last lesson, they can defend their final project demonstrating their development in the English language.

3.2 Components of the lesson plan

Considering the low command of oral expression in the 9th "B" students of the "Demetrio Aguilera Malta" high school, a system of lessons (APPENDIX 3) has been created for the improvement of oral expression with the use of the methodology PBL as a didactic strategy. Lessons will contain the following components:

- Unit
- Topic
- Lesson objective
- Contents

- Didactic strategies
- Time
- Procedure
- Resources

Week 1

Lesson N°1

Unit: Countable and Uncountable

Topic: Food

Aim: SWBAT to talk about the food vocabulary they know.

Contents:

-Vocabulary: Food

Teaching strategies: PBL Methodology for the improvement of Oral Expression.

Time: 90 minutes

Procedure: Introduction, development and closure

Resources: English notebook, markers, flashcards, worksheets, board.

Introduction (10 minutes)

A warm up is developed to activate the students, making food riddles that will be implemented in class, using techniques that motivate them to participate.

Development (60 minutes)

We proceed with the presentation of images according to the context to be taught first in Spanish and then in English to adapt the student's mastery of L2 in class. During the presentation, the teacher will relate that vocabulary to the reality around him and will ask questions such as “Do you know vegetables? Do you like fruits? What is your favourite food?” using the L1 for these complex questions.

Noting the attention and understanding of the students in class, activities such as (labelling, jumbled sentences) and games such as (role play) will be applied to exchange ideas among classmates and improve their oral expression.

Conclusion (20 minutes)

The evaluation is formative and they will be graded through role play activities such as extra-class tasks to reinforce the content studied.

Week 2

Lesson N°2

Unit: Countable and Uncountable

Topic: Kitchen vocabulary

Aim: SWBAT to talk about kitchen vocabulary they learnt.

Contents:

-Vocabulary: Kitchen instruments

Teaching strategies: PBL Methodology for the improvement of Oral Expression.

Time: 90 minutes

Procedure: Introduction, development and closure

Resources: English notebook, markers, flashcards, worksheets, board.

Introduction (10 minutes)

First, to begin we implement the lead-in to activate the students, asking questions where students show their basic knowledge about the things they find in a kitchen, using techniques that motivate them to participate.

Development (60 minutes)

We proceed with the presentation of images according to the context to be taught first in Spanish and then in English to adapt the student's mastery of L2 in class. During the presentation, the teacher relates that vocabulary to the reality around him and asks questions such as “Do you know some cutlery in English? What do you use to chop onions? What thing do you use to cook food? using the L1 for these complex questions.

Noticing the attention and understanding of the students in class, activities such as (labeling, jumbled sentences) and games such as (role play) are applied to exchange ideas among classmates and improve their oral expression.

And finally, what the students are going to do next week is explained to them, which is a project based on a problem, which is "How do I prepare my favorite food in English?".

Conclusion (20 minutes)

The evaluation is formative and they will be graded through role play activities such as extra-class tasks to reinforce the contents studied and they will practice for the final project that they are going to carry out.

Week 3

Lesson N°3

Unit: Countable and Uncountable

Topic: Steps to make a recipe.

Aim: SWBAT to talk about the steps they use to make food recipes and phrasal verbs: kitchen.

Contents:

-Vocabulary: steps to make a recipe, phrasal verbs kitchen

Teaching strategies: PBL Methodology for the improvement of Oral Expression.

Time: 90 minutes

Procedure: Introduction, development and closure

Resources: English notebook, markers, flyer, worksheets, board.

Introduction (5 minutes)

It begins with a warm up to animate the class, remembering the vocabulary from the previous class and introducing the new glossary of words that will be developed in the classroom, using techniques that motivate them to participate.

Development (65 minutes)

We proceed to the presentation of new vocabulary and steps to follow to prepare a specific meal, asking questions related to the topic and giving examples from their personal life E.g. Have you ever prepared a meal that you saw on the internet? Once the presentation is

finished, activities (order words, jumbled activities) and games such as (spelling and role play) will be carried out, which will help their practice in having better oral expression and vocabulary acquisition.

Conclusion (20 minutes)

With the previous explanation, the students will be ready for the final project, this evaluation is formative.

Activities will be carried out in class according to the content seen in class and extra tasks to reinforce content.

Week 4

Lesson N°4

Unit: Countable and Uncountable

Topic: presentation of the projects

Aim: SWBAT to present their projects according to the food they chose.

