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FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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SANTIESTEBAN LEYVA KENIA

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por Cindy Nicole / Dayelin Anahi Serrano Quezada / Jumbo Ácaro

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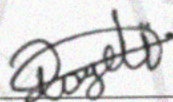
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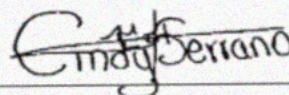
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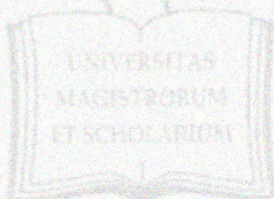
DEDICATION

To the Almighty, who guides my steps and illuminates my path, I dedicate this work to God. In gratitude for his unwavering support and divine wisdom, may this thesis serve as a testament to his grace and infinite love.

We would also like to thank our family who is one of the fundamental pillars in our life. Likewise, we would like to thank Stray kids because with their songs they motivated me to go ahead and pursue my dreams.

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With deep gratitude and admiration,

Cindy Serrano,

Dayelin Jumbo.

RESUMEN

La investigación analiza las dificultades de los estudiantes de inglés en la comprensión de textos. Se implementará el ABP para mejorar la comprensión lectora en inglés de los estudiantes de 10º grado en el colegio "Ciudad de Machala" durante el año lectivo 2022-2023. Se tomaron en cuenta los fundamentos educativos para crear y usar un sistema de clases basado en el método ABP.

La investigación es cuantitativa con un diseño experimental pre experimental y pruebas pre y post. Se emplearon métodos teóricos y empíricos para recolectar datos y verificar hipótesis con gráficos estadísticos y el chi cuadrado.

Palabras claves: *Sistema de clases, Método de Aprendizaje Basado en problemas (ABP), enseñanza-aprendizaje, habilidades de comprensión lectora, gráficos estadísticos, chi cuadrado.*

ABSTRACT

This research focuses on issues with English text comprehension for foreign language students. This research used the Problem-Based Learning (PBL) method to enhance reading comprehension skills in tenth-grade students at the "Ciudad de Machala" school in 2022-2023. The teaching framework enabled using Problem-Based Learning to enhance English reading skills.

This research follows a quantitative experimental approach with a pre-and post-test design. The study collected data through theoretical and empirical methods to organize and verify hypotheses using statistical graphs and chi-square.

Key words*: Classroom system, Problem-Based Learning Method (PBL), teaching-learning, reading comprehension skills, statistical graphs, chi-square.*

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Introduction

In the globalized era, reading comprehension has become an essential skill for learning and academic success because it provides access to information and knowledge and opens doors to educational, professional, and cultural opportunities.

In his 2006 book "English Next," the author Graddol (2006), delves into examining the expanding presence and impact of the English language within the context of a globalized society. He emphasizes that having strong reading comprehension skills is vital for individuals in acquiring information and engaging in worldwide conversations. Furthermore, Graddol contends that being proficient in comprehending English texts enables individuals to bridge connections with diverse cultures and varied social environments.

Based on its importance in today's world, several articles and research have globally mentioned and concluded that reading comprehension is not only based on knowing the meaning of the words but also on understanding the context as a whole, knowing what the text is about, what it wants to convey and the information provided by the text.

As mentioned by the author Goodman (1967), in his book "Reading: A Psycholinguistic Guessing Game," he highlighted that reading is not simply about decoding words but about constructing meaning and understanding the text, as well as emphasizing reading comprehension as essential for accessing knowledge and participating as active members of society.

On the other hand, Smith, F. (1989) mentioned that reading is about actively interacting with the text and constructing meaning from the information presented. Arguing that successful readers do not just acknowledge the words but also make inferences and connections with their prior knowledge and generate new ideas as they read. The author also mentioned and emphasized the importance of the affective aspect of reading and how interest, motivation, and emotional connection with the text are fundamental elements for reading comprehension. The reader must be emotionally involved with the material to understand it and retain it effectively.

For this reason, the author Niemi (2001) in his book Reading Literacy in the Digital Age: Understanding, Assessing and Supporting the Role of Thinking and Emotion in Reading Development emphasizes that the emotional aspects of reading are very important for the development of understanding. skills, further indicating that positive emotions such as interest and

satisfaction promote sustained attention, concentration, and in-depth processing of a text message.

But, if we start from the analysis of the Ecuadorian context, the central University of Ecuador, in one of his works presented by the authors Chamba, S., & Xavier, B. (2019), mentioned how the lack of these affective aspects in reading is because teachers focus only on grammar. As a result, learners become bored and lose interest in learning the language. This problem has generated shortcomings in long-term learning, as evidenced in the Ecuadorian educational system; students generally learn the English language from school to school. However, it still needs to be mastered.

The Salesian University of Ecuador, in one of its works carried out by the author Chancusig, J. C. L. (2022), mentions that the Ministry of Education, through Ministerial agreement 41014 of March 11, 2024, agrees to establish curricular planning at the level of Education, from 2014-2015 school year in the Costa and Sierra regimes in all the Educational Institutions of the country, thus integrating English into the curriculum of Educational institutions, prioritizing its teaching from an early age and the use of the new methods and didactic strategies that allow transmitting knowledge to the student developing their cognitive thinking.

In a research work carried out at the University of Machala, the author (Fajardo 2021) mentions how the simplicity of the resources and didactic materials points to the feasibility of the intervention proposal, highlighting that including them in the teaching process awakens reading comprehension skills at the proposed and structural levels, stimulating creativity, logical analysis, autonomy, through predictions, deductions, likewise being aware of the process of valuing their activities.

As a result of this research, the implementation of new strategies and didactic methods that adapt to the constant evolution of the educational system and that adapt to the demands of the ideal training of students is why this work focuses on students of **Second Parallel High School "B" of the school "Ciudad de Machala,"** it could identify the following limitations in the classroom:

- Limited use of English vocabulary

- Lack of reading text in English

- They have a limited and insufficient level of vocabulary about their level

● The methodology used by the teacher is not correct

The elements exposed above have allowed the formulation of the following question as a scientific problem: How to improve reading comprehension in the English language in the students of the Second Parallel high school "B" of the school "Ciudad de Machala" School year 2023-2024?

In this research work, some causes for which a research problem originates are the need for more motivation and the lack of practice of communication skills. Most of the time, teachers focus on a traditional way of teaching and focus only on grammar.

As a result of this research, new strategies and methods that adapt to the constant evolution of the educational system and the demands of the suitable training of future professionals are implemented. A clear example is the Project Based Learning (PBL) method, implemented in many schools nationally and internationally as the basis of teaching and learning processes in various areas.

According to the author Torres (2016), PBL can be understood as a constructivist educational method that supports students' learning process through group work and social interaction to solve problems.

Therefore, it can be said that this is a method by which activities and projects are designed to encourage the individual and group development of students, and that can be used in any educational field in which you want to work, as is the case of the development of reading competence in English.

English teaching and learning process in primary education is considered the object of study. In the same way, to solve the scientific problem raised in the research, the General Objective Elaborate a system of classes with the use of the didactic method of problem-based learning (PBL) for the improvement of reading comprehension skills in the English language in the students of the Second Parallel High School "B" of the "Ciudad de Machala."

This objective delimits in the field of action: didactic methods in teaching reading comprehension.

For the development of the research proposes the specific objectives are:

● Theoretically, support the use of the PBL method in English language teaching

● Diagnose the current level of reading skills development in English

● Apply a didactic strategy to develop the PBL method in class

● Evaluate the effectiveness of the PBL method in the Second Parallel high school "B" of the school "Ciudad de Machala"

Within the present research, the following scientific hypothesis is proposed: If a class system is developed with the use of the problem-based learning method (PBL), then it will contribute to the improvement of reading comprehension skills in the English language in the students of the Second Parallel high school "B" of the school "Ciudad de Machala."

The hypothesis studies the relationship between two variables:

Dependent variable: Improving reading comprehension skills in the English language.

Independent variable: Classroom system with the use of the problem-based learning (PBL) method.

The **scientific research** is carried out from a quantitative methodological paradigm, under an experimental design and with an explanatory scope, which allows to develop reading comprehension skills with the involvement of a class system using the PBL didactic method

The **population** is established as the **Second Parallel high school "B" of the school "Ciudad de Machala"**

During the research process, several scientific sources are investigated and analyzed to establish methods that will be used in the development of the same, among the theoretical methods we have:

● **The analytical and synthetic method** will consist of the dismemberment of a whole, decomposing its parts or elements to observe the cause's natural effects and then relate each reaction by developing a general synthesis of the phenomenon studied

● **The historical logic** determines the antecedents of using playful methods in

teaching-learning.

● **The hypothetico-deductive** is used in the formulation of the hypothesis and the corroboration of the transformation when applying the methodological strategy based on the ludic

● **Systemic:** A classroom system will be developed using the PBL teaching method focused on reading comprehension activities in English.

Accordingly, empirical methods were also established, which are detailed below;

● **Observation:** It is a fundamental process in this research project since it consists of the direct examination of reality, in this case of the behavior of the student in a spontaneous way to take data and analyze it in an objective way

● **Pedagogical test:** This test will allow a pedagogical diagnosis at the beginning to check the level of text comprehension of the students and to determine the level of understanding of the texts in students and another after the application of a class system with the PBL method adapting class planning to the level and knowledge of the students with whom they will work

● **Experiment:** This will allow direct intervention with the student and adapt the lesson plans and activities depending on the student's progress in the classroom.

The importance of the research work lies in the fact that its experimental approach will help develop and strengthen reading comprehension skills in students through the use of the PBL method as a didactic resource in English classes.

The present research will contribute to the school of Basic Education, "Ciudad de Machala," a system of classes specifically designed according to the age and knowledge of the students, adapting a didactic strategy for improving learning and teaching.

Subsequent sections will delve into the theoretical framework, encompassing historical, conceptual, and contextual dimensions, providing a comprehensive understanding of the research problem within English language teaching and learning, specifically focusing on reading comprehension. Following this, the methodological framework will be outlined, incorporating theoretical and empirical methods and variables.

The pedagogical proposal involving problem-based learning (PBL) implementation will then be introduced and applied. Finally, the study will conclude with findings, recommendations, bibliography, and annexes.

CHAPTER 1

HISTORICAL BACKGROUND OF THE USE OF THE PROBLEM-BASED LEARNING (PBL) METHOD IN THE DEVELOPMENT OF TEXT COMPREHENSION IN ENGLISH.

The following chapter presents the background of text comprehension in English through the use of the PBL didactic method, starting from the delimitation of its historical features and specifying from the theoretical and contextual point of view the foundations that justify the problem posed in search for its solution.

1.1 Historical evolution of the use of the PBL method for the comprehension of texts in the English language.

Project-based Learning (PBL) is an educational approach that promotes understanding and applying knowledge through hands-on projects. Although the PBL teaching method has been used in education for decades, it's popularity and specific application to the comprehension of English texts have evolved in recent years, so it is necessary to characterize its historical evolution with a particular focus on the reading, analysis, and production of English texts. The following is a general description of its evolution:

-Beginnings of PBL in education (20th century): Implementing the Project Based Learning (PBL) didactic method in education arose as a response to the need for a more active, practical, and relevant approach to teaching and learning. Several factors and reasons contributed to the emergence and adoption of PBL in education.

As mentioned by the author John Dewey, the roots of PBL go back to Socratic maieutic and progressive educational theory, which concluded that envisioning and presenting thematic content in the form of meaningful problems is a way to integrate students in the construction of their knowledge of different critical reasoning skills (Ortiz Ramos, M. I,2020).

Authors Silén (2001) and Koschmann (2001) pointed out that Dewey's pragmatism is a starting point for PBL in education since problem development, inquiry, and critical reflection are essential factors in understanding texts in English and context in general.

In the same way, the authors Goodwin Watson and Robert Glaser (1908) elaborated for the

first time a test to measure the thinking of individuals based on the ideas of the philosopher John Dewey and his emphasis on problem-solving and reflective thinking; this test was designed for students and adults, to quantify the level of development of reading comprehension skills, such as inference, recognition of assumptions, deduction, interpretation, and evaluation (Ortiz Ramos, M. I, 2020).

In that sense, the PBL method in the 20th century was considered a teaching and learning strategy to replace traditional methods in the classroom. Still, it was adapted to design assessments that evaluate students' critical thinking skills in English and different academic areas in this era.

McMaster University, located in Hamilton, Canada, in 1969, introduced the PBL method, not as a method of instruction but as a way to structure the entire curriculum in all areas; this influenced the teaching of English as it sought to promote a multidisciplinary education focused on the student as the basis of didactic learning to practice. From the "McMaster System" known worldwide for its significant contributions to the Educational Sciences, teachers designed preliminary guidelines on PBL and its applications in the classroom, developing and implementing for the first time the "Problem-Based Learning System (PBL)" (Ortiz Ramos, M. I, 2020).

