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Problem-Based Learning to improve the speaking skill in EFL

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to Teaching English as a Foreign Language.

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TUTOR'S ENDORSEMENT

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I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

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COMMITTEE APPROVAL

This research dissertation: "**Problem-Based Learning to improve the speaking skill in EFL**", has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

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DEDICATION

I dedicate this work to my husband for his help and trust during my master's studies, to my children for being my strength to achieve my goals.

I also dedicate it to my parents and my aunt Elizabeth for their words of motivation to not give up on this challenge.

Wendy Elizabeth

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To my Tutor Mg. Marcia Chiluisa who has guided during the development of my thesis, for her patient, knowledge.

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AUTHORSHIP

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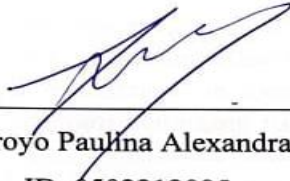
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**TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE SCHOOL**

**MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING
ENGLISH AS A FOREIGN LANGUAGE**

**Title: PROBLEM-BASED LEARNING TO IMPROVE THE SPEAKING
SKILL IN EFL**

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ABSTRACT

The following research aims to determine the improvements that can be obtained thanks to the application of the PBL (Problem-Based Learning) methodology, in addition to identifying the impact it generates on speech skills in students at level A1 of the English proficiency program belonging to the Technical University of Cotopaxi Extension "La Maná" where different difficulties have constantly been presented in the language teaching-learning process. One of the most notorious problems during English classes is the low participation in classes, in addition to the lack of interest and fear that students present, so the implementation of the PBL Methodology is sought, accompanied by tools such as surveys to determine the effectiveness of itself. After applying a pre-test online and after having analyzed the results, an understanding is reached of a significant incidence both in errors that occur in the grammatical structure, such as the lack of a basic and necessary vocabulary for the assigned level and also the level necessary to improve pronunciation. This research has a quantitative-qualitative, quasi-experimental, descriptive and explanatory approach with deductive, synthetic and analytic methods. The teacher has the responsibility of applying an appropriate methodology for the group of students, otherwise the teaching-learning process will not be carried out correctly, based on this premise, the proposal of a brochure with 5 units is presented where the methodology of PBL (Learning Based in Problems) and later, after having obtained results, they will be compared with the results previously acquired through the Pre-test. If an improvement in their speech skills is determined, thus improving the problems raised, it can be assumed that students will be able to cope in different situations of daily and professional life with a meaningful learning and a large vocabulary.

Keywords: Problem-Based Learning (PBL), Meaningful Learning, Problem Solving, Speaking Skills, Vocabulary

**UNIVERSIDAD TECNICA DE COTOPAXI
DIRECCION DE POSGRADO**

**MAESTRIA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA
DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

Título: PROBLEM-BASED LEARNING TO IMPROVE THE SPEAKING SKILL IN EFL

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RESUMEN

La siguiente investigación tiene como objetivo determinar las mejoras que se pueden obtener gracias a la aplicación de la metodología ABP (Aprendizaje Basado en Problemas), además de identificar el efecto que genera en las habilidades del habla en los estudiantes del nivel A1 del programa de suficiencia de inglés perteneciente a la Universidad Técnica de Extensión Cotopaxi 'La Maná' donde constantemente se han presentado diferentes dificultades en el proceso de enseñanza-aprendizaje de idiomas. Uno de los problemas más notorios durante las clases de inglés es la baja participación en la impartición de la materia, además de la falta de interés y miedo que presentan los estudiantes, por lo que se busca la implementación de la Metodología ABP, acompañada de herramientas como encuestas para determinar la efectividad de la misma. Tras aplicar un pre-test online y tras haber analizado los resultados, se llega a comprender una incidencia significativa tanto en los errores que se producen en la estructura gramatical, como en la falta de un vocabulario básico y necesario para el nivel asignado y también el nivel necesario para mejorar la pronunciación. Esta investigación tiene un enfoque cuantitativo-cualitativo, cuasi-experimental, descriptivo y exploratorio con métodos deductivos e inductivo, sintético y analítico. El docente tiene la responsabilidad de aplicar una metodología apropiada para el grupo de estudiantes caso contrario el proceso de enseñanza-aprendizaje no será llevado a cabo correctamente, en base a esta premisa, se presenta la propuesta de un folleto con 5 unidades donde se presenta la metodología de PBL (Aprendizaje Basado en Problemas) y posteriormente, una vez obtenidos los resultados, se compararán con los obtenidos previamente a través del Pre-test. Si se determina una mejora en las habilidades del habla, mejorando así los problemas planteados, se puede suponer que los estudiantes serán capaces de afrontar diferentes situaciones de la vida diaria y profesional con un aprendizaje significativo y un amplio vocabulario.

Palabras clave: Aprendizaje Basado en Problemas (ABP), Aprendizaje significativo, Solucionar problemas, destreza del habla, vocabulario.

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INTRODUCTION

The correct development of speaking skills in A1 level students has been interrupted due to several factors, (Cárdenas, 2021) mentions that in Latin America “There is little interest-motivation for learning other languages, since it is perceived as a subject unrelated to the study program, students come to believe that it will not be of any use to them” Ecuador is not the exception, having very little interest in participating actively in the activities proposed by the teacher is a factor that affects the success in teaching and learning the English, another factor lies in the traditional methodologies used during the teaching-learning process that do not allow students to learn new vocabulary, the correct development of the transmission of a message and it is even difficult for them to adapt to a situation where a speech takes place.

Improved speaking skills will benefit students significantly, as the English language is considered a universal language and is the main language used in professional terms. An improvement in the ability of speaking represents a hundred job opportunities, in addition to contributing to the student in a professional way. This research will allow the teacher to provide the student with a host of innovative strategies based on the PBL methodology in order to obtain an improvement in speaking ability.

After analyzing the difficulties that students present during the learning of the English language and having identified that, the ability to speak is one of the four skills that the students perform the least. The test was taken from Cambridge University because the researcher needs a validated exam in order to make the research project succeed; both tests were compared to determine the effectiveness of the proposal. In this design, two groups were selected as follows, the first was the control group and the second was the experimental group where the proposal was applied. This research was carried out with 30 students belonging to Technical University of Cotopaxi La Maná; this group of students were divided into 2 groups of 15 students in the control group (15 students), and 15 students in the experimental group. Once the pre-test to determine the level of the students at the technical was applied, the results showed that the reason for this deficiency is because students

usually do not pay attention to classes, they have little motivation to learn the language. Added to this problem the application of methodologies that don't motivate students during English classes is another factor that represents an obstacle.

This project's research line is education and communication for human and social development, oriented towards applied linguistics. Implementing the Problem-Based Learning method as a valid alternative and pedagogical innovation to help teachers improve the teaching methods. Students on Level A1 at Technical University of Cotopaxi 'La Maná' have the opportunity of expanding their knowledge by using the proposal of the application of a Booklet with five innovate units that will improve the development of speaking skill related to vocabulary, pronunciation and grammatical structure.

Is necessary to highlight an important fact related to the academic qualifications, (publishing, 2021) mentions that "A degree alone is not enough. Employers are looking for more than just technical skills and knowledge of a degree discipline" It is necessary to develop a whole range of skills and abilities like communication, creativity, empathy, and social skills, adaptability, that isolated disciplines have no chance of providing. From all of these skills, the ability to communicate linguistically (multilingually) has the most significant impact.

Learning English as a second language (ESL) or English as a foreign language (EFL) at all levels of education is getting growing importance, the increasingly rapid advances of Information and Communication Technologies (TICs).

(Meenu Pandey, 2014) mentions that "Learning English in a country where it is not a native language opens a number of opportunities for the individual", acquiring a language is one more advantage in a work environment no matter what it is, since the English language is considered as the universal language. Students who learn a new language access a much wider range of work, however handling and fluency is necessary.

Modifications in the curricula are proposed to expand students' "basic skills" in

general and those who pursue higher studies, in particular. As far as English is concerned, it is established that the interest in learning starts initially, from a need, be it professional, labor, or academic. However, this study reference is made to the need for university students to start developing linguistic competences in a foreign language since their first levels. The development speaking skills in English as a foreign language is carried out to communicate each other. Developing speaking skills should be imperative in universities' English curriculum.

Globally, communication is essential, so the language in which a large part of the world's population communicates is English. (Scholaidiomas., 2017) highlights that “In a world where surfing the Internet has become one of the activities to which we dedicate the most time every day, mastering English seems like something essential.”. In addition, it is necessary to mention the large amount of information found on the internet that is in the English language, so learning a new language not only benefits the professional or student at work, but also helps the information at the level global is more accessible, thus pointing to new opportunities not only national, but also international. Also (Villafuerte, 2019) mentions that “Among the deficiencies of the Ecuadorian educational system in general appears the lack of specialized teachers, seriously including those of English as a foreign language” many times the deficiencies are linked to a disconnection between teaching and learning the referred language and the specific professional interests of the students of the different careers. Furthermore, the new normality in which we live in this pandemic is where online classes become a must. The legal framework established by the Organic Law on Intercultural Education of 2011, prefixed in its title one, a single chapter, article 2:

“The right of all individuals, communities, peoples, and nationalities to be educated in their own language and the official languages of intercultural relations, as well as in others related to the international community, is recognized" (Ley Orgánica de Educación Intercultural, 2011, p.12). It is known that a country or community owns a specific language and way of communication but the English has become one of the languages that predominate worldwide.

According to MINEDUC, the Foreign Language Curriculum (2016) sets the Common European Framework of Reference (CEFR) level B1 as a goal at the end of secondary education. (Mineduc Ecuador, 2020). In the university context, the graduation requirement for professionals for all fields of knowledge was to reach level B2 of the CEFR. However, in the recent reform of the Academic Regime Regulation (2019), there was an important change in the expectation of linguistic proficiency in the Ecuadorian English language students. The expected level was lowered from B2 to B1 for all university majors, except for those teacher training programs in language teaching or foreign language linguistics programs.

(Intriago et al. 2019) recommend the following:

This change arises from the inconsistency that existed when the level of English expected is considered concerning the foreign language's teaching and learning conditions. It is challenging for English learners to achieve it without having abundant contact with the target language, using the foreign language in genuine communicative activities so that what is learned in the classroom can be consolidated outside. (p. 5).

English language programs and courses in presential and virtual environments are focused on the value of the own linguistic material offered by the textbook on which they are based, and the teachers follow that; with this approach, all the connections of inter and transdisciplinary character that have a specific weight in the student motivation towards the learning of the foreign language are wasted. (DeRosa, 2020) defines the instrumental interdisciplinary conceptions as “The process of integrating knowledge in order to solve problems” that links to the processes of teaching and learning of the English language: Problem Based Learning (PBL) . This and other active methodologies have succeeded in the development of the students' communicative competences, allowing students to use this language as a working instrument for their future professional performance.

The problem Based Learning is a teaching method, Illinois, (2021) suggest “complex real-world problems are used as the vehicle to promote students learning of concepts and principles as opposed to direct presentation of facts and concepts.”

Through problem-based learning it is possible to motivate and promote the development of more critical thinking in students, as well as focusing on the student having the ability to solve problems that arise in usual situations in addition to being able to manage their abilities and emotions when communicating with others.

Problem-based learning has the main advantage of increasing and effectiveness in students since it makes them more autonomous and acquires more responsibilities since they are asked to search for information, in addition to making decisions, filtering useful information according to their needs and also identifying what issues still need a relevant solution.

Moreover, due to the methodological strategy as in (Teachers, 1997) mentions that “interdisciplinary instruction have much to do with our concern for engaging students in situations that provoke what we will call authentic learning” which will result in intercommunication and reciprocal enrichment for the students.

Six classes in the period applying the problem-based learning method were developed among the students of level A1 students at the Technical University of Cotopaxi ‘La Maná’ to prove this study's validity. The goal was to get them to develop speaking skill in English through presentations; the pronunciation, grammatical structure, and vocabulary use according to the topic were considered in the evaluation parameters. Interactive communication and speech management were also evaluated. It could be noted that this method also allows developing other essential skills for their professional future, teamwork, cooperative work, the ability to self-learn. It stimulates the students' self-confidence, motivates them to produce knowledge, develops critical thinking, the capacity for analysis, and independence.

In reviewing the origins of Problem-Based Learning, its conceptual predecessors and methodological predecessors must be recognized. The elements of PBL according to (Nerali et al., 2016, págs. 15-126) “The four key learning principles on which PBL is based are constructive, collaborative, contextual and self-directed” . Conceptually, it's possible go back to the Confucian analects or sermons. Later in the 17th century, Amos Comenius insisted on self-directed learning; teachers should teach less, and students should learn more. The Functional Context

Method of Instruction used by Harry A. Shoemaker in 1960 can be considered a modern precursor to PBL Conceptually, the PBL can be framed within the well-known ideas promoted by John Dewey, the theory of experience "learning by doing" and those of constructivism.

Several authors who studied the PBL have had a great impact and contributions, such as Dr. Howard Barrows and Ann Kelson who together with several other professors applied the PBL methodology in a medical school in order to improve the quality of education. (Instituto Tecnológico de Estudios Superiores de Monterrey, 2010). Changing the orientation of a curriculum that was based on a great variety of the teacher's collection of topics to one that was more simplified, organized and integrated into problems in a real environment, where different areas of knowledge that tend to be involved in order to generate a response to a trouble.

The traditional teaching methods are based on the transmission and acquisition of knowledge. At the same time, the PBL methodology aims at teaching students to learn to function as professionals that can be able to identify, solve problems, understand the impact of their professional actions, and the ethical responsibilities involved. In order to interpret data and to design strategies, and at the same time, they must be able to mobilize, to put into play, the theoretical knowledge the students are acquiring in their training.

When teaching any language as a second language or foreign language, the main goal should be developing the four basic skills, focusing on a communicative approach. Speaking skill according to (Gillis, 2013) "Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages" however, it is also considered the most difficult to learn and improve when learning the language. Speaking proficiency also has a variety of benefits, such as a broader job opportunity in a foreign country considering that English-speaking people in the United States tend to have a much higher income of money than people who don't speak English.

Some factors were noticed on level A1 students at the Technical University of

Cotopaxi ‘La Maná’; is the fragmentation of knowledge; the students assimilate parts of the whole, which prevents them from concretizing the acquired knowledge. It is also clear that students have big problems with vocabulary acquisition. They have a limited quantity of words acquired. For that reason, they do not feel motivated or confident to talk or are afraid to do so.

These factors have affected the teaching-learning process; among them, the lack of conscious of the importance of mastering the English language as a second language. The lack of motivation in the student, the application of traditional strategies and methods that do not attract the student's attention, the idea of obtaining the language proficiency diploma only as a graduation requirement; all this added to the non-application of updated motivational strategies that invite the student to enter the classroom as a positive experience and not as a punishment.

To these issues, now it is necessary to add a new challenge due to the new normality produced by the pandemic, online classes, where the necessity for new, more active, and dynamic methodologies is compulsory.

After analyzing these issues, the following problem statement arises:

- What is the effect of Problem-Based Learning method on speaking skills on level A1 students at the Technical University of Cotopaxi ‘La Maná’?

This project's general objective is to determine the effect on the Problem- Based Learning method to improve speaking skills on level A1 students at the Technical University of Cotopaxi ‘La Maná’

There are also three specific objectives:

- To determine the theoretical foundation of the Problem-Based Learning method and its relationship with the development the speaking skill.
- To identify the level of speaking Skills from students by means of the observation technique.