Contents:

-Vocabulary: Food, kitchen instruments, and steps for preparing a meal.

Teaching strategies: PBL Methodology for the improvement of Oral Expression.

Time: 90 minutes

Procedure: Introduction, development and closure

Resources: English notebook, markers, flashcards, worksheets, board.

Introduction (10 minutes)

We implement a warm up to activate students and lose their fear of participating in front of the classroom, such as getting up and stretching their arms and then asking questions about the last class.

Development (60 minutes)

The students will sit in groups and then each group will come forward to present the food they chose, explain why they chose it? What were the ingredients? What was the procedure they performed? And finally, what did you think? All this is argued in English demonstrating what they have learned and noticing the improvement of the expression they have obtained during the lessons.

Conclusion (20 minutes)

The evaluation is formative and they will be graded by means of a rubric.

In this chapter, a system of lessons is designed to improve oral expression was introduced, where content was applied based on the vocabulary of food, cooking, and procedures for cooking their favorite dish on students from ninth year of Basic General Education of the parallel "B" in the High School "Demetrio Aguilera Malta" develop a project based on the need to learn to prepare a dish in English. These lessons were productive because during them the student could practice speaking with his classmates and answer some of the questions about the language.

CHAPTER IV

RESULTS OF THE APPLICATION OF A SYSTEM OF LESSONS USING PBL IN THE ENGLISH LANGUAGE

In this section the results were given through the class system applied for the improvement of Oral Expression among the ninth-year students of General Basic Education of parallel "B" at the "Demetrio Aguilera Malta" High School during the school year 2023. These lessons were carried out on the following days: July 17, July 24, July 31, and August 7, using the experimental design.

4.1 Description of the application of the system of lessons using PBL as a didactic methodology for the development of vocabulary in English.

During the first day of class, an evaluation known as pre-test. In order to obtain a diagnosis and be able to measure their level of English, especially their oral expressions, this test lasted 5 minutes for each student.

LESSON 1: Food

The first lesson was held on Monday, July 17 at 1:15 pm to 2:45 pm with the participation of 27 students from the ninth parallel "B" year. First it began with the presentation of the teachers, followed by a warm up to animate the class. After the new vocabulary related to food was presented, during the presentation questions were asked to the students to take into account if they were paying attention. Activities were carried out on the blackboard with the help of didactic materials and to achieve the proposed objective during the class.

Finally, the evaluation was graded through extracurricular activities to reinforce the contents seen in the classroom.

LESSON 2: Kitchen vocabulary

The second lesson was held on Monday, July 24 at 1:15 pm to 2:45 pm with the participation of 27 students from the ninth parallel “B” year. First, the lesson began with a warm up to animate the class, remembering the content seen in the previous lesson and including new words. Then they continued with the presentation of vocabulary about what is used in the kitchen so that they relate the vocabulary when they go to carry out projects. After this explanation, activities were carried out in the classroom. To finish the evaluation, it was carried out extracurricular activities to reinforce contents seen in class.

LESSON 3: Steps to make a recipe

The third lesson was held on Monday, July 31 at 1:15 pm to 2:45 pm with the participation of 27 students from the ninth parallel “B” year. First, the lessons began with a warm up to animate the class, remembering the content seen in the previous lesson and including new words. After explanation, the correct steps to create a recipe were introduced, through this activity questions related to the topic were asked. After this presentation, activities were carried out so that they have an idea of how they could make recipes in English by implementing the vocabulary previously learned. To finish the evaluation, it was carried out through extra class work, where the dimensions of oral expression were exposed to be evaluated.

LESSON 4: Presentation of the projects

The fourth class was held on Monday, August 5 at 1:15 pm to 2:45 pm with the participation of 27 students from the ninth parallel “B” year. First, the class began with a warm up to animate the class, remembering the contents seen in previous class. Then simple examples were made so that they have confidence in presenting Projects. Finally, the students

were evaluated with their projects through a rubric where these dimensions related to oral expression could be evaluated.

4.2 Results obtained after the use of the system of lesson through the use of PBL as a methodology for the improvement of oral expression in English.

