



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del
Título de Licenciada en Pedagogía del Idioma Inglés.**

Theme:

**“PROJECT-BASED LEARNING AND SOCIOCULTURAL
COMPETENCE”**

Author: Rosas Játiva Nathaly del Rocío

Tutor: Lic. Marbella Escalante Gamazo. Mg.

Ambato – Ecuador

2022

SUPERVISOR APPROVAL

CERTIFY:

I, Lic. Marbella Escalante Gamazo. Mg., holder of the I.D. 1802917250, in my capacity as supervisor of the Research dissertation on the topic: “**PROJECT-BASED LEARNING AND SOCIOCULTURAL COMPETENCE**” investigated by Miss Nathaly del Rocío Rosas Játiva with I.D. 1804727558, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

.....

Lic. Marbella Escalante Gamazo. Mg.

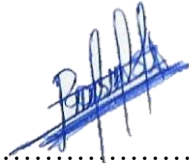
I.D. 1802917250

SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled “**PROJECT-BASED LEARNING AND SOCIOCULTURAL COMPETENCE**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



.....
Nathaly del Rocío Rosas Játiva
I.D. 1804727558

AUTHOR

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic “**PROJECT-BASED LEARNING AND SOCIOCULTURAL COMPETENCE**” which is held by Nathaly del Rocío Rosas Játiva, undergraduate student from Carrera de Idiomas, academic period October 2021-March 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, March, 2022

REVISION COMMISSION

Mg. Wilma Elizabeth Suárez Mosquera
REVISER

Mg. Elsa Mayorie Chimbo Cáceres
REVISER

COPYRIGHT REUSE

I, Nathaly del Rocío Rosas Játiva with I.D. No. 1804727558, confer the rights of this undergraduate dissertation **“PROJECT-BASED LEARNING AND SOCIOCULTURAL COMPETENCE”**, and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



.....
Nathaly del Rocío Rosas Játiva
I.D. 1804727558

AUTHOR

DEDICATION

TO:

God for always being my guide and blessing me with health and strength to accomplish my goals. My loved ones father, mother, husband, son, have been the fundamental pillars in my life to be better every day.

Nathaly R.

ACKNOWLEDGEMENTS

First, I want to thank God for giving me the strength to continue with my goals' day by day, besides giving me health and blessing me with a beautiful family whom I want to thank for always being by my side supporting me at all times, picking me up after every fall, giving me advice and words of encouragement. My father Carlos Rosas, although he is no longer by my side I always carry him in my heart; my mother Rosa Játiva, who has been an example of struggle and perseverance and who always made an effort to give me a better education; my brothers Carlos Rosas, who assumed the role of father and sought to give us the best and Jose Rosas, who has always been emotional and unconditional support; my husband Francisco Perez, who became my support in my life and my education; my son Aryan Perez, who gives me encouragement not to give up and my hopes of achieving a better future. Finally, to my professors during my career and my tutor who has guided me to take the last step of this dream.

Nathaly R.

Contenido

SUPERVISOR APPROVAL.....	2
DECLARATION PAGE	ii
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN.....	iii
COPYRIGHT REUSE	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
CHAPTER I	1
THEORETICAL FRAMEWORK	1
1.1. Investigative Background.....	1
1.2. Theoretical Framework	4
1.2.1. Independent variable theoretical support.....	4
Method	4
Research method.....	5
Types of methods.....	5
Method Project Based-Learning	6
Pedagogy.....	6
Skills to learn	7
Project-Based Learning.....	8
1.2.2. Dependent variable theoretical support	8
Competence.....	8
Society.....	9
Culture.....	9
Sociocultural competence	10
1.2. Objectives.....	11
1.2.1. General Objective.....	11

1.2.2. Specific Objectives.....	11
CHAPTER II.....	13
METHODOLOGY.....	13
2.1. Resources.....	13
2.2. Methods.....	13
2.2.1 Research approach.....	13
2.2.2. Field based research.....	14
Bibliographic and documentary.....	14
2.2.3. Level or type of research.....	14
2.2.4. Techniques and instruments.....	14
CHAPTER III.....	16
RESULTS AND DISCUSSION.....	16
3.1. Analysis and discussion of the results.....	16
3.1.1. Checklist results.....	16
CHAPTER IV.....	23
CONCLUSIONS AND RECOMMENDATIONS.....	23
4.1. Conclusions.....	23
4.2. Recommendations.....	24
Bibliographic references.....	25
Annexes.....	29

INDEX OF TABLES

TABLE 1. Students' willingness to perform tasks	16
TABLE 2. Students' ability to interact and dialogue with others.....	17
TABLE 3. Students' ability to adapt their behavior to facilitate and improve relationships	18
TABLE 4. Students' responsibility to ensure the completion of the task by the team	19
TABLE 5. Students' ability to direct or manage the team's work.....	20
TABLE 6. Students sociocultural competence	21

INDEX OF FIGURES

FIGURE 1. Students' willingness to perform tasks.	16
FIGURE 2. Students' ability to interact and dialogue with others.....	17
FIGURE 3. Students' ability to adapt their behavior to facilitate and improve relationships.	18
FIGURE 4. Students' responsibility to ensure the completion of the task by the team.....	19
FIGURE 5. Students' ability to direct or manage the team's work.	20
FIGURE 6. Students Sociocultural Competence	21

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

TÍTULO: PROJECT-BASED LEARNING AND SOCIOCULTURAL
COMPETENCE

AUTOR: Nathaly del Rocío Rosas Játiva

TUTOR: Lic. Marbella Escalante Gamazo. Mg.

DATE: February, 2022

ABSTRACT

This research aims to analyze and describe the influence of the Project-Based Learning method through the sociocultural competency of all students in Fifth 01 of English at Universidad Técnica "Indoamérica", which were divided into seven groups of five. This research has a qualitative approach, non-experimental, descriptive, and was carried out virtually, through the ZOOM and Microsoft Teams platforms due to the current situation of the Covid-19 pandemic. The intervention process lasted 1 month. In order to fulfill the objective of this research an appropriate checklist instrument was created to be able to analyze the fundamental criteria in sociocultural competence, especially when the PBL method is applied, using the aforementioned instrument, observation data were obtained, which were analyzed representing a low percentage of development of group skills in sociocultural competencies, the reason was that it is not feasible to apply this topic virtually because there are many difficulties to work in groups in this way.

Key words: Project Based Learning, sociocultural competence, developing skills in a group way, qualitative approach, non-experimental and descriptive.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

TÍTULO: PROJECT-BASED LEARNING AND SOCIOCULTURAL
COMPETENCE

AUTOR: Nathaly del Rocío Rosas Játiva

TUTOR: Lic. Marbella Escalante Gamazo. Mg.

DATE: February, 2022

RESUMEN

Esta investigación tiene como objetivo analizar y describir la influencia del método de Aprendizaje Basado en Proyectos a través de la competencia sociocultural de todos los estudiantes de Quinto 01 de Inglés de la Universidad Técnica “Indoamérica”, los cuales fueron divididos en siete grupos de cinco. Esta investigación tiene un enfoque cualitativo, no experimental, descriptivo, y se realizó de manera virtual, a través de las plataformas ZOOM y Microsoft Teams debido a la situación actual de la pandemia del Covid-19. El proceso de intervención duró 1 mes. Para cumplir con el objetivo de esta investigación se elaboró un instrumento de lista de cotejo adecuado para poder analizar los criterios fundamentales en la competencia sociocultural, en especial cuando se aplica el método PBL, utilizando el instrumento antes mencionado se obtuvieron datos de observación, los cuales fueron analizados representando un bajo porcentaje de desarrollo de destrezas grupales en competencias socioculturales, la razón fue que no es factible aplicar este tema de manera virtual debido a que existen muchas dificultades para trabajar en grupos de esta manera.

Palabras claves: Aprendizaje Basado en Proyectos, competencia sociocultural, desarrollo de habilidades de forma grupal, enfoque cualitativo, instrumento no experimental y descriptivo.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Investigative background

Project-Based Learning has been recognized as a teaching method based on student motivation and participation, where students acquire their own knowledge on their own merits. The teacher is only a guide and observer of how the method is being applied. Myeong-Hee Shin (Hannam University) conducted research on all the effects of the PBL method on students. This application was carried out with 79 students who were divided into 13 groups. Once the teams were formed, they proceeded to carry out the seven steps for a good application of the method and distributed tasks to each student with the objective of presenting a video as the final product. Finally, it has been demonstrated that the PBL method has a positive effect, because it encourages students to improve their skills, especially in groups (Shin, 2018).

This background has been essential as a guide for further research. Information has been sought on the positive effects of the method in the educational environment, for this reason, research was done with the objective of analyzing the influence of the Project-Based Learning method through the sociocultural competence of each student. This research was applied virtually through different platforms and applications due to society's current situation because of the Covid-19 pandemic (Teräs et al., 2020).

In the investigative background we are to highlight the importance of Project-Based Learning and sociocultural competence, through the concepts of each variable to understand each part of the research topic:

Kokotsaki et al. (2016) mentioned that Project-Based Learning (PBL) is a type of guide based on the constructivist approach, the authors refer to the fact that it helps to develop learning and knowledge from various points of view, which also allows awareness of what is being learned and knowledge of it, depending on the context in which the learning activity is developed. In this research, Project-Based Learning is a

constructivist method that aims at learning focused on a study from different points of view, including the context of society and creating self-awareness.

Moreover, this method requires students to form groups in which they will solve a problem or topic of their choice, which will be a challenge that they will have to assume, as well as think about what activities they will perform, how they will divide the work, and give a solution in many cases must be based on several options of the topics of the curriculum. Solomon (2008) mentioned that the research (PBL), focuses on how students learn, often this work is group. For example, the students identify the problem they want to investigate, and they will do it through a project, and the group seeks a solution, based on an elaborate plan of how to identify it and the different activities that they can implement to solve this problem.