- To design a booklet on using PBL to improve speaking skills, which includes activities to enhance this skill.
- To evaluate the effect of Problem-Based Learning method on speaking skills on level A1 students

Table 1. Tasks for achieving the specific objective

Objective	Activity (task)
- Specific Objective 1: To determine the theoretical foundation of the Problem-Based Learning method and its relationship with the development of the speaking skill.	Analyze the theory regarding the problem-based learning method and activity guides for the development of speaking skill.
- Specific Objective 2. To identify the level of speaking Skills from students by means of the pre-test.	To apply an observation instrument to identify the previous level of speaking skill in the students.
- Specific Objective 3. To design a booklet on using Problem-Based Learning to improve speaking skills, which includes activities to enhance the pronunciation, vocabulary, expressions and grammatical structure.	Develop a booklet through six development units to improve speaking skill
- Specific Objective 4: To evaluate the effect of Problem-Based Learning method on speaking skills on level A1 students	To apply the activities proposed in the booklet to establish the effect of PBL on speaking skills, through a pre and post test in experimental and control groups

Elaborated by: Wendy Núñez (2021)

Table 2. Research Problem Stage

Stages	Description
Stage 1. Traditional	In rote learning, new information is not associated with existing concepts in the cognitive structure and, therefore, there is little or no interaction between the newly taught information and the information already learnt. The student has no interest in associating the new content with the structure of concepts that he already has in his cognitive structure. A mechanical or repetitive memorization of the vocabulary is produced. Ausbel questioned

	whether learning by discovery was the appropriate alternative to rote learning; for him, the distinction between these two are more important, since is based on more coherent criteria of contrapositions.
	“Cooperative Learning is considered the best practice in classroom teaching-learning, with more precision and deep, it helps raise the achievement of all students, helps as a didactic methodology that consists to create small group with 5 o 6
Stage 2. Cooperative Learning	students where will build positive relationships among students in order to share students’ experiences necessary for healthy social, psychological, and cognitive development, to learn to work with their classmates based on team work. The teachers’ role in cooperative learning are important because on select instructional materials and objective, divide the class into small group and assigning roles, explains the task, apply the cooperative lesson which includes monitoring student’s behavior and providing closure.”. According the theoretical point of view this teaching- learning process is associate with constructivism, all the activities are designed by English teachers, the specific way is to interact students with their peers and teachers in order to acquire knowledge to get the achievement of goals.
Stage 3 PBL	Problem-Based Learning is a student-centered method to acquire new knowledge that involves students works to find a solution for the given a real-world problem, it is different from another method as the direct teaching method that consists a teacher presents concepts about a specific subject to the class. Through Problem-Based Learning, students not only improve their teamwork, communication and research skills. They also focus on their problem-solving abilities essential for their life-long learning. According to Dewey, students increase their knowledge outside of school by thinking through problems so teachers who apply problem-based learning identify that in the world outside of school, students build their learning and skills as they find a solution for a real problem.

Elaborated by Wendy Núñez (2021)

Justification

The A1 level of English at the Technical University of Cotopaxi presents different

difficulties in learning the English language. Students have an average that does not exceed the minimum percentage. By observing the students, it was determined that they have problems according to the four skills that are presented when learning the English language. The most difficult skill for most A1 level English students is speaking. With this project, it will be possible to plan and structure English courses with a communicative approach, using the PBL (Problems based learning) as a methodological basis to improve the language's teaching- learning and speaking skills. This work is framed in need to offer concrete answers to the educational needs through dynamic methodologies adapted to each student's rhythm, projection, and needs.

The significant learning of English language teaching in higher education institution, lies in the fact that it contributes to strengthening students' professional and communicative skills, whether in or out of their work environment. The importance of this language's knowledge has generated that the educational institutions offer their students programs to learn English as a foreign language to enable them to access new knowledge and communicate in the language. Nevertheless, the results obtained through these programs are not always the expected ones.

The language Center at the Technical University of Cotopaxi extension 'La Maná' is concerned with the formation of students who are oriented towards the mastery of a foreign language, through its preparation in languages to achieve communicative competence. "The role of the teacher at present is not a leading role but a guide in teaching, it requires highly trained teachers, who handle the appropriate methodology, designing appropriate strategies for the student group" (Ponce Merino et al, 2019, pág. 5) It's important to take into account that if the teachers don't use the appropriate methodologies, the lack of knowledge and applications of innovative methodologies that motivate students to have a better fluency in the language could be a big obstacle. There are several cases where students have to spend many years learning the language but being exposed in an environment where they have that operate autonomously, present different drawbacks. For this reason, in this research it is possible to promote cooperative

learning where students will work in small group, respect their opinion, the most relevant to solve problems among other advantages. The methodology Problem-Based Learning and materials based on problems influence on the improvement of the speaking skills, students are involved to investigate new words to find solution to the given problems. It allows their implementation in the classroom with the teachers who belong to the language center at the Technical University of Cotopaxi extension 'La Maná'.

To improve the speaking skill at the A1 level of day and boarding students who want to learn English. While it is true that students who study at the university take the language to obtain proficiency in English as a requirement for graduation but teachers set out as an opportunity to have a good job in their lives, although they face some problems at the beginning of classes that students bring from different institutions in the English language skills. These problems do not allow the student to get a development of speaking skills. For this reason, to apply a method such as problem-based learning that student must analyze and solve problems by increasing their vocabulary to be used in everyday life. It focused on improving pronunciation, to have better speaking skills and on the high levels to develop good communication.

This research aims to develop the speaking skill by applying the Problem-Based Learning for English teaching, which will reach the standard established by the Common European Framework of Reference. The booklet will be developed to support this proposal, detailing step by step how to optimize English teaching-learning process. In addition, with the use and application of the booklet, on students level A1 of the Language Center at the Technical University of Cotopaxi extension 'La Maná' speaking skills will be developed by stablishing interactions of ideas regarding the issues raised by solving the problem and questions determine as activities proposed as strategies for developing speaking skill by mean the use the new vocabulary, involves the pronunciation correctly and participate in English classes.

In this sense, students benefit from applying this methodological alternative, framed

in a broader context that allows, to develop the speaking skills of the English language while trying to reach the A2 standard of the CEFR. Besides, as the application of this methodology requires group work, and considering the groups' multidimensional nature, the simultaneous activities, the dynamics of its activities,

This research is based on the mixed approach: quantitative-qualitative; Quantitative because statistical analysis of the data obtained from a pre-test and a post-test on the oral performance of A1 level students of the Universidad Técnica de Cotopaxi La Maná was performed, through these numerical percentages data were obtained.

Thus, the type of research will be descriptive, it allows us to describe situations and events of a given phenomenon. “Descriptive study can provide information about the naturally occurring health status, behavior, attitudes or other characteristics of a particular group” (Nebeker, 2011) In this case it has helped to establish the level of knowledge of the students in relation of English -Speaking Skills.

This is quasi-experimental research because structured information and pre- and post-test were applied to those involved in the problem to obtain the most precise information to carry out the research work. There was the handling of a variable to establish the results obtained after the application of problem-based learning.

Two groups were worked with: the experimental group and the control group. The application was carried out to the experimental group and comparisons were made between the two groups to measure the effect of the independent variable (use of problem-based learning) on the dependent variable (performance) within a control situation for the researcher.

The research was a documentary because the information was obtained through books about Problem-Based Learning to improve speaking skills. This information is essential in the establishment where the problem occurs. It is bibliographic because information centers such as libraries, the internet, magazines, documentaries, books, photos, newspapers, theses approved as a guide or reference, among others, will be used to obtain information on each of the variables which the theoretical framework of the problem is constructed based on verified, verified and

real events that are authentic and that will serve as support to understand, comprehend and explain the problem in the development of speaking skill. Secondary information because is based on written documents about events that have already occurred and are available to all those who research to solve the problem.

It was determined that the use of problem-based learning in the institution will cause a significant development in the oral expression of the A1 level students of the Language Center.

In the deductive method complement some logical conclusions are deduced from that generalization, translated into enriched generalizations, in this way, deductive method has many potentialities as a knowledge construction method on a first level, related to external regularities of the investigation object.

In the synthetic-analytic method, the analytical method will separate the relevant elements of the research phenomenon to analyze and examine the facts to determine the importance. The synthetic method consists of summarizing the most fundamental aspects of a process.

The research determined that Problem-Based learning has an affect on students' speaking skills. The characteristics of the students' behavior are identified by observation and dialogue applied to the students. The information was classified within each of the variables to know the majority behavior of those involved concerning Problem-Based Learning on grammar, vocabulary, pronunciation, and interactive communication skills.

In the same way, the results obtained in the applied tests are distributed to identify the different behaviors, obtain the information from those involved, to know the characteristics presented by each of the variables, and to be able to issue a separate criterion.

Data collection techniques and instruments.

Observation was used as a technique which allowed to obtain essential data, analyze

them critically and discover difficulties or needs. To carry out the observations, direct contact was maintained with the students, the researcher is part of this academic institution as an English language teacher, which was a plus since it was easier to verify the situation of the students, as well as the strengths and weaknesses of the traditional teaching modality. The observations, allowed us to make a diagnosis of how the classes were being developed, and also it was noticeable the low level of speaking skills on the group of students.

A pre-test was applied applied to the A1 level students of the Language Center of the Technical University of Cotopaxi Extension ‘La Maná’ and then a post-test was applied to both groups. The post-test consisted of questions that allowed the analyzation of the group of students affected the dependent variable (performance), which allowed comparing the two tests to evaluate whether they differed significantly from each other. The following areas were examined: grammar, vocabulary, pronunciation and interactive communication.

Population and sample

The present investigation is integrated by teachers and students of the English program of the A1 level of the Language Center of the Technical University of Cotopaxi Extension La Maná. As it is a small population didn't apply any statistical method to determine the sample; therefore, the population is equal to the sample. To obtain better results in the research, is worked with one hundred percent of the population of teachers, of the experimental group and the control group. The population and the sample under study are detailed below:

Table 3. The population and the sample under study are detailed below

Population	Frequency	Porcentaje	Sample
Teachers	2	100%	2
Control Group	15	100%	15
Experimental Group	15	100%	15

Elaborated by Wendy Núñez (2021)

The present research work carried out at the Technical University of Cotopaxi La Maná focuses developing speaking skills at the A1 level of the Language Center.

The research problem was established through various techniques such as observation and tests. The independent variable was measured through three variables which are: grammar and vocabulary, pronunciation, and interactive communication. For these three variables, a topic was given for group discussion and solving problems in class.

Vocabulary was considered in one dimension which was comprehension, this means how well the student understands the problem given to be analyzed, to measure this indicator, during the oral presentations a rubric was used for analysis, this rubric helped the researcher to measure the vocabulary knowledge that students could have, indicating that students lack the vocabulary to communicate.

The other intervening variable was pronunciation; students were exposed to different topics readings to check comprehension. However, students were unable to identify the main ideas or secondary ideas of the given articles.

The intervening variable number three was interaction, students were observed while discussing a topic and, it was considered in two dimensions, students' role and STT (students' talk time), the dependent variable is speaking ability which is measured by two dimensions: fluency and speaking. To do this, a pre-test and a post-test were set up. As a result, there was not good interaction in the group, because the students did not have a defined role to convey.

Data collection plan.

The students were observed during the classes when they had to present a topic on a previous discussion; however, the most important instruments for data collection were the pre-and post-test on speaking skills. It was taken a Pre test and Post test from Cambridge University considering that the researcher needs a validated exam in order to make the research project succeed; both tests were compared to determine the effectiveness of the proposal. In this design, two groups were selected

as follows, the first was the control group and the second was the experimental group where the proposal was applied. This research was carried out with 30 students belonging to Technical University of Cotopaxi La Maná; this group of students were divided into 2 groups of 15 students in the control group (15 students), and 15 students in the experimental group. The pre-test results and post- test results were compared during the class period. The first level, the problem- based learning method was applied in the experimental group of A1 level students.

The data were organized, tabulated, analyzed, and interpreted using tables and graphs that described the results found in the research.

For the collection of the necessary information about the problem, the specific instruments were applied in the data collection techniques being these:

Table 4. Data collection techniques

Basic Questions	Explain
1. For What?	To improve speaking skills.
2. For who?	A1 level Students of Language Cent at the UTC La Maná.
3. About What?	Problem-Based Learning to improve the speaking skill.
4. Who?	Researcher: Wendy Núñez
5. When?	2021
6. Data collection place	At the UTC La Maná.
7. Which Technique?	Pre Test Post Test

Elaborated by: Wendy Núñez (2021)

CHAPTER I. THEORETICAL FRAMEWORK

1.1. Research background

Thanks to the work carried out by Yuni Mahtawarmi in 2018, student of the faculty of education and training of the English language education department, entitled "Improving students "Speaking skill by using Problem Based Learning (PBL) model", much more information has been revealed in this regard on how applicable the Problem Based Learning method is. In the work carried out by Yuni Mahtawarmi, the importance of language learning is mentioned because it is a universal language, this research mainly seeks to improve the speech ability of students through problem-based learning, and later to be able to evidence the responses that students present to this application. (Mahtawarmi, 2018) Says "PBL can be incorporated into any learning situation" and there her investigation starts.

To ensure an effective investigation, as well as the effective application of the proposal, the author performs a pre-test to determine the level of development of the students in the ability of speech prior to the application of the elaborated activities, and in the same way performs a post-test to determine the response that students have regarding the application of the methodology in conjunction with the activities, and finally, as results, a significant improvement was evidenced. As the author's conclusion, it was determined that students could have a much more significant improvement in speech learning through the use of the Problem Based Learning method.

Another investigation entitled "The effect of problem based learning (PBL) by using PowerPoint media on students 'achievement in speaking" conducted by "VIVI TRISLIANI" for "faculty of teacher training and education university of

Muhammadiyah Sumatera Utara Medan" in 2018, mentions that speaking skill is one of the most important within the 4 skills when we try to learn a language. The main objective of the research is to determine if Problem Based Learning (PBL) strategies have a certain effect on the learning of the speaking skill. (Sliani, 2018) says "The use of less precise learning strategy by the teacher in the teaching and learning process will make passive students to the lesson" an important point that must be taken into account. The author also applies certain activities to promote student learning, putting extreme caution in how students receive each of the activities and how they respond when performing them. And finally, as a conclusion, and after having significantly evaluated the students, the author mentions that, once the Pre-test and post-test had been carried out respectively, and correctly applying each of the tools proposed at the beginning, it was possible to clearly observe an improvement in the Speaking skill in addition to the grammatical aspects, comprehension, fluency and pronunciation. Concluding thus, that the strategies of the Learning Based in Problems have a positive effect in the students in whom the application has been made.

1.2. Epistemological foundation

1.2.1. Teaching Learning process

The teaching-learning process is understood as a procedure where the educator transfers information to the student, usually during this learning a series of components that must be interrelated for the results to be effective.

Thanks to several recent investigations that deal with the subject of the teaching-learning process, it is possible to recognize a great movement of ideas based on different authors who seek a deepening in the teaching-learning process.

When addressing the Construction of knowledge and mechanisms of educational influence, postulated that through a series of circumstances related to the historical development of psychology, learning that starts from a constructivist conception has received greater attention in terms of individual processes approach an interpersonal context. (Croll et al, 1987, p.190)

The teacher occupies a very important role during the teaching-learning process because his main objective during this process is to obtain an active participation by the students through activities in class. Another factor that the teacher needs to develop is a state of mind that generates motivation to learn.

Seen from another point of view, it is necessary for the students to have an active participation so that by themselves they have a deep criterion about what they want to study.

1.2.2. Theoretical Basis of PBL

Before developing the theoretical basis and application of Problem-Based Learning, it is necessary to analyze the pedagogical support on which it is based. PBL is part of the so-called student-based methodologies, which are part of the active teaching methods. These learning theories have their origins in constructivism, the epistemological current based on relativism, which seeks to understand what concerns the formation of knowledge in human beings.

The PBL is characterized by the constructivist paradigm of knowing that by construction experience implies learning the opposite of passive receptive learning.

Thus, Piaget affirms that knowing does not consist in copying the real, but in acting on it and transforming it in appearance and in reality, in order to understand it. The creation of contradictions or cognitive conflicts through a solid statement of hypotheses in order to carry out a possible solution can be understood as the teaching-learning process focused on problem-based learning. The purpose of the PBL is to train students capable of facing problems presented in situations that involve an environment with which they constantly interact, in other words, with problems presented in real life. In this way, students will be able to face problems within their professional activity, assessing and analyzing in detail whether the knowledge they obtain will lead to an improvement in their professional skills and competencies.

This popularity is manifested through a large number of publications on the subject,

in books, specialized magazines and of course in the repositories of important universities around the world, where there is a significant number of research papers that address issues related to PBL, its application in the process of teaching English as a foreign language, and as a means to develop the oral skills of university students. Some of them are briefly discussed.

1.2.3. The Problem-Based Learning strategy

Souliman (2014), from the University of Gaza, in her project - The Effectiveness of Problem-Based Learning Strategy on Ninth Graders' Achievement Level and their Attitude towards English in Governmental Schools -North Governorate, conducted a research with experimental approach to demonstrate the effectiveness of PBL not only to achieve the level of English required by their education system, but also to positively change the students' attitude towards learning the foreign language.

