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EXTRANJEROS**

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del Título de Licenciado/a en Pedagogía del Idioma Inglés**

Theme: “PROBLEM BASED LEARNING AND ENGLISH ORAL
PRODUCTION”

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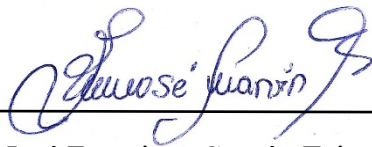
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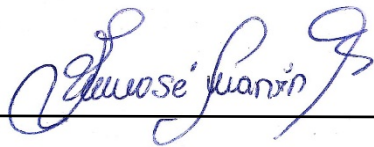
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DEDICATION

First of all, I dedicate this degree project to God, Lord of Justice, since he guides my steps daily and gives me the necessary wisdom to be able to continue on the course of my life in order to fulfill my goals and purposes.

Likewise, a special thanks to my mother, because she has been my moral support, she has been my guide, my happiness, always with good advice and encouraging me to continue my studies until I finish them, she has always been there throughout my life, being an example of struggle, perseverance, sacrifice, and hard work of which I am proud. Thanks to her I am what I am now. On the other hand, I am infinitely grateful to my sister and my nephew who have been directly or indirectly involved in the process that I have been following since the beginning of the university, giving me their charisma, their moral support, they have been my great pillars. Finally, I would like to thank all my family who in one way or another have helped me fulfill my long-awaited life dreams, the same one that is reflected in this graduation project.

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TOPIC: “PROBLEM BASED LEARNING AND ENGLISH ORAL PRODUCTION”

AUTHOR: José Francisco Guanín Taípe

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ABSTRACT

The current research project is based on the problem-based learning method (PBL) with the purpose of determining its incidence in contributing to the development of oral skills in students. The design of this research was pre-experimental with a single group of 39 participants who were students in the fourth semester of the career "Pedagogy of National and Foreign Languages" (PINE) at the Technical University of Ambato. The research had a single experimental group with a duration of 6 weeks divided into six interventions, 3 synchronous and 3 asynchronous, involving the use of the PBL method for problem solving in a real context focused on speaking practice. To collect the results, the researcher applied a real test of the Cambridge test (FCE) that evaluates the ability to speak at the intermediate B1 level.

The objective was to demonstrate the effectiveness of PBL in oral production from students. Based on the results obtained from the pre-test and post-test after applying the interventions, an increase in the level of oral production could be evidenced. Through the statistical analysis with the SPSS software, the comparison of results was made, where it is shown that the students in the pre-test had a 9.3, and in the post-test, they got a 13.7. It demonstrates the effectiveness of the PBL methodology in oral production.

Key words: Problem-based learning, methodology, oral production, English.

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RESUMEN

El actual proyecto de investigación se basa en el método de aprendizaje basado en problemas (PBL) con el propósito de determinar su incidencia para contribuir al desarrollo de las habilidades orales de los estudiantes. El diseño de esta investigación fue pre-experimental con un solo grupo de 39 participantes que eran estudiantes el cuarto semestre de la carrera “Pedagogía de los Idiomas Nacionales y Extranjeros” (PINE) en la Universidad Técnica de Ambato. La investigación tuvo un solo grupo de experimento con una duración de 6 semanas divididas en seis intervenciones sincrónicas y 3 asincrónicas que involucraron el uso del método del (PBL) para la resolución de problemas en un contexto real enfocado a la práctica del habla. Para recopilar los resultados, el investigador aplicó una prueba real del test de Cambridge (FCE) que evaluó la habilidad para hablar en el nivel B1 intermedio.

El objetivo fue demostrar la efectividad del PBL en la producción oral de los estudiantes. En base a los resultados obtenidos del pre-test y post-test luego de aplicar las intervenciones se pudo evidenciar un incremento en el nivel de producción oral. Mediante el análisis estadístico con el software SPSS se realizó la comparación de resultados, donde se demuestra que los estudiantes en el pre-test obtuvieron un 9.3, y en el pos-test obtuvieron un 13.7. Demuestra la efectividad de la metodología PBL en la producción oral.

Palabras clave: aprendizaje basado en problemas, metodología, producción oral, inglés.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

The investigative background refers to previously carried out research works that have a theme similar to a project, and that help to better understand the purpose of investigation. In addition, it presents some characteristics such as level, personal contribution, and data obtained from mentioned research works. "the formulation of the problem serves to clarify and interpret the problem posed, constitutes the antecedents of the problem." Cajal (2020). According to what was expressed by the author, it can be stated that the background of the problem will help our project to be clarified, compared in order to determine the methodological approach of the investigation.

In recent years, Problem based learning has become quite useful, as it provides several benefits, such as the development of oral production skills. For this reason, the present investigation was carried out to determine the effect of the application of the methodology in the resolution of problems based on a real context of the students of the fourth semester of the PINE career at Universidad Técnica de Ambato. Therefore, this research was based on some previous research, which was collected from Google Scholar and Atlantis Press, such as scientific articles, journals such as International Journal of Recent Educational Research, Journal of Problem Based Learning in higher Education, which contributed to analyze the incidence of the independent variable on the dependent variable. The data of these articles were taken from the year 2018 to 2021.

For the present research, there were taken into consideration previous research related to Problem Based Learning, which was of great help since they worked as the basis to this investigation. The aim is to know how PBL develops English oral production in students.

The oral production of a foreign language is one of the most fundamental skills that many students must achieve to develop in the English language learning field. In many cases, it is difficult to have true proficiency in English oral production. Moreover, it implies communicating, interacting a message with other people, then oral production has become a difficult skill to achieve because it is generally used to produce ideas and express feelings, in that way students can have opportunities to speak and participate without presenting difficulties. Therefore, this problem must be deal with adequate techniques using useful materials that help to the oral production of learning a foreign language. It is necessary to identify different functions and purposes to produce daily communication.

According to Wijaya (2020), oral production is vital for students to have sufficient knowledge in the field of education for learning English. Wijaya carried out a study where he demonstrated that many students find it difficult to develop their oral production in English. The main purpose according to the author is to analyze how Problem Based Learning can increase oral production. The methodology implemented was the quasi-experimental research to work with the two variables of this research. The participants were 35 students from SMK Muhammadiyah who were divided into an experimental group and a control group. The researcher performed a pre-test in order to know their level of oral production. Then he applied a respective treatment and at the end of it, he carried out a post-test to obtain results of the improvement of the students. The results showed that the scores of the experimental group were better than the students of the control group, demonstrating an increase in their level of oral production.

Oktadela (2019) speaking for English learners is vital to maintain active social communication with others. It is associated with the problem solving ability, with self-confidence from students that permit a positive impact in producing English speaking. The methodology used was quantitative where 40 students of the second semester of economics from the Islamic University of Riau participated. The researcher used a questionnaire on the Rossenberg Self-Esteem scale of 10 items. The investigator used

an oral test, the interview, the observation to see the process of spoken interaction of the students and their capacity. The quantitative data were collected through a questionnaire then analyzed, giving as a result the effectiveness of their products in the implementation of the PBL model at university.

Ashadi (2018) did an investigation in some educational institutions in Yogyakarta where he was able to verify that the lack of materials in different areas and stages of teaching affect the skill of oral production in students. However, he established that the use of feasible and appropriate materials in the curriculum, applied for the development of speech ability. The use of these materials has a positive impact that contributes a lot to its potential. Also, he mentioned that teachers had to better create and implement the materials used for their classes.

Jamal, Ahmad, and Chalak (2021) mention that Problem Based Learning (PBL) is an English language teaching method, it has been applied by several teachers in different institutes. In the present investigation the effect of the PBL was investigated. The applied methodology was quasi experimental. Participants were in total 56 selected randomly from Payam Noor University (PNU) in Abadan, Iran. They were divided in two groups, a control group and two treatment groups. The result obtained from the statistical analysis of the participants revealed that the control group in oral production had self-confidence. Obtained through action research, observation sheets, questionnaires, and interviews. This could help teachers to plan appropriate teaching-focused curricula.

Lu-Fang (2017) focused on the application of PBL in the classroom. The objective was to observe the impact of this study for integrating the problem-based learning approach (PBL) in English. The participants for this research were divided into two English classes, randomly assigned. The 43 participants received PBL instruction and 45 participants received complete instruction with teaching materials.

The research was carried out at the Institute of English at the National Oceanic University of Taiwan. It focuses on the interaction of the participants inside and outside the classroom through the application of PBL. After applying the study, it resulted that

through the application of the PBL, the students developed their ability for oral production and interacted after English class.

According to Bahrudin (2018), said that some students find English difficult to express their ideas in an oral way and they felt unconfident when they produce English. It happens because of vocabulary, and the lack of practice of it. Problem Based Learning (PBL) is a good method to teach oral production. To carry out his research he was selected 37 participants from tenth graders at SMAN 4 Pamekasan school. This research in the classroom was to see how students express their ideas and thoughts orally and how PBL could encourage the group of students to develop oral production. For data collection observation, documentation and tests were used. Finally, the results revealed that the application of PBL was effective in improving the oral production capacities of the students.

González and Stephanie (2020) mentioned that the PBL is focused on examining the incidence of the students and to promote oral interaction and self-regulation. To carry out their study, they selected 45 fourth-level English students from a public university in Pasto. Their research was focused to identify strategies that strengthen students' language skills, learning and self-efficacy, while discussing current issues, creatively solving problems. To collect data, the researcher used instruments such as a pre-test, a post-test, field diaries, a self-assessment format, and interviews. The results revealed that the PBL promotes oral practice, interaction, the development their skills and self-assessment.

According to Silviana and Miftakh (2021) oral production is a skill that must be taught and learned to master the English language. Problem-based learning (PBL) is a suitable strategy for developing students' speaking skills in their daily learning. The objective of this research is to explore the students' knowledge about the PBL on cognitive aspects in the classroom. The research is of a qualitative approach with a descriptive research method. The participants for this research were 5 as a sample and 6 research participants, they were selected by intentional sampling. The data was collected through observation and reflection diaries of the students. Concluding that this methodology was able to help students in solving skills problems so that they could not

have inconvenience in developing it inside the class.

Kusumoriny and Sitepu (2021) said that the ability to speak is an essential skill in English and it is a challenge to find the effective techniques that help improve it. An investigation carried out by the authors showed that students develop their skills after implementing problem-based learning in beginning students at Garuda Indonesia Training Center, Cengkareng Jakarta Barat. There were 24 participants from the same flight who were randomly selected as a sample. The data was collected from interviews and observations and then analyzed using qualitative data. As a result, the students' oral production skills improved significantly. Therefore, the oral skills of the students improve remarkably after applying the PBL.

At the local level in the repository of the Central University of Ecuador the author Rodriguez (2017) mentions that stimulating group activities are of great help to improve oral production. She carried out this research with the students of the Luxembourg Educational Unit with a qualitative-quantitative approach, obtaining numerical results from the surveys carried out. In addition, this work was non-experimental, rather bibliographic and documentary, based on academic articles by different authors stating that all the results and knowledge acquired were a source of research and reading about PBL. The author concludes that the didactic techniques used by teachers to teach the English language are not used adequately for student learning.

In conclusion, it can be said that several investigations have been carried out focusing on the method of problem-based learning for oral production that increase the communicating, interacting with other people. In addition, almost all these investigations and articles were to determine the incidence of the PBL method in order to development of oral skills. In summary, it can be said that it provides valuable improvements for the progress of students based on oral production, and in turn, develops the capacity for critical analysis to solve problems in real life. So, oral production is the skill that learners really want to learn, and this knowledge they can apply in their lives, they need to know that they are learning because of a reason. The

educators have to get learners' interests by implementing materials, techniques, methods that must be entertaining and meaningful.

The PBL, like all teaching methods, must comply with a development process to achieve the final objective which is learning. During this process, both teachers and learners adopt different educational roles, thus transforming the classical traditional education, which consisted of a teacher as an authority and a student as a passive receiver of information, to a particular way of teaching based on constructivism that is, in which the teacher is a didactic and moral support for the students, guiding and encouraging reflection, in such a way that the learner focuses on developing their own ideas, thoughts, emotions.

1.2 INDEPENDENT VARIABLE

Methodology of Language Teaching

Methodologies and classroom practices have evolved from the time when teachers were the only person who participated actively during the learning process and students listened passively and memorized information. Research has demonstrated that when students actively participate and practice, they improve their knowledge.

According to Harmer (2007), both theory and practice have been applied by teacher uses as material and content in the classroom. For these reasons, the use of different methodologies in language teaching has become necessary and teachers frequently select from a wide variety, according to their students' needs. Moreover, the author states that teachers, according to their experience obtained they able to make their own decisions to investigate, assume the roles of learners, and be focused on the use of the different methodologies so that the learning process will benefit students in all cases.

Self-learning

As its name indicates, self-learning is nothing more than learning on your own, on some subject of individual interest. So, how is self-learning related to PBL? If we talk about problem-based learning, we must also refer to self-learning, this is because this

method emphasizes the search, practice, or informative experimentation by own means, in order to significantly acquire knowledge.

Porto and Merino (2008) said self-learning is the way of learning for oneself. It is a process of acquiring knowledge, skills, values and attitudes, which the person carries out on their own, either through study or experience.

Cognitive Approach

This approach is based on human thought, because it is responsible for exploring a person's mental capacity to modify and control the way in which stimuli affect human behavior. Learning through this approach is meaningful, that is, through experience; the learner is trained in direct management and by himself, thus becoming an autonomous learning, always based on mental representation such as attention, perception, memory, intelligence, language and thought. About the cognitive approach. Piaget (1930) mentions that "the learner builds his knowledge in stages, through a structuring of mental schemes."

Problem Based Learning (PBL)

In the PBL, motivation is the main factor for the development of oral skills in the English language. A motivated student will participate in a better way in the activities. It will generate a greater number of contributions; therefore, the information obtained will be substantial. In addition, by actively participating orally, this skill will be developed in a better way.

“There is a positive impact on production skills, especially oral production. Its greatest contribution was to encourage confidence in the students, so that they feel safe to produce the language” Hadi and Izza (2018).

It is currently known that the fear of expressing oneself is one of the serious shortcomings that certain students have. In the English language, this fear is intensified due to the lack of knowledge of grammar rules and vocabulary that they possess. The methodology “Problem-Based Learning” tries to give students that confidence to

express themselves freely without fear of criticism, as is usually the case with expository methods.

PBL development process

The PBL, like all teaching methods, must comply with a development process to achieve the final objective which is learning. During this process, both teachers and learners adopt different educational roles, thus transforming the classical traditional education, which consisted of a teacher as an authority and a student as a passive receiver of information, to a particular way of teaching based on constructivism that is, in which the teacher is a didactic and moral support for the students, guiding and encouraging reflection, in such a way that the learner focuses on developing their own ideas, thoughts, emotions. Velazquez (2021).

Steps to work with PBL

According to Millena (2018) in her research she was able to verify that problem-based learning (PBL) is a methodology that puts students at the center of learning and gives them responsibility to independently solve certain challenges or problems. It consists of posing a real-life problem and letting them put in place the necessary strategies to solve it. In this way they apply their knowledge, reformulate it, investigate, reflect, analyze and carry out all the necessary actions to solve the dilemma posed. Ultimately, they build their own knowledge.

- **Planning**

Define the learning objectives and the competencies that you want the students to develop. Choose a problem from real life that you can use to guide their learning. Focus on the environment, things that interest them, arouse their curiosity. Once the problem had been selected, decide how long the students will have to solve it and how you are going to evaluate them. It is a good alternative to create a rubric with the

evaluation criteria.

- **Group organization**

To work better it is advisable to divide your students into teams of five to eight people, and ask each group to select two members to develop the roles of moderator and secretary. The moderator should guide and structure the conversation in the group, focus the debate on the issues that need to be resolved and involve all team members. On the other hand, the secretary must write down everything that is said.

- **Presentation of the problem and clarification of terms**

Present the problem to your students and give them time to read and review it carefully. Encourage them to ask questions and clarify their doubts about terms they do not understand. It is vital to tell them the time they will have to solve it and the criteria that you will use to evaluate them. This can be done through a previously drawn rubric.