Hence, the importance of this method (PBL) in education, basically it helps to improve students' skills in an innovative way, since it is a constructivist method, that is, through research giving the student the opportunity to find a topic or problem appropriate, from this point the student is building their own knowledge. In addition, that they can have a great visionistic approach that helps with strategies to apply it in a better way depending on the context.

To understand sociocultural competence in education and how to apply it. First, we must address all subtopics or topics directly related to our variable. In this case, we will investigate the concepts of communicative competence, sociocultural competence, cultural shock, and transcultural pragmatics. Since these topics are of great contribution to better understanding our variable.

Then, communicative competence analyzes the theories and concepts of linguistics and teaching psychology. As well as, method and student materials, which are the guidelines for teaching, learning, and evaluation for students that have been prioritized for the advancement and development of communication by Savignon (2017) argued that communicative competence is the application of a person's knowledge about language, whether in a grammatical or verbal way (communication),

depending on the context in which they applies this competence. In this case, students can implement it in the classroom context.

The first comprehensive model of communicative competence, which was intended to serve both instructional and assessment purposes.

Poolsawad et al. (2015) exposed that is important to mention four more competencies derived from communicative competence:

1. Grammatical competence.
2. Sociolinguistic competence.
3. Discourse competence.
4. Strategic competence.

Grammatical competence

Language code domain (grammatical rules, morphology, semantics, pronunciation, spelling).

Sociolinguistic competence

Adequacy of the message (form and meaning) to its production context depending on the participants, the situation, or the purpose of communicative exchange, always taking into account certain pragmatic rules, social adequacy, and linguistic production.

Discourse competence

Ability to create oral and written texts with coherence and cohesion.

Strategic competence

Ability to overcome communication obstacles in conversational exchanges.

These four components are very important in communication competence as they are applicable, and they must be aware of these in order to improve communication competence.

Sociocultural competence, developed Vetrinskaya and Dmitrenko (2017) mentioned that is important if an adult native speaker has grown up without a social environment to communicate, they cannot develop the sociocultural competence. However, they have a broad knowledge of the language and how it would be possible to communicate or interact. In this research, was mentioned to first study how people develop from their native realm such as what their native language is if their language is fluent by analyzing these aspects a socially dysfunctional person can be considered, that is, they cannot communicate correctly with others. In addition, the application of communication depends on the context in which the student is developed in this case.

Linguistic competence, is the gift of every speaker and listener who acquires linguistic knowledge and the ability to communicate or form sentences through lexical, syntactic, and morphological variation by Muminova (2020) determined that all people with the ability to listen and speak can develop language skills and be able to learn their own language or a mother tongue that is, people, acquire this capacity from the moment they are born and develop it over time, expanding their lexicon, morphology, syntax, etc. Also, the union of these skills produce a more comprehensive and broader communication (Poolsawad et al., 2015).

1.2.Theoretical framework

1.2.1. Independent variable theoretical support

Method

This word is formed from two roots which are: *meth* which is “goal” and *odos* which is “way” Fagúndez et al. (2015). Its interpretation is that the way leads to a goal by said that is necessary to know and choose the right method to achieve our objectives and to be able to answer the questions How was the research developed?

Research method

Chung et al. 2015) described that research method is the name given to the procedures, guidelines, and methods used by researchers to gather information in the correct way. So, is some kind of procedure that can be systematic with the objective of achieving something, or it can also be a procedure that is established for the same purpose.

Research method, although it includes scientific methods, it is not reduced to them. On the contrary, the research method includes tasks such as the selection of the topic or the dissemination of results that, strictly speaking, are not part of scientific methods. Moreover, the research method is directly conditioned by the type of research being carried out, which means that scientific methods are only relevant for scientific and academic research, but not for applied technical or dissemination research (Chung et al., 2015).

Types of methods

Constantinou et al. (2017) said that is very important to know the type of methods, we will define the most recognized as a descriptive method, analytical method, comparative method, inductive method, and deductive method.

Descriptive method

The descriptive method is to make a narrative exposition, which can be texts, graphs, data, etc. This must be detailed in a meticulous way where it exposes all the research.

Analytical method

The analytical method is to make a general description of the data obtained in the research, through this analysis it is easy to visualize and understand the most important elements that the researcher wants to highlight.

Comparative method

The comparative method consists of having two elements to be able to contrast them. The elements to compare are: constants, variables, and relationships, it is done by observing the current research and previous research that may be similar.

Inductive method

The inductive method is the reasoning that induces a subject, in addition to analyzing broadly because from hypotheses can reach a conclusion, but this is not always guaranteed. It is also considered widely used in qualitative research.

Deductive method

It consists of making a generalized conclusion based on a hypothesis that the researcher can assume to be true. It is also considered widely used in quantitative research.

The researcher should analyze which of these methodologies is appropriate for his research work, differentiating whether it is qualitative, quantitative or could be mixed.

Method Project Based-Learning

The roots of Project-Based Learning extend back over a hundred years, to the work of educator and philosopher Tasci (2015) argued that Project-Based Learning is one of the oldest methods where jobs are found as an educator or a philosopher, who teach this method to achieve their learning objectives, to always be a guide for the student, to show them which is the way to do a correct job. That is, how should one start their project, find a topic which interests them so that in this way they will be curious and do a good job. Consequently, they will develop their communicative abilities throughout the research process.

Pedagogy

Sciences (2016) affirmed that pedagogy comes from the terms *paid* which means “child”, and *agogus* which means “leader”. The term pedagogy refers to the teaching

and the subjects of their environment, that is, in the beginning of history, to the children and leaders, who were the ones who guided them in their learning. Pedagogy literally means the art and science of teaching children has an interesting and complex history that begins in the schools of Europe (McGarry, 2019).

Pedagogy is a model for the transmission of knowledge and skills. For example, a teacher to apply this model first select the topic to be treated in class then analyze what is the most appropriate method to apply with these students depending on age and type of learning, research on resources either technological or physical that could apply, this in order to achieve the objectives and the proper transmission of teaching and previous knowledge the teacher and the skills that develop students with this class.

Skills to learn

In the study, the students begin to practice exercises of applied sociology, and work on competencies that will be important in their professional work as educators: know to analyze scientifically the social reality, write scientific reports, oral communication and collaborative learning by Imaz (2015) mentioned the importance of applying the Project-Based Learning method, the importance of implementing it in educational life is to design, evaluate and teach in a creative and innovative way in this way students can develop their skills as it will help us later with our dependent variable.

In this case, when students develop these competencies, they will have a better role with society professionally, we can emphasize at this point the influence of Project-Based Learning on sociocultural competence, since in this way we can analyze social reality, write documents in a formal way. In addition, to learning to work in groups collaboratively. The aim has been to observe an experience of innovation and educational improvement to work on the competencies of the subject with active and participatory methodologies.

Project-Based Learning

Project-Based Learning is defined as a method or technique that helps learners achieve their objectives while developing their skill Bilgin et al. (2015). PBL is an approach where members must work collaboratively and is aimed at research. It is also known as a technique for members to learn collaboratively while actively participating (Loyens et al., 2015).

The teaching process must be conceived as progressive and in constant movement and is materialized through the design and development of pedagogical strategies, understanding pedagogy as the way in which the teacher has the ability to promote and monitor students' learning by introducing this method and mentioning that it is important for them to develop themselves according to Tascı (2015). They mentioned that Project-Based Learning must always be in constant progress and the result will be the development and design of the project, developing the competencies and abilities of the students, that is, educators are the entities that guide the students during the realization of their project in order to achieve the proposed objectives (Sindre et al., 2018)

Setiawan and Takaoka (2020) argued that students should aim to master the subject in-depth and have the ability to share knowledge. Next, to achieve these objectives, there is a seven-step design that are the challenging problem or question, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, public product.

1.2.2. Dependent variable theoretical support

Competence

İsmail (2017) mentioned in this article that competence is, perhaps one of the most debatable terms ever coined in the “history of linguistics.” Moreover, this term cannot be delimited by Chomsky's theory that the human being has the capacity to develop and acquire linguistic competences. Savignon (2017) said that generative

grammar is like the theory of linguistic competence and creates a distinction of linguistic performance as a method of communication. In other words, linguistic competence is not affected by any other external factor such as grammar and can be studied individually.

Competence, in the field of education, refers to the ability that a person involved in this environment has acquired in certain training. For example, a student develops skills, nurtures the knowledge, acquires experiences, confidence, and responsibility. (Safina, 2014).

Society

The term "society" has become more and more common, and is now used by politicians, political marketers, and business people in general. This is why information society studies became established at a very late stage, just before the turn of the millennium, with one of its first tasks being to carry out a satisfactory “logical systematization” in regard to the subject explored. All this could be the basis for serious professional discussions and debates, and for the result to inform current higher education curricula (Vandyck, 2017).

Culture

Arizpe (2015) mentioned that the term “culture” has been polysemous for a long time. Originally it stems from cultivation as in “agriculture”, although Cicero already used culture *Mentis* figuratively to refer to philosophy. For centuries, it meant producing or developing something, such as “the culture of barley” or “the culture of the arts”, and is still employed in this sense as in “culture of bacteria”. The term was expanded to differentiate different senses such as training or taste, over time giving meaning to the qualities of each person in terms of education, knowledge, and customs that have been acquired over time and according to a place of birth. Currently, we define culture by the customs, traditions, and education of a person.

Culture is a term with some definitions. Celik and Yunus (2019) argued that in 1952, some anthropologists analyzed different definitions and concepts of culture, compiling a total of 164 different authors.

In this case, we will highlight three different definitions:

- Culture is a complex system made up of society, knowledge, art, belief, morals, law, and customs, that is, any habit that human beings can learn, acquire and take as their own to create a repetition or custom (Hodkinson, 2017).
- Culture is related to the activities carried out by people who belong to a social circle, it can be transmitted from generation to generation as experiences, or it can be acquired by oneself and shared with the community creating customs (Grigorieva et al., 2019).
- Culture is known as a society of assumptions, with family values that guide the lives of its members, as well as politics, religion, etc. Each member is different, but acquires certain behavior that is analyzed in different ways by its members or other people, depending on their customs (Randall et al., 2019)

According to these definitions, we can say that in general terms that culture is formed by the society in which human beings develop, whether it is a family or social nucleus, which are the customs, experiences, knowledge that can be shared with other members.