A pre and post-achievement test, an attitude scale with pre & post- application to determine students' attitudes towards the English language and a speaking evaluation card with pre & post-application were conducted. The analysis of the data obtained was done using the Statistical Package for Social Science (SPSS), and significant differences were established in the results regarding the development of skills, especially oral skills. In the attitude survey, the students stated that they felt very motivated to continue learning English.

The researcher sees PBL as a dynamic approach to teaching, in which students explore real-world problems and challenges and are inspired to gain a deeper understanding of the subjects they are studying and are more likely to retain the knowledge gained through this approach easily than through traditional textbook-centered learning. Besides, students develop confidence and self-direction as they progress through team and independent work.

Rodríguez (2017) in his doctoral thesis, Application of a Problem-Based Learning in Engineering University Students, offers his contribution on what he calls “a didactic method to teach and learn based on a concrete case” (p.92); the researcher states that the PBL is not exclusive of the traditional expository method. The

interesting thing about this research is that the results obtained on this didactic learning method by learning or finding the know-how are based on an experience carried out during three academic years.

According to César Rodríguez, if one wants to reproduce the application of PBL in other cases, one must have the knowledge and know-how to apply it, as is usually the case in arts and crafts. The proximity of an experienced teacher is recommended to facilitate the work of knowledge transmission. This research work includes theoretical and practical guidelines on the implementation of PBL. These guidelines are the product of a process that lasted long enough to correct the mistakes and reinforce the successes in its application.

Some of the orientations presented in the research are carefully analyzed. They could be implemented in the proposal that will be presented in the second chapter of this project.

(Barrero, 2016) from the Universidad Externado de Colombia in his research project Problem-Based Learning: Enhancing Oral Communication in the EFL Classroom, focuses on how the development and implementation of contextualized materials, oriented towards the application of PBL, help to improve the speaking skills of students, who when allowed to find alternative solutions to problematic situations presented by the teacher, are motivated to develop their capacity for self-learning and group work to achieve joint objectives with their peers in the EFL class.

According to the researcher, his main concern is related to the lack of situations that allow EFL students to interact orally using English within the classroom. He emphasizes that the change in the paradigm in language teaching, orienting it towards communicative approaches, has generated new demands on teachers to apply active methodologies focused on students. Likewise, students must change their learning process and become more independent, interactive and, above all, participative in their learning process.

1.2.4. Effectiveness of PBL strategy

After observing the teaching practice in the institution where the study was conducted, Luis Barrero established that the students felt unmotivated. Repeating a series of sentences proposed by the English teacher was boring, and that is why they did not show any interest in participating in the speaking activities. The students expressed their desire to be challenged and receive different types of classes where they had opportunities to practice using the language in real, contextualized situations, in situations similar to those they could face in their daily lives. According to the researcher, PBL is the methodology that perfectly suits the students' expectations.

The main characteristics to take into account when it comes about the PBL, according to (Cònsul, 2021):

- Take responsibility for your own learning and let the author guide you in acquiring knowledge.
- Develop group work skills.
- Develop communication skills.
- Develop capacities for analysis, synthesis and research.

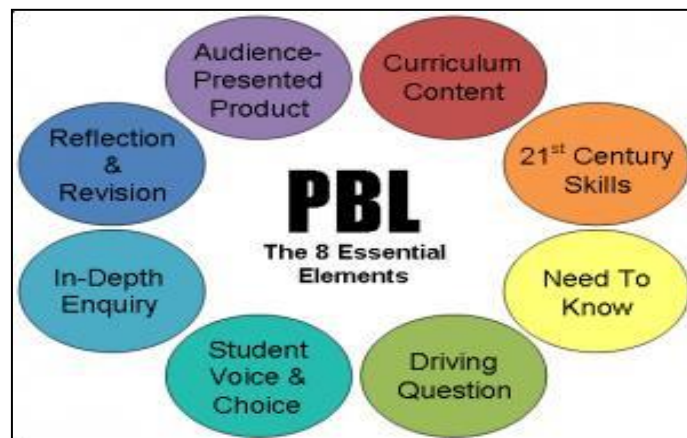
Thus, this methodology benefits the development of critical and creative thinking, as well as the acquisition of new interpersonal skills and collaborative work among students within the classroom. Seen in another way, the student learns to learn.

At the national level Alexandra Flores (Flores, 2017), from the Central University of Ecuador, in her work on Problem Based Learning (PBL) for the speaking skills of the English language in students of the Second Level of the Center for Continuing Education of the Salesian Polytechnic University Cayambe Campus, analyzes the basic concepts about the methodology of PBL, and how to use it to develop oral skills in students of English as a foreign language. In her conclusions about the insufficient speaking skills of students, she identifies as reasons the lack of practice, the low exposure of students to the language outside class hours, which means that, despite the efforts of teachers, the desired objectives are not achieved.

According to the researcher, as a result of this project and once the results of the pre-and post-test were analyzed, it was possible to conclude that the application of PBL has a positive impact on the speaking skills of English, students improved their communicative skills; they increased their ability to retain and remember information. Small group discussion can be especially beneficial since, ideally, every student has the opportunity to participate. This way of working reinforces understanding of the subject matter and motivates students to participate in class; it means that they become participants in acquiring knowledge and interacting with their peers respectfully and dynamically.

Teachers who know and apply the PBL methodology obtain better results in the speaking skills of their students; PBL is a medium that demands concrete decision making and seeks group and individual interaction, creativity and interaction for problem-solving. These conclusions are indicative that the topic of this research project is valid and that it can be a positive contribution to the teaching practice in the area of English at the Technical University of Cotopaxi La Maná.

Active teaching methods are presented as an evolution that is perceptible in education today. In this field, traditional methods are losing their relevance; giving way to the emergence of an innovative paradigm in which the vision of the conventional model is complemented and even replaced by the approaches of emerging models based on constructivist theories known since the mid-50s of the 20th century by theorists such as Lewin, Freinet, Vygotsky.



Graphic 1. The 8 Essential Elements of PBL

1.2.5. The Problem Based Learning Approach

There are many different views and approaches to the teaching and learning of a second or foreign language, but most of them agree that the process of teaching and learning a language is quite different from that of any other subject. Jon Larsson (Larsson, 2001) argues that when language is not a subject, it becomes a tool. On the other hand, he states that the English language should not be considered a content subject; that is, when most of the English curriculum is based on content, students fail to develop communicative skills, which are the pillars of learning a foreign language. Because of these considerations, the application of PBL in the English classroom has been identified as a challenge, especially if the course curriculum does not consider Content and Language Integrated Learning (CLIL).

1.2.5.1. PBL applied in classes.

Contrary to what might be believed, in a problem-based class, the result is not the most important thing; what is crucial is the process since it is there where the real learning takes place. The problems posed in this methodology should offer several alternative solutions and may even have no solution; hence the process is more important than the outcome; as students acquire and develop many skills, there will be opportunities for them to apply those skills in all disciplines in the long run.

George Watson (Watson, 2001) notes that, in PBL, "students work with their peers to solve complex, authentic problems that help develop content knowledge, as well as problem-solving, reasoning, communication, and self- assessment skills." In PBL, students take greater responsibility for their education while strengthening their critical thinking skills, empathy, learning, and working cooperatively with others. These skills are not overly developed or utilized in the traditional teacher-centred classroom, and, as a result, students are not self-directed in their learning and remain overly reliant on the information they receive.

1.2.5.2. Learning theories

Learning theories are processes by which animals, as well as humans, learn. There

are different theories that help, through a process, to control, understand and predict human behavior in order to develop strategies for learning based on this, the main objective of which is to explain how humans and animals are able to access knowledge. The object of study, according to (Wikipedia, 2021) “Its object of study focuses on the acquisition of skills and reasoning in a language.”

Thus, it is understood that learning has various factors, in which it applies a change in the behavior of the human or animal, in addition to the ability to control oneself. It is common knowledge that human beings learn information from learning in a different way than usual. It is necessary to emphasize that learning theories provide a vocabulary and a conceptual structure that helps us to perceive the different learning cases that exist, depending on each human being.

Learning theories are so necessary within the teaching-learning process that they even encourage the search for solutions to problems in a practical context.

Thus, there are various theories of learning, each of which analyzes the process from a completely particular point of view, be it the acquisition, new information, knowledge and perception.

Among the most studied and applied theories in the teaching and learning process are:

1.2.5.3. Constructivist theory.

Theory that states that learning comes to pass through practical experimentation but not because a detailed and theoretical explanation is previously provided. (Belén, 2021) stresses that “people learn new information presented to them by building on the knowledge they already have” This is how the need among teachers arises to insistently determine the knowledge that has been gained in students in order to ensure that students can grasp the new knowledge without any difficulty.

This theory is the one that most needs the teacher to be constantly involved. The teacher must not only observe and determine the effectiveness of the students' learning, but must also connect with the group while they carry out activities, must

ask aloud and develop a critical mind in the students through questions, thus also inciting reasoning.

1.2.5.4. Piaget's theory

This theory is known as a product of effort. According to (Belén, 2021) this learning is “the product of a child's efforts to understand and act in his world.” Well, in this theory learning begins from the child's ability to adapt to the environment in which he constantly develops. This theory is characterized by supporting learning from the reflexes presented by the child.

The child not only learns naturally but also tends to strain his cognitive development to understand and have the ability to act in his own environment, also taking into account the behavior that is reflected during the learning process. In other words, the child's balance is based on the fact that every time the child has to go through an unusual situation that he does not know, his reflexes allow his own survival in the environment, resulting in the acquisition of new knowledge.

1.2.5.5. Behavioral theory

This theory is based on the principles of learning, such as behavior therapy, behavior modification and even applied behavioral analysis, as it focuses on the visible study of the behavior of humans and animals, thus revealing the way in which they acquire new behaviors or information. According to (WGU, 2020) “The learning theory states that behaviors are learned from the environment, and says that the innate or inherited factors have very little influence on behavior” It is necessary to mention that behaviorism is not focused on the internal thought processes of the child, responding as an element of the actions carried out, since although behaviorism represents an opportunity for many teachers with respect to the teaching-learning process, behaviorism is a highly effective method to obtain significant results in teaching foreign languages, mathematics but it is not as effective with learning that comprises a fully analytical context.

1.2.5.6. Learning factors

The learning process is complete and consists of different factors that positively influence to obtain significant results in learning:

Motivation: Motivation is understood as the interest that the student has in his own learning and / or in the activities that benefit him in this process. In addition, in this factor, the teacher has the responsibility to maintain or increase the interest of the student based on intrinsic and extrinsic elements of the information raised.

Expectations: This factor is summarized in the security and self-confidence that the student has in a person outside the educational environment, rather sentimental, which benefits the effort made by the student in learning. The student has expectations to meet based on good performance.

Psychological maturation: This is the most important factor in the teaching-learning process because it is here where the topics to be discussed are determined depending on the age of the student in order to benefit more effective learning.

Psychological difficulty: Within the learning process there is sometimes a shortage of psychological or material resources that necessarily influence student learning.

Dynamic and active attitude: Students must have positive attitudes within the classroom in addition to adding a proactive activity to learn. A state of heaviness and fatigue can hinder the learning process.

Intellectual capacity: This factor depends on each person as it tends to be good, average, bad or excellent, however if the student does not tend to exercise their intellectual capacity, learning can be difficult.

1.2.5.7. The learning of the English language as a foreign language.

Acquiring a new language implies starting from scratch, however despite countless efforts some students end up not acquiring it correctly. Thus, it is understood that the acquisition of a second language is a complete learning that allows the person

who learns it a fluent use of a second language similar to the use they have with their mother language.

Through the years, different studies have been carried out where the main objective was to understand how the process of acquiring a second language occurs, to understand in the same way whether this acquisition process implies a conscious or unconscious participation on the part of the student. In addition, an attempt is made to understand very different levels of knowledge of the English language depending on the student himself.

However, it is possible to show that according to (Beltrán, 2017) the process of learning a foreign language takes place “in an academic training environment, and that it takes place in a place where the language is not used.” Thus, it is better understood that the difficulties of learning a new language lie in the scarce use of the language in a practical context.

Thanks to linguistic professionals such as Richards and Rodgers, through their published book 'Approaches and methods in language Teaching' who mention and emphasize that one of the methods that most benefit the process of learning a foreign language is the communicative method, it has been come to appreciate an improvement in language performance.

1.2.5.8. Adults and English language learning.

It is common knowledge that children, adolescents, and adults learn differently. Universities worldwide have given special priority to the development of methodologies, theories and tools that contribute to the teaching-learning process for ages that include children and adolescents. However, it is necessary to emphasize that teachers tend to forget that some of these strategies, methodologies and tools that are used to teach children can also help adult teaching.

Certain characteristics that adults possess must be taken into account in order to better understand which methodologies and strategies are effective to achieve meaningful learning.

- Adults tend to have clear and concrete goals for learning.
- They are prone to craving achievement with intensity.
- There is a concern that arises from the idea of a possible failure in the desired achievement.
- Adults have greater frustration and prior fear that usually influence the learning process too much.
- By having a clear objective, they have a greater concentration on the information to learn.
- They have concrete bases of compensation to solve deficiencies.

Adults in the learning process have better forged skills and abilities since they have much more years in the field of learning. They tend to have better adaptability in situations and most of them recognize their own learning style.

For the teacher it is a great advantage to have a group of students that effectively recognizes their learning style because during the planning carried out before teaching the class the teacher will be able to take into account the learning styles that are specifically seven: Visual, auditory, linguistic, social, practical and individual.

Once the teacher takes into account the learning styles of his group of students, he will be able to choose the appropriate methodology to be able to obtain a much more effective learning and thus facilitate the acquisition of a new language and the students tend to feel more comfortable with the teacher's classes.

1.2.5.9. The Communicative Method for better English learning

The communicative method is better understood as an approach that relates learning in a context of interaction, thus leaving aside the memorization of grammar rules. This method is known as a radical antonym of the grammatical translation method, since its main objective is that students can develop meaningful communication skills in the foreign language, regardless of what it is.

Richards and Rogers, two professional linguists, detail that the communicative

method needs students to be immersed in communicative and interactive situations from the first time they interact with the language, they also mention that the use of readings and activities where a vocabulary is shown extensive help complement the oral skill activities aspect.

The communicative language approach: Language is best learned when used to interact and communicate and not as a memorized set of knowledge.

Student-centred approach: teaching methodologies that reflect and respond to learners' strengths and challenges, facilitating their learning process.

Thinking skills: learning a foreign language fosters thinking and the social and creative skills necessary for lifelong learning and the exercise of citizenship.

Content Integrated Learning for Foreign Languages (CLIL): a model used to integrate language learning with cultural and cognitive aspects so that the acquisition of this language serves as an engine for student development.

International standards: the curriculum is based on the standards approved by the Common European Framework of Reference for Languages (CEFR) and internationally recognized teaching processes for language learning.

The communicative approach applied in the ESL class should have specific characteristics - the objectives of the class should focus on the components of communicative competence: grammar, discourse functions, sociolinguistics, and strategies for effective communication. These objectives should link the organizational aspects of the language with the pragmatics. Both fluency and accuracy are considered complementary aspects subject to communicative techniques; therefore, at certain times, fluency may be more important than grammatical accuracy, as it allows students to concentrate more on language production.

Students use the language receptively and productively during class; in contexts not yet practiced, they can react to an unexpected situation, exchange different points of view, express suggestions and other skills. Oral interaction between students

should be persistent, in pairs, small groups or among the whole class. The teacher's primary role is that of facilitator and guide, encouraging participation and collaboration among the students. Corrections are not immediate; students' participation is not interrupted to make corrections, so they are motivated to build meaning through authentic linguistic interaction with their peers. (Brown, 2000)

Oral Communications Skills: are thinking skills to devise, select and organize a language to produce understandable and coherent messages.

Oral communication must consist of the emission of information or message through a communicator (sender) and a reaction/response to the message or information received by the communicator (receiver). In addition to the aforementioned principles, we must try to ensure that the message we are trying to convey has the following characteristics:

- **Clarity.** Avoid bombastic words, technical expressions, etc., and use short paragraphs and sentences.
- **Brevity.** It is important to focus on the topic.
- **Courtesy.** It has to say hello and introduce yourself before starting to speak, maintain a positive attitude during the presentation, and so on.
- **Closeness.** It should use first-person expressions and avoid impersonal treatment of the recipient.

