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**MAESTRÍA EN PEDAGOGÍA DE IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS**

Project – Based Learning as a strategy to improve communicative skills in
English

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Tulcán, 2025

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This thesis constitutes a prerequisite for obtaining the degree of Magister en Pedagogía de los Idiomas Nacionales y Extranjeros con mención en Enseñanza de Inglés.

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DEDICATION

To God, who guides my being and directs every step I take. Without His infinite goodness and love, none of these achievements would have been possible.

To my son, the light that brightens my life and the source of my daily strength. Your existence inspires me to grow, persevere, and face every challenge with determination.

To my parents, my earthly angels. Thanks to their love, sacrifice, and unconditional support, I have been able to climb the steps of knowledge and life.

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With all my love and deepest gratitude,

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RESUMEN

El objetivo del estudio fue proponer estrategias de Aprendizaje Basado en Proyectos (ABP) para fortalecer las habilidades comunicativas en inglés de los estudiantes de quinto año de Educación Básica de la escuela particular "Sendero de Luz", ubicada en la ciudad de Guayaquil, en el periodo escolar 2024-2025. La presente investigación, se realizó con un enfoque cuantitativo, de tipo descriptiva y explicativa. Se aplicó el método teórico, empírico y estadístico para la presentación y análisis de resultados. Se aplicó un diseño pre-test y post-test de un solo grupo experimental y una lista de cotejo para evaluar las habilidades comunicativas. Se evaluó la fluidez, la gramaticalidad, la pronunciación y la coherencia en la producción oral. Para el análisis de datos se utilizó estadística descriptiva, mediante el uso de frecuencias y porcentajes, con el fin de caracterizar el desempeño de los estudiantes antes y después de la intervención. Los resultados arrojaron deficiencias en los aspectos evaluados, esto se relacionó con el método de enseñanza utilizado en la institución, donde prevalece la enseñanza tradicional. Con la aplicación del ABP se observaron cambios positivos en el aprendizaje, en la motivación, la participación activa y la colaboración entre los estudiantes, generando mejoras observables en la fluidez, la construcción de oraciones, el uso de verbos auxiliares y la interacción oral, concluyendo que La implementación del Aprendizaje Basado en Proyectos mediante Role-Play, permite mejorar las habilidades comunicativas. Además, promueve la participación de los estudiantes en su proceso de aprendizaje, transforma el rol del docente en el proceso de enseñanza, motiva a los estudiantes en la construcción de su propio aprendizaje y los hace sentir responsables en este proceso. Se recomienda desarrollar estudios que contribuyan a promover el uso de esta metodología para mejorar el proceso de enseñanza-aprendizaje del idioma inglés.

Palabras clave: Aprendizaje Basado en Proyectos, Aprendizaje del idioma inglés, Estrategias de enseñanza, motivación.

ABSTRACT

The objective of the study was to propose Project-Based Learning (PBL) strategies to strengthen the English communication skills of fifth-year Basic Education students at the private school "Sendero de Luz," located in the city of Guayaquil, during the 2024-2025 school year. The present research was conducted using a quantitative, descriptive, and explanatory approach. The theoretical, empirical, and statistical methods were applied for the presentation and analysis of results. A pre-test and post-test design was applied to a single experimental group, and a checklist was used to evaluate communication skills. Fluency, grammar, pronunciation, and coherence in oral production were evaluated. Descriptive statistics were used for data analysis, using frequencies and percentages to characterize student performance before and after the intervention.

The results showed deficiencies in the aspects evaluated, which were related to the teaching method used in the institution, where traditional teaching prevails. With the application of PBL, positive changes were observed in learning, motivation, active participation, and collaboration among students, generating observable improvements in fluency, sentence construction, the use of auxiliary verbs, and oral interaction. It was concluded that the implementation of project-based learning through role-play improves communication skills. In addition, it promotes student participation in their learning process, transforms the role of the teacher in the teaching process, motivates students to construct their own learning, and makes them feel responsible for this process. It is recommended that studies be developed that contribute to promoting the use of this methodology to improve the process of teaching and learning the English language.

Keywords: Project-Based Learning, English language learning, Teaching strategies, Motivation.

CHAPTER I

PROBLEM

1.1. Problem statement

At present, learning a language other than one's mother tongue has become an essential requirement as a result of phenomena such as globalization, technological innovation, and social change.

In light of these new realities, Ramírez y Ramírez (2021) emphasize the need to ensure the integral development of individuals, fostering multiple competencies including the learning of foreign languages, particularly English, mastering this language provides greater opportunities for employment, as well as for academic and professional advancement.

In this context,, Martínez et al (2022) and Avendaño et al (2022) state that the English language holds official or co-official status in more than sixty countries worldwide, reaffirming its significance in international communication, nearly the entire global population, approximately 97%, considers English to be the predominant language for global interaction. These assertions demonstrate that English is the most in-demand language internationally, as it is used across diverse professional, occupational, academic, and political contexts.

This idea is also supported by Mena (2020), who states that English ranks first among the most widely spoken and disseminated languages worldwide. According to Prince (2023), English has been consolidated as the reference language for interaction among different nations. This reality poses a challenge for educators, whose teaching must contribute to the holistic development of students.

In this regard, Chimarro (2023) emphasizes that teachers must acknowledge that learning English can be challenging for certain students; therefore, it is essential to employ strategies that foster motivation and strengthen the knowledge and skills required throughout their schooling.

In this regard, Chávez y Castro (2022) argue that traditional methods of designing and implementing teaching strategies do not generate significant cognitive results, nor do they facilitate the socialization of knowledge. However, there are more dynamic strategies that yield better outcomes in terms of knowledge acquisition.

One such strategy is Project-Based Learning or PBL, which, according to Loor (2023) has the distinctive quality of bringing learning closer to the student, making it more engaging and meaningful. This assertion aligns with the essence of PBL as a methodology, since, as explained by Kilpatrick (1918), one of its main theorists, cited by Faíldes and Obregón (2020) project work was established according to its purpose, one of which is learning driven by motivation and experience.

In various educational institutions across Ecuador, it has been observed that fundamental criteria, such as flexibility in teaching methods and the adaptation of content to students' interests and realities, are often not applied. This omission considerably limits the possibility of achieving learning experiences that are truly meaningful to students.

Castillo, Flores and Damián (2024) state that the implementation of Project-Based Learning in higher education institutions in the country has led to remarkable improvements in students' listening and comprehension skills, reading, oral expression, and written production in English. These results demonstrate that this methodology is effective in holistically strengthening communicative competencies within the national academic context.

Additionally, Olín (2019) asserts that meaningful learning facilitates the process of acquiring the English language. He further highlights that its importance lies in the development of reading comprehension and emphasizes that language acquisition occurs not only through oral communication but also through exposure to written texts.

At Sendero de Luz School, located in Guayaquil, it has been observed that students exhibit low performance in the English subject, as evidenced by their report card grades (appendix 1). Educational practices are primarily expository in nature; students are required to memorize numbers and vocabulary, and the most frequently used resource is the textbook, which is employed to complete sentences and learn pre-established dialogues (appendix 2).

In accordance with the aforementioned, the present research gains relevance as it seeks to enhance English language teaching through the implementation of strategies grounded in Project-Based Learning (PBL). Quevedo et al. (2024) argue that this methodology contributes to the strengthening of linguistic competencies in English, as it directs learning toward contextualized challenges that foster students' holistic development.

The study will be conducted with fifth-grade students from "Sendero de Luz School", located in Guayaquil city, during 2024-2025 academic period. The primary objective is to identify PBL strategies that promote the advancement of communicative skills, along with a specific diagnostic assessment of oral production in English. Based on the data collected, the most relevant methodologies will be determined to achieve more effective English language teaching and learning.

1.2. Research questions

- What is the initial level of communicative skill demonstrated by students prior to the implementation of Project-Based Learning?
- What significant differences can be observed in students' communicative skill development before and after the application of Project-Based Learning??
- Which PBL strategies are most effective for developing communicative skills in the English language?

1.3. Research objectives

1.3.1 General Objective

To propose Project-Based Learning strategies at strengthening communicative skills in English among fifth-grade students at Sendero de Luz School, located in Guayaquil, during the 2024-2025 academic year.

1.3.2 Specific Objectives

- To diagnose the initial level of English communicative skills among fifth-grade students at Sendero de Luz School, located in Guayaquil, during the 2024-2025 academic year.
- To design Project-Based Learning strategies that enhance English communicative skills among fifth-grade students at Sendero de Luz School, located in Guayaquil, during the 2024-2025 academic year.

1.4. Justification

The analysis of the use of Project-Based Learning (PBL) for English language instruction is justified on both pedagogical and human development grounds. From a pedagogical perspective, this study enables the identification of different contexts that facilitate learning. The diagnostic assessment conducted with the target population (appendix 3 pre-test) will make it possible to design strategies tailored to their specific needs. According to Alvarado et al (2024) PBL positively transforms the English teaching-learning process, allowing students to strengthen their linguistic skills while promoting critical activities such as collaborative work and interaction with teachers.

It is therefore considered essential to develop further research with similar purposes to ensure success in this subject area and to establish a solid foundation for knowledge development in future academic periods.

CHAPTER II

THEORETICAL FOUNDATION

2.1. Research background

Marín (2022) conducted a study aimed at enhancing English communicative skills among primary school students. The research was framed within a qualitative approach using an action research methodology and was applied to a group of 32 children. The results indicated that the development of creative teaching activities, supported by the use of ICT and guided by the principles of Project-Based Learning, allowed for the identification of students' prior knowledge, as well as their needs and interests.

In a study with similar objectives, Cifuentes and López (2022) designed a proposal to improve listening comprehension and oral expression in students aged 10 to 11 through PBL. The research adopted a mixed-methods approach, applying the standardized *Preliminary English Test (PET)*, whose data were analyzed quantitatively, while the interviews conducted were analyzed qualitatively. A comparison of the pre- and post-implementation results demonstrated that the proposal significantly enhanced the listening and speaking skills of the target group.

Similarly, Aldana (2018) presented a reflective article examining the limitations of English teaching strategies used in Colombian institutions. In the analysis, the integration of the four language skills —reading, writing, speaking and listening— through PBL was proposed. Using a qualitative approach and a critical analysis method, the author concluded that this methodology represents an effective alternative for unifying communicative skills in the learning process.

In the same vein, Olarte and Guzmán (2022) conducted a study aimed at strengthening English communication through the implementation of Project-Based Learning. The study was based on a qualitative approach with an action research design and involved 36 sixth-grade students in a school in Colombia. Initial and final diagnostic assessments

demonstrated that adapting content to students' interests had a positive impact on learning outcomes.

Gaona (2020) conducted a descriptive study with tenth-grade students, focusing on analyzing the benefits of PBL in English oral production. A mixed-methods approach was employed under a non-experimental cross-sectional design. The techniques applied included observation and an oral test assessed through a rubric. The results indicated limited use of the methodology and deficiencies in writing skills, leading to the recommendation to increase the implementation of PBL within pedagogical practices.

Finally, Álvarez (2021) explored the academic validity of Project-Based in the English language acquisition process. This mixed-methods study, using a sequential explanatory design, was conducted with 26 primary school children. The findings revealed that the methodology enabled the integration of school content with students' real-life situations, resulting in more meaningful and contextualized learning experiences.

2.2. Theoretical framework

2.2.1 Foundations of Project-Based Learning

Vallina and Pérez (2020) state that the PBL is grounded in the constructivist paradigm, whose main proponents include Lev Vygotsky, Jerome Bruner, and Jean Piaget, with their principles of social interaction, discovery learning, interaction with the environment, and cognitive development stages. They further note that PBL has been influenced by thinkers such as Paulo Freire, John Dewey, and William Heard Kilpatrick, whose principles emphasize the democratization of education, learning by doing, and student motivation.

Building on the above, Vílchez (2021) adds that Paulo Freire's vision aimed to transform traditional teaching-learning structures, where a vertical relationship predominates, teacher as the all-knowing authority and student as the passive recipient of knowledge, into a model that validates learners' knowledge and connects practice with theory, focusing on problem-solving.

In this regard, Pérez (2023) notes that traditional methodology often relies on rote and mechanical learning. For this reason, methodologies such as PBL are generally opposed to this type of learning. (Ausubel, 1983, as cited in Pérez 2023) argued that rote learning tends to incorporate knowledge arbitrarily, without requiring the student to make an effort to integrate it with their prior knowledge.

According to Guaicha et al., (2024) the PBL is grounded in constructivist principles, as it proposes that understanding and knowledge are individual constructions that emerge from the interaction of the individual with their social and environmental context. Furthermore, learning occurs when prior knowledge is contrasted with new information; within this framework, the student is required to generate new responses.

Project-Based Learning is an educational methodology centered on the development of a project that promotes the acquisition of specific skills and knowledge. This methodology is characterized by being student-centered, fostering collaborative work, and addressing topics grounded in realities familiar to the students, which in turn helps them seek practical solutions (Asensio, 2023).

Valles and Covarrubias (2020) define PBL as a methodology grounded in constructivist principles, which promotes the development of skills, the acquisition of knowledge, and the cultivation of attitudes that support learning. Within this methodology, learning is contextualized, autonomy is encouraged, and interpersonal relationships are fostered.

Similarly, Asensio (2023) states that PBL is a methodology based on the development of projects. Among its advantages are the integration of diverse knowledge areas and the promotion of both individual and team work competencies. Although this methodology has evolved since its inception, it has retained its core essence of empowering students and fostering transformative changes within the teaching-learning process.

In this regard, Caiza et al (2024) state that this methodology is based on the principles of Piaget, Dewey, Bruner, and Vygotsky, who focused on a mode of learning that connects prior knowledge with new information and with the students' own experiences.

According to Kilpatrick, as cited by Vallina and Pérez (2020) a project should be developed in four phases: the first being the selection of the topic, followed by preparation, then execution, and finally evaluation. Table 2 presents the phases suggested by Kilpatrick, describing the aspects addressed in each stage. This serves as an important guide for teachers, as it allows them to contextualize the project topics within these steps.

Figure 1

Stages for the Implementation of a Project

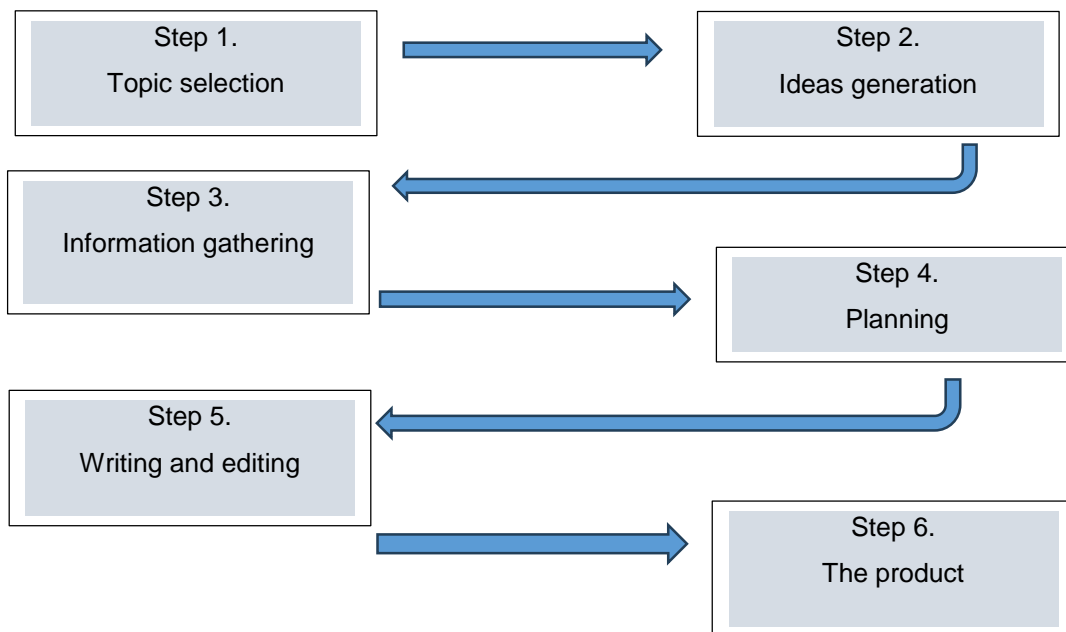


Table 1.

Project Stages Based on Kilpatrick's Approach (1918)

Type II Project stages Kilpatrick (1918)	Structure Used During Project (Based on the Phases Assigned in the Project Method Document)
Phase 1: Proposal	Initial approach: Identify the problem, analyze the situation, and define the title, objectives, and justification.
Phase 2: Inquiry	Exploration: Formulate hypotheses regarding the problem and investigate its possible causes through consultation and analysis.
Phase 3: Planning	Organization: Gather information, examine it, and design intervention strategies.
Phase 4: Execution	Implementation: Put the proposed strategies into practice and carry out the planned activities.
Phase 5: Results analysis	Evaluation: Compare the outcomes with the initial objectives and apply self-assessment, peer-assessment, and teacher-assessment processes.

Note. Adapted from Project-Based Learning as an Inclusive Methodology: Appropriation of English as a Foreign Language through Social Intervention Schemes (Álvarez, 2021, p. 10)

On the other hand, García and Pérez (2018), highlight several aspects to consider in Project-Based Learning:

- It begins with the identification of a problem as a guiding element of the learning process. An example at this stage is recognizing difficulties in English speaking skills.
- This problem should capture the student's interest to ensure motivation; the level of complexity must be clear, and multiple hypotheses should be generated. In this case, it is assumed that this difficulty is of interest to the student because addressing it impacts their academic performance.

- Its approach must require teamwork, and its design should be aligned with the established objectives. In this phase, students and the teacher are expected to interact and agree upon a project.
- It should also encourage students to review their prior knowledge and experiences while fostering the development of cognitive skills. This phase is carried out with the teacher's support, who reminds students of the linguistic requirements, and the students proceed to develop the content in accordance with these demands.
- Time is an important variable in Project-Based Learning (PBL), as activities take place over a relatively extended period compared to other tasks. It is precisely within this timeframe that the complexities of the situation to be resolved emerge. In this regard, one or several projects may be proposed depending on the time available for their implementation.