Artiles and Kozleski (2007) argued that the history of education and its link to larger ideological struggles that have shaped differential access and opportunities for various groups in society (ethnicity, social class) and cultural practices or processes tend to be neglected in inclusion work (Kalambouka, Farrell, Dyson, and Kaplan, 2005).

Sociocultural competence

Sociocultural competence is a complex phenomenon. It is composed of linguistic-cultural, sociolinguistic, and cultural components.

Linguistic-cultural

A broad lexicon with sociocultural semantics.

Sociolinguistic

Knowledge of the characteristics of language through time, for example: gender, generations, ethnicity, age, social class, etc.

Cultural component.

Knowledge of particular data from different countries, traditions, cultures, etc.

Sociocultural competence is very complex and contains several components with different categories by Safonova (2017) believed that a sociocultural education can be described by means of a foreign language, and its objective is sociocultural competence.

1.2. Objectives

1.2.1. General objective

- To analyze the influence of Project-Based Learning through students' sociocultural competence.

1.2.2. Specific objectives

- To define the main elements of Project-Based Learning and sociocultural competence of students from level Fifth 01, at Universidad Técnica "Indoamérica"
- To determine the level of development of the students' sociocultural competence.
- To describe the influence of Project-Based Learning and students' sociocultural competence.

To achieve the objectives set out in this research, it is important to have relevant information about the variables to expose it to the students and introduce them to the topic through explanation.

To define the main elements of Project-Based Learning, and sociocultural competence, the researcher reviewed some papers, books, and thesis which provide the information.

To determine the level of development of students' sociocultural competence, a checklist was created based on a rubric that evaluates the sociocultural competence of students by applying the PBL (Project Based-Learning) method, which contains the appropriate criteria to meet the objective. Then, groups were formed, observed and their level was determined by as previously mentioned instrument.

To describe the influence of Project-Based Learning and students' sociocultural competence, groups were formed, the observation technique was applied, and was obtained the data in the instrument.

CHAPTER II METHODOLOGY

2.1. Resources

The resources used to carry out this research were human, institutional and material resources. The human resources such as a research tutor, two experts who validated the instrument, the researcher student, and students of the course Fifth 01 as a research application population. Besides, the institutional resources were the Universidad Técnica de Ambato, Facultad de Ciencias Humanas y la Educación, Carrera Pedagogía de los Idiomas Nacional y Extranjeros, Univerisdad Técnica "Indoamerica", and virtual libraries. Finally, in material resources, technological tools were used such as laptop, cell phone, internet connection, virtual books, as well as applications such as Power Point Presentation, ZOOM, Google, Teams, WhatsApp, YouTube, Google Forms, Word, and checklist (Wiley et al., 2014).

2.2.Methods

2.2.1 Research approach

This research had a qualitative approach, with a transversal and non-experimental design and descriptive type because the investigation of Project-Based Learning and sociocultural competence have these characteristics by Kuronboyevna (2020) said the project had a qualitative approach because it analyzed the influence of the sociocultural competence when the students applied the method PBL and worked in groups. Second, it observed how the students communicated, interacted, and founded a solution to the problem project. On the other hand, data collection was through a checklist based on a rubric to evaluate the sociocultural competence, especially for the method PBL, this checklist was validated by three language experts are the tutor and the two evaluators. Also, these results can be generalized or the development of new theories because projects based on learning and sociocultural competencies can be measured and analyzed.

2.2.2. Field based research

This investigative work was applied with the students from the course Fifth "01", of Universidad Técnica "Indoamérica", this was not be applied face to face because of the virus Covid-19, the study was carried on through the ZOOM and Teams Microsoft platforms as well as technological resources based on the internet connection. Therefore, these resources were allowed us to share the information, check the progress, and analyze how students developed their projects based on their learning and sociocultural competencies (Adebisi and Oyeleke, 2018).

Bibliographic and documentary

2.2.3. Level or type of research

In the research work, the evidence of the study is considered, which can be descriptive or qualitative, in this case, the study was descriptive according to its methodology, design, feasibility, and application to the sample. In addition, was the type descriptive because it analyzes the two variables, the dependent variable, and the independent variable, in order to analyze how the English language influenced the communicative development of the students at Universidad Técnica "Indoamérica" (Abreu, 2014).

2.2.4. Techniques and instruments

The research work was applied the observation technique and a checklist as an instrument by Dreyer (2016). Then, through the observation technique, it was possible to observe how students performed. For example, communication, interaction, finding solutions to their problem, group work, applying the PBL method. On the other hand, the checklist instrument was used to evaluate the different criteria on sociocultural competence. It is to say, the team had that expose the end product in the class, explain

their issue and solution, how they came to that conclusion and how they worked as a group (Phungsuk et al., 2017)

Observation

In this case, the observation technique was applied to analyze how the activities are developed in each group and their behavior as a group by Wolffsohn et al. (2017). Then, it was analyzed that each group works differently since some groups adapted and cooperated in the designated activities, and in other cases, the students did not perform any activity, because it was very easy to get distracted. One thing the groups had in common was that they had a leader, and that was the person who designated how they would work to find information about their project topic or problem.

On the other hand, not all of them developed the skills visualized in the PBL method, since working in a virtual group (ZOOM) creates a barrier of shyness, limits and does not allow students to open up and collaborate by Joia (2021). For example, when students were executing their research, the internet connection was lost, and they could not conclude their research, when they asked about their opinion about something to a student in the group, their bad connection did not allow them to hear their argument clearly, other students did not connect, etc. Finally, the PBL method is very successful in developing collaborative skills in a physical way.

Checklist

According to the dependent variable that is sociocultural competence, a checklist document was created based on a rubric that analyzes different criteria that allows us to evaluate the way of working in the project in a group way by Gehlbach and Artino (2018). On the other hand, this instrument was validated by the teachers of the qualifying pair, which allowed us to generate a result for each group, is to say, we have seven groups made up of five students, which gives a total of thirty-five students.

CHAPTER III RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

This qualitative research analyzed the data obtained of the five most relevant criteria for sociocultural competence in the application of the Project Based-Learning method through the checklist. In addition, the observation technique for the thirty-five students who were divided into seven groups of five people each, of the course Fifth 01, at Universidad Técnica "Indoamérica". Finally, this application process was carried out through virtual classes with the ZOOM and Teams Microsoft platforms, due to Covid-19.

3.1.1. Checklist results

Table 1. Students' willingness to perform tasks

STUDENTS' WILLINGNESS TO PERFORM TASKS		
Alternatives	Frequency	Percentage
Yes	3 groups	43%
No	4 groups	57%
Total	7 groups	100%

Table.1. It shows that students do not have willingness to perform tasks.

Figure 1. Students' willingness to perform tasks

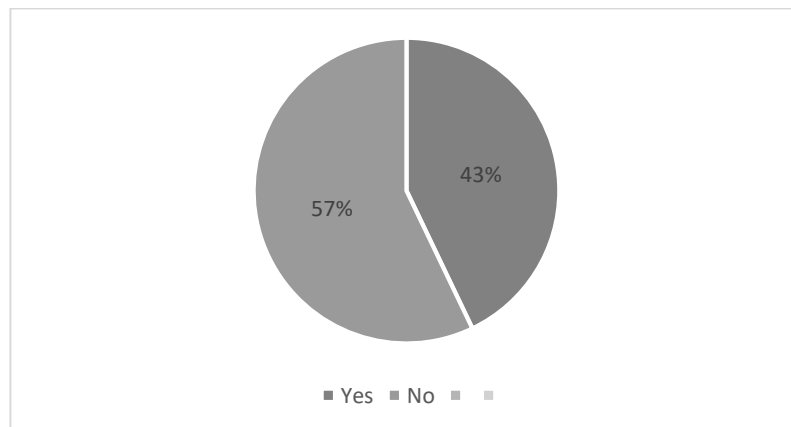


Fig.1. It shows that students do not have willingness to perform tasks.

Analysis and interpretation

According to the results of figure 1, 4 groups of students do not have the willingness to perform tasks, which represent 57%. While 3 groups of the students have the willingness to perform task,s which represent 43%.

As PBL is based on working in groups, it means the leaders of each group assigned tasks to each group but did not perform this activity. It can be concluded that students easily lose concentration through online classes. In addition, many students did not do their homework because they do not have technological devices or internet connection.

Table 2. Students' ability to interact and dialogue with others

STUDENTS' ABILITY TO INTERACT AND DIALOGUE WITH OTHERS		
Alternatives	Frequency	Percentage
Yes	5 groups	71%
No	2 groups	29%
Total	7 groups	100%

Table.2. It shows that students do not have the ability to interact and dialogue with others.

Figure 2. Students' ability to interact and dialogue with others

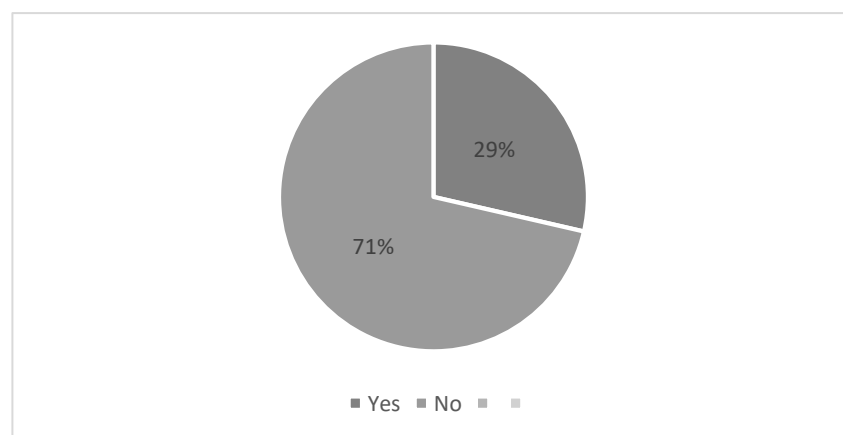


Fig.2. It shows that students do not have the ability to interact and dialogue with others.