- **Definition of the problem**

In this part the groups of students get to work and the teacher takes the role of guide. To begin, they should analyze the proposed case and have a dialogue to identify the problem that they must solve. They must express it in a single question. For example: Why is it important to learn English? How to learn new vocabulary? Why is it important to communicate orally in class?

- **Brainstorming**

To end the activity, the groups must carry out a brainstorming session where each student presents their knowledge of the case, who it affects, what impact it has. It is important that during brainstorming there is no debate: all ideas must be noted and respected in order to later choose which information may be useful.

- **Statement of responses and hypotheses**

Once the problem is structured, the students must relate ideas, knowledge and propose possible answers to the problem. Each student must give their opinion, and

together, they must debate and analyze relevant information and hypotheses. The teacher questions the proposals so that the students can discard failed hypotheses and generate adequate responses.

- **Investigation**

It is the moment the students begin the search for information to solve the dilemmas that have arisen, and give possible solutions to the problem. To obtain the data and knowledge they need, they can consult books, magazines, newspapers and Internet pages. The more varied the strategies they use, the more skills they will develop and the more complex and rich their vision of the problem will be.

- **Synthesis and presentation**

Once the investigation is completed, the students must synthesize the information collected, develop a response to the problem in the format they consider most appropriate. It may be, a presentation, interview, dialogue and collaboration are crucial in this phase. Afterwards, they will present the solution to the rest of the classmates.

The evaluation in the PBL

According to Castillo (2020) The evaluation is a fundamental part that serves to know if the students are reaching the learning objectives and to know if they have to establish corrections in the process. That is, it can be summative or formative in nature. Since PBL seeks both learning and the development of students' autonomous learning capacity, the two forms of assessment are crucial when using this methodology. Adopting it, therefore, implies taking the responsibility of substantially modifying the evaluation, so that it reflects both the learning of the students, specifically referred to the learning modalities in the PBL, implies for them and the teacher to make the decision and the responsibility to improve the forms of evaluation that are used in the teaching-learning process.

- When is it evaluated? In the PBL the evaluation takes place throughout the

process, that is, during and at the end of the task.

- What is evaluated? The learning contents included in the topics that work with. The assessment must go beyond knowledge since traditional tests are not appropriate for problem-solving learning, the construction of meanings on the part of the student in which they have to interpret, analyze, evaluate problems and explain their arguments.
- How is it evaluated? it uses practical exams, the evaluation between pairs, groups in oral presentations and written reports.
- Who evaluates? The teacher and the students. The continuous participation of the participants in the resolution of the problems, in the work carried out, is rated. The student finally carries out his own self-evaluation of the responsibility they had individually, as they contributed to the group collectively in order to facilitate feedback to the teacher.

Characteristics of PBL

Promote Collaborative work

It is characterized by allowing students to give collective criteria to achieve not only the interest of students in the subject also, it is collaborative work, improving learning results. "Collaborative work had a favorable impact on the social behavior of students, they manifest values of importance and positive attitudes, such as respect, solidarity, empathy and tolerance" Sandoval (2019).

Students not only achieve better results in the academic aspect, however, in the development of ethical values, which should be one of the main purposes of education. The reason why institutions must train human beings in values is because of the integration that they will have in society in the future.

Development of autonomous learning

In this methodology, the teacher continues to have a fundamental role in the construction of learning, however the protagonist is the students. Being those who build learning based on their previous experience, and later develop that experience through autonomous research in order to corroborate or correct what they previously knew. "Problem-based learning positively influences students to find the sensations and emotions that drive them to continue learning on their own" Blanco (2018). Students who feel an important part of their teaching-learning process, come to experience feelings of belonging that influences intrinsic motivation and begin to take an interest in their learning.

Knowledge construction

Knowledge is formed according to the society in which the human being develops. Society through culture, social classes, religions, customs, among others, dictate the concepts that each individual has about the objects that we already know, then our mind will form mental images about these objects, thus building knowledge. On the one hand, it is stated that: "to a large extent, knowledge is inherited and then matured within the different socio-cultural contexts." thus manifesting that the human being first observes, analyzes, interprets, and studies Bernabeu and Cònsul (2021).

In PBL, the construction of knowledge is essential, since it allows the student to learn through experience; This means that they will be forming their own concepts. As already mentioned above, both stimuli and critical thinking are a tool that help. Velazquez (2021).

Understanding the problem

Once the problem has been classified, the students must comply with a process called comprehension. If an analysis is not carried out until a problem is understood, it can hardly be solved. Moreover, not even a small activity can be carried out, due to the misunderstanding of said conflict. Therefore, understanding is essential in the development of PBL; having all the aspects clear, then the result becomes dynamic and easy, in addition to fulfilling the objective of the method proposed in this research

project. About the definition of comprehension, it is stated that it is the ability to correctly understand oral and written texts Giménez (2017).

Reflective practice

Reflective practice as a necessity allows the growth of your perception as a subject of development of reflective education in order to be able to solidly construct and innovate theory and practice. "Teaching you learn to teach", "Learning by doing". The PBL method does nothing other than facilitate the acquisition, generation and construction of knowledge through communication. Dialogues and debates are included in this process in order to allow the development of linguistic skills, develop their critical thinking, and the oral ability of the student body. Thus fulfilling a well-known saying which is "practice makes perfect". "Reflective practice aims to co-participate and make dialogue between different types of knowledge." Hashim, (2020).

Critical thinking

It is an attitude of analyzing and evaluating statements that can be opinions of our environment. It is based on the questioning of reality, that is, in the formulation of questions about a topic of interest, in addition to this, also, it is based on attitudes, on nonconformity, that in consequence raises more questions on a topic. With regard to critical thinking, it is stated that it is a special type of thinking, with a particular structure and function that characterizes it and differentiates it from other higher capacities such as creative thinking, problem solving, decision making Yuliati and Fauziah (2018).

DEPEND VARIABLE ORAL PRODUCTION

There are several forms of communication in life, such as written, mimic, and body language; However, the form of oral expression and articulation can be defined as a communication instrument carried out by human beings in order to express a message. In this process, various codes are used, such as linguistics, language teaching, and oral expression. Amrina (2018, p. 55) mentions that oral production is one of the so-called skills or language arts; it is one of the ways in which language is used, together with written production, listening, and reading comprehension. Furthermore, the author mentions "oral production is one of the so-called skills or language arts, where language is used together with listening comprehension". Thus, it can be understood as a set of elements and mental processes that work together to produce the message in a given speaking situation. Mental processes are based on experiences acquired, influenced by their cultural, social, academic environment.

English language

English has now become a universal language. According to Nishanthi (2018) "Learning English requires patience and constant practice. Some students find it a bit difficult to achieve fluency or command of the English language." Today English is an important and necessary factor to be successful in today's society. In other words, some countries give more preference to trained professionals who have a command of the English language for any job position. As one of the foreign languages, English is learned by thousands of people around the world. Being one of the most widely spoken languages, it has spread to non-English speaking countries.

Productive skills

According to Sreena and Ilankumaran (2018) mentioned that the productive skills are speaking and writing. These skills are also known as active skills. Students who possess these skills are capable of producing something. Students are required to craft the language to communicate their opinions either in voice or text. The ability to speak is evident in society in various styles such as formal, informal, normal, loud, etc.

Teachers and students agree that there are several difficulties in learning a foreign language, especially in the area of production skills. According to the author, different approaches, methods and techniques have been created to make it easier for teachers and students to master the process of teaching production skills. It is evident that learning the English language is a challenge for many students since it requires dedication, effort and the development of these skills allows the student to communicate effectively, understand and produce information as a result.

Oral Production

Communication is an ongoing process. In order to be successful, people must share meaning effectively, but this goal is not always possible. It means that one person must understand the intention of another person to use language. Sue and Travis (2012). In the process of foreign language learning, oral skills are essential because they can promote learners' communication skills. Spoken language ability is one of the most important skills for direct communication. Besides, this is the ability for learners to use the language in the correct way to convey and understand opinions, feelings, and thoughts.

Group communication

For Ruiz (2020) “Group communication refers to the interactive process that occurs between a group of three or more people who exchange messages”. Group communication occurs when a group of people exchange messages to interact and coexist with each other. It occurs in meetings between members of a work group, project team or any other group in which a common purpose is shared.

Debate

This is a discussion on a topic in which two or more people express their opinions and criticisms in different ways. According to (Cobo, Valvina, and Peralta (2017) “The debate is a teaching-learning strategy that consists of the confrontation of different points of view in order to reach a solidly supported judgment. The debate is considered as a technique of oral communication based on a question or topic posed by the teacher to his students in order to have interaction and consequently a oral production.

The important of listening

Although communicative competence focuses on the correct production of the language, it should be noted that the sender also becomes the receiver, in this way communication will be maintained with ideas that are received and emitted at the same time. Listening is not only the gateway to human language. Also, the language that determines other basic language skills: speaking, reading and writing. It can be determined that it is a basic language behavior skill.

According to Motta (2017) Both in the mother tongue and in the foreign language, the linguistic skill that is most put into practice is that which is learned by listening. A clear example of this is the vocabulary that students learn and enter into a mental process that is decoded with factors of accent, rhythm and intonation. Thus, by accustoming the ear to these patterns a pronunciation model is created to produce the language. Certainly, education has focused its efforts on developing students who can express themselves according to their academic level. However, the limited development of auditory competence is a reality in students. Since this ability requires an interpretive process that needs to be constructed to have a positive result.

Fluency

It is the ability to express ideas with agility, associating and relating words in a clear and understandable way, giving meaning to what is communicated. Verbal fluency is necessary to communicate Cuitiño (2019). Through its culture, the person participates

in activities that allow them to develop this ability, they can also educate themselves, so reading, watching television, and participating in social events are essential.

Self-evaluation

Self-evaluation is considered as a self-reflection that a person has about himself to determine his strengths and weaknesses. In the educational field, the self-criticism of the learners is based on discovering how an objective was achieved, what was the process that followed to achieve it, as well as establishing an ideology to improve in the softer aspects. Honesty in this type of evaluation is crucial since the results depend on this. For this reason, teachers must motivate and encourage students to carry out this process correctly. Clearly, this type of evaluation provides benefits such as greater confidence on the part of the teacher and students, and it is also possible to consciously verify whether or not one is learning in the case of oral production, to check improvements in the linguistic aspects, of pronunciation, as well as its components. It is considered that "the self-evaluation of students is the evaluation that each student makes of himself, which helps to the development of self-criticism, self-esteem and self-recognition of her qualities." Enrique Espinoza, (2018).

On the other hand, that the relationship the PBL has in conjunction with self-evaluation is closely linked to the issue of oral production. Students, through this type of evaluation, can realize where they need to put more attention in order to improve it, like articulation or phonological parts. There are factors such as nerves at the time of presenting an idea, among others, that need to be controlled.

Oral presentation

Oral presentation refers to an exposition on a certain topic in front of a specific group of people. It focuses precisely on developing the communicative aspects of a student, this means, that it develops the way of expressing ideas, analysis, thoughts and conclusions when presenting a topic. Educators are generally assisted in the use of a rubric to be able to qualify the oral presentation in a general way. Consequently, from this, some points should also be taken into account when carrying it out:

- Use didactic materials
- Know about the subject
- Make use of body language
- Organize the presentation
- Use the correct vocabulary

For his part, Lerma (2017) in relation to the oral presentation states that, "It is the clear and structured presentation of ideas about a specific topic in order to inform or convince a specific audience." The oral presentation in relation to the PBL, allows the continuous development of the oral production skills of the students by exposing ideas and presenting them to the public to support and defend them, a debate is created which will be carried out orally. Investigating a topic will determine possible solutions to a conflict. The student body, on the one hand, will fulfill the objective of solving something and, on the other, increases, develops and promotes their speaking skills.

Feedback

After the self-evaluation, the students will know their achievements and their weak points to improve; This is where the educators, who, using feedback, will help the learner to overcome the different difficulties that they present and also to build an autonomous and meaningful learning based on the experiences obtained.

According to Gargiulo and Sajoza (2019) the feedback establishes a communication process, it will seek to determine if the listener captured the message in its entirety, this will be reflected in the response that it issues. In addition, the feedback shares concerns and suggestions to know the performance and improve in the future. Its most important objectives are the interpretation of the messages of knowledge so that it is fully understood by the learner.

PBL before and after the covid-19 pandemic

The effects of the pandemic have been investigated to establish a before and after the use of the PBL in the teaching of English, however, not much information has been found related with this topic.

According to Comyn (2020) the COVID-19 pandemic is having profound impacts on education. With the closure of schools at all levels almost everywhere in the world; now, the damage will be even more severe as the health emergency translates into a deep global recession. This report describes the multidimensional impact affecting education systems and describes the actions with which countries can respond. Even before the COVID-19 pandemic, the world was facing a learning crisis. Most countries were a long way from achieving the Sustainable Development Goal. This objective commits the world to guarantee an "inclusive, equitable and quality education, and to promote learning opportunities throughout life" Zascerinska, (2020).

Before, institutions tried to maintain a quality education while applying methods such as the PBL, which aimed to encourage the student to participate actively during classes with the sole purpose of strengthening their academic weaknesses, which were successful through the use of Didactic material of the student's interest such as readings aloud, interviews, interactions, debates, opinions, brainstorming according to the topic, resulting in positive aspects in their learning in oral production.

However, the covid 19 pandemic has greatly impacted on the improvement of students' skills in their learning. In addition, COVID-19 significantly impacted the improvement of the skills of teachers in problem-based teaching. On the other hand, another negative aspect of the pandemic is educational inequality because not everyone has the new modality of education even though the internet and technological devices, leaving aside many students. The current situation has changed course schedules and attendance, disrupted teaching and learning, frustrated exams and assessments, delayed certification, and will likely also affect the current and future professional development of millions of students.

According to Halsey and Sabarwal (2020) the problem based learning could not be kept in force and practiced with the students, the confinement and the deprecation was one of the causes of the low performance and self-esteem in the students. Although the teacher has implemented the PBL together with didactic materials to be able to motivate the student, it has not been possible to have a positive impact, on the contrary, most students are more shy and find it difficult to speak, participate in classes. A new lifestyle has caused many consequences. Students do not want to interact, they are easily distracted, they are unmotivated, although the teacher's efforts are great, he cannot reach all his students.

So it can be said that if the PBL is a positive impact strategic method because its main characteristic was to motivate, incentivizing students has now become an unconventional method because its techniques and strategies are not enough to capture attention. and the learners' desire to learn.

1.3 OBJECTIVES

General objective

- To determine the incidence of Problem Based Learning for English oral production in students of fourth semester Pedagogy of National and Foreign Languages (PINE) career at Universidad Tecnica de Ambato.

Specific objectives

- To evaluate the competence of oral production in students.
- To analyze how Problem Based Learning improves oral production in students.
- To demonstrate the effectiveness of PBL in oral production from students.

Description of the fulfillment of objectives

In order to achieve the objectives stated in this research, It was necessary a set of steps were. First, to achieve the general objective, it was necessary to establish three objectives that helped determine the incidence of Problem Based Learning for English oral production.

To comply with the oral production competence evaluation, a pretest and a post-test were applied to the students of the fourth semester of (PINE) based on a real Cambridge test (FCE) and adapted to the reality of the learners, where it was possible to show that in the pre-test the students obtained a low level of the mentioned ability. However, after having applied six interventions in six weeks, the results were evaluated with a post-test showing that there was a positive impact on the participants because an increase in oral production could be evidenced appropriated to their level with good use of vocabulary, pronunciation, and grammar.

Some investigations that have been carried out focus on the method of problem-based learning for oral production given to understand that it contributes to the communication, and interaction with other people. This is clearly evidenced through the intervention of authors such as Oktadela (2019) mentions that in order to maintain oral production for English learners it is vital to maintain active social communication with others and include topics of interest where students can debate, give their points of view, ideas about the proposed topic. In addition, some investigations were carried out with the purpose of development of oral skills that provides valuable improvements to develop the capacity for critical analysis to solve problems in real life.