The results obtained from the diagnostic were useful for the realization of the intervention proposal. The proposal was designed for the application of a system of lessons to improve oral expression in English through the use of PBL as a didactic methodology. As well as the data obtained from the diagnostic as the results after the application of the system of lesson with the post-test, were compared and adequate through empirical methods using rubrics with measurement scales. In the same way that pre-test, dimensions related to the improvement of oral expression were used to verify the hypothesis, obtaining the following data:

Dimension 1: Fluency

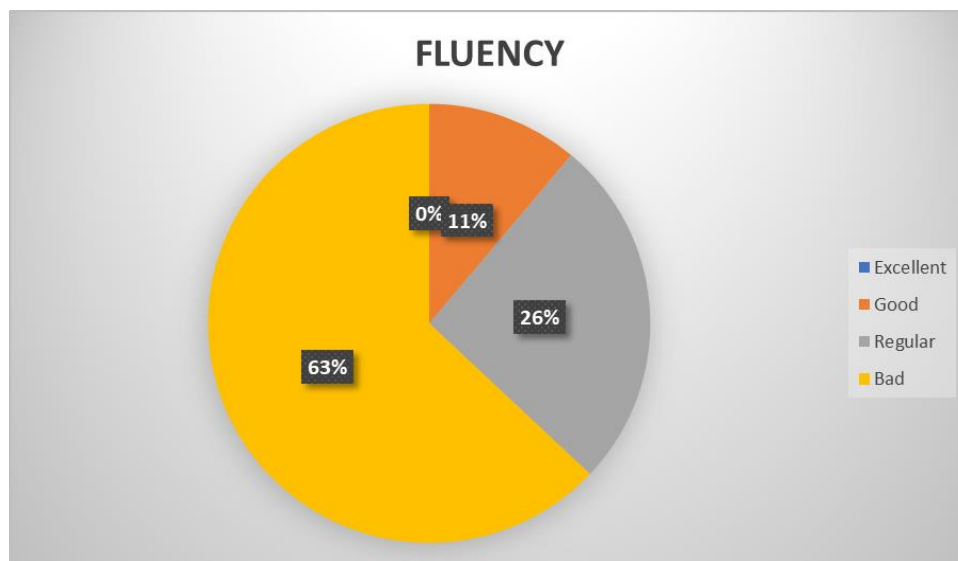
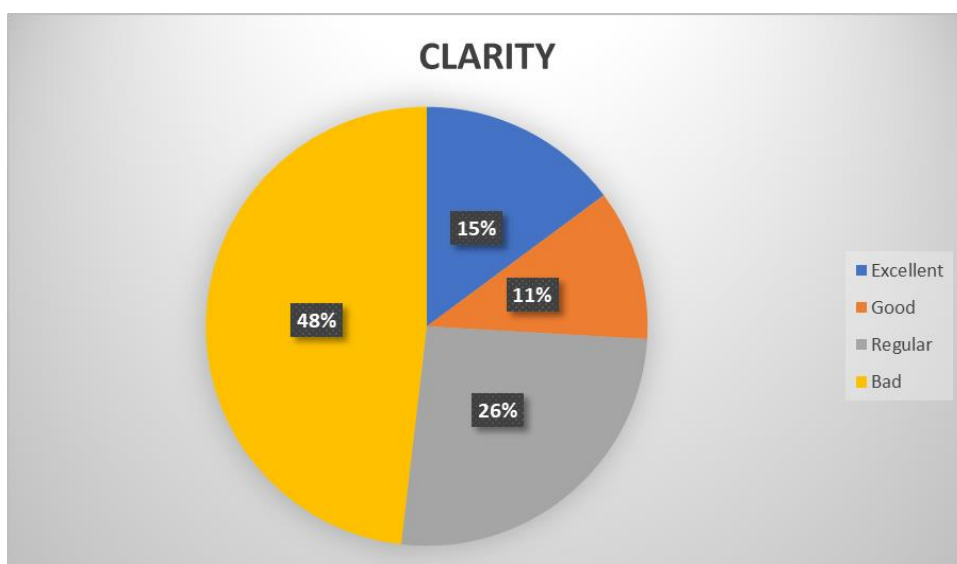


Illustration 6. Dimension 'Fluency' (Post-test). Prepared by the authors.