Analysis and interpretation

According to figure 2, 5 groups of students do not have the ability to interact and dialogue with others, which represent 71%. While, 2 groups of students have the ability to interact and dialogue with others, which represent 29%.

Moreover, PBL is based on working in groups, and therefore it is important to have a dialogue and interaction. In this case, due to the online classes, the students did not participate among themselves, since their cameras and microphones were not turned on.

Table 3. Students' ability to adapt their behavior to facilitate and improve relationships

Alternatives	Frequency	Percentage
Yes	5 groups	71%
No	2 groups	29%
Total	7 groups	100%

Table.3. It shows that students do not have the ability to adapt their behavior to facilitate and improve relationships.

Figure 3. Students' ability to adapt their behavior to facilitate and improve relationships

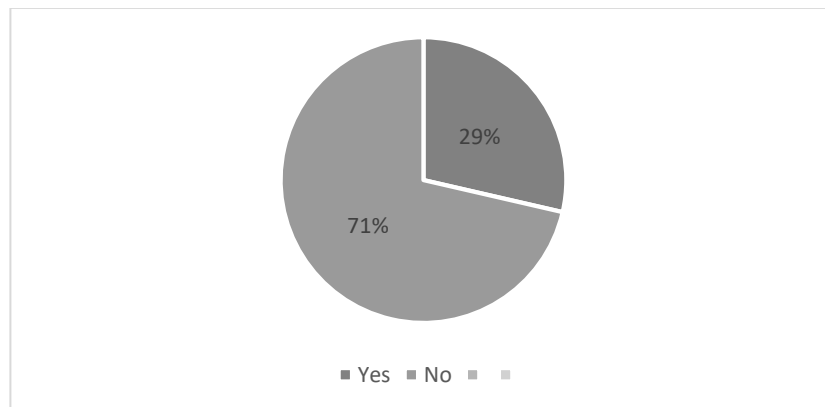


Fig.3. It shows that students do not have the ability to adapt their behavior to facilitate and improve relationships.

Analysis and interpretation

According to figure 3, 5 groups of students do not have the ability to adapt their behavior to facilitate and improve relationships, which represent 71%. While, 2 groups of students have the ability to adapt their behavior to facilitate and improve relationships, which represent 29%.

Then PBL is based on working in a group manner, however, the students' thinking was almost always individual, as they argued that they did not know anyone and did not have a good relationship to create a bond and, therefore, their behavior.

Table 4. Students' responsibility to ensure the completion of the task by the team

STUDENTS' RESPONSIBILITY TO ENSURE THE COMPLETION OF THE TASK BY THE TEAM

Alternatives	Frequency	Percentage
Yes	5 groups	71%
No	2 groups	29%
Total	7 groups	100%

Table.4. It shows that students are not responsibility to ensure the completion of the task by the team

Figure 4. Students' responsibility to ensure the completion of the task by the team

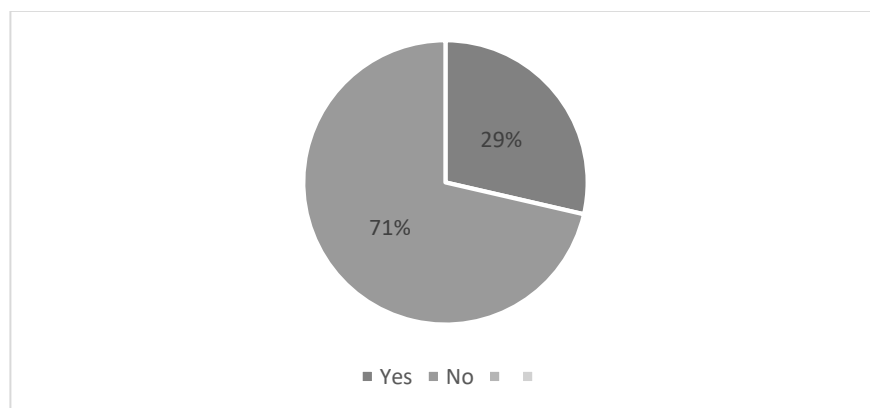


Fig.4. It shows that students are not responsibility to ensure the completion of the task by the team.

Analysis and interpretation

According to figure 4, 5 groups of students are not responsibility to ensure the completion of the task by the team, which represent 71%. While, 2 groups of students are responsibility to ensure the completion of the task by the team, which represent 29%.

In other words, PBL is based on working in groups, so the students did not show responsibility for the part of their work; they expected the leader to solve and perform all the team's tasks.

Table 5. Students' ability to direct or manage the team's work

STUDENTS' ABILITY TO DIRECT OR MANAGE THE TEAM'S WORK		
Alternatives	Frequency	Percentage
Yes	3 groups	43%
No	4 groups	57%
Total	7 groups	100%

Table.5. It shows that students do not have the ability to direct or manage the team's work

Figure 5. Students' ability to direct or manage the team's work

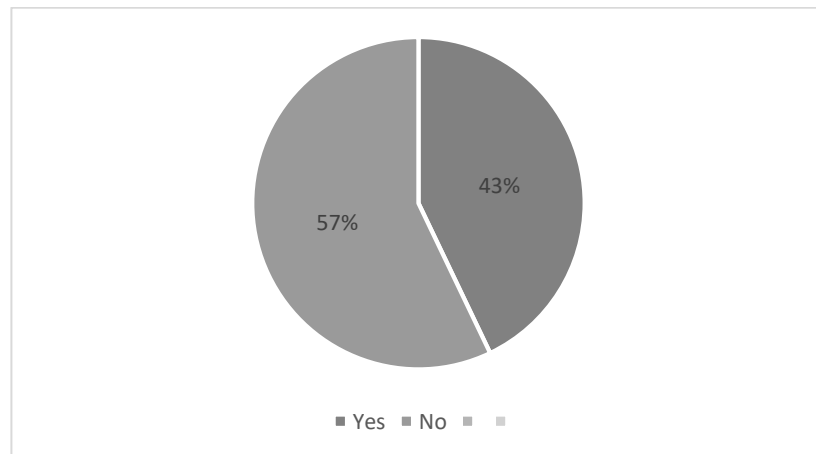


Fig.5. It shows that students do not have the ability to direct or manage the team's work

Analysis and interpretation

According to figure 5, 4 groups of students do not have the ability to direct or manage the team's work, which represent 57%. While, 3 groups of students have the ability to direct or manage the team's work, which represent 43%.

Moreover, PBL is based on working in groups, so a leader was appointed who has the ability to manage a group. However, not all leaders had the ability to control a group and assign tasks.

Table 6. Students sociocultural competence

STUDENTS SOCIOCULTURAL COMPETENCE			
Criteria	Yes	No	Total
Students' willingness to perform tasks	43%	57%	100%
Students' ability to interact and dialogue with others	29%	71%	100%
Students' ability to adapt their behavior to facilitate and improve relationships	29%	71%	100%
Students' responsibility to ensure the completion of the task by the team	29%	71%	100%
Students' ability to direct or manage the team's work	43%	57%	100%

Table.6. It shows student's sociocultural competence

Figure 6. Student's sociocultural competence

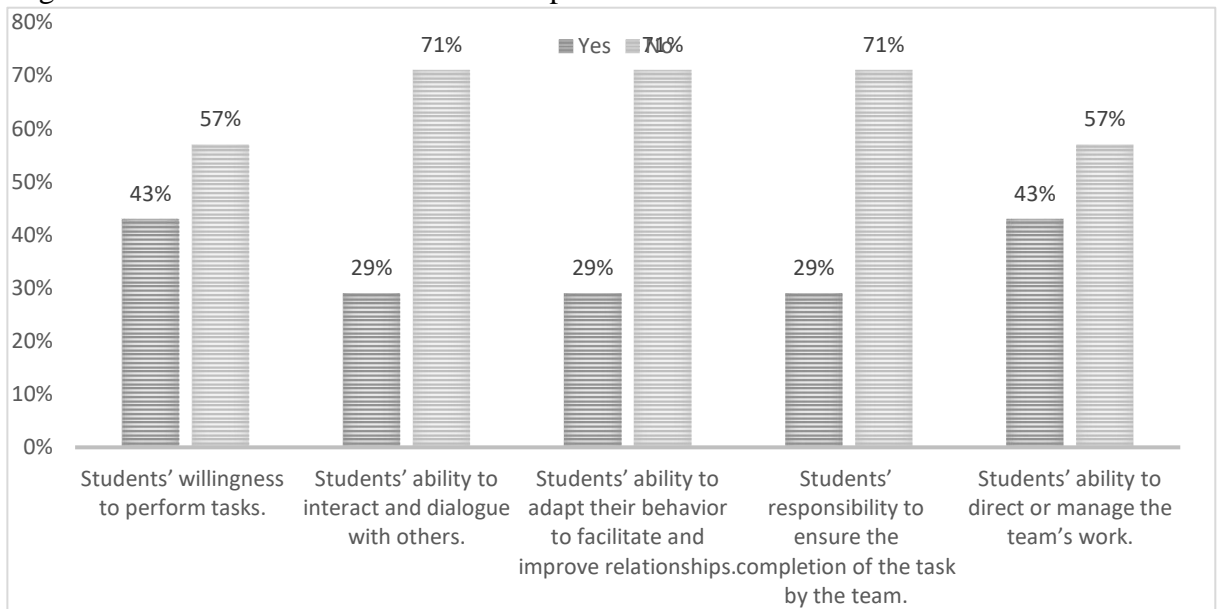


Fig.6. It shows student's sociocultural competence

Analysis and interpretation

According to Figure 6, in the checklist, it was analyzed that the three main problems were: students did not have the ability to interact and dialogue with others, students did not have the ability to adapt their behavior to facilitate and improve relationships, and students did not have responsibility to ensure the completion of the task by the team, each problem aforementioned representing the same percentage that is 71%. While, that the same criteria were observed as being used in a low percentage of 29%.