Oral communications, according to J. Badía, can be classified as follows according to the number of participants:

- **Singular.** One or more recipients do not have the immediate possibility of responding and, therefore, of exercising the issuer's role, as happens in political discourse, keynote presentation, or recorded song.
- **Dual.** Two interlocutors can alternately take on the roles of sender and receiver. Telephone calls, interviews, and dialogue between friends are of this type.
- **Plurals.** Three or more interlocutors can alternately take on the roles of sender and receiver. This type of oral communication occurs in a

neighbor's meeting, a class debate, or a conversation between several friends.

1.3. Importance of Speaking

The ability to speak is fundamental to people's success in life. Penny Ur (Ur, 2012) considers that "mastering the art of speaking" is the essential aspect of learning a language, also stating that of the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important". People who know a language are referred to as "speakers" of the language as if speaking includes all other types of knowledge. Marianne Celce-Murcia (Celce-Murcia, 2002) argues that, for most people, the ability to speak a language is synonymous with knowing that language since speaking is the most basic means of human communication.

Then she adds the relevance of speaking is greater when integrated with other language skills; among other benefits, speaking can help learners of English as a foreign language develop their vocabulary and grammar, improve their writing and listening skills. By speaking, students can express their feelings, opinions or personal ideas; tell stories; inform or explain; make requests; converse and discuss. Through speaking, the different functions of language can be shown. Chaney and Burk (Chaney & Burk, 1998) define Speaking as the process of building and sharing meaning through verbal and non-verbal symbols in various contexts. More extensively Burns and Joyce (Burns & Joyce, 1997) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking form and meaning depend on the context in which it occurs, the participants, and the purpose of the speech. Operational speaking is defined as learners' ability to express themselves orally, coherently, fluently, and appropriately in a given meaningful context to serve both transactional and interactional purposes, using correct pronunciation, grammar, and vocabulary and adopting the pragmatic and discourse rules of spoken language.

In other words, students are required to demonstrate mastery of the following sub-competencies and skills: Linguistic competence includes the ability to use intelligible pronunciation, follow grammatical rules, use relevant, adequate and

appropriate vocabulary. Discourse competence requires the ability to structure discourse coherently and cohesively, manage the conversation and interact effectively to maintain the conversation. Pragmatic competence includes expressing various functions effectively and appropriately according to context and register—finally, fluency, which means speaking fluently by demonstrating a reasonable speech rate.

1.3.1. Speaking Activities in the Classroom

EFL students need to practice the language regularly during their classes through various teacher-sponsored activities. These activities can serve the learning objective and the development of speaking skills. Richards and Lockhart (Richards & Lockhart, *Reflective Teaching in Second Language Teaching* 15th Printing, 2007) define practice activities as tasks used to perform or learn a particular item or involve language in a given model. Therefore, at all levels, students should have extensive practice in the classroom, where they express themselves in situations where they can use spontaneous language.

1.3.2. The cooperative work in English language learning.

Active methods such as PBL offer better results when working in groups because it allows to take greater advantage of scaffolding, for this reason it is necessary to understand the benefits of cooperative work in education in general and specifically in the teaching of English as a foreign language and the development of oral skills. The teaching process must be approached from various angles, as these are activities that are implemented with human beings; they must be flexible, changing and always ready to adapt to the needs of the case.

On the other hand, it is essential to individualize teaching, to allow each student to work independently and at their own pace, so that teachers can help them enhance their learning styles. However, it is also essential to promote group work and collaboration among students. Cooperative work, carefully planned and implemented, builds values, promotes self-esteem, motivates students to learn more, enjoys school more, and establishes better relationships with their peers.

Cooperative learning must have a series of components to fulfill its function and objectives - Positive interdependence; group members must clearly understand that their efforts, actions or inactions will affect not only the individual but all team members; students must coordinate their efforts to achieve a common goal. The "I" becomes "we"; without positive interdependence, there is no cooperation.

Direct, face-to-face interaction; students work together to support each other's success by sharing resources, encouraging and supporting each other, and facilitating the effort to learn. Each member of the group must promote others' learning; cooperative learning is a personal commitment to each other. The principle here is, to work together is to learn together.

Personal responsibility and valuing the individual contribution, the group assumes the responsibility to achieve a common goal, and each student is responsible for fulfilling the part of the work that corresponds to him or her; therefore, it is important to divide the work equitably and to avoid that nobody takes advantage of the work of others. Individual responsibility is a shared responsibility.

Interpersonal skills and group management are other components of this methodological strategy; it is necessary to instill in the student interpersonal and group practices, necessary to function as part of a group. Besides, it is essential to develop the ability to communicate, make decisions, delegate, manage conflicts to create a climate of trust and harmony; in other words, we learn to live together.

It is necessary to emphasize that cooperative work is not merely group work, which means that groups cannot be organized simply by alphabetical order or by location within the classroom; forming the groups is a determining factor in meeting the pedagogical objectives of cooperative work. Their composition should be as heterogeneous as possible, level of performance-reasoning, gender, special needs of educational support. Students with the highest or lowest academic performance should not be placed in a single group, or only men or only women groups are not allowed.

Several students centred and active methodologies can be used to implement

cooperative learning, among which the PBL stands out for its versatility. Given the current situation of pandemic and the social isolation that is lived now, cooperative learning is a good strategy for online education; small workgroups can be created to fulfill specific tasks to take advantage of the ICTs to stimulate the interpersonal relationships between the students.

One of the general objectives in EFL teaching, and possibly the most essential, is to develop in students the ability to communicate orally in English, with accuracy, fluency and intelligibility. Unfortunately, very few students manage to maintain a conversation using the correct functions under normal communicative conditions concerning the effort and time invested in the process. Because when traditional teaching methods are used, it is the teacher who dominates the conversation during class almost all the time, students have few opportunities to participate. Therefore, teachers must promote alternatives so that their students have more opportunities to practice English and use it communicatively in and out of the classroom.

1.4. Foundation of the State of Art

It is necessary to do a review related to the learning based on problems applied in the learning of the English language. One of the works taken into account for this research has as its theme "Problem-based learning and its impact on communication in the English language of the students of the third year of parallel high school C2 of the Higher Technological Institute Baños of the Baños canton, Tungurahua province." Carried out by Alexandra Elizabeth Salinas Copo, in 2014 where a proposal is generated to improve students' interest in communication processes as well as a social approach through the correct use of the Problem-Based Learning methodology. In this work carried out by Alexandra Salinas, a development of effective interaction directly with speakers of the English language is proposed, in addition to the fact that teachers are proposed and taken into account so that they receive appropriate training in the different techniques that make up the methodology of problem-based learning.

In the conclusions, very important factors are mentioned, such as the development of classes where monotonous repetition and memorization predominate, these being

traditional methodologies that do not benefit the active development of communication as a daily practice of the English language.

In addition, it is emphasized that teachers maintain the use of techniques that do not allow the student to develop dialogues in English fluently, communication is key in the teaching-learning process of the English language and based on PBL, students will be allowed to students meet their objectives and competencies in addition to encouraging them to maintain an active interaction with respect to the most fluent command of the language.

Another of the works that deserves to be mentioned has as its theme "Problem Based Learning (PBL) for oral production of the English language in the students of the Second Level of the Continuing Education Center of the Salesian Polytechnic University, Cayambe seat." carried out by Flores Morocho Alexandra Elizabeth where she mentions that problem-based learning focuses specifically on the learner since its clear objective is to motivate them to solve problems in a personal way, in addition to facilitating the development of critical and creative thinking. In this work, as in the aforementioned, a pre-test and post-test are carried out to determine the problems and shortcomings and to later see the results obtained after a correct application of strategies.

Within the conclusions, the author mentions that prior to the application of PBL activities, knowledge is a key point, in addition facts and ideas were shared through discussions and questions are gradually answered to improve information retrieval. That became a way of working for the understanding and reinforcement of the subject making it easier to understand among the students.

1.5. Chapter I Conclusions

The PBL approach allows students to acquire transferable skills reusable in other contexts. They manage to develop this type of skills by carrying out personal activities of knowledge acquisition put at the service of cooperative work, promoting teamwork. This approach does not keep the student in a passive role of information receiver, on the contrary, PBL requires the continuous participation of students who must learn to expose their vision of the problem-situation, develop a solid argumentation and effectively defend their ideas.

As with the application of any teaching method, the application of PBL will have consequences that impact the development of some transversal competences in students, which is its added value. These competencies can be classified into four areas:

Metacognitive competencies develop the capacity for self-learning, the effective search for information, identifying strengths, recognizing weaknesses, and searching for appropriate means to overcome them.

Interpersonal competencies allow the communication of ideas and taking initiatives, accepting other people's points of view, learning to collaborate productively in group activities, valuing teamwork and the spirit of cooperation, developing psychosocial functions. Affective competencies improve self-confidence in dealing with problems and a high level of responsibility in achieving consensual solutions.

CHAPTER II. PROPOSAL

2.1. Proposal Topic

Booklet for Teachers based on Problem-Based Learning method to improve speaking skills on A1 level students of Language Center at Technical University of Cotopaxi La Maná.

2.2. Objectives

General Objective:

- To design a booklet on using PBL to improve speaking skills, which includes activities to enhance this skill.

Specific objectives

- To design a booklet problem-based learning activities.
- To encourage students in the interaction of applied activities.
- To present an alternative of speaking skills improvement.

2.3. Justification

It is essential to know that the English language represents a factor of great importance at a global level since mastering this language provides many opportunities; That is why the academic training that a human being must have, must provide the confrontation with the new realities seen from a critical and constructive thought; This means evaluating showing the capacity for analysis, synthesis, and reflection.

At the present time, most of the sciences present new and improved forms of production, which maintain as a fundamental axis the students as well as their personal and collective development; That is why it is important to improve the methodologies, as well as the appropriate techniques, specifically for the development of the speaking skill; It is for this reason that various situations that are real and that present broad interest to the students should be promoted, where in addition the professors motivates in class, giving them confidence in themselves and thereby knowing capacities and with this, achieve a constant improvement of them.

Although the knowledge as well as the application of what the English language represents, it is very fundamental and mandatory for the community in which it is immersed, that is why today it can be said that its learning becomes a little more complex and some strategies must be carried out to be applied by teachers, although the current methodologies are not the most appropriate in the education of the language in the Ecuador. According to (Carlos Andrés Calle- Suárez, 2021) “traditional methodologies are related to the traditional school and active methodologies to the new school”, since the new school is in nowadays, methodologies that do not focus entirely on language skills are a problem for students; With the problem-based learning method, students will be able to be motivated in a way that allows them to be more active and constructive than those that learn on a daily basis, and all of this will be substantially reflected in speaking skills and, with this, it will be given as the handling and application of this language resulted.

When problem-based learning is carried out, it is of great importance because it will facilitate the acquisition of this language in a faster and more pleasant way, so the participation is promoted as well as the discussion and practice of the language both inside and outside the classroom, where the teacher must act in a simple and creative way.

This topic to be investigated represents an element of great interest to most of the students, who are the ones who will participate in the solution of the problems that

are in their environment, it is with this that the students will develop their critical thinking as well as their vocabulary and also the development of grammatical structure; the academic contribution will be the development of speaking skill.

With this research, student learning will be developed, contributing to personal growth and also at the professional level of each one of them.

2.4. Proposal Development

The use of strategies based on Problem-Based Learning in the teaching- learning process is a necessity when the teacher work with beginner students. For this reason, this proposal has some innovate and interesting activities that will help to create a positive environment in English classes. The application of this booklet can be in presencial or virtual classes. The booklet has speaking skill activities such as: vocabulary, reading, solving problems that give students significative learning on A1 level of the Language Center at the Technical University of Cotopaxi ‘La Maná’.

2.4.1. Proposal components

Different components are part of the proposal, which benefit an operational definition from the definitions that contribute to the research. These components are relevant to provide a better structure of it.

2.4.1.1 Theoretical Foundation

This proposal replies to solve some different shortcomings in the teaching- learning process identified through the application of a rubric in the virtual class and the surveys for the teachers. It was possible to identify the students are afraid of participating in the class, they don’t have a good pronunciation and the lack of vocabulary. On the other hand, teacher don’t know and apply the correct and adequate methodology to teach this language and emphasize in grammar, translations and use traditional methodology.

2.4.1.2 Booklet

This proposal is developed based on Problem-Based Learning method whose activities included innovate strategies to the beginner students and improve speaking skill inside a booklet. A booklet is a notebook of activities that according to (Educación, 2021) “promote the development of language skills and that in turn link the learning of technical vocabulary for each specialty.” It is structured by five activities based on the students’ necessity, which will be developed in 45 minutes for each one, where students get new vocabulary and find solutions to the given problems. Each activity has the title of the activity related to the topic and the procedure, objective, the time, the age and materials. The procedure is the most important because guide the teacher how to develop each activity, students have the opportunity to solve real life problems and it provided more significative learning.

2.4.1.3 Speaking Skills

Verbal communication skills are thinking ability to devise, select and organize a language to produce comprehensible and coherent messages. Having conviction is giving life to ideas and putting enthusiasm when communicating them; hence the great pillars that sustain verbal skills are:

- **Preparation.** It let us investigate reliable sources of information; Let us put outstanding thoughts in memory.
- **Intelligence.** It serves to know the different issues and problems clearly. Cultivating our intelligence requires methods and procedures.
- **Knowledge.** It is not just acquiring specific information, obtaining data, or consulting bibliographic, personal, or electronic sources.
- Possibility of proving through the word a truth that exists for us.

2.4.1.4 Communicative and cooperative approach

Within the application of problem-based learning strategies, it is essential to add methods that better shape the way and guarantee greater effectiveness during the application. During the planning of the different activities to be carried out, the

communicative method is applied, which is understood as the best method to understand activities that relate in a context of interaction, since it is necessary for students to maintain constant interaction during classes, leaving memorization aside. On the other hand, since constant interaction on the part of the students is necessary during the activities carried out in the classes, the Interactive method is adopted to carry out this important factor for the effective application of problem-based learning strategies. Students need development in contexts that are practical and related to their environment, so the cooperative method is also essential in this application, since they will not only have to function autonomously in a real environment, but also socially, and the ability to collaborating as a group is necessary for that reason three indispensable methods are necessary for an effective application of strategies.

2.4.1.5 Booklet components

Title of the activity: The title of the activity will give a first idea of what the activities below are about, so the student will be able to better assimilate the activities and show a prior interest in solving the proposed activities.

Objective of the booklet based on the needs of the students: The objective of the activities shown in the booklet is an improvement in the speaking ability of the students in addition to indirectly developing their critical thinking and autonomy when they carry out activities that are considered in a real environment, in a practical environment.

Importance of the activity: The importance of the activity is based on the skill that needs improvement and also shows a positive influence in a real context contributing to effective learning.

Topic and Age: Students have the ability to understand and handle the information presented in the booklet as it was previously analyzed and selected taking into account the level at which they are, in addition to considering the previous information obtained in the pre-test.

Time and Materials: The time for the activities will be as long as necessary depending on the activities and the collaboration of the students, in addition to the materials being those that the teacher needs and deems pertinent for a correct and effective application of the activities.

Procedure: The procedure for carrying out the activities of the booklet is summarized in the assimilation of the information presented and making the students express their ideas in an active way, thus showing their critical thinking during the teaching-learning process.

Assessment: The teacher has the role of being a guide during the teaching- learning process and in the same way to subtly monitor the progress of the students and assign activities in a worksheet to help the students to recover the information that has not been properly captured during the classes taught.

2.4.2. Proposal Explanation

This proposal aims to improve the effectiveness of English classes, in addition to improving the most conflictive skill in level A1 of English proficiency, which is speaking ability. This proposal involves activities that, after being analyzed and properly selected based on the students' abilities, point to an improvement in the aforementioned. Students are not able to maintain an interactive and cooperative state of mind during the teaching-learning process within the class, so this proposal that implements problem-based teaching strategies aims to help students not only filter information that is useful for them to learn, but it also helps them develop critical thinking and maintain an interactive and collaborative environment within the classroom that focuses primarily on speaking skills.

This proposal presents some elements and learning tools that will lead students of the A1 of Language Center of the Technical University de Cotopaxi La Maná, to an adequate use of learning techniques that will be based on problems in order to increase their speaking skills.