Harmer (2010), cited by Marín et al. (2024) proposes six stages for the implementation of PBL, during which the roles of students and teachers are dynamically developed. In the first stage, the teacher and students exchange ideas; in the second, students practice interactions and idea exchange while the teacher acts as a guide. In the third stage, students' autonomy is exercised as they decide what information to include; collaborative work is reinforced through the elaboration of the outline, with the teacher taking on the role of feedback facilitator. Finally, students create the project.

Díaz (2020) cites Freire to highlight the teacher's duty to facilitate interaction with students, allowing both to construct and share knowledge collaboratively. An example that illustrates this idea could be a teacher introducing the topic of electrical energy and its importance in society (entirely in English).

One way to foster interaction is by generating a discussion about the use of electricity and inviting students to write short sentences in English about how they use electricity in their daily lives. Another group could share brief tips on saving and using electricity responsibly. Through this practice, students not only learn about a topic that directly affects their lives but also use short, practical sentences that they can apply in everyday communication.

In this process of learning construction, teacher feedback plays a crucial role, as it enables students to improve through guided reflection. Feedback functions as a reinforcing factor for motivation and contributes to students' overall development (Alvarado , García , Pulles , & Lucero , 2024).

Another challenge for teachers, as expressed by Díaz (2020) concerns their role within a teaching model that promotes student autonomy. In this regard, teachers must plan, organize, and contextualize the teaching process while maintaining a clear understanding of the basic competencies students are expected to develop.

This theory puts into practice by allowing students to choose topics of personal interest. Such choices can lead to class discussions, where the topic that generates the most interest is selected. Another way to foster autonomy is by encouraging students to investigate and consult various information sources on their own.

Moreover, Vílchez (2021) citing Freire, points out that the Project-Based Learning (PBL) approach requires teachers to assume the role of facilitators who demonstrate discipline and possess the ability to motivate through creative pedagogical practices. Teachers should also display a high level of tolerance to enable autonomous learning among students.

Yacchirema et al (2022) emphasize the importance of having motivated students. Therefore, teachers must design innovative projects focused on students' interests and needs to spark curiosity and engagement. Another challenge lies in developing lesson plans with clear content aligned with the skills to be fostered, such as reflective thinking and a sense of collaboration.

According to García and Pérez (2018) both motivation and teaching experience are determining factors in the effectiveness of the PBL approach. Some students may experience discomfort when taking on responsibilities or facing the level of autonomy required in certain tasks. For this reason, it is recommended that teachers maintain clarity in their planning and adopt a motivating attitude when designing PBL-based activities, as this fosters students' active participation.

The aforementioned discussion is summarized in the table below, which outlines the challenges teachers face in developing each principle of Project-Based Learning (PBL). Understanding these aspects is essential, as it allows teachers to identify how their strengths or weaknesses may either hinder or enhance the application of each principle.

Table 2.

Principles and challenges of PBL

PBL principled applied to fifth grade primary students	Teacher challenge
Student autonomy	Demonstrate clarity in the planning, organizations and contextualization of the teaching process.
Student motivation	Show the ability to present creative, innovative projects that spark interest and curiosity.
Teacher preparation	Foster an environment that promotes knowledge generation through the design of meaningful projects for the student. Ability to structure learning situations.
Collaborative work	Demonstrate the ability to promote interaction, the exchange of knowledge, and ideas among students.
Contextualization and authenticity	Contextualize learning while maintaining the competencies the student must develop.

2.3. Communicative Skills in English

Communicative skills in the English language refer to the abilities to speak, listen, read, and write. These skills can be developed either simultaneously or individually (Sevairos, Ledesma, & Lescano, 2023). In any case, the use of appropriate methodological strategies is required to facilitate the acquisition of competencies that enable learners to understand the second language across different contexts and modalities (Cifuentes- & López, 2022).

In this regard, Velásquez (2020) observes that traditional approaches have often focused solely on grammar or exclusively on oral skills. For this reason, he suggests adopting approaches in which students play an active role that helps them develop the competencies necessary to achieve autonomous and consistent learning. The author emphasizes that the development of strategic competences turns students into competent learners and speakers of the language they are acquiring.

In line with these ideas, Bravo y Palmira, (2021) note that such experiences can be stressful for students, especially when they involve tasks requiring the demonstration of oral skills. These authors cite Aellen and Lambert (1969) to highlight that motivation is fundamental in these processes. They also point out the importance of working with content that is familiar to students and valuing their prior knowledge.

Adding to the above, Castro et al, (2018) stress the importance of using evaluation rubrics in oral presentations to improve skills in this communicative area. The authors argue that when students are aware of the assessment criteria, they prepare more effectively. Additionally, the feedback provided by teachers is essential to help students strengthen their learning and performance.

Regarding the reality that surrounds students, Chimarro (2023) notes that they often display deficiencies in oral skills, feel insecure when speaking in English, and show signs of demotivation and disinterest. Additionally, Paredes et al., (2024) point out that limited exposure to the language generates difficulties in conversational skills, particularly in phonetic aspects and linguistic registers.

In line with these observations, Mantilla et al. (2022) warn that difficulties in speaking and listening become evident during speeches and presentations. Therefore, they emphasize the importance of integrating both oral and written elements into the English teaching process. Velásquez (2020) supports this suggestion, explaining that listening and speaking processes should be learned in an integrated manner.

Tarazona (2020) refers to this as an audiolingual learning process, highlighting the active role assumed by students in developing communicative skills. Moreover, he stresses the importance of ensuring that this learning takes place within an environment of peer interaction. Within this context of how students should learn, Sarango (2019) recommends that teachers continuously improve their teaching practices.

On this matter, González (2018) suggests that teachers should guide learning with a sense of usefulness and relevance to students' lives. Educational practices, according to the author, should motivate and engage learners while contributing to the development of competent individuals in both oral and written English communication.

In this sense, oral communicative competence is not constructed as a single skill but rather as a set of interrelated sub-skills that include fluency, pronunciation, grammar, and coherence. Each of these sub-skills plays an essential role in effective oral production and must be developed through specific and contextualized strategies.

Fluency refers to the ability to express oneself naturally and without unnecessary pauses, maintaining an appropriate conversational rhythm. According to Rojas, Macías y Jiménez (2021), this skill implies that speakers can convey their ideas continuously, even when minor errors occur, prioritizing meaning over form. Fluency improves through systematic practice in real communication contexts.

Pronunciation refers to the accurate articulation of the language's sounds. López y Pérez (2020) state that clear pronunciation enhances message comprehension and reduces communication barriers. The teaching of pronunciation should address aspects such as

stress, intonation, and rhythm, particularly at school levels where learners are still developing their phonological awareness.

Grammar allows students to construct correct and meaningful sentences. According to Caiza et al. (2024), grammatical competence is essential for learners to organize ideas precisely, especially in communicative situations. The use of contextualized projects contributes to the development of this skill by encouraging the functional practice of grammatical structures within meaningful contexts.

Coherence refers to the internal logic of discourse—that is, the clear and orderly connection of ideas. Yacchirema et al. (2022) affirm that coherence in oral production is achieved when students understand the communicative purpose and structure their interventions in a way that maintains the continuity of discourse. This requires systematic planning, consistent practice, and ongoing feedback.

Within this framework, the development of English communicative skills can be enhanced through active methodologies such as Project-Based Learning (PBL), as it promotes practical and student-centered learning. This strategy integrates key elements such as consistency in implementation, thoughtful lesson planning, the use of appropriate pedagogical resources, and the encouragement of students' interest and participation all of which directly influence the effectiveness of language learning. The continuous application of PBL involves the regular implementation of classroom projects that connect academic content with real-life situations, generating learning experiences that are relevant to students' own realities (Caiza, Sumba & Recalde, 2024). Regarding teaching practice within this approach, flexible lesson planning is encouraged, taking into account students' genuine interests while fostering cooperation and critical thinking fundamental aspects for strengthening linguistic competence (Alvarado et al., 2024). With respect to methodological strategies, these include activities such as teamwork, guided inquiry, and oral production in specific contexts, which enable the use of vocabulary and grammatical structures in functional situations (Castillo, Flores & Damián, 2024). Finally, both student interest and participation increase motivation when projects address meaningful topics related to their own contexts, thereby enhancing

oral expression and reinforcing students' commitment to their learning process (Yacchirema, Viteri & Cevallos, 2022).

2.4. Legal framework

The curricular proposal developed by the National Directorate of Curriculum for the teaching of the English foreign language, aimed at students from the second to the tenth grade of General Basic Education and from the first to the third year of Unified General Baccalaureate, is based on a series of principles focused on learning the language as a means of communication rather than memorization. (Ministerio de Educación , 2016).

This proposal, designed by the Ministry of Education (2016) emphasizes the use of methodologies that facilitate learning and are student-centered. It promotes social skills that contribute to the exercise of citizenship, integrates cultural aspects, and encourages the holistic development of learners in alignment with international standards. The curriculum also seeks to foster interest in language learning from an early age through the development of positive experiences, intercultural understanding, and critical awareness of other cultures, as well as to promote comprehensive development for integration into the productive sphere in this globalized era.

CHAPTER III

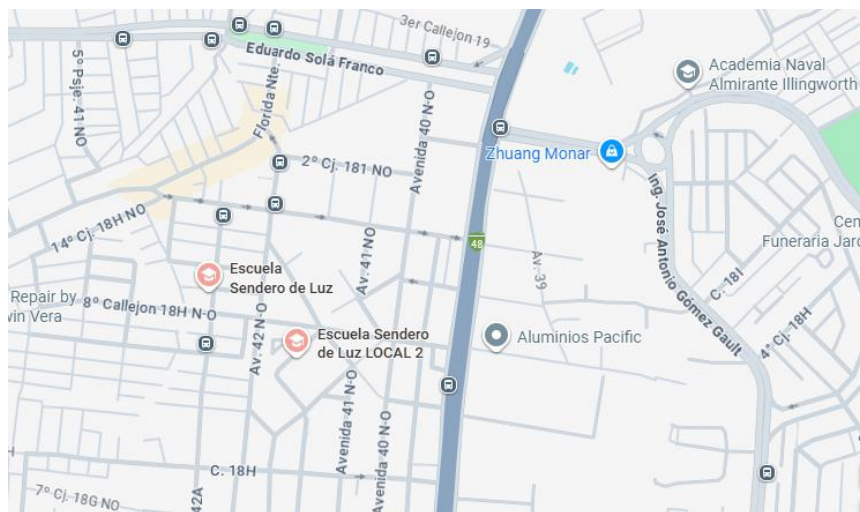
METHODOLOGY

3.1. Description of the Study Area /Study group

The study was conducted at Escuela Particular Sendero de Luz, located in the northern area of the city of Guayaquil, during the 2024–2025 academic year. The study group consisted of 39 students from 5th grade, section B, who attended classes in the morning shift.

Figure 2

Geographical location of Sendero de Luz School



Google Maps (2025).

3.2. Research approach and type of study

Type of research

The study was conducted using a quantitative approach, defined by Hernández and Mendoza (2018) as a type of research that allows for the systematic study of phenomena.

Data collection was carried out quantitatively and represented using graphs. A survey was administered to 39 students, and the data were processed using statistical methods.

Scope

The study was descriptive in scope, as it investigated the characteristics of the two study categories and how they manifested within the target population. Additionally, it was explanatory, as it examined the relationships between the variables.

Research design

The research employed an experimental design with a single group, utilizing both a pre-test and a post-test. As described by Santana (2015), this type of design applies the same test to a single group at different points in time. The author notes that this design allows for the measurement of change and, although it presents some limitations related to internal validity, it enables the generation of plausible alternative hypotheses.

Methods - Bibliographical Research

A bibliographic review was conducted to conceptually define the research variables. Furthermore, the study assessed the level of development of students' communicative competencies, with particular emphasis on oral production in English. This process required the identification of constructs that facilitated the exploration, analysis, and interpretation of fieldwork, including vocabulary acquisition, grammatical accuracy, fluency in oral expression, and other relevant aspects.

3.3. Definition and operationalization of variables

Tabla 3

Variable Operationalization Matrix

INDEPENDENT VARIABLES	DIMENSION	INDICATOR	TECHNIQUE	INSTRUMENT
Oral Communicative Skills	Speaking	Fluency	Observation of students carried out by the teacher. Data recording using the instrument.	Checklist.
		Pronunciation		Questionnaire (appendix 5) administered to students using a Likert scale.
		Grammatical accuracy of a sentence	Survey administered to students.	
		Coherence		

<i>DEPENDENT VARIABLE</i>	<i>DIMENSION</i>	<i>INDICATOR</i>	<i>TECHNIQUE</i>	<i>INSTRUMENT</i>
Project-Based Learning	Significant learning	Frequency of use	Teacher survey	Structured interview
		Interest		
		Educational practices. Strategies		
		Participation		

Note: The image illustrates the management of the variables defined in the research.



3.4 Procedures

Phase 1: Initial Level of English Communicative Skills of Fifth-Grade Students at Escuela Particular Sendero de Luz, Guayaquil, during the 2024–2025 Academic Year.

In this first phase, an initial assessment was conducted with fifth-grade students at Escuela Particular Sendero de Luz, located in Guayaquil, during the 2024–2025 school year. A pre-test was administered with the aim of identifying the students' baseline level in English communicative skills. The instrument consisted of a checklist with observation-based questions, designed according to the constructs that comprise communicative skills: fluency, grammatical accuracy, pronunciation, and coherence in oral production.

To encourage active participation, students worked in pairs and were asked to formulate their own questions, using a printed material consisting of 15 items as a guide (see Appendix 1), they were also allowed to use a dictionary and the textbook to clarify doubts or reinforce their understanding. This activity not only enabled the assessment of their initial competencies but also allowed observation of their spontaneous communication strategies and their willingness to use the language in a practical and collaborative context.

Phase 2: Project-Based Learning Strategies to Strengthen English Communicative Skills of Fifth-Grade Students at Escuela Particular Sendero de Luz, Guayaquil, during the 2024–2025 Academic Year.

During the second phase of the study, a pedagogical strategy framed within the Project-Based Learning (PBL) model was implemented to strengthen the English communicative skills of fifth-grade students at Escuela Particular Sendero de Luz in



Guayaquil, during the 2024–2025 academic year. The selected strategy was Role-Play, a technique that promotes oral interaction, creativity, and authentic language practice in simulated contexts.

The participating population consisted of the 39 students enrolled in fifth grade, section B, of the institution. The activity was conducted over five sessions, one per week, each lasting approximately 40 minutes. Each class was designed so that students could assume different roles and everyday situations related to their school and home environments, allowing them to apply vocabulary, grammatical structures, and expressions in a dynamic and meaningful context.

The use of Role-Play as a Project-Based Learning (PBL) strategy promoted active participation, peer collaboration, and autonomous learning, while simultaneously strengthening key aspects of oral communication such as fluency, pronunciation, and coherence. Additionally, by integrating elements of creativity and dramatization, students demonstrated increased motivation and engagement in the learning process, fostering a trusting environment that facilitated natural and effective English practice.

3.5 Bioethical considerations

During the development of this study, bioethical principles were adopted to ensure respect for all participants. The confidentiality of information and the anonymity of both students and teachers were guaranteed, and informed consent was obtained from each participant. Participation was voluntary, without any form of coercion, and participants had the freedom to withdraw at any time without any consequences.

Furthermore, care was taken to ensure that the study did not cause physical, emotional, or academic harm. It was also established that the data collected would be used exclusively for educational and scientific purposes.



CHAPTER IV

RESULTS AND DISCUSSION

Phase 1: Initial Level of English Communicative Skills of Fifth-Grade Students at Escuela Particular Sendero de Luz, Guayaquil, during the 2024–2025 Academic Year.

In the first phase of the study, corresponding to the diagnostic evaluation through the administration of the pre-test, significant limitations were identified in the communicative performance of fifth-grade students at Escuela Particular Sendero de Luz. The results indicate that, although a proportion of students demonstrated some competence in aspects of fluency and coherence, considerable deficiencies persisted across most of the evaluated criteria. Regarding fluency, difficulties related to speech rhythm were observed, as some students responded too quickly while others paused for extended periods, affecting the naturalness of communication. For instance, only 59% of the students maintained an adequate pace, and 61.5% participated actively during the conversation, while approximately 40% exhibited challenges in these areas. Likewise, although 64% of the students expressed themselves with ease, 36% displayed hesitation and long pauses that limited the clarity of their message.

In terms of pronunciation, the results also reflected notable weaknesses: only 43.6% of students articulated sounds clearly and accurately, whereas the majority (59%) presented difficulties in diction and vocal tone. A similar pattern was observed in grammatical accuracy; while 56% of students constructed complete sentences and 64% correctly used auxiliary verbs, a considerable portion still committed errors that affected the coherence of their oral productions. Regarding comprehension, 69% of students clearly understood the instructions and fulfilled the communicative intent; however, in other aspects related to coherence such as the ability to self-correct during conversation (46%) or adapt to the interactional context (48.7%) the results were less encouraging.



In summary, the initial diagnostic revealed that, although there is a group of students with an acceptable level of fluency, coherence, and grammatical accuracy, the majority exhibited problems that limited their communicative competence in English. These difficulties were primarily related to inadequate speech rhythm, deficiencies in pronunciation, and a limited ability to sustain interactions in a continuous and effective manner. These findings justify the need to implement innovative strategies, such as Project-Based Learning (PBL), to overcome the identified weaknesses and contribute to the comprehensive development of communicative skills within this student group.

The observation was conducted with fifth-grade students at Escuela Particular Sendero de Luz, located in Guayaquil, during the 2024–2025 academic year. For the analysis of the observation results, data were systematically organized on an individual basis according to the evaluated criteria, which were subsequently tabulated, graphed, and analyzed comparatively between the pre-test and post-test. These findings are relevant to the study, as they allow for a more precise identification of strengths and weaknesses in the development of English communicative skills, as well as an evaluation of the impact of Project-Based Learning (PBL) on student progress.

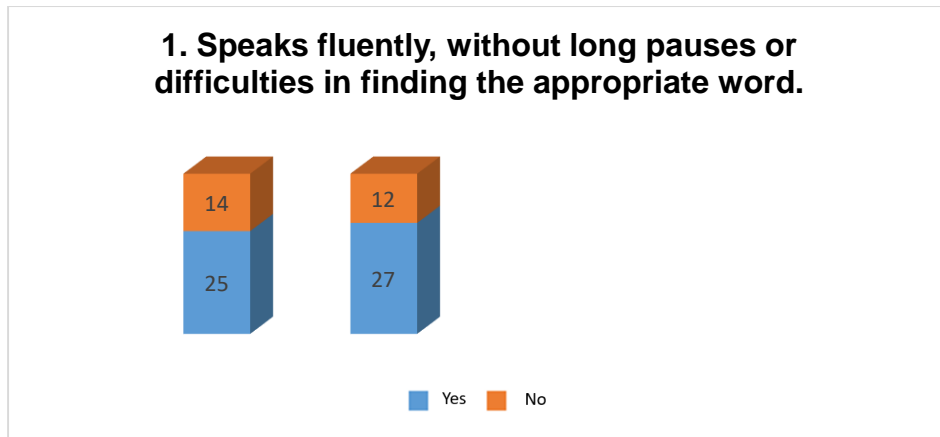
1. Pre-test and post-test results on speech rhythm as an indicator of English fluency

To assess English fluency, the students' ability to maintain an appropriate speech rhythm during interaction was analyzed. This aspect enabled the identification of whether students could express themselves naturally, avoiding both excessive pauses and mechanical acceleration of speech.



Figure 3

Fluency in speech



Pre-test YES 25 - NO 14

Post-test YES 27 - NO 12

It was observed that approximately one-third of the students did not speak with ease; they made long pauses and experienced difficulties in finding the appropriate words during conversation. The post-test revealed a slight improvement in these same aspects. This outcome aligns with the findings of Gaona (2020) who determined that the use of Project-Based Learning (PBL) contributes to improvements in oral production. Similarly, Paredes et al (2024) note that in Ecuador, it is common for students to exhibit deficiencies in oral skills. The post-test conducted in this study evidenced modest improvement in the aspects examined, which is consistent with Tarazona (2020), who emphasizes the importance of interactive strategies in which students learn in an environment of peer interaction.

2. Comparison of speech rate in fifth-grade students (pre-test and post-test)

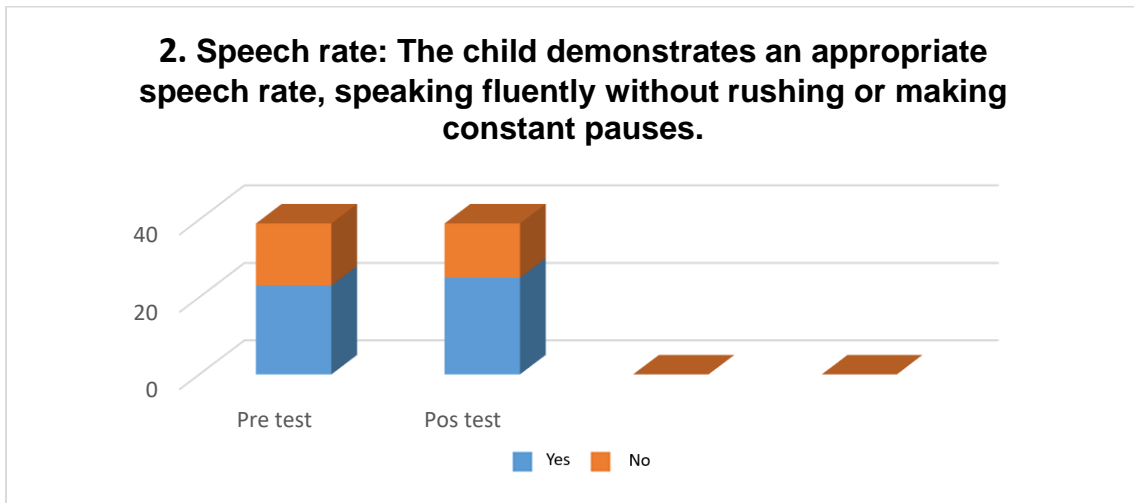
The rate at which students produce utterances constitutes an important indicator of their oral competence. In this criterion, it was evaluated whether



the speed or slowness of communication facilitated message comprehension or, conversely, limited the clarity of oral production.

Figure 4

Speech Rhythm



Pre-test YES 23 - NO 16
 Post-test YES 24 - NO 15

It was observed that slightly less than half of the students (16 out of 39) were unable to speak at a normal pace, frequently pausing during their speech. Additionally, three students spoke continuously in a mechanized and rushed manner. These students demonstrated that they had memorized their dialogues without fully understanding the content of what they were saying. This result confirms the findings from the observation phase regarding the difficulties students exhibit in their communicative skills, which are further influenced by teaching practices based on traditional methods. This situation aligns with Pérez (2023), who notes that traditional methodologies rely heavily on rote memorization, often hindering meaningful learning because students fail to connect new knowledge with prior understanding. The post-test results showed a slight improvement in students' responses, which is consistent with the short duration of the method's



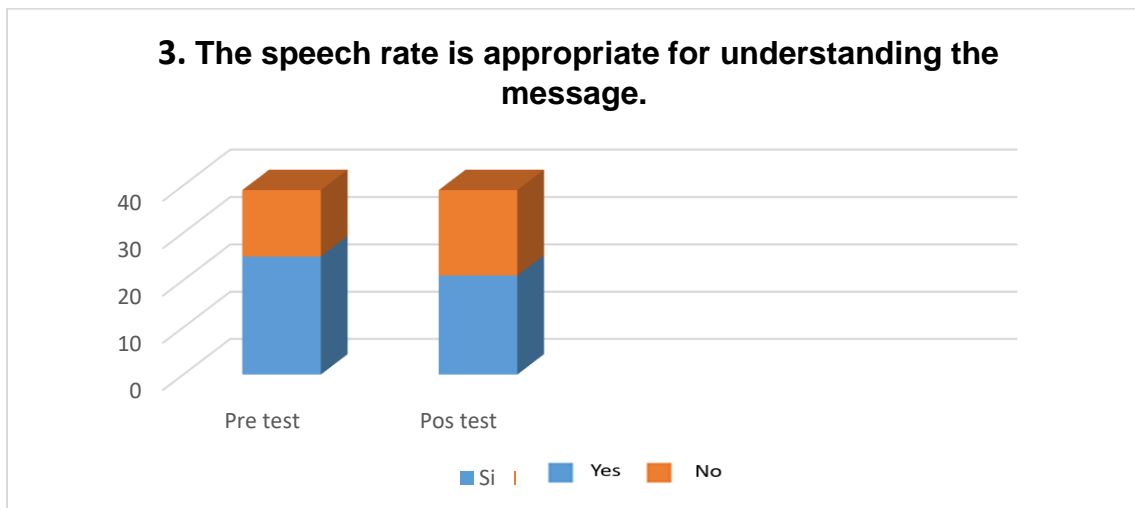
implementation; however, it also supports Pérez's (2023) assertion that active learning methodologies are fundamentally different from traditional teaching approaches.

3. Comparison of speech rate in fifth-grade students (pre-test and post-test)

The rate at which students produce utterances constitutes an important indicator of their oral competence. This criterion evaluated whether the speed or slowness of communication facilitated message comprehension or, conversely, limited the clarity of oral production.

Figure 5

Speech rate



Pre-test YES 25 - NO 14

Post- test YES 21 - NO 18

For nearly one-third of the students (14 out of 39), the speech rate was inadequate. When considering each word individually, it was observed that these students spoke certain words very quickly, likely to mask poor pronunciation. This became evident



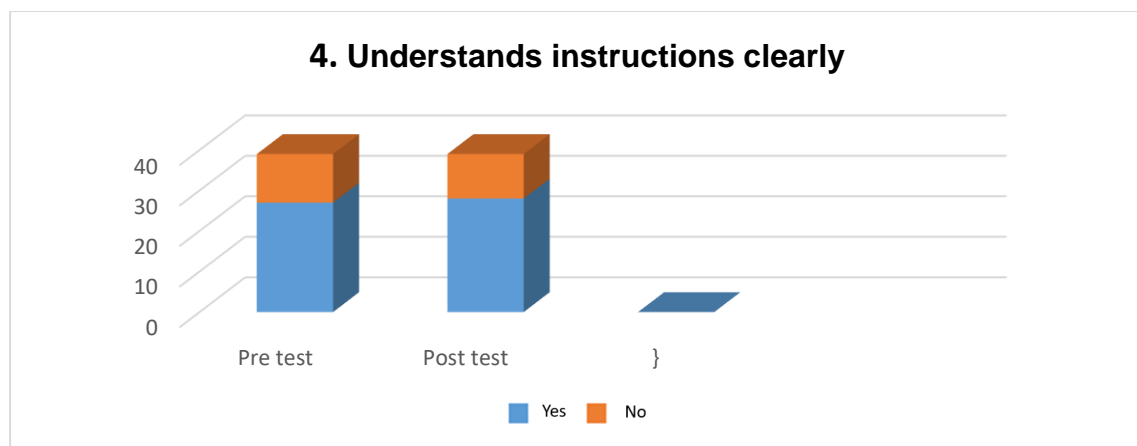
in the post-test when, while attempting to maintain a normal speech rhythm, they tried to articulate words correctly but were unable to do so. The observations in this item highlighted deficiencies in pronunciation. No significant improvement was noted in this aspect during the post-test, which can be attributed to the fact that pronunciation requires extensive practice, as Ruíz (2024) asserts, stating that difficulties in pronunciation indicate a deficiency in oral communication development.

4. Comprehension of instructions in English during oral interaction (pre-test and post-test)

One of the coherence criteria considered was the students' ability to comprehend instructions given by the teacher. This skill is essential because it directly affects the overall performance of students in communicative tasks.

Figure 6

Understanding of instructions



Pre-test YES 27 - NO 12

Post- test YES 28 - NO 11

Approximately one-third of the students (12 out of 39) did not clearly understand the instructions, which negatively affected their performance. A slight improvement was



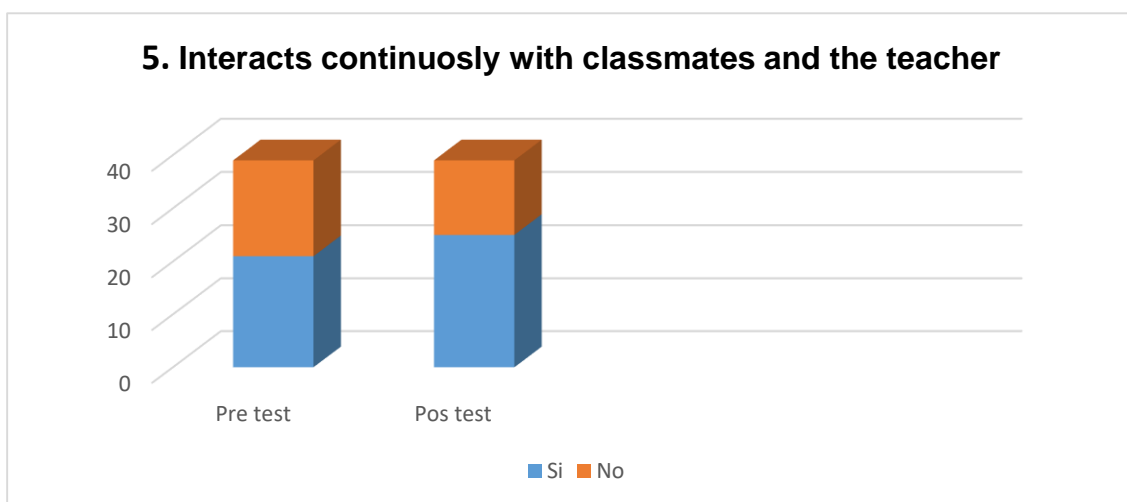
observed in the post-test. The results for this item align with the findings of Cifuentes and López (2022), who reported improvements in speaking and listening skills after implementing Project-Based Learning (PBL) with students aged 10 and 11. As noted in the statement of the problem, it was observed that, in the studied institution, teachers predominantly use traditional methods, which interferes with meaningful learning. As Olín (2019), asserts, there are different learning styles for developing communicative skills, and teachers should address these in their practice. In such contexts, PBL proves to be an effective strategy for achieving meaningful and effective learning.

5. Interaction of students with peers and teachers as part of oral communication (pre-test and post-test)

Continuous interaction with both teachers and peers constitutes a central element of the communicative process. In this criterion, the students' willingness to engage in sustained and fluid dialogues during the activity was observed.

Figure 7

Interaction with peers and teacher





Yes No

Pre-test YES 21 - NO 18

Post- test YES 25 - NO 14

Nearly half of the students did not engage in continuous interaction with their peers or the teacher during the pre-test. Interaction improved in the post-test. The post-test results align with Guaicha et al. (2024), who discuss Project-Based Learning (PBL) and the constructivist principle that underpins it, which posits that knowledge emerges from the interactions of the individual with their environment.

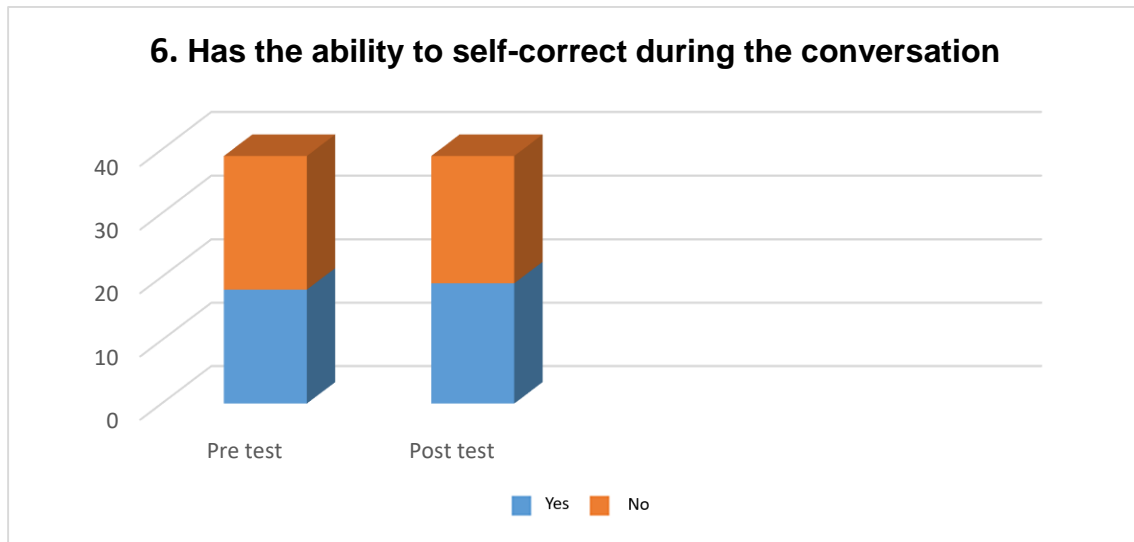
6. Skills for conversing and self-regulating during oral production in English (pre-test and post-test)

The ability to self-regulate and self-correct during a conversation reflects the student's level of language proficiency. This criterion allowed for the assessment of the degree of linguistic awareness that students possess when interacting in English.



Figure 8

Conversational skills



Pre-test YES 18 - NO 21

Post- test YES 19 - NO 20

Slightly more than half of the students (21 out of 39) demonstrated limited ability to self-correct during conversations, indicating a low level of proficiency and comprehension in English. Improvement was observed in the post-test. This situation is understandable and aligns with Gaona (2020), who explains that all language skills are used simultaneously during conversation, which becomes particularly challenging when deficiencies exist in one of these areas.

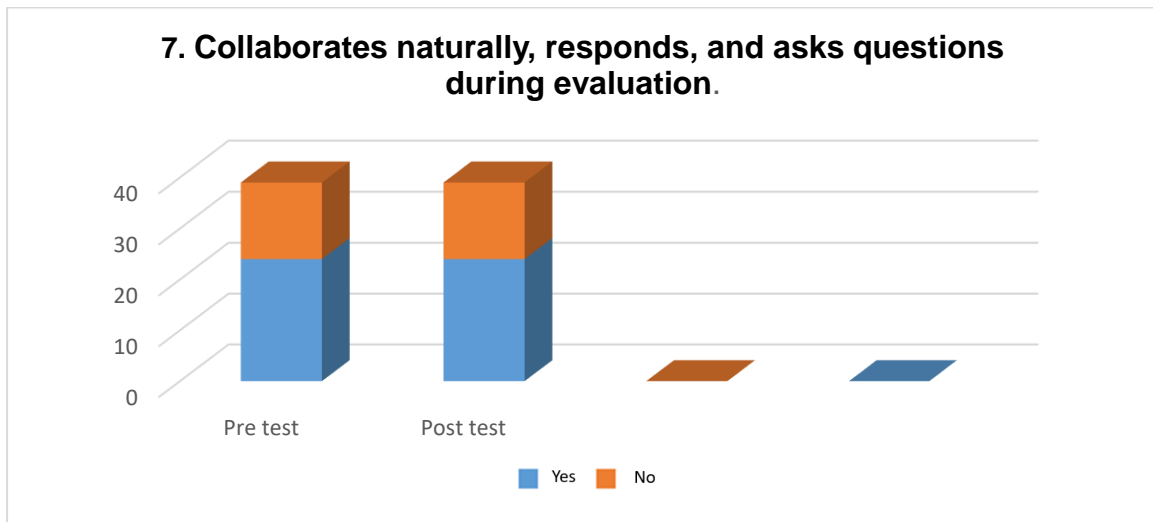
7. Active participation during English conversations (pre-test and post-test)

Active participation, expressed through collaboration, responses, and question formulation, serves as an indicator of both fluency and motivation. In this criterion, students' performance in natural communicative situations was examined to assess their engagement and ability to interact effectively in English.



Figure 9

Participation during conversation



Pre-test YES 24 - NO 15

Post- test YES 24 - NO 15

Slightly less than one-third of the students did not collaborate naturally, nor did they respond or ask questions during the conversation. This characteristic proved to be highly inelastic, as performance in the post-test was exactly the same as in the pre-test. This finding is consistent with previous results in which speaking and listening skills were evaluated and confirms the assertion by Cifuentes and López (2022) that mastery of these two skills is reflected in fluency. The authors emphasize that Project-Based Learning (PBL) is a useful tool because it teaches through topics that are relevant and meaningful to the student. Indeed, the strategy applied in this study focused on a topic of student interest, implemented through a common dialogue between peers when they meet.

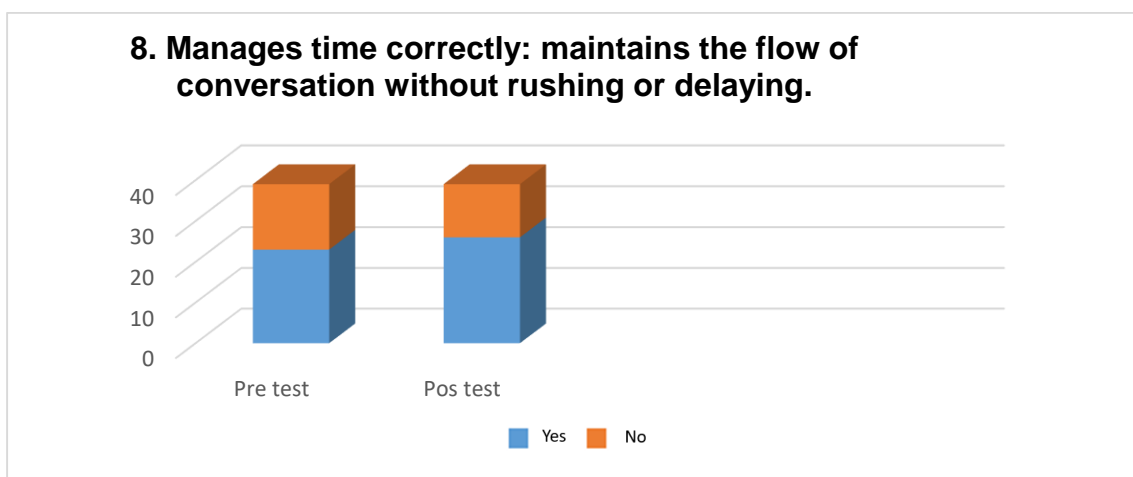


8. Time management in conversation as a coherence criterion (pre-test and post-test)

Time management during conversation is directly related to coherence and the continuity of discourse. In this criterion, it was evaluated whether students maintained a consistent and balanced communicative flow throughout the interaction.

Figure 10

Time management during conversation



Pre-test YES 23 - NO 16

Post- test YES 26 - NO 13

Slightly less than half of the students (16 out of 39) did not manage time effectively. Some spoke too slowly, while others rushed, which disrupted the flow of conversation. This situation aligns with Bravo and Palmira (2021), who state that tasks requiring students to demonstrate oral skills often generate stress, particularly when learning deficiencies are present. The authors note that factors such as lack of motivation and learning disconnected from the student's context contribute to this challenge. In this regard, Vélchez (2021) emphasizes that within the Project-Based Learning (PBL) approach, the teacher, in their role as facilitator, should motivate students through creative pedagogical practices.

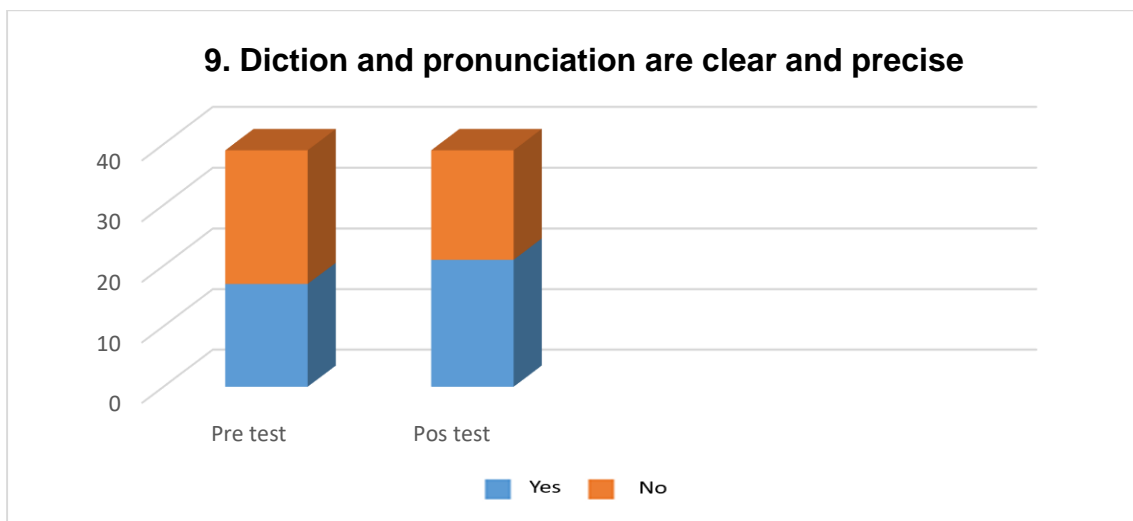


9. Diction and pronunciation in English as factors of communicative clarity (pre-test and post-test)

Diction and pronunciation are fundamental elements of communicative clarity. In this aspect, the precision with which students articulated English sounds was observed and assessed.

Figure 11

Diction and pronunciation



Pre-test YES 17 - NO 22

Post- test YES 21 - NO 18

Slightly more than half of the students (22 out of 39) exhibited unclear and imprecise diction and pronunciation. These values improved in the post-test, as shown in the figures above. It was observed that students made an effort to enhance their knowledge and focused on addressing the evaluated aspects, which aligns with Castro et al (2018), who emphasize the importance of informing students about the criteria that will be assessed in various activities, particularly during oral presentations. Another element observed in this item was the significance of teacher feedback, which helps students improve their learning.

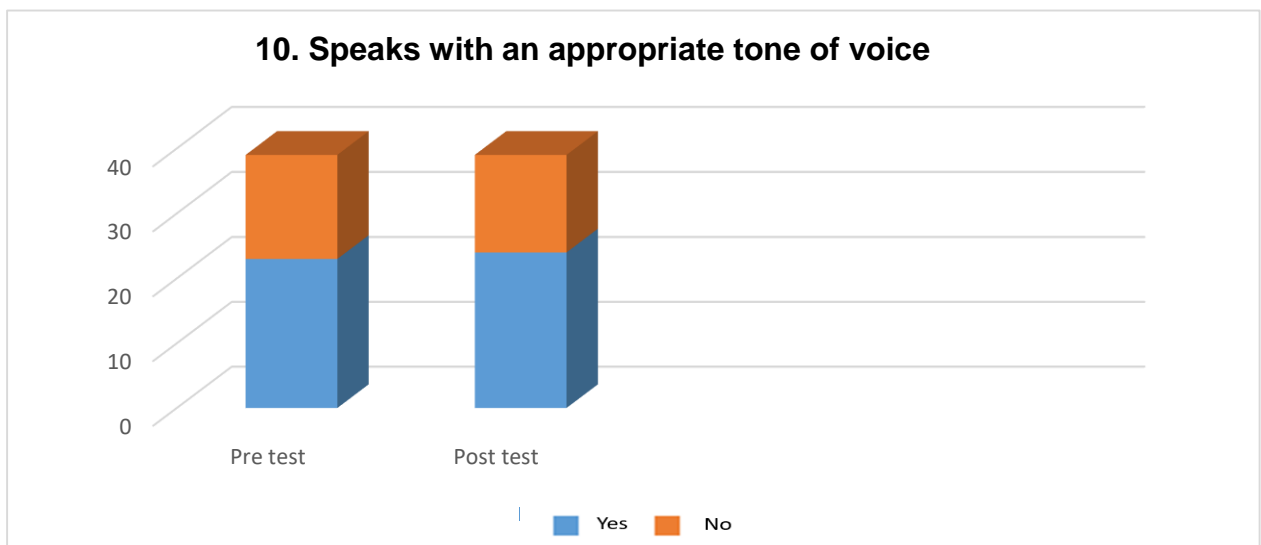


10. Use of an appropriate tone of voice in oral production (pre-test and post-test)

Tone of voice reflects the student's confidence and clarity in communication. This criterion analyzed whether participants were able to maintain an adequate volume and intonation to effectively convey their ideas.

Figure 12

Appropriate voice tone



Pre-test YES 23 - NO 16

Post- test YES 26 - NO 13

More than one-third of the students exhibited an inadequate tone of voice, generally very low, which likely reflects an attempt to mask incorrect pronunciation.

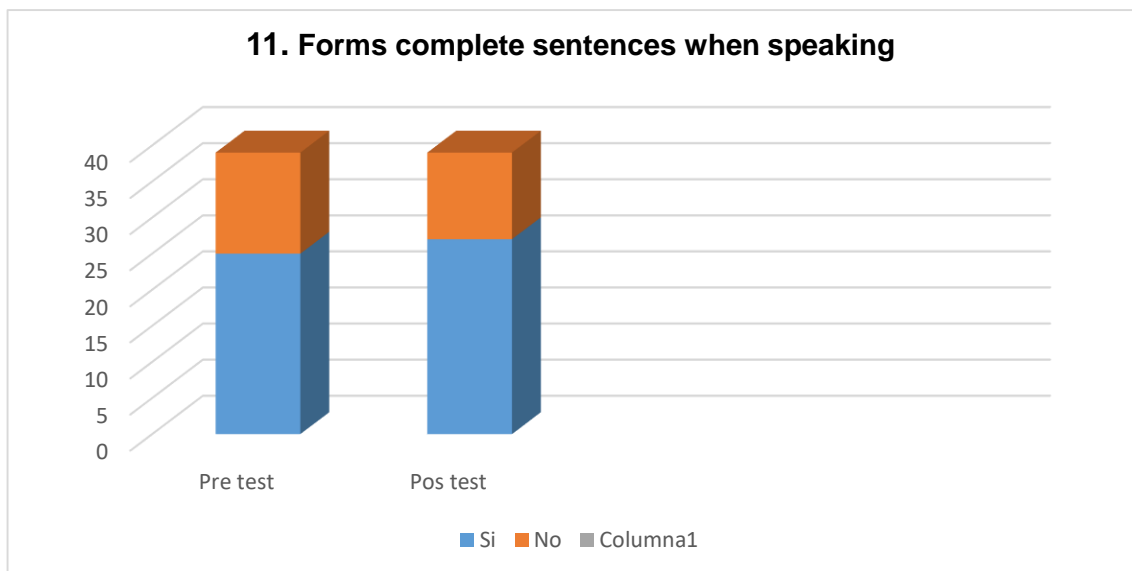
11. Construction of complete sentences in English as a criterion of grammaticality (pre-test and post-test)



The construction of complete sentences serves as an indicator of grammatical accuracy and structural competence in the language. In this item, students' ability to formulate coherent and correct statements was evaluated.

Figure 13

Forms complete sentences



Yes No



Pre-test YES 25 - NO 14

Post-test YES 27- NO 12

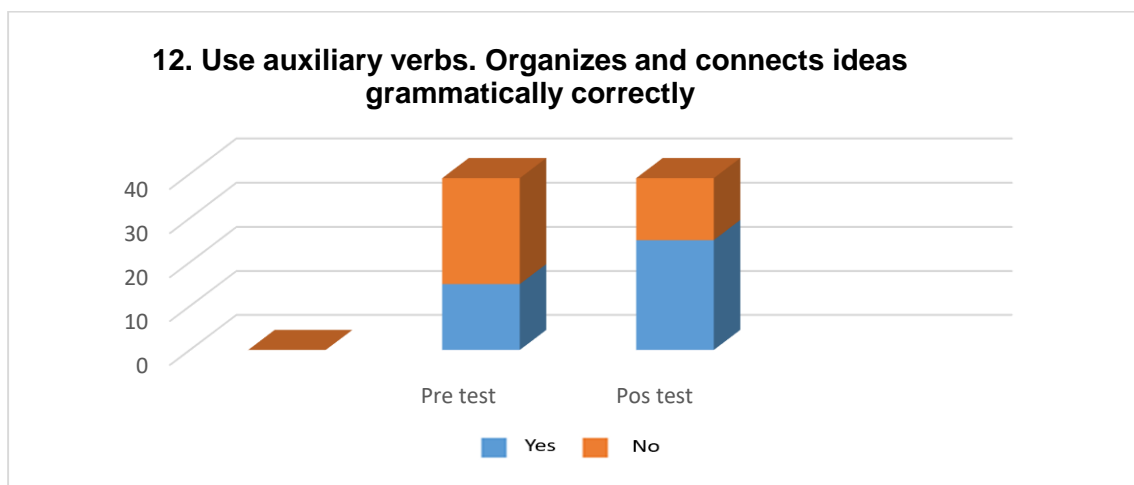
Slightly less than one-third of the students experienced difficulty constructing complete sentences during English conversations. This proportion showed slight improvement in the post-test. This result aligns with Olarte and Guzmán (2022), who assert that the most complex phase of oral production occurs when the elements of grammar and oral skills converge, including vocabulary, discourse, and pronunciation. These aspects improved by 0.01% with the implementation of Project-Based Learning (PBL).

12. Correct use of auxiliary verbs in oral production (pre-test and post-test)

Proper use of auxiliary verbs is essential for grammatical competence in English. In this criterion, the correct use of do and does, as well as grammatical word order in sentences, was evaluated.

Figure 14

Use of auxiliary verbs



Pre-test YES 15 - NO 24

Post-test YES 25 - NO 14



The most notable positive change observed between the pre-test and post-test was the use of auxiliary verbs. Initially, nearly two-thirds of the students (24 out of 39) either did not use them or used them incorrectly; in these same cases, grammatical word order was also incorrect. After repeating the test following the implementation of Project-Based Learning (PBL), these results were reversed. Students quickly understood the use of *do* and *does*, as well as the correct placement of adjectives relative to nouns. This positive change is attributed to the characteristics of PBL as a teaching strategy, which contrasts with traditional methods. In this regard, Gutiérrez and Olmos (Gutiérrez & Olmos , 2022) assert that grammar topics and linguistic competence development are often perceived as boring by students, whereas PBL recreates meaningful situations that facilitate significant learning.

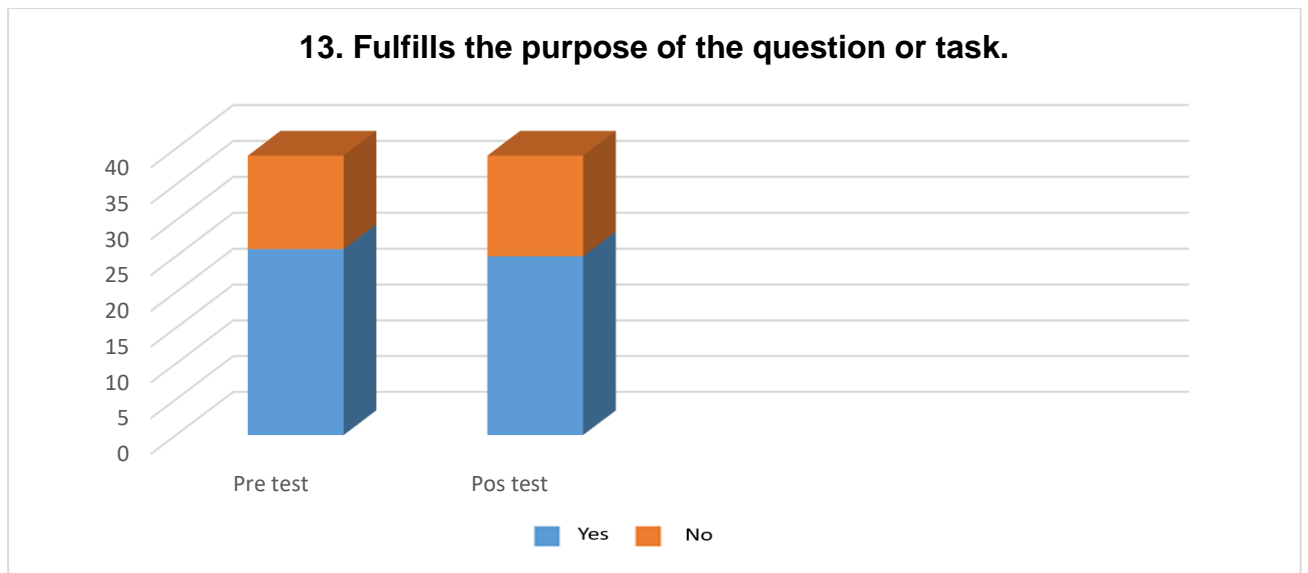
13. Fulfillment of communicative intent in oral interaction (pre-test and post-test)

Communicative intent refers to the ability of the transmitted message to fulfill its purpose within the interaction. This criterion evaluated whether students were able to express their ideas clearly and appropriately according to the given context.



Figure 15

Meets communicative intent



Pre-test YES 26 - NO 13

Post- test YES 25 - NO 14

Exactly one-third of the students (13 out of 39) did not fulfill their communicative intent. This situation remained unchanged in the post-test, making it one of the most persistent or inelastic characteristics in response to Project-Based Learning (PBL). This result contrasts with Cifuentes and López, (2022) , who state that communicative intent is closely related to the pragmatic sense of conversations. It is assumed that no significant improvement was observed due to the time constraints that prevailed during the PBL practice. Although the communicative purpose was present, the duration of the activity may not have been sufficient to achieve the desired outcome.

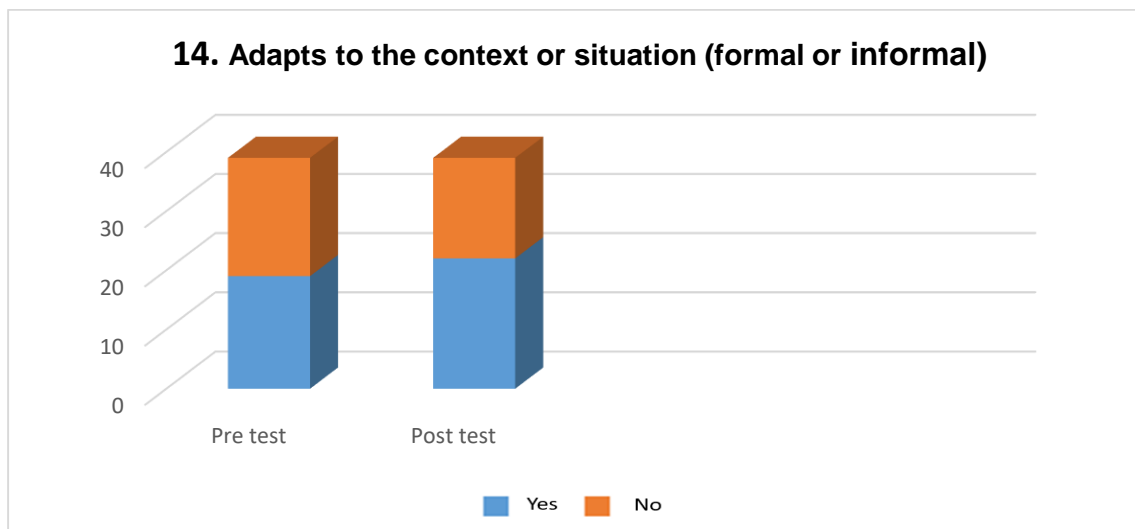
14. Adaptation to context or communicative situation in English (pre-test and post-test)



Contextual adaptation refers to the student's ability to adjust their level of formality and vocabulary according to the communicative situation. This criterion evaluated the degree of appropriateness in their interventions.

Figure 16

Adapts to context or situation



Pre-test YES 19 - NO 20

Post- test YES 22 - NO 17

Slightly more than half of the students (20 out of 39) did not adequately adapt to the context or situation (level of formality) during the conversation. A slight positive change was observed in the post-test. This post-test result aligns with the claims of Cifuentes and López, (2022), who note that the use of Project-Based Learning (PBL) fosters interest in second language learning, as students connect the content with their own personal interests.

15.Expression of thoughts and emotions during English conversation (pre-test and post-test)

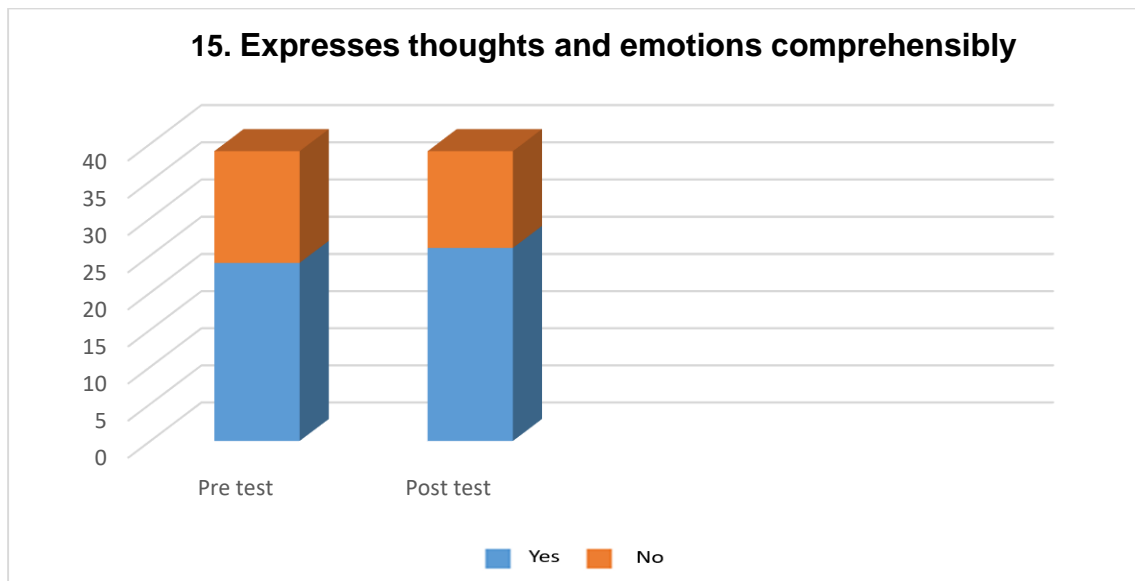
The ability to express thoughts and emotions demonstrates not only linguistic competence but also an affective component in communication. This aspect



evaluated the clarity and naturalness with which students conveyed their personal ideas.

Figure 17

Expresses thoughts and emotions



Pre-test YES 24 - NO 15

Post- test YES 26 - NO 13

In sentences with a personal or emotional connotation, expression, intonation, and pronunciation improved. In the pre-test, 24 out of 39 students responded positively, while in the post-test this number increased to exactly two-thirds (26 out of 39). This result aligns with the findings of Soncco y Acevedo (2024) regarding the effect of Project-Based Learning (PBL) on students' attitudes when facing real challenges; they become more motivated, which in turn fosters the development of their skills.



Statistical analysis of oral communicative skills

To determine the effect of Project-Based Learning (PBL) on students' oral communicative skills, a paired-sample t-test was applied, comparing the results of the pre-test and post-test.

Table 4

T Test results

Item	M (Pre)	SD (Pre)	M (Post)	SD (Post)	t	gl	p	Significant?
Fluency	0.64	0.48	0.69	0.46	- 2.15	38	0.038	✓
Speech rate	0.59	0.49	0.62	0.49	- 1.02	38	0.314	✗
Speech speed	0.64	0.48	0.54	0.5	1.78	38	0.083	✗
Instruction comprehension	0.69	0.46	0.72	0.45	- 1.32	38	0.194	✗
Interaction with classmates	0.54	0.5	0.64	0.48	-2.1	38	0.042	✓
Self-correction ability	0.46	0.5	0.49	0.5	- 0.88	38	0.385	✗
Participation in conversation	0.61	0.49	0.61	0.49	0.0	38	1.0	✗
Time management	0.59	0.49	0.67	0.47	- 2.19	38	0.034	✓
Diction and pronunciation	0.44	0.5	0.54	0.5	- 2.45	38	0.019	✓
Adequate tone of voice	0.59	0.49	0.67	0.47	- 2.32	38	0.025	✓



Complete sentences	0.64	0.48	0.69	0.46	- 2.02	38	0.05	✓
Use of auxiliary verbs	0.38	0.49	0.64	0.48	- 3.92	38	0.0	✓

The results reveal statistically significant differences ($p < .05$) in the following aspects: fluency, interaction with the teacher and peers, time management, diction and pronunciation, voice tone, and the use of auxiliary verbs. These improvements demonstrate the effectiveness of Project-Based Learning (PBL) in strengthening key components of oral production. On the other hand, other skills, such as speech rhythm, speed, self-correction ability, and participation during conversation, did not show statistically significant changes, which may be attributed to the short duration of the intervention or individual factors.

Phase 2: Project-Based Learning strategies to strengthen English communicative skills in fifth-grade students at Sendero de Luz Private School, Guayaquil, during the 2024–2025 academic year

In the first class, students were introduced to the Role-Play strategy. The activities to be carried out were explained, and the objective was communicated in a simple and clear manner. The procedure and guidance were presented in an engaging way, adapted to the fifth-grade level. To achieve the proposed objective—developing students’ vocabulary, correct pronunciation, and confidence in speaking English—a strategy based on games and dramatization was implemented. The thematic focus was the use of Role-Play in everyday school situations. This can be summarized as follows:

Class 1 (First Week)

Topic: Role-Play and Everyday Expressions in English

Objective: Introduce fifth-grade students to Role-Play as an enjoyable tool for English language learning



Methodology:

- Game-based and dramatization learning.
- Use of Role-Play in everyday school situations.

Activities:

- Engaging explanation of Role-Play with illustrations and examples.
- Greeting activity: Students introduce themselves by name.
- Singing, greeting, and farewelling (Song: "Hello! How are you?").
- Short paired Role-Play to practice greetings and self-introductions.

Observation: Student participation was noted; however, issues with pronunciation, lack of fluency, and inappropriate use of vocabulary were also observed.

Class 2 (second week) implemented a Role-Play activity with the theme "*My Last Vacations*", where students discussed what they did during their last vacations and how they felt returning to school. Students worked in pairs to create the conversation, using some examples written by the teacher on the board. The key elements of the second class were as follows:

Class 2 (second week)

Objective: Practice dialogues related to school to enrich English vocabulary.

Activities:

- Include school-related terms in the activities (e.g., class, vacation, teacher, whiteboard, student, book, notebook, pencil, pen, desk).
- Play "Simon Says..." using commands in English.
- Practice Role-Play with a partner:
Ask a classmate for school materials.
Request permission to go to the bathroom.
- Creative activity: Draw and name objects in the classroom in English.



Observation: Persistence of difficulties in fluency, pronunciation, grammaticality, and coherence in English oral production was noted.

Class 3 (third week) focused on a dialogue entitled “Getting to Know a New Classmate” (Appendix 1). This topic was selected because it is relevant to the students, increasing their interest in learning it. Considering the experiences from the first and second classes, the teacher once again presented the objective of the activity, the aspects to be evaluated, and the expected outcomes. The teacher explained the roles: their own as a guide and the students’ as active participants. The purpose of this explanation was to remind the children that the teacher facilitates the process, while the student is the main actor and the builder of their own learning. Subsequently, the teacher provided feedback to each student to address issues related to fluency, pronunciation, grammatical accuracy, and coherence.

Class 3 (third week)

Objective: Develop communication skills within a school content

Activities:

1. Conversation practice: *“Getting to Know a New Classmate.”*
2. Role-Play in pairs.

Observation: issues were identified in fluency, pronunciation, grammatical accuracy, and coherence.

Class 4 (fourth week) focused on reinforcing the previous class’s activity, with particular emphasis on pronunciation. Improvement in pronunciation was encouraged through individual repetition of mispronounced words. Working in pairs



under the teacher's guidance allowed for more attentive listening and improved oral production.

Class 4 (fourth week)

Objective: Reinforce English pronunciation.

Activities:

1. Design a new conversation for Role-Play: *"Introducing Myself to My New Classmates."*
2. Role-Play in pairs.

Observation: at the beginning, pronunciation problems persisted. Students practiced repetition, attentive listening, and slower pronunciation to enhance oral English production.

Class 5 (fifth week) emphasized grammatical accuracy and coherence. Students worked in pairs to write variants of the dialogues from Classes 3 and 4. The proposed topic was "Introducing Myself to My New Classmates." This activity allowed the teacher to teach and assess grammatical principles and narrative coherence.

The teacher emphasized to some groups the correct use of *Do* and *Does* for questions, as well as the proper order of subjects and adjectives. Regarding coherence, students were instructed on how to structure words and sentences to achieve communicative intent.

Class 5 (fifth week)

Objective: Integrate learned content into a creative situation and evaluate progress in grammar and narrative coherence.

Activities:



1. Create a Role-Play script in pairs: "Introducing Myself to My New Classmates."
2. Final presentation: Each team performs their version of the dialogue.
3. Group feedback: Identification of improvements and strengths.
4. Teacher evaluation.

Preliminary teacher evaluation:

Se At the start, oral production issues were identified in fluency, pronunciation, grammatical accuracy, and narrative coherence. Specific deficiencies in each aspect of oral production were corrected. Post-test results are expected to show improvements in English oral production compared to the pre-test.

During this second phase, in which the Project-Based Learning (PBL) strategy was implemented, feedback was also used, and elements such as active listening, self-correction, and interaction between students and the teacher were observed.

Expected results

- Increased confidence and fluency in oral communication
- Improved fluency, pronunciation, grammatical accuracy, and coherence in English oral production.
- Proper use of vocabulary.
- Active class participation.

Discussion of the results

The primary guiding framework for this study was the research question and the objectives derived from it. In this context, the investigation began with a theoretical inquiry aimed at answering: How does Project-Based Learning (PBL) influence the development of communicative skills in fifth-grade students at Sendero de Luz Private School? This question was operationalized in the formulation of the general objective: To determine the influence of Project-Based Learning on the development of students' communicative competence.



Based on the above, scientific literature was reviewed to support how Project-Based Learning enhances communicative skills in English. An author who summarizes the fundamental aspects of PBL is Vílchez (2021) who, building on the pioneers of PBL, emphasizes that it proposes a transformative approach to traditional educational structures, which are dominated by a vertical teacher-student relationship. Complementing this view, Pérez (2023) adds that PBL contrasts with traditional methods because it does not rely on rote memorization or mechanical learning processes.

Furthermore, the study by Álvarez (2021) was considered, which linked PBL to the English learning process and demonstrated that when the teaching process is connected to students' realities and interests, meaningful knowledge acquisition occurs.

The results of the pre-test revealed that students experienced difficulties with vocabulary, maintaining an appropriate conversational pace, understanding instructions, and interacting fluently within these aspects. Authors such as Paredes et al (2024); Ruiz (2024); Pérez (2023); Cifuentes and López (2022) agree that these challenges are common in traditional teaching methods and highlight the positive effect of PBL in addressing them.

The findings from both the empirical research and the theoretical review underscore the relevance of this study, as they demonstrate that Project-Based Learning is indeed an effective strategy for improving communicative skills in English.



PROPOSAL

Title

Guidance manual for the implementation of Project-Based Learning as a strategy for the development of communicative skills.

General objective

To design a guidance manual for the use of Project-Based Learning as a strategy to improve oral communicative skills in fifth grade students at Sendero de Luz school.

Justification of the proposal

The results of the diagnostic study revealed that fifth-grade students of General Basic Education exhibit deficiencies in oral communicative skills. It was also observed that most of the evaluated indicators improved after the implementation of Project-Based Learning (PBL) in this study. In the post-test, the limited time was considered a factor that hindered more effective results. Additionally, the observation of the problematic context revealed an excessive use of traditional methodologies, which contrasts with the new learning approaches required by students in this digital era. For this reason, a guidance framework was developed to help teachers understand the essence of PBL as a teaching strategy and to consider key factors during its implementation, such as time management and student participation in topic selection, among others.

Proposal description

The proposal is designed to be implemented over a 4-week period, with 3 hours of instruction per week. Each week will focus on a specific topic, which will be part of the broader thematic unit. The teacher will act as a guide, establishing the criteria, while the students actively engage in the tasks, in



line with the principles of PBL. Videos and other resources will be used to maintain student attention.

Students will participate in oral production exercises based on real-life contexts relevant to them and of interest to all participants. Feedback will be provided continuously as a method to verify the knowledge acquired. This continuous feedback represents a key distinguishing feature of PBL compared to traditional methodologies.

General Guidelines for the Activity

Duration: 4 weeks. 1 activity per week. 3 hours a week.

Level: Fifth-grade students of General Basic Education.

Continuous throughout the activity. The teacher will read aloud to model pronunciation, and students will also have opportunities to repeat aloud to reinforce learning.



**PROJECT-BASED LEARNING GUIDE
FOR THE TEACHING AND LEARNING
PROCESS OF ENGLISH.**





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INTRODUCTION

This Project-Based Learning (PBL) guide is the result of a research study that identified the need to apply this strategy to improve the teaching and learning process of communicative skills in the English subject for fifth-year students of Basic General Education.

The results of both theoretical and empirical research agreed on the need to improve teaching and learning strategies, where education is student-centered and promotes autonomy in managing their own knowledge. The principles that support PBL make it an appropriate strategy to achieve these objectives.



UPEL
UNIVERSIDAD POLITECNICA
ESTATAL DEL CARCHI
CARRERA DE INGENIERIA
EN SISTEMAS DE COMPUTACION
INTEGRACION DE SISTEMAS
DE INFORMACION
EN LA INDUSTRIA



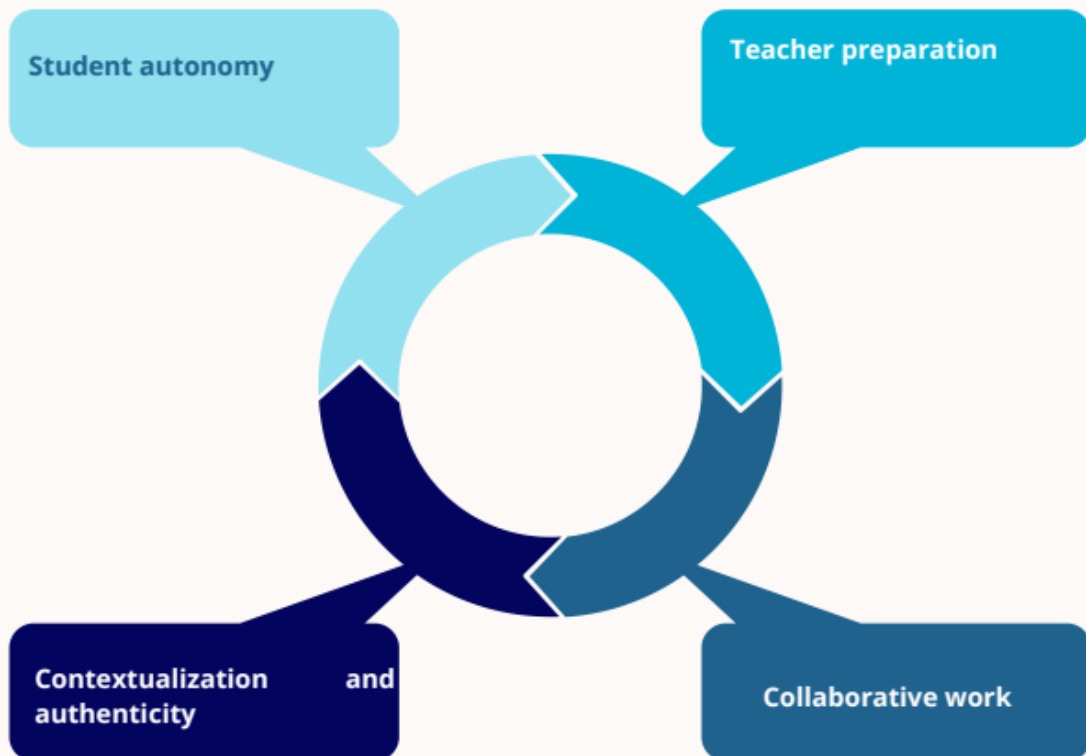
WHAT IS PBL?

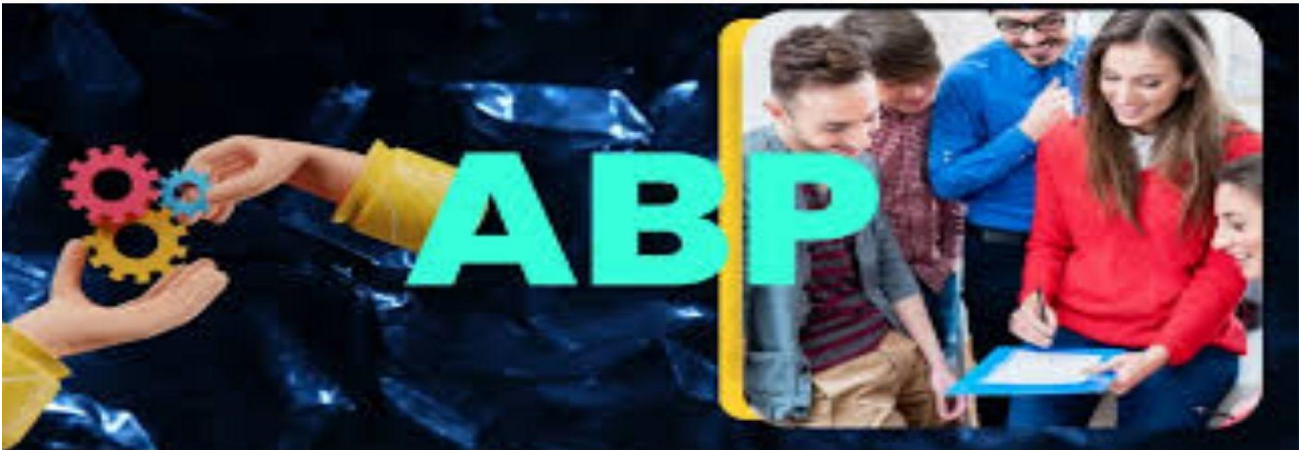
PBL is an educational methodology based on the development of a project that promotes the acquisition of specific skills and knowledge. This methodology is characterized by being student-centered, encouraging collaborative work, and focusing on topics related to students' real-life contexts, which helps them seek practical solutions.

EMPRESA ENSIGNA



PRINCIPLES OF PBL





TEACHER'S CHALLENGES



Teacher's clarity in the planning, organization, and contextualization of the teaching process.



Ability to present creative and innovative projects that spark interest and curiosity.



Ability to promote interaction, the exchange of knowledge, and ideas among students.



Contextualize learning while maintaining the competencies that the student must develop.



PBL SUGGESTIONS FOR THE CLASSROOM

01 ACTIVITY GUIDE

Assignment of tasks and their supervision by the director.

02 AUTHENTICITY

Determination of the relevance of the task and its authenticity.

03 TASK SUPERVISION

Role of the teacher and students. Project duration. Organization and depth

04 TEACHER'S ROLE

The teacher's role is vital as a guide and motivator for achieving objectives.





PROJECT-BASED LEARNING EXAMPLES

Choosing the destination



My trip



TOPIC
My vacations



Returning from a trip





CHOOSING THE DESTINATION

Beginning

Objective: Acquisition of vocabulary and knowledge of the topic. The teacher talks about the tourist destinations of Ecuador (5 minutes). Then, two questions are asked in English that the students must answer: What is your favorite destination? Why is it your favorite destination? (10 min)
Brainstorming with students' answers (10 minutes)

MIDDLE

Objective: Construction of knowledge. Before the class, students should prepare short sentences about the characteristics of their favorite destinations (10 min)
Students will tell their classmates one characteristic of their destination and explain why they find it fun.

END

Objective: Learn vocabulary (30 minutes) Students will organize the clothes they will take on a trip. They will do this by drawing the items and then explain to their classmates what they are including in their suitcases.

Evaluation

Knowledge and acquisition of vocabulary about destinations, reasons for preferences, and appropriate clothing for their trip.

Resources

pencil, board,
markers



SHARING EXPERIENCES FROM THEIR TRIP

Beginning

Objective: (Duration: 15 minutes) Showing a 9-minute video about tourist destinations in Ecuador.

World Travel Awards Ecuador 2014 - DOCUMENTAL HD (English)

<https://www.youtube.com/watch?v=D8uQtyI3wXY>. The video will be narrated and subtitled in English.

Students will identify phrases to later create a dialogue with their classmates about the parts that interested them the most.

Middle

Objective: Expand vocabulary on common topics in the environment, such as typical foods from different regions and the most well-known places.

Students, divided into groups, will talk in English about tourist attractions, including foods and specific places (20 minutes).

End

Objective: Each group will create a description of a region and present it to their classmates in English (20 minutes).

Evaluation

Students will pay attention to the part of the video that talks about the image and leadership of Ecuador's capital. Questions will be asked and answered in English.



Resources

Computer
Speaker



RETURNING FROM A TRIP

Beginning

Previously, information is prepared about what is usually done when returning from a trip. These sentences are related to daily activities. Sentences are constructed related to emotional states when doing new activities. (15 min)



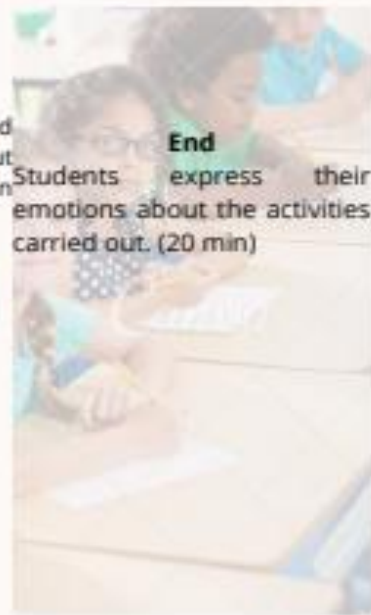
Middle

An open dialogue is established with the prepared topic about what they do when they return from a trip. (15 minutes)



End

Students express their emotions about the activities carried out. (20 min)



Evaluation

Students will write words they have learned and create three new sentences that they can use frequently.



Resources

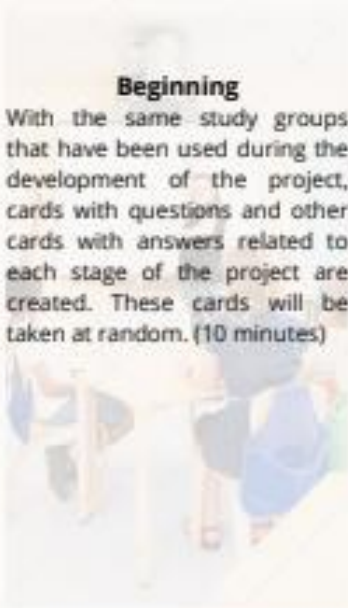
Pencil, paper, board, marker



GO BACK TO SCHOOL (FEEDBACK)

Beginning

With the same study groups that have been used during the development of the project, cards with questions and other cards with answers related to each stage of the project are created. These cards will be taken at random. (10 minutes)



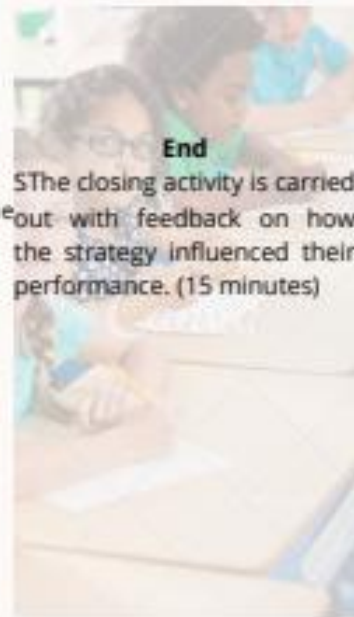
Middle

A question-and-answer dialogue is established. (30 minutes)



End

The closing activity is carried out with feedback on how the strategy influenced their performance. (15 minutes)



Evaluation

The teacher will create 5 questions about the strategy to be answered by the students.



Resources

Board
Markers



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CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The students enrolled in the fifth grade of General Basic Education at a private school exhibited significant difficulties in oral communication in English, including issues with fluency, speech rhythm, pronunciation, and the ability to sustain continuous interactions. These challenges were largely associated with the predominant use of traditional teaching methods at the institution, which do not foster the development of effective communicative competencies.

The implementation of Project-Based Learning (PBL) through Role-Play enhanced student motivation, active participation, and collaboration, resulting in observable improvements in fluency, sentence construction, the use of auxiliary verbs, and oral interaction. Although some indicators, such as communicative intent and spontaneous participation, showed less elasticity to change, the study confirmed that the PBL methodology has a positive effect on the acquisition of communicative skills within a short period of application.

Time was the main limiting factor of the study, as the strategy was applied over a limited number of sessions. Nevertheless, the results demonstrate significant progress in students' oral production, validating PBL's effectiveness as a pedagogical alternative to traditional methods.

PBL is an effective strategy to strengthen oral communication in English, as it promotes active and meaningful learning in which students assume a leading role in their educational process, while the teacher acts as a facilitator, guiding and motivating students throughout the learning experience.



RECOMMENDATIONS

For future research, it is recommended to extend the duration of the PBL strategy in order to observe more sustained changes across the different indicators of communicative skills. This will allow a more robust confirmation of the relationship between the use of active methodologies and improvements in oral production.

It is suggested that teachers strengthen their training in active methodologies, especially in PBL, so that they can implement these strategies with greater confidence, consistency, and creativity. The teacher's commitment is key to achieving a genuine transformation in the teaching learning process.

It is important for educational institutions to encourage spaces for pedagogical innovation by promoting student-centered strategies and providing the necessary time for their proper implementation.

For students, it is recommended to continue engaging in Role-Play activities and similar dynamics, as these promote confidence, spontaneity, and practical language use in meaningful contexts that are relevant to their daily experiences.

Finally, it is advisable that future research explore the integration of PBL with other instructional tools (such as digital resources, playful activities, and interdisciplinary projects) to further enrich the teaching and learning process of English in basic education.



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Annex A: ABSTRACT- EVALUATION SHEET

UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI FOREIGN AND
NATIVE LANGUAGES CENTER

ABSTRACT- EVALUATION SHEET				
NAME: Ana Elizabeth Prieto Gómez				
DATE: Martes, 30 de septiembre de 2025				
Topic: “El Aprendizaje Basado en Proyectos como estrategia para mejorar las habilidades comunicativas en inglés”				
MARKS AWARDED QUANTITATIVE AND QUALITATIVE				
VOCABULARY AND WORD USE	Use new learnt vocabulary and precise words related to the topic	Use a little new vocabulary and some appropriate words related to the topic	Use basic vocabulary and simplistic words related to the topic	Limited vocabulary and inadequate words related to the topic
	EXCELLENT: 2 <input type="checkbox"/>	GOOD: 1,5 <input type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
WRITING COHESION	Clear and logical progression of ideas and supporting paragraphs.	Adequate progression of ideas and supporting paragraphs.	Some progression of ideas and supporting paragraphs.	Inadequate ideas and supporting paragraphs.
De	EXCELLENT: 2 <input checked="" type="checkbox"/>	GOOD: 1,5 <input type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
ARGUMENT	The message has been communicated very well and identify the type of text	The message has been communicated appropriately and identify the type of text	Some of the message has been communicated and the type of text is little confusing	The message hasn't been communicated and the type of text is inadequate
	EXCELLENT: 2 <input checked="" type="checkbox"/>	GOOD: 1,5 <input type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
CREATIVITY	Outstanding flow of ideas and events	Good flow of ideas and events	Average flow of ideas and events	Poor flow of ideas and events
	EXCELLENT: 2 <input type="checkbox"/>	GOOD: 1,5 <input type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
SCIENTIFIC SUSTAINABILITY	Reasonable, specific and supportable opinion or thesis statement	Minor errors when supporting the thesis statement	Some errors when supporting the thesis statement	Lots of errors when supporting the thesis statement
	EXCELLENT: 2 <input checked="" type="checkbox"/>	GOOD: 1,5 <input type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
9 - 10: EXCELLENT TOTAL/AVERAGE 7 - 8,9: GOOD TOTAL 9 5 - 6,9: AVERAGE 0 - 4,9: LIMITED				

UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI- FOREIGN AND NATIVE LANGUAGES CENTER

Informe sobre el Abstract de Artículo Científico o Investigación.

Autor: Ana Elizabeth Prieto Gómez

Fecha de recepción del abstract: Viernes, 26 de septiembre de 2025

Fecha de entrega del informe: Martes, 30 de septiembre de 2025

El presente informe validará la traducción del idioma español al inglés si alcanza un porcentaje de: 9 – 10 Excelente.

Si la traducción no está dentro de los parámetros de 9 – 10, el autor deberá realizar las observaciones presentadas en el ABSTRACT, para su posterior presentación y aprobación.

Observaciones:

Después de realizar la revisión del presente abstract, éste presenta una apropiada traducción sobre el tema planteado en el idioma Inglés. Según la rúbrica de evaluación de la traducción en Inglés, ésta alcanza un valor de 9; por lo cual se valida dicho trabajo.

Atentamente



Firmado electrónicamente por:
MARtha ARACELLY VIVEROS ALMEIDA
Validar Únicamente con FirmaBC

MA. Martha Viveros Docente
responsable del CIDEN

Annex B: Report cards



Escuela de Educación Básica Sendero de Luz

Año Lectivo: 2024 - 2025
 INFORME DE APRENDIZAJE TRIMESTRE 2 - PARCIAL 1

ESTUDIANTE						
CURSO	QUINTO AÑO DE EDUCACIÓN GENERAL BÁSICA DE EDUCACIÓN GENERAL BÁSICA, A					
TUTOR						
ASIGNATURAS	Parcial 1					
	Aporte: Tarea	Aporte: Actividad Individual en Clase	Aporte: Actividad Grupal en Clase	Aporte: Lección	Sumativa	Prom.
Lengua y Literatura	5	10	6	7.5	7	7.10
Matemática	8	9	7.5	7.5	7.9	7.98
Ciencias Naturales	10	9	9.5	7.5	8.5	8.90
Estudios Sociales	8	5	7.5	7.5	7	7
Educación Cultural y Artística	10	10	10	10	10	10
Educación Física	10	8	9.5	8	9	8.30
Inglés	8	5	6		4	5
PROMEDIO GENERAL						7.75
ASIGNATURAS ADICIONALES (No aportan a promedio de aprovechamiento)						
ACOMPANAMIENTO INTEGRAL EN EL AULA (*)	A+	A+	A+	A+	A+	A+
Animación a la Lectura (*)	A+	A+	2 A+	A+	A+	A+
COMPORTAMIENTO	F					
ASISTENCIA (Por días de clase)	Parcial 1					
Faltas Justificadas	0					
Faltas Injustificadas	0					
Atrasos Justificados	0					
Atrasos Injustificados	0					

OBSERVACIONES: _____

MSC. NANCY ANDRADE
 PACHECO - DIRECTORA



MSC. LOYDA CANTOS
 ANDRADE - SECRETARIA



Escuela de Educación Básica Sendero de Luz

Año Lectivo: 2024 - 2025
 INFORME DE APRENDIZAJE TRIMESTRE 2 - PARCIAL 1

ESTUDIANTE						
CURSO	QUINTO AÑO DE EDUCACIÓN GENERAL BÁSICA DE EDUCACIÓN GENERAL BÁSICA, A					
TUTOR						
ASIGNATURAS	Parcial 1					
	Aporte: Tarea	Aporte: Actividad Individual en Clase	Aporte: Actividad Grupal en Clase	Aporte: Lección	Sumativa	Prom.
Lengua y Literatura	8	8	7,5	7,5	7	7,8
Matemática	8	9	7,5	7,5	7,9	7,98
Ciencias Naturales	10	9	8	7,5	8,5	8,6
Estudios Sociales	9	8	7,5	7,5	7	7,8
Educación Cultural y Artística	10	10	10	10	10	10
Educación Física	10	9	9,5	8	9	9,1
Inglés	3	5	6	6	4	4,8
PROMEDIO GENERAL						7,98
ASIGNATURAS ADICIONALES (No aportan a promedio de aprovechamiento)						
ACOMPANAMIENTO INTEGRAL EN EL AULA (*)	A+	A+	A+	A+	A+	A+
Animación a la Lectura (*)	A+	A+	A+	A+	A+	A+
COMPORTAMIENTO	F					
ASISTENCIA (Por días de clase)	Parcial 1					
Faltas Justificadas	0					
Faltas Injustificadas	0					
Atrasos Justificados	0					
Atrasos Injustificados	0					

OBSERVACIONES: _____

MSC. NANCY ANDRADE
PACHECO - DIRECTORA



MSC. LOYDA CANTOS
ANDRADE - SECRETARIA

Annex D: Questionnaire for Pre-test and Post-test – Project-Based Learning (PBL) Activity

Instructions:

The pre-test consists of the teacher providing a questionnaire for students to complete without any prior guidance or planned activity. To evaluate their initial speaking level, students orally reproduce the questionnaire as if it were a daily-life dialogue. The teacher evaluates their performance using the Observation and Checklist.

Immediately after the pre-test, the PBL activity begins. Following some corrections and general guidance from the teacher, the evaluated pairs continue practicing their fluency, pronunciation, grammatical accuracy, and coherence. This questionnaire is designed with short and simple sentences, including questions and answers that students would exchange in pairs, alternating the roles of Student A and Student B.

Students are re-evaluated using the checklist. At this stage, students will personalize the questionnaire phrases to construct their own dialogues. The focus is not on complexity but on accuracy and correctness in oral expression.

Instrument n°1

A) What is your name?

B) _____

A) Your name is very (curious/nice/cool/another)

What is your last name?

B) _____.

A) I know someone with that last name.

B) Really? Maybe he is my relative.

A) How old are you?

B) _____.

A) Oh, so you are older than me! I am not yet eleven years old.

B) Really!

A) When was your birthday?

B) My birthday was on _____

A) Do you have any brothers or sisters?

B) Yes I have _____.

No I don't _____.

A) Where are you from?

B) _____ (for example: Manabí, Quito, Cuenca, Guayaquil).

A) What is your home address?

B) _____.

A) Do you have any brothers or sisters?

B) _____.

A) If you say to the previous question, answer:

Do your brothers (or sisters) study at the same school as you?

B) _____.

A) What is your favorite subject in school?

B) _____.

A) Do you like to play sports? If you say yes, answer: Which is your favorite sport?

B) _____.

A) Apart from sports, what do you like after school?

B) _____.

A) What do you want to be when you grow up? (For example: I fell entering the school; the first day I went to the wrong classroom)

B) _____.

A) Tell me a characteristic of your personality.

B) _____.

Annex E: Checklist Applied to Students by the Teacher

Checklist

Objective: To evaluate the relevance of Project-Based Learning (PBL) in developing students' oral communication skills (Speaking).

Instructions: Dear teacher, these items were designed to assess the indicators of Speaking. Please consider and evaluate them appropriately as part of the pre-test and post-test of the PBL activity. The response options are Yes and No.

Indicator 1: Fluency.

1. Speaks fluently, without long pauses or difficulty finding the appropriate word.
2. Speech rhythm: The student is able to speak at a normal pace, without rushing or stopping frequently.
3. The speed of speech is adequate for understanding the message.
4. Understands instructions clearly.
5. Interacts continuously with peers and the teacher.
6. Has the ability to self-correct during the conversation.
7. Collaborates naturally, responds, and asks questions during the evaluation.
8. Manages time correctly: maintains the flow of conversation without rushing or delaying, respecting turn-taking and managing pauses appropriately.

Indicator 2: Pronunciation.

9. Diction and pronunciation are clear and precise.
10. Volume: speaks with an appropriate tone of voice.

Indicator 3: Grammaticality

11. Constructs complete sentences while speaking.
12. Organizes and connects ideas grammatically correctly.

Indicator 4: Coherence.

13. Fulfills the communicative intention: achieves the purpose of the question or task.

14. Adapts to the context or situation (formal or informal).

15. Expresses thoughts and emotions in a comprehensible manner.

Instrumento n° 1: Lista de Cotejo Estudiante n° 39

SPEAKING: FACTORES	ITEMS	PRETEST	
		Si	No
Fluidez	1. Habla con soltura, sin pausas largas ni problemas para encontrar la palabra adecuada.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	2. Ritmo del habla: El niño es capaz de hablar a un ritmo normal, sin apresurarse ni detenerse constantemente.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	3. La velocidad del habla es adecuada para entender el mensaje.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	4. Entiende las instrucciones claramente.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	5. Interactúa con su compañero y con el docente de forma continua.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	6. Tiene la habilidad para corregirse durante la conversación.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	7. Colabora de forma natural, responde y hace preguntas durante la evaluación.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	8. Gestiona correctamente el tiempo: Mantiene el hilo de la conversación sin apresurarse ni demorarse, respetando los turnos de palabra y manejando las pausas de manera adecuada.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pronunciación	9. Su dicción y pronunciación es clara y precisa.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	10. Volumen: habla con un tono de voz adecuado.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gramaticalidad	11. Al hablar construye oraciones y forma oraciones completas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	12. Usa conectores y secuenciadores. Organiza y conecta sus ideas de forma gramaticalmente correcta.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Coherencia	13. Cumple con la intención comunicativa: cumple con la intención de la pregunta o tarea.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	14. Se adapta al contexto y registro: Ajusta su lenguaje al contexto y la situación (formal o informal).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	15. Expresión de emociones y opiniones: Expresa sus pensamientos y emociones de manera comprensible.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Annex F: Questionnaire Applied to Students Using a Likert Scale

Consent:

Do you agree to provide the information requested, understanding that it will be used solely for research purposes?

Yes

No

Instruction: Please read each statement carefully and mark an X in the option that best represents your opinion.

Indicator: Fluency.

1. Practicing English through Project-Based Learning (PBL) has improved your confidence in speaking this language.
2. PBL has enhanced your ability to understand spoken English.

Indicator: Pronunciation.

3. After practicing English through PBL, you have corrected your pronunciation in this language.
4. After practicing English through PBL, you feel that listeners understand your English pronunciation better.

Indicator: Grammaticality

5. Project-Based Learning has improved your ability to speak English using the correct parts of speech.
6. You better understand grammatical rules and apply them in your conversations.

Indicator: Coherence

7. After practicing English through PBL, you feel that you can express more complex ideas in a more logical and coherent way.

Annex G: Questionnaire Applied to Teachers Using a Likert Scale

Instructions

Dear teacher, please answer the following questions according to your experience. The response options are as follows: a) Strongly agree; b) Agree; c) Neutral; d) Disagree and, e) Strongly disagree.

Based on your experience, Project-Based Learning (PBL) activities:

1. Transform the teacher's role from instructor to process guide.
2. Transform the student's role from passive learner to active participant.
3. Promote cooperative work.
4. Facilitate individual work.
5. Support experiential learning.
6. Foster meaningful learning.
7. Encourage creativity.
8. Promote critical thinking.

Annex H: Requests for the Validation of the Proposal

Guayaquil, 10 de diciembre del 2024

Mtr.

Sandra Tello Arévalo

Presente. –

Yo, Ana Elizabeth Prieto Gómez con C.I. N° 0921093761, estudiante de la Maestría EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN

EN LA ENSEÑANZA DE INGLÉS, Primera cohorte de la Universidad Politécnica Estatal del Carchi, me dirijo a usted distinguido MSc., deseándole éxitos en tan distinguidas funciones que desempeña en beneficio de la educación.

El motivo de la presente comunicación es para solicitarle, muy cordialmente, su colaboración para la revisión, evaluación y validación del presente cuestionario que será aplicado en la realización del trabajo de investigación titulado: *“Aprendizaje basado en proyectos cómo estrategia para mejorar la habilidad comunicativa en inglés (Período 2024- 2025)”*.

Este título y los instrumentos que observará a continuación, hacen parte de un estudio que será presentado como trabajo de grado para optar al Título de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros, mención Enseñanza de Inglés, en la referida Institución de Educación Superior. Tomando en cuenta que la aplicación de los instrumentos se realizará de manera presencial.

Cuadro de operacionalización: Variable Independiente

Variable	Dimensión	Indicador	Técnica	Instrumento
Aprendizaje Basado en Proyectos.	Aprendizaje significativo	Percepción del docente.	Encuesta a docentes	1. Cuestionario. Tipo Escala Lickert.
		Logro de objetivos de aprendizaje.		
		Interés-participación.		
		Cooperación.		

Cuadro de operacionalización: Variable Dependiente

Variable	Dimensión	Indicador	Técnica	Instrumento
Habilidad comunicativa oral	Speaking	Fluidez	Observación a estudiantes realizada por el docente. Registro con instrumento.	2. Lista de Cotejo.
		Pronunciación		
		Gramaticalidad de la oración	Encuesta a estudiantes.	3. Cuestionario aplicado a estudiantes con Escala Lickert.
		Coherencia		

INTRODUCCIÓN Y CONSENTIMIENTO

Estimado docente, usted otorga su consentimiento informado para responder las siguientes preguntas y grabar la entrevista y tomar fotografía, en el trabajo de investigación “*Aprendizaje basado en proyectos cómo estrategia para mejorar la habilidad comunicativa en inglés (Período 2024-2025)*”. Su aporte es valioso en el desarrollo del presente estudio.

Si ()

No()

INSTRUMENTO N° 1 Cuestionario aplicado a los docentes con Escala

Lickert Instrucciones: Estimado docente, responda las siguientes preguntas de acuerdo con su experiencia. Las opciones son las siguientes: a) Totalmente de acuerdo; b) De acuerdo; c) Neutral; d) Poco de acuerdo y, e) Totalmente en desacuerdo.

Según su experiencia las actividades de Aprendizaje Basado en Proyectos:

1. Transforman el rol del docente de Instructor a guía de proceso.
2. Transforman el rol de estudiante pasivo a estudiante activo.
3. Fomentan el trabajo cooperativo.
4. Facilitan el trabajo individual.
5. Facilitan el aprendizaje experiencial.
6. Favorecen el aprendizaje significativo.
7. Fomentan la creatividad.
8. Fomentan el pensamiento crítico.



UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI

CENTRO DE POSTGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN ENSEÑANZA DE INGLÉS**

INSTRUMENTO N° 2: Lista de Cotejo aplicado a los estudiantes por el docente.

Objetivo: Evaluar la pertinencia del ABP para desarrollar habilidades comunicativas orales (Speaking) de los estudiantes.

Instrucciones: Estimado docente, estos son los ítems que se diseñaron para evaluar los indicadores del Speaking. Lo invitamos a considerarlos y ponderarlos oportunamente como pre test y post test de la ABP. Las opciones de respuesta son Si y No.

Indicador 1: Fluidez.

1. Habla con soltura, sin pausas largas ni problemas para encontrar la palabra adecuada.
2. Ritmo del habla: El niño es capaz de hablar a un ritmo normal, sin apresurarse ni detenerse constantemente.
3. La velocidad del habla es adecuada para entender el mensaje.
4. Entiende las instrucciones claramente.
5. Interactúa con su compañero y con el docente de forma continua.
6. Tiene la habilidad para corregirse durante la conversación.
7. Colabora de forma natural, responde y hace preguntas durante la evaluación.
8. Gestiona correctamente el tiempo: mantiene el hilo de la conversación sin apresurarse ni demorarse, respetando los turnos de palabra y manejando las

pausas de manera adecuada.

Indicador 2: Pronunciación.

9. Su dicción y pronunciación es clara y precisa.
10. Volumen: habla con un tono de voz adecuado.

Indicador 3: Gramaticalidad

1. Al hablar construye oraciones y forma oraciones completas.
2. Usa conectores y secuenciadores. Organiza y conecta sus ideas de forma gramaticalmente correcta.

Indicador 4: Coherencia.

1. Cumple con la intención comunicativa: cumple con la intención de la pregunta o tarea.
2. Se adapta al contexto o situación (formal o informal).
3. Expresa sus pensamientos y emociones de manera comprensible.

INSTRUMENTO N° 3: Cuestionario aplicado los estudiantes con Escala Lickert.

Consentimiento: ¿Está de acuerdo en suministrar la información para ser utilizada solamente con fines de investigación?

Sí **No**

Instrucción: Por favor, lea cada pregunta cuidadosamente y marque con una X su respuesta.

Indicador: Fluidez.

1. Practicar inglés con ABP ha mejorado su seguridad para hablar este idioma.
2. El ABP mejoró su capacidad para entender el inglés hablado.

Indicador: Pronunciación.

3. Después de practicar inglés con ABP haz corregido tu pronunciación en este idioma.
4. Después de practicar inglés con ABP sientes que, quien te escucha, entiende mejor lo que pronuncias en inglés.

Indicador: Gramaticalidad.

5. El aprendizaje Basado en Proyectos mejoró tu capacidad para hablar en inglés, usando correctamente las partes de la oración.

6. Entiendes mejor las normas gramaticales y las empleas en la conversación. Indicador: Coherencia

7. Después de practicar inglés con ABP sientes que ideas más complejas las expresas de una forma más lógica, más coherente.



VALIDEZ DEL INSTRUMENTOS DE INVESTIGACIÓN

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. Le solicitamos en base a su criterio y experiencia profesional, validar el presente instrumento para su aplicación. Para cada criterio se debe considerar la siguiente escala

JUICIO DE INSTRUMENTO N° 1: CUESTIONARIO CON ESCALA LICKERT (ENCUESTA A DOCENTES)

A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es *“Indagar en el uso y percepción de los docentes del Aprendizaje Basado en Proyectos para la enseñanza de las habilidades comunicativas del idioma inglés”*.

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido				x		Las preguntas realizadas fueron pertinentes, pero hubo aspectos en los cuales no se profundizó.	Profundizar en los métodos empleados por los docentes para mejorar la producción oral.
Validez de criterio metodológico.					x	Los métodos empleados son válidos porque están fundados en criterios de autores relativos a las habilidades comunicativas, especialmente el Speaking,	
Validez de la intención y objetividad de la medición y/o observación.					x	La intención fue válida y la medición objetiva, puesto que se realizaron preguntas estructuradas que buscaban saber si se implementaba el ABP.	
Las preguntas responden a los objetivos de investigación					x	Las preguntas respondían a los objetivos de investigación.	
Total parcial							
TOTAL					19		

PUNTUACIÓN

De 4 a 11: No Válida
Reformular De 12 a 14:
No Válida Modifica
De 15 a 17: Válida
mejorar
De 18 a 20: Válida
Aplicar X

Nombres y apellidos	Sandra Tello
Grado Académico	Magíster



firmado electrónicamente por:
SANDRA ELIZABETH
TELLO AREVALO

.....

JUICIO DE INSTRUMENTO N° 2: LISTA DE COTEJO

A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es “Diagnosticar el nivel de desarrollo de los estudiantes de quinto grado de la escuela fiscal Dr. Eduardo Kingman, ubicada en Guayaquil en cuanto a las habilidades comunicativas en el área de inglés”.

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					x	Se nota que hubo una revisión de la literatura que sustenta posteriormente al método y el diseño de los instrumentos.	
Validez de criterio metodológico.				x		El tiempo de aplicación para el ABP es corto y esto puede reducir el impacto observable entre el Pretest y el Postest.	Puede realizarse la actividad agregándole una hora más o realizándola en dos clases.
Validez de la intención y objetividad de la medición y/o observación.					x	El resultado general demostró la consistencia en la aplicación de los criterios de medición.	
Las preguntas responden a los objetivos de investigación					x	Hay correspondencia entre las preguntas y los objetivos de investigación.	
Total parcial							
TOTAL	19						

PUNTUACIÓN

De 4 a 11: No

Válida

Reformular x De

12 a 14: No

Válida Modificar

De 15 a 17: Válida

mejorar

De 18 a 20: Válida Aplicar

Nombres y apellidos	Sandra Tello
Grado Académico	Magíster



JUICIO DE INSTRUMENTO N° 3: CUESTIONARIO CON ESCALA LIKERT (ENCUESTA A ESTUDIANTES)

A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es “Describir la percepción de los estudiantes de quinto grado de la escuela fiscal Dr. Eduardo Kingman sobre la incidencia del ABP en su aprendizaje del idioma inglés”.

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido.					x	El contenido es válido y pertinente al tema abordado.	
Validez de criterio metodológico.					x	El criterio metodológico es válido porque permite evaluar objetivamente la incidencia que puede tener el ABP en el aprendizaje del inglés.	
Validez de la intención y objetividad de la medición y/o observación.					x	La intención es válida y la medición y observación se manejaron con criterios objetivos inspirados en la literatura científica.	
Las preguntas responden a los objetivos de investigación					x	Hay una correspondencia perfecta entre las preguntas y los objetivos de investigación.	
Total parcial							
TOTAL	20						

PUNTUACIÓN

De 4 a 11: No

Válida

Reformular x De

12 a 14: No

Válida Modificar

De 15 a 17: Válida

mejorar

De 18 a 20: Válida Aplicar

Nombres y apellidos	Sandra Tello
Grado Académico	Magíster



Guayaquil, 10 de diciembre del 2024

MSc..

Denisse Godoy

Presente. –

Yo, Ana Elizabeth Prieto Gómez con C.I. N° 0921093761, estudiante de la Maestría EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DE INGLÉS, Primera cohorte de la Universidad Politécnica Estatal del Carchi, me dirijo a usted distinguido MSc., deseándole éxitos en tan distinguidas funciones que desempeña en beneficio de la educación.

El motivo de la presente comunicación es para solicitarle, muy cordialmente, su colaboración para la revisión, evaluación y validación del presente cuestionario que será aplicado en la realización del trabajo de investigación titulado: *“Aprendizaje basado en proyectos cómo estrategia para mejorar la habilidad comunicativa en inglés (Período 2024- 2025)”*.

Este título y los instrumentos que observará a continuación, hacen parte de un estudio que será presentado como trabajo de grado para optar al Título de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros, mención Enseñanza de Inglés, en la referida Institución de Educación Superior. Tomando en cuenta que la aplicación de los instrumentos se realizará de manera presencial.

Cuadro de operacionalización: Variable Independiente

Variable	Dimensión	Indicador	Técnica	Instrumento
Aprendizaje Basado en Proyectos.	Aprendizaje significativo	Percepción del docente.	Encuesta a docentes	1. Cuestionario. Tipo Escala Lickert.
		Logro de objetivos de aprendizaje.		
		Interés-participación.		
		Cooperación.		

Cuadro de operacionalización: Variable Dependiente

Variable	Dimensión	Indicador	Técnica	Instrumento
Habilidad comunicativa oral	Speaking	Fluidez	Observación a estudiantes realizada por el docente. Registro con instrumento.	2. Lista de Cotejo.
		Pronunciación		
		Gramaticalidad de la oración	Encuesta a estudiantes.	3. Cuestionario aplicado a estudiantes con Escala Lickert.
		Coherencia		

INTRODUCCIÓN Y CONSENTIMIENTO

Estimado docente, usted otorga su consentimiento informado para responder las siguientes preguntas y grabar la entrevista y tomar fotografía, en el trabajo de investigación “*Aprendizaje basado en proyectos cómo estrategia para mejorar la habilidad comunicativa en inglés (Período 2024-2025)*”. Su aporte es valioso en el desarrollo del presente estudio.

Si ()

No()

INSTRUMENTO N° 1 Cuestionario aplicado a los docentes con Escala

Lickert Instrucciones: Estimado docente, responda las siguientes preguntas de acuerdo con su experiencia. Las opciones son las siguientes: a) Totalmente de acuerdo; b) De acuerdo; c) Neutral; d) Poco de acuerdo y, e) Totalmente en desacuerdo.

Según su experiencia las actividades de Aprendizaje Basado en Proyectos:

1. Transforman el rol del docente de Instructor a guía de proceso.
2. Transforman el rol de estudiante pasivo a estudiante activo.
3. Fomentan el trabajo cooperativo.
4. Facilitan el trabajo individual.
5. Facilitan el aprendizaje experiencial.
6. Favorecen el aprendizaje significativo.
7. Fomentan la creatividad.
8. Fomentan el pensamiento crítico.



UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI

CENTRO DE POSTGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN ENSEÑANZA DE INGLÉS**

INSTRUMENTO N° 2: Lista de Cotejo aplicado a los estudiantes por el docente.

Objetivo: Evaluar la pertinencia del ABP para desarrollar habilidades comunicativas orales (Speaking) de los estudiantes.

Instrucciones: Estimado docente, estos son los ítems que se diseñaron para evaluar los indicadores del Speaking. Lo invitamos a considerarlos y ponderarlos oportunamente como pre test y post test de la ABP. Las opciones de respuesta son Si y No.

Indicador 1: Fluidez.

1. Habla con soltura, sin pausas largas ni problemas para encontrar la palabra adecuada.
2. Ritmo del habla: El niño es capaz de hablar a un ritmo normal, sin apresurarse ni detenerse constantemente.
3. La velocidad del habla es adecuada para entender el mensaje.
4. Entiende las instrucciones claramente.
5. Interactúa con su compañero y con el docente de forma continua.
6. Tiene la habilidad para corregirse durante la conversación.
7. Colabora de forma natural, responde y hace preguntas durante la evaluación.

8. Gestiona correctamente el tiempo: mantiene el hilo de la conversación sin apresurarse ni demorarse, respetando los turnos de palabra y manejando las pausas de manera adecuada.

Indicador 2: Pronunciación.

9. Su dicción y pronunciación es clara y precisa.
10. Volumen: habla con un tono de voz adecuado.

Indicador 3: Gramaticalidad

11. Al hablar construye oraciones y forma oraciones completas.
12. Usa conectores y secuenciadores. Organiza y conecta sus ideas de forma gramaticalmente correcta.

Indicador 4: Coherencia.

13. Cumple con la intención comunicativa: cumple con la intención de la pregunta o tarea.
14. Se adapta al contexto o situación (formal o informal).
15. Expresa sus pensamientos y emociones de manera comprensible.

INSTRUMENTO N° 3: Cuestionario aplicado los estudiantes con Escala Lickert.

Consentimiento: ¿Está de acuerdo en suministrar la información para ser utilizada solamente con fines de investigación?

Sí **No**

Instrucción: Por favor, lea cada pregunta cuidadosamente y marque con una X su respuesta.

Indicador: Fluidez.

1. Practicar inglés con ABP ha mejorado su seguridad para hablar este idioma.
2. El ABP mejoró su capacidad para entender el inglés hablado.

Indicador: Pronunciación.

3. Después de practicar inglés con ABP has corregido tu pronunciación en este idioma.
4. Después de practicar inglés con ABP sientes que, quien te escucha, entiende mejor lo que pronuncias en inglés.

Indicador: Gramaticalidad.

5. El aprendizaje Basado en Proyectos mejoró tu capacidad para hablar en inglés, usando correctamente las partes de la oración.

6. Entiendes mejor las normas gramaticales y las empleas en la conversación. Indicador: Coherencia

7. Después de practicar inglés con ABP sientes que ideas más complejas las expresas de una forma más lógica, más coherente.



VALIDEZ DEL INSTRUMENTOS DE INVESTIGACIÓN

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. Le solicitamos en base a su criterio y experiencia profesional, validar el presente instrumento para su aplicación. Para cada criterio se debe considerar la siguiente escala

JUICIO DE INSTRUMENTO N° 1: CUESTIONARIO CON ESCALA LICKERT (ENCUESTA A DOCENTES)

A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el

instrumento de investigación cuyo objetivo es *“Indagar en el uso y percepción de los docentes del Aprendizaje Basado en Proyectos para la enseñanza de las habilidades comunicativas del idioma inglés”*.

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					x	El contenido de las preguntas y respuestas de las entrevistas estructuradas cumplen con el objetivo de informar algo desconocido aun para el investigador ¿el docente ha aplicado el ABP? ¿Qué opina el docente sobre esta estrategia?	
Validez de criterio metodológico.					x	Los métodos seleccionados se corresponden con los criterios aceptados en Ciencias Sociales.	
Validez de la intención y objetividad de la medición y/o observación.					x	Este instrumento tiene que ver con medición y se emplea una escala Lickert, lo cual garantiza la validez y la objetividad.	

Las preguntas responden a los objetivos de investigación					x	Las preguntas están alineadas con los objetivos de investigación.	
Total parcial							
TOTAL	20						

PUNTUACIÓN

De 4 a 11: No Válida

Reformular De 12 a 14:

No Válida Modifica

De 15 a 17: Válida mejorar

De 18 a 20: Válida

Aplicar X

Nombres y apellidos	Denisse Godoy
Grado Académico	Magister



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JUICIO DE INSTRUMENTO N° 2: LISTA DE COTEJO

A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es “Diagnosticar el nivel de desarrollo de los estudiantes de quinto grado de la escuela fiscal Dr. Eduardo Kingman, ubicada en Guayaquil en cuanto a las habilidades comunicativas en el área de inglés”.

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					x	El contenido de los instrumentos reflejó una revisión teórica apropiada sobre las habilidades	

						comunicativas en inglés.	
Validez de criterio metodológico.					x	Los métodos seleccionados se corresponden con los criterios empleados en antecedentes con temas similares.	
Validez de la intención y objetividad de la medición y/o observación.					x	Este instrumento tiene que ver con observación, requería que las categorías fueran claras y precisas, y este propósito se ha conseguido.	
Las preguntas responden a los objetivos de investigación					x	Todas la preguntas están alineadas con los objetivos de la investigación.	
Total parcial							
TOTAL	20						

PUNTUACIÓN

De 4 a 11: No
Válida

Reformular x De
12 a 14: No
Válida Modificar

De 15 a 17: Válida
mejorar

De 18 a 20: Válida Aplicar

Nombres y apellidos	Denisse Godoy
Grado Académico	Magíster



JUICIO DE INSTRUMENTO N° 3: CUESTIONARIO CON ESCALA LIKERT (ENCUESTA A ESTUDIANTES)

A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es “Describir la percepción de los estudiantes de quinto grado de la escuela fiscal Dr. Eduardo Kingman sobre la incidencia del ABP en su aprendizaje del idioma inglés”.

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					x	El contenido de los instrumentos reflejó una revisión teórica apropiada sobre el ABP y las habilidades comunicativas en inglés.	
Validez de criterio metodológico.					x	Este instrumento es válido y consistente desde el punto de vista metodológico.	
Validez de la intención y objetividad de la medición y/o observación.					x	La escala y la manera como están formulada garantiza la objetividad de la medición.	
Las preguntas responden a los objetivos de investigación					x	Las preguntas están alineadas con los objetivos de la investigación.	
Total parcial							
TOTAL	20						

PUNTUACIÓN

De 4 a 11: No

Válida

Reformular x De

12 a 14: No

Válida Modificar

De 15 a 17: Válida

mejorar

De 18 a 20: Válida Aplicar

Nombres y apellidos	Denisse Godoy
Grado Académico	Magíster



Firmado electrónicamente por:
DENNY TAMMY
GODOY CAZAR

Guayaquil, 10 de diciembre del 2024

Mtr. Alexandra Varas Contreras.

Presente. –

Yo, Ana Elizabeth Prieto Gómez con C.I. N° 0921093761, estudiante de la Maestría EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN

EN LA ENSEÑANZA DE INGLÉS, Primera cohorte de la Universidad Politécnica Estatal del Carchi, me dirijo a usted distinguido MSc., deseándole éxitos en tan distinguidas funciones que desempeña en beneficio de la educación.

El motivo de la presente comunicación es para solicitarle, muy cordialmente, su colaboración para la revisión, evaluación y validación del presente cuestionario que será aplicado en la realización del trabajo de investigación titulado: *“Aprendizaje basado en proyectos cómo estrategia para mejorar la habilidad comunicativa en inglés (Período 2024- 2025)”*.

Este título y los instrumentos que observará a continuación, hacen parte de un estudio que será presentado como trabajo de grado para optar al Título de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros, mención Enseñanza de Inglés, en la referida Institución de Educación Superior. Tomando en cuenta que la aplicación de los instrumentos se realizará de manera presencial.

Cuadro de operacionalización: Variable Independiente

Variable	Dimensión	Indicador	Técnica	Instrumento
Aprendizaje Basado en Proyectos.	Aprendizaje significativo	Percepción del docente.	Encuesta a docentes	1. Cuestionario. Tipo Escala Lickert.
		Logro de objetivos de aprendizaje.		
		Interés-participación.		
		Cooperación.		

Cuadro de operacionalización: Variable Dependiente

Variable	Dimensión	Indicador	Técnica	Instrumento
Habilidad comunicativa oral	Speaking	Fluidez	Observación a estudiantes realizada por el docente. Registro con instrumento.	2. Lista de Cotejo.
		Pronunciación		
		Gramaticalidad de la oración	Encuesta a estudiantes.	3. Cuestionario aplicado a estudiantes con Escala Lickert.
		Coherencia		

INTRODUCCIÓN Y CONSENTIMIENTO

Estimado docente, usted otorga su consentimiento informado para responder las siguientes preguntas y grabar la entrevista y tomar fotografía, en el trabajo de investigación “*Aprendizaje basado en proyectos cómo estrategia para mejorar la habilidad comunicativa en inglés (Período 2024-2025)*”. Su aporte es valioso en el desarrollo del presente estudio.

Si ()

No()

INSTRUMENTO N° 1 Cuestionario aplicado a los docentes con Escala

Lickert Instrucciones: Estimado docente, responda las siguientes preguntas de acuerdo con su experiencia. Las opciones son las siguientes: a) Totalmente de acuerdo; b) De acuerdo; c) Neutral; d) Poco de acuerdo y, e) Totalmente en desacuerdo.

Según su experiencia las actividades de Aprendizaje Basado en Proyectos:

1. Transforman el rol del docente de Instructor a guía de proceso.
2. Transforman el rol de estudiante pasivo a estudiante activo.
3. Fomentan el trabajo cooperativo.
4. Facilitan el trabajo individual.
5. Facilitan el aprendizaje experiencial.
6. Favorecen el aprendizaje significativo.
7. Fomentan la creatividad.
8. Fomentan el pensamiento crítico.



UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI
CENTRO DE POSTGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN
ENSEÑANZA DE INGLÉS**

INSTRUMENTO N° 2: Lista de Cotejo aplicado a los estudiantes por el docente.

Objetivo: Evaluar la pertinencia del ABP para desarrollar habilidades comunicativas orales (Speaking) de los estudiantes.

Instrucciones: Estimado docente, estos son los ítems que se diseñaron para evaluar los indicadores del Speaking. Lo invitamos a considerarlos y ponderarlos oportunamente como pre test y post test de la ABP. Las opciones de respuesta son Si y No.

Indicador 1: Fluidez.

1. Habla con soltura, sin pausas largas ni problemas para encontrar la palabra adecuada.
2. Ritmo del habla: El niño es capaz de hablar a un ritmo normal, sin apresurarse ni detenerse constantemente.
3. La velocidad del habla es adecuada para entender el mensaje.
4. Entiende las instrucciones claramente.
5. Interactúa con su compañero y con el docente de forma continua.
6. Tiene la habilidad para corregirse durante la conversación.
7. Colabora de forma natural, responde y hace preguntas durante la evaluación.

8. Gestiona correctamente el tiempo: mantiene el hilo de la conversación sin apresurarse ni demorarse, respetando los turnos de palabra y manejando las pausas de manera adecuada.

Indicador 2: Pronunciación.

9. Su dicción y pronunciación es clara y precisa.
10. Volumen: habla con un tono de voz adecuado.

Indicador 3: Gramaticalidad

11. Al hablar construye oraciones y forma oraciones completas.
12. Usa conectores y secuenciadores. Organiza y conecta sus ideas de forma gramaticalmente correcta.

Indicador 4: Coherencia.

13. Cumple con la intención comunicativa: cumple con la intención de la pregunta o tarea.
14. Se adapta al contexto o situación (formal o informal).
15. Expresa sus pensamientos y emociones de manera comprensible.

INSTRUMENTO N° 3: Cuestionario aplicado los estudiantes con Escala Lickert.

Consentimiento: ¿Está de acuerdo en suministrar la información para ser utilizada solamente con fines de investigación?

Sí **No**

Instrucción: Por favor, lea cada pregunta cuidadosamente y marque con una X su respuesta.

Indicador: Fluidez.

1. Practicar inglés con ABP ha mejorado su seguridad para hablar este idioma.
2. El ABP mejoró su capacidad para entender el inglés hablado.

Indicador: Pronunciación.

3. Después de practicar inglés con ABP haz corregido tu pronunciación en este idioma.
4. Después de practicar inglés con ABP sientes que, quien te escucha, entiende mejor lo que pronuncias en inglés.

Indicador: Gramaticalidad.

5. El aprendizaje Basado en Proyectos mejoró tu capacidad para hablar en inglés, usando correctamente las partes de la oración.
6. Entiendes mejor las normas gramaticales y las empleas en la conversación. Indicador: Coherencia

7. Después de practicar inglés con ABP sientes que ideas más complejas las expresas de una forma más lógica, más coherente.



VALIDEZ DEL INSTRUMENTOS DE INVESTIGACIÓN

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. Le solicitamos en base a su criterio y experiencia profesional, validar el presente instrumento para su aplicación. Para cada criterio se debe considerar la siguiente escala

JUICIO DE INSTRUMENTO N° 1: CUESTIONARIO CON ESCALA LICKERT (ENCUESTA A DOCENTES)

8. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es *“Indagar en el uso y percepción de los docentes del Aprendizaje Basado en Proyectos para la enseñanza de las habilidades comunicativas del idioma inglés”*.

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X		
Validez de criterio metodológico.					X		
Validez de la intención y objetividad de la medición y/o observación.					X		
Las preguntas responden a los objetivos de investigación					X		
Total parcial							
TOTAL	20						

PUNTUACIÓN

De 4 a 11: No

Válida

Reformular x De

12 a 14: No

Válida Modificar

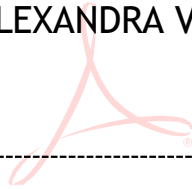
De 15 a 17: Válida

mejorar

De 18 a 20: Válida Aplicar

Nombres y apellidos	Varas Contreras Janeth
Grado Académico	Magister

JANETH ALEXANDRA VARAS CONTRERAS



JUICIO DE INSTRUMENTO N° 2: LISTA DE COTEJO

A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es “Diagnosticar el nivel de desarrollo de los estudiantes de quinto grado de la escuela fiscal Dr. Eduardo Kingman, ubicada en Guayaquil en cuanto a las habilidades comunicativas en el área de inglés”.

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X		
Validez de criterio metodológico.					X		
Validez de la intención y objetividad de la medición y/o observación.					X		
Las preguntas responden a los objetivos de investigación					X		
Total parcial							
TOTAL	20						

PUNTUACIÓN

De 4 a 11: No

Válida

Reformular x De

12 a 14: No

Válida Modificar

De 15 a 17: Válida

mejorar

De 18 a 20: Válida Aplicar

Nombres y apellidos	Varas Contreras Janeth
Grado Académico	Magister

JANETH ALEXANDRA VARAS CONTRERAS



JUICIO DE INSTRUMENTO N° 3: CUESTIONARIO CON ESCALA LIKERT (ENCUESTA A ESTUDIANTES)

A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es “Describir la percepción de los estudiantes de quinto grado de la escuela fiscal Dr. Eduardo Kingman sobre la incidencia del ABP en su aprendizaje del idioma inglés”.

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X		
Validez de criterio metodológico.					X		
Validez de la intención y objetividad de la medición y/o observación.					X		
Las preguntas responden a los objetivos de investigación					X		
Total parcial							
TOTAL	20						

PUNTUACIÓN

De 4 a 11: No

Válida

Reformular x De

12 a 14: No

Válida Modificar

De 15 a 17: Válida

mejorar

De 18 a 20: Válida Aplicar

Nombres y apellidos	Varas Contreras Janeth
Grado Académico	Magister

JANETH ALEXANDRA VARAS



Annex I: Images of the work carried out with the students











Universidad Politécnica Estatal del Carchi

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Fecha: 28 de noviembre del 2024

Mgtr.
Nancy Andrade Pacheco
Directora
Unidad Educativa Sendero de Luz
Presente.-

De mis consideraciones:

Por medio de la presente, solicito su amable colaboración se permita al estudiante **Prieto Gómez Ana Elizabeth**, portador de la cédula de identidad **0921093761**, quien se encuentra cursando la maestría en **Pedagogía de los Idiomas Nacionales y Extranjeros con mención inglés**.

Actualmente la Sra. Prieto está desarrollando un trabajo de tesis titulado **"APRENDIZAJE BASADO EN PROYECTO COMO ESTRATEGIA PARA MEJORAR LA HABILIDAD COMUNICATIVA EN INGLÉS"**, dirigida a los estudiantes del quinto año de la Unidad Educativa Sendero de Luz.

Para llevar a cabo esta investigación, se requiere aplicar encuestas a los estudiantes y realizar entrevistas a los docentes del área de inglés, así como obtener cualquier otra información relevante para el desarrollo de su estudio. Agradecemos su valiosa colaboración para que el estudiante pueda acceder a los datos necesarios y completar con éxito su investigación.

Sin más que agregar, quedo a su disposición para cualquier duda o aclaración.

Atentamente,



LUIS ANDRES HIDALGO
BONIFAZ

MSc. Andrés Hidalgo.

COORDINADOR DE PROGRAMAS DE POSGRADO
UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI
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