That is the data obtained with the checklist were almost similar because the treatment was group-based, a checklist was used for each group, obtaining seven instruments with the information. However, it could be observed that the groups did not have a good level of sociocultural competence, which prevents them from having communication, collaboration, interaction with the other participants in their group, and consequently, the skills that PBL pretends to develop were not achieved of students.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

The objective of this research was to analyze the influence of Project-Based Learning on the students' sociocultural competence. After the results were obtained, the following conclusions and recommendations were made:

- It can be concluded to define the main elements of Project-Based Learning are a challenging problem or question, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, public product. This is supported by Setiawan and Takaoka (2020) Project-Based Learning allows students to have guidelines, such as these steps, which help them master their project topic and share correct information. On the other hand, sociocultural competence has the next main elements: linguistic-cultural, sociolinguistic, and cultural components. As a result, Degil et al. (2015) argued that these elements were important for explaining the concepts to the students because they were able to expand their knowledge about these variables and then develop their work.

- According to the data obtained in the checklist instrument, we have the next criteria as students' ability to interact and dialogue with others, students' ability to adapt their behavior to facilitate and improve relationships, and student's responsibility to ensure the completion of the task by the team, these had a result of 71% no and 29% yes. Now, students' willingness to perform tasks, and student's ability to direct or manage the team's work, had a result of 57% no and 43% yes. We can conclude that students have a low level of development in sociocultural competence, analyzing what were the main problems in this application. The issue that was presented during this research was that they could not work in groups through virtual classes (ZOOM, Teams), because they do not have technological materials such as computers, cell phones, internet connection, etc. by Joia (2021). Another difficulty that could be observed is that students show shyness because they

do not know their classmates personally and find it difficult to relate with them, among other issues.

- There was no influence of Project-Based Learning on student's sociocultural competence because according to the information found this method is widely applied to develop group skills but in a physical way, this can be confirmed by Loyens et al. (2015). In fact, it is important to mention that no studies have been conducted applying the method in a virtual way. Besides, sociocultural competence also had no influence on the students because there are many barriers that prevent developing them by this means, it is better to observe it physically and monitor that they are fulfilled.

4.2. Recommendations

It is important to explain the basic concepts of the subject to be applied, in this case, Project-Based Learning and sociocultural competence, because in this way students can clarify doubts, expand their knowledge, and know how to work and present a correct product.

- To determine the level of development of students' sociocultural competence, according to the authors mentioned in this research, it is influential that students can work under their own responsibility, thus developing skills and abilities, giving them opportunities, facilities, and advantages. For example, not assign them a topic at random, it is better that they choose the problem they consider interesting, in order to show interest.
- It is advisable to apply this method and competition in a physical way because this way there is more influence because the teacher can guide, monitor, clarify doubts, etc. In addition, the student feels in a more welcoming environment.

Bibliographic references

- Abreu. (2014). *El Método de la Investigación Research Method*. 9(3), 195–204.
- Adebisi, T. A., & Oyeleke, O. (2018). Promoting effective teaching and learning in online environment: A blend of pedagogical and andragogical models. *Bulgarian Journal of Science & Education Policy*, 12(1), 153–171. <https://www.researchgate.net/publication/327338925%0Ahttp://ezproxy.stir.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=131841401&site=ehost-live%0Ahttp://bjsep.org/getfile.php?id=263>
- Arizpe, L. (2015). *The Intellectual History of Culture and Development Institutions*. 58–81. https://doi.org/10.1007/978-3-319-13811-4_5
- Artiles, A. J., & Kozleski, E. B. (2007). Beyond Convictions: Interrogating Culture, History, and Power in Inclusive Education. *Language Arts*, 84(4), 351–358.
- Bilgin, I., Karakuyu, Y., & Ay, Y. (2015). The effects of project based learning on undergraduate students' achievement and self-efficacy beliefs towards science teaching. *Eurasia Journal of Mathematics, Science and Technology Education*, 11(3), 469–477. <https://doi.org/10.12973/eurasia.2014.1015a>
- Celik, B., & Yunus, Y. (2019). The Role of Foreign Language Culture on Teaching the Language and Learner Motivation. *International Journal of Social Sciences & Educational Studies*, 5(4), 150–161. <https://doi.org/10.23918/ijsses.v5i4p150>
- Chung, L. W., Sameera, W. M. C., Ramozzi, R., Page, A. J., Hatanaka, M., Petrova, G. P., Harris, T. V., Li, X., Ke, Z., Liu, F., Li, H. B., Ding, L., & Morokuma, K. (2015). The ONIOM Method and Its Applications. *Chemical Reviews*, 115(12), 5678–5796. <https://doi.org/10.1021/cr5004419>
- Constantinou, C. S., Georgiou, M., & Perdikiogianni, M. (2017). A comparative method for themes saturation (CoMeTS) in qualitative interviews. *Qualitative Research*, 17(5), 571–588. <https://doi.org/10.1177/1468794116686650>
- Degil, I. M., Mikhaleva, L. V., & Régnier, J.-C. (2015). Evaluation of the Sociocultural Competence on the Basis of the Platform Moodle According to the Competency-based Approach. *Procedia - Social and Behavioral Sciences*, 200(October), 475–481. <https://doi.org/10.1016/j.sbspro.2015.08.098>
- Dreyer, N. A. (2016). *The GRACE Checklist: A Validated Assessment Tool for High Quality Observational Studies of Comparative Effectiveness*. 22(10), 1107–1113.

- Fagúndez, L. J. M., Torres, A. R., Sánchez, M. E. G., de Torres Aured, M. L., Rodrigo, C. P., & Rocamora, J. A. I. (2015). Historia dietética: Metodología y aplicaciones. *Nutricion Hospitalaria*, 31, 57–61. <https://doi.org/10.3305/nh.2015.31.sup3.8752>
- Gehlbach, H., & Artino, A. R. (2018). The survey checklist (Manifiesto). *Academic Medicine*, 93(3), 360–366. <https://doi.org/10.1097/ACM.0000000000002083>
- Grigorieva, E. I., Gribkova, G. I., Umerkaeva, S. S., Kiseleva, O. I., & Kosiborod, O. L. (2019). Club communication as the basis for social and cultural activities. *Humanities and Social Sciences Reviews*, 7(6), 749–753. <https://doi.org/10.18510/hssr.2019.76113>
- Imaz, J. I. (2015). Project based learning in the degrees in pedagogy and social education: “how has your city changed?” [Aprendizaje basado en Proyectos en los grados de pedagogía y educación social: “¿cómo ha cambiado tu ciudad?”]. *Revista Complutense de Educacion*, 26(3), 679–696. https://www.scopus.com/inward/record.uri?eid=2-s2.0-84941335831&doi=10.5209%2Frev_RCED.2015.v26.n3.44665&partnerID=40&md5=6ee382d0d51d6624ca41935e8b0caebf
- İsmail, E. (2017). Types of competence in Linguistics: A review of processes and their implications in human perception and action. *Ankara Üniversitesi Dil ve Tarih-Coğrafya Fakültesi Dergisi - DTCF Dergisi*, 57(1), 157–170. https://doi.org/10.1501/dtcfder_0000001508
- Joia, L. A. (2021). *Zoom In , Zoom Out : The Impact of the COVID-19 Pandemic in the Classroom*.
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Improving Schools*, 19(3), 267–277. <https://doi.org/10.1177/1365480216659733>
- Kuronboyevna, A. U. (2020). *THE IMPORTANCE OF USING PROJECT-BASED LEARNING (PBL) IN THE DEVELOPMENT OF EFL STUDENTS ' LANGUAGE SKILLS*. 8(9), 135–138.
- Loyens, S. M. M., Jones, S. H., Mikkers, J., & van Gog, T. (2015). Problem-based learning as a facilitator of conceptual change. *Learning and Instruction*, 38, 34–42. <https://doi.org/10.1016/j.learninstruc.2015.03.002>
- Mcgarry, K. (n.d.). *Stronger Together : Making STEAM Partnerships ; CIRCE*

MAGAZINE :

- Muminova, A. (2020). the Importance of Linguistic Competence in Teaching Process. *EurasianUnionScientists*, 8(5(74)), 57–58. <https://doi.org/10.31618/esu.2413-9335.2020.8.74.787>
- Phungsuk, R., Viriyavejakul, C., & Ratanaolarn, T. (2017). Kasetsart Journal of Social Sciences Development of a problem-based learning model via a virtual learning environment. *Kasetsart Journal of Social Sciences*, 38(3), 297–306. <https://doi.org/10.1016/j.kjss.2017.01.001>
- Poolsawad, K., Kanjanawasee, S., & Wudthayagorn, J. (2015). Development of an English Communicative Competence Diagnostic Approach. *Procedia - Social and Behavioral Sciences*, 191, 759–763. <https://doi.org/10.1016/j.sbspro.2015.04.462>
- Safina, M. S. (2014). Formation of Socio-cultural Competence in Foreign Language Teaching. *Procedia - Social and Behavioral Sciences*, 136, 80–83. <https://doi.org/10.1016/j.sbspro.2014.05.292>
- Safonova, V. V. (2017). Cultural Studies as a Didactic Means of Improving Intercultural Language Education. *European Journal of Language and Literature*, 7(1), 76. <https://doi.org/10.26417/ejls.v7i1.p76-84>
- Savignon, S. J. (2017). Communicative Competence. *The TESOL Encyclopedia of English Language Teaching*, 1–7. <https://doi.org/10.1002/9781118784235.eelt0047>
- Setiawan, A. H., & Takaoka, R. (2020). Designing PBL steps in vocational course based on students' readiness and teachers' discussion. *Journal of Physics: Conference Series*, 1456(1). <https://doi.org/10.1088/1742-6596/1456/1/012045>
- Shin, M.-H. (2018). Effects of Project-Based Learning on Students' Motivation and Self-Efficacy. *English Teaching*, 73(1), 95–115. <https://doi.org/10.15858/engtea.73.1.201803.95>
- Sindre, G., Giannakos, M., Krogstie, B. R., Munkvold, R., & Aalberg, T. (2018). Project-Based Learning in IT Education: Definitions and Qualities. *Uniped*, 41(2), 147–163. <https://doi.org/10.18261/issn1893-8981-2018-02-06>
- Solomon, B. G. (2008). techLEARNING . com | Technology & Learning - The Resource for Education Technolog ... Project-Based Learning: a Primer techLEARNING . com | Technology & Learning - The Resource for Education