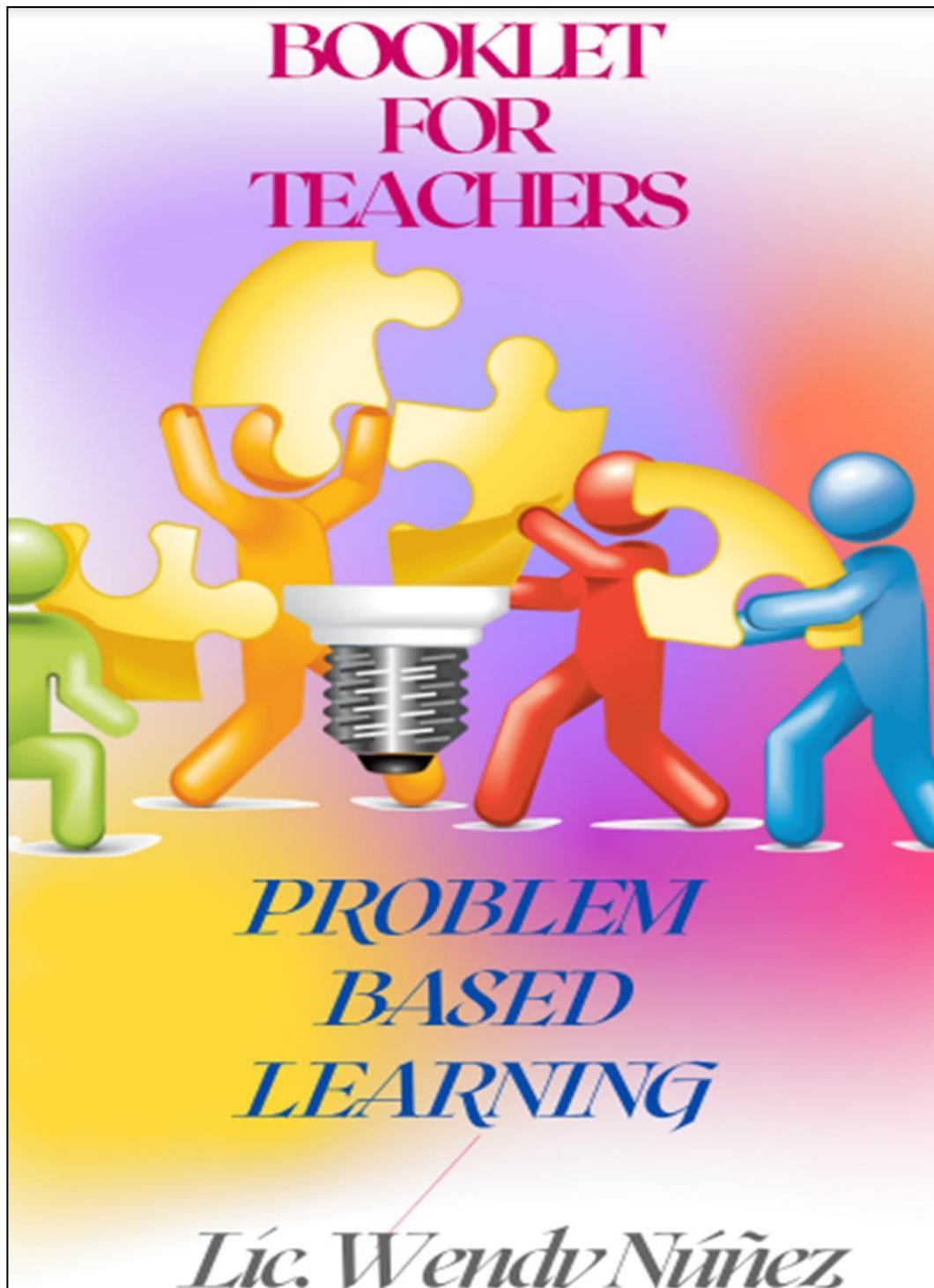
Where the instructions are delivered that allow placing both the resources and the

materials for the development of the issues raised, in an easy and simple way, although these instructions are designed to reach a specific objective, that is why it is structured from the point of view of the teacher or teacher any adaptation or mission that could be made in each strategy, all for the improvement of practice for other topics or activities.

Although in these activities it is necessary to take into account the evaluations that must be carried out from the beginning with the students. The error bias that may exist on the performance of the students must be taken into account in the evaluations, which is why the rubric must be included with the description of each strategy for the solutions of the problems in the proposed activities.

This rubric was expected to facilitate not only a quantitative but a qualitative assessment.

Graphic 2. Proposal Explanation



Elaborated by: Wendy Núñez (2021)

ACTIVITY I. QUILOTOA TRIP



Graphic 3. Quilotoa Lagoon

Source: <https://www.viator.com/es-ES/tours/Quito/2-Day-Tour-of-Cotopaxi-Volcano-and-Quilotoa-Lagoon-with-hotel/d735-19569P25>

OBJECTIVE: Students will be able to use vocabulary and expressions about trips in the context of talking about solutions to a problem that is supposed to be resolved.

METHODOLOGY: Problem-Based Learning

IMPORTANCE: This activity will allow students to solve the problem during the trip. They can research new vocabulary, discuss to get the best decision and motivate them to participate in class.

TOPIC: Our trip to Quilotoa's Village

AGE: 16+

TIME: 45 minutes

MATERIALS: Dictionary, computer, internet, cellphone, worksheet.

PROCEDURE:

- The teacher will show some photos about trip, asks students to describe it using basic clothes, genre, place vocabulary.
- Teacher will teach students all basic vocabulary about trip that they need to use to solve the problem.

➤ Tourist, sleeping bag, tent, luggage, hotel, taxi, bus,

backpack, ticket, map, travel, buy, take, flashlight, snacks, bottle of water, passport, money, matches, rope, sweater, raincoat, first-aid kit, among others.

- Students will repeat the pronunciation of the words and try to say 5 words that they can remember without seeing the board.
- Teacher will formulate some questions about their vacation for example:
 - (Where do you like travelling on vacation? What do you prefer travel by plane, bus or boat? Who do you travel with? Who do you prefer travelling with? Why?)
- After that, the teacher will ask a question to the students: what are the problems if you lost your cellphone during your trip? Then students have to share their opinions:

I lost my cellphone



Graphic 4. I lost my cellphone

Source:

<https://www.worldpackers.com/es/articles/common-travel-problems-and-how-to-deal-with-them>

I was travelling to Quito by plane with my friends, I went to an restaurant to have lunch and I forgot my cellphone on the table. When I realized that I didn't have my cellphone I went back to the restaurant and my cellphone wasn't there. I felt so sad because my cellphone was the important and useful thing that I could have.

- When all students have expressed their ideas the teacher will divide the class into 6 groups with 5 students using a link for their meeting, after will explain

how to work and then will give them a big problem: You and your friends arrive to Quilotoa to spend t night but there are no rooms available!! What should you do? Students have to analyze, find the solutions and face the problem.

➤ Option 1 Rent a car to go back to Zumbahua.

- After that teacher will visit the room where students are, to confirm their participation of each of them.
- Finally, each student will share their best decision taken for this problem with their classmates, and they will be able to solve their problem.
- Measure

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> • Maintains simple exchanges. • Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> • Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> • Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> • Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> • Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> • Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Graphic 5. Methodology

Source: Cambridge

ACTVITY II. MY VACATION



Graphic 6. La Maná

Source: <https://lahora.com.ec/cotopaxi/noticia/1102157309/la-mana-vive-sus-fiestas-civicas>

OBJECTIVE: Students will be able to use vocabulary and expressions about vacations the context of talking about solutions to a problem that is supposed to be resolved.

METHODOLOGY: Problem-Based Learning

IMPORTANCE: This activity will allow students to solve the problem during their vacation. They can research new vocabulary, discuss to get the best decision and motivate them to participate in class.

TOPIC: My vacation in La Maná-Ecuador

AGE: 16+

TIME: 45 minutes

MATERIALS: Dictionary, computer, internet, cellphone, worksheet.

PROCEDURE:

- The teacher will show some flags of different countries, asks students

to identify each one in English with their nationality, weather and season.

- Teacher will teach students some vocabularies about country with their nationality and weather that they need to use to solve the problem.
 - France-French, Italy-Italian, China- Chinese, cold, hot, summer, winter, fall, spring and among others.
- Students will repeat the pronunciation of the words and try to say 5 words that they can remember without seeing the board.
- Teacher will formulate some questions about weather for example:
 - (What's the weather like in different countries? What country did you visit with your family? What country do you want to travel?)
- After that the teacher will ask a question to the students: what are the problems if you travel to any place but you don't know about its weather? Then students have to share their opinions:

TRAVEL SICKNESS

My parents and I live in Guayaquil and we travelled to Latacunga. We started searching the weather prediction for buying the clothes and packing the correct things. We bought the ticket, I was so happy and I decided to travel next to the window. It was my first time to go to Latacunga. When we arrived to the highland, I started feeling so bad, the travel made me dizzy and vomited. My mother carried sickness medication but not for my symptom so a kin person gave us a bill and took with water. Finally, I felt better and slept for the rest the travel.

- When all students have expressed their ideas teacher will divide the class into 6 groups with 5 students using a link for their meeting, after will explain how to work and then will give them a big problem: We arrived to the bus station of La Maná when we realized a passenger was dead and called to the policeman. The medical Covid station analyzed and diagnostic a coronavirus case. Maybe, the passenger was infected so we have to stay in a hotel for 15 days until they take us the Covid test and we don't have enough money and have to be isolated
 - Option 1: use the credit card to reserve a hotel in the city

Option 2

- After that the teacher will visit the room where students are to confirm their participation of each of them.
- Finally, each student will share their best decision taken for this problem with their classmates, and they will be able to solve their problem.
- Measure

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> • Maintains simple exchanges. • Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> • Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> • Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> • Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> • Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> • Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Graphic 7. Methodology
Source: Cambridge

ACTIVITY III. MY ACCIDENT



Graphic 8. Accident

Source: <https://wdrfree.com/stock-vector/accident-cartoon>

OBJECTIVE: Students will be able to use vocabulary and expressions about means of transportation, professions in the context of talking about solutions to a problem that is supposed to be resolved.

METHODOLOGY: Problem-Based Learning

IMPORTANCE: This activity will allow students to solve the problem during their vacation. They can research new vocabulary, discuss to get the best decision and motivate them to participate in class.

TOPIC: I crash my car.

AGE: 16+

TIME: 45 minutes

MATERIALS: Dictionary, computer, internet, cellphone, worksheet.

PROCEDURE:

- The teacher will show some pictures about professions, means of transportation, asks students to identify each one in English.
- Teacher will teach students some vocabularies about professions, means of transportations that they need to use to solve the problem.
 - Policeman, car, boat, bicycle, firefighter, nurse, taxi driver,

driver, teacher, traffic officer, truck, and among others.

- Students will repeat the pronunciation of the words and try to say 5 words that they can remember without seeing the board.
- Teacher formulates some questions about weather for example:
 - (Do you have a car? How many? / What type of driver's license do you have? What do you prefer a car, a bike, a motorbike) What means of transportation do you want to learn to drive or ride?)
- After that teacher ask a question for the students: what are the problems if you fail your driving test? Then students have to share their opinions.



Graphic 9. Test

Source: <https://www.pinterest.com/pin/636626097306241205/>

- When all students have expressed their ideas teacher will divide the class into 6 groups with 5 students using a link for their meeting, after will explain how to work and then will give them a big problem: I was driving back home in La Maná when a car crash against mine! It is my first experience like this. My car is new; I am so angry but I need to choose a solution.
 - Option 1: Call the car insurance service to solve the issue with the other driver
- Teacher will visit the room where students are to confirm their participation of each of them.

- Finally, each student will share their best decision taken for this problem with their classmates, and they will be able to solve their problem.
- Measure

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> • Maintains simple exchanges. • Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> • Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> • Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> • Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> • Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> • Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Graphic 10. Methodology

Source: Cambridge

ACTIVITY IV. HEALTHY



Graphic 11. Health

Source: <https://www.everydayhealth.com/>

OBJECTIVE: Students will be able to use vocabulary and expressions about healthy in the context of talking about solutions to a problem that is supposed to be resolved.

METHODOLOGY: Problem-Based Learning

IMPORTANCE: This activity will allow students to solve the problem in their healthy. They can research new vocabulary, discuss to get the best decision and motivate them to participate in class.

TOPIC: I broke my teeth.

AGE: 16+

TIME: 45 minutes

MATERIALS: Dictionary, computer, internet, cellphone, worksheet.

PROCEDURE:

- The teacher will show some pictures about disease, parts of the body, asks students to identify each one in English.
- Teacher will teach students some vocabularies about disease, part of the body that they need to use to solve the problem.
 - Head, mouth, eye(s), ears, leg, arm, teeth, finger, broke my leg, stomach, headache, earache and among others.

- Students will repeat the pronunciation of the words and try to say 5 words that they can remember without seeing the board.
- Teacher will make some questions about weather for example:
 - (What kind of accident do you have? What parts of the body do you hurt? What was doing when you had the accident?)
- After that teacher will ask a question for the students: How to help your friend for giving up these problems Then students have to share their opinions.

Student A started smoking last year. He's/She's got a terrible cough. His/Her new friends also smoke. He/She avoids his/her good old friends who lead a healthy way of life. His/her parents are afraid that he/she can start drinking or taking drugs.

<https://en.islcollective.com/>

- When all students have expressed their ideas teacher will divide the class into 6 groups with 5 students using a link for their meeting, after will explain how to work and then will give them a big problem: I was get dressed to go my important event. I go to the bathroom to make up but you stumble in your stair and you fell face down. You broke your teeth.
- Teacher will visit the room where students are to confirm their participation of each of them.
- Finally, each student will share their best decision taken for this problem with their classmates, and they will be able to solve their problem.
- Measure

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> • Maintains simple exchanges. • Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> • Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> • Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> • Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> • Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> • Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Graphic 12. Methodology

Source: Cambridge

ACTVITY V. MY BAD DAY



Graphic 13. My bad day

Source: <http://saludhoy.com.ar/cibercondriacos-el-problema-de-llegar-al-diagnostico-a-traves-de-la-web/>

OBJECTIVE: Students will be able to use vocabulary and expressions about technology in the context of talking about solutions to a problem that is supposed to be resolved.

METHODOLOGY: Problem-Based Learning

IMPORTANCE: This activity will allow students to solve the problem in their healthy. They can research new vocabulary, discuss to get the best decision and motivate them to participate in class.

TOPIC: My presentation

AGE: 16+

TIME: 45 minutes

MATERIALS: Dictionary, computer, internet, cellphone, worksheet.

PROCEDURE:

- The teacher will share a link with some technology vocabularies asks students to identify each one in English.
 - [https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Computers_and_technology/Technology](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Computers_and_technology/Technology)

- Teacher will teach students some vocabularies about technology vocabulary and verbs that they will need to use to solve the problem.
 - [https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Computers_and_technology/Vocabulary_-_Technology_Verbs_zi1906478ht](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Computers_and_technology/Vocabulary_-_Technology_Verbs_zi1906478ht)
- Students will repeat the pronunciation of the words and try to say 5 words that they can remember without seeing the board.
- Teacher will make some questions about weather for example:
 - (How to resolve problem technology with your computer? When happened? Who helped you with these problems?)
- After that teacher will ask a question for the students: How much do you know about the future of technology?. Then students have to share their opinions.



Graphic 14. Text

Source:[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Computers_and_technology/Reading_oi1273638ys](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Computers_and_technology/Reading_oi1273638ys)

- When all students have expressed their ideas teacher will divide the class into 6 groups with 5 students using a link for their meeting, after will explain how to work and then will give them a big problem: He/ She needs to present a exposition but their computer begins to break out.
 - Option 1: Talk to the professor to ask him another chance
- Teacher will visit the room where students are to confirm their participation of each of them.
- Finally, each student will share their best decision taken for this problem with their classmates, and they will be able to solve their problem.
- Measure

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> • Maintains simple exchanges. • Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> • Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> • Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> • Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> • Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> • Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> • Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Graphic 15. Methodology
Source: Cambrigde

Chapter II Conclusions

- Through chapter two different activities that are made available to students are presented, thus hoping to achieve an improvement in speaking ability. The proposal was designed according to the identified problem since it will be of utmost importance to obtain concrete results on the effective development of the students.
- The speaking skill must be achieved through activities that involve verbal interaction either between students and the teacher or between students in collaborative work. Motivation on the part of both the teacher and the students is necessary to create an interactive environment where participation is a factor that facilitates learning.
- Thanks to different factors, an effective learning of the language can be obtained and an improvement in terms of coping with it. Expose students to a practical environment where their activity to develop is interaction with others using the English language. If this is the type of interaction that occurs in the classroom, an improvement in the level of English language proficiency will be much more noticeable.