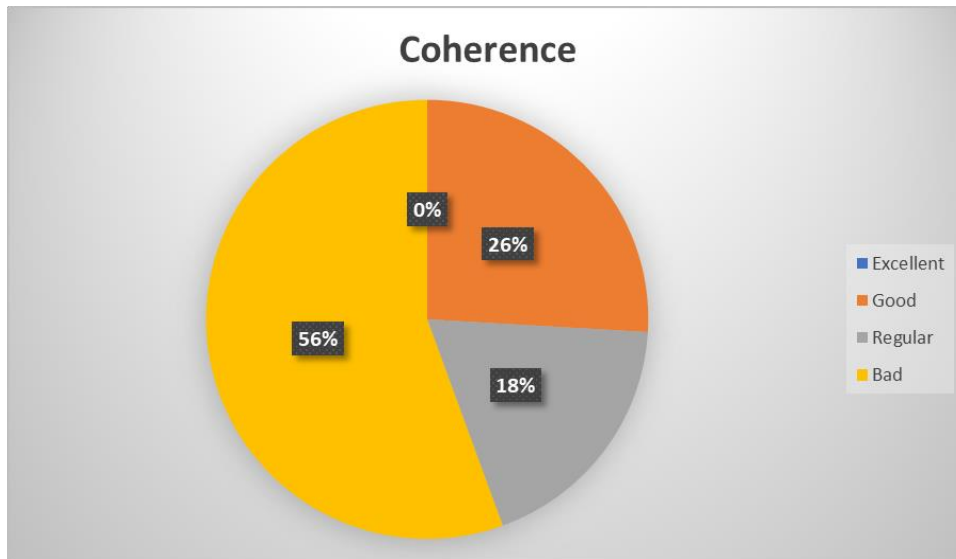
In the 'Fluency' dimension, some students were placed on the poor level scale due to their lack of motivation to perform extracurricular tasks, giving a percentage of 63%. On the other hand, there was a small increase in other students in the regular level scale, indicating that 26% have been able to slightly improve their English in terms of fluency. Otherwise, we found 11% of students in good, which is a good sign, however 0% were located in excellent.

Dimension 2: Clarity



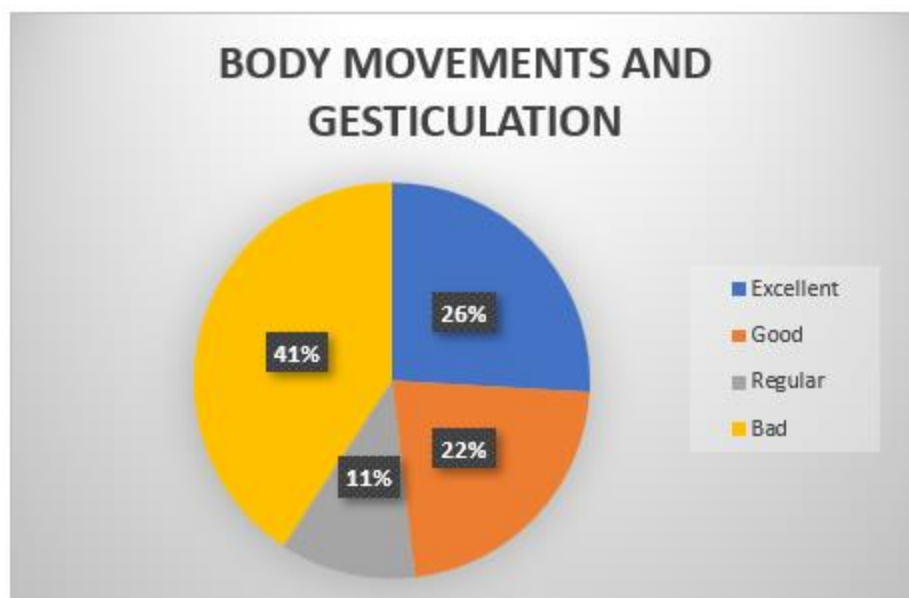
In the 'Clarity' dimension, the number of students on the Bad level scale was reduced to 48% demonstrating an improvement in student grammar, there was a small increase on the Fair level scale of 26%. The change was mainly reflected in the reduction of the previously mentioned bad level and the increase in the good level of 11%, and in the excellent level scale of 15%.