Technolog ... Page 2 of 3. *Technology & Learning*, 2–4.
<http://www.sciepub.com/reference/152077>

- Tascı, B. G. (2015). Project Based Learning from Elementary School to College, Tool: Architecture. *Procedia - Social and Behavioral Sciences*, 186, 770–775.
<https://doi.org/10.1016/j.sbspro.2015.04.130>
- Teräs, M., Suoranta, J., Teräs, H., & Curcher, M. (2020). Post-Covid-19 Education and Education Technology ‘Solutionism’: a Seller’s Market. *Postdigital Science and Education*, 2(3), 863–878. <https://doi.org/10.1007/s42438-020-00164-x>
- Vandyck, C. K. (2017). Concept and Definition of Civil Society Sustainability. *Center for Strategic and International Studies*, June, 1–5.
<https://rightscolab.org/concept-and-definition-of-civil-society-sustainability/>
- Vetrinskaya, V. V., & Dmitrenko, T. A. (2017). Developing students’ sociocultural competence in foreign language classes. *Training, Language and Culture*, 1(2), 22–39. <https://doi.org/10.29366/2017tlc.1.2.2>
- Wang, J., & Wang, S. (2013). *Problem Based Learning (PBL) in Industry 4 . 0 : Improving Learning Quality through Character- Based Literacy Learning and Life Career Skill (LL- LCS) Problem Based Learning (PBL) in Industry 4 . 0 : Improving Learning Quality through Character-Base.* 0–10.
<https://doi.org/10.1088/1742-6596/1573/1/012006>
- Wiley, D., Bliss, T. J., & Mcewen, M. (2014). *Open Educational Resources : A Review of the Literature.* 781–789. <https://doi.org/10.1007/978-1-4614-3185-5>
- Wolffsohn, J. S., Arita, R., Chalmers, R., Djalilian, A., Dogru, M., Dumbleton, K., Gupta, P. K., Karpecki, P., Lazreg, S., Pult, H., Sullivan, B. D., Tomlinson, A., Tong, L., Villani, E., Yoon, K. C., Jones, L., & Craig, J. P. (2017). TFOS DEWS II Diagnostic Methodology report. *Ocular Surface*, 15(3), 539–574.
<https://doi.org/10.1016/j.jtos.2017.05.001>

Annexes

Annex N°1. Approval

CARTA DE COMPROMISO

Ambato, 28/10/2021

Doctor,
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Diego López Aguilar en mi calidad de coordinador del centro de idiomas de la Universidad Tecnológica Indoamérica, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: “Project-Based Learning and Sociocultural Competence”, propuesto por la estudiante Nathaly del Rocío Rosas Játiva, portadora de la Cedula de Ciudadanía 1804727558, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Firmado
digitalmente por
DIEGO VINICIO
LÓPEZ AGUILAR

Mgs. Diego López Aguilar
1803752987
(03) 2470 100
0998690206
diegolopez@uti.edu.ec

Annex N°2. Checklist instrument validation

**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

CHECKLIST INSTRUMENT VALIDATION

Theme: PROJECT-BASED LEARNING AND SOCIOCULTURAL COMPETENCE

General Objective: To analyze the influence of Project-Based Learning in the students' sociocultural competence.

Instructions: Select the option that you consider pertinent to each item.

R: Relevant

NR: Not Relevant

NAME OF THE EXPERT: Mg. Edgar Encalada

ITEM	Objective		Variable		Dimension		Indicator		OBSERVATIONS
	R	NR	R	NR	R	NR	R	NR	
1. Students' willingness to perform tasks.	X		X		X		X		
2. Students' attitude to undertake or complete a task or parts of it individually.	X		X		X		X		
3. Students' interest to contribute to the achievement of the task.	X		X		X		X		
4. Students' ability to interact and dialogue with others.	X		X		X		X		
5. Students' ability to act according to the rules and with respectful treatment.	X		X		X		X		
6. Students' attitude towards the contributions of others.	X		X		X		X		
7. Students' ability to adapt their behavior to facilitate and improve relationships.	X		X		X		X		
8. Students' ability to reach a resolution or compromise.	X		X		X		X		
9. Students' ability to recognize his strengths and weaknesses.	X		X		X		X		
10. Students' ability to recognize the strengths and weaknesses of others.	X		X		X		X		
11. Students' responsibility to ensure the completion of the task by the team.	X		X		X		X		
12. Students' attitude towards the help of others.	X		X		X		X		
13. Students' ability to direct or manage the team's work.	X		X		X		X		

**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

EVIDENCE OF EXPERT JUDGMENT

Mg. Edgar Encalada with identity card number:0501824171, certify that I make the expert judgment of this instrument designed by the Student: Nathaly del Rocío Rosas Jativa, with identity card number: 1804727558 for undergraduate research titled PROJECT-BASED LEARNING AND SOCIOCULTURAL COMPETENCE, a fundamental requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés at Universidad Técnica de Ambato.

December, 2021.

Sincerely,



EDGAR GUADIA
ENCALADA
TRUJILLO

Mg. Edgar Encalada

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

CHECKLIST INSTRUMENT VALIDATION

Theme: PROJECT-BASED LEARNING AND SOCIOCULTURAL COMPETENCE

General Objective: To analyze the influence of Project-Based Learning in the students' sociocultural competence.

Instructions: Select the option that you consider pertinent to each item.

R: Relevant

NR: Not Relevant

NAME OF THE EXPERT: Verónica Chicaiza Redín. PhD.

ITEM	Objective		Variable		Dimension		Indicator		OBSERVATIONS
	R	NR	R	NR	R	NR	R	NR	
1. Students' willingness to perform tasks.	X		x		X		X		
2. Students' attitude to undertake or complete a task or parts of it individually.	X		x		X		X		
3. Students' interest to contribute to the achievement of the task.	X		x		X		X		
4. Students' ability to interact and dialogue with others.	X		X		X		X		
5. Students' ability to act according to the rules and with respectful treatment.	X		X		X		X		
6. Students' attitude towards the contributions of others.	X		X		X		X		
7. Students' ability to adapt their behavior to facilitate and improve relationships.	x		X		X		X		
8. Students' ability to reach a resolution or compromise.	X		X		X		X		
9. Students' ability to recognize his strengths and weaknesses.	X		X		X		X		
10. Students' ability to recognize the strengths and weaknesses of others.	x		X		X		X		
11. Students' responsibility to ensure the completion of the task by the team.	X		X		X		X		
12. Students' attitude towards the help of others.	X		X		X		X		
13. Students' ability to direct or manage the team's work.	x		X		X		X		

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EVIDENCE OF EXPERT JUDGMENT

Verónica Chicaiza Redín. PhD. with identity card number:1715106322, certify that I make the expert judgment of this instrument designed by the Student: Nathaly del Rocio Rosas Jativa, with identity card number: 1804727558 for undergraduate research titled PROJECT-BASED LEARNING AND SOCIOCULTURAL COMPETENCE, a fundamental requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés at Universidad Técnica de Ambato.

January,2022

Sincerely,

VERONICA
ELIZABETH
CHICAIZA REDIN

VERONICA ELIZABETH CHICAIZA REDIN
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCION EN INGLES
UNIVERSIDAD TECNICA DE AMBATO
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCION EN INGLES
UNIVERSIDAD TECNICA DE AMBATO

Verónica Chicaiza Redin. PhD.

Annex N°3. Checklist



UNIVERSIDAD
TÉCNICA DE AMBATO

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

CHECKLIST TO EVALUATE THE STUDENTS SOCIOCULTURAL COMPETENCE

THEME: PROJECT-BASED LEARNING AND SOCIOCULTURAL COMPETENCE

Objective:

To collect information concerning the sociocultural competence observation the participation of the students by presenting the end public product of their project.

Instructions: Select the option that you consider pertinent to each indicator.

Names: |

Date:

Group N°:

N°	Indicator	Yes	No	Observations
1	Students' willingness to perform tasks.	3	4	
2	Students' attitude to undertake or complete a task or parts of it individually.	5	2	
3	Students' interest to contribute to the achievement of the task.	3	4	
4	Students' ability to interact and dialogue with others.	2	5	
5	Students' ability to act according to the rules and with respectful treatment.	6	1	
6	Students' attitude towards the contributions of others.	4	3	
7	Students' ability to adapt their behavior to facilitate and improve relationships.	2	5	
8	Students' ability to reach a resolution or compromise.	2	5	
9	Students' ability to recognize his strengths and weaknesses.	3	4	
10	Students' ability to recognize the strengths and weaknesses of others.	3	4	
11	Students' responsibility to ensure the completion of the task by the team.	2	5	
12	Students' attitude towards the help of others.	3	4	
13	Students' ability to direct or manage the team's work.	3	4	

Source: Checklist

Elaborated by: Rosas, N. (2021)

Annex N°4. Lesson Plan

Universidad Técnica de Ambato
Facultad de Ciencias Humanas y dela Educación
Pedagogía de los Idiomas Nacionales yExtranjeros

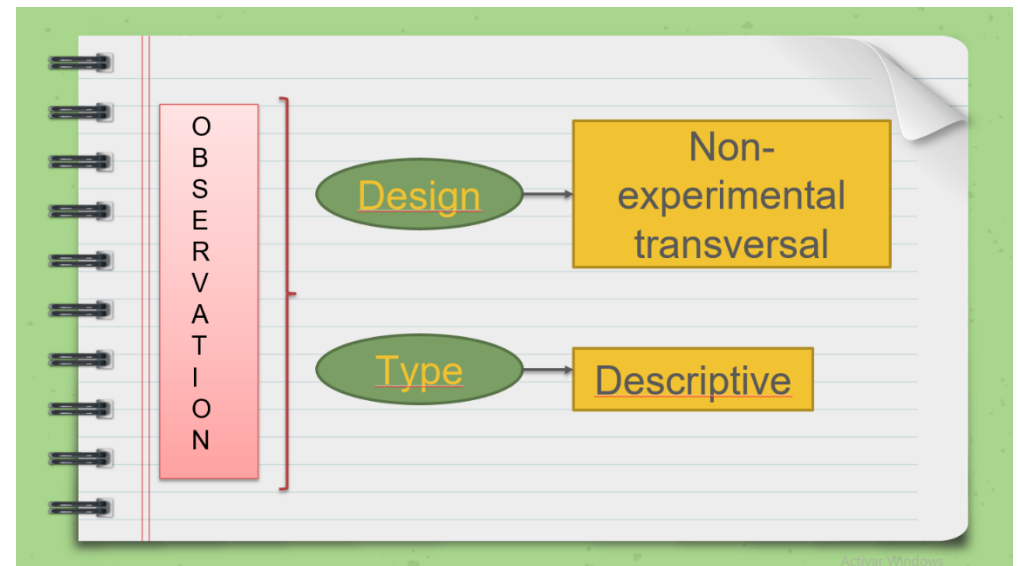
LESSON PLAN: PBL

General information Teacher's name: Nathaly Rosas	Topic: Future forms for plans	Date: 26/11/2021 Age: 20 years old Level: A1 Total duration of the unit (in hours): 4 hours
Core competence Language skill, Team work, Organization, Critical thinking, Involvement and participation, Taking perspectives, Sociocultural regulation GENERAL OBJECTIVE Talk about future plans using future tense. SPECIFIC OBJECTIVES Students will be able to: <ul style="list-style-type: none">• Students will learn about future forms grammar for plans.• Students will learn to identify the seven steps for applying the method PBL.• Students will present a final product that is collage.		

STAGES	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	SKILLS	MATERIALS	TIME
Stage 0	<ul style="list-style-type: none"> • Teacher presents the project (basic concepts, steps for good PBL) • Teacher gives instructions for the students to create groups and choose the theme or problem for work in the project. • Teacher explains that students will create a presentation collage of the problem or theme chosen for the group. • Teacher mentions that students will be assessed through the checklist based on a rubric to evaluate the sociocultural competence. 	<ul style="list-style-type: none"> • Students will pay attention. • Students create groups. 	Listening Speaking	Genially presentation	60 minutes
Stage 1	<ul style="list-style-type: none"> • Teacher explains steps to make a Project-Based Learning. • Teacher explains the organization and schedules for developing each step. • Teacher will request students to read the concepts and analyze them same. 	<ul style="list-style-type: none"> • Students pay attention to the teacher and take notes. • Students read the requirements. • Students pay 	Listening Writing reading	Zoom On line book Websites and applications	60 minutes

	<ul style="list-style-type: none"> Teacher will give the list of requirements of what needs to be included in their collage. The requirements will be (theme or problem, short description), accord with their theme or problem. 	<p>attention to the reading of the checklist for evaluation to the students.</p>			
Stage 2	<ul style="list-style-type: none"> Teacher requests students to get together in their groups and decide the roles they will be doing. Teacher request students to decide the theme or problem they will use and the design of their collage. Teacher gives time to research the information on the web and questions to the teacher or their partners. Teacher monitors the class to make sure that they work in groups of five and that everyone is involve in putting their effort into the collage. 	<ul style="list-style-type: none"> Students form groups. Students decide on roles. Students research the information Students select the theme or problem and the design of the collage. Students present a draft. 	<p>Speaking Critical Thinking</p>	<p>Breakout rooms , Laptops Internet connection</p>	<p>60 minutes</p>

Annexes:



UNIVERSIDAD INDOAMÉRICA
Vive la Excelencia

Objectives

General Objective
To analyze the influence of Project-Based Learning in the students' sociocultural competence.

Specific Objectives

- *To define the main elements of Project-Based Learning and sociocultural competence.
- *To determine the level of development of the students' sociocultural competence.
- *To describe the influence of Project-Based Learning and students' sociocultural competence.

01

- Reading of basic concepts.
- Explain the Project.
- Coordinate groups.
- Choose a problem for your project topic.

READING OF BASIC CONCEPTS

What is PBL?

Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.



What is Sociocultural Competence?

Sociocultural competence is about being able to work, play, and exist amongst those of all cultures.



EXPLAIN THE PROJECT

Seven Essential Project Design Elements



A Challenging Problem or Question

The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge





Sustained Inquiry

Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.

Active Windows



Authenticity

The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.

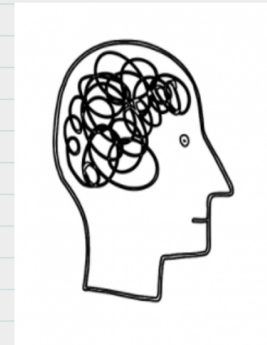
Active Windows



Student Voice & Choice

Students make some decisions about the project, including how they work and what they create, and express their own ideas in their own voice.

Active Windows



Reflection

Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.

Active Windows



Critique & Revision

Students give, receive, and apply feedback to improve their process and products.

Activar Windows



Public Product

Students make their project work public by sharing it with and explaining or presenting it to people beyond the classroom.

Activar Windows

Annex N° 5. Checklist results

N°	Indicators	Yes	No
1	Students' willingness to perform tasks.	3 groups	4 groups
2	Students' attitude to undertake or complete a task or parts of it individually.	5 groups	2 groups
3	Students' interest to contribute to the achievement of the task.	3 groups	4 groups
4	Students' ability to interact and dialogue with others.	2 groups	5 groups
5	Students' ability to act according to the rules and with respectful treatment.	6 groups	1 groups
6	Students' attitude towards the contributions of others.	4 groups	3 groups
7	Students' ability to adapt their behavior to facilitate and improve relationships.	2 groups	5 groups
8	Students' ability to reach a resolution or compromise.	2 groups	5 groups
9	Students' ability to recognize his strengths and weaknesses.	3 groups	4 groups
10	Students' ability to recognize the strengths and weaknesses of others.	3 groups	4 groups
11	Students' responsibility to ensure the completion of the task by the team.	2 groups	5 groups
12	Students' attitude towards the help of others.	3 groups	4 groups
13	Students' ability to direct or manage the team's work.	3 groups	4 groups

Annex N°6. Photographies ZOOM

Aplicaciones Lista de lectura


HOMEWORK 2 Compartir

Archivo Editar Ver Insertar Formato Herramientas Complementos Ayuda Última modificación de Loris anónimo hace 2 minutos

100% Texto norm... Arial 12 B I U A

(9 sentences)

What will my future be like?

		together with my family. Later I am buying a car because it was a dream that I had all my entire life. Then I am going to buy a house to give to my parents for their birthdays. Later I will travel to visit my aunt who lives in Switzerland. Then I will go back to work here in Ecuador. Afterwards I will visit Spain, London and also Italy. Finally I will live in London for about 5 years to experience a different way of life.
22	Kevin Bombón	I have some plans for my future. My first plan is travel to Europe. Second graduate of Master of Technology of Materials in another country in addition meet a more people in this experience. Later I am work in Company of oil and , I am going to visit Coca . Then I am going to buy a house on the beach to give to my mother city and Finally adopt a dog .
23		
24	Gabriela Pilla INCOMPLETE 9 SENTENCES	My future plan is to finish my degree and specialize in another country, then I want to travel to many countries and get a good job live alone and later get married
25	Javier Mena 1.- Use otro conector aparte de then está repetido. Use	It is unpredictable to know for sure, First, I will finish the semester. Then I will enjoy my vacations and then continue with my career after that I will graduate as an industrial engineer, then I would look for a stable job or apply to the then specialist, when I am between 25