-Development of PBL in teaching English as a second language (1980s-1990s): As teaching English as a second language gained importance in different countries, PBL was applied to improve students' language proficiency. Projects focused on reading and comprehending authentic texts in English, such as news, advertisements, or scripts, and students were required to present results in English, which allowed them to practice speaking and writing in English

In 1980, Mercer University, located in Georgia, United States, was one of the first American higher education institutions to develop and implement an "ABP Curriculum" for teaching English as a second language because the ABP method had been initially used in faculties of Natural and Social Sciences to link students in research projects in real situations based on problems (PBLS)" (Ortiz Ramos, M. I, 2020).

By adopting PBL as a curriculum for teaching English, we sought to provide students with opportunities to participate in problem-based projects and real-life situations, allowing them to apply their language skills in authentic contexts and develop their critical thinking and problem-solving skills.

A clear example is the University of Maastricht, which, since 1976, implemented the use of the ABP curriculum for English language teaching and to overcome the weaknesses of traditional education, giving students an active role during classes, where they will not only listen to lectures for hours but will attend tutorial group meetings constituting this as the central activity of the curriculum with the initiative corresponding to the student and not on the teacher, reinforcing the skills that make up English and having libraries and other learning resources specially developed and focused on the ABP method (Maastricht University,2017).

-Incorporation of ABP in technology and digital resources (years 2000-2010): With the emergence of educational technology, PBL benefited from the incorporation of digital resources to improve English text comprehension because students can access information from online sources, use dictionaries, translation tools, and collaborate virtually to comprehend and create English texts.

In 2000, the "I Biennial International Conference PBL2000" or International Biennial Conference PBL was held at Samford University, Birmingham, United States, for the combination of the PBL method with the advantages of digital technology, allowing to open new ways for active learning, collaboration and practical application of knowledge by implementing new dynamic and collaborative methodologies aiming to develop meaningful, innovative and interdisciplinary education in the classroom (Ortiz Ramos, M. I. (2020).

The conference marked an essential meeting point for educators, researchers, and practitioners interested in the integration of technology and PBL, as the discussion and exchange of ideas at the event provided a significant boost to educational innovation by exploring new ways of teaching and learning that harness the potential of technology, thus achieving the combination of PBL with digital technology allowing the convergence of two effective methodologies in education, since PBL emphasizes practical application and problem-solving. In contrast, digital technology provides research, communication, and collaboration tools.

At the same time, the University of Antioquia UdeA, in 2000, was one of the first institutions to create a curricular reform and manage to incorporate PBL with technology and digital resources, recognizing that these approaches can improve knowledge retention, the development of practical skills and the preparation of students for an increasingly digital world, in

addition to raising four essential characteristics for the new curriculum: relevance, flexibility, curricular openness-interdisciplinarity and a change in the pedagogical model involving recent trends in teaching-learning processes (Ortiz Ramos, M. I, 2020).

-PBL focuses on critical reading and analysis skills (years 2010-2020): In recent decades, PBL has focused more on the essential development of reading and text analysis skills in English, thus creating the opportunity to design projects where students evaluate the credibility of sources, analyze arguments in persuasive texts, and develop their ability to identify relevant information in various types of texts.

Cedeño (2016) highlights the importance of reading as a competence necessary to develop and facilitate communicative skills in English as a foreign language because it favors the teaching-learning process.

Due to the importance mentioned different authors on the importance of PBL and its significant achievements in the development of critical thinking skills since it proposes from the beginning of the class a problem according to the context, needs, and interests of the student to be solved as a group, promoting motivation and participation in the search for the solution (Ayala, 2019).

In 2013, different conferences were held highlighting the "IV International Research Symposium on Problem-Based Learning (IRSPBL2013)" [186] and the IV International Symposium on PBL Research that was held on July 2 and 3, 2013, at the University of Technology Malaysia (UTM) with the UNESCO Chair and the Danish University of Aalborg in the city of Kuala Lumpur, Malaysia (Ortiz Ramos, M. I, 2020).

It can be inferred that all the conferences represented a valuable opportunity to deepen the understanding of Problem-Based Learning and focus it on the development of reading comprehension skills, all because through research and discussions of academic approaches, educators and researchers are committed to improving the ability to comprehend texts with a focus on English.

Fundamentally, the approach and application of PBL in the teaching-learning process are vital because it contributes to the development of student's critical thinking through problems related to their needs and interests; therefore, being an active methodology, it promotes motivation,

participation, and construction of knowledge within a class period. Otherwise, the child or adolescent who develops critical thinking can specify a personal goal and fulfill it using the tools provided by the teacher (Hernandez, 2019).

-Adapting PBL to cultural and cross-cultural contexts (2020s and beyond): As PBL has been adapted to more diverse educational contexts, attention has been given to the inclusion of texts that reflect cultural and linguistic diversity, as projects can now include understanding literary texts from different cultures, as well as exploring cross-cutting themes, sustainability, and social justice, through reading and analyzing texts in English.

Author Noguera (2008) mentioned that adapting PBL to cultural and cross-cultural contexts can help close educational gaps by making learning more relevant and accessible to all students, regardless of their cultural background.

That is why in 2020, the "I Biennial International Conference PBL 2020" or Biennial International Conference PBL was held at Samford University, Birmingham, United States, to reflect and discuss PBL, active and collaborative methodologies, achieve meaningful, innovative, and interdisciplinary learning, and encourage the connection between people from different cultures (Ortiz Ramos, M. I, 2020).

The University of Linköping in the year 2022 had a significant impact on the adaptation of the PBL method to cultural and transversal contexts due to the research of a professor in the area of Social Studies where he proposed in his project a curricular adaptation of the PBL method and creating a student-centered resolution of realistic problems in small group tutorials providing a powerful tool to encourage and promote active learning and academic learning however with an increasing focus on the internationalization of new and existing curricula, highlighting the importance of raising awareness of the cultural and cross-cultural considerations that ABP can offer (Morocho, C., & Katherine, M, 2022).

Throughout the years, we can point out the positive effects of adapting the PBL method to cultural and cross-cultural contexts in different universities, which was an educational strategy with several purposes and benefits highlighting its primary objective of enriching the educational experience by making learning more relevant, authentic and effective for students in a diverse and globalized world.

Eventually, mention should be made of how their adaptation to cultural and cross-cultural contexts occurred using technology and how it can further expand learning opportunities and enrich the educational experience, as technology can serve as a powerful tool to explore, connect, and collaborate on projects that address cultural and cross-cultural issues. (Ayala, 2019).

Stanford University is a prime example, as it has become a leader in the integration of PBL and technology through the d.school program, which focuses on human-centered design, solving real-world problems, and developing relevant skills for the 21st century, emphasize the importance of this combination and success in higher education (Stanford University, 2019).

Stanford University's d.school program combines PBL with technology to foster the development of essential 21st century skills such as critical thinking, collaboration, effective communication, and creativity, which are essential for success in an ever-changing environment. Essentially. and high-tech societies.

In summary, throughout its historical evolution, PBL has evolved in its application to English text comprehension, from an early focus on reading and writing to greater integration of technology and a focus on critical reading skills and analysis. In addition, it has adapted to reflect cultural diversity and address issues relevant to today's world.

1.2 Conceptual characteristics of the use of the PBL method for the development of reading skills.

1.2.1 The process of teaching and learning English. Its characteristics in the high school

Teaching is the fundamental process of imparting knowledge and skills and plays a vital role in the education and development of an individual. Author Piaget believed that teaching should be a process that encourages students to actively construct knowledge. He believed that students' interactions with their environment shape their understanding of the world.

Therefore, the teaching process must be based on the student, a self-directed learning of their meta-cognitive skills, resulting in a greater scope of information and personal development, where they can identify obstacles, problems, understanding, use of various strategies but above all acquire knowledge through teamwork, where they discuss, argue, choose and evaluate over time what they are learning, for all this it is essential the support of active methodologies together with

the teacher who is a guide and tutor, as well as in the contents, activities, and evaluations resulting in the success of significant learning (Álvarez-Calle, D., García-Herrera, D., Castro-Salazar, A., & Erazo-Álvarez, J, 2020).

Teaching foreign languages can be difficult for educators because of the organizational structure of foreign language content, which requires students to learn both language skills and language skills and habits. But over time, new strategies and methods have been developed and implemented to make the teaching and learning process more efficient and optimized.

English communication skills are an integral part of the academic profile of high school students. Learning this language is considered a necessary communicative competence in the regional or global context for communication, interaction, and socialization in business, advertising, marketing, education, recreation, and leisure, as well as in research, among other activities that require speaking the English language. For students, communicating in English is a strength that helps improve academic performance when researching and interacting with peers in different parts of the world (Zhunio, Q., & de las Mercedes, A., 2022).

The Ecuadorian Ministry of Education announced that "starting with the Serra cycle in the 2016-2017 school year and starting with the Costa cycle in the 2017-2018 school year, the teaching of English in regular secondary schools will be compulsory from the second grade. All public, private, fiscally reliable and municipal institutions provide education from primary education to the third year of secondary school."

Based on the above idea, the English curriculum designed by the Ministry of Education of the Republic of Ecuador to achieve the objectives proposed therein establishes different levels of approval for primary General Education and the Unified General Baccalaureate, as proposed by the MINEDUC that at the end of the Third Baccalaureate students will reach a level B1.2 and knowing our existing reality this is a challenge for both students and teachers (Álvarez-Calle, D., García-Herrera, D., Castro-Salazar, A., & Erazo-Álvarez, J. (2020).

About the exposed problem, the teaching design of the prioritized curriculum of the English Language provides teachers with the topics for each unit. However, the reality in the schools is very different, starting with the topics given in the curriculum about the sufficiency of each student and the school environment. These disadvantages are presented by the need for more motivation,

materials, techniques, methodologies, and involvement in the language since high school.

Günthardt (2018) in the study "Positive strategies for teaching English as a foreign language to students at the Central University of Ecuador", cited in De Las Mercedes, Q. Z. A. (2022) mentioned that the lack of motivation to implement participatory learning processes is a common problem in English classes, because English is seen as a supplement to students' training rather than as an opportunity to improve teaching and learning.

Therefore, teachers' motivation in the classroom is a response to positive or negative outcomes; it depends on the content and use of the materials or learning resources specified in the lesson plan. The content should be adapted to the students' English language needs and levels, so that in-depth knowledge of the subjects should be acquired in the L1 course.

1.2.2 PBL method in the process of developing reading comprehension skills in the English language.

PBL didactic method has become a valuable tool for educators, and nowadays, it is an essential means of learning; since education is constantly innovating, educational institutions are currently adopting new pedagogical methods to improve learning, where didactic methods are implemented as a tool to motivate students.

The development of reading comprehension in English and other foreign languages is essential to the development of reading comprehension. A. (2021), in the process of learning English as a foreign language, reading is the most important, because by reading, students will be able to acquire new knowledge, while learning vocabulary and language structures, enriching vocabulary and grammar, and using the language. as the level of reading comprehension improves which will enable him to understand.

According to the authors, the importance of using a didactic method lies in the flexibility of how to organize it according to the needs of the students, turning it into a tool that allows the work within the reading skill.

The PBL didactic method allows each student to aim at a specific objective within the realization of the projects without leaving aside the group work and the constant socialization of progress. This provides opportunities for interaction, where each can contribute to understanding

the assigned reading activities.

Muñoz-Repiso, A. G.-V. and Gómez-Pablos, V. indicated that the ABP teaching method provides opportunities for student progress and contributes to the achievement of classroom goals. B. (ed.) (2017) believes that project-based learning is an approach that promotes the learning process with special attention to the performance of tasks, resulting in a final product. Emphasis is therefore placed on certain essential features of action- and contribution-oriented project-based learning, such as:

● Create integrated concepts of knowledge in different fields.

● Raise awareness of respect for other cultures, languages and people.

● Develop empathy for people.

● Create working relationships with people from different backgrounds.

● Promote disciplinary work.

● Improve research skills.

● Provide tools and techniques to learn new things effectively.

Teaching a second language faces reality, and the PBL teaching method is an excellent tool to help simulate this situation. Therefore, teaching methods in the development of English reading comprehension are essential to consolidate and apply what has been learned, it can be used in various ways, such as using technological resources such as mobile reading apps, games, movies, workshops, projects, poster making. and other activities.

Because of this, the students chosen for the present study will be immersed in activities focused on the ABP didactic method for developing reading comprehension skills, for which the application of the Scanning and Skimming techniques was considered. The participation of the two reading techniques will facilitate learning and generate more opportunities for students to be motivated to develop their receptive skills.

Scanning and skimming techniques in reading comprehension are characterized by awakening students to greater efficiency in reading and searching for information, which in turn

can improve their ability to comprehend and process texts effectively.