Dimension 3: Coherence



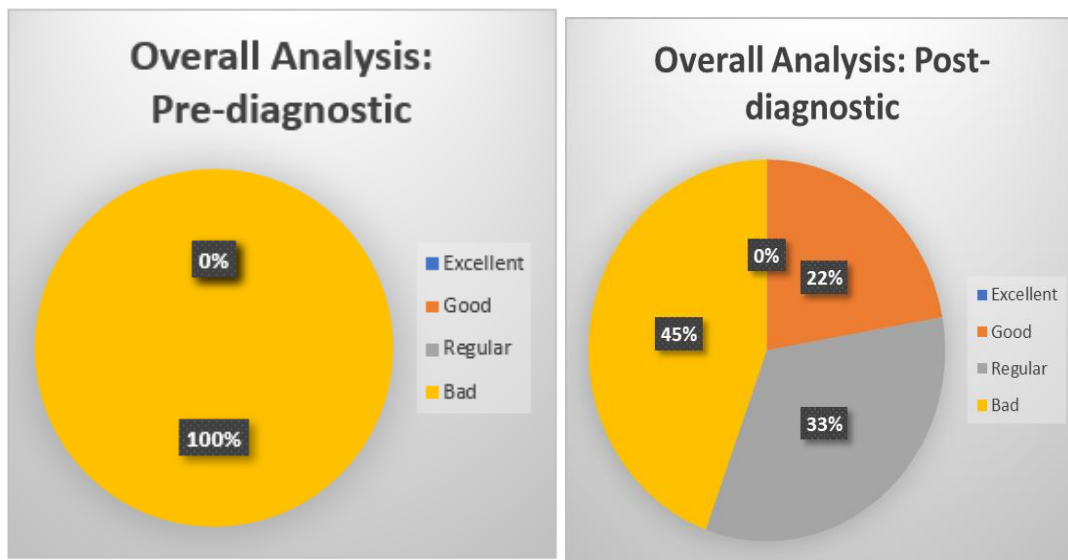
In the 'Coherence' dimension, 56% of students are reflected in the bad level, since they could not connect the ideas to give clearer and more precise information, however, 18% barely managed to communicate the message in regular level, so there was also an increase in the medium level of 45% and considering the reduction of the low level, the increase in the scale of the high level to 26%.

Dimension 4: body movements and gesticulation



In the 'body movements and gesticulation' dimension, there were slight changes with the bad level scale, which had 41%, some students did not carry out the project, 11% on the regular scale did not show confidence in making body movements or gesturing to show their projects, 22% on the good scale tried to name the movements according to their exposed task, finally 26% on the excellent scale was obtained because they knew how to gain their teacher and classmates attention through body movements, explaining the process that carried out his final work, making his practice interesting for others.

General analysis



Through a general analysis of the application of the system of lessons, it can be seen that the students received a leveling because at the beginning 100% of the students were on a bad level scale, and after the system of lessons it was reduced to 45%. On the other hand, on the regular level scale of the post-test is reflected with 33% of the students compared to the pre-test where it indicated 0%, which means an improvement for the students who were in the bad level scale. On the other hand, 22% are observed at the good level, which means that the proposed hypothesis that if a system of lessons is applied with the use of the Project-Based Learning (PBL) methodology will improve the Oral Expression of the ninth year students of

Basic General Education at the "Demetrio Aguilera Malta" High School, you are right, because of 0% of students who could not communicate in English, 22% were able to increase their level of fluency, clarity, coherence, and body movements . However, it should be emphasized that 0% of the students were able to place themselves on the excellent level scale, due to the difficulty of the project, and the number of lessons. Although only a few students were able to exceed the good level, this is still a positive result given that in the pre-test they were at the Bad level (100%).

4.3 Hypothesis test

Scientific hypothesis: If a system of lessons are applied with the use of the Project-Based Learning (PBL) methodology, it will improve the Oral Expression of the ninth year students of Basic General Education at the "Demetrio Aguilera Malta" High School.

Statistical hypothesis:

H0: There is no relationship between the improvement of Oral Expression and the implementation of a system of lessons through the use of PBL as a teaching methodology.

H1: There is a relationship between the improvement of Oral Expression and the implementation of a system of lessons through the use of PBL as a teaching methodology.

To determine the chi-squared statistic value it was used the following formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

χ^2 : Estadístico Chi cuadrado.
 O_i : frecuencias observadas.
 E_i : frecuencias esperadas.
 $E_i = \frac{n_i * n_j}{n}$

Illustration11. Chi-squared formula. Prepared by the authors.

The critical value for the chi-squared statistic is determined by:

$$X^2 (1-\alpha) * (r-1) (c-1)$$

Degree of freedom:

$$DF = (r-1) (c-1) = 2$$

Margin of error

$$\alpha = 0,05$$

4.3.1 Value scale for students on the Pre-test and Post-test.

Instruments	Excellent	Good	Regular	Bad	Total
Pre-test	0	0	0	27	27
Post-test	0	6	9	12	27

Table 5. Value scale for students on the pre-test and post-test. Prepared by the authors.

4.3.2 Chi-squared calculator (X^2)

Observed frequencies.

Observed	Excellent	Good	Regular	Malo	Total
Pre-test	0	0	0	27	27
Post-test	0	6	9	12	27
Total	0	6	9	39	54

Table 6. Observed frequencies. Prepared by the authors.

4.3.3 Expected Frequencies

Expected	Excellent	Good	Regular	Malo	Total
Pre-diagnostic	$0 \cdot 27/54 = 0$	$6 \cdot 27/54 = 3$	$9 \cdot 27/54 = 4,5$	$39 \cdot 27/54 = 19,5$	27
Post-diagnostic	$0 \cdot 27/54 = 0$	$6 \cdot 27/54 = 3$	$9 \cdot 27/54 = 4,5$	$39 \cdot 27/54 = 19,5$	27
Total	0	6	9	39	54

Table 7. Expected frequencies. Prepared by the authors.

Grado de libertad: $V = (\text{n}^\circ \text{ de filas}) \times (\text{n}^\circ \text{ de columnas})$

$$V = (2-1) \times (4-1) = 1 \times 3 = 3$$

Chi-squared

Chi-squared	Excellent	Good	Regular	Malo
Pre-diagnostic	0	3	4.5	2,88
Post-diagnostic	0	3	4.5	2,88
Total (X^2)	20,76			
Chi-squared	Excellent	Good	Regular	Malo

Table 8. Chi-squared. Prepared by the authors.

4.3.4 Hypothesis testing

Chi-squared	Critical value
20,76	7,814

Table 9. Hypothesis testing values. Prepared by the authors.

To verify the hypothesis, a comparison of the results obtained from the chi-square and the critical value must be carried out. Following the theory that if the chi-square is greater than the critical value the null hypothesis should be rejected, for this reason the alternative hypothesis is accepted. Giving reason that there is a relationship between the improvement of Oral Expression and the implementation of a system of lessons through the use of PBL as a teaching methodology in ninth year students of Basic General Education at the “Demetrio Aguilera Malta” High School.”.

4.4 Analysis and discussion of the results

By carrying out a general analysis based on the results obtained from the evaluation of the oral language mastery of the ninth year parallel “B” students of the “Demetrio Aguilera Malta” high school. It can be said that the participants, in general, have a level excellent, good, average and bad with respect to coherence, clarity of ideas, fluidity, and body movements when presenting the project in English. Likewise, it can be seen that, in short, the students are in a good range regarding communicative abilities, which allows us to highlight the methodological deficiency that exists in this educational unit where the evaluation instruments were implemented.

Taking into account the total number of students who were tested (27), six of them managed to reach the good range with respect to the evaluation criteria (coherence, clarity of ideas, fluidity and body movements). It should be noted that the aforementioned were able to

defend themselves, interpreting what is understood as interaction with their peers as acceptable, they knew how to express themselves clearly and through the use of body gestures. On the other hand, the criteria in which flaws were found in the students' speech were coherence, which indicates grammar, in the ideas when speaking in English, and fluency, because they took their time to think about what to say.

CHAPTER V

CONCLUSIONS

The conclusions of this research project are linked to both general and specific objectives, thus denoting whether or not the goals proposed at the beginning of chapter 1 were met.

The Project Based Learning (PBL) method influences the development of oral expression in English students. Thus, their level of English is between good and average when they carry out a conversation. Therefore, it is concluded that the students still have difficulties in establishing a dialogue, their ideas are still not clear and there is no total coherence when transmitting the message.

A system of lessons was designed based on the use of the PBL methodology as a teaching strategy. PBL allows the teacher to include projects in their lesson plan, so that students relate these topics learned in class with their daily experience, thus being able to generate possible solutions to a certain problem.

By applying the system of lessons with the use of the PBL methodology, it was confirmed that the hypothesis had a significant relationship between the system of lessons and the development of oral expression in the students.

RECOMMENDATIONS

The recommendations are based on the results obtained, which are the following:

- After each explanation of a class, it is recommended to apply significant exercises to the context they are learning, so that it will motivate them to express themselves in English during each class.
- In relation to teachers, it would be important to implement a new teaching method such as PBL, and enter seminars where they are trained to provide a better education service in English, through websites, books, among others, so that the results are reflected on student progress.
- When the PBL methodology is used, the appropriate tools must be provided so that the student can develop the oral expression in the classroom satisfactorily.

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