6 de 8

Activar Windows

Microsoft Excel

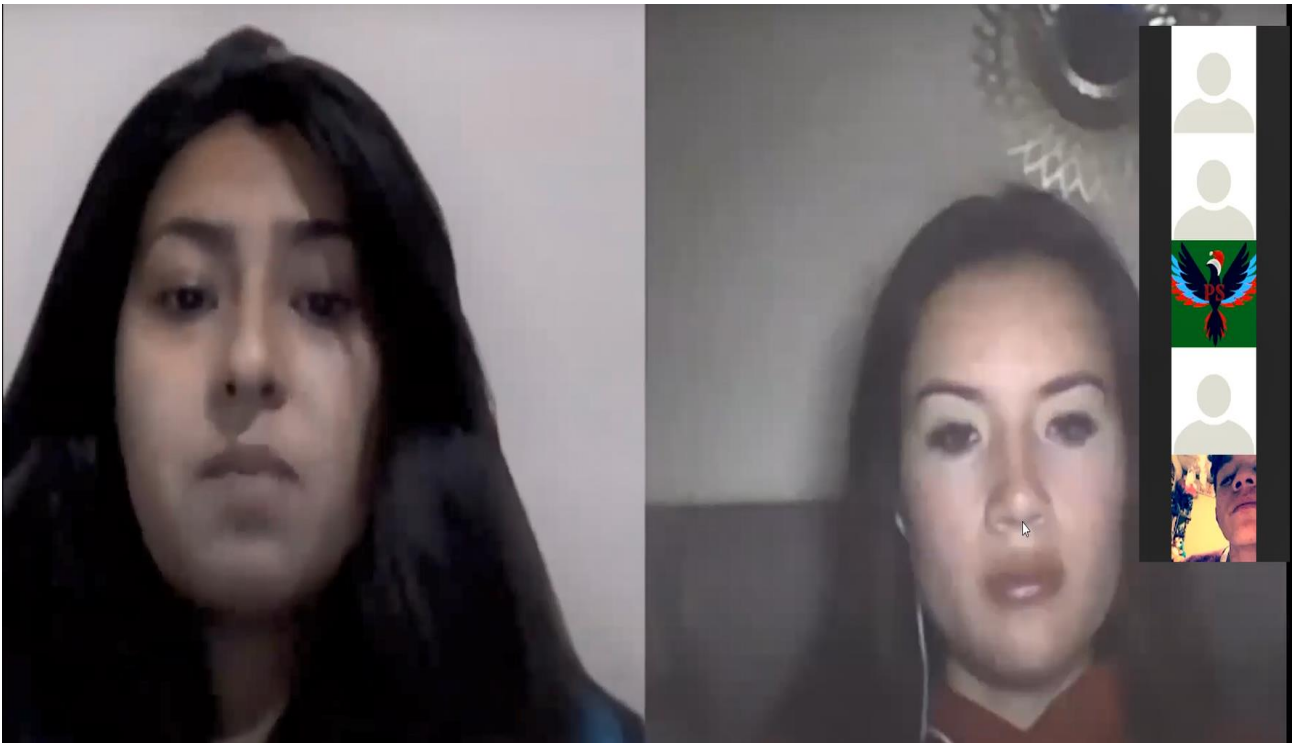
ARCHIVO INICIO INSERTAR DISEÑO DE PÁGINA FÓRMULAS DATOS REVISAR VISTA

Calibrí 11 A A Ajustar texto General

Formato Dar formato Celdas de est... Celda vincul... Entrada Notas Salida

D11 9,6

N°	APELLIDOS Y NOMBRES	ORAL PRESENTATION
1	ACOSTA LOZADA HAROLD ALBERO	
2	AMAN GORDON ARACELY DEL ROCO	
3	ARBOLEDA VILLACRES GENESIS LEONELA	7,6
4	ASSEF CORDOVA GAZI MATEO	
5	BOMBON LASCANO KEVIN ANDRES	
6	CAMPAÑA CASTRO MELANY ALEJANDRA	10
7	CARRASCO REYES THAZ ANHETTE	
8	CARRILLO ULLOA KEYSHA DANIELA	9,6
9	COCA VILLEGAS JONATHAN ORLIO	
10	COLCHA HUEBLA BRYAN OSWALDO	
11	CORREA REYES JORDAN EFREN	10
12	CHARI GRANDA DAVID ALEXANDER	
13	ESPIN MEJIA KENDRA MILENA	
14	JORDAN MEDINA JUAN PABLO	
15	LALAMA ACOSTA PAOLA ESTEFANIA	9,2
16	LOVATO TONATO KAROL ESTEFANIA	9,2
17	MENA VALENCIA JAVIER ALEXANDER	
18	MORENO ESTUPIÑAN ANAHI MICHELLE	
19	OROZCO TERAN NICOLAV OMAR	10
20	PACA BALTAZAR MICHAEL STALIN	
21	PAREDES CUFENTES VALERIA MONSERRATH	7,6
22	PARRA CALERO VINICIO SEBASTIAN	
23	PILLA BARROSO GABRIELA LIZETH	
24	PONCE VELA CAMILA NICOLE	10



NO TRANSICIONES ANIMACIONES PRESENTACIÓN CON DIAPOSITIVAS REVISAR VISTA COMPLEMENTOS FORMATO

Desvanecer Empuje Bandido Dividir Mostrar Barras aleat... Forma Revelar Cubrir Flash Caer Tender Cortinas Viento Opciones de efectos - Aplicar a todo

Sonido: [Sin sonido] Avanzar Duración: 01:50 [X] Al h [X] Des Intervalos

Transición a esta diapositiva

6 What is Sociocultural Competence? Sociocultural competence is about being able to work, play, and even amongst those of all cultures.

7

8 A Challenging Problem of Culture The process of change in the world of culture is a challenge for all of us. It is a challenge to all of us.


9 Cultural Inquiry Students engage in a cultural inquiry process that involves identifying, analyzing, and reflecting on their own and others' cultural experiences.

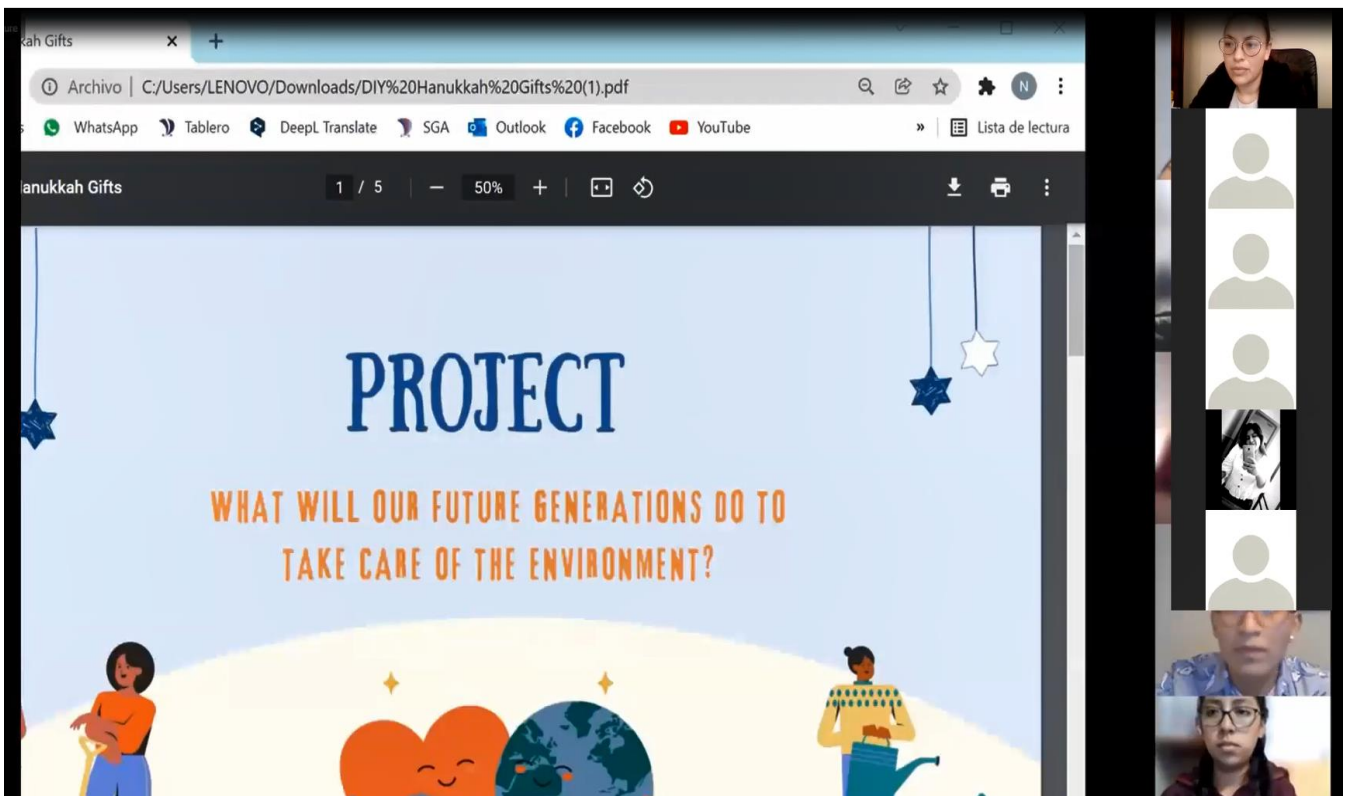
10 Authenticity The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.

11 Student Voice & Choice

Authenticity

The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.








hanukkah Gifts

Archivo | C:/Users/LENOVO/Downloads/DIY%20Hanukkah%20Gifts%20(1).pdf

WhatsApp Tablero DeepL Translate SGA Outlook Facebook YouTube Lista de lectura

hanukkah Gifts 3 / 5 50%

WHO DO WE PRIMARILY INVOLVE IN THIS PROJECT?

- 
- 
- 

Activar Windows

PROJECT PLA... Search (Alt+Q) CAMILA NICOLE PONCE VELA

Design Layout References Mailings Review View Help

PROJECT

what will our future generations do to take care of the environment?

<https://www.ecoparent.ca/eco-parenting/how-teach-children-care-about-environment>

<https://www.wcl.org.uk/we-need-to-protect-the-environment-for-future-generations.asp>

https://scielo.conicyt.cl/scielo.php?pid=S0718-07642013000200013&script=sci_arttext&tlng=en

<https://eacnur.org/blog/guia-sobre-como-cuidar-el-medio-ambiente-para-ninos-tc-alt45664n-o-pstn-o-pst/>

<https://www.volunteerworld.com/en/volunteer-abroad/environment>

The project is about? (Explanation)

- take care of the environment.
- future generations and their habits
- we want to inspire and empower our children to become environmental stewards, building hope instead of harbouring "ecophobia"
- We don't want to cause fear of doing something positive for the environment because it all seems hopeless.
- acknowledge that children need to be provided with the right opportunities, tools, and experiences (going to join volunteer projects that motivate people to clean up the trash on the beaches) to know, love, respect and protect the very life systems that



Annex N°7. Urkund report



Document Information

Analyzed document	ROSAS NATHALY TESIS.pdf (D127578280)
Submitted	2022-02-10T18:17:00.0000000
Submitted by	
Submitter email	nrosas7558@uta.edu.ec
Similarity	1%
Analysis address	crstinadjordanb.uta@analysis.urkund.com

Sources included in the report

SA	UNIVERSIDAD TECNICA DE AMBATO / LUNA KATHERINE ANTEPROYECTO.pdf	 1
	Document LUNA KATHERINE ANTEPROYECTO.pdf (D111096216)	
	Submitted by: kluna7834@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.urkund.com	
SA	UNIVERSIDAD TECNICA DE AMBATO / ROSAS NATHALY.docx	 1
	Document ROSAS NATHALY.docx (D83158781)	
	Submitted by: nrosas7558@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.urkund.com	