CHAPTER III. APPLICATION OF THE PROPOSAL

3.1. Expert' Evaluation

The pedagogical proposal evaluation was valid by three professional experts in the English area. One of them, Mr. Luis Bravo with ID number 1709426694, Master's Degree in Linguistics Applied to Bilingual Spanish-English Education and who works as an English teacher at Institute Superior Tecnológico La Maná. Luis Bravo states that the proposal is a current, valid and relevant contribution related to improve speaking skills through Problem-Based Learning.

Mg. Luis Bravo considers that the learning material reflects a methodological process which states daily life problems and make us of appropriate methods in each exercises to develop speaking skills. He suggests that it should be applied first the proposal, it is precise in content and structure for helping students to promote acquire new words, increasing in vocabulary which go according to the career to be able to participate in classes and solve problems.

Miss. Andrea Labanda with ID number 1105344624 contributed in the validation, Bachelor of Science in Education, mention English Language and who works as a English teacher at “Escuela de Educación Básica La Maná”, has B2 international certificate of Cambridge. Andrea Labanda states that the proposal is current, valid and relevant contribution related to improve speaking skills through Problem-Based Learning.

Teacher Andrea considers that the material reflects a well –structured methodological process. It represents students' weakness in the development of the speaking skills, stablishes the use of appropriate methods. This proposal has a great

impact on using different methods that can be applied during the classes it is worth to mention that would be motivating and helpful to share these methods with other professors and so they can apply them with their students contributing on overcoming their weaknesses at the time of speaking.

Mg. Javier Banguera Rojas with ID number 0801418542 contributed in the validation and who works as an English teacher at “Luis Vargas Torres” Technical University and states that the proposal is valid and meaningful contribution related to improve speaking skills through Problem-Based Learning. The proposal is well structured with an advanced process, analyzing the problem students have speaking skills and giving positive results to improve the weakness that exist in students when participating in classes.

Also, said that the proposal allows our students to seek solutions to problem related to daily life by increasing their vocabulary and emphasizing pronunciation for higher levels.

His recommendation was that this research should be applied in any educational institution because there is no more help if it is just shared in only one institution.

When the analysis is carried out by an expert who knows the Problem-Based Learning methodology, the data obtained are interpreted and analyzed through an application of the Pre-test and Post-test to the groups that, for effect, will be both experimental and control These being a fundamental element of the investigative process, since the results are those that will be evaluated statistically to get to know the percentage of incidence that occurs both positively and negatively in the intervention groups.

3.2. Criteria of User

Based on the user's evaluation, was carried out for 2 teachers who work in the Language Center at Technical University of Cotopaxi La Maná, for this work a validation document was delivered to the colleagues with some criteria to know how useful is the didactic material in English classes with students of level A1, the

proposal has the expectations according to the needs of teachers and students for the level of training (pronunciation, vocabulary, spelling, etc.), the proposal is substantial with well-structured ideas, and other relevant aspects to validate this proposal to improve speaking skills based on the speech skills of the students.), the proposal is substantial with well-structured ideas and other relevant aspects to validate the present proposal to improve speaking skills related to problem-based learning.

José Fernando Toaquiza Chancusig teacher with ID number 0502229677 who evaluated the learning material proposed that learning new strategies is always useful so applying a booklet based on Problem Based Learning method is a challenging way of teaching a second language not only for the fact of using different and modern activities, but also for the use of activities according to the context.

Sebastián Fernando Ramón Amores with ID number 0503016685 who works at Technical University of Cotopaxi La Maná as an English teacher in the Language Center, evaluated the proposal and indicated that the activities showed in the booklet are presented in a well-structured and organized way. Focusing new method for English classes is helpful and meaningful for English teachers in this case applying a booklet based on Problem-Based Learning method is a different way of teaching a foreign language, using relevant and innovate activities according to the context or daily life problems.

Also, He recommends to take into account the use of this booklet in order to better students speaking skills and promote in other institutions for his application apart of Technical University of Cotopaxi extension ‘La Maná’

3.3. Impact or result validation

The results of the proposal were significant and beneficial within educational field, which were evidenced and validated by English teachers who works in Language Center at Technical University of Cotopaxi La Maná Canton, Cotopaxi Province. During the socialization about proposal, educators could know and learn more in

depth about the importance to apply new innovative methodology to improve speaking skills in A1 level the same as showed relevant results in the educational context. The results were focused on topics such as grammar - vocabulary, pronunciation and interactive communication.

3.4. Proposal results

In this section, graphs were used to present the results obtained in the measurement of speaking skill, analyzing each summary individually before and after the intervention in the group.

Table 5. Grammar and vocabulary Control Group

N ^a	STUDENTS	Pre-test	Post-test
1	ARMAS VITERI FERNANDA MICHELLE	0	0
2	ARMAS VITERI JESSICA STEFANIA	1	0
3	BODERO AGUAYO NELSON ALBERTO	0	0
4	CHUSIN CHANGOLUIZA GEOCONDA MARIANELA	0	1
5	CORRALES SILLO ESTHELA ELIZABETH	0	1
6	ESPINOSA TOSCANO MARLEY ANABEL	0	1
7	GARCIA FLORES ODALYS DAYANARA	0	0
8	MARTINEZ LEON JIMENA CAROLINA	0	0
9	NOROÑA RIVERA DARELIN RASHEL	0	0
10	OREJUELA MONTENEGRO BRYAN AXEL	0	0
11	PALANGO SALAZAR JENNY LISETH	0	0
12	PEREZ CORDOVA BRYAN STEEVEN	0	0
13	PUMAYO LINO ALEX ALBERTO	0	0
14	QUISPE MORALES LEONIDAS ALEXANDER	0	0
15	REYES BUSTAMANTE ERVIN RAMON	0	0

Elaborated: Wendy Núñez (2021)

Table 6. Results in Grammar and vocabulary Control Group

REQUIREMENT	Pre-test	%	Post-test	%
Band 5	0	0%	0	0%
Band 4	0	0%	0	0%
Band 3	0	0%	0	0%
Band 2	0	0%	1	6,67%
Band 1	1	6,67%	5	33,33%
Band 0	14	93,33%	9	60%
TOTAL	15	100%	15	100%

Elaborated: Wendy Núñez (2021)

Table 7. Grammar and vocabulary Experimental Group

N°	STUDENTS	Pre-test	Post-test
1	SANCHEZ PISCO LEMNY ALEXI	0	4
2	TOASA CEVALLOS JOSELIN NICOLE	0	3
3	TUAREZ VERA LUCERO ELIZABETH	0	5
4	VIERA MOLINA LENIN GUSTAVO	0	5
5	ZAMORA ZAMBRANO YENDI ELIANA	0	4
6	CAMPANA ZAMBRANO CARLOS JUNIOR	0	3
7	CATOTA CHANGO WILMER WLADIMIR	0	5
8	CHUSIN TIGASI DEISY JEANETH	0	3
9	HOLGUIN MIGUEZ SHIRLEY LIZBETH	0	3
10	MARTINEZ LALBAY FERNANDO JOSUE	0	5
11	MEJIA QUINTANA LIMBER ALEXANDER	0	4
12	NUÑEZ PARRA ANGEL DARIO	0	4
13	ORTEGA ESPIN LESLY SALOME	0	4
14	PALMA ECHERREZ CARLA ESTEFANIA	0	3
15	SANCHEZ CHASIPANTA NATALY GABRIELA	0	3

Elaborated: Wendy Núñez (2021)

Table 8. Results in Grammar and vocabulary Experimental Group

REQUIREMENT	Pre-test	%	Post-test	%
Band 5	0	0%	0	0%
Band 4	0	0%	0	0%
Band 3	0	0%	0	40%
Band 2	0	0%	6	40%
Band 1	0	0%	5	33,33%
Band 0	15	100%	4	26,67%
TOTAL	15	100%	15	100%

Elaborated: Wendy Núñez (2021)

Table 9. Grammar and vocabulary Post test / control and experimental group.

REQUIREMENT	Pre-test	%	Post-test	%
Band 5	0	0%	0	0%
Band 4	0	0%	0	0%
Band 3	0	0%	0	40%
Band 2	1	6,67%	6	40%
Band 1	5	33,33%	5	33,33%
Band 0	9	60%	4	26,67%
TOTAL	15	100%	15	100%

Elaborated: Wendy Núñez (2021)

Analysis: In the results obtained through the post-test of the control and experimental group, it is observed and noted that the results are better in the experimental group, it analyzed that 40% of the students achieve sufficient control of simple grammatical forms and use an appropriate vocabulary to talk about everyday situations, 26.67% achieve a good degree of control of simple grammatical forms and use a variety of appropriate vocabulary when talking about each situation and 33.33% share the performance characteristics of the previous percentages.

Interpretation: Through the application of different exercises using the problem-based learning method, students developed their English grammar and vocabulary.

Hypothesis testing

H_0 : The application of the Problem-Based Learning Method does not improve the grammar and vocabulary of the English Language of the A1 level students of the Technical University of Cotopaxi La Maná.

H_a : The application of the Problem Based Learning Method improves the grammar and vocabulary of the English Language of the A1 level students of the Technical University of Cotopaxi extension ‘La Maná.’

Significance level.

$$\alpha = 0,05$$

Chi-square calculator

$$\chi^2 = \sum \frac{(FO - FE)^2}{FE}$$

χ^2 = chi-square

\sum = addition

FO = Observable frequency

FE = Expected frequency

Table 10. Chi-Square Calculator

OBSERVED FREQUENCY			
Band	Control	Experimental	Total
0	12	0	12
1	3	0	3
2	0	0	0
3	0	6	6
4	0	5	5
5	0	4	4
Total	15	15	30

Elaborated: Wendy Núñez (2021)

Acceptance and rejection of specifications $G_I = \text{degree freedom } (F - 1) (C - 1)$

$$G_I = (6 - 1) (2 - 1)$$

$$G_I = (5) (1) = 5$$

$G_I = 5$, table 11, 0705; the tabulated rejects the null hypothesis H_o and accepts the alternative hypothesis H_a

Table 11. Expected frequency

EXPECTED FREQUENCY			
Band	Control	Experimental	Total
0	6	6	12
1	1,5	1,5	3
2	0	0	0
3	3	3	6
4	2,5	2,5	5
5	2	2	4
Total	15	15	30

Source: Student test

Elaborated by Wendy Núñez (2021)

Table 12. Hypothesis

O	E	(O-E)	(O-E) ²	(O-E) ² /E
12	6	6	36	6
3	1,5	1,5	2,25	1,5
0	0	0	0	0
0	3	-3	9	3
0	2,5	-2,5	6,25	2,5
0	2	-2	4	2
0	6	-6	36	6
0	1,5	1,5	2,25	1,5
0	0	0	0	0
6	3	3	9	3
5	2,5	2,5	6,25	2,5
4	2	2	4	2
30	30	0	115	30

Source: Student test

Elaborated by Wendy Núñez (2021)

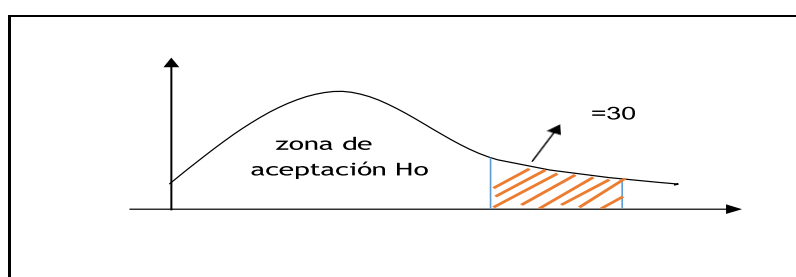
$$\chi^2 = 30$$

Alpha (α): the confidence level test is 95% because the alpha value should be of percentage reliability 0.05 (5%) which corresponds to the complement.

Decision.

Since the calculated chi-square is greater than (11.0705) the tabulated (30), the null hypothesis is rejected and the alternative hypothesis "The application of the Problem Based Learning Method improves the grammar and vocabulary of the English Language of the A1 level students of the Technical University of Cotopaxi

La Maná" is accepted.



*Graphic 16. Hypothesis
Source: Students results Elaborated by Wendy Núñez (2021)*

Table 13. Pronunciation Control Group

N°	STUDENTS	Pre-test	Post-test
1	ARMAS VITERI FERNANDA MICHELLE	0	3
2	ARMAS VITERI JESSICA STEFANIA	2	3
3	BODERO AGUAYO NELSON ALBERTO	3	3
4	CHUSIN CHANGOLUIZA GEOCONDA MARIANELA	3	3
5	CORRALES SILLO ESTHELA ELIZABETH	1	3
6	ESPINOSA TOSCANO MARLEY ANABEL	3	3
7	GARCIA FLORES ODALYS DAYANARA	2	3
8	MARTINEZ LEON JIMENA CAROLINA	3	3
9	NOROÑA RIVERA DARELIN RASHEL	1	4
10	OREJUELA MONTENEGRO BRYAN AXEL	1	4
11	PALANGO SALAZAR JENNY LISETH	3	4
12	PEREZ CORDOVA BRYAN STEEVEN	3	3
13	PUMAYO LINO ALEX ALBERTO	2	3
14	QUISPE MORALES LEONIDAS ALEXANDER	3	4
15	REYES BUSTAMANTE ERVIN RAMON	3	3

Elaborated by Wendy Núñez (2021)

Table 14. Results in Pronunciation Control Group

REQUIREMENT	Pre-test	%	Post-test	%
Band 5	0	0%	0	0%
Band 4	0	0%	4	0%
Band 3	8	0%	11	40%
Band 2	3	6,67%	0	40%
Band 1	3	33,33%	0	33,33%
Band 0	1	60%	0	26,67%
TOTAL	15	100%	15	100%

Elaborated by Wendy Núñez (2021)

Table 15. Pronunciation Experimental Group

N°	Students	Pre-test	Post-test
1	SANCHEZ PISCO LEMNY ALEXI	3	4
2	TOASA CEVALLOS JOSELIN NICOLE	1	3
3	TUAREZ VERA LUCERO ELIZABETH	3	4
4	VIERA MOLINA LENIN GUSTAVO	3	5
5	ZAMORA ZAMBRANO YENDI ELIANA	3	4
6	CAMPANA ZAMBRANO CARLOS JUNIOR	2	4
7	CATOTA CHANGO WILMER WLADIMIR	3	4
8	CHUSIN TIGASI DEISY JEANETH	0	4
9	HOLGUIN MIGUEZ SHIRLEY LIZBETH	1	4
10	MARTINEZ LALBAY FERNANDO JOSUE	3	5
11	MEJIA QUINTANA LIMBER ALEXANDER	2	4
12	NUÑEZ PARRA ANGEL DARIO	3	5
13	ORTEGA ESPIN LESLY SALOME	1	4
14	PALMA ECHERREZ CARLA ESTEFANIA	3	4
15	SANCHEZ CHASIPANTA NATALY GABRIELA	3	4

Elaborated by Wendy Núñez (2021)

Table 16. Results Pronunciation Experimental Group

REQUIREMENT	Pre-test	%	Post-test	%
Band 5	0	0%	3	20%
Band 4	0	0%	11	73,33%
Band 3	9	60%	1	6,67%
Band 2	2	13,33%	0	0%
Band 1	3	20%	0	0%
Band 0	1	6,67%	0	0%
TOTAL	15	100%	15	100%

Elaborated by Wendy Núñez (2021)

Table 17. Grammar and vocabulary Post-test / control and experimental group

REQUIREMENT	Pre-test	%	Post-test	%
Band 5	0	0%	3	20%
Band 4	4	0%	11	73,33%
Band 3	11	40%	1	6,67%
Band 2	0	40%	0	0%
Band 1	0	33,33%	0	0%
Band 0	0	26,67%	0	0%
TOTAL	15	100%	15	100%

Elaborated by Wendy Núñez (2021)

Analysis: In the results obtained through the post-test of the control and experimental groups, it is observed and confirmed that the results are better in the experimental group, it is showed that 6.67% of the students achieve greater comprehensibility, despite the limited control of the phonological features. 73.33% share the performance of the characteristics of bands 3 and 5 and 20% achieve greater comprehensibility, and have some control of phonological features both at the utterance and word level.