The authors Hincapié Yánez, F. E., & Muñoz Oviedo, M. A. (2021), in their research work, emphasized that both techniques play a fundamental role in the comprehension and understanding of reading by the reader since they facilitate the processing of information in a shorter time through inference, highlighting of keywords and the search for main ideas in a text, which causes more significant learning of what is read, since there is a better benefit of the reading process not leaving aside simple elements, which can be critical at the time of understanding thanks to the previously mentioned strategies.

The use of skimming and scanning within this study is based on what is stated in the CEFR (2018), which details the competencies to be developed in reading skills and provides strategies that should be implemented for text comprehension. In addition, it provides ideas/examples of the types of texts for each level.

As mentioned above, the ABP learning method can be combined with all kinds of content. In the teaching of English, they are involved as promoters of the development of reading skills, it is believed that the use of scanning and skimming techniques in reading comprehension can guide and stimulate the students' perceptive abilities.

According to Flores, 2014, as cited in Ledesma, P. and Lizet, V, (2019), "The use of PBL in teaching English as a foreign language can become one of the basic and important teaching methods that teachers should implement in their classrooms." to facilitate the learning process of students." (page 41)

1.2.3 Development of reading comprehension skills in the English language.

The concept of reading comprehension can be defined as the ability to understand and process the meaning of written text. It is critical to knowledge acquisition, effective communication, and educational success. It involves the interpretation and deep understanding of ideas, information and textual content.

The development of English reading comprehension is valued for its importance in the learning process of students, as the ability to read and understand texts in English will allow them to access a variety of educational materials such as textbooks, scientific articles and online

resources that will enrich their knowledge and give them an academic advantage (Rojas, P. A (2023).

In this sense, in a world where the generation and dissemination of knowledge is predominantly in the English language, the development of reading comprehension skills becomes even more relevant.

Atsauces Martinez, P. M. and Gomez Carrasco, C. (1999). J., Rodriguez-Peress, R.A. (2017), in a study on globalization, they pointed out that learning and understanding English is essential in education and social life, and emphasized that "the use of foreign languages, especially English, has changed from a privilege to a necessity in different countries." Manufacturing Sector" because English is very important all over the world and is considered as a universal language all over the world.

Considering the importance of developing reading comprehension in English nationally and globally, the importance of reading comprehension can be mentioned because it cannot be done easily, but must be exploratory, exploratory and meaningful, related to context and prior knowledge. arrive at a conclusion that provides new ideas that are important to the reader (in this case, the student). .

As explained by the author (Rojas, P. A (2023) adequate reading comprehension in English allows students to access a wide range of academic resources and enables them to function in different social and professional contexts.

Likewise, reading comprehension is recognized since it is thanks to reading comprehension that linguistic and communicative skills are strengthened, which allows assertive communication in learning a second language. The author Rosas (2011, p. 48) "defines reading comprehension as the reader's reconstruction of the meaning given by the author to a given text.

This position is based on an over-amplified scheme of the communication phenomenon," where it can be affirmed that the sender understands the message sent by the receiver to handle the same code that can be easily interpreted. In this sense, reading comprehension is the process through which the student discovers, deciphers, and interprets the reading (Parra, K. L, 2022).

1.3 Contextual characteristics of the PBL method in English language teaching in

Latin America and Ecuador.

The next section presents the contextual characteristics of the English language teaching process in secondary schools and the diagnosis of the vocabulary development of the students of the second parallel secondary school "B" of the current "Ciudad de" elementary school. Machala".

1.3.1 English language teaching methods in Latin America and Ecuador.

Because English has many advantages in an increasingly connected world, learning and teaching English has become an important strategic issue in Latin America. Therefore, educational policies and programs are focused on promoting English language education to prepare the new generation for the challenges and opportunities created by the globalized world.

On the other hand, the teaching of English in Latin America has experienced a series of developments over the years. This is largely due to economic and technological globalization, which is fueling labor market demand for better language skills. As a result, Latin American countries have taken steps to improve the overall quality of education and promote the use of English as a second language.

The first step in teaching English in Latin America is the establishment of bilingual education programs in many countries. These programs have been developed to improve students' language proficiency by providing a bilingual education that prepares them for the global working world. This has dramatically impacted the quality of education offered, as students now have a broader and more specialized education. Another measure taken to improve English language teaching in Latin America is the increase in the number of qualified English teachers. To enhance the quality of education, many countries have allocated more resources to teacher training to ensure that educators are competent in using English as a second language (Picchio & Placci, 2019; Quintero Trujillo et al., 2021).

However, the measures that are described in the curricula of the different Latin American countries concerning the teaching of English and the European level regime that students should reach at the end of their studies, these points indicate that most countries do not comply with what is established, therefore students have difficulties at the time of learning a new language.

An investigation titled "Multiple intelligence: an approach for teaching English" where

mentions that there are several causes for this harmful and insufficient situation regarding the teaching of English; however, almost all of them coincide in the lack of methodology and methodological strategies of the teachers to improve the teaching-learning relationship. Many teachers think that their students do not learn due to a lack of effort, interest, or motivation, because they fail the exams, or because they are not motivated.

On the other hand, an article in the Journal of Latin American, Caribbean, Spanish and Portuguese Sciences states that one of the most well-known methods of developing the foreign language teaching process is to consider the following (Martin Sánchez, 2009), cited in (Napoleón, F., & Martínez, S., 2016):

● Grammar translation is still a traditional method, with a special focus on guiding grammar rules. The teacher's explanations are based on the mother tongue or the national language.

● The direct method, which is based on a direct connection between foreign words and the reality they represent. It is good for oral expression and vocabulary memory.

● The listening and speaking method favors spoken language (oral expression and listening) through reproduction or repetition.

● An audiovisual method that uses visual and auditory resources to develop the ability to listen and understand spoken language through interaction.

● A communicative approach that promotes language learning based on foreign language communication, despite the initial contamination of the vehicle language.

Ifolge Penja Ledesma, V.L. (2019), the curricula of Ecuador, Peru, and Uruguay include standards and learning objectives. However, they all lack variety of materials and offer limited, if any, suggestions for classroom activities. Compulsory education courses in Ecuador provide a comprehensive overview of the legal framework, student withdrawal situations, course components and methodological techniques. It then focuses on what the requirements of English as a foreign language are at different levels of education. It includes learning standards and objectives, suggested activities, assessment methods, and teaching methods. However, it does not sequence the available materials in the form of study units, such as in Mexico, Costa Rica, Panama, Colombia, and Chile.

Historically, the English language in Ecuador has yet to be very relevant in educational institutions, putting it in the background. However, it was later considered an optional subject, and later, through ministerial agreements of the Ministry of Education, it was established as a compulsory subject at all educational levels.

According to (Ledesma P. & Lizet V., 2019), English is a language that involves the teaching of four basic skills: speaking, listening, reading and writing. When the process of teaching this language began, it was believed that the best way to achieve significant results was to translate one language into another. The basic approach is to learn and memorize endless grammar rules.

In research conducted in the city of Machala in the school Unidad Educative Padre Carlos Mantilla (Gutiérrez Damián, K. M., & España, M. L. M.,2021) pointed out that the methods used in language teaching are not effective for students causing poor grades demotivation in class causing them not to learn correctly and successfully. Therefore, the need to implement new methods, didactic strategies, and teacher training for language teaching is evident.

1.3.2. Diagnosis of the current level of English reading comprehension in the Ciudad de Machala school.

This section presents the results obtained by diagnosing the process of teaching English to the students of the secondary secondary school "B" of the elementary school "Ciudad de Machala". The instruments used for data collection were: semi-structured interviews (Appendix 1) and learning tests (Appendix 2).

Interview (applied to the teacher)

The first instrument was an interview with an English teacher to understand the reading level of parallel B students in secondary schools. "According to the English teacher, she teaches using learning resources such as: textbooks, shared learning activities, reading and print pronunciation. All exercises are adapted to the level of the students and do their best to meet the different needs of the students. learning styles.

When asked what level she considered her students had in English, she expressed that most of her students have an B1 level, and this is due to the lack of motivation and attention they have when receiving classes. She also believes that reading is not encouraged in their native language

so they have difficulty developing reading comprehension skills, so the teacher performs activities in English and Spanish for better understanding highlighting the importance of developing their critical and cognitive thinking.

Additionally, the teacher pointed out that she does not have a program or system of activities focused on reading comprehension, as she is guided by the English book and plans her classes according to its content.

Pre-test

In summary, the purpose of the pre-test was to determine the current English literacy status of second-secondary students (equivalent to "B" in "Ciudad de Machala" elementary school). Below is a comprehensive analysis of the results based on dimensions and indicators.According to (Villa, A., & Michael, B, 2023) the indicators or dimensions contribute to the improvement of cognitive skills and in turn to regulate student behavior. From this perspective it can be said that indicators when used properly in classrooms directly influence students' GPA.

In the context of the present project, this can be associated with students recognizing the meaning of English words because, when you have a large vocabulary in another language, it is easier to identify and understand keywords that convey the central message of the text.

Dimension; Literal Understanding

Insufficient
28%

Good
41%

Average
31%

■ Good ■ Average ■ Insufficient ■
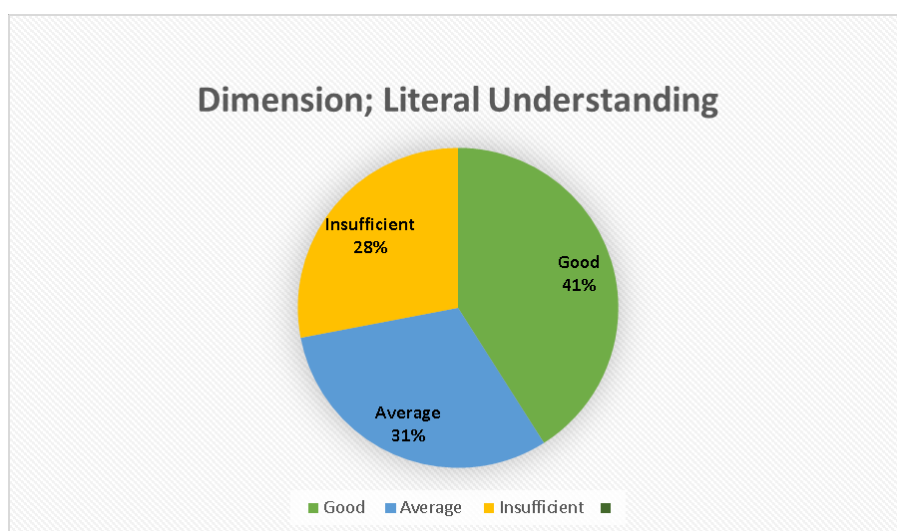
According to Carrero (2019), cited in Rojas, P. A. (2023), the importance of the literal

comprehension indicator refers to the ability to identify and understand explicit and superficial information, including the capacity to extract facts, details, and events presented directly. For example, they know a story's characters, where and when events occur, or what information a news article provides.

Through the results of the pre-test in the dimension of literal comprehension, it was possible to verify that, out of 35 evaluated students, 16 students presented a reasonable level (B), representing 41%, 10 students are at a regular level (R), which represents 31%. Finally, 19 students show an insufficient level (I), representing 28%. This result indicates that students have an excellent literal comprehension of extracting direct information from the text, such as specific data, events, and actions described, to answer the pre-test questions correctly.
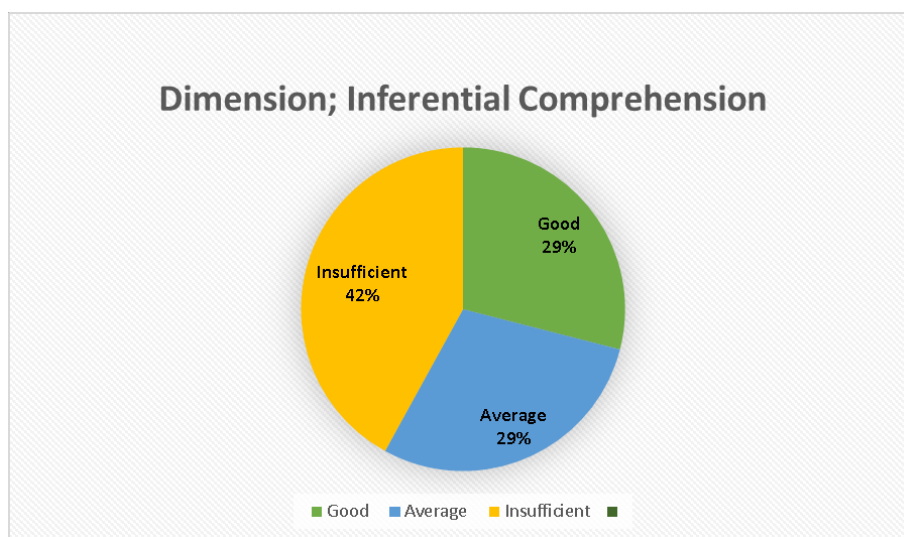
According to Roja, the P.A. (2023), measures of inferential comprehension go beyond unambiguous messages and require readers to make connections, draw inferences, and draw conclusions based on clues and evidence in the text, as well as the ability to read between the lines and understand implicit meanings. For example, you infer a character's feelings or intentions, infer the meaning of an unfamiliar word from the context, or predict the possible outcome or resolution of a story.

Through the results of the pre-test in the dimension of inferential comprehension, it was possible to verify that, out of 35 evaluated students, 10 students presented a reasonable level (B),

representing 29%, 9 students are at a regular level (R), which represents 29%. Finally, 16 students show an insufficient level (I), representing 42%. This result indicates that students need to use their prior knowledge, logical reasoning, and ability to connect ideas to reach conclusions not directly stated in the text. Thus, they needed help to answer the questions correctly.

Dimension; Critical Comprehension

Insufficient
25%

Good
29%

Average
46%

■ Good ■ Average ■ Insufficient ■
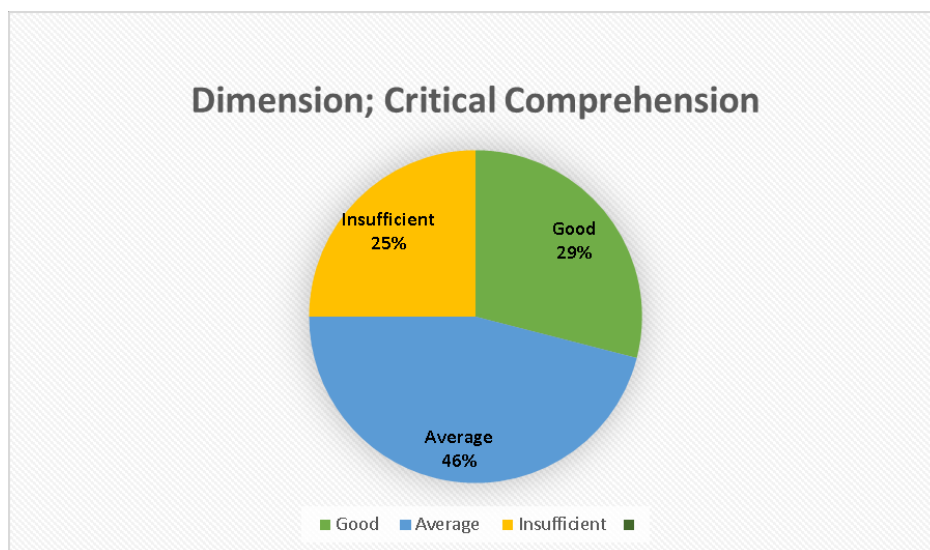
Critical comprehension involves evaluating and analyzing the text reflectively and actively, going beyond literal and inferential comprehension, and allowing the reader to question, evaluate, and form well-founded opinions about the content of the text. This comprehension entails recognizing biases, identifying persuasive arguments, assessing the validity and reliability of information, and reflecting on the text's purpose and implications (Rojas, P. A., 2023).

Regarding the critical comprehension indicator evaluated in the pre-test of 35 students, it was determined that ten students have a good level (B) regarding this indicator, representing 29%. 18 students are at a regular level (R), accounting for 46%, and finally, 7 students have an insufficient level, representing a minority of 25%. This points out students' shortcomings in critical comprehension when taking the test.

In conclusion, based on the statistics presented earlier, it can be inferred that the students of Second Parallel Baccalaureate of the 'Ciudad de Machala school, regarding the first indicator, 'literal comprehension,' within English text comprehension, the majority of students are at an insufficient level.

General Diagnostic

Good 23%
Average 26%
Insufficient 51%

Good   Average   Insufficient
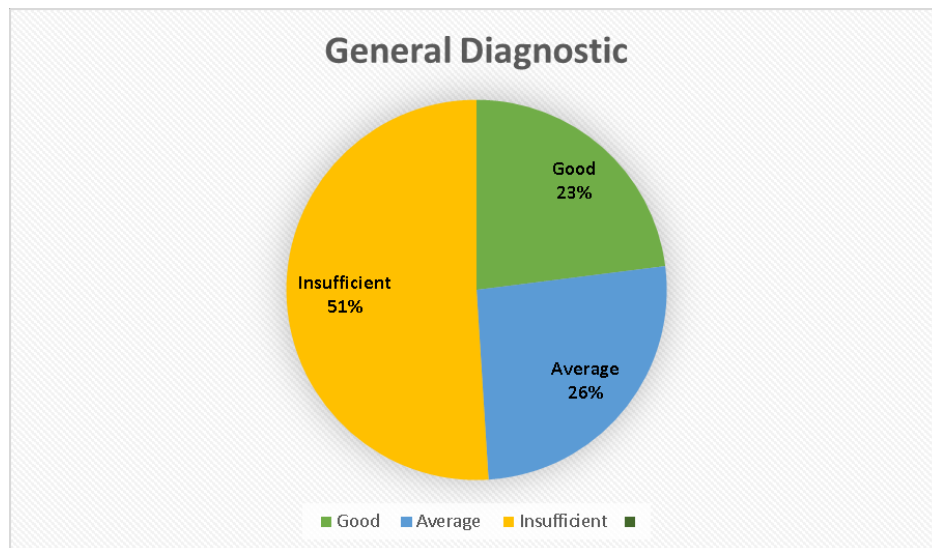
As for indicator 2: 'inferential comprehension,' within English text comprehension, the results showed that 26% of students are at a regular level. In the last indicator 3, 'critical comprehension,' students had a good level of 23% in English text comprehension.

It is worth emphasizing that to obtain the overall scores, adding the three equal parameters was necessary to get a general overview of the results. Therefore, the evaluation instrument demonstrated the students' reading comprehension level, resulting in the data above.

The obtained results argue for the need to intervene in pedagogical practice through a class system based on the ABP method to develop reading comprehension skills in English among the students of the Second Parallel Baccalaureate of the 'Ciudad de Machala.'

CHAPTER II

Methodological Framework

This chapter describes the methodological design of the research design and describes the paradigms, types and models used. It also describes the empirical and theoretical approaches and selected populations. In addition, the data collection techniques used to analyze the information provided are also mentioned.

2.1 Methodological Perspective

This research is based on a quantitative paradigm, which enables data collection and analysis of variables. Furthermore, this approach systematically allows for comparison, explanation, and evaluation of the phenomena under study.

According to Corica, A. R. (2020), a research paradigm refers to a set of underlying foundations, convictions, principles, and approaches shared by a scientific community in their approach to solving research questions. In simpler terms, it is a theoretical framework that guides how researchers perceive and address a research problem, as well as the methods and techniques used to obtain and evaluate data.

2.2 Type of Research and Design

In his book, Research Design: Qualitative, Quantitative, and Mixed Methods (2014), Cresswell explains the utility of quantitative methods for obtaining measurable data and for using experimental designs to assess causal relationships. Therefore, the explanatory volume will help to confirm the effectiveness of the proposed problem-based learning (PBL) teaching strategy, as it will allow us to understand how and why the proposed approach affects reading comprehension. In addition, it will also make it easier to adapt and improve current strategies to optimize results.

Based on these criteria, scientific research is conducted from a quantitative methodological paradigm and according to an experimental design with an interpretive scope.

2.3 Population and Sample

The group selected for this study consists of "35" students in the second bachelor's parallel "B" class in the 2023 academic year at the Machala City School located in the city of Machala.

This course is attended by (16) female students and (19) male students aged 16 to 17 years.

Finally, 35 students were worked with, as they were the ones who consistently attended during the period.

2.4 Research Methods

The research methodology includes effective theoretical and empirical methods for authenticity and appropriate development.

2.4.1 Theoretical Methods

Method of analytical synthesis: According to Gutiérrez (2021), the method of analytical synthesis is very important in this research work because it allows to observe the causes, characteristics and effects and then to connect each reaction, deepening the general synthesis under investigation, the rise phenomenon.

Historical-Logical Method: According to Román Román, D. G., & Naranjo Guanuchi, L. P. (2023), this approach is utilized to associate evidence documenting past events, construct theories related to historical subjects, and assist researchers in developing a cohesive investigative process regarding the events surrounding the topic under study. Thus, the historical-logical method provides a methodological basis for identifying trends and changes over time regarding your research topic, providing an essential temporal perspective to understand the nature and characteristics of the phenomenon entirely.

Hypothetico-deductive approach: used to hypothesize and validate transformations using game-based approach strategies. According to Gutiérrez Damián and España (2021), "Scientists formulate a hypothesis by drawing conclusions from a set of empirical data or from a more general principle or law... First formulate a hypothesis and then draw a specific conclusion based on deductive reasoning" (p. 134).

Systemic Method: A class system was employed, structured in a systematic order, where each research element was studied, allowing for a sequence to understand the whole and breaking down into parts to analyze each aspect individually. In this way, causes and consequences in reality were sought to be understood, as stated by Rodríguez and Pérez (2017, p. 188). Therefore, a class system was structured throughout the research process in interconnected phases to achieve the

established objectives.

2.4.2 Empirical Methods

According to Argüelles et al. (2021), empirical methods are used to identify and collect a series of facts and data as a basis to diagnose the situation of the problem to be investigated and/or verify or validate the proposal presented in the research. However, these methods alone are not suitable for exploring essential relationships, so it is necessary to combine them with theoretical methods.

Interviews: The method allowed for the assessment of the results obtained through the implementation of didactic strategies, providing a clearer and more detailed view for the research topic. In this sense, Patton (2015) mentioned, "The interview is a face-to-face encounter with another person during which data are collected through interactive dialogue to obtain information about experiences, opinions, and perspectives."

Pedagogical Test: In his work "Evaluation and Tests in the Teaching-Learning Process" López Pastor (2004), addresses the pedagogical test

Therefore, the use of this method allows a teaching diagnosis to be made at the beginning to assess the students' literacy level, and after the implementation of the problem-based learning (PBL) classroom system, another teaching diagnosis can be made to adjust the learning process. lesson plan in terms of matching students' reading comprehension. The degree and expertise of the students conducting the research.

Measurement: Valdés (2019) explains that the process of measurement includes the act of assigning numerical values or descriptive labels to individuals, objects, or occurrences while adhering to predefined guidelines in order to accurately depict the quantities or characteristics of attributes. As a result, it enabled the capacity to measure important factors accurately, creating a fair and dependable groundwork for performing statistical examinations, contrasting different groups, and assessing the importance of the findings.

2.5 Data Processing Techniques

The collection of results obtained in this research will be carried out through the empirical methods mentioned above. The technique of quantitative data analysis derived from measurements

is employed, allowing for a numerical evaluation of the variables.

2.6 Operationalization of Variables

The variables to be addressed in the research are defined, as they are linked to the problem, thus contributing to the creation of instruments for data collection.

Dependent Variable: Improvement in reading comprehension skills in the English language

Independent Variable: Class system using the Problem-Based Learning (PBL) method.

Consistency Matrix

Problem	Objectives	Hypothesis	Variable e indicators					
How to improve reading comprehension in the English language among the students of Second Parallel Baccalaureate of the "Ciudad de Machala" school during the academic period 2023-2024?	**General Objective:** To develop a class system using the Problem-Based Learning (PBL) didactic method to improve reading comprehension skills in the English language among students of Second Parallel Baccalaureate of the "Ciudad de Machala" school. **Specific Objectives:** • Theoretically	If a class system is developed using the Problem-Based Learning (PBL) method, then it will contribute to the improvement of reading comprehension skills in the English language among students of Second Parallel Baccalaureate of the "Ciudad de Machala" school.	**Dependent Variable:** Reading comprehension skills in the English language. Reading comprehension skills are essential in education and have a significant impact on learning and academic success.					
			Dimensions	**Indicators**	**Item**	**Indicator**	**Measurement Scale**	
			Literal Comprehension	Fact Identification	**1**	Ordinal	**Good (B): 9-10** **Average (A): 7-8** **Insufficient (I): 0-6**	
				Recognition of Details	**2**			
				Understanding of Key Words	**3**			
			Inferential Comprehension	Inferences of Cause and Effect	**4**			
				Inferences of Character Traits	**5**			
			Critical	Evaluation of	**6**			

				Comprehension	Arguments	7		
	justify the use of the PBL method in English language teaching.				Identification of Multiple Perspectives			
						8		
					Formation of Well-founded Opinions			
						9		
	• Diagnose the current level of development of reading skills in English.				Identification of the Main Theme			
						10		
					Understanding of the Text's Purpose			
	• Implement a didactic strategy to develop the PBL method in							

	class. • Evaluate the effectiveness of the class system using the Problem-Based Learning (PBL) method in Second Parallel Baccalaureate student's "B".				

Level - Research Design:	**Population and Sample:**	**Techniques and Instruments:**	**Statistics to Use**		
Level: Baccalaureate	**Population:** 35 students	**Dependent Variable** **Instrument:** Pedagogical Test (pre-test, post-test)	**Statistical Charts** Used as an important tool in presenting quantitative information clearly and effectively to demonstrate statistical data, allowing for the analysis and understanding of patterns, trends, and distributions.		

Design:		Authors: Cindy Serrano, Dayelin Jumbo	Chi-square
Experimental - Explanatory		**Year:** 2023	Use chi-square to analyze the relationship between categorical variables in the pre and post-tests, as well as to verify associations with other variables in the research.
		Monitoring:	
		Pedagogical Test to Students:	
		Accuracy in correction, detailed record of results, performance analysis, application times.	
		Scope of Application: Students of Second Parallel Baccalaureate "B" of the "Ciudad de Machala" school	
		Administration Method: In-person - Written test	

CHAPTER III

Class system based on the didactic method PBL to develop reading comprehension skills in English language among second parallel baccalaureate student's "B" of "ciudad de Machala".

The teaching and learning process in Second Parallel Baccalaureate student's class "B" at the "Ciudad de Machala" school necessitates careful precision in choosing and adjusting objectives, content, techniques, and instructional approaches that align with the students' interests and motivations. As a result, this section discusses the establishment of a class hierarchy using the pedagogical technique Problem-Based Learning (PBL) in order to enhance the ability to understand written texts in English among students enrolled in the Second Parallel Baccalaureate program at "Ciudad de Machala" school, and how this methodology is implemented.

3.1 Foundation of a class system based on the didactic method PBL to develop reading comprehension skills in the English language.

The development of English reading comprehension is valued for its importance in the learning process of students, as the ability to read and understand texts in English will allow access to a variety of educational materials such as textbooks, scientific articles and online resources, enriching knowledge. and give them academic advantages (Rojas, P.A, 2023).

In this context, it is proposed to introduce a classroom system based on the PBL teaching method, which aims to integrate all influencing factors and specific needs to achieve good reading comprehension. The purpose of this approach is to provide second parallel undergraduate "B" students with the tools to effectively develop English reading comprehension.

A class system is a detailed document or course planning scheme that describes the structure and organization of a course of study. The plan serves as a guide for teachers that outlines the course's learning objectives, content to be covered, learning strategies, activities, assessments, and other relevant aspects.

According to Alan Rogers, P.T. (1999), the classroom system is seen as a curriculum planning system that includes the subjects taught or the subjects students learn and are expected to learn, and includes the methods used. Although method and content are often considered

separately, they cannot be separated. If, for example, it is found that there are many arguments to consider, this will be decisive for the teaching approach used. On the other hand, if it is decided that the student needs to learn to do a certain thing or deepen his knowledge in some aspect of the subject, a more practical approach will be required or more time invested in the subject.

The method is closely related to the teaching material. Methods are an important part of the curriculum and students learn through the methods and content taught. For example, if educators talk a lot about how extension workers need to talk less and listen more to farmers or other program participants, students will learn more from how they teach than from what they learn. Otherwise, they may reduce dialogue with farmers or other interlocutors.

There are six main areas of activities within a curriculum development process, all of which form a curriculum development cycle. These can be summarized as follows:

- Conducting situation analysis and training needs assessment

- Establishing curriculum objectives and goals

- Planning didactic objectives (knowledge, skills, and attitudes)

- Planning didactic activities to achieve objectives

- Implementing the curriculum

- Evaluating the curriculum

In the process of developing a classroom system based on the teaching method PBL for the development of reading skills of the second parallel bachelor's students, the basic principles of "B" pedagogy, pedagogy and psychology were taken into account to ensure the research methodology of the study.

From a pedagogical point of view, in a classroom system that uses the PBL teaching method to develop English reading comprehension, the need for continuous development of the teaching team is emphasized. In this context, it is recognized that the role of all staff in educational institutions is to facilitate learning and not only to influence others, but instead to actively participate in the process of transformation, constantly developing themselves to influence change in others. This pedagogical approach underscores the importance of a constantly growing and adapting faculty to maximize the educational system's effectiveness.

The professional development needs of staff must be considered in light of pre-work pedagogical training, whether through specialized, vocational, educational programs, or education courses. In both cases, on-the-job training will be necessary to update their knowledge and skills, as well as to provide them with more opportunities and, ultimately, to create in them the ability to perform specific tasks.

Teachers who are technical specialists are often hired because they have unique experience and skills, which leads to the expectation that they will transmit those skills to their students. However, there is empathy between these teachers and their students; due to common professional interests, it has been observed that they tend to use methods that emphasize the role of the teacher rather than student-centered approaches. However, they need to recognize their students' differences and similarities because these differences make it necessary to apply an active learning methodology and more didactic methods. Staff development programs allow these teachers to improve their professionalism and develop their specialist skills while teaching them new didactic methods and ways to promote learning.

A class system based on the didactic method PBL for developing reading comprehension skills is characterized by a comprehensive and dynamic pedagogical approach. This system is distinguished by its emphasis on Problem-Based Learning (PBL), where students face real-world challenges that require an active application of reading comprehension skills.

From a didactic point of view, as noted by author Alan Rogers, P.T., Developing English Reading Comprehension in a PBL-Based Classroom System. (1999), internal authors are considered to be key factors influencing the learning component of the classroom system, including:

- Training organization: Play an essential role in the successful implementation of the PBL approach, ensuring that all elements of the classroom system are aligned with teaching principles and promote the effective development of English reading comprehension.

- Trainers/teachers: Their active participation possesses valuable practical knowledge about students, their learning styles, and their educational needs. Their involvement in planning could ensure greater alignment between curriculum content and actual student needs.

- Students: Teachers and curriculum developers need to assess the actual educational and training needs of students so that they know where learning begins and what kinds of

knowledge, skills and attitudes they need to develop.

This is an essential element; in addition, students can sometimes participate in on-the-job training events, although this is only occasionally the case.

Materials producers: Another group (which could be seen as external or internal, depending on personal viewpoint) needs to be considered. This group includes those who write, publish, and distribute textbooks and teaching materials. This group has a considerable influence on the contents of any course. Often, they determine the sequence in which the material is studied.

Therefore, their impact is enormous; however, they are only invited to participate in the curriculum development process if they are education experts. However, they must be included in the process. In that case, experience suggests that their contribution would be precious - they should be considered one group among many and not the most critical group. Indeed, teaching materials should accompany the plan, not direct it.

From a psychological point of view, in the classroom, teachers will use the teaching method PBL to develop English reading comprehension and configure it as a fundamental intersubjective practice that not only contributes to the educational process, but also plays a crucial role in the construction and clarification of knowledge. values and promote specific skills necessary for life.

The need to address the development of lesson plans in a participatory manner is highlighted because, from a psychological point of view, knowledge cannot be separated from skills, values, and attitudes, recognizing people as integral entities essential, as human development must be structured holistically from a psychological perspective. In this context, the conception that it is possible to "transfer knowledge" to people, considering them lacking it, is questioned, suggesting that it is feasible to contribute so that people produce their own development in all senses, taking into account the psychological dimensions involved in the educational process (Alan Rogers, P. T, 1999).

3.2 Class System Based on the Didactic Method PBL for Developing Reading Comprehension Skills in the English Language

The class system consists of various classes that are organized in the classroom with the aim of providing new knowledge or reinforcing those already acquired but for some reason

cannot be effectively retained in the students' memory. As a result of this, some students present deficiencies in learning.

Isuku (2018, pp. 7-8) believes that teachers need to ensure effective classroom control and implement student-friendly strategies for several reasons:

• Invest a lot of time in planning your course. • Good class structure.

• Recognize and respect students' rights.

 • Use appropriate teaching methods.

• Use appropriate teaching materials.

 • Create classroom rules and procedures.

• Good subject management.

• Avoid being pretentious.

• Understands the student well.

• Provide a safe, comfortable atmosphere in the classroom - avoid the use of threats.

• Maintain a healthy teacher-student interaction.

 • Made friends with all the students.

• Develop sound through sound that is clear enough.

• Maintain keen observation and sensitivity to every step of the learning process.

• Bypass.

• Question strategies

Therefore, all the reasons mentioned above by the author lead to the importance of planning a class system as a methodological tool or guide for the teacher to focus on the student and be able to develop a high level of motivation, allowing them to achieve the objectives set within the time frame and conditions established in the lesson plan. This ensures the teaching process is optimally understandable, facilitating the student's interpretation of the information.

On the other hand, it is essential to recognize the importance of incorporating learning strategies and methods into the design of a class system, as their implementation not only

significantly enriches the educational process but also, when aligned with the specific objectives of the class, provides students with a more practical approach to knowledge acquisition. In this way, the necessary foundation is offered to address challenging situations in an applied manner in various areas of study.

As suggested by the author Isuku (2018), effective classroom management directly affects the learning environment and provides the necessary motivation for students to learn and master during lessons. The classroom is the center of school activity. What happens in the classroom between teachers and students will largely determine the success or failure of a school system.

Considering the various dimensions that impact the class system and the effectiveness of the educational process, there is an opportunity to explore and adopt Project-Based Learning (PBL) as a didactic method in planning a class system. As stated by Corica, A. R. (2020), the PBL teaching method is undoubtedly one of the indispensable techniques that must be implemented in the educational process to improve and optimize students' training and contribute satisfactorily to teaching and learning.

Muñoz-Repiso, A. G.-V. and Gómez-Pablos, V. indicated that the PBL teaching method provides opportunities for student progress and contributes to the achievement of the goals set in the classroom. B. (ed.) (2017), who argues that project-based learning is a method that stimulates the teaching and learning process, paying special attention to the final product, which is the result of the completion of the task. Emphasis is therefore placed on certain essential features of action- and contribution-oriented project-based learning, such as:

- Create comprehensive concepts in different areas of knowledge.

- Increase awareness of respect for other cultures, languages and people. - Develop empathy for others.

- Develop cooperative relationships with people from different backgrounds.

- Promote disciplinary work.

- Improve research skills.

- Provide tools and techniques to learn new things effectively.

Teaching a second language is accompanied by contact with reality, and the PBL

didactic method is a great tool to simulate such a situation. Therefore, in the development of reading comprehension skills in the English language, didactic methods are indispensable for the consolidation and implementation of what has been learned; where they can be used in different ways, such as the use of technological resources such as mobile reading applications, games, movies, workshops, projects, poster creation, among other activities.

In the field of the class system and the efficient delivery of knowledge, the importance of various teaching methods is recognized. However, exploring the PBL approach within a class system reveals a broader perspective to enrich the educational experience. Under this paradigm, active student participation in meaningful projects is promoted, allowing them to acquire knowledge practically and develop critical and creative skills essential for their integral formation. In this sense, integrating PBL into a class system optimizes the delivery of information and enhances the construction of applied and meaningful learning in the classroom.

3.3 Description of a class system using the ABP method to develop reading comprehension skills in the English language in students of Second "B" Parallel Baccalaureate of the "Ciudad de Machala"

In order to create a class system using the ABP method for developing English reading comprehension for the second "B" parallel elementary students of the "Ciudad de Machala" school, several elemental basic classes were taken into account in the design of each class to meet the requirements of the learning process. this lesson Requirements set out in the objectives and expectations.

The overall goal of the class system, using the ABP method, is to promote the development of English reading comprehension among the students of the second "B" parallel bachelor's degree of the "Ciudad de Machala" school.

This approach not only aims to effectively apply ABP methods and encourage active, problem-based participation, but also focuses on the specific characteristics of students, taking into account their needs and learning styles, in order to promote effective communication among English speakers and in English. write and ensure content is relevant and appropriate to the student's academic and future context.

It aims to stimulate active student participation, foster curiosity and independence in reading comprehension, and develop meaningful assessment strategies to provide useful feedback for continuous adjustment and improvement of the instructional system. Together,

these elements should holistically and sustainably enrich the educational experience.

A classroom system assessment of the second "B" parallel basic students' English reading skills in the school "Ciudad de Machala" using the ABP method, focusing on several criteria to assess students' understanding and application of scanning and speed reading skills, and the ability to relate these skills to project-based learning (PBL). In addition, students will be assessed on their ability to articulate the relevance of these methods to ABP and engage creatively in subsequent project discussions. Problem management, use of resources, and overall classroom dynamics (including engagement and climate) will provide an overall picture of the course's effectiveness in achieving its goals

It is important to mention that the content belongs to Unit No. 2-3 of the English subject; likewise, this system is developed with the purpose of helping students develop reading comprehension skills using the ABP method. The class system consisted of 4 classes given over 4 weeks, with each week having 1 hour and 20 minutes of class, taught on Thursdays as academic reinforcement.