To demonstrate the effectiveness of oral production after having applied the pre-test with its respective interventions, the post-test was applied, where favorable results were evidenced. In the first evaluation, the students obtained results of a low level in the development of this ability. However, in the results obtained from the post-test and after having made the comparison of results with the SPSS software, a significant increase in the level of oral production of fourth-semester students (PINE) was shown, going from a regular level to a good and very good level, thus demonstrating the effectiveness of this PBL methodology.

CHAPTER II

METHODOLOGY

2.1 Resources

To carry out this investigation, it was necessary to follow the following resources.

Human Resources:

- Researcher
- Research tutor
- Students

Bibliographic Resources

- Books
- Journals
- Articles

Technological Resources

- Computer
- Internet
- WhatsApp
- Google forms
- Zoom

Institutional Resources

- Technical University of Ambato

2.1.1 Population

For conducting this research, the participants were 39 students in total, 29 women and 10 men. The students' average was between 22 and 25 years old. They were from fourth semester, Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato (PINE) with an intermediate level. This research had a duration of six weeks with six interventions of 60 minutes all the participants received instructions through zoom.

2.1.2 Instruments

“Research instruments permit the investigator to perceive or measure a realistic phenomenon, which were planned to acquire evidence from reality” Neill (2017, p. 74). The research instruments were physical or digital resources that allowed you to collect reliable information about your object of study (quantitative research), or your study problem (qualitative research). The instruments used in this project were an oral diagnostic test that was applied based on the FCE English exam with its respective rubric. These instruments were used to determine the oral production skills in the English language.

Test First English Certificate (FCE):

- To see the knowledge of each student and their level in oral production.
- To collect pre-test and post-test data

Rubric:

- To evaluate knowledge such as grammar, pronunciation, discourse management and global achievement.

2.1.3 Procedure

Initially, to achieve this objective the first step was to apply a pre-test to the group of fourth semester students (PINE). This was based on tests from the Cambridge First Certificate (FCE). There was only one pre-experimental group to carry out this study. Then, the treatment was applied using activities with previous planning with the purpose of sharing experiences, personal information, hobbies, holidays. It was also adapted to the academic reality of the students. The pre-test lasted two hours in which the students demonstrated their level in oral production, demonstrating the lack of such ability. All this process was carried out with the purpose of verifying the level of oral production that the students have, in which it could be concluded that a certain group of students in a percentage of 60% lacks a good oral level in the expression of their ideas. While the remaining 40% had a level appropriate to their level to answer the different types of questions, according to the results obtained throughout the test. To improve this percentage of lack of oral production, six interventions were carried out in six weeks divided into three synchronous sections and three asynchronous sections in order to reduce the lack of oral production by a considerable percentage and increase their interaction in classes in real life.

When the six interventions with the respective lesson plans finished, it was vital to apply a post-test. It was the same applied at the beginning of the investigation in order to analyze and compare them and see what results there are in the oral production of the students at the end of the interventions. The students were evaluated using a rubric from Cambridge for the speaking part (FCE). Moreover, both the pre-test and post-test results were analyzed to verify whether the method has a positive impact in increasing the student's oral production.

Week 1: First synchronous intervention

In the first week of intervention, it was proceeded to define in depth what Problem Based Learning is about and what its benefits are when applying this methodology in a real context in a classroom with students. First, a motivational video was presented to encourage participation at the beginning of the class, followed by a game of Kahoot to see if they had any slight knowledge of what PBL is. However, the results were positive, so there were bases and ideas of what was going to be learned. Next, some slides with relevant ideas of the topic were presented and for their reinforcement, two 5-minute interactive videos about the PB were applied, where the students were asked to take notes of the main ideas for the following activity. After the explanation of the content It gives way to the objectives of the classes which are to engage students in problem-based learning method, socialize and teach students the main definitions relating to the PBL method. For the next step, the practice was organized and divided into 8 groups of 5 students to discuss positive and negative aspects of PBL. In the oral production of the different groups of students, they satisfactorily responded to random questions such as what is the PBL, what are the positive and negative aspects of using this methodology in class, what is the purpose of the PBL, and how future teachers will use this method to improve the oral production of their students.

Week 2: Second asynchronous intervention

For the second week of intervention, it was asynchronous in which the objective was for students to be able to do an activity about everything that was discussed about PBL in the first class using their notes and looking for additional information. For which the vocaroo website was used where they could record what they had learned about the subject individually. The teacher presented the activity through the WhatsApp group giving specific details about the activity, in this case making a record about what PBL is in general. The students worked independently in two activities related to PBL. They searched different sites on the internet for more information and then they recorded their answers to the question proposed by the teacher. Then they shared the links of their voice recordings in an online document on google forms provided by the teacher. Once they have finished their first activity

in vocaroo, they selected one recording from their partners and then listened to the record in order to reinforce their knowledge with more ideas from their partners.

Finally, to complete the asynchronous class, eleven students recorded another comment with their own ideas given feedback to their partners' activity. They did to self-evaluate their classmates and give a grade too.

Week 3: Third synchronous intervention

In the third intervention, it was defined what oral production was. The objectives of the classes were to make students learn definitions about Oral Production and to make students work individually and then they will be able to say specific ideas about oral production. To start the class, the teacher presented a reflective video to motivate the students to start the class. As a Next Step the teacher announced his objectives for the class and then the main topic. After through the zoom platform, the teacher showed the students two interactive videos related to oral production to involve them more with the topic. Students paid attention to two educational links and took notes to better understand the theme.

Once the presentations finished, the teacher divided the class into eight groups of five students in order to discuss oral production. During the debate process, the teacher asked some questions related to the topic. This activity allowed the students to get involved in the subject and have as a result significant learning and also, they could develop their oral production. For the next step, the teacher divided eight groups of five students into breakable rooms where they debated some ideas related to oral production. Later in ten minutes they came back to the main section and spoke about the positive aspect of oral production in the classroom. The teacher asked them some questions such as:

- What is oral production?
- Why is oral production development important?
- What is the relation between PBL and oral production?
- How can educators develop students' oral production skills?
- What are the benefits of developing oral production?

In this way, the pertinent evaluation was made to verify how much they had acquired the knowledge of the class presented about oral production. Most of the students presented concrete ideas and good points of view giving a positive impact to the class.

Week 4: Fourth synchronous intervention

For the fourth intervention, it was asynchronous in which the objective was for the students to put into practice everything they had learned and make them find solutions to real social problems. Taken from a list with various topics of interest. The teacher presented the activity through a WhatsApp group giving details specifics about the activity in this part students worked individually. They put into practice all knowledge acquired in the interventions.

Students chose a topic that called their attention according to the list of the proposed problems. Then students defined the problem through ideas and brainstorming and searching information on different sites on the internet. Once they got some information, organized it and gave some probable solutions for the chosen problem. The solutions taken into consideration were written with correct grammar. It was based on a real situation. Students followed the next steps in order to do a good activity.

- Select a problem
- Ideas and brainstorming
- Organize the information
- Write probable solutions
- Support ideas

To present the activity they created slides presentations on PowerPoint in order to present the topic. They presented:

- Topic
- Reasons or details about why they choose that problem?
- What is the impact of that problem on society?

- What could be the possible solutions that offer a possible solution for the problem?

Finally, they used the zoom platform in order to record and explain their presentation in two minutes. Then they uploaded it on YouTube and shared the link in a google document provided by the teacher. All of them presented relevant ideas, specific information with correct grammar and fluency.

Week 5: Fifth synchronous intervention

To carry out the fifth intervention, the knowledge of the two research variables Problem Based Learning and English oral production was reinforced in order to demonstrate their learning in real situations. To start the class, it was done with music full of energy in order to encourage the students. As a first step the teacher will announce his objectives for the class and then the main topic. Through the zoom platform, the teacher explained relevant points about PBL and oral production with some slides. It was based on the theoretical framework from chapter 1. Students paid attention in order to do the last activity based on the teachers' explanation. They listened and look at a short review of PBL such as:

- Definition of the problem
- Brainstorming
- Statement of responses and hypotheses
- Investigation
- Synthesis and presentation
- The evaluation in the PBL

Once the presentation finished, the teacher divided the class into nine groups of five students. They selected a problem from the list and in groups discussed it. In the next step, they presented it orally in five minutes. They defined, and gave reasons why the group chose the topic. Then they gave possible solutions for that problem. This activity allowed the students to get involved in the subject and have as a result significant learning. Also, it showed how PBL and oral production work together.

Week 6: sixth asynchronous intervention

The teacher gave clear instructions about how to perform the activity. Everything was guided through WhatsApp. In this last asynchronous section, students worked individually and interacted in a real situation with a foreign people asking and answering questions about any topic that they decided on at the moment. They used correct vocabulary and grammar too in order to make a comfortable interaction. They had to solve that problem with good ideas using proper words, ideas in order to communicate fluently. Moreover, Students recorded a video in order to demonstrate their practice on that platform. It was good practice for them. In addition, students had to interact for a minimum of two minutes, however, if they decided to do more time they could do it. While more time they got involved in that, it was more positive to increase their oral production. Finally, students recorded the whole interaction through zoom and uploaded it to YouTube, and shared the link on a document on google forms provided by the teacher.

2.2 METHODS

2.3 Quali-quantitative (mixed) research

The present investigation has a quantitative and qualitative approach, according Hernández, Sampieri and Mendoza, (2018) this type of research that involves a collection, analysis and processing of quantitative and qualitative data in order to make inferences and got information and have a better understanding of the phenomenon under study.

2.4 Research Design

The research design of the present project is pre-experimental, because long-term pre-experiment is necessary to determine results. According to the authors Garcia and Miguel, (2020) affirms that, “The research design is considered as methods and procedures necessities to collect, analyze and measures variables specified in the research problem”.

2.5 Bibliographic or documentary research

According to Ñaupas and Romero (2018, p. 238) documentary research is characterized by the use of documents like books, magazines, newspapers, texts, academic articles to collect, select, analyze and present consistent results; because it uses the logical and mental procedures of all research. At the same time, it is an investigation that is carried out in an orderly manner and with precise objectives, in order to be the basis for the construction of knowledge, data, document analysis and content.

2.6 Field research

This type of research allows the study of the facts in the place where the phenomenon of study occurs of the current problem at (Universidad Técnica de Ambato) having direct contact with reality in order to collect related data to the research taken from the students of the “first level A of PINE career.

2.7 Level or type of research

2.7.1 Exploratory level

Exploratory research is one that is carried out on unknown or little-known objects of study whose purpose is to acquire new knowledge or in turn expand it.

According to Ñaupas and Romero (2018, p. 134) “This is essential to familiarize us with an unknown or little-studied or novel topic. This kind of research is used to develop methods to be used in more in-depth studies.”. This work focuses on a teaching-learning methodology relatively unknown and little used in Ecuador. It is said that the research is exploratory since theoretical data is collected for each of the variables; In addition, the results of studies previously prepared on the subject in question are collected. The purpose of the research is to broaden the field of knowledge about the use of PBL promote oral interaction.

2.7.2 Descriptive level

Descriptive research helps to understand in detail the possible causes of the problem from its origin by analyzing the lack of oral production of students. It is considered descriptive research because of the degree of depth with which certain phenomena or facts in social reality are studied, and all this within an investigation Ñaupas and Romero (2018, p. 134).

2.7.3 Pre-experimental level

The present investigation used a pre-experimental design that was most appropriate for this investigation. The pre-experimental consists of work with one control group previously selected. In addition, first, it was necessary to do a test that helped identify if there were changes through the results that was obtained after applying a new test Formpl (2020).

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discuss of the results

To start with the investigation, it was carried out with 39 students of the 4th semester of Pedagogy of National and Foreign Languages of the Technical University of Ambato. This chapter shows the data collected during the six interventions which were developed in 6 weeks in order to know the reality of the students with oral production and to improve their level in said skill.

To achieve this, a pre-test and a post-test were applied to later have results. Which were interpreted in tables and figures of the data obtained after the application of a Cambridge First English Certificate (FCE) exam assigning an equivalence to the numerical value for a better interpretation where 1 is regular, 2 is good, 3 is very good and 4 is excellent with its respective rubric to measure oral production regarding grammar and vocabulary, discourse management, pronunciation, interactive communication and global achievement. On the other hand, it is vital to mention that the analysis of the results showed that there was a positive impact with the interventions carried out to increase the level of oral production in the management of vocabulary, pronunciation, and interactive communication by the students.

Finally, the verification of the hypothesis through the SPSS software is presented in detail.

3.2 Hypothesis Verification

Null Hypothesis: The Problem-Based Learning method not influences to influence development the oral production of the English language.

Alternative Hypothesis: The Problem-Based Learning method influences to development of the oral production of the English language.

In this case, the hypothesis is accepted because it contributes effectively to the development of oral production through the use of the PBL methodology.

3.3 PRE-TEST RESULTS

3.3.1 Table 1

Pre-test Results

Grammar and Vocabulary		
Criteria	N.- students	Percentage
Regular	11	28%
Good	22	57%
Very good	5	12%
Excellent	1	3%
Total	39	100%

Source: Student's pre-test

Elaborated by: Guanín, F. (2022)

Analysis and Interpretation

When carrying out an analysis based on the results obtained from the pre-test of the oral production of the fourth semester students (PINE) which was based on the real tests of the Cambridge First English Certificate (FCE) and that were adapted to reality educational level of the students, it was possible to evidence that in the part of the use of the grammar and vocabulary they do not have a good level in the use of these fundamental characteristics for a good communication of the English language. It was also possible to evidence based on the results that there were 11 students that represent 11% that demonstrate the lack of use and management of a good vocabulary and grammar. On the other hand, it was possible to show that 57% represented for 22 students has a good level in the use of these skills. However, there is a small group of 5 students that make up 12% that have a good command of grammar and vocabulary when expressing their ideas, they do it in a correct way, precise and clear focused on questions. However, there was 1% represented for one student that had an excellent level that was the most appropriate, see annex 10.

3.3.2 Table 2

Pre-test Results

Discourse Management		
Criteria	N.- students	Percentage
Regular	14	36%
Good	20	51%
Very good	5	12%
Excellent	0	0%
Total	39	100%

Source: Student's pre-test

Elaborated by: Guanín, F. (2022)

Analysis and Interpretation

When performing an analysis based on the results obtained from the pre-test of the oral skills of fourth-semester students (PINE), it was possible to show that in the discourse management part they do not produce extended stretches, they have a lot of doubt when pronouncing, although they present good ideas. However, most of the intervention could be seen to use very few cohesive devices. On the other hand, they repeat the same words a lot, simple vocabulary, the communicative contribution of the language in some parts was short. According to the number of students that were 39, it can be said that 14 students that represent 36% need to improve these weak points in their dialogues in order to better increase their oral production and be able to communicate clearly.

On the other hand, it was possible to show that 51% of students who are a number of twenty were able to develop in a clear way, according to their level, they expressed few doubts when speaking, they organized their ideas well with few repetitions and with limited use of cohesive devices during the interaction. However, a small group of students that represented 12% and that in total were five, did a good job in the interaction, focused on the answers, without hesitation, good organization of ideas, use of cohesive devices and discourse markers that was appropriate with your level see annex 10.

3.3.3 Table 3

Pre-test Results

Pronunciation		
Criteria	N.- students	Percentage
Regular	10	26%
Good	17	44%
Very good	12	30%
Excellent	0	0%
Total	39	100%

Source: Student's pre-test

Elaborated by: Guanín, F. (2022)

Analysis and Interpretation

When carrying out an analysis based on the results obtained from the pre-test of the oral skills of the fourth-semester students (PINE), it was possible to show that in the pronunciation part they have certain difficulties in intonation, the stress of certain words, sentences when pronouncing them, which makes it difficult to understand the message they want to express during the intervention. In addition, a small number of 10 students comprising 26% have a low level in their pronunciation which makes it difficult to fully understand their ideas at the time they are expressed. However, a large number of 17 students, which represents 44%, has good intonation, articulation, and word stress that, combined, make it easy to understand according to their level. On the other hand, a small number of 12 students, comprising 30%, have an intelligible intonation is appropriate, the stress and sounds were clearly articulated, which facilitated their easy understanding of all their dialect used in the intervention see annex 10.

3.3.4 Table 4

Pre-test Results

Interactive Communication		
Criteria	N.- students	Percentage
Regular	16	41%
Good	16	41%
Very good	7	18%
Excellent	0	0%
Total	39	100%

Source: Student's pre-test

Elaborated by: Guanín, F. (2022)

Analysis and Interpretation

The following analysis is carried out according to the results obtained in the pre-test using the FCE exam. It can be seen that the students of the fourth semester (PINE) in a large number of 16 students that represents 41% demonstrate a low level in interactive communication, they do not demonstrate appropriate initiation and responses that help maintain and develop other speakers' interaction in order to achieve good outcomes. However, another group of 16 students, representing 41%, shows a good level of communicative competence. They began an appropriate interaction without major difficulties, maintaining a fluid exchange of ideas with the other speakers. On the other hand, a small number of 7 students, representing 18%, had excellent communication, developing and maintaining interaction during the intervention, helping the other speakers to communicate without much difficulty see annex 10.

3.3.5 Table 5

Pre-test Results

Global Achievement		
Criteria	N.- students	Percentage
Regular	14	36%
Good	17	43%
Very good	8	21%
Excellent	0	0%
Total	39	100%

Source: Student's pre-test

Elaborated by: Guanín, F. (2022)

Analysis and Interpretation

After applying the pre-test of the FCE and according to the results obtained, it was possible to analyze that the students of the fourth semester (PINE) in a large percentage of 14 students that represents 36% cannot handle a complex language, they can only use a basic language. In addition, they have few difficulties with communication in everyday situations, they are hesitant to express their ideas. However, a group of 17 students representing 43% have a good level in global achievement because they are able to use language and expressions that are not very complex. They manage communication with correct verb tenses. On the other hand, there is a small group of 8 students who represent 21% who have a very good level of interaction in everyday situations, capable of expressing themselves in an appropriate way according to their level without major inconveniences, see annex 10.

3.4 POST-TEST RESULTS

3.4.1 Table 1

Post-test Results

Grammar and Vocabulary		
Criteria	N.- students	Percentage
Regular	0	0%
Good	15	39%
Very good	20	51%
Excellent	4	10%
Total	39	100%

Source: Student's post-test
Elaborated by: Guanín, F. (2022)

Analysis and Interpretation

After analyzing the pre-test data and verifying the level of oral production in the students, 6 interventions were applied to improve their performance in oral production. Once the interventions were completed, a post test was applied to show results, which were positive. There was a considerable improvement of the fourth semester students (PINE) in the use of the grammar and vocabulary. A group of 15 students represented by 39% showed an increase in their level for an appropriate use of grammatical form and an adequate range of vocabulary essential for their oral communication.

On the other hand, it was possible to show a further increase of 20 students represented by 51% with a very good level in the degree of control of grammatical forms and a range of vocabulary, grammar making adequate use at their level, the best ones were remarkable. However, there was a small one of 4 students representing 10% with an excellent level in the use of grammar and vocabulary in the different questions proposed by the evaluating teacher, see annex 10.

3.4.2 Table 2

Post-test Results

Discourse Management		
Criteria	N.- students	Percentage
Regular	0	0%
Good	18	46%
Very good	17	44%
Excellent	4	10%
Total	39	100%

Source: Student's post-test

Elaborated by: Guanín, F. (2022)

Analysis and Interpretation

When carrying out an analysis based on the results obtained in the post test of the oral ability of the fourth semester students (PINE), it was possible to show that in the part of speech management there were great improvements on the part of the students going from a regular level to a good, very good and excellent level where less hesitation can clearly be evidenced when pronouncing, expression of better ideas more presence of cohesive devices. On the other hand, they avoid being repetitive with them, their communicative ideas of the language have been improving thanks to the interventions. According to the number of students that were 39, it can be said that 18 students representing 39% presented these improvements, corrected their weaknesses in their dialogues in order to better increase their oral production and be able to communicate clearly. On the other hand, a group of 17 students representing 44% were able to express themselves clearly, according to their level, they no longer showed doubts when speaking, they organized their ideas better during the interaction. However, a small group of 4 students that represented 10% presented a good job in the interaction, focused on the answers, responded without hesitation, good organization of ideas, content, use of cohesion devices and adequate discursive markers, see annex 10.

3.4.3 Table 3

Post-test Results

Pronunciation		
Criteria	N.- students	Percentage
Regular	0	0%
Good	5	12%
Very good	24	62%
Excellent	10	26%
Total	39	100%

Source: Student's post-test

Elaborated by: Guanín, F. (2022)

Analysis and Interpretation

For the following analysis, after having carried out the post-test and based on the results obtained from the pronunciation of the fourth-semester students (PINE), it was possible to show that there was a substantial increase in pronunciation, going from fair to good, very good. and excellent. In this part it was possible to show that they had improved their intonation, word stress, sentences when pronouncing them, which prevented an easy understanding of their different ideas during the intervention. So it can be said that a small group of 5 students comprising 12% went from a fair level to a good level. However, a large number of 24 students, representing 62%, further improved their intonation, articulation and word stress which, combined, facilitated better comprehension during the process. On the other hand, another small number of 10 students, comprising 26%, have excellent intonation and clear use of articulations, which facilitated their easy understanding of all their dialects used in the intervention, see annex 10.

3.4.4 Table 4

Post-test Results

Interactive Communication		
Criteria	N.- students	Percentage
Regular	0	0%
Good	17	44%
Very good	17	44%
Excellent	5	12%
Total	39	100%

Source: Student's post-test

Elaborated by: Guanín, F. (2022)

Analysis and Interpretation

The following analysis was carried out according to the results obtained in the post-test where it can be seen that a large number of students in the fourth semester (PINE) went from a regular level of interactive communication to a good level that includes a number of 17 students represented by 44% show a substantial rise from a low level to a good level for interactive communication, show better initiation and appropriate responses that help maintain and develop the interaction of other speakers to achieve good results. However, another group of 17 students, representing 44%, also went from a good level to a very good level, this time demonstrating a very good level of communicative competence. They initiated an adequate interaction without major difficulties, there was a good exchange of ideas with the other speakers. However, a small number of 5 students, which is represented by 12%, started to have an excellent level of communication, developing and maintaining the interaction. throughout the intervention, helping the other speakers to communicate without difficulty, see annex 10.

3.4.5 Table 5

Post-test Results

Global Achievement		
Criteria	N.- students	Percentage
Regular	0	0%
Good	18	46%
Very good	17	44%
Excellent	4	10%
Total	39	100%

Source: Student's post-test

Elaborated by: Guanín, F. (2022)

Analysis and Interpretation

The following analysis is carried out according to the results obtained in the post-test using the FCE exam, where you can see that the students of the fourth semester (PINE) in a large number of 18 students represent 46% passed from a regular level at a good level. They demonstrate a high level in interactive communication, they demonstrate appropriate initiation and responses that help maintain and develop the interaction of other speakers to achieve good results. However, another group of 17 students, which represents 44%, went from a good level to a very good level of communicative competence. They initiated an adequate interaction without difficulties, maintaining a fluid exchange of ideas with the other speakers at all times. On the other hand, a small number of 4 students, which represents 10%, went from a very good level to an excellent level of communication, developing and maintaining interaction during the intervention, helping the other speakers to communicate without difficulty, see annex 10.

3.5 Comparative results

3.5.1 Table 1

T-Student-Paired Samples Statistics

		Media	N	Standard deviation	Typ error of the average
Par 1	PRETEST	9,3590	39	3,12450	,50032
	POSTTEST	13,7692	39	2,91513	,46679

Source: Pre-test and post-test Statistics

Elaborated by: Guanín, F. (2022)

Analysis and Interpretation

This graphic table represents the comparison of the results obtained in the Cambridge tests (FCE) applied at the beginning (pre-test) and at the end after the six interventions the post-test. Where it can be shown that there is a difference between the two tests. It means that the pre-test gave a result of 9.3, while the post-test demonstrated that there is an increase of 13.7, that was as result, after applying the PBL methodology, positive results were obtained. So here it is shown that the average of the pre-test that was evaluated compared to the average of the post-test is highly significant, see annex 11.

3.5.2 Table 2

Related Samples Test

		Related differences					t	gl	Sig. (bilateral)
		Media	Desviation tip.	typ error of the average	95% confidence interval for the difference				
					Inferior	Superior			
Par 1	PRETEST - POSTTEST	-4,41026	2,07387	,33209	-5,08253	-3,73798	-13,280	38	,000

Source: Pre-test and post-test Statistics

Elaborated by: Guanín, F. (2022)

Analysis and Interpretation

In the following graphic table that is from the related samples test where an average is shown, with the difference of an average of 4.4 that there was with the application of the first test with the second test. However, the most important point is the two-sided value (P) which is defined as the probability that a calculated statistical value is possible. In this case it has a value of 0,00 in the last box. In other words, the null hypothesis is not accepted because when the value (P) is greater than 0.05, the applied methodology did not work, it is false. However, if the value (P) is less than 0.05, and in this case it is 0.00, it means that the hypothesis is proven by rejecting the null hypothesis. In other words, the application of the methodology of the Problem-Based Learning method influenced the development of the oral production of the English language, see annex 11.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

"Problem-Based Learning" methodology has contributed to the development of oral production of the English language since it encourages the student to communicate orally with their classmates and their teacher because in all their stages they have activities that necessarily require oral interaction. Additionally, PBL encourages collaborative work which helps the student to work and learn in an optimal way. This methodology aims to motivate, and build confidence in students are essential factors in the oral production of a language, in this case the English language. Finally, this PBL methodology induces the student not to settle for the pre-established structures in his textbook, and to investigate further about how communicate your ideas better.

- The Problem-Based Learning method directly affects the development of students' oral skills in the English language. Thanks to the methodology and different techniques used in PBL, students focus on solving problems based on the presentation of ideas. In effect, the students analyze a certain problem where cognitive processes of stimulus response were used, to later classify the information obtained and finally apply the knowledge in an oral evaluation.
- The competence of oral production in students of the fourth semester (PINE) were evaluated based on a real Cambridge exam of the First English Certificate (FCE) adapted to the reality of the students in which, after having applied a pre-test and having made 6 interventions 3 synchronous and 3 asynchronous and finally having applied a post-test it was possible to show a positive impact on the oral production of the students going from a regular level, toward a good and very good level of competence.

- The Problem-Based Learning method has a positive impact on the development of students' oral production. They are able to analyze and classify information, solve problems, investigate more about the subject and present them in ideas, interacting and producing an oral communication and at the same time that the student works individually and collectively to finally expose their learning results in an oral evaluation demonstrating their acquired knowledge.
- Based on the results obtained from the pre-test and post-test after applying the interventions, an increase in the level of oral production was evidenced. The effectiveness of the PBL was demonstrated in the increase of their oral production such as good pronunciation, use of grammar and better management of vocabulary by the students. In addition, through the statistical analysis with the SPSS software, the results were compared, where it is shown that the students in the pretest obtained a 9.3, and in the posttest they obtained a 13.7. Demonstrates the effectiveness of the PBL methodology in oral production.

4.2 Recommendations

The application of the "Problem-Based Learning" methodology is suggested in English classes because it contributes directly to the development of oral production. One of the qualities that this methodology possesses is that of encouraging participation and communication between colleagues; however, it is important to monitor it as it can lead to disorder. The use of the English language is necessary, almost in its entirety; in other words, the use of the mother tongue should be minimized as much as possible. Both individual and group organization is recommended in order to work in a synchronized manner and achieve the expected objectives in the estimated time. Finally, the student must investigate further on the subject and how to improve their oral production.

- Develop activities that represent a real concept of life, such as, for example, social problems to find a solution to them through the use of the PBL method. The solutions must be viable orally presented to improve English speaking skills in students. In addition, evaluating from time to time the level of development and oral production of the students in the English language through oral presentations, dialogues, debates, and opinions that reflect the critical analysis of the same when solving a situation of daily life.
- It is proposed to use new sources of information to develop knowledge of the English language, through websites, articles, books, among other didactic resources, that can provide an education that reflects quality and progress. This can be evidenced in the knowledge acquired by the students when putting into practice the PBL method. Oktadela (2019) mentions that in order to maintain oral production for English learners it is vital to maintain active social communication with others and include topics of interest where students can debate, give their points of view, ideas to develop the capacity for critical analysis to solve problems in real life.

- Promote, through the PBL method, through useful teaching resources that the teacher can use as support, educational complement. Ashadi (2018) mentions that the use of materials has a positive impact that contributes a lot to develop oral skills. These resources can be audiovisual, bibliography topics of interest that help to significantly develop oral production in each student which can be demonstrated through periodic evaluations where the learners demonstrate what they have learned and their competence by correctly developing this skill.

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ANNEXES

ANNEX 1 Compromise Letter: Acceptance of being recorded

COMPROMISE LETTER

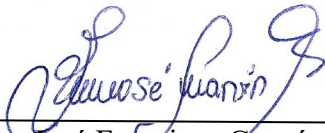
Píllaro, January 24, 2022

Present:

I, José Francisco Guanín Taipe with ID: 180403127-4 ninth-semester student of the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) course request all fourth-semester students of the same career (PINE) the most politely way, give me the copyright, to use your photographs, video recordings and other materials that are needed for the preparation of my final research project (Thesis) within at Universidad Técnica de Ambato through the Zoom platform. My wish is to express that this authorization is voluntary and free to use, reproduce, transmit and display publicly.

This is all I can say, counting on your mutual support.

Sincerely



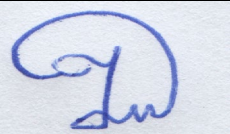
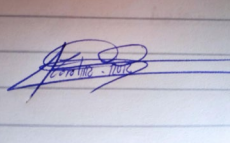
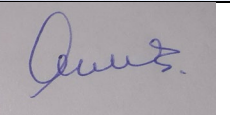
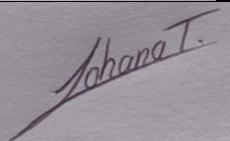
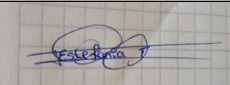


José Francisco Guanín Taipe
CI: 180403127-4

Source: Student's compromise letter

Elaborated by: Guanín, F. (2022)

N.-	Nombre completo	Número de cédula	Firma
1.	Chuquitarco Guagchinga Gabriela Mishell	055010795-7	
2.	Andaluz Freire Aracelly Abigail	1850288166	
3.	Acosta Montesdeoca Patricia Fernanda	1804710760	
4.	Agualongo Palate Víctor Rolando	1850508969	
5.	Chaglla Moyolema Johanna Lissette	1805626387	
6.	Casa Molina Pamela ELizabeth	0550401798	
7.	Karen Viviana Tapia Benítez	0503584476	
8.	Segura Pilatasig Nicole Abigail	1803983954	
9.	Chasiluisa Chicaiza Mayra Alejandra	055063206	
10.	Castro Lozada Kimberly Yadira	1850104686	
11.	Gallegos Pandacina Dévaky Maeba	0202704185	
12.	Camino Cordero Odalis Belén	1850460146	

13.	Guachi Caiza Mónica Katherine	1850507888	
14.	Benavides Guaman Emanuel Alejandro	0604311621	
15.	Masaquiza Silva Tannia Alexandra	1850513670	
16.	Hallo Salazar Laura Estefania	1804380259	
17.	Chaluisa Chaluisa Lourdes Maritza	1850043769	
18.	Noroña Tapia Emily Cristina	0503574881	
19.	Quezada Peñarreta Víctor Hugo	1950188779	
20.	Moreira Garcia Valeria Isabel	2150045363	
21.	Evelyn Alexandra Miranda Moya	1850626514	
22.	Abner Steeven Pérez Barahona	1850755826	
23.	Randy Israel Ortiz Mera	1804659660	
24.	Genesis Mireya Oñate Perez	1850995455	
25.	Nolasco Zapata Leslie Estefanía	0504021882	

26.	Sarabia Moreno Joel Paul	1804391199	
27.	Carolina Marisol Ruiz Proaño		
28.	Sopa Chillagana Wilma Cecilia	0504714734-4	
29.	Toapanta Basantes Johana Lisbeth	1550107153	
30.	Torres Bustos Yomaira Estefania	1850360072	
31.	Torres Pérez Jemima Abigail	0504160730	
32.	Vintimilla Jumbo Paúl Andrés	1804387379	

ANNEX 2 Pre-test: Lesson plan, First English Certificate exam (FCE), and video intervention.

Pre-test

Teacher's name: Francisco Guanín	Date: 16/12/2021
Course: fourth-semester	Duration: 120 minutes
Subject/Unit: English	Level: Intermediate
Topic: Pres-test FCE (speaking)	
<p>General Objective:</p> <ul style="list-style-type: none"> ● To evaluate the competence of oral production in students. in students of fourth-semester Pedagogy of National and Foreign Languages (PINE) <p>Specific Objective:</p> <ul style="list-style-type: none"> ● To verify how students can develop oral production in a real quiz of FCE level. ● To determinate the fluency and use of vocabulary according to their level. 	
<p>Resources:</p> <ul style="list-style-type: none"> ● Vocaroo platform ● WhatsApp ● Zoom ● FCE speaking section ● Rubric to evaluate FCE speaking section 	
<p>Procedure (instructions related to the pre-test)</p> <ul style="list-style-type: none"> ● The teacher will organize into pairs in small breakrooms to begin the pre-test. ● The teacher will record all the interventions and will interview according to the FCE template in four minutes for pair. ● The teacher will evaluate with a rubric from the FCE model in order to have dates that demonstrate the level of students to English oral production. 	

Time	Content & Teacher Activity
	<p>EVALUATION</p> <ul style="list-style-type: none"> • Everything related to the reality of level according to each student

Source: Student's pre-test lesson plan

Elaborated by: Guanín, F. (2022)

PRE-TEST

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Likes and dislikes

- How do you like to spend your evenings? (What do you do?) (Why?)
- Do you prefer to spend time on your own or with other people? (Why?)
- Tell us about a film you really like.
- Do you like cooking? (What sort of things do you cook?)

Special occasions

- Do you normally celebrate special occasions with friends or family? (Why?)
- Tell us about a festival or celebration in (candidate's country).
- What did you do on your last birthday?
- Are you going to do anything special this weekend? (Where are you going to go?) (What are you going to do?)

Media

- How much TV do you watch in a week? (Would you prefer to watch more TV than that or less? (Why?)
- Tell us about a TV programme you've seen recently.
- Do you use the internet much? (Why? / Why not?)
- Do you ever listen to the radio? (What programmes do you like?) (Why?)

How important is it to help people in these situations?

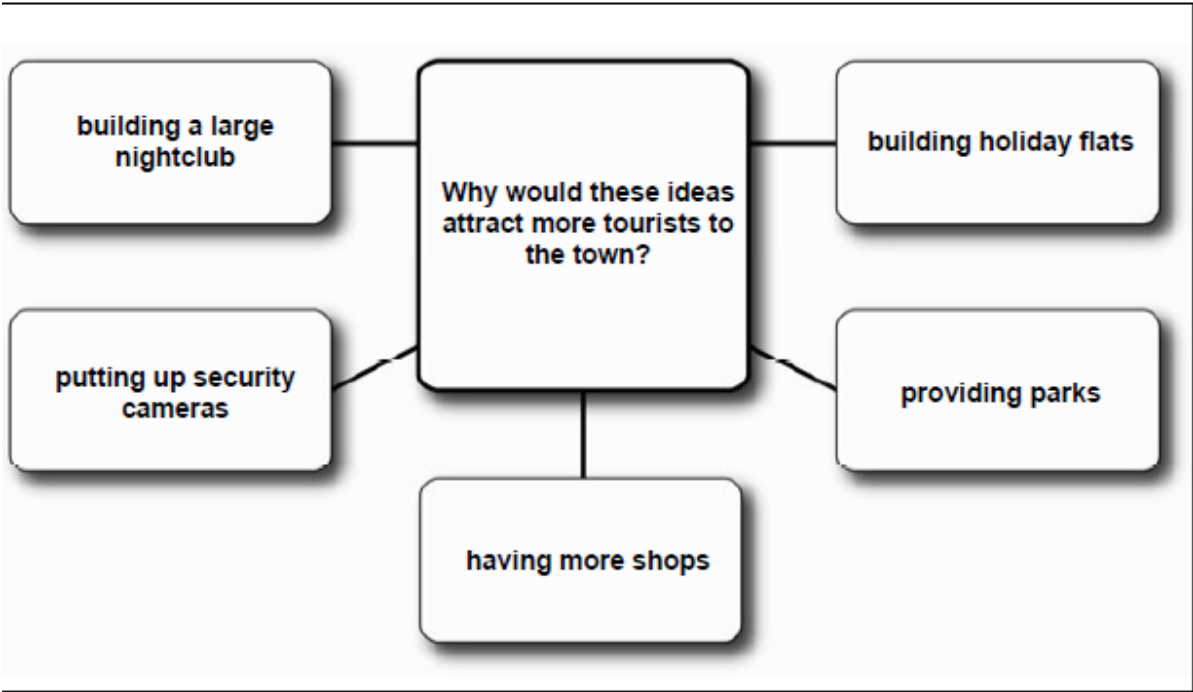
1



What are the people enjoying about spending time in these gardens?

2





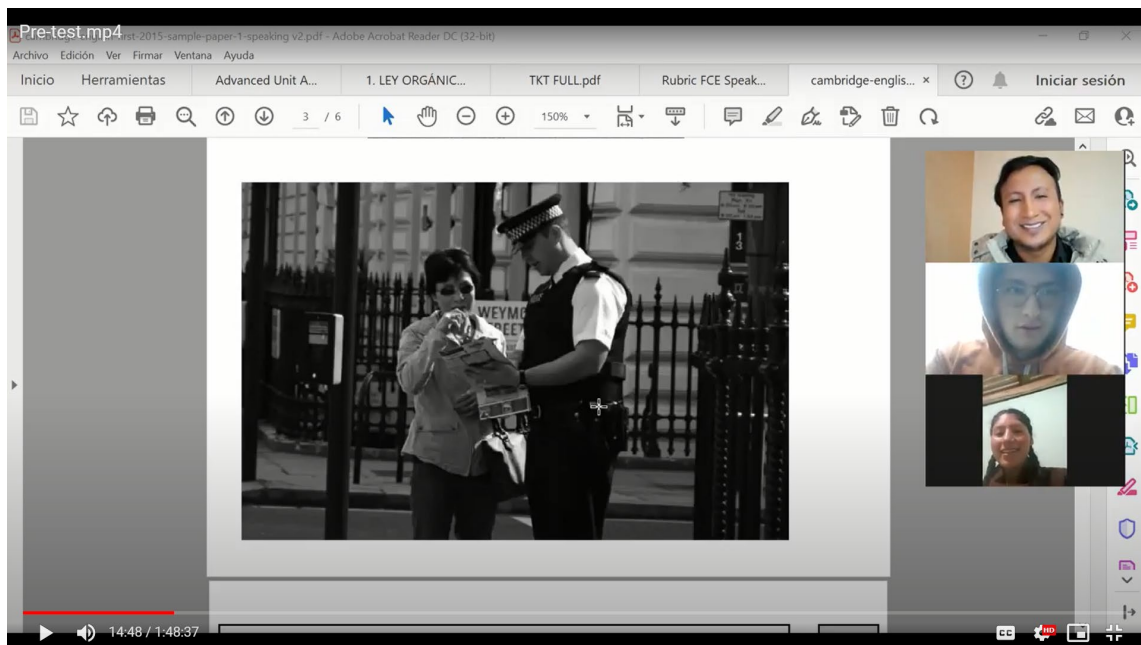
RUBRIC FCE

Cambridge English: First Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 60:

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	<i>Performance below Band 1.</i>			

B2	Global Achievement
5	Handles communication on a range of familiar topics, with very little hesitation, Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
0	<i>Performance below Band 1.</i>

Screenshots of the pre-test intervention



Pre-test.mp4

Archivo Edición Ver Firmar Ventana Ayuda

Inicio Herramientas Advanced Unit A... 1. LEY ORGÁNIC... TKT FULL.pdf Rubric FCE Speak... cambridge-englis... x ? Iniciar sesión

building a large nightclub

building holiday flats

Why would these ideas attract more tourists to the town?

putting up security cameras

providing parks

having more shops

24.05 / 1:48:37

Source: This FCE test and rubric were taken from B1 Preliminary Handbook for teachers for exams from (2020) retrieved from: <https://cambridge-exams.ch/sites/default/files/b1-preliminary-handbook-2020.pdf>

ANNEX 3 Lesson plan 1: first synchronous week, resources, activities and screenshots of the intervention class.

Lesson Plan

Week 1

Teacher's name: Guanín Francisco	Date: 16/12/2021
Course: Fourth-semester	Duration: 60 minutes
Subject/Unit: Classroom Projects	Level: Intermediate
Topic: Problem Based Learning and English oral production	
<p>General Objective:</p> <ul style="list-style-type: none"> ● To engage students in the problem-based learning method. <p>Specific Objective:</p> <ul style="list-style-type: none"> ● To socialize and teach students the main definitions relating to the PBL method. ● To organize small groups of students in order to debate positive and negative about PBL. 	
<p>Resources:</p> <ul style="list-style-type: none"> ● Kahoot ● Canva presentation ● Video presentation ● Internet ● Vocaroo platform ● Links of interactive videos ● WhatsApp ● Zoom ● Notebook 	
<p>Links:</p> <p>Kahoot</p> <p>https://create.kahoot.it/user-reports/live-game/a094ffab-21b0-427c-a1cd-fccb32e9e943/77ccd811-b1c7-4e20-9c14-2d10623f3ed5/1639656288708/questions/?tab=all&sortBy=index&reverse=false</p> <p>Aprendizaje basado en problemas A.B.P</p> <p>https://youtu.be/o-8FHax5v98</p>	

What is Problem-Based Learning?

<https://youtu.be/RGoJIQYGpYk>

Canva presentation

https://www.canva.com/design/DAEyr9txgFQ/G70h53JInN8i54gJe8sJSQ/view?utm_content=DAEyr9txgFQ&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu

Evaluation:

<https://docs.google.com/document/d/1X5FYtgiYkSsXZ5HQ-RjLgbIwb9vykh3Yr2kDSDRkhWc/edit?usp=sharing>

Self-evaluation:

<https://docs.google.com/document/d/1PD1QiN-c70Rz5gkj0BSAe1jsX1bPvtpwGDp2leGsTZs/edit?usp=sharing>

Vocaroo

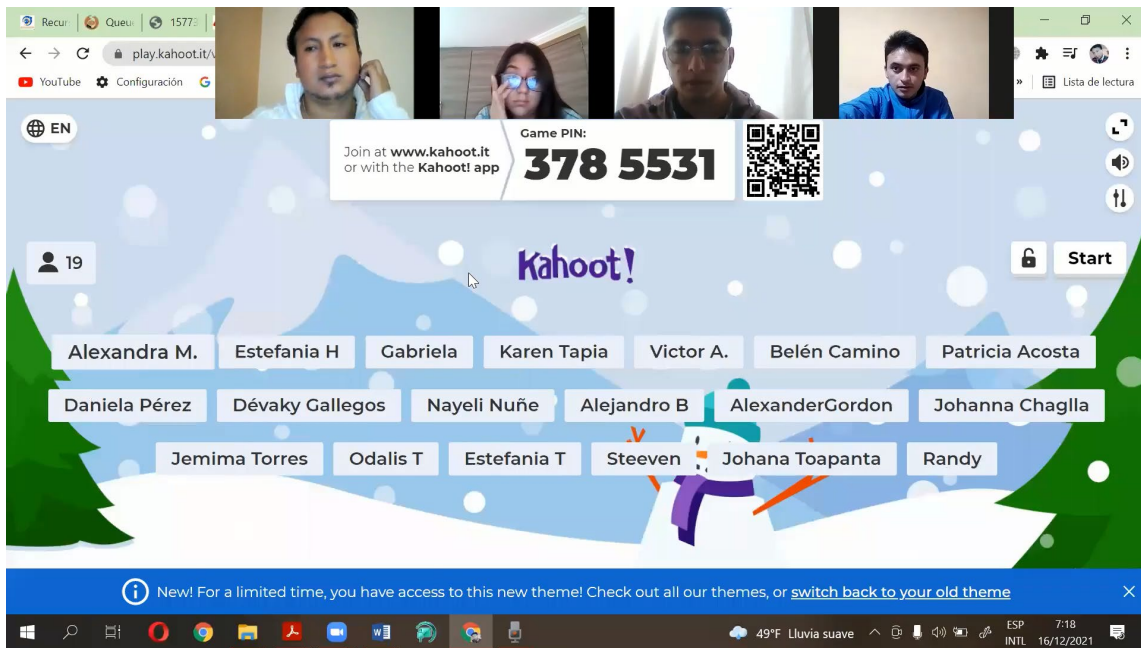
<https://vocaroo.com/14OFv59o9D4V>

Time	Content & Teacher Activity
<p>10</p> <p>20</p> <p>15</p> <p>15</p>	<p>PRESENTATION</p> <p>Warm-up</p> <ul style="list-style-type: none"> The teacher will present a warm up in Kahoot about the importance of motivation in classes to introduce the topic. <p>PROCEDURE</p> <ul style="list-style-type: none"> As a first step, the teacher will announce his objectives for the class and then the main topic through a presentation on the Canva platform so that students have a clear idea of what Problem Based Learning (PBL) is. After through the zoom platform, the teacher will show to the students two interactive videos related to the PBL to involve them more with the methodology, definitions, and authors. Students should pay attention to two educational links related with PBL and take notes to help them better understand the topic. Once the presentations are finished, the teacher will divide the class into 8 groups of five students in order to discuss related to PBL. During the debate process, the teacher will also ask questions related to the topic. This activity will allow the students to get involved in the subject and have as a result significant learning and also they can develop their oral production. <p>PRACTICE</p> <ul style="list-style-type: none"> Students into breakable rooms are going to debate some ideas related to PBL. Students speak about the positive aspect of applying PBL in the classroom. <p>PRODUCTION</p> <ul style="list-style-type: none"> What is Problem-Based Learning (PBL)? Why is the PBL important in education? How does the PBL influence education? What are some activities that motivate the students in class? What are the benefits of using PBL? <p>EVALUATION</p> <p>Through vocaroo record a voiced presentation about PBL main concept, benefits in a maximum of two minutes, and share the link in a google document.</p>

Source: Field research


Elaborated by: Guanín, F. (2022)

Screenshots of the intervention class



What is the PBL.mp4
carva.com/des
YouTube Configuración Lista de lectura

ASPECTS OF PROBLEM-BASED LEARNING

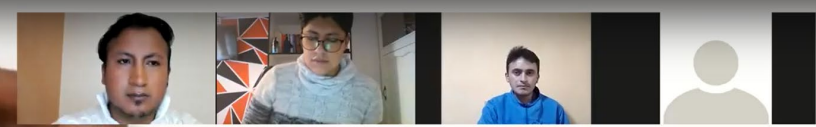



- Challenging students to understand classroom concepts on a deeper level.
- Pushing students to make decisions they're able to defend.
- Clearly connecting current course objectives to previous courses and knowledge.
- Encouraging students to work as a group to solve the complex issue at hand.
- Engaging students to solve an open-ended problem in multiple complex stages.

12:12 / 44:13 49°F Lluvia suave

What is the PBL.mp4

Venta



23:53 / 44:13

Source: Field research

Elaborated by: Guanín, F. (2022)

ANNEX 4 Lesson plan 2: second asynchronous week, resources and activities.

**Lesson Plan
Week 2
Asynchronous**

Teacher's name: Guanín Francisco	Date: 22/12/2021
Course: Fourth semester	Duration: 60 minutes
Subject/Unit: Classroom Projects	Level: Intermediate
Topic: Problem Based Learning concepts	
General Objective: <ul style="list-style-type: none">● To remember specific points related with PBL.	
Specific Objective: <ul style="list-style-type: none">● To make students use their notes of previous and motivate them to find more information about it● To make students make a short oral voice record in vocaroo individually.	
Resources: <ul style="list-style-type: none">● Internet● Vocaroo● Notes● WhatsApp● Zoom	
Links: <p>What is PBL? https://docs.google.com/document/d/1xJu3qR1NO4yZWzLhks_K0eQX8Sng0Yxm/edit?usp=sharing&oid=111197834765484079151&rtpof=true&sd=true</p> <p>Self-evaluation https://docs.google.com/document/d/12n58CBdPjDYLIKTKW6bgcs7HEJnl26au/edit?usp=sharing&oid=111197834765484079151&rtpof=true&sd=true</p>	

Time	Content & Teacher Activity
10	<p>PRESENTATION</p> <ul style="list-style-type: none"> The teacher will present the activity through WhatsApp group giving specifics details about the activity in this case make a record about what is PBL in general.
20	<p>PROCEDURE</p> <ul style="list-style-type: none"> In this part students are going to work independently in two activities related with PBL and exponent their ideas through the website vocaroo. Students are going to search for more information and then they are going to record their voices. In the next step they are going to share their links of their voice recordings in in an online document on google forms provided by the teacher.
15	<p>PRACTICE</p> <ul style="list-style-type: none"> Students put in practice everything that they have learn in the previous class while they are recording their voices about PBL.
15	<p>PRODUCTION</p> <ul style="list-style-type: none"> Once they finish their first activity in vocaroo they are going to select one recording from their partners and then listen the record in order to reinforce their knowledge with more ideas but now from their partners. <p>EVALUATION</p> <ul style="list-style-type: none"> Once students have finished to listened the voice recordings from their classmates they are going to record another voice record but in this case with their own comments about their partners' activity. They are going to self-evaluate to their classmates and give a grade too.

Source: Field research

Elaborated by: Guanín, F. (2022)

ANNEX 5 Lesson plan 3: third synchronous week, resources, activities and screenshots of the intervention class.

**Lesson Plan
Week 3
synchronous**

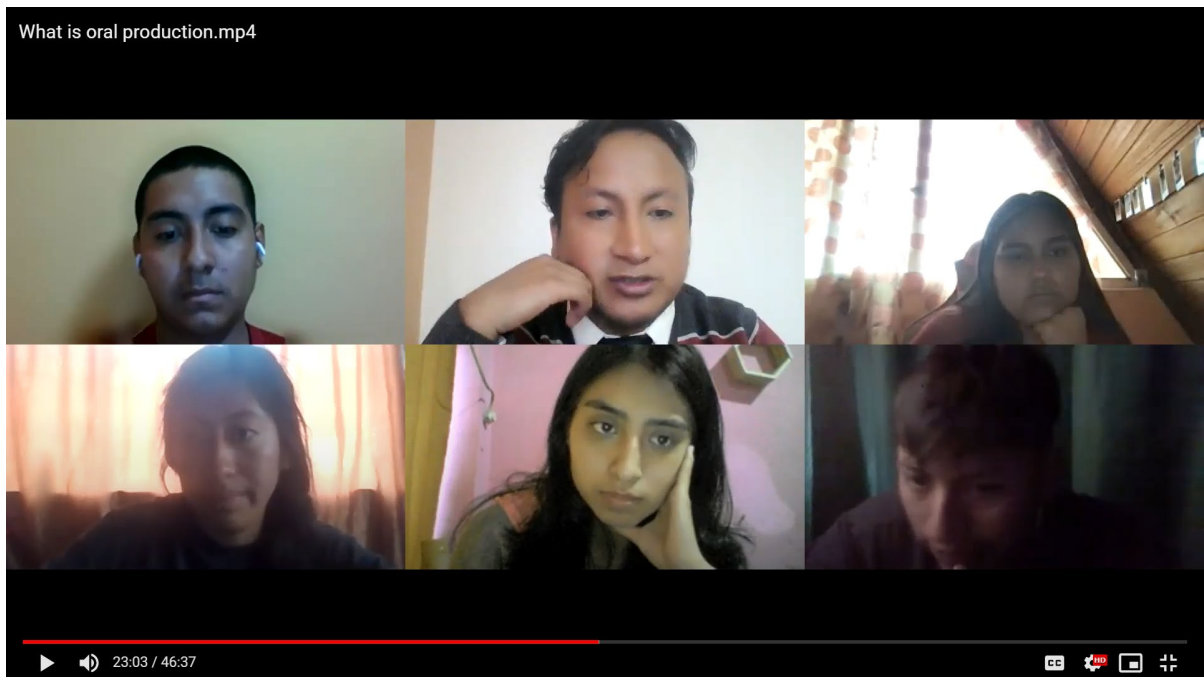
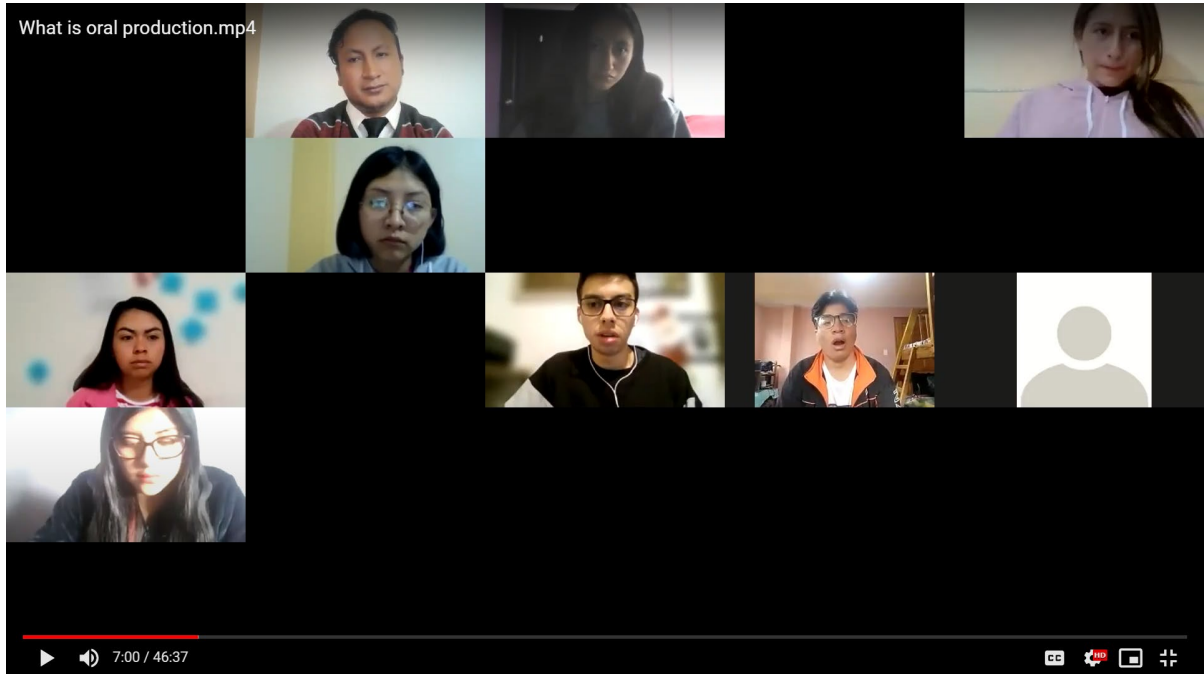
Teacher's name: Guanín Francisco	Date: 23/12/2021
Course: Fourth-semester	Duration: 60 minutes
Subject/Unit: Classroom Projects	Level: Intermediate
Topic: Oral production	
<p>General Objective:</p> <ul style="list-style-type: none"> ● To involve students about what is oral production? <p>Specific Objective:</p> <ul style="list-style-type: none"> ● To make students learn definitions about Oral Production. ● To make students work individually and then they will be able to say specific ideas about oral production. 	
<p>Resources:</p> <ul style="list-style-type: none"> ● Video presentation ● Internet ● Vocaroo platform ● Links of interactive videos ● List of problems ● WhatsApp ● Zoom ● Notebook 	
<p>Links:</p> <p>¿Cómo practicar el SPEAKING? https://www.youtube.com/watch?v=EgnIOIBUk7U</p> <p>Improve Speaking Skills to Communicate with Confidence https://www.youtube.com/watch?v=1Qt0mQNXGrY</p> <p>Vocaroo https://vocaroo.com/14OFv59o9D4V</p>	

Time	Content & Teacher Activity
<p>10</p> <p>20</p> <p>15</p> <p>15</p>	<p>PRESENTATION</p> <p>Warm-up</p> <ul style="list-style-type: none"> ● The teacher will present a video reflection in order to motivate the students. <p>PROCEDURE</p> <ul style="list-style-type: none"> ● As a first step, the teacher will announce his objectives for the class and then the main topic. ● After through the zoom platform, the teacher will show the students two interactive videos related to oral production to involve them more with the topic. ● Students should pay attention to two educational links and take notes to help them better understand the theme. ● Once the presentations are finished, the teacher will divide the class into 9 groups of five students in order to discuss oral production. During the debate process, the teacher will also ask questions related to the topic. This activity will allow the students to get involved in the subject and have as a result significant learning and also, they can develop their oral production. <p>PRACTICE</p> <ul style="list-style-type: none"> ● Students go into breakable rooms where they are going to debate some ideas related to oral production. ● Students speak about the positive aspect of oral production in the classroom. <p>PRODUCTION</p> <ul style="list-style-type: none"> ● What is oral production? ● Why is important oral production development? ● What is the relation between PBL and oral production? ● How can educators develop students' oral production skills? ● What are the benefits of developing oral production? <p>EVALUATION</p> <ul style="list-style-type: none"> ● Through vocaroo record a voiced presentation about What is oral production? in a maximum of two minutes and share the link in a google document.

Source: Field research

Elaborated by: Guanín, F. (2022)

Screenshots of the intervention class



What is oral production.mp4

LESSON_PLAN_week 2 asincronous [Modo de compati... Herramientas de tabla

Archivo Inicio Insertar Diseño Formato Referencias Correspondencia Revisar Vista Grammarly Diseño Presentación ¿Qué desea hacer? Guanín Taipei José Francis... Compartir

Cortar Copiar Pegar Copiar formato

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Portapapeles Fuente Párrafo Estilos

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Énfasis Normal Subtítulo Texto en n... Título Título 1

Buscar Reemplazar Seleccionar Open Grammarly

15

PRACTICE

- Students can create slides presentation on Power point or other platform in order to present the topic that they have chosen, depends on students.

15

PRODUCTION

- Topic
- Reason or details about why do they choose that problem?
- What is the impact of that problematic into the society?
- What could be the possible solutions that offer a possible solution for the problem

EVALUATION

- Use zoom platform in order to explain your presentation. Record it in maximum two minutes and share the link in a google document.

Página 2 de 3 373 palabras Inglés (Estados Unidos)

37:38 / 46:37

7°C Muy nublado

What is oral production.mp4

free4talk.com

YouTube Configuración Google ¡Bienvenido a Face... Ajustes Google Unity - Manual: Edit... Correcteur Orthogr... Nueva carpeta

+ Create a new group Buy me a coffee Privacy Policy

Search for Language, Level, Topic, Username Pull Hindi Groups to top Search

English (151) Vietnamese (38) Indonesian (10) Hindi (6) French (4) Arabic (4) Tamil (2) Telugu (2) Korean (2) Bengali (2) Zhuang (2) Chinese (2)

Vietnamese Any Level

This group is full.

Indonesian Any Level in english : indonesian only

Tamil Any Level Need to know what IS log4j issue in computer science

English Any Level

42:31 / 46:37

7°C Muy nublado

Source: Field research
 Elaborated by: Guanín, F. (2022)

ANNEX 6 Lesson plan 4: fourth asynchronous week, resources and activities.

**Lesson Plan
Week 4
Asynchronous**

Teacher's name: Guanín Francisco	Date: 05/01/2022
Course: Fourth-semester	Duration: 60 minutes
Subject/Unit: Classroom Projects	Level: Intermediate
Topic: Find the Solution to a Social Problem	
<p>General Objective:</p> <ul style="list-style-type: none"> ● To put in practice what students have learned. <p>Specific Objective:</p> <ul style="list-style-type: none"> ● To make students find solutions to the problems taken from the list of problems ● To make students make a short oral presentation working individually. 	
<p>Resources:</p> <ul style="list-style-type: none"> ● Video presentation ● Internet ● Links to interactive videos ● List of problems ● WhatsApp ● Zoom 	
<p>Links:</p> <p>Evaluation:</p> <p>https://docs.google.com/document/d/194erkYDeRrb2b5hLPu2rsGbyWLLVZsgw/edit?usp=sharing&oid=111197834765484079151&rtpof=true&sd=true</p>	

Time	Content & Teacher Activity
<p>10</p> <p>20</p> <p>15</p> <p>15</p>	<p>PRESENTATION</p> <p>Warm-up</p> <ul style="list-style-type: none"> ● The teacher will present a video reflection in order to motivate the students. <p>PROCEDURE</p> <ul style="list-style-type: none"> ● In this part, students are going to work individually and put into practice the content that they have learned during the interventions. ● Students will choose a topic that calls their attention according to the list of the problems proposed. ● Students will find three probable solutions for the chosen problem. The solutions taken into consideration should be written with correct grammar. ● Students have to follow the next steps in order to do a good activity. ● Select a problem ● Ideas and brainstorming ● Organize the information ● write probable solutions ● support ideas <p>PRACTICE</p> <ul style="list-style-type: none"> ● Students can create slides presentations on PowerPoint or other platforms in order to present the topic that they have chosen, depending on students. <p>PRODUCTION</p> <ul style="list-style-type: none"> ● Topic ● Reason or details about why do they choose that problem? ● What is the impact of that problem on society? ● What could be the possible solutions that offer a possible solution for the problem. <p>EVALUATION</p> <ul style="list-style-type: none"> ● Use the zoom platform in order to explain your presentation. Record it in a maximum of two minutes and share the link in a google document.

Source: Field research

Elaborated by: Guanín, F. (2022)

LIST OF PROBLEMS		
1.	Poverty and Homelessness.	16. Immigration Stresses
2.	Global warming	17. Overpopulation
1.	Childhood Obesity.	18. Public health
2.	Gender Inequality	19. Discrimination
3.	Education and public schools	20. Bullying
4.	Alcohol abuse	21. Sexual abuse
5.	Gender violence	22. Civil Rights and Racial
6.	discrimination	23. unemployment
7.	Depression	24. malnutrition
8.	unwanted pregnancies	25. social networks
9.	teen suicides	26. Insecurity and crime.
10.	destruction of nature	27. Lack of water
11.	Pollution	28. Abortion
12.	VHI sida	29. Prostitution
13.	Car accidents	30. Personal problems

ANNEXO 7 Lesson plan 5: fifth synchronous week, resources, activities and video class screenshots of the intervention class

**Lesson Plan
Week 5
synchronous**

Teacher's name: Guanín Francisco	Date: 06/01/2022
Course: Fourth-semester	Duration: 60 minutes
Subject/Unit: Classroom Projects	Level: Intermediate
Topic: Problem Based Learning and English oral production reinforce.	
<p>General Objective:</p> <ul style="list-style-type: none"> ● To involve students about what is PBL and oral production? <p>Specific Objective:</p> <ul style="list-style-type: none"> ● To make students reinforce the definitions about both topics PBL and Oral Production and put them in practice in real situations ● To encourage students to work in groups and select a problem and give possible and positive solutions. 	
<p>Resources:</p> <ul style="list-style-type: none"> ● Internet ● YouTube ● List of problems ● WhatsApp ● Zoom 	
<p>Links:</p> <p>Problem-Based Learning</p> <p>https://docs.google.com/presentation/d/18Krs7nM1QG3HUIJATNVqhBaYql-a4uRomm9JgizBCRfs/edit?usp=sharing</p>	

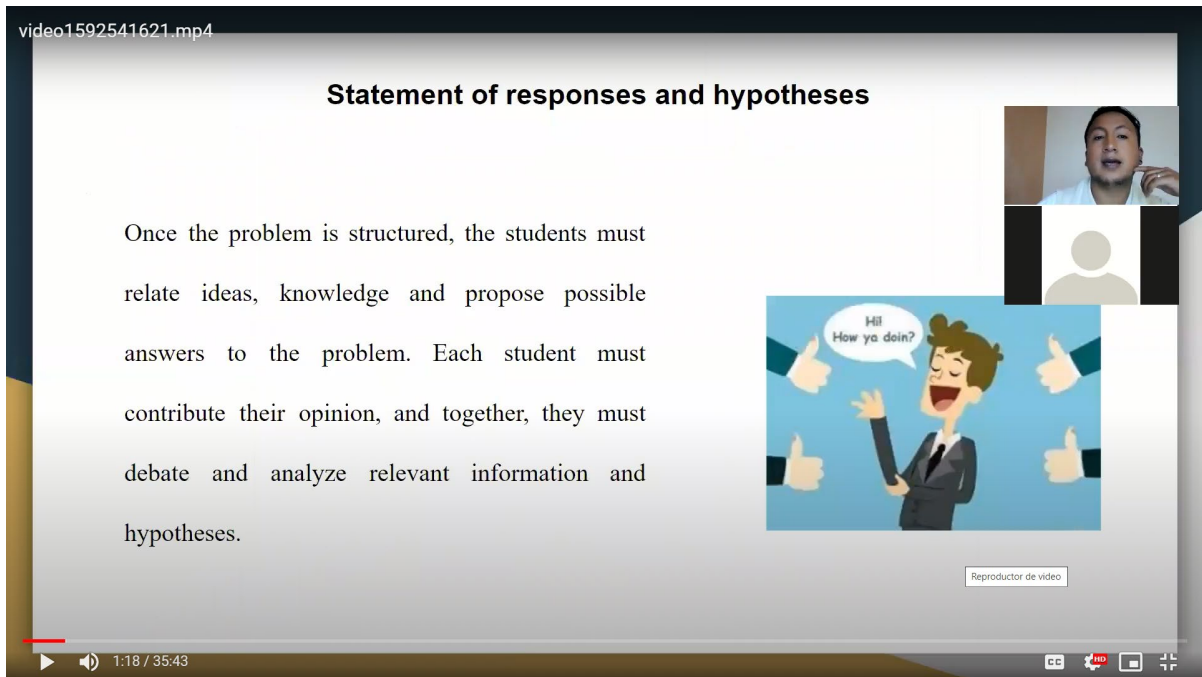
Time	Content & Teacher Activity
5	<p>PRESENTATION</p> <p>Warm-up</p> <ul style="list-style-type: none"> • The teacher will present a video reflection called the smoke seller in order to motivate the students.
15	<p>PROCEDURE</p> <ul style="list-style-type: none"> • As a first step, the teacher will announce his objectives for the class and then the main topic. • Through the zoom platform, the teacher will explain relevant points about PBL and oral production. It will be based on the theoretical framework from chapter 1. • Students will pay attention in order to do the last activity based on the teachers' explanation. • Students will reinforce their knowledge by paying attention to the class where they will listen and look at a short review of PBL such as: <ul style="list-style-type: none"> • Definition of the problem • Brainstorming • Statement of responses and hypotheses • Investigation • Synthesis and presentation • The evaluation in the PBL • Once the presentation will finish, the teacher will divide the class into 9 groups of five students. • They will select a problem from the list and in groups will choose a topic and discuss it. • They will present it orally way in 5 minutes. They will define, give reasons why the group chose the topic. Then they will give possible solutions for that problem. • This activity will allow the students to get involved in the subject and have as a result significant learning and also, It will show how PBL and oral production work together.
15	<p>PRACTICE</p> <ul style="list-style-type: none"> • Students go into breakable rooms where they are going to debate some ideas related to the topic that they will select. • Students will discuss the positive and negative aspects of the problem.

<p>20</p>	<p>PRODUCTION</p> <p>Students will prepare a small presentation about the topic selected with relevant ideas according to their problems.</p>
<p>5</p>	<p>EVALUATION</p> <p>Students will come back again to the main section and they will present the problem, definition, reasons for what they choose the topic, and possible solutions.</p>

Source: Field research

Elaborated by: Guanín, F. (2022)

Screenshots of the intervention class



Source: Field research

Elaborated by: Guanín, F. (2022)

ANNEX 8 Lesson plan 6: sixth asynchronous week, resources and activities.

**Lesson Plan
Week 6
Asynchronous**

Teacher's name: Guanín Francisco	Date: 06/12/2021
Course: Fourth-semester	Duration: 60 minutes
Subject/Unit: Classroom Projects	Level: Intermediate
Topic: Common interaction in a real situation through free4talk platform.	
<p>General Objective:</p> <ul style="list-style-type: none"> ● To put in practice, the oral production from the students in a real conversation with foreign people from different countries. ● <p>Specific Objective:</p> <ul style="list-style-type: none"> ● To make students have interaction in a real context in order to improve their language. ● To make students think a solve a problem during the interaction with other people. 	
<p>Resources:</p> <ul style="list-style-type: none"> ● Internet ● Link of free4talk.com ● WhatsApp ● Zoom 	
<p>Links:</p> <p>Free4talk</p> <p>www.free4talk.com</p>	

Time	Content & Teacher Activity
10	<p>PRESENTATION</p> <p>Warm-up</p> <ul style="list-style-type: none"> The teacher will give clear instructions about how to perform the activity everything is going to guide through WhatsApp.
20	<p>PROCEDURE</p> <ul style="list-style-type: none"> In this last asynchronous section students will work individually and interact in a real situation with a foreign people asking and answering questions about any topic that they decide at the moment. They will find correct words, grammar in order to make a comfortable interaction. They will have solved that problem with a good ideas using a good vocabulary in order to communicate fluently.
15	<p>PRACTICE</p> <ul style="list-style-type: none"> Students will record a video in order to demonstrate their practice into that platform. I will result in a good practice to them
15	<p>PRODUCTION</p> <ul style="list-style-type: none"> Students will have to interact minimum of two minutes however, if they want to do more time they can do it. While more time they will get involve in that, it will be more positive to increase their oral production. <p>EVALUATION</p> <ul style="list-style-type: none"> Students will record the whole interaction through zoom and upload it to YouTube and share the link on a document on google forms provided by the teacher.

Source: Field research

Elaborated by: Guanín, F. (2022)

ANNEX 9 Post-test: First English Certificate exam (FCE), and screenshots of the intervention.

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Likes and dislikes

- How do you like to spend your evenings? (What do you do?) (Why?)
- Do you prefer to spend time on your own or with other people? (Why?)
- Tell us about a film you really like.
- Do you like cooking? (What sort of things do you cook?)

Special occasions

- Do you normally celebrate special occasions with friends or family? (Why?)
- Tell us about a festival or celebration in (candidate's country).
- What did you do on your last birthday?
- Are you going to do anything special this weekend? (Where are you going to go?) (What are you going to do?)

Media

- How much TV do you watch in a week? (Would you prefer to watch more TV than that or less? (Why?)
 - Tell us about a TV programme you've seen recently.
 - Do you use the internet much? (Why? / Why not?)
 - Do you ever listen to the radio? (What programmes do you like?) (Why?)
-

How important is it to help people in these situations?

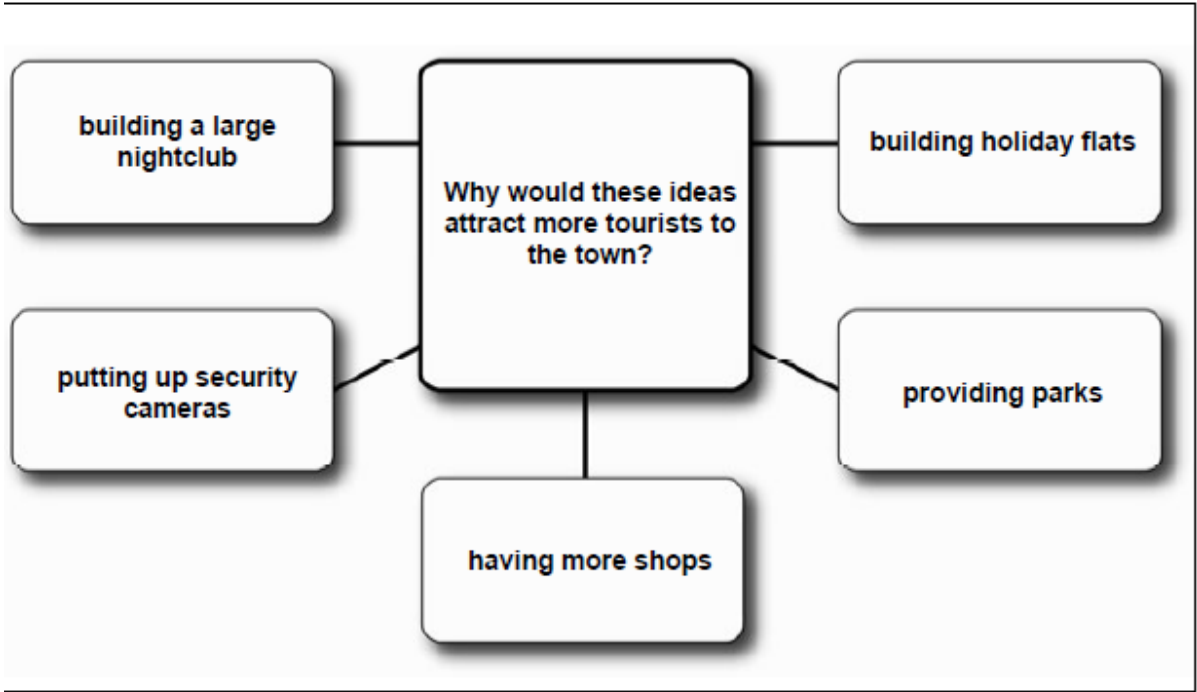
1



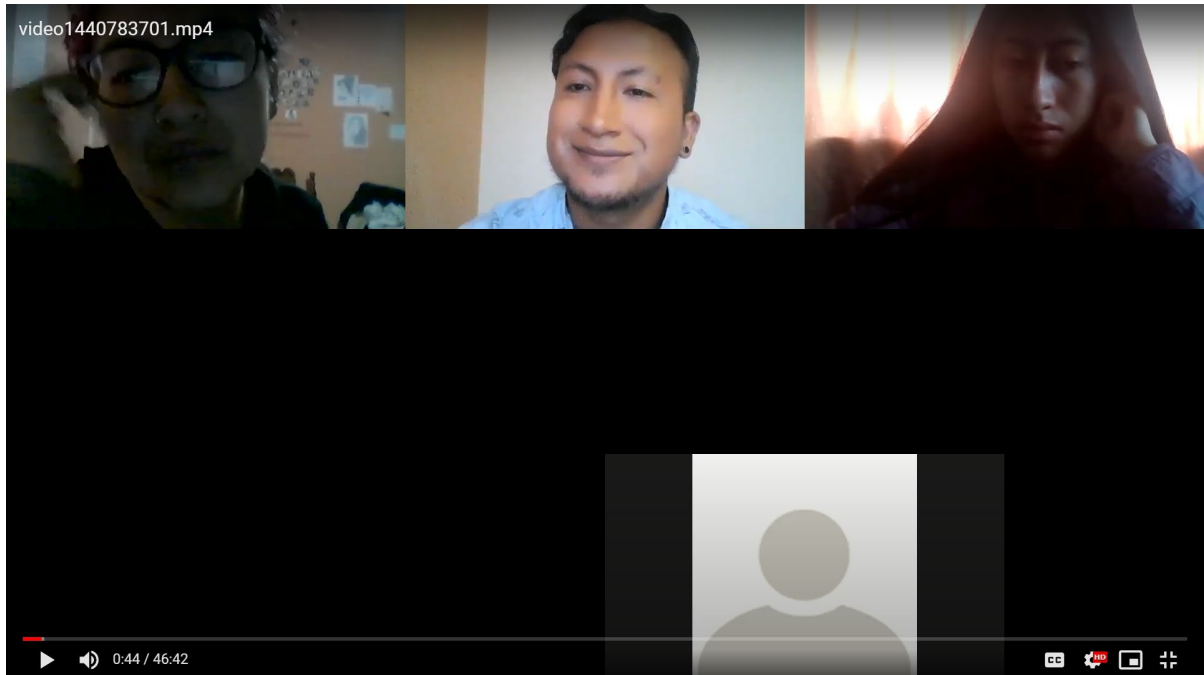
What are the people enjoying about spending time in these gardens?

2





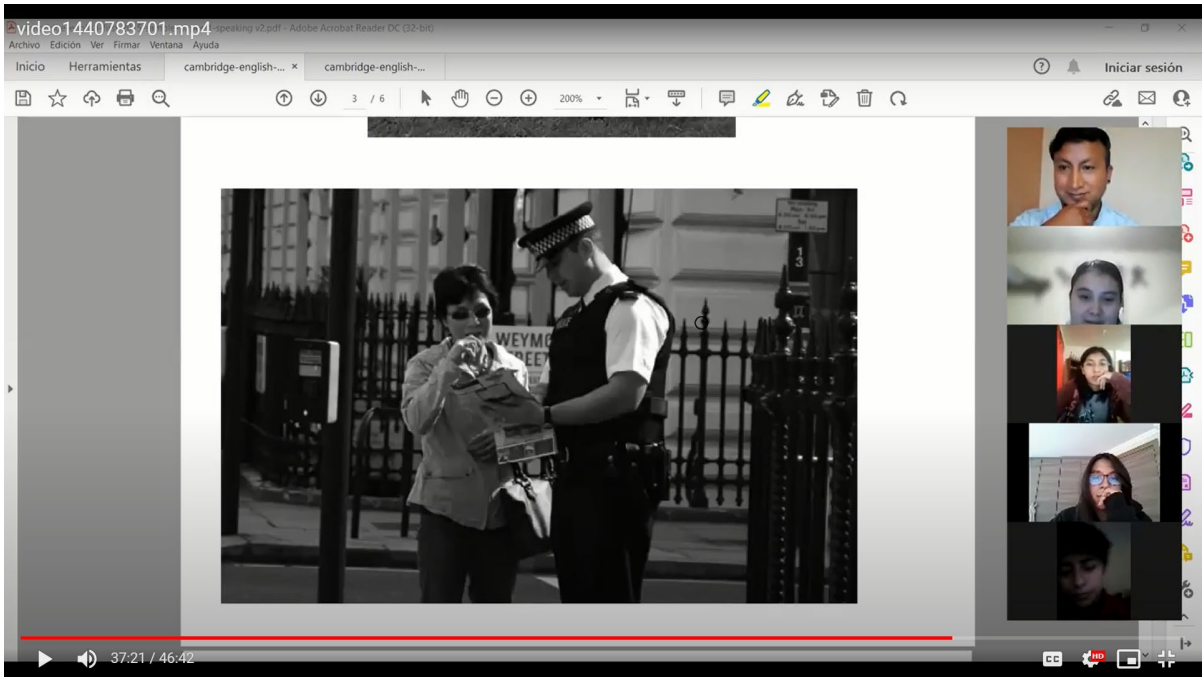
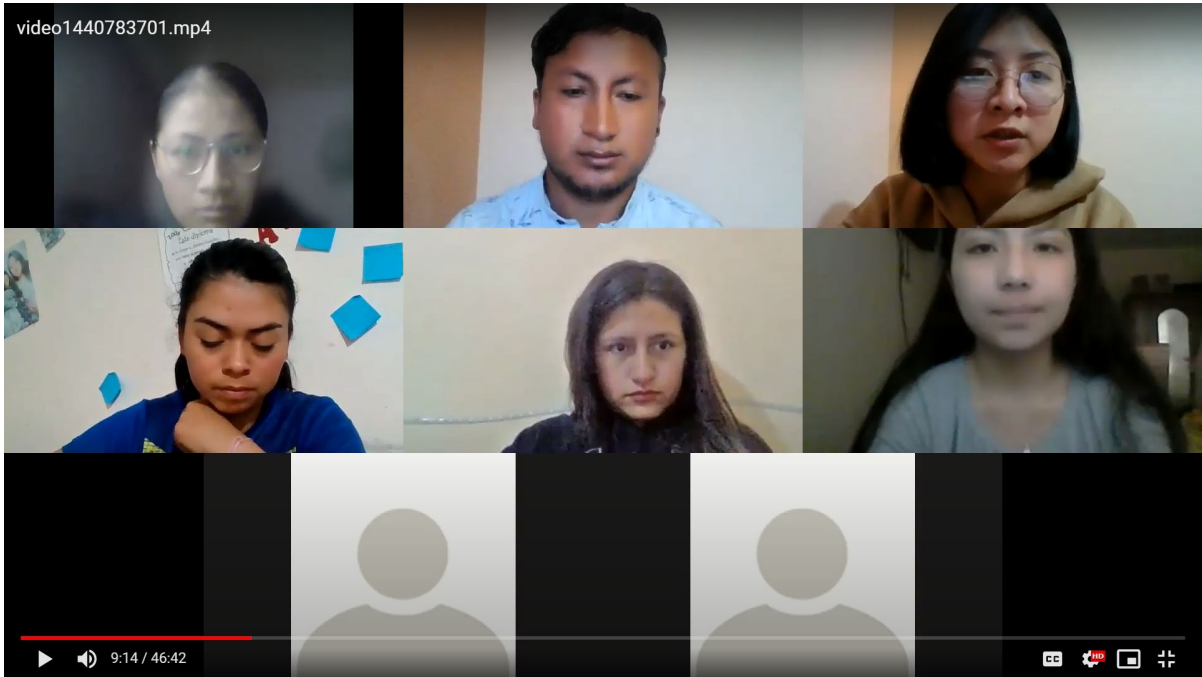
Screenshots of the post-test intervention



A screenshot of a presentation slide titled "Why would these ideas attract more tourists to the town?". The slide is numbered "21" in the top right corner. It features a central box with the question, connected by lines to five surrounding boxes, each containing an idea:

- building a large nightclub
- building holiday flats
- putting up security cameras
- providing parks
- having more shops

The slide is displayed in a browser window with a toolbar and a video call sidebar on the right showing several participants. The system tray at the bottom shows the time as 6:10 / 46:42 and the temperature as 53°F.



Source: This FCE test and rubric were taken from B1 Preliminary Handbook for teachers for exams from (2020) retrieved from: <https://cambridge-exams.ch/sites/default/files/b1-preliminary-handbook-2020.pdf>

ANNEX 10 List of the students of experiment and results pre-test and post-test

PRE-TEST																										
Name	Grammar and vocabulary				Discourse Management				Pronunciation				Interactive Communication				Global Achievement				Total					
	Regular	Good	Very good	Excellent	Regular	Good	Very good	Excellent	Regular	Good	Very good	Excellent	Regular	Good	Very good	Excellent	Regular	Good	Very good	Excellent						
1. Patricia Fernanda Acosta Montesdeoca	1	2	3	4																	15					
2. Bryon Alexander Gordon Fiallos			3	4				3							3					4	17					
3. Arcely Abigail Andruz Freire	1					1				1					1				1		5					
4. Emanuel Alejandro Benavidez Guaman		2				1				1					2					3	9					
5. Chuquirco Guagchinga Gabriela		2					2				2				2				2		10					
6. Gallegos Pandaina Dévaly Maeba		2					2				3				2				2		11					
7. Chaglia Moyolema Johanna Lissette	1					1					2				2				2		8					
8. Chaluisa Chaluisa Lourdes Maritza		2					2				2				1				1		8					
9. Chasiluisa Chicaiza Mayra Alejandra	1					1					2				1				2		7					
10. Guachi Cales Mónica Katherine		2					2				2				1				1		8					
11. Hillo Salazar Laura Estefanía		2					1				1				1				1		6					
12. Randy Israel Ortiz Mera		2					2					3			2					3	12					
13. Tapia Benítez Karen Viviano		2					2				2				2				2		10					
14. Toapanta Bazantes Johana Lisbeth	1					1					1				1				1		5					
15. Paúl Andrés Vintimilla Jumbo	1					1					2				2				2		8					
16. Víctor Hugo Quezada Peñarreta		2				1					2				1				2		8					
17. Castro Lozada Kimberly Yadir			3				2					3			2					3	13					
18. Aguilongo Palate Victor Rolando		2					2				1				1				2		8					
19. Mazaquis Silva Tannis Alexandra		2					2				2				2				2		10					
20. Miranda Moya Evelyn Alexandra		2						3				3			2				2		12					
21. Chadon Tusa Lisbeth Cecilia	1					1					2				1				1		6					
22. Caza Molina Pamela Elizabeth		2					2					3				3				3	13					
23. Sopa Chilligana Wilma Cecilia		2					2				2				2				2		10					
24. Camino Cordero Odalis Belén			3					3				3				3				3	15					
25. Leslie Estefanía Nolasco Zapata		2				1					2				1				2		8					
26. Emily Cristina Noroña Tapia	1						2				2				1				1		7					
27. Nuñez Melo Nayeli Nicole	1					1					1				1				1		5					
28. Genesis Mireya Ofate Perez		2				1					1				2				1		7					
29. Abner Steven Pérez Barahona		2					2				2				2				2		10					
30. Joel Paul Sarabia Moreno	1						2				2				1				1		7					
31. Carolina Marisol Ruiz Proaño		2					2					3				3			2		12					
32. Valeria Isabel Moreira Garcia	1						2				2				1				1		7					
33. Odalis Analis Tamayo Villena		2					2				2				2				1		9					
34. Biella Stephany Naranjo Romero		2					2				1				2				1		8					
35. Roberth Vicente Montero Lluando	1					1					1				1				1		5					
36. Torres Bustos Yomaira Estefanía		2				1					1				2				2		8					
37. Torres Perez Jimena Abigail		2					2					3			2				2		11					
38. Estefanía			3					3				3				3				3	15					
39. Victor			3				2					3				3			2		13					
TOTAL	11	44	15	4	0	14	40	15	0	0	10	34	36	0	0	17	32	21	0	0	14	34	21	4	0	366

	Grammar and vocabulary				Discourse Management				Pronunciation				Interactive Communication				Global Achievement								
Number of students	11	22	5	1	0	14	20	5	0	0	10	17	12	0	0	17	16	7	0	0	14	17	7	1	0

Source: students' results pre-test
 Elaborated by: Guanín, F. (2022)

POST-TEST

Name	Grammar and vocabulary				Discourse Management				Pronunciation				Interactive Communication				Global Achievement				Total					
	Bad	Regular	Good	Very good	Bad	Regular	Good	Very good	Bad	Regular	Good	Very good	Bad	Regular	Good	Very good	Bad	Regular	Good	Very good						
1. Patricia Fernanda Acosta Montezdeoca	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	20					
2. Bryan Alexander Gordon Filloz			3	4			3	4			3	4			3	4			3	4	20					
3. Aracelly Abigail Andalus Freire			3				3				3				3				3		15					
4. Emanuel Alejandro Benavides Guzman			3		2		3				3				3				3		14					
5. Chuquiturco Guagchinga Gabriel			3				3				4				3				3		16					
6. Gallegos Pandacina Dévsky Macba			3				3				4				3				3		16					
7. Chaglia Moyolema Johanna Liszette			3				3				4				4				3		17					
8. Chaluisa Chaluisa Lourdes Maritesa			3				3				3				3				3		15					
9. Chazuisa Chicaza Mayra Alejandra	2				2						3			2					2		11					
10. Guachi Caiza Mónica Katherine			3				3				3			2					2		13					
11. Hallo Salazar Laura Estefanía	2				2						3			2					2		11					
12. Randy Israel Ortiz Mora			3				4				4				4				3		18					
13. Tapia Benítez Karen Viviana			3				3				3			3					3		15					
14. Tospanta Bazantes Johana Lisbeth			3				3				3			2					2		13					
15. Paúl Andrés Vintimilla Jumbo			3		2						3			2					2		12					
16. Víctor Hugo Buzada Peñarreta	2				2						3			2					2		11					
17. Castro Lozada Kimberly Yadira			3				3				3			3					3		15					
18. Aguilongo Palate Victor Rolando	2						3				3			2					3		13					
19. Macaquiza Silva Tania Alexandra			3				3				3			3					3		15					
20. Miranda Moys Evelyn Alexandra			3				4				3			4					3		17					
21. Chadon Tuz Lizbeth Cecilia	2				2						3			3					3		13					
22. Casa Molina Pamela Elisabeth			3				3				4			3						4	17					
23. Sopa Chilligana Wilma Cecilia			3		2						3			2					2		12					
24. Camino Cordero Odalis Belén			3				3				4			3					3		16					
25. Leslie Estefanía Nolasco Zapata			3		2						3			2					2		12					
26. Emily Cristina Noroña Tapia	2				2						3			2					2		11					
27. Nuñez Melo Nayeli Nicole	2				2					2				2					2		10					
28. Genesis Mirya Ofote Perez	2				2					2				2					2		10					
29. Abner Steven Pérez Barahona	2				2					2				2					2		10					
30. Joel Paul Sarabia Moreno	2				2						3			2					2		11					
31. Carolina Marisol Ruiz Proaño			3				3				3			3					3		15					
32. Valeria Isabel Moreira García	2				2						3			2					2		11					
33. Odalis Analia Tamayo Villena	2				2						3			2					2		11					
34. Bella Stephany Naranjo Romero	2				2						3			2					2		11					
35. Roberth Vicente Montero Llundo	2				2					2				2					2		10					
36. Torres Bustos Yomaira Estefanía	2				2					2				2					2		10					
37. Torres Perez Jimena Abigail			3				3				4			3					3		16					
38. Estefanía				4			3				3			3					3		16					
39. Victor				4			3				4			3						4	18					
TOTAL	0	30	60	16	0	0	36	51	16	0	0	10	72	40	0	4	34	45	20	0	0	36	51	16	0	537

Number of students	Grammar and vocabulary				Discourse Management				Pronunciation				Interactive Communication				Global Achievement							
	0	15	20	4	0	18	17	4	0	0	5	24	10	0	2	17	15	5	0	0	18	17	4	0

Source: students' results post-test
 Elaborated by: Guanín, F. (2022)

Pres-test and Post-test average

PRES-TEST

Number of students	Grammar and vocabulary				Discourse Management				Pronunciation				Interactive Communication				Global Achievement								
	Regular	Good	Very good	Excellent	Regular	Good	Very good	Excellent	Regular	Good	Very good	Excellent	Regular	Good	Very good	Excellent	Regular	Good	Very good	Excellent					
	11	22	5	1	0	14	20	5	0	0	10	17	12	0	0	17	16	7	0	0	14	17	7	1	0

POST-TEST

Number of students	Grammar and vocabulary				Discourse Management				Pronunciation				Interactive Communication				Global Achievement							
	Regular	Good	Very good	Excellent	Regular	Good	Very good	Excellent	Regular	Good	Very good	Excellent	Regular	Good	Very good	Excellent	Regular	Good	Very good	Excellent				
	0	15	20	4	0	18	17	4	0	0	5	24	10	0	2	17	15	5	0	0	18	17	4	0

Source: students' results pre-test and post-test
 Elaborated by: Guanín, F. (2022)

ANNEX 11 Statistical data of the pre-test and post-test and comparative results of the SPSS statistical program

Names	Pres test	Post test	Total
1. Patricia Fernanda Acosta Monte	17	20	3
2. Bryan Alexander Gordon Fiallos	15	20	5
3. Aracelly Abigail Andaluz Freir	5	15	10
4. Emanuel Alejandro Benavides Gu	9	14	5
5. Chuquitarco Guagchinga Gabriel	10	16	6
6. Gallegos Pandacina Dévaky Mae	11	16	5
7. Chaglla Moyolema Johanna Lisse	8	17	9
8. Chaluisa Chaluisa Lourdes Mari	8	15	7
9. Chasiluisa Chicaiza Mayra Alej	7	11	4
10. Guachi Caiza Mónica Katherine	8	13	5
11. Hallo Salazar Laura Estefania	6	11	5
12. Randy Israel Ortiz Mera	12	18	6
13. Tapia Benítez Karen Viviana	10	15	5
14. Toapanta Basantes Johana Lisbet	5	13	8
15. Paúl Andrés Vintimilla Jumbo	8	12	4
16. Víctor Hugo Quezada Peñarreta	8	11	3
17. Castro Lozada Kimberly Yadira	13	15	2
18. Agualongo Palate Victor Rolando	8	13	5
19. Masaquiza Silva Tannia Alexandr	10	15	5
20. Miranda Moya Evelyn Alexandra	12	17	5
21. Chadan Tuza Lissbeth Cecilia	6	13	7
22. Casa Molina Pamela Elizabeth	13	17	4
23. Sopa Chillagana Wilma Cecilia	10	12	2
24. Camino Cordero Odalis Belén	15	16	1
25. Leslie Estefanía Nolasco Zapat	8	12	4
26. Emily Cristina Noroña Tapia	7	11	4
27. Nuñez Melo Nayeli Nicole	5	10	5
28. Genesis Mireya Oñate Perez	6	10	4
29. Abner Steven Pérez Barahona	10	10	0
30. Joel Paul Sarabia Moreno	7	11	4
31. Carolina Marisol Ruiz Proaño	12	15	3
32. Valeria Isabel Moreira Garcia	7	11	4
33. Odalis Analia Tamayo Villena	9	11	2
34. Bella Stephany Naranjo Romero	8	11	3

35.	Roberth Vicente Montero Llundo	5	10	5
36.	Torres Bustos Yomaira Estefania	8	10	2
37.	Torres Perez Jemima Abigail	11	16	5
38.	Arcos Estefania	15	16	1
39.	Palata Victor	13	18	5

Source: statistical data of the pre-test and post-test and comparative results

Elaborated by: Guanín, F. (2022)

Comparative results of the SPSS statistical program

GET
FILE='C:\Users\usuario.LAPTOP-B4UVURI3\Downloads\Pre and post test.sav'.
DATASET NAME Conjunto_de_datos1 WINDOW=FRONT.
NEW FILE.
DATASET NAME Conjunto_de_datos2 WINDOW=FRONT.
T-TEST PAIRS=PRETEST WITH POSTTEST (PAIRED)
/CRITERIA=CI (.9500)
/MISSING=ANALYSIS.

➔ Prueba T

[Conjunto_de_datos2]

Estadísticos de muestras relacionadas

		Media	N	Desviación tip.	Error tip. de la media
Par 1	PRETEST	9,3590	39	3,12450	,50032
	POSTTEST	13,7692	39	2,91513	,46679

Correlaciones de muestras relacionadas

		N	Correlación	Sig.
Par 1	PRETEST y POSTTEST	39	,766	,000

Prueba de muestras relacionadas

		Diferencias relacionadas				t	gl	Sig. (bilateral)	
		Media	Desviación tip.	Error tip. de la media	95% Intervalo de confianza para la diferencia				
					Inferior				Superior
Par 1	PRETEST - POSTTEST	-4,41026	2,07387	,33209	-5,08253	-3,73798	-13,280	,000	

Source: Comparative results of the SPSS statistical program

Elaborated by: Guanín, F. (2022)




ANNEX 12 Urkund Report



Document Information

Analyzed document	Proyecto de Investigación.pdf (D126031973)
Submitted	2022-01-25T00:21:00.0000000
Submitted by	
Submitter email	guanin35@gmail.com
Similarity	1%
Analysis address	sj.iza.uta@analysis.orkund.com

Sources included in the report

SA	UNIVERSIDAD TECNICA DE AMBATO / Gender based teaching strategies analysis.pdf Document Gender based teaching strategies analysis.pdf (D90298793) Submitted by: sguanipatin4062@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.orkund.com		1
SA	UNIVERSIDAD TECNICA DE AMBATO / Mayra- Aucapiña- THESIS-URKUND.pdf Document Mayra- Aucapiña- THESIS-URKUND.pdf (D110592130) Submitted by: maucapina2029@gmail.com Receiver: ve.chicaiza.uta@analysis.orkund.com		1
W	URL: https://repositorio.uta.edu.ec/bitstream/123456789/32887/1/0503722787_Daniela%20Estefania%20Zumbana%20Mondragon_Trabajo%20de%20Titulacion_Maestria%20de%20Ingles-%20Coherent.pdf Fetched: 2021-08-05T05:03:46.6300000		2