Interpretation: Through the application of different exercises using the Problem-Based Learning Method, students improved their English pronunciation. Hypthesis Tets

H₀: The application of the Problem-Based Learning Method does not improve the English pronunciation of A1 level students at the Universidad Técnica de Cotopaxi extension ‘La Maná.’

H_a: The application of the Problem Based Learning Method improves the pronunciation of the English Language of the A1 level students of the Technical University of Cotopaxi La Maná.

Significance Level.

$$\alpha = 0,05$$

Chi-Square Calculator

$$\chi^2 = \sum \frac{(FO - FE)^2}{FE}$$

χ^2 = chi square

\sum = Addition

FO = Observable frequency

FE = Expected frequency

Table 18. Chi-Square Calculator

Band	Expected Frequency		Total
	Control	Experimental	
0	0	0	0
1	0	0	0
2	0	0	0
3	11	1	12
4	4	11	15
5	0	3	3
Total	15	15	30

Elaborated: Wendy Núñez (2021)

Acceptance and rejection of specifications **G1** = degree freedom (F - 1) (C - 1)

$$G1 = (6 - 1) (2 - 1)$$

$$G1 = (5) (1) = 5$$

$G1 = 5$, table 11.0705; the tabulated rejects the null hypothesis H_0 and accepts the alternative hypothesis H_a

Table 19. Expected Frequency

Expected Frequency			
Band	Control	Experimental	Total
0	0	0	0
1	0	0	0
2	0	0	0
3	6	6	12
4	7,5	7,5	15
5	1,5	1,5	3
Total	15	15	30

Source: Student test

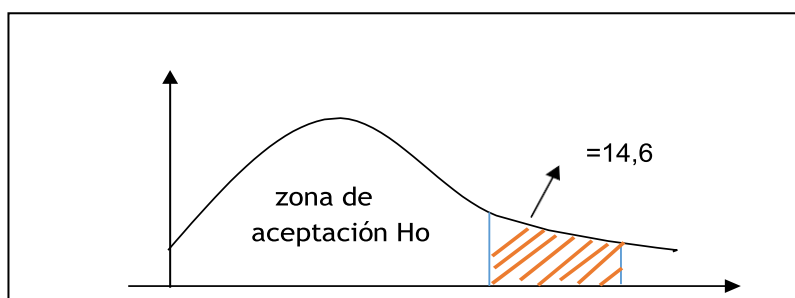
Table 20. Hypothesis

O	E	(O-E)	(O-E) ²	(O-E) ² /E
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
11	6	5	25	4,17
4	7,5	-3,5	12,25	1,63
0	1,5	-1,5	2,25	1,5
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
1	6	-5	25	4,17
11	7,5	3,5	12,25	1,63
3	1,5	1,5	2,25	1,5
30	30	0	79	14,6

$$\chi^2 = 14,6$$

Alpha (α): the confidence level test is 95% because the alpha value should be of percentage reliability 0.05 in percentage value 5% which corresponds to the complement.

Decision. Since the calculated amount of chi-square is greater than (11.0705) the tabulated (14.6), the null hypothesis is rejected, and the alternative hypothesis "The application of the Problem Based Learning Method improves the pronunciation of the English Language in the students of level A1 of the Technical University of Cotopaxi La Maná" is accepted.



*Graphic 17. Hypothesis
Elaborated: Wendy Núñez (2021)*

Table 21. Interactive communication Control Group

N°	STUDENTS	Pre-test	Post-test
1	ARMAS VITERI FERNANDA MICHELLE	1	1
2	ARMAS VITERI JESSICA STEFANIA	2	2
3	BODERO AGUAYO NELSON ALBERTO	1	1
4	CHUSIN CHANGOLUIZA GEOCONDA MARIANELA	1	1
5	CORRALES SILLO ESTHELA ELIZABETH	0	2
6	ESPINOSA TOSCANO MARLEY ANABEL	1	1
7	GARCIA FLORES ODALYS DAYANARA	1	1
8	MARTINEZ LEON JIMENA CAROLINA	1	1
9	NOROÑA RIVERA DARELIN RASHEL	1	1
10	OREJUELA MONTENEGRO BRYAN AXEL	1	2
11	PALANGO SALAZAR JENNY LISETH	0	2
12	PEREZ CORDOVA BRYAN STEEVEN	1	1
13	PUMAYO LINO ALEX ALBERTO	1	1
14	QUISPE MORALES LEONIDAS ALEXANDER	1	1
15	REYES BUSTAMANTE ERVIN RAMON	1	1

Elaborated: Wendy Núñez (2021)

Table 22. Results Interactive communication Control Group

REQUIREMENT	Pre-test	%	Post-test	%
Band 5	0	0%	0	0%
Band 4	0	0%	0	0%
Band 3	0	0%	0	0%
Band 2	1	6,67%	4	26,67%
Band 1	12	80%	11	73,33%
Band 0	2	13,33%	0	0%
TOTAL	15	100%	15	100%

Elaborated: Wendy Núñez (2021)

Table 23. Interactive communication Experimental Group

N°	STUDENTS	Pre-test	Post-test
1	SANCHEZ PISCO LEMNY ALEXI	2	5
2	TOASA CEVALLOS JOSELIN NICOLE	1	4
3	TUAREZ VERA LUCERO ELIZABETH	1	4
4	VIERA MOLINA LENIN GUSTAVO	1	4
5	ZAMORA ZAMBRANO YENDI ELIANA	1	4
6	CAMPANA ZAMBRANO CARLOS JUNIOR	1	3
7	CATOTA CHANGO WILMER WLADIMIR	1	4
8	CHUSIN TIGASI DEISY JEANETH	1	3
9	HOLGUIN MIGUEZ SHIRLEY LIZBETH	1	3
10	MARTINEZ LALBAY FERNANDO JOSUE	1	5
11	MEJIA QUINTANA LIMBER ALEXANDER	1	5
12	NUÑEZ PARRA ANGEL DARIO	1	4
13	ORTEGA ESPIN LESLY SALOME	1	4
14	PALMA ECHERREZ CARLA ESTEFANIA	1	3
15	SANCHEZ CHASIPANTA NATALY GABRIELA	1	3

Elaborated: Wendy Núñez (2021)

Table 24. Results Interactive communication Experimental Group

REQUIREMENT	Pre-test	%	Post-test	%
Band 5	0	0%	2	13,33%
Band 4	0	0%	8	53,33%
Band 3	0	40%	5	33,33%
Band 2	1	40%	0	0%
Band 1	14	33,33%	0	0%
Band 0	0	26,67%	0	0%
TOTAL	15	100%	15	100%

Elaborated: Wendy Núñez (2021)

Table 25. Interactive communication Post test / control and experimental group

REQUIREMENT	Pre-test	%	Post-test	%
Band 5	0	0%	2	13,33%
Band 4	0	0%	8	53,33%
Band 3	0	0%	5	33,33%
Band 2	4	26,67%	0	0%
Band 1	11	73,33%	0	0%
Band 0	0	0%	0	0%
TOTAL	15	100%	15	100%

Elaborated: Wendy Núñez (2021)

Analysis: In the results obtained through the post-test of the control and experimental groups, it is observed and confirmed that the results are better in the experimental group, it is noted that 33.33% of the students manage to maintain simple exchanges, despite some difficulties and need indications and/or support, 20% managed to maintain simple exchanges and require very few indications and/or support and 46.67% share the performance of the characteristics of the previous percentages.

Interpretation: Through the application of different exercises using the Problem Based Learning Method the students improved their intercative communication of the English Language. Prueba de hipótesis

H₀: The application of the Problem Based Learning Method does not improve the interactive communication of the English Language of the A1 level students of the Technical University of Cotopaxi La Maná.

H_a: The application of the Problem Based Learning Method improves the interactive communication of the English Language of the A1 level students of the Technical University of Cotopaxi La Maná.

Significance Level

$\alpha = 0,05$

Chi-Square Calculator

$$\chi^2 = \sum \frac{(FO - FE)^2}{FE}$$

χ^2 = Chi-Square

Σ = Addition

FO = Observable Frequency

FE = Expected Frequency

Table 26. Chi-Square Calculator.

Band	Control	Experimental	Total
0	0	0	0
1	11	0	11
2	4	0	4
3	0	5	5
4	0	7	7
5	0	3	3
Total	15	15	30

Elaborated: Wendy Núñez (2021)

Acceptance and rejection of specifications

GI = degree freedom (F - 1) (C - 1)

GI = (6 - 1) (2 - 1)

GI = (5) (1) = 5

GI = 5, table 11,0705; the tabulated rejects the null hypothesis H_o and accepts the alternative hypothesis H_a

Table 27. Expected Frequency

Expected Frequency			
Band	Control	Experimental	Total
0	0	0	0
1	5,5	5,5	11
2	2	2	4
3	2,5	2,5	5
4	3,5	3,5	7
5	1,5	1,5	3
Total	15	15	30

Source: Students Test Elaborated: Wendy Núñez (2021)

Table 28. Hypothesis

O	E	(O-E)	(O-E) ²	(O-E) ² /E
0	0	0	0	0
11	5,5	5,5	30,25	0
4	2	2	4	0
0	2,5	-2,5	6,25	2,5
0	3,5	-3,5	12,25	3,5
0	1,5	-1,5	2,25	1,5
0	0	0	0	0
0	5,5	-5,5	30,25	0
0	2	-2	4	0
5	2,5	2,5	6,25	2,5
7	3,5	3,5	12,25	3,5
3	1,5	1,5	2,25	1,5
30	30	0	110	15

Source: Students Test Elaborated: Wendy Núñez (2021)

$$\chi^2 = 15$$

Alpha (α): the confidence level test is 95% because the alpha value should be of percentage reliability 0.05 in percentage value 5% which corresponds to the complement.

Decision. Since the calculated amount of chi-square is greater than (11.0705) the tabulated (15), the null hypothesis is rejected and the alternative hypothesis "The application of the Problem Based Learning Method improves the interactive

communication of the English Language in the students of the A1 level of the Technical University of Cotopaxi La Maná" is accepted.

Table 29. Average rating of the Control Group

	Pre Test	Post Test	Variation
Grammar And Vocabulary	0,067	0,47	+0,4
Pronunciation	2,20	3,27	+1,07
Interactive Communication	0,93	1,27	+0,33

Elaborated: Wendy Núñez (2021)

Table 30. Average rating of the Experimental Group

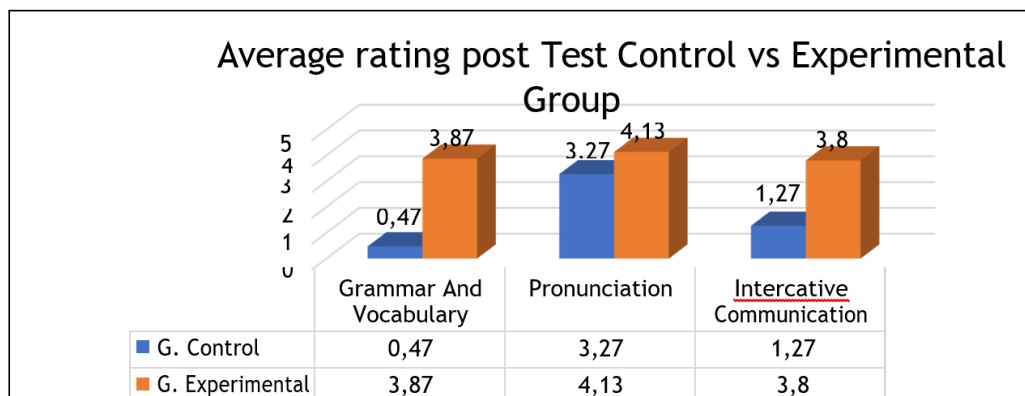
	Pre Test	Post Test	Variation
Grammar And Vocabulary	0,00	3,87	+3,87
Pronunciation	2,27	4,13	+1,87
Interactive Communication	1,07	3,80	+2,73

Elaborated by Wendy Núñez (2021)

Table 31. Average rating post Test Control vs Experimental Group

	Post Test Control Group	Post Test Experimental Group	Variation
Grammar And Vocabulary	0,47	3,87	+3,40
Pronunciation	3,27	4,13	+0,87
Interactive Communication	1,27	3,80	+2,53

Elaborated by Wendy Núñez (2021)



Graphic 18. *Average rating post Test Control vs Experimental Group*
Elaborated by Wendy Núñez (2021)

The application of the problem-based learning method yields the following results: the control group has an average post-test score in Grammar And Vocabulary of 0.47 in its Pronunciation of 3.27 and its Interactive communication of 1.27. While the experimental group achieves an average Grammar And Vocabulary score of 3.87 in their Pronunciation of 4.13 and their Interactive communication of 3.80. The total variation between the two groups is that the experimental group reaches in the post a higher variation in the average rating in Grammar and Vocabulary of 3.40 being this skill with the highest variation obtained, in its Pronunciation improves its skill in 0.87 and Interactive communication a positive variation of 2.53.

Thus demonstrating that the application of the Problem-Based Learning Method improves the English language skills in the A1 level students of the Technical University of Cotopaxi La Maná.

Chapter III conclusions

- Once it has been possible to demonstrate the results obtained by the students related to the application of the activities, the improvement that has existed during the English classes is fully noticeable, in addition the students show a beneficial attitude during the classes. They also participate by answering questions through collaborative work, and thanks to the implanted strategies of Problem-Based Learning.
- Students are able to achieve certain objectives as they are motivated and use material or activities that are interesting to them, without generating pressure when participating in classes. Students are much more collaborative with the teaching-learning process. In addition, the students have shown a very notable improvement according to the speaking skill.
- The teacher has the opportunity to implement other methodologies that benefit the teaching-learning process during classes, in addition to not only benefiting students, but also motivating them to continue learning the language, remarking the benefits of the language management. Well, once students finish their proficiency in English, they will be able to access to more opportunities in work environments and a benefit in terms of communication and access to information that is frequently found in English on the internet.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

4.1. CONCLUSIONS

- The application of the Problem Based Learning method has showed to be effective in improving Grammar and Vocabulary, Pronunciation and Interactive communication on A1 level students of Language Center at Technical University of Cotopaxi.
- It increased knowledge, vocabulary use and improved speaking through interaction and conversation time, interaction was organized and well developed during the application of the Problem Based Learning method; students were able to work in teams, and improve English language skills.
- The application of the Problem Based Learning Method allowed the students to develop their skills especially speaking skills, because they had the opportunity to discuss about different problems, share their knowledge, vocabulary practice and brainstorm ideas to get the best solution.
- It can also be concluded that most teachers who apply this PBL methodology know and obtain better results when their students interact and perform better speaking skills in their activities.

4.2. RECOMENDATIONS

- Focus on students comfort and how they react to the implementation of the new strategies is an important part that the teacher as the guide of the teaching-learning process must have into account.
- During the elaboration of the activities for the students it's essential to have into account the age of the students as well as the content of the activities. Sometimes the topics, vocabulary and grammar cannot be the correct according students age.
- It is important for the researcher to have on mind the objectives of the project and keeping focus on the essential information needed for a good project development. A specific idea is needed before starting the project and be aware if there's information of the topic selected on the internet.
- Analyze the activities realized into the materials presented to the students it is necessary for a change in it or even an improvement to get better results according to the project objectives. If there is a question or activity that must be changed is completely important to do it and analyze it until the correct one is found.

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APPENDICES

ANNEX 1:

CERTIFICATE OF APPROVAL



UNIVERSIDAD
TÉCNICA DE
COTOPAXI



POSGRADO

UNIVERSIDAD TÉCNICA DE COTOPAXI
MAESTRÍA EN LINGÜÍSTICA

La Maná marzo 15, 2021

MSc. Sebastián Ramón Amores
COORDINADOR DEL CENTRO DE IDIOMAS DEL CENTRO DE IDIOMAS
EXTENSIÓN LA MANÁ

Presente.