The actions carried out in each of the classes are detailed below (Annex 3):

Class N° 1

Date: Thursday, August 31st 2023

Theme: Encourage the growth of English reading comprehension through highlighting the significance of reading and using specific techniques.

Objective: SWBAT identifies various reading techniques for the completion of the in-class activity.

During class

Time: 80 minutes

Application of Pre-Test to determine diagnostic (20 minutes)

Before starting the didactic activities, a 30-minute pre-test will be conducted to assess the student's English proficiency level.

In summary, applying the Pre-Test is a crucial tool to gather critical information that will guide, customize, and evaluate the pedagogical intervention with the PBL method.

Introduction (5 min)

Greet the students and give a brief introduction of today's topic.

Explanation of the topic class (20 minutes)

Discussing the significance of improving reading comprehension skills in English courses. It explained methods for efficient reading, introduced Project-Based Learning (PBL) briefly, and had students read a text and answer questions.

Activities (30 minutes)

The activity involves using the reading techniques mentioned in the class explanation to develop the task, thus identifying main ideas, characters, predictions, etc. After a thorough analysis, the students will be able to complete their first round of questions about the reading.

Answering doubts (5 minutes)

To quickly emphasize the subject in case there are any doubts on the part of the student.

Resources

Whiteboard: To visually display relevant information such as reading techniques, examples of texts, or presentations related to ABP.

Printed Material: Worksheets, practice exercises, or any other printed material that may be useful during the class.

Writing Materials: Pens, pencils, paper, etc., for students to take notes during the activity.

Class N° 2

Date: Thursday, September 7th 2023

Theme: Scanning and Skimming Techniques in Reading Comprehension

Objective: SWBAT (Students Will Be Able To) comprehend and apply scanning and skimming techniques in reading, connecting these skills to Project-Based Learning (PBL) for future project work.

During class

Time: 80 minutes

Introduction (5 min)

Greet the students and give a brief introduction of today's topic.

Explanation of the topic class (30 minutes)

- Explain the concepts of scanning and skimming in reading.
- Emphasize the importance of these techniques in developing reading comprehension skills.
- Relate scanning and skimming to Project-Based Learning (PBL) and its relevance.

Activities (40 minutes)

- Explain the concepts of scanning and skimming in reading.
- Emphasize the importance of these techniques in developing reading comprehension skills.
- Relate scanning and skimming to Project-Based Learning (PBL) and its relevance.

Answering doubts (5 minutes)

To quickly emphasize the subject in case there are any doubts on the part of the student.

Resources

Flipchart: to explain the class topic.

Whiteboard: to take notes on the relationship between PBL and the techniques.

Markers: for annotations.

Class N° 3

Date: Thursday, September 14th 2023

Theme: Problem-Solving Through PBL, Scanning, and Skimming Techniques

Objective: SWBAT (Students Will Be Able To) apply Project-Based Learning (PBL), scanning, and skimming techniques to address real-world problems and communicate.

During class

Time: 80 minutes

Introduction (5 min)

Greet the students and give a brief introduction of today's topic.

Explanation of the topic class (20 minutes)

- Provide an overview of Project-Based Learning (PBL), emphasizing its role in addressing real-world issues. (ANEXO 4)

- Review scanning and skimming techniques in the context of problem-solving.

- Highlight the synergy between PBL and reading comprehension techniques for effective project work.

Activities (50 minutes)

- Divide students into five groups, each assigned a distinct real-world problem or challenge related to the class topic.

- Instruct groups to discuss their assigned problems with the teacher, utilizing scanning and skimming techniques for initial research.

- Encourage students to use their smartphones to gather additional information and insights about their respective problems.

- Guide each group in creating informative posters that showcase their findings and proposed solutions.

Answering doubts (5 minutes)

Allow a brief period for students to ask questions or seek clarification on the class content.

Resources

Problem scenarios: Real-world problems assigned to each group.

Whiteboard: To visually explain PBL concepts and facilitate group discussions.

Smartphones: For additional research during the activity.

Poster-making materials: To create informative posters.

Classroom: For group discussions and presentations.

Reflection questions: To guide students in reflecting on the application of techniques and problem-solving strategies.

Class N° 4

Date: Thursday, September 21st 2023

Theme: Poster Presentation and Post-Test Assessment

Objective: SWBAT (Students Will Be Able To) effectively present their findings on real-world problems through posters, emphasizing the application of scanning and skimming techniques. Additionally, assess the progress in reading comprehension skills through a post-test.

During class

Time: 80 minutes

- Explanation (5 minutes)

Instructions for the presentation, where each group has 7 minutes to explain their posters.

Poster Presentation (35 minutes)

- Each group presents their posters, covering the problem description, impact, potential solutions, and the effective communication of ideas.
- Encourage interactive discussions and questions from classmates.
- Facilitate a constructive feedback session after each presentation.

Application of Post-Test (30 minutes)

- Give a post-test to assess students' reading comprehension progress.
- Give a reading comprehension post-test.

- Motivate students to use the techniques learned when understanding the text.

Review and Discussion (10 minutes)

Discuss the results of the post-test, emphasizing areas of improvement and successful application of reading techniques.

Conclude the class with a brief summary and motivate students for ongoing skill development.

Resources

Poster-making materials: To create informative posters.

Classroom space: For group discussions and presentations.

Paper and Pen: Take notes about one problem and write a summary about their learning.

Printed material: for administering the post-test.

In conclusion, the school "Ciudad de Machala" implements a classroom system using the Project-Based Learning (PBL) approach to develop English reading comprehension for second parallel bachelor "B" students, and its design uses an integrated approach to help develop these. skills and encourage active engagement in problem solving and adapting to students' specific needs and learning styles.

The lesson system is designed to not only effectively apply PBL methods, but also to promote effective oral and written communication in English, ensuring that the content is relevant and relevant to students' academic and future experiences. In addition, it seeks to encourage active participation, develop curiosity and independence in reading comprehension, and develop meaningful assessment strategies to continuously improve the education system.

CHAPTER IV

Results achieved through the implementation of a class system based on the use of the didactic method PBL to develop reading comprehension skills in the English language.

This chapter presents the results obtained by applying the PBL method class system for developing English reading comprehension in the second year of secondary school (parallel "B") in the school year "Ciudad de Machala" in 2023. conducted on August 31, September 7, September 14 and September 21 using an experimental project with an interpretive field.

4.1 Description of the Application of a Class System Based on the Use of the Didactic Method PBL to Develop Reading Comprehension Skills in the English Language.

The first day of classes was on Thursday, August 31 and lasted 80 minutes. The detailed lesson plan in Appendix 3 is adapted to students' needs and time constraints for effective learning. Before the course began, a diagnostic test called the pre-test was administered, consisting of 10 questions covering the four dimensions of reading comprehension to assess the students' English proficiency.

Introductory topics cover the importance of developing reading comprehension in the English classroom as well as effective reading techniques. Problem-based learning (PBL) is introduced, followed by an activity where students read a text and answer related questions. Effectiveness of lesson 1 objectives is assessed through a 30-minute activity that requires you to use the reading skills discussed in class to identify main ideas, characters, predictions, etc. and complete a set of questions.

The second day of class, on Thursday, September 7th, also lasted 80 minutes. The focus was on deepening understanding through scanning and rapid reading. Scanning, the search for specific information, and rapid reading, quickly grasping main ideas, were emphasized as crucial skills for effective reading. These skills not only aid information processing but also help in identifying the relevance of information, essential in PBL where students must select pertinent information for projects. The effectiveness of the second lesson

objective was evaluated through an activity where students applied scanning and rapid reading to extract key information from a text related to their project theme.

The third day of class, on Thursday, September 14th, lasted 80 minutes. Problem-Based Learning (PBL) was explored for its role in addressing real-world issues, emphasizing its contribution to content mastery, problem-solving, and critical thinking when facing authentic challenges. Scanning and rapid reading techniques were revisited in the context of problem-solving, explaining their significance in quickly identifying relevant information in complex texts, crucial when tackling real-world issues in PBL projects. The effectiveness of the third lesson objective was evaluated through a project where students applied the topics learned in the first two classes - PBL, Skimming, and Scanning.

The fourth and final day of classes, Thursday, September 21, lasted 80 minutes. Intervention proposals were evaluated starting with a group presentation in which students demonstrated their PBL-based projects and reading comprehension, shared future solutions, and received feedback from their peers. As the final part of the intervention, a post-test was administered based on the topics and strategies covered in class. In addition, during the last 15 hours, students provided feedback on their classmates' suggestions and discussed how the topic might affect their future success using English texts as a form of reflection.

In conclusion, over the four-week period, students engaged in topics aimed at incorporating reading comprehension techniques like skimming and scanning, supported by printed didactic resources such as flashcards, worksheets, English textbooks, and posters to reinforce all class themes. It is worth mentioning that student performance was assessed in all classes, and they demonstrated high motivation to learn and practice, as reflected in the final evaluation results.

4.2 Results Achieved After Implementing a Class System Based on the Didactic Method PBL to Develop Reading Comprehension Skills in the English Language.

Finally, we conducted a post-test to assess the English reading comprehension of high school students in Ciudad de Machala. The results obtained are analyzed according to the following dimensions and indicators and a comprehensive summary is made.

Post-Test Results
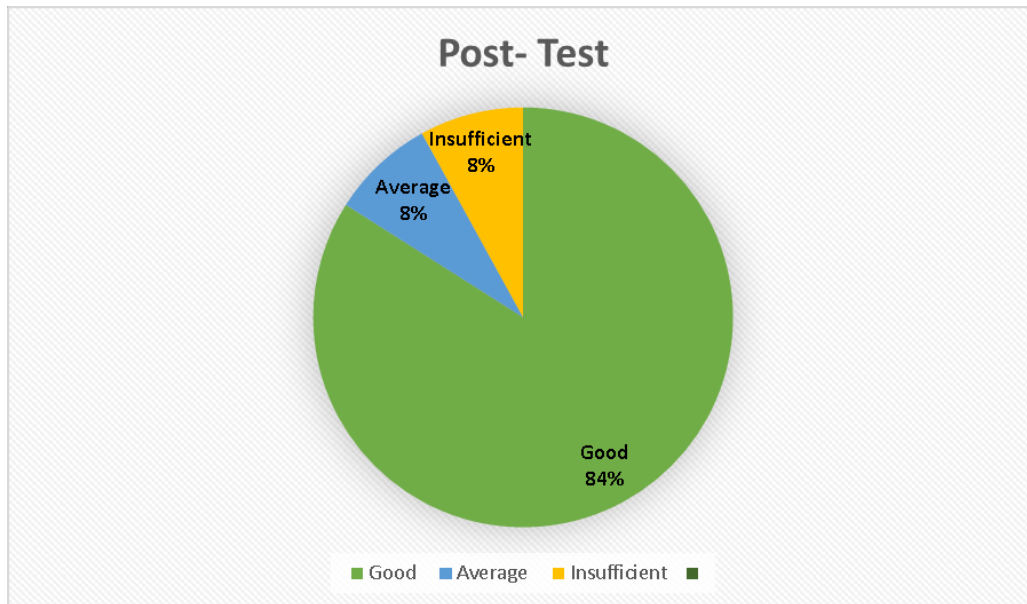
Note. Final result after the analysis of the results obtained on the basis of the four measurement indicators: Literal Understanding, Inferential Comprehension, Critical Comprehension.

The fourth and final class took place on Thursday, September 21, 2023, and was used to conduct the post-test and ABP project, measuring students' subsequent knowledge to determine if the activities and strategies implemented were effective in improving reading comprehension development. Photos were taken, and the subject teacher provided evidence material where rapid reading and information search techniques were assessed across different dimensions: literal, inferential, critical, and overall.

Results show that out of the 35 students who took the test, 84% scored in the "good" range, indicating that 29 students possess skills related to comprehension, communicative abilities, and recognition of the communicative situation in English reading comprehension. Conversely, 8% achieved a "regular" level, indicating that 3 students demonstrated adequate knowledge but had certain difficulties or limited skills in English reading comprehension, albeit scoring considerably. Meanwhile, another 8% reached an "insufficient" level, suggesting that

3 students encountered greater difficulties in the activities, presenting incomplete or empty answers and obtaining a low score.

After the completion of the study, the pre-test and post-test results can be compared to reveal the essential role of the classroom system based on the PBL teaching method in developing English reading comprehension. Initially, 51% of students felt that they were not proficient enough, but the results were positive at the follow-up, with the number of students on this scale dropping to 8%, indicating an improvement in their reading comprehension. Specifically, the "good" level increased to 84%, with 29 students demonstrating comprehension, communication and recognition of communication situations in English reading compared to 18 students at baseline (29%).

4.2.1 Hypothesis Testing

Scientific Hypothesis: If a class system is developed using the problem-based learning (PBL) method, it will contribute to improving English reading comprehension skills.

Null Hypothesis (H0): If a class system is developed using the problem-based learning (PBL) method, it will not contribute to improving English reading comprehension skills.

Alternative Hypothesis (H1): If a class system is developed using the problem-based learning (PBL) method, it will contribute to improving English reading comprehension skills.

4.2.2 Scale of Values for Students in the Pre-Test and Post-Test

Degrees of Freedom

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

Margin of Error = 0.05

Pre-Test	8	9	18	35

Post-Test	29	3	3	35

4.2.3 Chi-square Calculator

Observed Frequencies (f0)

Observed	Good	Average	Insufficient	Total
Pre-Test	12	13	10	35
Post-Test	18	10	7	35
Total	37	12	17	70

Expected Frequencies (fe)

Expected	Good	Average	Insufficient	Total
Pre-Test	18.5	6	10.5	35
Post-Test	18.5	6	10.5	35
Total	37	12	21	70

The formula for the Chi-squared value is:

$$\chi^2 = \Sigma \left((f0 - fe)^2 / fe \right)$$

Where:
- Σ represents the sum
- f0 is the observed frequency
- fe is the expected frequency

Expected	Good	Average	Insufficient
Pre-Test	2.28	8.16	0.02
Post-Test	0.01	2.66	1.16
Total	**14.29**		

4.2.4 Hypothesis Testing

Chi-squared	Critical value
14.29	5.991

To verify the hypothesis, a comparison of the obtained chi-square value and the critical value must be conducted. Following the theory that if the chi-square value is greater than the critical value, the null hypothesis should be rejected, hence accepting the alternative hypothesis. It is argued that there is a relationship between the development of reading comprehension skills and the implementation of a class system using Problem-Based Learning as a teaching methodology in the Second Year parallel "B" students of "Ciudad de Machala".

4.2.5 Discussion of Results

Education is undoubtedly one of the fundamental pillars for the development of any society. In today's world, teaching English has become increasingly important due to globalization and the growing use of English as a lingua franca in various fields such as economics, science, technology, and culture. In this context, it is crucial to analyze the current situation of English language teaching.

Communicative processes in the English language are part of the academic profile of high school students, as learning this language is considered a necessary communicative competence in the regional or global context for communication, interaction, and socialization in business, advertising, marketing, education, recreation, and leisure, as well as in research, among other activities that require English language proficiency.

However, in 2023, the English subject underwent a reduction in its weekly hours from 5 to 3 due to a modification in the curriculum. This change impacted curriculum implementation, limiting or hindering the development of the skills indicated therein. This change occurred almost on the eve of the start of the school year in the Costa Region, causing concern among teachers due to the lack of clear guidelines from the Ministry of Education.

The reduction in class hours in English subject schools and colleges in Ecuador is a situation that has raised concerns since this reduction of time dedicated to English teaching could have a significant negative impact on students' ability to compete in an increasingly globalized world. Furthermore, the lack of official guidelines from the Ministry of Education and the absence of teacher training on handling text regarding the decrease in class hours in the curriculum has generated uncertainty among teachers about how to adapt the textbook and the curriculum to the new reality of weekly class hours.

Therefore, teaching foreign languages can be a challenge for educators due to the organizational structure of foreign language content that requires students to acquire language skills as well as language skills and habits. However, over time, new strategies, methods and approaches have been developed and implemented to make the teaching and learning process more effective and optimized.

The purpose of this study is to develop a classroom system that uses the problem-based learning (PBL) teaching method to improve English reading comprehension. The results are presented in statistical graphs that categorize 35 high school students based on their performance on a learning test that assesses the literal, inferential, and critical dimensions of reading comprehension.

The results are divided into three grades: "good", "average" and "insufficient". Participants rated "good" demonstrate a solid reading comprehension of English and demonstrate the ability to understand and analyze text fluently and accurately. "Average" students are moderately proficient in reading and show some ability, but still have room for improvement. Finally, students at an "insufficient" level have limited English reading comprehension and have difficulty comprehending and analyzing text effectively.

After the analysis of the obtained results, reflections are made on their impact in the educational and social sphere. The survey results revealed three different levels of English reading comprehension among high school students: "good", "average" and "insufficient", providing detailed insight into students' skills and needs in this fundamental aspect of academics and learning. Professional development in a globalized world.

It is clear, as mentioned above, that the reduction of English language courses can have a significant negative impact on students' ability to compete in an increasingly globalized world. Therefore, educational institutions should consider these findings when developing policies and programs that affect the teaching of English and the development of reading comprehension in high school students.

The current findings provide a comprehensive overview of the current state of English language teaching and reading comprehension development for secondary school students, and provide information that can be used to guide and improve educational practice in this area, as well as for future research in this area. an area important to the academic and professional development of students. Various aspects of high school students' English language learning and reading comprehension can be further explored. For example, future research could examine the effectiveness of different teaching methods, examine how technology effectively enhances these skills, or examine how external factors influence the learning process.

Conclusions

The purpose of this study is to use the ABP method to develop a four-week course system to improve students' reading comprehension, which has proven to be useful in the English language learning process.

The literature review conducted for this study clearly indicates how a problem-based learning (PBLP) approach can improve students' reading comprehension by solving real-world problems to build new knowledge and thereby help develop reading skills in the classroom.

Based on this, we also carefully conducted a pre-test to assess the reading skills of 35 students. This step is very important to get a clear and accurate picture of students' reading skills. This initial assessment confirms the existence of limited reading comprehension and highlights the importance of implementing effective strategies to address this area of academic development.

With this in mind, a 4-week course framework was developed using problem-based learning (PBL) using a variety of techniques such as scanning and scanning. This allows students to use the necessary tools and develop English reading comprehension.

Finally, significant differences were observed at post-test, with 84% of students showing significant improvement from pre-test, where only 51% of students showed reading comprehension at baseline. This confirmed the hypothesis that the problem-based learning approach significantly improves the reading skills of second-grade students in Machala City Secondary School.

Recommendations

This study provides recommendations to enhance English teaching and improve student reading comprehension skills.

Firstly, it is advisable to make adjustments in lesson planning to emphasize specific areas of improvement identified in the research, such as literal, inferential, and critical comprehension of English texts. Additionally, implementing new pedagogical strategies that promote a more profound and meaningful understanding of texts, such as student-centered approaches, interactive activities, and fostering active reading, could be beneficial.

Similarly, providing additional resources, such as reading materials adapted to different levels of proficiency and areas of interest, as well as access to online platforms that facilitate practice and reinforcement of language skills, is recommended.

This study offers suggestions to improve English instruction and boost student reading comprehension.

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Annexes

Annex 1

Pedagogy Pre-Test
Name: Date:

Instructions

Read the passage to be able to take the following test, which consists of multiple-choice questions, where one of them is correct. You can mark an (X) on the option you believe is correct.
The test is not graded.
Answer according to your judgment and reflection.

Jack was hungry. He strolled to the kitchen. He removed a few eggs. He removed a little oil. He put a pan on the stove. Then, he switched on the heating. He transferred the oil to the frying pan. He broke the eggs into a bowl. He stirred the eggs. Afterward, he transferred them to the heated pan. He waited as the eggs cooked. They prepared food for 120 seconds. He heard them cooking. They burst in the oil.
Then, Jack placed the eggs on a plate. He set the plate on the dining table. Jack enjoyed observing his eggs. They appeared attractive on the white plate. He took a seat in the large wooden chair. He contemplated the upcoming day. He used a spoon to eat the eggs. They were good.
He cleaned the plate using dish soap. Next, he handed over the pan. He obtained a wet sponge. At last, he cleaned the table. Next, Jack watched TV.

DIMENSION 1: LITERAL

1. After washing the plate with dish soap, what does Jack do?
a) Cleaned the pan.
Washed the plate with water.
c) Cleaned the table using a damp sponge.
2. What did Jack do after whisking the eggs in a bowl?
a) Kept them in the bowl.
b) Transfer them to the hot skillet.
c) Put them in the refrigerator.
3. How much time did the eggs spend cooking in the skillet as mentioned in the text?
a) One minute.
b) Two minutes.
c) Five minutes.

DIMENSION 2: INFERENTIAL

4. Why did Jack opt for using a spoon rather than a fork to eat the eggs?
a) Forks were not clean.

b) He likes the feel of eggs when eaten with a spoon.

c) He intended to prevent scratching the skillet with a fork.

5. What traits of Jack are shown through his kitchen actions?

a) He is impatient.

b) He enjoys taking care of his dishes.

c) He pays close attention and is considerate.

DIMENSION 3: CRITICAL

6. Why did Jack have the opportunity to choose differently in the story?

a) No other choices were accessible.

b) Jack could have opted for cereal instead of eggs.

c) Jack was rushed and unable to select an alternative.

7. What was the interpretation of Jack's actions?

a) Mundane and monotonous.

b) To show his love for cooking.

c) As unnecessarily complicated.

8. What does Jack think of the food he cooked?

a) He disliked it.

c) Absent from the text.

He thought it was good.

DIMENSION 4: GENERAL

9. What is the main message of the text?

a) What Jack does in the kitchen each day.

The significance of using correct tools.

c) Jack preparing and savoring eggs.

10. What was the reason for the author's writing?

To amuse the reader with an enjoyable narrative.

b) Teaching cooking methods.

c) To outline Jack's morning rituals.

Annex 2

Semi-structured interview

INFORMATIONAL DATA:
DATE: ……../……../2023
SCHOOL: …………………………………………………

INSTRUCTIONS: The information you provide will only be known to the researcher.

1. **Can you explain the teaching materials you use for English instruction?**
2. **What is your assessment of the students' English proficiency level?**
3. **Is developing reading comprehension skills crucial to you?**
4. **How do you modify your teaching to accommodate diverse student learning styles?**
5. **What are the primary causes of poor reading comprehension skills in your opinion?**
6. **Have you put into action any reading programs or activities to enhance reading understanding?**

Annex 3

CLASS N° 1

Main Aim: SWBAT identify various reading techniques for the completion of the in-class activity.

T = Teacher • S = Students • RB = Report back (the teacher eliciting answers form the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things.

Timing and Interaction	Stage Name & Aims	Procedure	Tutor Comment
5' T-S	a. **Lead-in** ● Interacting with the student	· Greet the students and give a brief introduction of today's topic.	

20' *T-S*	**b.** **Application of Pre-Test to determine diagnostic** · To assess the English proficiency level of the students	· **T- S** The Pre-Test involved reading a passage about Jack in the kitchen and answering multiple-choice questions across four dimensions: Literal, Inferential, Critical, and General. Participants marked the correct option for each question, emphasizing the non-graded nature of the test, allowing responses based on personal judgment and reflection.	
20' *T-S* *S-T*	**c.** **Explanation of the class topic** Explain the class topic in a precise and clear manner	· T – S Explanation of the topic about the importance of developing reading comprehension skills in English classes. It covered techniques for effective reading, provided a brief introduction to Project-Based Learning (ABP), and included an activity where students read a text and answered questions about it.	
5' *T-S* *S-T*	**d. Answering doubts** Try not to leave doubts in the student	**FORM AND PRONUNCIATION** · **T -** Encouraging classroom participation in the classroom, developing speaking skills.	

30' T-S S-T	**Activities** ●Activity will be carried out to reinforce the theme. Active participation teacher – student	**T-S** The activity involves using the reading techniques mentioned in the class explanation to develop the task, thus identifying main ideas, characters, predictions, etc. After a thorough analysis, the students will be able to complete their first round of questions about the reading · The teacher will actively participate in class with the students.	
5' T-S S-T	**Answering doubts** · Try not to leave doubts in the student.	· T -S To quickly emphasize the subject in case there are any doubts on the part of the student. · T- S / S-T Interaction until the end of the class	

Annex 4

CLASS N° 2

Main Aim: SWBAT (Students Will Be Able To) comprehend and apply scanning and skimming techniques in reading, connecting these skills to Project-Based Learning (PBL) for future project work.

T = Teacher • S = Students • RB = Report back (the teacher eliciting answers form the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things.

Timing and Interaction	Stage Name & Aims	Procedure	Tutor Comments
5' *T-S*	**a. Lead-in** ● Interacting with the student	· Greet the students and give a brief introduction of today's topic.	

30' *T-S* *S-T*	**b. Explanation of the class topic** Explain the class topic in a precise and clear manner	· T – S Explain the concepts of scanning and skimming in reading. · Emphasize the importance of these techniques in developing reading comprehension skills. · Relate scanning and skimming to Project-Based Learning (ABP) and its relevance.	
		FORM AND PRONUNCIATION · **T -** Encouraging classroom participation in the classroom, developing reading skills.	
40' *T-S* *S-T*	**Activities** ●Activity will be carried out to reinforce the theme. Active participation teacher – student	· **T-S** Engage students in practical exercises to apply scanning and skimming techniques. · Discuss how these techniques can be incorporated into ABP for more effective learning. · Introduce the idea of a future project related to scanning, skimming, and PBL. · The teacher will actively participate in class with the students.	

5' *T-S* *S-T*	**Answering doubts** · Try not to leave doubts in the student.	· T -S To quickly emphasize the subject in case there are any doubts on the part of the student. · T- S / S-T Interaction until the end of the class	

Annex 5

CLASS N° 3

Main Aim: SWBAT (Students Will Be Able To) apply Project-Based Learning (ABP), scanning, and skimming techniques to address real-world problems and communicate.

T = Teacher • S = Students • RB = Report back (the teacher eliciting answers form the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things.

Timing and Interaction	Stage Name & Aims	Procedure	Tutor Comments
5' T-S	a. **Lead-in** ● Interacting with the student	· Greet the students and give a brief introduction of today's topic.	

20' *T-S* *S-T*	**b. Explanation of the class topic** Explain the class topic in a precise and clear manner	· T – S Provide an overview of Project-Based Learning (PBL), emphasizing its role in addressing real-world issues. · Review scanning and skimming techniques in the context of problem-solving. · Highlight the synergy between ABP and reading comprehension techniques for effective project work.	
		FORM AND PRONUNCIATION · **T -** Encouraging classroom participation in the classroom, developing reading skills.	
50' *T-S* *S-T*	**Activities** ●Activity will be carried out to reinforce the theme. Active participation teacher – student	· **T-S** Divide students into five groups, each assigned a distinct real-world problem or challenge related to the class topic. · Instruct groups to discuss their assigned problems with the teacher, utilizing scanning and skimming techniques for initial research. · Encourage students to use their smartphones to gather additional information and insights about their respective problems. · Guide each group in creating informative posters that showcase their findings and proposed solutions.	

5' *T-S* *S-T*	**Answering doubts** · Try not to leave doubts in the student.	· T -S To quickly emphasize the subject in case there are any doubts on the part of the student. · T- S / S-T Interaction until the end of the class	

Annex 6

CLASS N° 4

Main Aim: SWBAT (Students Will Be Able To) effectively present their findings on real-world problems through posters, emphasizing the application of scanning and skimming techniques. Additionally, assess the progress in reading comprehension skills through a post-test.

T = Teacher • S = Students • RB = Report back (the teacher eliciting answers form the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things.

Timing and Interaction	Stage Name & Aims	Procedure	Tutor Comments
5' T-S	Explanation	Instructions for the presentation, where each group has 7 minutes to explain their posters.	

35' *S-T* *S-S*	**Poster** **Presentation**	· Each group presents their posters, covering the problem description, impact, potential solutions, and the effective communication of ideas. · Encourage interactive discussions and questions from classmates. · Facilitate a constructive feedback session after each presentation.	
20' *T-S*	**Application of** **Post-Test**	· Administer a post-test to evaluate the progress of students' reading comprehension skills. · Administer a post-test that involves reading a text and answering questions. · Encourage students to apply the learned techniques while comprehending the text.	
20' *T-S* *S-T*	**Review and** **Discussion.**	· Discuss the results of the post-test, emphasizing areas of improvement and successful application of reading techniques. · Conclude the class with a brief summary and motivate students for ongoing skill development.	

Annex 7

Name: Bianca Arias   Grade: 2do "B"   Date: 31 - 08 - 23

Objective: To diagnose the current level of reading skills in English in 2nd bachelor's degree students.

Topic: I love my job

1)What work he does a) Nurse b) Commercial Airlines pilot ✓ c) Doctor	2) Where is your friend Juan Carlos from? a)Ecuador b)Colombia c)Lima Perú ✓
3)How many children does he have? a) 1 b) 2 ✓ c) 3	4)Where does his family live? a)Ecuador b) Perú ✓ c) New york
5) What is the speaker's favorite food? a) Pizza b) Sushi ✓ c) Hamburger	6)What word can you say in eighteen languages? a)Bye b)Good afternoon ✓ c)Hi
7) What is his job? ✓ a) manager b) commercial airline pilot c) driver	8)They finish work at about a)1:00 pm b)8:00 pm c)5:00 pm ✓

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Annex 8

The city where I live (A2)

Name: Derlys Valorezo.
Date: Thursday, September 07th, 2023

My name is Clark, and I will tell you about my city.

I live in an apartment. In my city, there is a post office where people mail letters. On Monday, I go to work. I work at the post office. Everyone shops for food at the grocery store. They also eat at the restaurant. The restaurant serves pizza and ice cream.

My friends and I go to the park. We like to play soccer at the park. On Fridays, we go to the cinema to see a movie. Children don't go to school on the weekend. Each day, people go to the hospital when they are sick. The doctors and nurses take care of them. The police keep everyone safe. I am happy to live in my city.

10

Did you understand the text?

1) **Where does Clark work?**
   - ☐ a) in an apartment
   - ☐ b) in the grocery store
   - ☐ c) in the cinema
   - ☑ d) in the post office

2) **Where do people buy food?**
   - ☑ a) in the grocery store
   - ☐ b) in the hospital
   - ☐ c) in the park
   - ☐ d) in the cinema

3) **When does Clark go to the cinema?**
   - ☐ a) Monday
   - ☑ b) Friday
   - ☐ c) Each day
   - ☐ d) The weekend

4) **Who keeps everyone safe?**
   - ☐ a) The nurses
   - ☐ b) The children
   - ☑ c) The police
   - ☐ d) The doctors

5) **How does Clark feel about his city?**
   - ☐ a) Sad
   - ☑ b) Happy
   - ☐ c) Sick
   - ☐ d) Angry

Annex 9
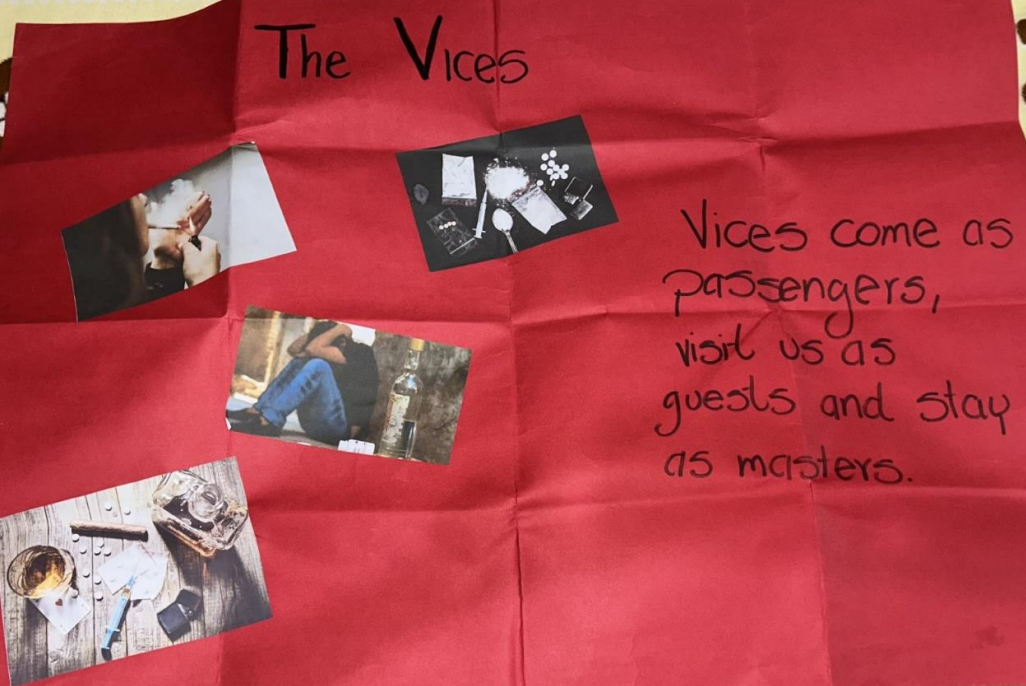
GROUP # 2

Step 1: Establish Learning Objectives:

- Communication in technology.
- Fake news.
- Student dysfunction
- School community tods.
- Variety of everyday life.

Step 2: Select the Project Theme:

- How misinformation affects the community

Step 3 : Describe why this problem arises?

What can arise about communication is affected by the community since everything can help us to have more understanding.

Step 4: How is the problem affecting you?

What could affect us is the fake news or also about the communication of all the people who are aware of false information.

Step 5 : Create Solutions to combat the problem

=Report fake news that spreads across digital platforms or fraudulent channels.

-End the saucre of the fraudulent news that can affect us for communication or also over specific tools.

Step 6: Do you think the solutions given in step 5 help to combat the problem? PERSONAL OPINION.

-Since yes, since this leads us to have a good idea to be able to fight with false information as well as the digital platform.

Step 7: Present Results

Annex 10

PROJECT INVOLVING PBL AND REAL-LIFE SCENARIO

Theme: Promoting enthusiasm for reading and developing analytical skills.

Lead a student project to enhance reading and critical thinking skills in youth.

Project Phases:

1. Listing causes of the current problem (Skimming and Scanning):

Students will choose books and texts they think young people will find appealing. They will employ skimming and scanning methods to spot youth-related problems.

2. Encouraging reading (Strategy development):

Students will collaborate in teams to develop innovative methods for encouraging reading at school.

3. Critical thinking and comprehension through reading and discussion:

Students will analyze selected factors and engage in group discussions to understand their impact on young people. This will stimulate critical thought and enhance reading understanding.

4. Searching for a Resolution to the Problem:

Students suggest ideas to promote reading, discussing pros and cons or proposing their own strategies.

5. Literary Events (Effective Communication):

- They arrange poster presentations and talks to showcase their literary accomplishments to the school community and encourage a love for reading.
- Evaluating and reflecting on literature with critical thinking.
- Students will reflect on the impact of their reading encouragement efforts at the project's conclusion.

Annex 11

Pedagogy Post-Test

Name: **Date:**

Instructions

Read the passage to be able to take the following test, which consists of multiple-choice questions, where one of them is correct. You can mark an (X) on the option you believe is correct.

The test is not graded.

Answer according to your judgment and reflection.

AUSTRALIA

Tom just got back from a trip to Sydney, Australia, a vibrant city on the Tasman Sea. Tom spent his time visiting the city's landmarks and monuments, including the Sydney Cricket Ground, where he toured the stadium and watched a cricket match as a fan. Cheers from Tom and fans as home team wins 150-120.

Sydney has many historic sites; Tom admired the iconic Sydney Opera House for its brilliant architecture. He also walked through the Royal Botanic Garden, a large outdoor sanctuary with greenery and colorful flowers.

During his visit's final phase, Tom climbed Sydney Tower Eye, a tall skyscraper. Tom found climbing the stairs worth it for the stunning city and Tasman Sea view at the top.

Dimension 1: Literal

1. Chicago is located in which region of the United States?

a) The east coast

b) The midwest

c) The south

2. The Chicago Cubs play _____at Wrigley Field.

a) Rugby

b) Baseball

c) Soccer

3. What did Keith find impressive about the Chicago Water Tower?

a) It is the city's tallest building.

b) It provides water for everyone.

c) It is the sole surviving monument from the World's Fair.

Dimension 2: Inferential

4. What made Keith opt to watch a Chicago Cubs game at Wrigley Field?

a) He desired to see a rugby game.

b) He loves baseball.

c) He loves soccer games.

5. Infer Keith's reaction to the Chicago Cubs' 5-4 victory. Did this victory influence his experience at Wrigley Field?

a) He felt indifferent.

b) It heightened his excitement.

c) It did not affect him.

Dimension 3: Critical

6. What made Keith find the Chicago Water Tower impressive?

a) Because of its contemporary architectural style.

b) Due to its survival of the Great Chicago Fire.

c) Chicago's tallest structure

7. Has Keith's visits to Wrigley Field and Jackson Park promoted reading and critical thinking?

a) Yes, since both locations have a wealth of literature.

b) No, as these places have no connection to reading.

c) Possibly, based on Keith's preferences.

8. Did Keith's trips to Wrigley Field and Jackson Park promote reading and critical thinking?

a)Yes, as both locations have a wealth of literary works.

b)No, as these places are not connected to reading.

c) Possibly, depending on Keith's preferences.

Dimension 4: General

9. What is Keith's primary purpose for visiting Chicago?

a) Studying the city's buildings.

b) Going to a Chicago Cubs game.

c) Exploring Jackson Park's outdoor areas**.**

10. What is the main purpose of the passage about Keith's trip to Chicago?

a) To offer an in-depth tourist guide.

b) To boost Chicago's tourism sector.

c) Sharing personal experiences and impressions.

Annex 12