De mi consideración:

Reciba un cordial y respetuoso saludo y el deseo de éxito en las funciones encomendadas al frente de esta prestigiosa institución, la presente tiene la finalidad de solicitarle de la manera más comedida me autorice el desarrollo y aplicación del Trabajo de Titulación modalidad informe de investigación con el título: "PROBLEM-BASED LEARNING TO IMPROVE THE SPEAKING SKILL ON A1 LEVEL STUDENTS AT TECHNICAL UNIVERSITY OF COTOPAXI LA MANA" previo a la obtención del Título de Magister en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera en la Universidad Técnica de Cotopaxi.

Seguro de contar con su validación aceptación reitero mis agradecimientos

Atentamente,


Lic. Wendy Núñez Moreira
0925025041
POSTULANTE

Autorizado

Recibido
15/03/2021
10:05


ANNEX 2:

PRE – POST TEST

A2 Flyers Speaking Summary of procedures

The usher introduces the child to the examiner.

1. The examiner greets the candidate and asks for name, surname and age.
2. The examiner demonstrates what is required and shows the candidate two pictures which are similar but have some differences. The examiner reads statements about the examiner's picture. The candidate must look at the candidate's picture, identify six differences and say how the picture is different, e.g. (examiner) 'In my picture, the helicopter's on the left.' (candidate) 'In my picture, it's on the right.'
3. The examiner shows the child the candidate's copy of the Information Exchange. The examiner first asks the child questions about a person, place or object, related to the information the child has, e.g. 'What's the name of George's castle?' and the child answers. The child then asks the examiner questions, e.g. 'What's the name of Grace's castle?' and the examiner answers.
4. The examiner shows the candidate a sequence of five pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story, e.g. 'These pictures tell a story. It's called "Grandma's busy day". Just look at the pictures first. (Pause) Paul's parents are going out for the day. Paul is going to spend the day with Grandma. Paul's mum is saying, "Be good and don't make Grandma tired!"' The examiner then asks the candidate to describe the other four pictures. The title of the story and the name(s) of the main character(s) are shown on the story.
5. The examiner asks the candidate some personal questions on topics such as school, holidays, birthdays, family and hobbies, e.g. 'Now let's talk about films. When do you watch films?'



A2 FLYERS SPEAKING. Find the Differences - Candidate's copy

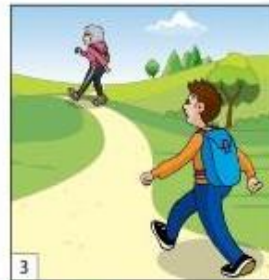
TEST ONE

96 Cambridge Assessment English

Grandma's busy day



Paul Grandma



A2 FLYERS SPEAKING. Picture Story

TEST ONE TEST ONE



George's castle

Where / castle	mountain
Name	Black Castle
Who lives	queen
How old	500 years
Interesting	yes



Grace's castle

Where / castle	?
Name	?
Who lives	?
How old	?
Interesting	?

A2 FLYERS SPEAKING. Information Exchange – Candidate's copy

TEST ONE



George's castle

Where / castle	?
Name	?
Who lives	?
How old	?
Interesting	?



Grace's castle

Where / castle	forest
Name	Silver Castle
Who lives	artist
How old	1000 years
Interesting	no

A2 FLYERS SPEAKING. Information Exchange – Examiner's copy

TEST ONE

ANNEX 3: RUBRIC

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Graphic 20: Rubric-Speaking
Source: Cambridge

ANNEX 4: Proposal Validation



UNIVERSIDAD
TÉCNICA DE
COTOPAXI



POSGRADO

**TECHNICAL UNIVERSITY OF
COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics
to Teaching English as a Foreign
Language
PROPOSAL VALIDATION**

1. Research proposal data:

Author: Wendy Núñez Moreira

Topic: Booklet for Teachers based on Problem-Based Learning method to improve speaking skills on A1 level students of Language Center at Technical University of Cotopaxi La Maná

Objective: To improve speaking skills in English through the application of Problem-Based Learning method on A1 level students of the Language Center at the Technical University of Cotopaxi La Maná

2. Evaluator's information

Evaluator's name:	Mg. Luis Bravo
ID number:	1799426694
Academic degree:	Magister en Lingüística Aplicada en Enseñanza Bilingüe Español-Inglés
Senescyt registration number	1027-15-86060064
Current job:	Teacher at Instituto Tecnológico La Maná.
Phone number:	09971469909
e-mail:	luisedbravo@hotmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

I. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?



The proposal reflects a methodological process. It states the daily life problems and makes use of appropriate methods in each exercise to develop speaking skills.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers
The learning material proposed is precise, in content and structure; nonetheless, it suggested to apply it first, to get increase words which go according to the career vocabularies.
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
It helps students to improve speaking skill to promote acquire new words to be able to participate in classes and solve problems.

4. Impact. What is the impact of this research? (Place an X on the square)

Local	<input checked="" type="checkbox"/>
Regional	<input type="checkbox"/>
Nacional	<input type="checkbox"/>
Internacional	<input type="checkbox"/>

5. General comments and recommendations for the Author.

This proposal has a great influence in the use of the different method in the classroom to improve speaking skills in our students, it would be interesting and helpful to be shared with more teachers who teach this language their learners on subjects related to their daily life for development of speaking skill.


 Evaluator's signature
 I.D: 1709426694

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Objective: To improve speaking skills in English through the application of Problem-Based Learning method on A1 level students of the Language Center at the Technical University of Cotopaxi La Maná

2. Evaluator's information

Evaluator's name:	Banguera Rojas Javier Alejandro
ID number:	0801418542
Academic degree:	Magister en Lingüística Aplicada a la Enseñanza Bilingüe Español-Inglés
Senescyt registration number	1027-2018-194410
Current job:	Teacher of English at "Luis Vargas Torres" Technical University
Phone number:	0993699070
e-mail:	xavierblic@gmail.com



Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

<p>1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?</p>
<p>The proposal is well structured with an advanced research process, analyzing the problem we have with speaking skills, giving positive results to improve the weaknesses that exist in students when participating in classes.</p>
<p>2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers</p>
<p>The proposal is well structured to be shared with other colleagues and other institutions so that they choose to use this methodology in our English classes.</p>
<p>3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?</p>
<p>The proposal to improve speech skills based on problem-based learning is valid and meaningful as it allows our students to seek solutions to problems related to daily life by increasing their vocabulary and emphasizing pronunciation for higher levels.</p>

4. **Impact.** What is the impact of this research? (Place an X on the square)

Local	<input checked="" type="checkbox"/>
Regional	<input type="checkbox"/>
Nacional	<input type="checkbox"/>
Internacional	<input type="checkbox"/>

5. **General comments and recommendations for the Author.**

My only recommendation is that this research should be applied in any educational institution because there is no more help if it is just shared in only one institution.



Evaluator's signature
I.D. 0801112592

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to Teaching English as a Foreign
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Author: Wendy Núñez Moreira

Topic: Booklet for Teachers based on Problem-Based Learning method to improve speaking skill on A1 level students of Language Center at Technical University of Cotopaxi La Mana.

Objective: To improve speaking skills in English through the application of Problem-Based Learning method on A1 level students of the Language Center at the Technical University of Cotopaxi.

2. Evaluator's information

Evaluator's name:	Andrea Alexandra Labanda Viteri English teacher.
ID number:	1105344624
Academic degree:	Bachelor of Science in Education, mention English Language.
Senescyt registration number	1008-15-1425042
Current job:	Teacher at "Esc de Educacion Basica La Maná"
Phone number:	0985739004
e-mail:	andrea.labanda@educacion.gob.ec

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		



Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?

This material reflects a well-structured methodological process which represents students' weaknesses in the development of the speaking skills, and establishes the use of appropriate methods to be applied in each exercise to develop or improve speaking skills.

2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers

The proposal is reliable and valid in content and structure; Considering the problematic, it is suggested to apply it first, and so students can increase new vocabulary.

3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?

The learning material helps students to overcome their weaknesses on the development of speaking skills, contributing on new vocabulary acquisition and so students can participate actively in classes.

4. Impact. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
Nacional	
Internacional	

5. General comments and recommendations for the Author.

This proposal has a great impact on using different methods that can be applied during the classes to help students on the improvement of speaking skills. It is worth to mention that would be motivating and helpful to share these methods with other professors and so they can apply them with their students contributing on overcoming their weaknesses at the time of speaking.

Evaluator's signature

I.D. 1105344624



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

**Cambridge English Level 1 Certificate in
ESOL International (First)***

This is to certify that

LABANDA VITERI ANDREA ALEXANDRA

has been awarded

Pass with Merit Grade A

in the

First Certificate in English

Council of Europe Level B2

Overall Score 179

Reading	187
Writing	180
Listening	175
Speaking	171
Use of English	181

Date of Examination	Feb (FCE) 2019
Place of Entry	ECUADOR
Reference Number	070EC017226
Accreditation Number	10151235

Saul Nassé

Saul Nassé
Chief Executive

*This level refers to the UK National Qualifications Framework

Date of Issue 11/02/19
Certificate Number 1022354744

Regulated by
Ofqual
For more information see <http://register.ofqual.gov.uk>


Llywodraeth Cymru
Welsh Government


Accreditation

101253444

DP270

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
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USERS' VALIDATION
1. Research proposal data:

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Objective: To improve speaking skills in English through the application of Problem-Based Learning method on A1 level students of the Language Center at the Technical University of Cotopaxi.

2. Evaluator's information

Evaluator's name:	José Fernando Toaquiza Chancusig
ID number:	0502229677
Academic degree:	Magister en Docencia Universitaria
Current job:	English teacher at Technical University of Cotopaxi.
Phone number:	0991069237
e-mail:	jose.toaquiza@utc.edu.ec

Evaluation

Place an X on the square.

Criterion	Excellent	Acceptable	Deficient
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc).	X		



e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
f) The objectives in the proposal are met, so that there is harmony between objectives and results.	X		
g) The proposal is substantial with well-structured reflections and ideas.	X		

Por favor emita un comentario

- 1. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**

Learning new strategies is always useful, so applying a booklet based on Problem- Based Learning methods is a challenging way of teaching a second language, not only for the fact of using different and modern activities, but also for the use of activities according to the context.

- 2. Impact. What is the impact of this proposal? (Place an X on the square)**

Local	X
Regional	
Nacional	
Internacional	

- 3. General comments and recommendations for the Author.**

All activities showed in the booklet are presented in a sequential way. This is important due to the fact that the grade of complexity should be always well organized. In addition, it is always advisable to use innovated material to improve the teaching- learning process. I recommend to take into account the use of this booklet in order to better the communicative and receptive students' skills.

Evaluator's signature

I.D. 0502229677

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

USERS' VALIDATION

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2. Evaluator's information

Evaluator's name:	Sebastián Fernando Ramón Amores
ID number:	0503016685
Academic degree:	Magister in University Teaching
Current job:	English teacher at Universidad Técnica de Cotopaxi extension La Maná.
Phone number:	0994049504
e-mail:	sebastian.ramon@utc.edu.ec

Evaluation

Place an X on the square.

Criterion	Excellent	Acceptable	Deficient
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.	X		



e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
f) The objectives in the proposal are met, so that there is harmony between objectives and results.	X		
g) The proposal is substantial with well-structured reflections and ideas.	X		

Por favor emita un comentario

1. **The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**

Focusing new method for English classes is helpful and meaningful for English teachers in this case applying a booklet based on Problem- Based Learning method is a different way of teaching a foreign language, using relevant and innovate activities according to the context or daily life problems.

2. **Impact. What is the impact of this proposal? (Place an X on the square)**

Local	X
Regional	
Nacional	
Internacional	

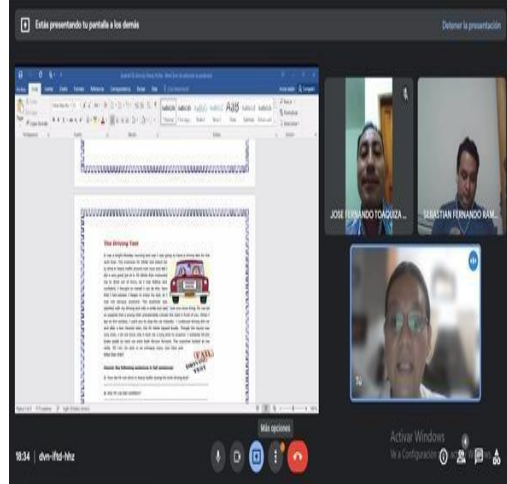
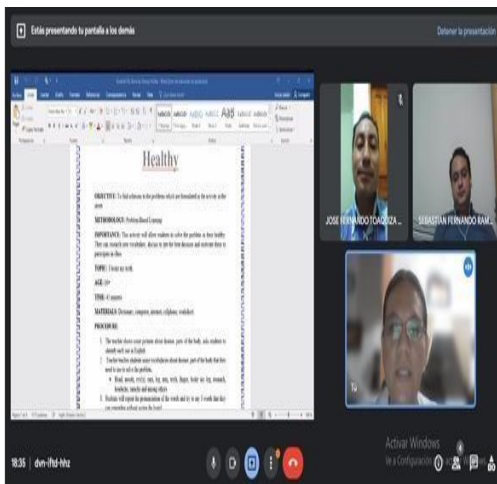
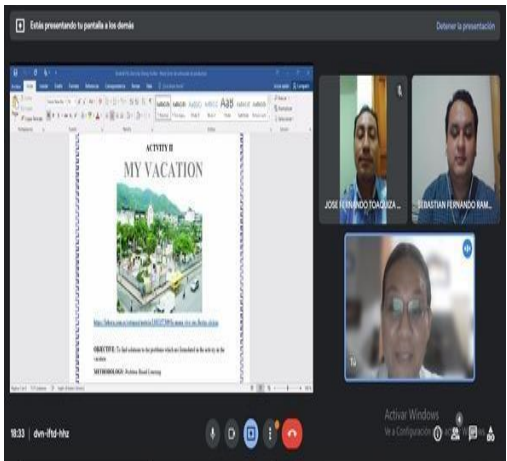
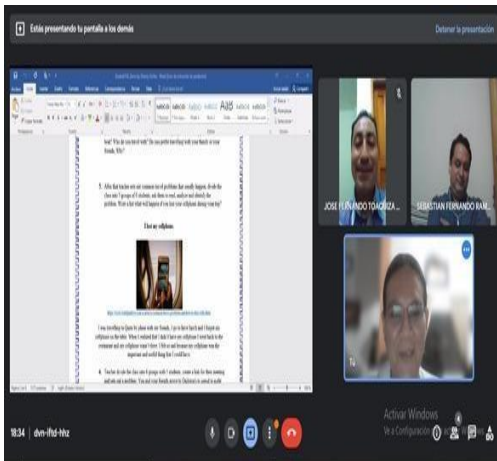
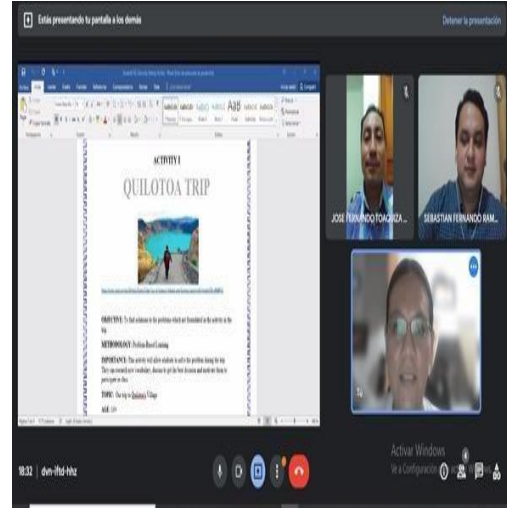
3. **General comments and recommendations for the Author.**

The activities showed in the booklet are presented in a well-structured and organized way. In addition, it is always necessary to use innovated material to improve the teaching- learning process between teachers and students. I recommend to take into account the use of this booklet in order to better students speaking skills and promote in other institutions for his application apart of Technical University of Cotopaxi La Maná.

Evaluator's signature

I.D. 0503016685

ANNEX 5: PROPOSAL EVIDENCE



ANNEX 6:

URKUND CERTIFICATE



Urkund Analysis Result

Analysed Document:	Wendy Nùñez Moreira PBL URKUND.docx (D114037355)
Submitted:	10/1/2021 10:44:00 PM
Submitted By:	marcia.chiluisa@utc.edu.ec
Significance:	5 %

Sources included in the report: